

School Ties



SPRING 2020 | ST. MICHAELS UNIVERSITY SCHOOL

floreat 2030

SMUS unveils bold new
10-year strategic plan

CREDITS

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Inside Cover: Grade 12 Link Leaders huddle together for a cheer before welcoming their new classmates at the start of the 2019-20 school year.



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Bernice Hong
Link Crew

**LINK
CREW**
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Introduction from the Head of School

I am delighted to write this introduction to *School Ties* at the beginning of a new and important decade.

2019 was a year of many highlights for me as I continued my journey with our outstanding community. Among them, I attended my first alumni receptions, connecting with the worldwide SMUS community in places such as London, Hong Kong and Bangkok. Closer to home we enjoyed a fantastic Alumni Weekend here at our Richmond Road campus. I want to thank all of you for the warm welcome and I hope to meet more of you in 2020.

It is also my distinct pleasure to introduce you to the Floreat strategic plan, about which you can read more in the following pages. It is exciting to have a once-in-a-decade opportunity to look over the horizon toward 2030. For more than a century, our school has been evolving and building momentum. This process was accelerated in 1971 by the grafting of our two key roots, St. Michael's School and University School.

Over the years our commitment to excellence and our focus on leadership has provided the values and skills for our students to contribute their full potential to the professions and communities in which they move on to work and live respectively. Our alumni community is fully representative of this legacy.

The Floreat 10-year strategic plan is based on one of the broadest-ever consultations undertaken by a school in Canada. I'm delighted that 600 alumni contributed their views and opinions concerning the future direction of the school. Alongside current parents, students, staff and faculty, the Board of Governors was provided with an extensive report of recommendations by independent consultants RSAcademics. I want to thank the alumni who gave their time, whether through our formal survey or through your informal comments to me at receptions and meetings. Alumni on the Board of Governors were also instrumental in crafting and refining the plan.

On October 26, 2019, the Board of Governors unanimously approved this strategic direction, restating our school's Vision – "To learn, to lead, to serve" – and the Mission and Values that have served us so well over the school's history. Based on this plan, the school will create yearly action plans which will drive us toward our vision to deliver a transformational and truly excellent learning experience.

We invite our extended community, past, present and future, to journey with us through 10 years that will doubtless provide challenge and opportunity. With your help and support, we will hand over to the next generation a school that will continue to provide outstanding preparation for the lives of the future.

Floreat!

Mark Turner
Head of School



School News

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



*Top: Grade 7 students perform at Christ Church Cathedral during the annual Carol Service.
Bottom: Kindergarten students Ahlia and Arianna laugh after sliding down the slide together.
Opposite: Grade 11 student Kate O'Connor rows under the Selkirk Trestle during a spring rowing practice on the Gorge Waterway.*

Junior School

1 Grade 1 student Frank works on a project in the Imagination Lab.

2 During an outdoor education trip to Beacon Hill Park, Grade 2 student Lauren gets close to a goat at the petting zoo.

3 Grade 1 students Oliver and Emmett smile on the playground during recess.

4 Grade 4 student Truman performs during the Cross Campus Strings Concert at the University of Victoria.

5 Grade 3 students Baani, left, and Dishanna, right, do the Chicken Dance with Grade 12 Lifers Olivia Lupin and Isabella Leong.

6 Grade 3 students watch in awe as they learn about animation and moving pictures using a zoetrope.

7 Grade 4 student Helen runs between Grade 12 student Diya Courty-Stephens and Grade 4 student Elspeth during a game as part of the iBelieve Right to Play event.

8 Kindergarten student Gavin (with classmates Marcus, Ella and Isla) identifies a card with "elves" while learning how to spell words that start with the letter E.

9 Samantha, Isabelle and Madison learn about levers and force as part of a Grade 5 science unit on simple machines.

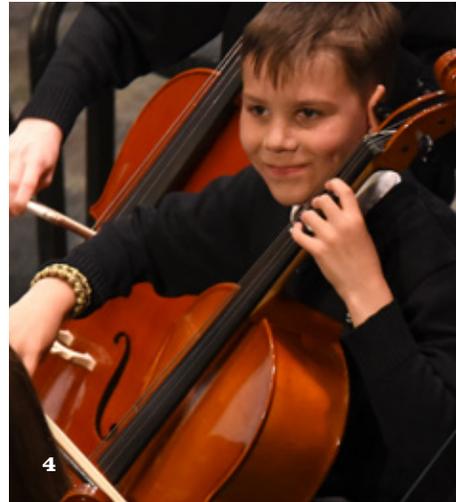
10 Grade 3 student Carsten plays basketball during recess.

11 Grade 4 student William colours his artwork during art class.

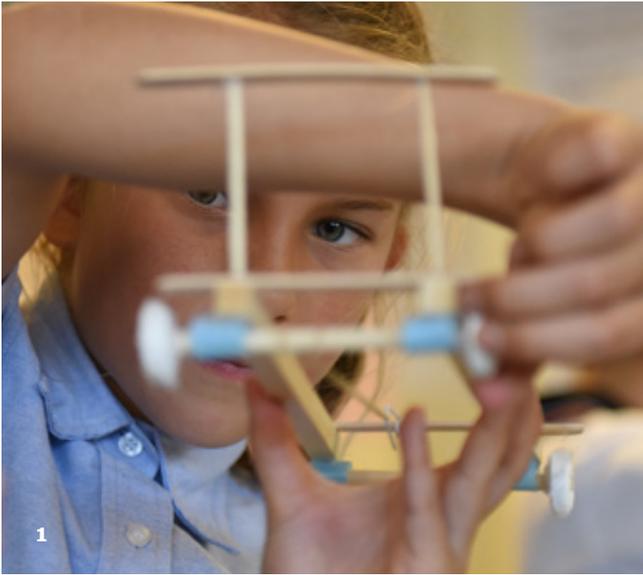
12 Emily and Sophie perform as the Gingerbread Man and Lord Faarquad during the Grade 5 musical, *Shrek The Musical JR.*

13 Grade 2 student Silke enjoys a visit from Ginger (and many other dogs) during Health and Wellness Week.

14 Grade 2 student Kayleigh plays chess during an afternoon of free play.







Middle School



9

1 Grade 6 student Avery G. builds a prototype car out of Popsicle sticks as students learn about the Laws of Motion.

2 Josefina I. dribbles the ball down the field during a Grade 8 Girls Soccer game against Lansdowne Middle School.

3 Grade 7 student Rishi M. plays floor hockey during an Exploratory block.

4 Grade 6 student Ewan W. gives the thumbs up from the bottom of a human pyramid during the Wenman House cheer as part of Middle School House Games.

5 Grade 8 student Ryan K., as the Cat in the Hat, and Grade 6 student Chelsea L., as Jojo, perform during the Middle School production of *Seussical the Musical*.

6 Grade 8 students Daniel B. and Samantha Y. dissect a sheep's heart in science class.

7 Grade 6 student Markus D. gets welcomed to the Middle School by Grade 8 WEB Leaders on the first day of the new school year.

8 Grade 8 students Zephyr F., Haley B. and Lorissa G. smile after a colour throw event to cap off the Grade 8 Leadership Conference.

9 Grade 6 student Braxton L. creates a stop motion animation video in art class.

10 Grade 7 students Kaden F. and Alexander H. compete at the Vancouver Island Regional Science Fair at the University of Victoria.

11 Grade 7 student Ma'an A., right, walks Grade 4 students Lachlan and Wolfgang through a math-based game he designed to help students learn about proportions and fair play.

12 Grade 7 swimmer Eric F. competes during a swim jamboree for Junior and Middle School athletes at Saanich Commonwealth Place.

13 In the lead-up to a unit on space exploration, Grade 6 student Elliot M. conducts a science and math experiment to calculate the ideal amount of "rocket fuel" using pop bottles and air pressure.



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Senior School

1 The RCMP's forensic identification unit brought in equipment to help Grade 10 students learn about forensics.

2 Grade 10 students Grace Meadows and Emily Selwood walk through the quad during the winter snowfall.

3 Senior School students participate in a Zumba class as part of the SMUS Brain Fit initiative, which encouraged physical activity before taking an exam.

4 Grade 12 student Sherry Wang and Grade 11 student Mark Finamore work with filmmaker Sam McLoughlin '02 during Career Day.

5 Grade 10 student McKenna Williams has her head shaved during the annual Cops for Cancer fundraiser.

6 Grade 12 students Simon Erlic, Spencer Dearborn, Mikhail Evdokimov and Phillip Sing carry Albert Wu after receiving their grad bears during Alumni Weekend.

7 Bolton House boys Dat Kieu (Grade 11) and Stanley Weng (Grade 12) participate in a fun and wet activity during House Games.

8 Grade 10 student Joonha Yang watches as science teacher Wonjin Kim demonstrates a very bright and very loud combustion reaction involving isopropyl alcohol, oxygen and a flame.

9 Brad Ingimundson's Grade 10 art class learn figure drawing under the natural light in Brown Hall.

10 Grade 11 student Ines Wang celebrates a Senior Girls Volleyball team victory.

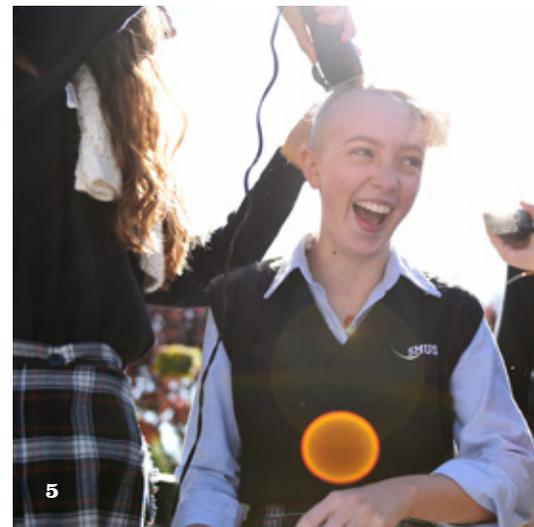
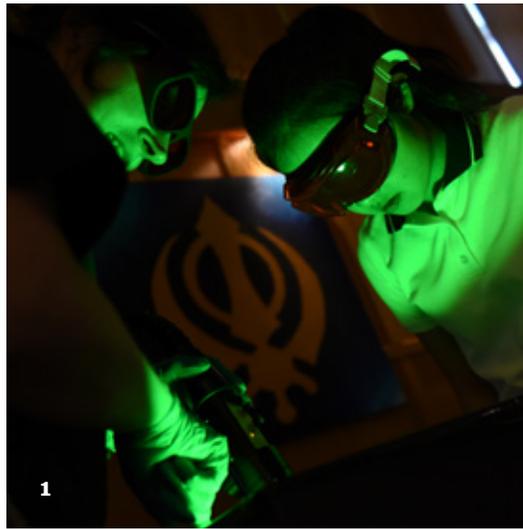
11 Grade 9 student Calum Webber-Smith poses with Girl with a Pearl Earring (art teacher Elisha Gardiner) during the Halloween costume parade.

12 Grade 10 student Samuel Valensky, Grade 9 student Cole Ashley and Grade 10 student Andrew Ganz perform during the annual Keep the Beat concert.

13 The cast of the Senior School musical, *Mamma Mia!*, performs on stage at the McPherson Playhouse.

14 Andrew Brennan focuses on the ball during a game of squash in Grade 9 Physical Education.

15 Grade 12 student Jordan Stonehouse takes control of the ball during the Alumni Weekend rugby game against Oak Bay High. In the span of a week, the Senior Girls Rugby team won both the Robinson Cup and the national CAIS 7's Girls Rugby Tournament.

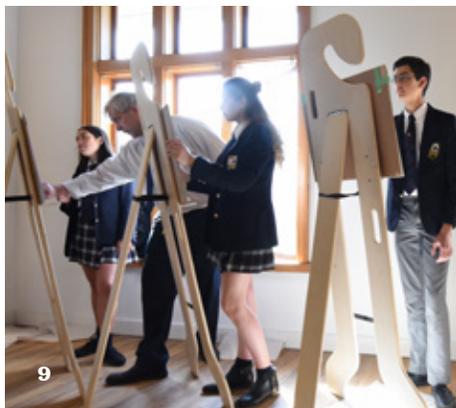




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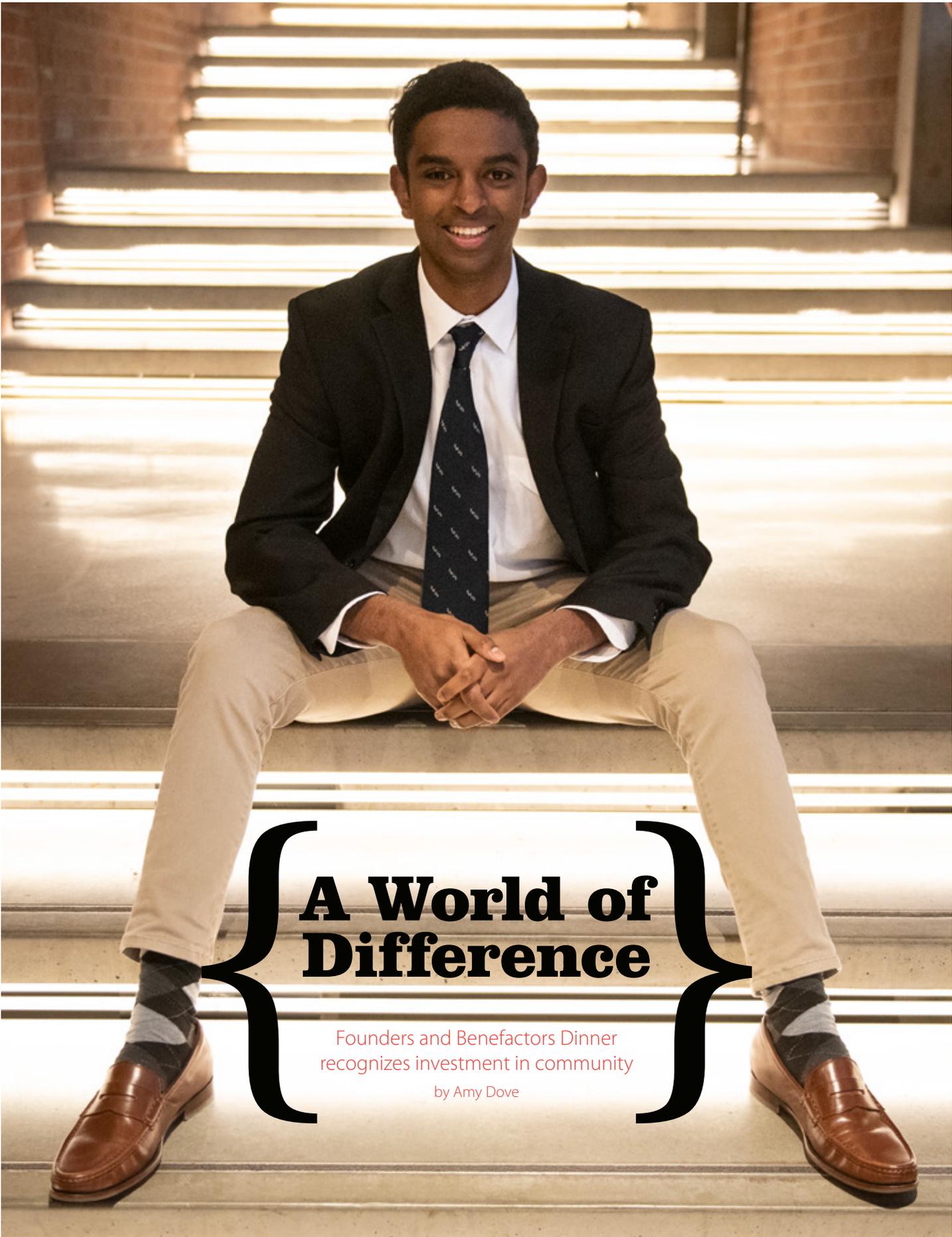
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A World of Difference

Founders and Benefactors Dinner
recognizes investment in community

by Amy Dove

Dawit Workie '13 credits SMUS for preparing him for post-secondary and for his career in investment banking.

Dawit Workie '13 and Anthony Quinton '46 arrived at our school as boarding students from Seattle, albeit 65 years apart.

Their stories, while distinctly different, follow a similar path from reluctant student to celebrated scholar and distinguished professional. Both alumni were invited back to campus to speak at the 2019 Founders and Benefactors Dinner as part of a celebration of the school's legacy and culture of philanthropy.

Small beginnings

Missing home and somewhat doubtful of the community they would find on campus, Dawit joined SMUS in Grade 8 when he was 13 years old, while Anthony was nine when he started studying at St. Michael's School. It didn't take them long to realize that they had joined a special community that opened the world to them.

"I don't believe there are as many tight-knit communities as the one I was lucky enough to enjoy for those memorable five years," Dawit said. "Living with 40 boys from across the globe was certainly eye-opening. Kids from Hong Kong, Veracruz, London; kids who had grown up in fundamentally different cultures from different parts of the world, and I remember thinking to myself 'there is absolutely no way I'm getting along with any of them.' It didn't take long for me to realize how wrong I was."

"Rugby, in addition to basketball, accounted for some of my most cherished memories; memories that took place in countries I would have never imagined visiting before SMUS. Whether it was trips to Argentina or Hawaii, whether it was following a heart-wrenching loss or an exhilarating win, I continue to cherish each one of these special moments with some of my closest friends today."

The student body was less geographically diverse for Anthony, but that didn't mean they weren't introduced to the world. On Sunday evenings, in their boarding house common room where a fire roared in a little pot-bellied stove, Headmaster Kyrle Symons would read to the boys from the works of Rudyard Kipling and Sir H. Rider Haggard.

"Adventures in India and South Africa were there in our imaginations for our taking," Anthony recalled. "It was a world to be explored, one in which we were expected to be engaged even from our seemingly remote perch in Victoria."

Big impacts

Both went on to prestigious post-secondary educations. Dawit earned a scholarship to Dartmouth College where he graduated with a BA in Mathematics and Social Science with high honours. Anthony earned a BA from Princeton University and a B.Litt degree from Oxford University as a Marshall Scholar.

"SMUS opened the door to Dartmouth which turned out to be an amazing experience itself," said Dawit, who was the beneficiary of several scholarships and bursaries as a student and is now a SMUS donor. "I wouldn't have been both academically and athletically prepared if it wasn't for my time at SMUS."

He is now an associate on the investment team at Battery Ventures in Boston, Massachusetts.

Anthony is a Distinguished Diplomat in Residence Emeritus in the School of International Service at American University in Washington, D.C. Before joining the faculty, he spent 38 years as a member of the



Anthony Quinton '46 had his imagination sparked at St. Michael's School, leading him to a career with the United States Foreign Service.

United States Foreign Service. He held posts as ambassador to Peru, Kuwait, Nicaragua and the Central African Republic. A SMUS donor for more than three decades, he has also been an advisory governor on the school's Board of Governors since 2010.

"When thinking about where I was before SMUS, and those five years of unforgettable experiences, unbelievable friends, the academic and athletic rigour and the doors SMUS opened, to put it simply, it was pretty life changing," Dawit said to the guests at the Founders and Benefactors Dinner. "It has given me the desire and hope to be in a position one day where I can give back and provide the same opportunities to the next generation of students."

That is a sentiment echoed by Anthony, who noted that the early benefactors of the founding schools could not have dreamed of the buildings, bursaries and sports facilities that would be afforded to the school through the generosity of its community. They serve as an example to us today, he said, as the current community of alumni, parents, students and staff contribute to building an "even greater school for the 21st century."

"You will cherish and recount the stories of your time here. In addition, you will, I know, stay committed to the school's culture of excellence, its commitment to developing the leadership potential of all, and its willingness to embrace the diversity of this city, this country and this world," he said. "We know we are not alone in this rapidly changing world. It is ours to change. It is ours to support." ■

Giving back

If you are interested in joining Dawit Workie '13 and Anthony Quinton '46 in giving back to the school, visit smus.ca/giving to learn more.



A lot has changed in 114 years. Over the course of the school's history, the campuses have expanded with renovated and new buildings, the curriculum has transformed to better meet the needs of learners, and the student body has grown and become more diverse.

What hasn't changed at St. Michaels University School is the commitment to excellence, exemplified in our school values. Through evolutionary changes at our school, our values have been a constant that ensure a SMUS education prepares students for life as leaders and innovators in a rapidly changing world.

Looking to 2030 and beyond, SMUS unveiled Floreat, its new 10-year strategic plan this year. Floreat is a bold plan that builds on the best of the school's history while ensuring we continue to evolve for the benefit of our students.

"We are protecting the strong foundations that have been laid in the past and we will be confident in those foundations, but we must also avoid being brought into a sense of complacency by all the achievements in our school's history," says Head of School Mark Turner. "That requires us being really intentional in looking for the specific areas to improve, to reinforce and to enhance."

Reinforce and enhance

Floreat, which comes from the Latin for "let flourish," is an apt word for the school. Through the entwining of our two key roots of University School and St. Michael's School, SMUS is ready to begin a fresh period of growth from a position of great strength.

Mark describes the plan as a right balance of "ambitious and achievable," and this growth has been thoughtfully planned out by the school's Senior Leadership Team and Board of Governors. To deliver on the plan, however, will take effort from the community that informed it.

"I believe we all have a role to play in the delivery of this strategic plan," Mark says. "There's this concept of generational equity that having benefited from opportunities when you're at school, there's an inherent responsibility to do what you can to help future generations enjoy that same advantage."

The plan is the result of one of the broadest consultations ever undertaken by a Canadian school. More than 600 alumni, 500 current parents, and 220 faculty and staff completed a confidential survey through independent international consultant RSAcademics, while 87% of Middle and Senior School students contributed their views alongside interviews with Junior School students. Furthermore, RSAcademics held 15 focus groups with 150 people.

RS Academics reported back positively on many aspects of the school, while identifying areas that could bear further examination. From that work came Floreat's four Strategic Priorities: Foundation, Preparation for Life, Sustainability and Community. These four priorities encapsulate what we will focus on to achieve excellence in all areas, with student success at the centre of everything.

Foundation is the bedrock of our school. It recognizes the importance of being confident but not complacent in who we are, as we build for the future. Preparation for Life outlines how we will strengthen each aspect of our students' educational experiences, so they are

Floreat!

SMUS unveils bold new 10-year strategic plan

by Kyle Slavin



ready for the world. Sustainability captures how we will invest in our future from both an environmental and financial perspective. Community underscores the role each of us plays in supporting our students and our school through to 2030 and beyond.

Mark says the school consistently heard that SMUS is already a great school, but one that cannot rest on its laurels. Practically speaking, delivering the strategic plan means that SMUS and a SMUS education will evolve as we strive to always be better.

Reinforcing means protecting those ties to the school's history – through the long-standing values and traditions – but enhancing them to rightly serve the current and future generations of students.

“Every school has to evolve. SMUS has had a couple of evolutionary changes – amalgamation and co-education,” Mark says. This strategic plan will also play a key role in defining the next 10 years and, perhaps even more so, the next 50 years of our school.

Build on our history

To celebrate our shared story, which spans 114 years, during the 2021-22 school year, the school will celebrate 50 years – our Jubilee Year – since we amalgamated to become St. Michaels University School.

“Our Jubilee is a big, historic moment; it's a moment when we will look back and see where we've come from and look forward to plan where we are going in the next 50 years,” Mark says. “It's a pivotal year. And a 50th year is a fantastic opportunity for a great party!”

Another key piece of the success of the strategic plan will be a once-in-a-generation capital campaign; a fundraiser to help build new buildings and refurbish existing spaces.

Facilities such as the Wenman Pavilion, The Wilson Archives and the Junior School (the former St. Michael's School) – key connections to our school's history – all stand to be reinvented so current and future students can continue to enjoy them.

“Our school can be dramatically improved by refurbishing what we've got already,” Mark says. “It's for that reason that we've focused on these projects. In addition, we have a vision to extend our STEAM (science, technology, engineering, arts and mathematics) curriculum and create a new purpose-built facility for STEAM learning.”

Alongside the Floreat strategic plan, the school's Mission, Vision and Values have been updated:

Our Mission

Our school seeks the excellence in all of us, with passion and compassion. We are a community shaped by the pursuit of truth and goodness, providing outstanding preparation for life.

Our Vision

To learn, to lead, to serve.

Our Values

Respect | Courage | Honesty | Service

Flourish through 2030 and beyond

This plan is another important step in the evolution of our school, of which there has been a lot over the last 114 years. That will never stop, Mark says, and for good reason.

“We should all be delighted that the school’s been able to move forward and reinvent itself and thrive. If you went to your doctor and things were done exactly as they were 50 years ago or more, you wouldn’t put up with it; you’d be bitterly disappointed at the lack of progress,” he says. “Our school has been spectacularly successful in evolving to meet the needs of the new generations, and we continue to do that – adapting – to move forward, to make sure we’re serving future generations.”

Mark says he’ll occasionally hear from alumni who, on the surface, find the school unrecognizable from when they attended.

Indeed, much has changed about the school. Two schools amalgamated into one in 1971, which then became co-educational in 1978. Existing buildings have been renovated and new ones added. Course offerings reflect current realities and the boarding houses offer so much more than multiple bunk beds in one large room. These changes were made to improve the student experience and support their success.

However, it is clear some things truly have not changed and that is what Floreat was inspired by.

“The DNA of our school is what we believe in, our Mission, our Vision, our Values. I sense that those values are still consistent with the founding of both schools and the amalgamation to St. Michaels University School,” he says. “Although the school looks different, I believe that the values – preparing students for life through respect, honesty, courage and service – are the same, and they’ve benefited from reinterpretation for a modern world. The Floreat strategic plan ensures we will hand over to the next generation a school that continues to provide outstanding preparation for life.”

A community, together

If we are truly to flourish, it will take all of us joining together as a community in support of the school’s Mission. As we enact this plan over the next decade, there will be many opportunities to learn more about our priorities and get involved. A summary of the plan can be found on the following pages and regular updates on our progress can be found on the dedicated Floreat website at floreat2030.ca. 🏡



1906

University School is founded by Rev. W.W. Bolton, J.C. Barnacle and R.V. Harvey.

1909

Classes take place for the first time in the School House building.



1910

St. Michael's School is founded by K.C. Symons.

1959

The St. Michael's School campus is opened on the site of today's Junior School.

1971

St. Michael's School and University School amalgamate to become St. Michaels University School.

1978

SMUS becomes co-educational.



2006

SMUS celebrates our Centennial.

2021

The amalgamated SMUS will celebrate our 50-year Jubilee.

2030

SMUS in 2030 will reflect the vision of the Floreat strategic plan.

2018

After 18 years, the campus master plan is completed with the opening of the Sun Centre.

2020

Launch of the Floreat strategic plan.



SMUS Strategic Plan 2020-2030

Floreat is an ambitious strategic plan centred around four Strategic Priorities:
Foundation, Preparation for Life, Sustainability and Community.

Through the next 10 years, this dynamic and transformational strategic plan will be our guide to building a school that will continue to grow into the best independent school in Canada.

Strategic Priorities

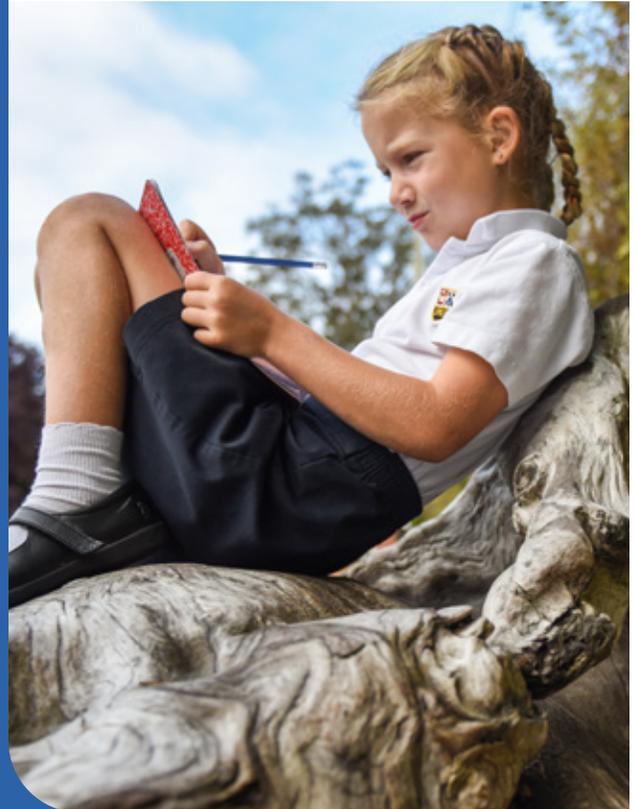
Foundation

Rooted in a strong history and grounded in tradition, our school's story is shared by a dynamic community. A common understanding of who we are and what we offer is vital to strengthening our identity and focus.

From how and when we teach, to choices within the curriculum, our students can meaningfully personalize their education. Our students benefit from an enhanced BC curriculum and we will explore options in our structure to make the most of our teaching time. We value lifelong learning and know the importance of a seamless Kindergarten to Grade 12 journey.

Our history is our foundation, and our future is a promise to our students to prepare them for life.

- Confident in Who We Are
- Strength in Distinctiveness
- Prioritize Instructional Time
- Curriculum With Intention
- The Whole School Journey
- The Best Education in Canada





Preparation for Life

Our students are guided to first understand themselves, and then to seek understanding of the world around them. At every stage, in every grade, we look to identify our students' needs and interests, and then support them to find the excellence within themselves.

Through a balanced education that includes academics, arts, athletics, leadership and service, students learn both content and character. Guided by a community support system made up of teachers, coaches, parents, alumni, classmates and more, students gain a clear understanding of their values and a deeper appreciation of their responsibility in the world.

We focus on developing the whole person: students who are respectful, courageous, honest and service-minded. The combination of academic excellence, a focus on wellness and a commitment to character development is what will prepare our students for life.

-  A Commitment to Academic Excellence
-  Outstanding Student Care
-  Opportunities for All Athletes
-  A Spotlight on Arts and Culture
-  Distinction Beyond Graduation



Sustainability

Our experience is rooted in the landscape on which we learn, including the quality of our campuses. The spirit of place is strong here and we will enhance it. We will give our students strong roots while recognizing that we all contribute to ensuring a sustainable future.

Through solid governance, a commitment to continuous learning, environmental best practice and sound financial performance, we will prepare our students for the opportunities ahead while ensuring the school is attractive to future generations.

-  The Highest Standards in Governance
-  Invest in Professional Development
-  Facilities for Our Future
-  Robust Financial Performance
-  A Flourishing Culture of Philanthropy



Community

Beginning with our two founding schools, community has long been at the heart of SMUS. With students from more than 30 countries, dedicated staff and faculty, a supportive network of parents, and more than 8,000 alumni and friends around the world, we will continue to be a place that brings people together.

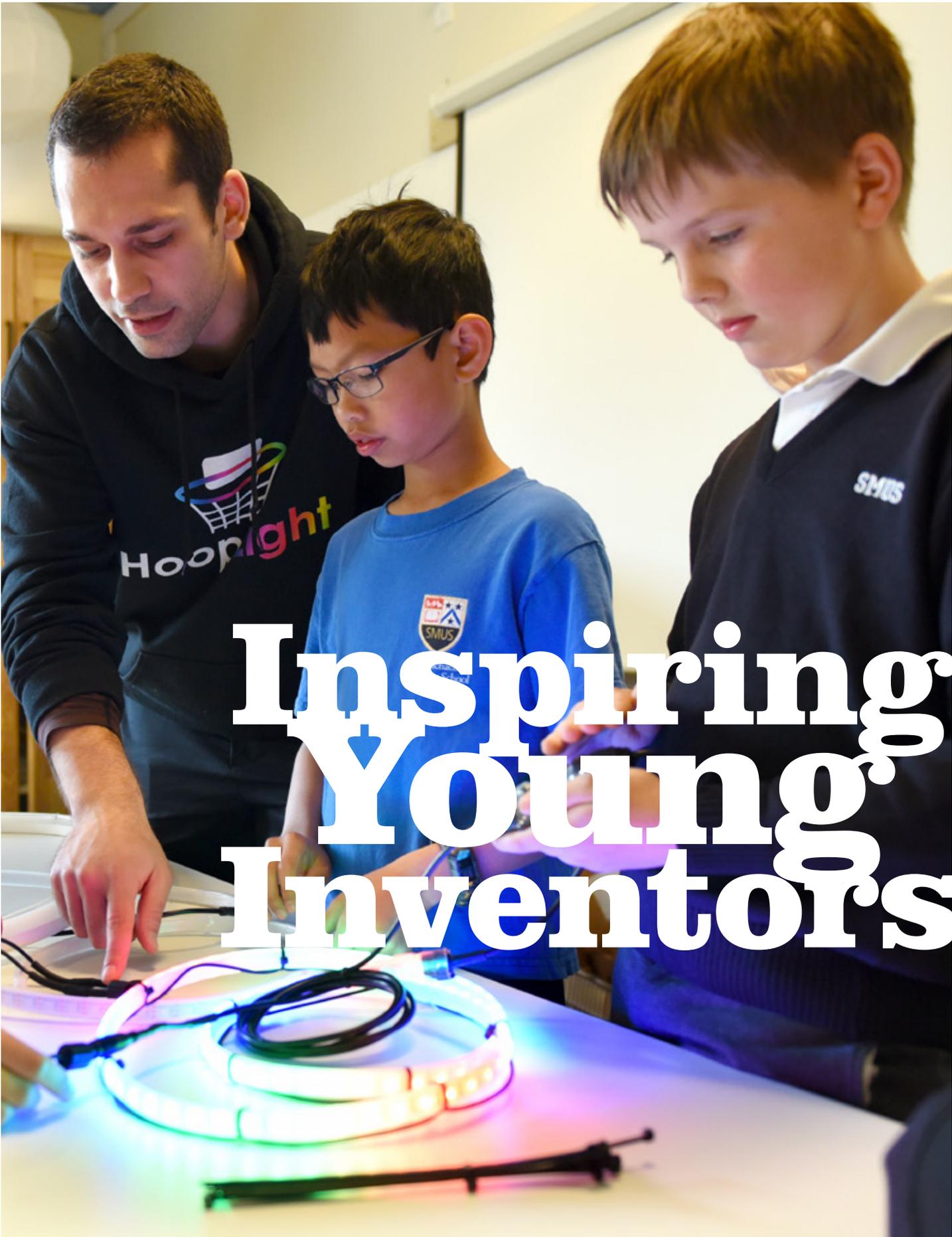
This community is to be celebrated. We are committed to excellence in all its forms, through intentional planning, staffing, communication and, above all, a celebration of the school's Values our students embody: respect, courage, honesty and service.

-  Pride in Our School Culture
-  A Community for Life
-  Employer of Choice
-  Honour Indigenous Connections
-  Celebrate Our 50-Year Jubilee

**Learn
more
about the
Strategic
Priorities**

Visit the dedicated Floreat website for more about each of the Strategic Priorities:

floreat2030.ca



Inspiring Young Inventors

Joseph Erlic '12 brought design thinking to life by showing Grade 3 students the many iterations of the product he developed with his brother Jure Erlic '10.

Alumni entrepreneurs speak with Grade 3 students about design thinking

by Kyle Slavin

“How many hours do you think the average person works a year?” Joseph Erlic '12 asks our Grade 3 students. “30 hours?” Higher. “Maybe 150?” Even higher. “1,000?” Keep going. “2,000 hours?”

“That’s right. The average person works 2,000 hours a year,” Joseph says. “Now would you rather spend 2,000 hours doing something you found boring, or would you rather do something that you love; something that you’re happy and passionate about?”

The Grade 3 students enthusiastically respond that they want to spend that time doing something they’re passionate about.

“Exactly! I try to work 2,500 hours a year because I love what I’m doing so much,” says Joseph, the inventor of HoopLight. Joseph and his brother Jure Erlic '10 founded HoopLight out of their own passion for basketball.

“For a university project they challenged us to come up with some sort of business idea. My uncle is a product designer and he told me that the No. 1 rule of product design is that it has to come out of something that you love to do,” Joseph tells the students. “My cousins love basketball, too. They have a hoop outside and play into the night all the time, but the hoop just kind of disappears after a while. I thought, ‘What could be an invention that would make their basketball experience so much better?’”

Joseph got to work and came up with a huge list of ideas – he says upwards of 500 of them – that could be done. One of them was the HoopLight.

HoopLight is a sensor-activated LED strip that attaches to a basketball hoop that constantly lights up the rim but also changes colours and patterns when you score a basket.

Design thinking

Joseph and Jure visited the Junior School in May 2019 to speak with Grade 3 students about the design thinking process.

“We want students to hear about the process that a real inventor goes through because when they’re in the Imagination Lab we ask them to go through a similar process, and during the Grade 3 Genius Hour they’re following their passions and trying to create new and interesting things,” says Alison Galloway, Imagination Lab Coordinator.

The five phases of design thinking are: empathize, define, ideate, prototype and test.

Alison says the HoopLight story is the perfect example of this process to help inspire students.

“We always start with ‘Who’s our user? What do they need? What’s a problem in the world we’re trying to solve?’ Then we try to figure out what is it specifically that they need. Then we brainstorm – ideate – many different options, and then we start creating prototypes. After that you start testing and retesting,” Alison says. “It was wonderful that Joseph has gone through the same design thinking process and was able to talk to the students using the same language that we use here in the Imagination Lab.”

‘You want to fail’

Joseph brought a few of the HoopLight prototypes and iterations to show the students how the product has been improved in such a short amount of time.

The students asked thoughtful questions about going through the process of inventing a product, including asking about failure.

“Do you ever get discouraged?”

“Yeah, I do when customers get unhappy, but instead of being upset you just need to think of a way to make the customer happy. For product design especially, but anything you do in life, you’re going to fail. That’s completely OK. In fact, you want to fail as many times as you can in the shortest amount of time because you keep learning, and you keep getting better and better at what you’re doing,” he says. “I must’ve failed hundreds and hundreds of times with HoopLight, but when you fail you just brush it off and keep going. After you fail you do another iteration and another iteration until you fix every problem.”

Students were also keen to learn about the technical side of HoopLight, asking questions about where they source the material, how the battery pack works and whether HoopLight could one day become solar powered.

“It was very inspiring to hear from someone who’s gone to our school, gone through the journey of inventing something and actually created a product that they sell,” Alison says. “I think the students were clearly inspired and will take what they’ve learned and put it into practice in their own work.”

Back on campus

From Career Day talks to coaching our athletes, many SMUS alumni return to the school to provide their expertise and time to support our students. Here are more examples of alumni giving their time last year:

- Emily Reid '09, now working as a singer-songwriter in Nashville, provided her expertise to students involved in the Music Production cohort of the Grade 10 Experiential Program in March.
- David Longridge '88 helped grant Grade 10 students access to the Boeing Renton Factory in Washington state in June so they could learn how Boeing uses data analytics to optimize production.
- Tara Moon '09, a member of Science World On the Road, visited the Junior School in September to help teach students about physics through interactive demonstrations from a rocket launch to a rubber chicken slingshot.

Share your experience

Alumni who would like to help support our students in a similar way are encouraged to contact Denise Rees, Advancement Associate - Alumni Relations, at denise.rees@smus.ca.



CONGRAT

The Graduating Class of 2019

Sofiya (Sonya) Akberdina |
Almaty, Kazakhstan
Turay Akdogan | Ankara, Turkey
Rashid Al-Abri | Al Buraimi, Oman
Samer Al-Hajaj | Al-Qassim, Saudi Arabia
Narjes Al-Zahli | Rustaq, Oman
Neme Artola | Los Mochis, Mexico
Portia Balfour | Seattle, Washington
Will Barry | Rothesay, NB

Lucas Bosley | Victoria, BC
Thang Bui | Hanoi, Vietnam
Julia Caffaro | Hinton, Alta.
Ice Chamrasromran | Bangkok, Thailand
Connor Chan | Victoria, BC
James Chen | Nanchang, China
Yu-Hsi Cheng | Taipei, Taiwan
Ella Chin | Victoria, BC
Emma Coetze | Victoria, BC
Nesha Colgate | Victoria, BC
Anna Considine | Victoria, BC
Matthew Cormie | Victoria, BC
Diya Courty-Stephens | Victoria, BC
Raoult D'Lorm | Lago Vista, Texas
Khanh Dang | Hanoi, Vietnam
Thomas Dansereau | Victoria, BC
Blake Dearborn | Regina, Sask.
Spencer Dearborn | Regina, Sask.
Preetinder (Preet) Dhillon |
Whitehorse, Yukon
Margery (Tien) Do | Vŭng Tàu, Vietnam

Elvis Duru | Dublin, Ireland
Robi Eales | Victoria, BC
Simon (Sime) Erlic | Victoria, BC
Mikhail Evdokimov | Limmasol, Cyprus
Angelo Fabris | Victoria, BC
Alex Fanat | Victoria, BC
Claire Feddema | Lawrence, Kansas
Margaret-Ann (Maggie) Fekete |
Whitehorse, Yukon
Abby Fisher | Quesnel, BC
Lucas Galloway | Victoria, BC
Noah Garson | Victoria, BC
Emma Gordon | Victoria, BC
Garry (Xiaogang) Gu | Coquitlam, BC
Sophie (Yueying) Gu | Beijing, China
Ewan Halliday | Whitehorse, YT
Matthew Hart | Victoria, BC
Georgia Haydock | Victoria, BC
Reum He | Shaoxing, China
Georgia Helliwell | Vancouver, BC
Martin Henry | Victoria, BC

Joshua Ho | Discovery Bay, Hong Kong
Megan Kai Chung Ho |
Hong Kong, Hong Kong
Angel Hu | Vancouver, BC
Frank Hu | Zibo, China
Jack Hu | Victoria, BC
Ken (Haiye) Huang | Xiamen, China
Matthew Jaffey | Victoria, BC
Joel Kiggundu | Edmonton, Alta.
Tristan Kuhn | Abbotsford, BC
Deon Lam | Vancouver, BC
Adrian Lee | Victoria, BC
Carina Lee | Taipei, Taiwan
Tianne Lee | Taipei, Taiwan
Isabella Leong | Victoria, BC
Cindy (Yi Di) Li | Victoria, BC
Vincent (Tianshu) Li | Richmond, BC
Yini (Lily) Li | Hangzhou, China
Makayla Lintott | Victoria, BC
Reven Liu | Victoria, BC
Tommy Liu | Beijing, China



CELEBRATIONS

Fabrizio Lizardi | Tabasco, Mexico
 Zoe Lott | Victoria, BC
 Franklin Lu | Victoria, BC
 Xin Yi (Michelle) Lu | Shanghai, China
 Jack Luo | Shanghai, China
 Olivia Lupin | Victoria, BC
 Yuanzhi (Gigi) Ma | Guangzhou, China
 Fionnuala McKenna | Victoria, BC
 Mylena Mendes | Sao Paulo, Brazil
 Alex Menuin | Swift Current, Sask.
 Andrei Mironov | Seattle, Washington
 Karina Morales Romero |
 Los Cabos, Mexico
 Fernanda Moreno | Mexico City, Mexico
 Therese Mortejo | Annapolis, Maryland
 Caitlin Mulholland | Delta, BC
 Mateo Murr | Victoria, BC
 Michelle Muwonge | Grande Prairie, Alta.
 Masato Nakata | Tokyo, Japan
 Kiri Ngawati | Victoria, BC
 Tony Nguyen | Hanoi, Vietnam

Ty Olynyk | Victoria, BC
 Matthew Owen-Flood | Victoria, BC
 Runyi (Leo) Pang | Suzhou, China
 Sofia Pareiko | Monchegorsk, Russia
 Jin Park | Victoria, BC
 Olwyn (Olly) Parkinson | Victoria, BC
 Tung Pham | Hanoi, Vietnam
 Radha Raina | Victoria, BC
 Tessa Rehill | Cranbrook, BC
 Jacob Robb | Wilton, Connecticut,
 Tate Robinson | Victoria, BC
 Jackson Rothwell | Toronto, Ont.
 James Scott | Victoria, BC
 Meredith Selwood | Victoria, BC
 Alex Shirley | Victoria, BC
 Haley Sinclair | Victoria, BC
 Phillip Sing | Victoria, BC
 Carly Smith | Victoria, BC
 Jordan Stonehouse | Edmonton, Alta.
 Alastair Stuart | Victoria, BC
 Chrisabel Sum | Hong Kong, Hong Kong

John Sun | Victoria, BC
 Yacine Sy | Dakar, Senegal
 Thames Tangkarawakul |
 Bangkok, Thailand
 Ali Topal | Istanbul, Turkey
 Cordel Tromp | Victoria, BC
 Naomi Tung | Vancouver, BC
 Jom Umpujh | Bangkok, Thailand
 Tuan Anh Vu | Hanoi, Vietnam
 Amanda (Hongguo) Wang |
 Nanjing, China
 Luyang (Avril) Wang | Shenzhen, China
 Sherry (Hairun) Wang | Victoria, BC
 Morgan Warner | Lacombe, Alta.
 Vanessa Wedick | Victoria, BC
 Stanley (Yen-Syu) Weng | Taipei, Taiwan
 Liza (Elizabeth) Weymar | Victoria, BC
 Sam Whitten | Victoria, BC
 Zoe Wilson-Potter | Victoria, BC
 Jack Withers | Manotick, Ont.
 Jerry Wong | Hong Kong, Hong Kong

Jessica Michelle Wong |
 Hong Kong, Hong Kong
 James Woodward | Hong Kong
 Albert Wu | Shanghai, China
 Rachel Wu | Zhejiang, China
 Lucy (Yi Ning) Xu | Jilin, China
 Nathan Yang | Orange County, California
 Wilson (Weichen) Ye | Xi'an, China
 Hannah Yoon | Busan, South Korea
 Amy ChuYi Zhang | Beijing, China
 Max Zhang | Los Altos, California
 Xinyue (Caroline) Zhang | Beijing, China
 Laurent Zheng | Fujian, China
 Iris (Ruhui) Zhou | Vancouver, BC
 Lucy (Luxuan) Zhu | Shenzhen, China
 Yan (Selina) Zhu | Jiangsu, China
 Ruiming (Antonio) Zuo | Tianjin, China

Global Graduates



An interest in hands-on learning led Franca Pilchner '18 to The Bartlett School of Architecture at University College London.



How SMUS helps alumni find their path beyond graduation

by Kyle Slavin

Franca Pilchner '18 knew she wanted to study engineering and architecture after high school but didn't know where she wanted to go. Jasper Johnston '16 knew he wanted to attend Harvard University, but he didn't know what he wanted to study. Bri Bentzon Budlovsky '04 began her Grade 12 year not knowing both where or what she wanted to study.

With alumni choosing to study at 138 different schools around the world in the last five years, no two stories are the same. For these three graduates, they all agree that the skills, focus and confidence to deepen their learning and follow a passion came from memorable experiences at SMUS.

Franca Pilchner, Class of 2018

Second-year student at University College London;
Engineering and Architecture

Franca, a boarding student from Witten, Germany, credits being exposed to the world of STEM and computer science – building and programming with LEGO Mindstorms – and the Grade 10 Experiential Program for helping her find her passion.

"In the experiential program, I first learned about 3D printing. I was fascinated by the endless opportunities that this technology gives you," she says. "The program made me become more interested in the design challenges that could be solved using 3D printing. In my current studies, I create a lot of 3D prints to visualize and understand structures better."

She adds that playing with LEGO as a child helped her develop critical thinking and problem-solving skills, which are crucial to her studies in engineering and architecture in England at University College London's The Bartlett School of Architecture.



Jasper Johnston '16, right, pictured with fellow Harvard University students Sean Finamore '18 and Aysha Emmerson '18, tailored his Harvard program to interests he developed while at SMUS.

Jasper Johnston, Class of 2016

Fourth-year student at Harvard University;
Strategic Social Behavior

Jasper, who was born in Massachusetts and raised in Victoria, says he had his sights set on Harvard as early as Grade 4 when he began at SMUS.

"What really drew me to Harvard was its reputation for academic excellence, as well as its liberal arts education where I could explore lots of different academic pathways and extracurricular activities," he says. "In my interview with my Harvard interviewer, I explained that Harvard really felt like it was an extension of my education at SMUS."

Johnston will graduate from Harvard in the spring with a Bachelor of Arts in Strategic Social Behavior with a minor in Ethnicity, Migration and Rights – a degree program that he designed himself based on his own interests.

These interests, he says, were cultivated at SMUS through courses like AP Psychology and AP Human Geography. He also developed an interest in negotiation through Adventures in Public Discourse Club, and while working with his father to help write *Weapons of Peace*, a novel themed around negotiation during the Second World War which was published in April 2019.

Bri Bentzon Budlovsky, Class of 2004

Graduate of McGill University and the University of
British Columbia; Emergency Room Physician

Bri, who joined SMUS in Grade 6, was a skilled academic, artist and athlete – and could have taken her post-secondary studies in any direction. She was torn between studying medicine or performing arts, but she was also a tremendously skilled field hockey player.

Ultimately, a scholarship to play field hockey at the University of Calgary helped sway her decision. There, "for the sake of practicality, I chose the more traditional career path, but I still did a lot of artistic stuff along the way," she says of her choice to ultimately pursue medicine.

Her interest in medicine was first piqued in Grade 10 when her father broke his neck in a cycling accident. She saw firsthand the level of personal care he received from doctors and surgeons who helped in his recovery and in improving their family's experience through it all.

At school, Bri says she was supported by a teacher who helped make biology a subject she became passionate about. And that ultimately helped make pursuing medicine a viable career path.

"Simone Kuklinski cared about her students and cared about us understanding the material and did that by making it exciting," she says. "Biology became my favourite course in high school."

After two years playing field hockey in Calgary, she transferred to McGill University to complete her Bachelor of Science degree and

went on to graduate from med school at the University of British Columbia in 2012. She completed her emergency medicine residency in 2018 while working at Vancouver General Hospital. She and her husband have since returned to Victoria with their two daughters, where Bri now works as an emergency room physician at Royal Jubilee and Victoria General hospitals.

The right fit

With a world of options available to them, finding both the right school and the right area of study to support Franca, Jasper and Bri's individual interests required focus. Having the opportunity at SMUS to explore many areas of interest and being encouraged to ask the hard questions of what to focus on as graduation approached made a world of difference to what they ultimately decided to pursue.

For Jasper and Franca, they say they feel like they found the right program and school for them.

"I couldn't imagine being anywhere else," says Jasper, who after graduation is aiming to pursue a Master of Public Policy degree in the United Kingdom, followed by a possible return to Harvard to attend law school.

While Franca is still a couple years away from completing her undergraduate degree, she feels confident that the path she chose will help her achieve her future goals.

"My program directly maps onto the work of companies around the world, giving a very practical aspect to my studies," she says. "I would like to work in real estate development after university. I feel that this would be a good combination of what I've learned in my program and my aspirations working in the business world."

And for Bri, who is well established in her field, part of finding her focus was being prepared to explore a variety of options.

"I feel like I've found my fit, but I've also come to realize that there's not just one right fit," Bri says. "I think there would be lots of different things that I would be happy doing but I'm really happy and I love my job." ♥

Global graduates by the numbers

Grads from the last five years (Classes of 2015-2019):

- chose to study at 138 different schools around the world (45 in Canada; 60 in the United States; 33 international).
- are studying in 15 different countries (Canada, England, France, Japan, Hong Kong, Hungary, Ireland, Italy, Mexico, Netherlands, Scotland, South Korea, Switzerland, United States and Wales).
- were accepted to 324 schools in 22 countries.
- received \$11,410,536 in scholarship offers.



Bri Bentzon Budlovsky '04 turned a passion for biology class into a career as an emergency room physician.

Standing at the entrance to School House, St. Michaels University School's iconic tree has deep roots.

The same could be said for Peter Gardiner. His story is also rooted in history and defined by growth. It seems apt, then, that after 51 years at the school, the tree remains his favourite spot on campus.

He was 24 years old when he accepted a teaching position at what was then University School. The appeal of something new and a sense of restlessness was enough to inspire a move from the U.K. to Victoria, BC. Looking back at a career rooted in place, it isn't lost on Peter that his belief in the school's potential and in the school's willingness to change and adapt are part of the reason he stayed so long.

"The school changed around me and others who were here," he says. "It was never dull."

Small school, big potential

When he started at University School in 1968, it was one of several independent schools for boys in Victoria (another being St. Michael's School). When those schools amalgamated in 1971, he remained on as a teacher at the newly formed St. Michaels University School.

Those early days at University School left a lot to be desired though, he says. On arriving at the school, Peter recalls peeling paint, exposed pipes and overall poor facilities. Despite his first impression, when he met the students he could see the potential behind the aging façade.

"It was a much smaller school than I had previously taught in, but teaching is teaching," he says. "And I saw huge potential in the school."

In the early days, he stayed for the challenge. "In terms of teaching we had very little in the way of good facilities. That was true of any of the independent schools in the late '60s. They were all teetering on the edge of financial instability," he says. "It was really through the foresight of the University School and St. Michael's boards that amalgamation happened. I don't think the University School community was aware of how close to the brink we actually were."

John Schaffter, Headmaster from 1977 to 1988, was the second head of the amalgamated schools and the one Peter credits for setting the foundation of SMUS's excellent academic reputation. Under

Schaffter's leadership, the school became co-ed and the first in Canada to offer Advanced Placement courses, which remain a cornerstone of the school's academic program.

"Those were very exciting years," Peter says. "If one could single out one person, he is the one who put this school on the map academically, and in a relatively short period of time."

A Lifetime of Learning

Peter Gardiner retires after 51 years at SMUS

by Amy Dove

Award-winning career

Peter is credited for his leadership in the biology program on campus and off – he was a Lead Teacher for the AP Biology program for Canada, and shared his expertise in AP exam standards setting and marking for the College Board. He taught senior and AP Biology, and later introduced AP Psychology to the school.

His students are the first to credit his teaching style and the impact it had on them. He is credited for always challenging them, pushing them to be better academics.

It should be no surprise then that Peter earned several honours for his teaching, including the Prime Minister's Award for Teaching Excellence, the USA National Association of Biology Teachers Award for

Outstanding Biology Teacher in Canada and a BC Ministry of Education Award. The University of Victoria named him a recipient of the Distinguished Alumni Award – Education and SMUS presented him with the school's highest honour, a Vivat Award.

"The school provided me with the academic freedom to teach it my way," Peter says. "I had the privilege of teaching so many gifted students and watching their careers flourish. In addition, I was part of an outstanding community of colleagues, faculty and staff."

A home away from home

The campus was initially home to Peter as he lived in School House his first year in the room under the bell tower (at a time when the bell was in daily use). During the summer vacation of 1969, he returned to the U.K. and married Jane, and brought her to University School to a house on the edge of the campus. They moved into Harvey House (where the current Science Block is located) and Peter served as House Master from 1970 to 1976. With the help of Jane, they brought a sense of family and home to the boys.

When asked what it was like to live with his students, Peter's response is to the point. "Boys will be boys," he says with a laugh. "I especially loved it when junior boys would knock on our door at 6 am, asking if I had a piece of string or an elastic band – it could have been anything. They just needed it now. It was great fun."

Those years formed some of his strongest relationships within the school community. "I am still in touch with many of those students, in particular those who were Prefects in my house," he says.

Which is why later, he stayed for the people. Peter had job offers elsewhere throughout his career, but his family was settled in Victoria and his two daughters, Clare '94 and Rachel '97, attended the school. He also stayed, in large part, because of the past students and the students to come who deserve the opportunity that SMUS has to offer.

"There are so many great students in the world who would benefit from the SMUS experience – it's more than an education," he says.







Evolving roles, evolving school

That is why, after 39 years of teaching, Peter did not retire from SMUS. Having also held roles as the Deputy Headmaster, principal of the Senior School and coach for sports ranging from fencing and scuba diving to tennis and badminton, he was asked to join the Advancement and Alumni Relations team in 2007. His new role was one rooted in encouraging giving, particularly to scholarships and ensuring that alumni felt connected to their school.

“It has been wonderful to meet up with so many of my former students, now alumni, friends and colleagues, and bring them back into the fold,” he says. “A connection to the school is a two-way street; we love to hear our alumni stories and to keep them up to date with what is happening at the school.”

As for the future of the school, Peter remains optimistic about the balance between the school’s history and change under the leadership of Head of School Mark Turner. As with the iconic tree outside School House, the years have been good to SMUS. Alumni often share with him their perspective on how much the school has changed and grown, and Peter’s response is always the same.

“Everything changes,” he says. “And wouldn’t you want it to?”

Peter’s contributions to education have been recognized with awards in Canada and the United States.



In addition to teaching and holding Senior School administrator roles, Peter, left, also devoted his time to coaching a range of sports, including scuba diving.

293

Years of Service

We say thank you
to the 2018-19 retirees

by Gillie Easdon '91

Every year, we are honoured to recognize members of the St. Michaels University School community as they retire and take on new adventures. This year, we pay tribute to 13 amazing individuals who collectively shared 293 years of service with the school. Thank you and Vivat!

Mary Smith



Mary Smith is credited for building a thriving strings program and for inspiring many young SMUS musicians.

During her 33-year career, she taught at the Junior and Middle Schools. She used traditional learning methods that are time-tested and allow for logical, sequential progress, and notes that what did shift was the repertoire and what suggestions students brought.

Her teaching style allowed for committed development supported by the power of music-making, she says. "If there were students sitting around this table now, they would be nodding in agreement about one, or both, of these aspects."

She also credits Leonard Takoski, who was building the school's orchestral program when she started at SMUS in 1986. He was a mentor whose secret to success was that all Grade 4 and 5 students took part in string instrument study – an approach to music study that remains.

Now adjusting to the pace of retirement, Mary participates in cycling, reading, embroidery projects and playing with the Victoria Chamber Orchestra as its principal cellist. She is also preparing herself for volunteering as a performing musician for patients at the Royal Jubilee Hospital.

"It matters not how one comes to being involved in the world of music," she says. "There is always something to be gained and appreciated."

Mike Jackson



From developing new courses to helping design new buildings, Mike Jackson made an undeniable impact on the science program at SMUS.

He started the Middle School science program, was the head of the Senior School Science department for 25 years and introduced new science curriculum at the Senior School (environmental science, marine biology, astronomy, geology and physics to name a few classes) during his 33-year teaching tenure.

"Those subjects are where traditional sciences intersect with the real world for a lot of people," he says. "When you start looking at Earth sciences, that's all about the environment around you and trying to understand how it all relates is important."

He was a founding member of the Faculty Association, acting as a representative for 30 years, and was instrumental in the building of a dedicated science building. Together with his wife Monica and their children Jenny '08 and Claire '10, he spent eight years as a Senior Houseparent in Barnacle House.

"I enjoyed every year that I have been at the school," he says. "It's a life choice rather than a career choice."



Nancy Mollenhauer

For 30 years, Nancy Mollenhauer was a role model to thousands of SMUS athletes.

Hired just weeks after graduating from the University of Victoria with an education degree, Nancy Mollenhauer spent her entire teaching career at SMUS. During that time, she and her husband, Ian, had two daughters, Arden '13 and Anna '17, and watched them both grow up through the school, graduating as SMUS Lifers.

Nancy was well-qualified for the job of teaching physical education and coaching field hockey in the Middle and Senior Schools. An internationally-recognized field hockey player, she played for Team Canada for seven years, including at two World Cups, a Pan American Games and two Olympic Games (1984 in Los Angeles and 1988 in Seoul).

Her pursuits in career and sport were because of her own role models and being able to help young people reach their goals is something Nancy values.

"It's the kids that make the difference here. I stayed because I loved it here, I wouldn't trade it for anything," she says. "To have that opportunity every day to interact with young people has been what brings me the greatest joy and puts a smile on my face."

Dorothy Hawes



The instant Dorothy Hawes obtained her teachers' certificate, she applied to St. Michaels University School. "It was my dream school," she says. "It's any teacher's dream destination job."

Over her 27-years with SMUS, both as a teacher in the English department and as a parent, she embraced opportunities to "hone her craft, well-supported by the school with students who are motivated and want to learn."

She was also instrumental in the growth of the Service Council and the cultivation of a culture of volunteering with service days, projects and trips.

From student-led project-based learning to a thriving Learning Resource Centre, Dorothy believes that SMUS effectively supports individual needs and passion. "It's not just about what a student is good at," she says. "It's also about what they really love." During her career at SMUS, one critical development was the recognition that not only do people learn differently, but that some individuals require solid additional support to realize their success.

Dorothy's sights are now set on writing and on her work with the BC Children's Hospital Foundation and other organizations. When she reflects on her experience at SMUS, she shares, "I was truly blessed with my time."

Jim Williams



For Jim Williams, it's not just about getting the answer right, it's how you got there.

For 26 years, Jim listened, learned and taught at SMUS. "I'd always say to them, 'Don't just tell me something without giving me something to support it,'" he says, noting five-word answers from Google didn't get anyone very far with him.

Jim joined SMUS in 1993 as a Middle School science and math teacher. Drawn to that age group because it's when kids really start to consider things carefully, Jim remained at the Middle School but taught several classes at the Senior School, including Planning (now Career and Life Education) and Pre-Calculus 11. He was also Middle School Assistant Director from 1994 to 1998. He was involved in service and the cultivation of philanthropy at both campuses.

"What makes a school successful is students that value the importance of education with parents who support them," Jim says. "I really appreciated that about SMUS."

These days, Jim's delving into a few small wood projects and is pleased to have time for stained glass. He is continuing with his commitments with the Knights of Columbus, a men's Catholic organization, and spending more time in Central Saanich with his wife.

Evelyn Zapantis



For boarding students, Evelyn Zapantis's office was a common port of call on campus. As Boarding Services coordinator, she helped with travel arrangements and overseas study paperwork, all while keeping families connected to campus through communication.

"Every day there were lots of laughs," she says. "The kids hung out at my office every day."

Warm and generous, she was deeply committed to the students and helped them organize many events to support their interests throughout her 25 years at SMUS. She helped with Boarders Without Borders, American Thanksgiving dinner and the Christmas Gala. When students came to her to create an international council, they started by organizing an international bake sale together. It became a marketplace, for a time held at the Spring Fair, then Evelyn and the students produced a Cultural Extravaganza, held at Alumni Weekend.

When she returned to SMUS in May for a short time, a student dropped by her former office and Evelyn asked, "Can I help you with something?" Their reply was a familiar one: "No, I just want to sit and talk with you."

Those conversations and her love of all things international inspired Evelyn to establish her own consulting business to assist individuals who want to come to Canada.

Gordon Chan



It would have been hard to predict the technological changes in store for the classroom when Gordon Chan was hired. His acumen, curiosity and desire to teach helped lead the Junior School into the age of technology.

"When I started, some of the faculty did not know what a computer was," he says. Gordon was initially hired as a social studies teacher with computers "to round off (his) job description." He introduced a digital report package to replace handwritten reports and now each classroom is equipped with iPads and laptops, and there's a 3D printer and a laser printer in the Imagination Lab to educate and engage the students. "More doors are open to them in life and to learn," he says.

He taught at SMUS for 22 years and two of his three sons were SMUS Lifers. He was originally drawn to the job by an innate desire to help make a difference. He enjoyed "having an impact on children learning at a stage where they can take what I have taught them to help them become good citizens."

And now? Travel, photography and more time with his wife, Margaret. He's also looking forward to teaching technology skills at the Immigration and Refugee Centre of Victoria.

Jake Humphries



As a faculty member for 20 years, Jake Humphries says it was easy to be successful working with such engaged students. "SMUS has a wonderful tapestry of remarkable kids," he says. "You want to do what you can to maximize their experience for when they go out into the world."

In addition to being a university counsellor and his role as a houseparent in Harvey House from 2004 to 2008, Jake also taught ELL English and social studies, and initiated and promoted Career Day. He speaks highly of his colleagues; from groundskeepers to bus drivers, to faculty and administration, "everyone threw their full weight behind what they were doing."

SMUS's music and outdoor programs were significant for Jake. "Music's very important in our family, and the program was superb – all the teachers, all of it," he says, noting his children Kathryn '03, Elizabeth '05 and John '09 went on to musical careers. The diverse outdoor experiences also impressed Jake as he watched students take advantage of wilderness first aid certifications, and opportunities to organize sea kayaking and ski touring trips, perform environmental service work and winter camp.

Moving forward, Jake's future holds golf and time at his childhood haunt at Kootenay Lake. Not retired quite yet, Jake enjoys his consultancy business for academic counselling. He takes pride in supporting student success and looks forward to assisting more young people to find their academic path.



Janice Iverson

Janice Iverson set a welcoming tone in School House during her 20-year career with SMUS.

She started as part-time reception in 1999 before exploring work in Admissions and University Counselling, and ultimately returning full-time to the Senior School front reception role. Drawn to the “community-based, flexible nature” of the school, what struck her was the “energy, variety and family-focus” of the SMUS environment.

“There are so many programs and SMUS goes beyond normal learning,” Janice says. “There were so many opportunities to contribute and do things.”

Janice retired in 2018 but filled in on reception for several weeks during the summer of 2019. Moving forward, Janice will continue to paint abstracts in acrylic, hike, and travel (upcoming trips include England, Scotland and Hawaii). Her U.K. tour is with her 95-year-old mother, her agile, very bright “role model.” She also plans to “duck” into the school now and again to maintain connection with her friends and the SMUS community.

“I really enjoyed going to work. It was never dull or tedious,” she says. “I do miss it. It was great. I’m going back to visit, and for coffee, next week.”

Jennifer White



For Jennifer White, two phone calls within a couple of hours led her to apply for the executive assistant to the Head of School job at SMUS. One call came from a friend and another from a former SMUS employee who had both seen the job posting and immediately thought of her.

Although the skill set for her position was administrative, like her past jobs, the dynamic was dramatically different at SMUS. Her previous job was in engineering, where the focus was on hydroelectric systems and software. At SMUS? It was on parents and kids.

Jennifer speaks highly of the generosity, sacrifice and genuine care she witnessed with the teachers towards the students, colleagues with one another and the school with everyone during her 14 years at SMUS. “It was at a level you would not imagine,” she says.

She supported the work of former Head of School Bob Snowden, and then stayed with the role to support interim Head of School Andy Rodford. With countless calls and emails to Mark Turner’s office in England, she helped pave the way for a seamless transition so Mark could take up his role as Head of School in 2018.

As for what’s next? Travel and learning. “Education has always been really important to me,” Jennifer says. “A lot piques my interest.”

Sharon Buckingham



Sharon Buckingham’s connection to SMUS is rooted in the people who make up the community.

She started in 2003 as the receptionist at the Middle School. She went on to provide support to the Senior School reception desk, the Finance department and the Admissions office, before becoming the administrative assistant to the University Counselling department. In her own words: “I booked a lot of appointments for students and university visits.” This past year, more than 100 universities graced SMUS to encourage student applications.

Sharon also co-managed the Senior School Caring and Sharing Fund from 2011 to 2019, helping to acknowledge faculty and staff milestones and life events.

Although Sharon was employed at SMUS for 16 years, her association with the school extends more than 30 years. Her husband, Bill Buckingham, was a physics teacher, her two children are alumni and her best friends are either still working at or recently retired from SMUS. The school has been both socially and professionally rewarding, she says.

Sharon’s near future includes gardening, taking advantage of being able to “go up-Island on a Wednesday” and hiking. She also started outrigger paddling seven years ago and is smitten – there will be much more of that.

Michael Murgatroyd



For Michael Murgatroyd, the position of St. Michaels University School's Director of Finance and Administration was the most rewarding job he's ever had. So much so, he did not retire at 60 or 65 but stayed on with the SMUS community into his early 70s.

"That's what I did with my 'retirement,'" he says with a laugh. "It was a wonderful community."

In his role at SMUS, Michael had multiple departments which reported to him: Buildings and Grounds, Finance, the Health Centre, Ancillary Services (transportation, etc.), IT and Education Extension to name a few. Michael project managed major capital additions during his 15 years at SMUS. He counted 14 new buildings or major renovations during his time. For him, the Sun Centre was the most meaningful project, though his vital role in the acquisition of the SMUS Rowing Centre was also significant. "I got to cut the ribbon," he shares.

Life's abundant for Michael, with much travel abroad and more time to spend with his four grandchildren, not to mention sailing with his wife. He continues as the treasurer for the Anglican Diocese of British Columbia and his work as a mentor with the Gustavson School of Business. He's hiking, gardening, and learning how to fly fish in retirement.

Paul Leslie



Paul Leslie is quick to redirect credit given to him regarding the success of the school during his tenure as Director of Admissions.

"Admissions is a team sport comprised of the Head of School, the administrators, students, staff and alumni," he says.

He was a teacher prior to working in Admissions, and this senior administrative position was a dramatic shift. Instead of the day-to-day student relationships and responsibilities, he was "meeting with students who are excited about a new adventure, for many – especially boarders – the biggest in their lives."

Ways in which SMUS evolved over Paul's 12 years at the school included increasing diversity. "It is a quality place with people who care and terrific kids," he says. There has also been "intentional change" in the depth and breadth of several programs at all three schools. "SMUS can name its philosophies and can demonstrate through the programs that we offer how we are going to teach them."

In spring 2019, Paul and his husband bought a new home and relocated to Salt Spring Island. Paul shared he was taking some time to consider how he would like to give back, but also very much looking forward to "living a new adventure."

To learn more about the impact and interests of our 2018-19 retirees, read the full-length stories at smus.ca/retirees2019

Tribute Giving

A great teacher is many things: a catalyst, a counsellor, a mentor and sometimes all three. These individuals make a profound impact on our lives. If you would like to recognize a teacher or staff member – present or past – who has changed your life, we invite you to honour teachers and staff through Tribute Giving in support of the Annual Appeal.

Visit smus.ca/tribute for more information.



A desire to support a community that helped them is shared by Annual Appeal supporters Steve Lobb '96, Donna Williams and Jennifer Elliott.

Gifts That Matter

Our community shares motivations for supporting the Annual Appeal
by Amy Dove

For SMUS families who support causes that matter to them, paying it forward has a lasting effect on every student.

At all three campuses, the generosity of others is felt in the programs and projects funded by the Annual Appeal, and the practice of philanthropy is instilled in students through discussions at chapel, in classrooms and through service activities throughout the year.

"Our school is nurturing that kind of philanthropy, and students are understanding the value inherent in service," says Donna Williams, Head of Music at the Senior School and a member of the faculty for 30 years. "Our students go out in the world and they give where they need to give."

As the school celebrates the importance of giving back in various forms, many members of the community choose SMUS as one of the non-profit organizations they give to annually. For Jennifer Elliott and her family, they talk about compassion, empathy and contributing to the community that enhances their lives as reasons why they give.

"I felt such a warm and genuine welcome when we joined the school, and the support students receive within this community is what I believe sets SMUS apart from other schools," says Jennifer, whose son joined the Junior School in 2017. "The Annual Appeal is a small way to support our school in ways that are driven by our overwhelming desire to see each person achieve their goals."

For Steve Lobb '96, it's a personal connection that inspires him to give. "The school as a whole feels like my second family and I feel very loyal to it," he says. "I think that is because of what a great experience my family has had over the decades."

Steve and his sisters were Lifers, and his own two children are currently attending the Junior and Middle Schools. He also got

married in the Chapel at the Richmond Road campus and many of his friendships were forged on campus.

"I give because it was such an important part of my life," he says. "I hope that I can help other people get similar or even better experiences from SMUS, especially for families that may not otherwise have the means to give their children that experience."

The Annual Appeal funds opportunities for unique programming, upgraded facilities, financial aid and everyday impact. Last year more than \$2 million was raised by the school community to support initiatives ranging from musicals and additional athletics coaches to updated technology and classrooms.

The Annual Appeal also supports professional development for staff. The goal is to enhance the solid educational offering at SMUS, ensuring the community can stay nimble and current to match students' interests and ideas. The impact of that collective effort is evident in the students.

"You don't have to be a great scholar to be a world changer. You have to be a passionate person," says Donna, who supports the Annual Appeal each year. "We can tap into a person's natural genius. I am talking about kids who tap into whatever it is that they have that is going to take them to a place where they are innovating something new."

Harnessing that potential is made possible by the quality of teaching at the school and the wide array of opportunities supported by the Annual Appeal.

"To make available real-life experience to build honest resilience, to give students the opportunity to learn something with their body, mind and spirit is priceless," Donna says. "And that takes a lot of resources." ♥

Your impact

In recent years, the Annual Appeal has supported and contributed to:

- Classroom upgrades, such as the Grade 5 space at the Junior School, the Learning Resource room at the Middle School and the music rooms at the Senior School.
- \$2.5 million in financial aid offered last year alone.
- Performing arts opportunities such as musicals.
- Athletic program enhancements, such as new rowing oars and a boat trailer, and funding for external professional coaches.

Your gifts

Your gifts truly make a lifetime of difference. If you believe, like we do, that every student deserves every opportunity we can offer them, please donate to this year's Annual Appeal. No matter the size of the gift, every one of us can make a difference.

On behalf of our students, thank you for your generous support of SMUS.

Donate today at smus.ca/giving.

Alumni Updates



Laurie Barnes '93, Jason Sturgis '93, Stephanie (Olsen) Sturgis '95 and Hemsá Nosh '93

1940s

Anthony Quinton '46 retired in May 2019 after 16 years teaching at American University in Washington, D.C. He remains a Distinguished Diplomat in Residence Emeritus. He is currently writing his memoirs tentatively titled *Child of Empire-Around the World in 85 Years*.

1950s

Philip Symons '55 recently wrote his book *Surviving Civilization's Collapse* and was one of eight recipients of a VERA (Valued Elder Recognition Award) from the Institute on Aging and Lifelong Health at the University of Victoria. A social justice colleague wrote of him for the VERA recognition ceremony: "Philip is deeply compassionate. He cares profoundly about individuals and about alleviating immediate situations of suffering. But he also has a broad and futuristic outlook."

1960s

David Goorevitch '69 is happy to announce his retirement after a lifetime in film and television. He is still shooting stills and travelling around the world.

1970s

David Horne '79 published his new book, Amazon No. 1 best-seller *Add then Multiply - How small businesses can think like big businesses and achieve exponential growth* in July 2019.

1980s

Jason Kenney '82-'84 was elected as the 18th Premier of Alberta on April 30, 2019 while serving as the leader of the United Conservative Party.

Tim Williams '83, a Distinguished Alumni Award recipient, has been composing music for film and TV in Los Angeles. Recent work includes

scores for James Gunn's (Sony) *Brightburn*, additional music for (Universal) *Fast and Furious presents Hobbs and Shaw*, the animated holiday film *Piney: The Lonesome Pine*, and the dark comedy *We Summon the Darkness*. For TV, Tim scored the reboot of the (AMC/Shudder) *Creepshow* for *The Walking Dead* show runner Greg Nicotero. Tim also scored the Jurassic World Live Tour, as well as several shows for Disney World Animal Kingdom and Tokyo Disney, and conducted *IT: Chapter 2*.

1990s

Laura Bradbury '90 released her latest book, *A Vineyard for Two*, in May 2019.

Hemsá Nosh '93 recently caught up with classmates, pictured above from left to right, Laurie Barnes '93, Jason Sturgis '93 and Stephanie (Olsen) Sturgis '95.



Adrian Campillo '93



Jennifer Hachey '95

Adrian Campillo '93 recently relocated his entire family to Shanghai, China for work. He describes it as a "beautiful country with an intriguing culture. My experience in China has been both tough and rewarding at the same time."

Steven Price '94 received a Scotiabank Giller Prize nomination for his new novel *Lampedusa* and finished in the top six.

Jill Van Gyn '93-'95 won a Best New Business award from the Victoria Chamber of Commerce for her business, Fatso Peanut Butter.



Erin Cristall '95

Jennifer Hachey '95 is excited to reconnect with the SMUS community as her son Finn joined Ms. Smith's Grade 1 class this year.

Erin Cristall '95 is running a television company called Mike O'Sullivan, Inc., in Los Angeles with her husband, where they specialize in creating and producing game and competition shows. Some recent notable clients include the Angry Birds game, NFL Super Bowl and the National Hockey League. She is raising two boys (8 and 10) and is an adjunct professor at the University of Southern California's School of Cinematic Arts, where she teaches producing for unscripted television.

Tanya Boteju '96 debuted her young adult novel *Kings, Queens, and In-Betweens* in May 2019 and it was named a Top 10 Summer Children's Book by the American Booksellers Association. Her next novel is slated for spring 2021. Happily teaching English at York House School in Vancouver, Tanya also participated in

the 2019 Vancouver Writers Fest and found time to visit campus to chat with SMUS English students recently.

Stephan Chapheau '99 welcomed son Thomas on September 24, 2019 as a late birthday gift for his overjoyed mom, Sam. Brothers Arthur and Nicolas are beyond excited and according to mom "our house is now at maximum capacity for Chapheau boys."



Stephan Chapheau '99

2000s

Paul Speed '00 is happy to announce the arrival of Lyanna Speed, born in April. Paul is living in Kyoto, Japan where he co-founded Kyoto Brewing Co.

Jelena Mrdjenovich '00 defended her WBA & WBC World Featherweight Titles with a victory in June 2019 against opponent Vissia Travato. Her record is now 40-10-2 after her September 2019 victory against Marisol Corona.

Emiliano Iturriaga '09-'10 was awarded the 2019 Hult Prize for co-founding Rutopia, a Mexican eco-tourism marketplace with fellow students from Tecnológico de Monterrey. The initiative won the \$1 million USD social entrepreneurship award.

James Coates '09 is completing his PhD in Radiation Oncology at the University of Oxford and will take a fellowship at Harvard Medical School this year.

Monica Rossa '09 launched Rossa PR, a public relations and business development consultancy headquartered in Toronto. Rossa PR is an accredited boutique public relations consultancy and currently works with clients such as Mark Anthony Wines & Spirits, the City of Toronto, Elevation Pictures, Nuit Blanche, Tea and Herbal Association of Canada, Rodney Strong Vineyards and Beringer Vineyards.

2010s

Ryan Taylor '11 married Elena Havas on May 18, 2019 on Caye Caulker, Belize. Class of 2011 friends Anthony Sharma, Logan McColl, Murphy Miu and Tyler Olson were in attendance.

Ajay Parikh-Friese '16 has been cast in a reoccurring role in season four of *Riverdale*. He appeared in the feature film *Riot Girls*, released in September 2019 and became a series regular for season two of *Lost*



Paul Speed '00



Ryan Taylor '11

in Space, released in December 2019. He is currently working on his debut album of all original songs, recording in New York City. In between work, he is completing his degree at Quest University in Squamish.

Mia Roberts '16 made a cross-country journey to Wolfville, NS and the Acadia University Axewomen after a third and final season with the Camosun Chargers women's basketball team.

Anna Mollenhauer '17 was named the U SPORTS Women's Field Hockey

2019 Championships MVP after helping the University of Victoria team earn its 13th national championship title. She was named one of 11 U SPORTS First Team All-Canadians prior to the tournament. U SPORTS also honoured her as one of eight student-athletes selected as Top 8 Academic All-Canadians for the 2018-19 season.

Avril Wang '19 earned the Governor General's Academic Medal for the Class of 2019 in recognition of her 97% average and a total of 23 Grade 11, 12 and AP courses on her transcript.



Anna Mollenhauer '17

Photo by: MCpl Mathieu Gaudreault, Rideau Hall ©



Ajay Parikh-Friese '16

SMUS Alumni Association

The SMUS Alumni Association (SMUSAA) 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 smusaa.ca.

2019-20 SMUS Alumni Association Board

Samantha Stone '87 (*Chair*)
 Christopher May '92 (*Vice-chair*)
 Tom Erlic '88 (*Treasurer*)
 Matthew Ashton '13 (*Communications*)
 Jeremy Cordle '91
 William Cunningham '77
 Christopher Devlin '86
 Philip Woodcock '90
 Tye Spicer '98

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 (see the story on pg. 52).

2019 Alumni Events

On and off campus, alumni gathered to celebrate, reminisce and reconnect in 2019. With more than 500 alumni attending receptions hosted in Calgary, London, New York, Toronto, Seattle, Vancouver and Victoria last year, together we celebrated the time shared on campus as well as 40 years of co-education and 113 years of school history.

Alumni Weekend

More than 1,500 alumni, family, friends, staff and faculty were welcomed back to campus for a weekend filled with milestone-year receptions, alumni athletics, the 25th annual Rees Boot rugby match and the inaugural Senior Girls Robinson Cup rugby match versus Oak Bay, a presentation of new rowing sculls and much more. Be sure to save the date for this year's Alumni Weekend from May 1-3, 2020.



Grade 11 student Evelyn Hawes was one of several students who provided entertainment throughout the event.



Grade 11 student Sophia Tafel takes charge of the ball during the inaugural Senior Girls Robinson Cup rugby match.



Gordon Tolman '69, Diane Tolman and Gordon Strand '67.



Richard Lewis '84, Grenfell Featherstone '67, Claire Handley '84, Nigel Stoodley '84 and Greg Southgate '84.



Grade 12 students Zoe Lott, Kiri Ngawati, James Scott, Ty Olynyk and Tristan Kuhn pose with their grad bears.



Grade 11 student Max Nishima and the Senior Boys Rugby team ready for the rugby Boot Game against Oak Bay High.



Parents' Auxiliary President Grainne McElroy christens a new coxed four rowing shell purchased with support from the Parents' Auxiliary.



The first female students at St. Michaels University School pose with Headmaster John Schaffter, right, in 1978.



Katelyn McAuley '17, Chloe White '17, Charlie White '14, Dani Lagadin '17, Valerie Swanston '17 and Brynn Cathrea '17.



Dr. Barbara Cade Menun '82, Dr. Danica Gleave '82, Cindy Li '19 and Avril Wang '19.



Head of School Mark Turner greets alumni and students during the Since '78 celebration.

Since '78 Women's Event

Forty years after St. Michaels University School opened its classrooms to female students, alumni returned to campus to celebrate this vital milestone. The multi-generational event was a celebration of the school's history and its female students' achievements on campus and beyond.

Marianne Anderson, 1978-79 Head Girl, and Morgan Warner, 2018-19 Head Girl, shared reflections of their time on campus, which had similarities despite being four decades apart.

"I feel lucky to be among the first group of girls at SMUS in 1978. I have just been looking at our yearbook, including the 'Year of the Girls' photo on the steps of Harvey House. Amazingly, I can remember the names of every single girl, which shows what an impact this wonderful group had on me," said Marianne at the event.

"SMUS holds many of my fondest memories," added Morgan. "One of which was seeing twice the amount of girls, compared to boys, running for major leadership positions this year."

The introduction of female students in 1978 has been touted as contributing to a rejuvenation of the school, combined with then Headmaster John Schaffter's focus on improving the academic rigour.

Alumni events in 2020

Be sure to save the date for this year's Alumni Weekend May 1-3, 2020.

For details about alumni receptions around the globe, visit smus.ca/alumni.

If you are interested in learning more about hosting or attending an event, contact Denise Rees, Advancement Associate - Alumni Relations, at denise.rees@smus.ca.

PASSAGES



Roger Aubin '85

Roger Aubin reveled in helping people achieve success and be the best they could be. He attended SMUS from Grade 5 to graduation in 1985 and went on to an education career where he taught elementary through to high school students, as well as adult learners. He was also an active tutor and coach. Roger would often be greeted in public by previous students reminiscing about playing "Aubinball," a game he invented that allowed students of all athletic aptitudes to play together and excel. His passion for athletic competition spanned from rugby at SMUS to an NHL tryout with the Minnesota North Stars, to community volleyball and water polo. Roger enjoyed introducing people to sailing and racing, and his name can be found on numerous sailing trophies at Royal Victoria Yacht Club and other local sailing clubs. Roger passed away May 26, 2019.



Kenneth William Bird '59

Kenneth William Bird was born in Winnipeg, Man. and moved with his family to Crowsnest Pass, Alta. when he was five years old. He attended University School. Ken's parents moved to Penticton, BC in 1960 and Ken followed shortly thereafter when he and his dad went into a brokerage business. He loved spending hours at the beach, tending to his yard, biking, dancing and walking. Born May 9, 1940, Ken passed away June 15, 2019.



Timothy Cummings

Timothy Cummings built lifelong friendships through his hospitality, sense of humour and openness. He was also infamous for his meandering phone messages and his refusal to own a cellphone or computer. As both an English teacher at SMUS from 1984 to 1989 and a youth probation officer, Tim was committed to mentoring his young charges to rise above the inequities which they faced. As an athlete, his passion, sportsmanship, dedication and all-round good fellowship are remembered by his teammates, friends and fellow competitors in the BC tennis and rugby communities. Ten years ago, he moved to Calvert, Nfld., to spend time with his family. Born April 8, 1943, he passed away April 22, 2019.



Robert Monty Love '49

Robert Monty Love spent his childhood on Vancouver Island and had fond memories of his time at Brentwood College and SMUS. A defining moment in Monty's life was when he left home and spent time living and working aboard one of the CPR boats, which would develop into his future career and lifelong interest in ships. He enjoyed working for BC Coast Steamships and the Canadian Navy Auxiliary. Monty had many hobbies and interests, but one that he was very proud of was being a member of the International Alliance of Theatrical Stage Employees, which gave him the opportunity to do the lighting for local dance recitals, Skate Canada and rock concerts. Monty was a member of BC Coasters, and a supporter of Dance Victoria. Born October 28, 1930, Robert passed away February 21, 2019.

William (Bill) Montgomery '57-'58

William (Bill) Montgomery attended University School as a boarding student in 1957-58. He worked for BC Tel for 34 years, spending his time outside of work golfing, fishing, curling and skiing. Born January 8, 1941, Bill passed away May 24, 2019.



Nicholas Prowse

Nicholas Prowse came to Canada from England in 1960 after completing his degree at Cambridge University. He taught at University School from 1960 to 1964. He made a strong impact on life at the school, through his wholehearted and passionate involvement as a history teacher, rugby and track and field coach, house tutor and mentor. It was during these years that the school Chapel was built. It was a project conceived and brought to fruition by a group of young men, including Nicholas. In 1966, he began what was to become a successful career at Brentwood College. Born December 7, 1936, Nicholas passed away March 9, 2019.



Howard Stidham '60

Howard Stidham was born in Seattle and he earned his high school diploma as a boarding student at University School. He attended the University of Puget Sound and the University of Washington where he achieved BSc. degrees in chemistry and biology. He later went on to earn his MBA at the University of Washington. In his career in engineering and safety, he worked at companies such as Battelle, Weyerhaeuser and Boeing. Howard passed away July 4, 2019.



Leonard Takoski

Leonard Takoski is credited with establishing the outstanding strings program at SMUS. As a music teacher, he taught at the Middle and Senior Schools from 1981 until his retirement in 1988. He taught at Aberdeen and Grant Park in Winnipeg for 27 years before ending his career at SMUS. A devoted husband to Florence for 67 years, Leonard is described as a loving father, consummate teacher, concert pianist and friend to all. He was much admired for his dedication and skill in his profession, always giving above and beyond. Born October 4, 1926, Leonard passed away April 17, 2019.



Giles Thorp '63

Giles Thorp had an adventurous spirit. He attended University School and the University of California Davis. He had a successful pharmaceutical career before retiring in Victoria. Giles spent weekends kiteboarding at Nitinat Lake and driving his beloved VW Westfalia 'Moby' to the Baja. He was an active member of the Union Club of Victoria and a certified sommelier. He enjoyed dancing, celebrating, and sharing with family and friends. Giles passed away October 2, 2019.



PASSAGES



Maurice (Migs) Turner '35-'40

Maurice (Migs) Turner attended St. Michael's School before finishing his high school education at University of Toronto Boy's School. He served as a Gunner/Lance Bombardier in the 7th Toronto Field Regiment (Reserve) RCA 1940 to 1943 and was a Midshipman in Sea Cadet Corps Temeraire 1942 to 1943. In May 1943, he joined the RCNVR in the Second World War as an Ordinary Seaman. Commissioned Sub-Lieutenant in 1944, he served on the mid-ocean convoy escort in the corvette HMCS Guelph 1944 to 1945 during the Battle of the Atlantic. In his active retirement, Migs was president and past president of the Naval Officers Association on Vancouver Island; founding president of the Retired Coast Guard Officers Association; founder of the Aloha 34 (sailboat) Owners' International Network; past director of the Victoria Branch Alzheimer Society, the Royal United Services Institute and the Canadian Institute of International Affairs. Born January 14, 1925, Migs passed away September 5, 2019.



James Whittome '47

James Whittome attended University School just prior to the Second World War. He recalled the impacts of the war on school life, including food shortages, but often reflected that he enjoyed his time at the school and made many lifelong friends. He was a fast sprint runner and once ran faster than a boy who went on to compete in the Olympics. His rugby position was scrum-half. He credited his time at University School for preparing him for post-secondary studies. He went on to join the second law class at the University of British Columbia and opened his own practice in Duncan, BC. An avid sailor, he is remembered as a husband, father, grandfather, great-grandfather and friend. Born November 3, 1929, James passed away December 13, 2018.



Adam Wilkinson '78

Adam Wilkinson was a lighting designer, head carpenter and McPherson Playhouse crew contractor for many productions, including many SMUS shows. He is remembered for his larger-than-life presence and for 35 years of bringing light to the stage in Victoria. Born on October 15, 1958, Adam passed away April 28, 2019.



**ANNUAL
APPEAL**

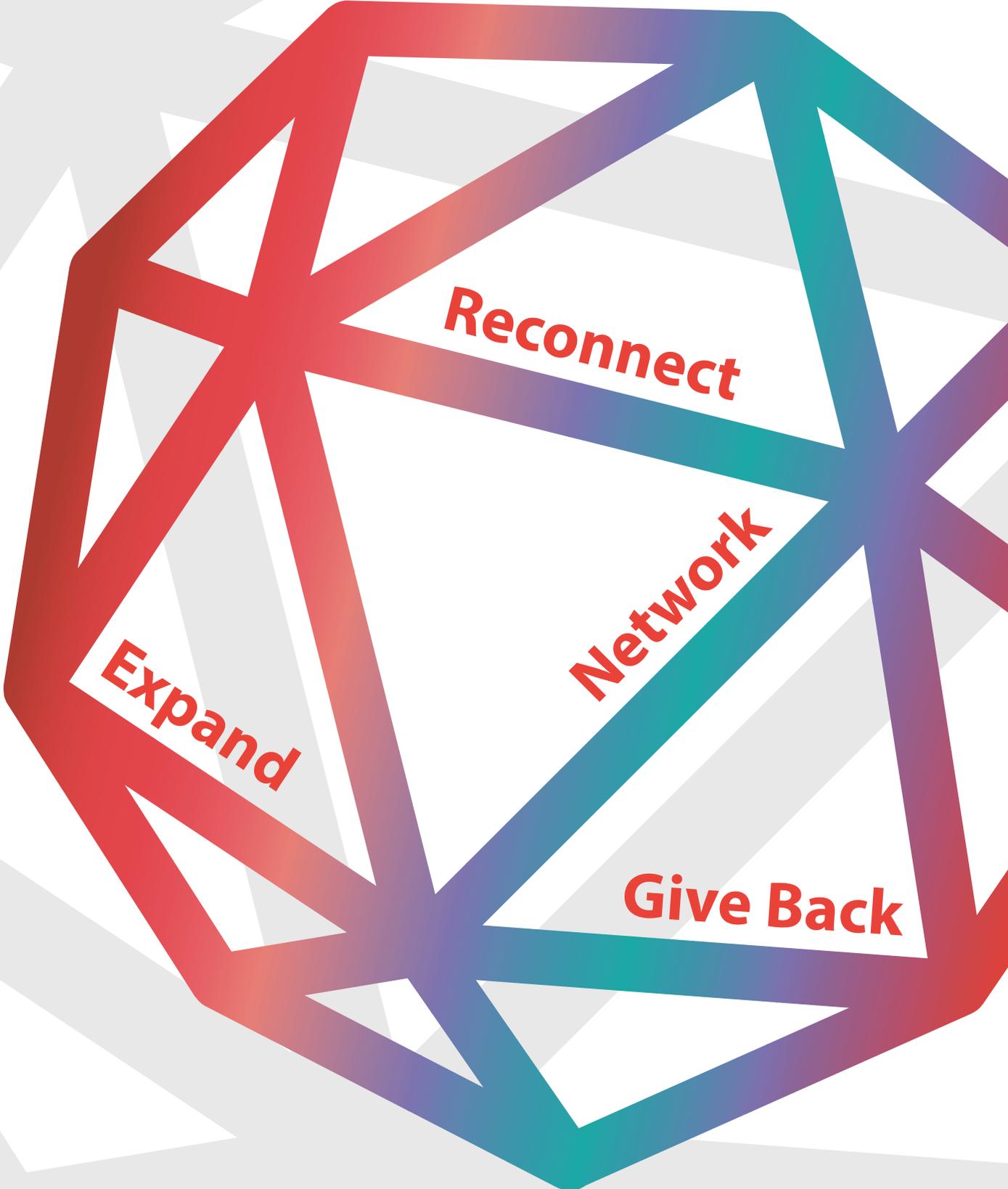
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Expand

Reconnect

Network

Give Back

Get Started With SMUS Connect

SMUS offers global network for alumni

by Amy Dove

From an office in Hong Kong to a dorm room in Ontario, SMUS alumni can connect easier than ever before. With more than 900 registered members, SMUS Connect is an online platform reflective of the school's commitment to preparing students for life.

"Exclusively for graduates, this space is designed to help you connect, give back and expand your network," says Denise Rees, Advancement Associate - Alumni Relations. "It offers a personalized approach to staying connected with SMUS, on your own time and in ways that are most meaningful to you."

Connect your network

With more than 100 years of history serving as the foundation of the SMUS alumni community, there is an incredibly diverse group of people putting their learning into action, Rees says. This school year alone has 50 nationalities represented in the student body. The boarding community accounts for 32 nations students officially call home. From Germany to Malaysia, New Zealand to Brazil, and Canada to Kenya, SMUS alumni can be found throughout the globe.

With the community spread out around the world, the school was looking for a way to help them stay connected and SMUS Connect was the answer. Like a social media network, alumni can seek out former classmates and be connected to graduates from other classes based on interests and location.

SMUS Connect is another way to learn about school events and also for alumni to suggest and organize additional events in their area, Rees says. During the 2018-19 school year, more than 500 alumni gathered at SMUS-hosted reception events in San Francisco, Calgary, Thailand, Hong Kong, Edmonton, Vancouver, London, Seattle, Victoria and New York. The digital space reinforces face-to-face interactions and connections as much as anything, she adds.

Explore mentorship

In response to alumni interest, SMUS Connect is the official platform for peer-to-peer mentorship opportunities. Alumni can connect to each other directly, whether they are looking for feedback on their resumé or for insight into a potential career shift or work challenge.

"SMUS alumni have studied and worked around the world, and the richness of that collective experience is invaluable," Rees says. "SMUS Connect gives you a way to reach out to each other and help each other in meaningful ways."

In addition to the mentorship opportunity between alumni and with current students, it is also a way for alumni to let SMUS know they are interested in being a Career Day speaker, hosting an event or helping prospective families learn more about the SMUS experience. Creating your online profile is the first step to making these connections, Rees says.

Expand your reach

SMUS Connect can also be used to leverage professional opportunities. Alumni can post job opportunities or look for new opportunities for themselves.

"That's the beautiful thing about this platform. It provides an easy access point for you to connect to other SMUS alumni based on commonalities that matter to you," Rees says. "It really embodies our commitment to alumni to provide connection to their community and the school, in real time." ■

Join today

Create your free account at smusconnect.com or download the app:

IOS devices: Visit The App Store and download the Graduway Community app, selecting SMUS Connect as your institution.

Android devices: Visit the Google Play Store and download the St. Michaels University School app by Graduway.

If undeliverable, return to



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