



# THE REPORT CARD

SHAWNIGAN LAKE SCHOOL

## The Future by David Robertson, Headmaster

I WOULD LIKE to take this opportunity at the beginning of my headmastership to say a few words about the future. If we accept the maxim “the future belongs to those who prepare for it” then we

must clarify what kind of future it is that we envisage and determine how we are going to secure it.

We all share a vision that Shawnigan will continue to be a school that stands out for quality in every aspect of what we do. Our collective duty is to make the School the best it can be to make it something of which we are proud. As I am wont to say to the students “I can’t understand settling for anything less than your best in every single thing that you

do. Life is too short to be wasted on mediocrity.” We have a hidden secret here, a diamond in the rough. It is time to polish it, to make it shine and sparkle. We know that we have buildings to build and renew, but everyone can be assured that, at no time, will we neglect our first duty, that being to the hearts and minds of the young people who come to Shawnigan.

As you know we are in a very exciting phase in the history of our school. Crucial to the beginning of that period was our identifying of who we are—a boarding school. However we are not content with being any old boarding school, we want to be Canada’s boarding school—the best boarding school in the best country in the world. Why a boarding school? The Founder, C. W. Lonsdale believed in total education, the education of the spirit as well as that of the mind and body, but the transmission of values was not enough, they had to be lived. The Founder had a plan, just as we have a plan and his report to the Board in 1928 was a Strategic plan in all

bar name. Our mission statement is: ‘to lead young people in the pursuit of personal excellence through a well-rounded education.’ Three particularly salient words in that mission are *lead, excellence and personal*. Our aim is to lead in everything we do, to have people come to Shawnigan to see how we do it. Excellence is surpassing your own and others’ expectations, doing things properly and extremely well. The excellence is in the process not just the product. We demand much of everyone involved and we will continue to do so, but the third word of those italicised above is crucial. We will always seek to retain the personal touch and everything we do will be coloured by concern for the individual. This encompasses the size of the school, the atmosphere and attitude, and the diversity of the student body, with the avoidance of a ‘one size fits all’ approach.

“The dream begins with the teacher, who tugs and pulls and pushes you from one plateau to the next, poking you occasionally with a sharp stick called truth.” If the dream does indeed begin with the teacher then there is no better environment in which to ask our teachers to ply their trades. Truth and action are inseparable and the boarding school environment gives us an even greater opportunity to ensure that both thrive. It is our responsibility to create an atmosphere where success becomes a habit of the mind, uncovering and maximizing talents—a given. We have greater responsibilities however, than simply those to ourselves. In other words, it is not enough to do well, we have to do good. We have to produce leaders for society, we have to be leaders in society.

Shawnigan is about people, people who work and study here, people who live here, people who send their children here, people who’ve been here. As we move forward now in the pursuit of the dream which began with the Founder, all the people involved in Shawnigan will need more than ever to pull together, to work together so that we can reach the next plateau. We’re preparing for the future. It will require great effort and commitment from us all, but then, we wouldn’t really want it any other way.



Above: C.W. Lonsdale interviews a pupil in his study. (Photo taken from a 1947 edition of *Time Magazine*.)

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# Headmaster's Column

## On Responsibility



ONE OF THE MOST commonly heard utterances when a potential miscreant is faced with authority is “take responsibility if you have anything for which you should be taking responsibility”. We gaily assume that all youngsters understand what “taking responsibility” means, when in reality it is a discipline that invariably has to be taught before it is acquired. Responsibility is, in its Latin origins, founded in “a promise” or “a trust”, and it is one of those human virtues which we need if any structure is to be given to our societies.

Acutely aware of my responsibilities in a whole array of areas, I see the awareness of our staff and students at Shawnigan regarding their social responsibilities as being one of my main tasks. It is too easy for us to be content with our efforts within the confines of the School grounds, but worthy and important though these may be, there is a world outside for which we must be preparing our young people. Taking responsibility in society is the first step towards being an involved citizen and involved citizens are giving as well as taking. They are leaders in all sorts of ways, particularly in the modeling of an approach to life.

The more privileges that we have in life, the greater are our responsibilities or else there will be too much that we take for granted. How great an enemy is the “taking for granted” syndrome, and how common is it? As parents we wrestle with it all the time, as educators we challenge it continually and as citizens we need to be reminded of it frequently. Our basic freedoms in Canada are not cherished nearly as often as they should be, and yet we need only read the newspapers or watch the news on T.V. to see how fortunate we are. Nelson Mandela, so long a prisoner in his own land, and now a leading player on the world stage expresses the sentiment powerfully in his *Long Walk to Freedom*:

After climbing a great hill, one only finds that there are many more hills to climb. I have taken a moment here to rest, to steal a view of the glorious vista

that surrounds me, to look back on the distance I have come. But I can rest only for a moment, for with freedom comes responsibilities, and I dare not linger for my long walk is not ended.

We are all engaged in a long walk of our own and, as we know, the trick is to make the journey more rewarding than the destination.

What am I promising (to go back to Latin roots again) in undertaking to meet my responsibilities? I would prefer this question to remain a rhetorical one, so that we keep asking it of ourselves and others. For Shawnigan students, the answers will be as varied as they themselves are, but if one of those answers is not about “making the world a better place” then I for one will consider the business unfinished.

Educating about responsibility is a daunting task as it can involve so many aspects of the human condition, both emotional and intellectual. While showing them to think like an adult, we shouldn't forget to think like a child. As James Stephens says in the novel, *The Crock of Gold*:

Theory is but the preparation for practice. Wisdom is all head and no heart. Behold my friend you are being crushed under the weight of your head. You are dying of old age while you are yet a child.

If we seek the effective taking of responsibility then we must practise what we preach, but, like any good speaker or presenter, we must be aware of the nature of our audience. That is one of our responsibilities, and theirs, in turn, is to listen, to reflect and to act.

A handwritten signature in black ink, which appears to read "David Robertson". The signature is fluid and cursive.

David Robertson, Headmaster

# Reflections on Shawnigan

by Graham Linn, Deputy Headmaster

AFTER TEN YEARS of “missionary” work at Brentwood, I decided to make the pilgrimage west and on July 1<sup>st</sup>, I was privileged to take up the position of Deputy Headmaster at Shawnigan Lake School. My first contribution to the Report Card, therefore, contains some reflections and a record of my first impressions of life here. I certainly do not intend to make comparisons between the two schools. Suffice to say, both schools are, without doubt, first-class educational establishments and caring communities.

As you know, there are many great things happening at Shawnigan. In my opinion, the quality of the educational experience is shaped by the staff who give so readily of their time to create opportunities and accept responsibility for the welfare of the students in their care. I had the opportunity to meet all of the staff, and almost all of them by the way, spent some time on professional development during those summer months. Informally, they spoke to me of their hopes, aspirations and concerns for the year to come. I can assure you that these people (young and not so young) are worthy guardians of these students, and enthusiastic, forward looking classroom teachers, and caring members of the community who understand the philosophy of “shared parenting” which is so central to our ethos. I also worked closely with many of the support staff who, to their enormous credit, share the same level of commitment and desire to be a part of the Shawnigan family. The concern for the welfare of the community is typified by our kilted, fearless chief, David Robertson. With his rugby experience, he will certainly not “drop the ball” or, even “knock it on”. My favorite story about David, and it may be apocryphal, is the one in which in an attempt to urge greater endeavour from the students during one of his tirades in chapel, he uttered the unforgettable and inspirational lines, “I’ve upped my commitment to this school. Up yours!” The response was certainly not quite what he had expected.

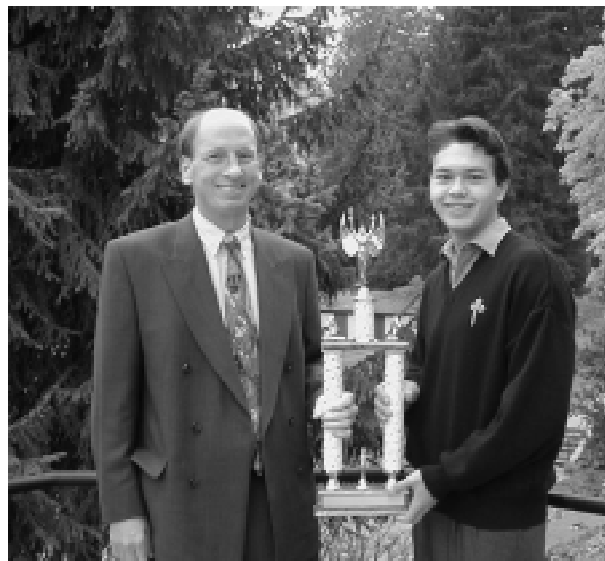
Since the beginning of September, my main challenge has been to learn the names of 400 students. It is important for me and for the community that I get to know them and they get to me as soon as possible. The tone and atmosphere in a successful school depend on positive relationships being built at every level. Quickly, it became obvious to me that the returning students have learned much from their time here. They understand the importance of community. Membership of a com-

munity involves demands and discipline, so that the pursuit of individual advantages is tempered and civilised by a concern for the common goal. The new students, just arrived from places like Vancouver, Port Alberni, San Francisco and Mexico City, listen in wonder at the singing in the chapel, observe in wonder the relationships in the Houses and watch in awe as the Head of School and Deputy Head of School explain the pride they feel in their school. Soon, however, they too, will grow to understand the value of a Shawnigan education and that service, compassion, justice and love are qualities that continue to flourish in this community and that they are worth fighting for.

I am aware that perhaps I am sounding a little too positive, too over enthusiastic, too idealistic. It is difficult not to be. I know there are weaknesses, issues to be addressed, students to be helped, and facilities to be improved. That is why we are here, however, to make a difference, to ensure that kids grow, that they learn from their mistakes, that the staff feels involved and motivated, and that the School continues to produce graduates of which we can all be proud.

If it’s true that you don’t get a second chance to make a first impression, Shawnigan Lake School has not, with me, missed its first chance. I am learning about the culture and I like very much what I see. Maybe, I should be asking what first impression people have of me. On second thoughts, maybe not!

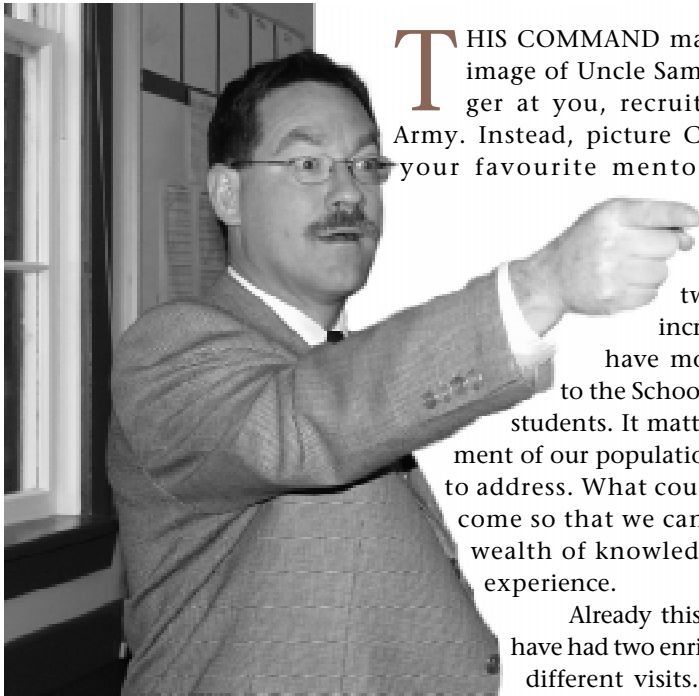
*Since the beginning of September, my main challenge has been to learn the names of 400 students. It is important for me and for the community that I get to know them and they get to me as soon as possible.*



Graham Linn is pictured above with Jean-Paul Du Plessis '01 who recently won a Chess tournament in Victoria.

# We Want You!

by Stewart Candelaria, Director of Academics



**T**HIS COMMAND may conjure up the image of Uncle Sam pointing his finger at you, recruiting for the U.S. Army. Instead, picture C.W. Lonsdale, or your favourite mentor at Shawnigan beckoning you to the School today. Over the last two years we have increased our efforts to have more speakers come to the School for both staff and students. It matters not which segment of our population you would like to address. What counts is that you do come so that we can draw upon your wealth of knowledge and variety of experience.

Already this academic year we have had two enriching, though very different visits. In early October, Gillian Hubble, an Associate Principal from St. Cuthbert's in Auckland, New Zealand, shared her experience of the last eight years with our teaching staff. She spearheaded the successful implementation of a thinking skill programme at all levels of her school using primarily Edward de Bono's *CORT*, David Hyerle's *Thinking Maps* and Art Costa's *Habits of Mind*. It is not these strategies or methods that are most impressive, rather, it is the improvement of the students' learning at her school. Having all teachers and students use the same terms and strategies for thinking, both of which are taught explicitly and embedded in methodology, has transformed their academic community. We



Above: Dr. Kirk Nordstrom '64, Jennifer Vane '01, and Head of School, David Howson '01. Below: (in back, l-r) Bud Patel and Al Olson; (front) Gill Hubble, Erica Dalrymple, Stewart Candelaria, Jay Connolly, Scott Noble, and Cari Bell.

have undertaken the examination of similar possibilities at Shawnigan.

Our most recent visit from Dr. Kirk Nordstrom (Ripley's '64) was enlightening in a different way. He led an informal discussion with a group of 30 students and 7 teachers entitled "Science, Religion and What and Where is God anyway?" The next day he taught Chemistry 12 and History 12 classes where he focussed on nuclear and acid waste remediation. He then gave a slide presentation to all Grade 10, 11 and 12 students about the mass arsenic poisoning in Bangladesh and Bengal. At Headmaster's Gathering he pulled together the threads of his presentations with some startling statistics about the world's natural resources and the challenges we all face as they become depleted.

Our next visitor, Peter Ladner (Lake's '66), Managing Editor of "Business in Vancouver," will be our first speaker in an ongoing series of Friday night presentations for students. We have dubbed this series "Bonbons for the Brain." I say "we", because John Kaye, Director of Planned Giving, Beth Hall, Director of Student Affairs, and I have met several times to implement this initiative. However, those of you who take our challenge will truly create its success. We would like to have a variety of topics and a balance in gender and age of speakers. If I've peaked your interest, please contact John, Beth or me at the School. Being a rural boarding school, we are determined to focus our lens outward. We would very much appreciate your support. Please recruit!



# Shawnigan Welcomes New Staff

by John Sarsfield, Dean of Faculty

FROM WALES AND SCOTLAND, respectively, we are pleased to have join us GAP students Rhian Williams and James Cumming. Rhian hails from Christ College in South Wales, and James from Merchiston Castle School in Edinburgh. Both Rhian and James are already deeply immersed in their roles in the School.

Kara Freeman returns to Shawnigan as a Teaching Intern. Kara was a student here in 1991-2. A graduate of the University of Victoria, she is teaching chemistry and is the Lab Assistant in the Shaw Centre. Our second intern this year is Richard Ash. Richard graduated from the University of Strathclyde in Glasgow with a degree in community education. Richard is looking after our week-end programme, and is already known as "Mr. Fun!" Both Kara and Richard have additional duties as House staff.

The Social Studies department has been strengthened by the addition of two very experienced teachers. Linda Martin comes to us from Balmoral Hall School in Winnipeg. Linda is known internationally for her interest in debate and public speaking. She will carry on the work done by Nick Szymanis during the last two years. Al Olson comes to us from Lambrick Park School. There, he was part of the strong tradition of high-school sports, and Shawnigan is fortunate to have him for our programmes. Al is a highly qualified and experienced basketball coach, and he will be bringing those abilities to our basketball programme.

As many of you will know, we've lost the services of Stephen Lane for two years as he has taken

a leave to teach in an International School in the Philippines. The School is fortunate to have an able and experienced replacement in Mark Swiednicki. Mark has taught for many years at Stelly's High School in Victoria. He is helping with the soccer programme this term.

Lora Favor returns to Shawnigan after a hiatus of almost ten years. She is also an experienced basketball and lacrosse person, and in her last sojourn at the School, coached basketball. This year, she joins the School as our Director of Health Promotion. Lora's skill and training in this area will be a source of comfort and knowledge to the entire community.

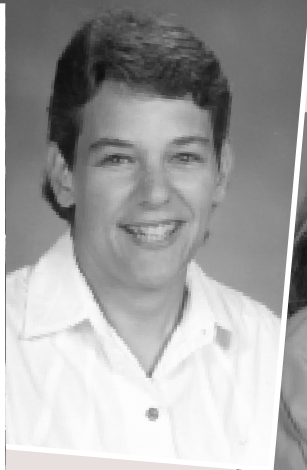
Graham Linn has joined the School as Deputy Headmaster. Again, we have harvested the fertile fields of Brentwood College for senior administrative staff. Graham's extensive experience in boarding schools, combined with his congenial and collegial disposition, has provided Shawnigan with additional managerial expertise as the School continues to become a more sophisticated and complex educational institution. You will be pleased to hear that jokes about the "Scottish Hegemony" are firmly in place!

When you telephone the School, you may hear a new voice. Laura Buss is working on a part-time basis in the general office. Laura has lived in Shawnigan Lake for many years.

Shawnigan extends a warm welcome to these new staff, as well as their spouses and families! *Turn to page 10 to read about the appointment of Steve Housser '67 to the Advancement Office.*



**Above**, back row: David Tang '96, Mark Swiednicki, Steve Housser '67, Al Olson, and James Cumming. Front row: Richard Ash, Rhian Williams, Kara Freeman '91, and Linda Martin. **Centre**: Lora Favor. **Right**: Laura Buss.



# A Salmon Story of Sorts by Scott Noble

*“Shawnigan Lake School has been one of the pioneers in hands-on environmental education partnerships with DFO. The program was initiated by Mark Hobson (now a recognized wildlife artist) and has been shepherded by Scott Noble for the last 17 years.”*

IN THE SUMMER OF '83 Shawnigan Lake School searched for a science teacher to fill a vacancy left by the talented Mark Hobson, who was taking a sabbatical. Jobs for new teachers were scarce at the time, so I was elated when Derek Hyde-Lay called me. (To my good fortune and to the good fortune of lovers of wildlife art around the world, Mark chose to continue with his painting rather than return to his teaching post at Shawnigan.)

It is time now, however, to pay tribute to a program that Mark introduced to the School's Science 9 program some twenty years ago. When I arrived on the scene, the School had joined the Department of Fisheries and Oceans' Salmonid Enhancement Program (SEP) for three years. By that time, Mark had developed a working hatchery with four upwelling incubation boxes and rearing troughs for the emerging fry. Capacity for developing salmonids in the hatchery exceeded 30,000.

Since that time the hatchery has gone through many changes. Former SLS parent Jim Myhill-Jones of Freshwater Farms in Duncan donated some 'heath-tray' and bulk incubators. Current parent

John Stavrakov provided guidance and expertise in bringing the hatchery's plumbing and technology to its present state. And a generous grant in the early 90's from the Pacific Salmon Foundation allowed for a much-needed transition from aging plywood structures to sophisticated aluminium tanks and troughs. All the while, through the participation of Grade 9 students and members of the Environment Club in the hatchery program, Shawnigan has helped to restore and maintain salmon stocks in a number of local watersheds. More importantly, though, this hands-on education has served to inform and to heighten the awareness of the more than 1,000 participating students to the value of this vital West Coast resource. In a sense, it has become the cornerstone of a growing environmental education program at Shawnigan.

On May 27, 2000 at a meeting for South Island volunteer enhancement groups in Saanich, Shawnigan Lake School was presented with an award for 20 years of involvement with SEP. The citation reads as follows:

*Presented by the Salmonid Enhancement Program Fisheries and Oceans Canada in grateful recognition of your 20 years of dedication to the future of Canada's salmonid resource.*

Further recognition came in an article of the Summer 2000 issue of *Streamtalk*:

Shawnigan Lake School has been one of the pioneers in hands-on environmental education partnerships with DFO. The program was initiated by Mark Hobson (now a recognized wildlife artist) and has been shepherded by Scott Noble for the last 17 years. The project's activities include operation of a salmon hatchery, Streamkeepers programs, stock assessment initiatives, riparian planting/restoration, and public awareness and education.

While the hatchery has certainly provided a focus for the environmental initiatives and education within the School's Junior Science Program, it seems appropriate to acknowledge the man who initiated this rewarding program. On a cloudy day in November, I was honoured to unveil for Mark Hobson a new sign hanging on that small yet significant building on campus. It remains a goal for both of us that *The Mark Hobson Hatchery* play a significant role in the environmental education of Shawnigan students for years to come.



Gary Ouellette, Scott Noble '75, Jackie Miner '04, Mark Hobson '70, and Jason de Montmorency '03.