

SPECIAL COMMEMORATIVE EDITION

THE SAINT

THE MAGAZINE OF ST. GEORGE'S SCHOOL | SUMMER 2021



“

PLEASE,
CALL ME
TOM.”

OUR COMMUNITY'S TRIBUTE TO
DR. MATTHEWS

THE SAINT

THE MAGAZINE OF ST. GEORGE'S SCHOOL

MANAGING EDITOR
SAMANTHA WINK

SENIOR COPY EDITOR
NANCY KUDRYK

GRAPHIC DESIGNER
BRUCE ELBEBLAWY

HEAD OF OBA ALUMNI RELATIONS
IAN YEN '03

CHAIR OF THE OBA
RODAN GOPAUL-SINGH '88

PHOTOGRAPHERS
Richelle Akimow Photography
Bob Frid
OBA Alumni
Rob Newell Photography
Ian Yen '03
St. George's School Community



— SINE TIMORE AUT FAVORE —

ST. GEORGE'S SCHOOL

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Address all correspondence to:
Managing Editor
St. George's School
3851 West 29th Avenue, Vancouver, BC V6S 1T6 CANADA
T: 604-224-1304 | E: communications@stgeorges.bc.ca

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THE MAN OF
MANY ADVENTURES

My wife Andie and I had the great pleasure of meeting Tom and Sheena when they first arrived here in the summer of 2010. I vividly recall the somewhat surprised look on their faces when they quickly determined that the “Old Boys” Association Welcome BBQ featured many who were not yet octogenarians (which I think was their expectation), and that the assembled crowd was more than eager to work their way through to the bottom of the Skene wine cellar—all in one evening. Everyone quickly realized that the Matthews were simply a delightful couple, who were open, engaging, and generous to all.

BY: MICHAEL SKENE '85
CHAIR OF SOCIETY BOARD





We will forever cherish the ceremony of Dr. Matthews presenting our son James '22 with his first tie in Grade 1, and repeating this with our son William '25 three years later. Our boys have enjoyed entirely different, but remarkable, journeys of growth and development at Saints, and by having the great pleasure of spending time with Tom, Sheena, Calum, Liam, Ceilidh, George, and their many friends and various wilful dogs.

Our many conversations in many locales have been some of the highlights of our past decade. We chose Saints in large part because we wanted to give our boys the best chance of becoming the best versions of themselves and truly fine young men. They have witnessed first-hand by DTM's example how someone can lead a fulfilling life of thoughtfulness, humility, and compassion as a husband, parent, educator, inspirational leader, and friend.

Over the past years, I have had the great privilege to serve on the Boards of the OBA, the Foundation, and the School Society. Serving as our current, and I suppose Tom's last, Society Board Chair has been a remarkable, interesting, and rewarding experience. We have all seen examples of Tom's inspirational leadership at the School, in so many different facets, large and small. As Chair, I have seen that the respect for Tom transcends our institution and extends out into the broader world. I know that some of the most distinguished educators in Canada and around the world believe Tom to have been a mentor, a role model, and an inspiration over the past four decades. Tom is truly a great Canadian original.

I have met alumni, parents, and friends of the School on three

continents, all of whom have expressed respect, admiration, and gratitude for Tom's many kindnesses, and those of Sheena. A common refrain of many young men, and their parents, is that the rich and fulfilling lives they are currently leading, and the careers they are pursuing, owe in larger and smaller measures a debt to Tom and Sheena's wholehearted commitment to their education and growth.

At Saints, we have all seen first-hand Tom and Sheena at our boys' sports tournaments, music competitions, plays, debates, art shows, and the myriad events that make up our amazing programs. Our students, educators, and staff have been swept along with his generational shift to boy-centred teaching and learning that embraces inquiry, problem-solving, collaboration, and innovative approaches. Under Tom's leadership, we are proud to be recognized as one of our province's top employers for the past 10 years. His team's approach emphasizes continuous professional development and collegiality and inculcates an outward-looking, growth-minded, and respectful culture for all.

Tom championed the re-imagining of our facilities, beginning with grade-based neighbourhoods in the Junior School. At the Senior School, a thoughtful process of creating a Campus Master Plan has resulted in an ambitious and bold vision of our future facilities. No one was happier than me (ok, well, maybe Tom) when recently we received our long-awaited Development Permit! This will allow for the immediate commencement of construction of our spectacular new buildings. The collegial partnership of local designers IBI, with the global vision of Art Gensler, is truly stunning. We were

all sorry to learn of Mr. Gensler's recent passing, and are humbled that our School represented his final completed design. In a way, this collaboration somewhat mirrors our School: well-grounded in our local community and traditions, while at the same time seeking innovation and elegance with a global reach and ambition.

We were also extremely fortunate with Tom as a leader of educators and departments. His Senior Leadership Team is extraordinarily talented, hard-working, and successful. They work tirelessly to provide our boys with an exceptional place to learn and grow. We have all been challenged by this continuing pandemic, and are grateful for just how remarkably the School has been able to continue to function despite the trials and tribulations of this long period of uncertainty and disruption.

Finally, we should all pause to consider what a wonderful community Tom has helped to broaden and strengthen, as well as to lead. His support of our efforts at the Society Board, the Foundation, the SGPA, and the OBA has been tireless, coordinated, thoughtful, and effective. He has also strengthened relationships and trust with our neighbours, including the Musqueam First Nation, some of whose members have become part of the very fabric of St. George's and our ongoing mission.

I think many of us believe that the School has never been stronger. Parents and students report exceptionally high levels of satisfaction, connection to our community, and commitment to our goals. Application and inquiry rates are historically high. Our teachers overwhelmingly report that they understand, support, and are carrying out the School's mission and goals. Our endowment is higher than ever, which will increasingly allow for more financial support and more deserving boys to join us. Our ONE and ONE+ Capital Campaigns have positioned us to move ahead with the transformation of our facilities. Our commitment to inclusion and diversity is unquestioned and builds on our long-held mission to prepare fine young men for an increasingly complex world and their role within it. By any metric, Dr. Matthews has achieved outstanding success as our last Headmaster and first Head of School.

Thank you, Tom and Sheena, for all that you have given to make our School even greater over your 11 years with us. We wish you great good fortune in this next exciting phase in your journey together. You will forever be an enormous part of the evolving story of our great School.

Sine Timore Aut Favore

MICHAEL SKENE '85
CHAIR OF SOCIETY BOARD





I first met Dr. Matthews at an OBA Board summer barbeque where we invited him and Sheena to meet our Board and our partners. I was immediately taken aback by this very simple request. The new Headmaster wants me to call him 'Tom'? No old-school British formality? No immediate assertion of dominance and authority? I, along with the rest of my peers, was determined to understand who this Dr. Tom Matthews was.

“PLEASE, CALL ME TOM.”

BY: RODAN GOPAUL-SINGH '88
CHAIR OBA ALUMNI



KNOWING THE IMPORTANCE AND INFLUENCE WIELDED BY A NEW HEAD OF SCHOOL, WE WERE ALL SOMEWHAT ON EDGE AND DID NOT KNOW WHAT TO EXPECT.

We had many questions, and our summer barbeque gave us ample time to connect, dig deep, and fire away. Tom and Sheena answered our questions with neither artifice nor reluctance, and spoke openly and honestly about every topic on which they were grilled. Most importantly, they not only tolerated the inevitable in-jokes and informality found between old schoolmates, but they also seemed to genuinely enjoy it.

As Tom and Sheena's good nature, ease, and charm disarmed us all, our tepid inquisition turned into the regular summer party it usually was; there were more drinks, a lot of laughter, and I distinctly recall there was dancing in the kitchen. It could not have gone better, and with the Matthews on board, we felt like we had won the lottery.

That summer evening set the tone for a convivial, long-lasting relationship between Tom Matthews and the alumni of St. George's. When I look back on how Dr. Matthews won us over so easily that night, I believe it was because he was not trying to curry favor, he was just being Tom. He was so comfortable in his skin and so

clear in his purpose that he knew Tom just being Tom was more than enough.

I can only imagine a small portion of the emotional, intellectual, and social high-wire act required in transitioning in as a new head of school. Alumni relations must be particularly precarious, forging relationships with a pool of many who have passionate experiences and opinions, rooted in the past with varying degrees of accuracy. Dr. Matthews navigated these tricky waters incredibly well from the beginning. His reverence for our School's past and the people that came before him won many fans in our community, as did his ability to ensure any significant changes to the School were both meaningful and respectful of our history.

Over the years, Dr. Matthews has been a constant supporter of St. George's OBA Alumni, our events, and our initiatives. Tom has always made time to speak at our board meetings, consult with us formally and informally, and attend our functions. For our Board, his support has been a key factor in helping us grow and strive to provide value

and meaning to our community. Having Dr. Matthews in our corner makes working with the School a delight and, quite simply, helps get things done. His remarks at our events are always highlights, and he is often spotted late into the evening in spirited conversations. The OBA Alumni has been a direct beneficiary of Tom's leadership and it has been an absolute pleasure for all of us to work with him and learn from him.

On another note, I was fortunate to view and appreciate Dr. Matthews through the lens of a parent. Both my sons, Riley '13 and Will '20, have a genuine affection and appreciation for Dr. Matthews. Our family is thankful a portion of our boys' formative years were under Tom's watch. Last year was Will's graduation year; it is an emotional, reflective time, and in a haze of year-end dates and activities, I wrote Tom a note of gratitude. One paragraph stands out and I believe it captures a small portion of the magic that makes Tom such a special Head of School and has endeared him to so many:

"...you set a stellar example for Will as a leader, scholar, cheerleader, and as someone who cares a great deal about both the people in his direct orbit, and the global community at large. Through your guidance, integrity, and the work you have done to improve the

School, you have greatly succeeded in making my son a better person. I cannot think of higher praise I could give to anyone..."

Tom, it is indeed an honour to represent thousands of graduates of St. George's in thanking you for your contributions to the School we all love so much. Countless staff, faculty, and boys have benefitted from your warmth, strength, kindness, and leadership. You have been an ally and a dear friend to our alumni community. You understood from the beginning what is special about St. George's, and you have worked diligently to consider the past while driving the School forward into the future. You have been not only open to so many, but you always took the time to truly listen and understand. Since graduation, many of us have never felt closer to the School, and we, too, are a better and stronger group since you have been with us.

The OBA Alumni is forever grateful for your contributions to St. George's, to our boys, and to everyone connected with the School. While we understand you deserve ample time to rest after an 11-year full court press, we will no doubt be hounding you to visit, engage, and continue to be a cherished part of our community.



JOHN KENNEDY ONCE SAID,

“LEADERSHIP AND LEADERSHIP ARE INDISPENSABLE TO EVERYONE.”



LEARNING ARE TEACH OTHER”

Dr. Tom Matthews’ leadership style has always reflected this credo. Dr. Matthews has devotedly served as our Head of School for the past 11 years, and now it is time for us to collectively honour his era and wish him the best as he enters a new chapter in his life.

BY: MARTIN SHEN
PRESIDENT SGPA





In 2009, when our son Martin Jr. first entered the prestigious world of St. George's, the Head of School wasn't Dr. Matthews – it was Mr. Nigel Toy, a formidable figure with a booming voice, who was entering his final year as Headmaster. As newcomers to the community, it provided an intimidating, albeit not entirely unexpected, introduction to the School.

After that first year, our son's educational future was placed in the progressive hands of Dr. Tom Matthews. As parents, we were understandably nervous, not knowing what was to come or what to expect, how any changes might affect not only the historical conventions of the School's philosophy, but more importantly for us, our son's education in what we believed was one of the top institutions in the country.

In retrospect, our apprehension in those early years was clearly unwarranted. Tom was unlike any who had preceded him. He didn't fit any stereotype. He was his own man; he loved what he did and cared deeply for the success of his students.

What was also apparent from the onset was Tom's dedication to the boys themselves and his steadfast belief in the Core Values – Empathy, Humility, Integrity, Respect, Responsibility, Resilience. His unwavering commitment to building a young man's character connotes his understanding that those characteristics will best arm our boys to effect real change in the world.

As a leading advocate of boys' education, he developed a Strategic Plan that reflected a clear understanding of the varied learning needs of boys, highlighting communication, innovation, and collaboration to ensure our boys are truly prepared to face a "brave new world". He was an early adopter of focussing on the personal wellness of our boys, with equal concentration on their mental and physical wellbeing, with an understanding of the stresses that come with growing up in this rapid-fire, hashtag-driven, attention-grabbing, online society. What was most impressive was his steady emphasis on diversity, equity, inclusion, and justice (DEIJ), as a mainstay tenet of his leadership priorities, well before those issues came storming into our recent collective consciousness.

Over the years, as both my wife Ming and I became more involved in the School, we had more opportunities to interact and chat with Tom. It became clear that he was more than just the commanding voice at ceremonies and events – he was a smart, thoughtful, and generous leader, keenly aware of the pressure surrounding his position but seemingly unburdened by the weight.

Leading an independent school so rich in tradition, we watched Tom skillfully navigate the ups and downs of school life – lots of great times with a few crises sprinkled in – all managed with an even temperament that allowed his ample leadership skills to come on full display.

And particularly in this last year, a one-year extension to his expected tenure with a world turned upside down, we watched him adeptly pivot the team – from standard to remote learning, from classrooms to virtual calls – and allowed our sons to continue their schooling with minimal disruption. His humility will redirect the credit to the team around him, and deservedly so of course; as with most great leaders, he tends to shun the spotlight and

turn the attention to those around them. This pandemic made Tom's extension a blessing in disguise, as I can not imagine St. George's manoeuvring these past 16 months without him at the helm. It is not just the adherence to the health authority orders, nor all the back-end preparation required to keep our schooling stable yet nimble, it is the ability to bring an overall sense of calm to the community. The sense that yes, everything will be alright.

His commitment to the community was also evident in my years with the SGPA. I realized that Tom's attendance at our Board Meetings wasn't required, or even necessary; yet, he always made time to attend our meetings, updating the directors on the latest goings-on at the School, and lending his ear to advise on our sometimes "wild and crazy" proposals. It reflects the importance he places on community and being acutely aware that, by entertaining our folly, he could utilize our stage and our resources to help spread any important news to the community at large.

This commitment extends to the significant contributions that Tom's wife, Sheena, has made and the impact her departure will have on our community as well. Always the stalwart pair, Tom and Sheena prioritized events at the School, and their presence certainly increased their significance. But it is Sheena's contributions to the School— in particular as a university counsellor— that will certainly be missed and will leave an indelible void for the younger boys.


And please note that it wasn't always about work. There were many times over the years where we got the chance to experience the man behind the "Head" mask. Tom and Sheena were a constant presence at drama productions, school presentations, and sporting events. And in particular, when Tom made his appearance at social events, his true lighthearted nature came out—laughing, joking, dancing (oh yes, the dancing) which gave us all a glimpse of the genuine character of the man.

I consider my son, and our whole family, to be most fortunate to have experienced the full breadth of Tom's tenure, and honoured to call him a friend. For all of us who have witnessed the incredible transformation of our boys over the past decade, it's clear how Tom measured success; he measured it one boy at a time. While we are sad to see Tom leave, we cannot thank him enough for the impact he made, creating a safe and dynamic environment for the students of St. George's. Tom's legacy at St. George's won't be the flashy new buildings or the new campus grounds—the eponymous Quad, notwithstanding—what he leaves behind is much more valuable than that. When we look into our son's eyes 10 years from now, and we see him deftly handling a stressful situation or going that extra mile to help a friend, we will remember his time at St. George's, where Tom's tireless efforts made that a reality. As Tom departs, we will not forget the strides and advances he made on behalf of our boys.

Tom – we wish you all the best in your retirement and know that you will forever be a part of the St. George's family. Thank you from all of us.

Martin J. Shen

President, St. George's Parents' Association



“
EDUCATING
THE MIND WITHOUT
EDUCATING THE HEART
IS NO EDUCATION
AT ALL.
”

It goes without saying that St. George's School has a well deserved reputation of being one of the leading independent schools for boys in Canada. While many great leaders and individuals have contributed to this success, Dr. Tom Matthews has contributed in ways that have been unprecedented in both his leadership and vision. He has been our dedicated school Headmaster for the past 11 years. To those who have had the distinct honour of meeting Tom, it becomes quite clear that this is a man true to his word, with a passion for education and for instilling goodness into his colleagues and his students.

BY: LISA BORODITSKY
ALUMNI PARENT



As Aristotle once noted, "Educating the mind without educating the heart is no education at all." So too, Dr. Matthews finds his way into these students' hearts and embodies the power to build trust, and change the course and potential of their lives; we've seen this with our own eyes.

Choosing the right school to educate your children is so important, as the family forms close relationships with the educators, and together they help to raise your children. When we witnessed that the Saints' Core Values were not just words, but actions that the School abides by, we knew that this was the school for us. Dr. Matthews and the faculty at St. George's helped raise two of our boys, Matthew Boroditsky, '14 and Noah Boroditsky '20. Both boys learned how to be leaders by modelling Dr. Matthews' kind and encouraging ways. Tom, embodies the knowledge, wisdom, and integrity that creates an environment which allows students to discover their best selves.

On a personal note, it is difficult to put into words the gratitude we have, as in 2013 we all shared a life experience with our son Matthew, and it was Tom who was beside us when we needed him most. His unwavering, grounded support and immense warmth will never be forgotten. Dr. Matthews and the entire faculty and School were there to lift our family and encourage growth and healing. These lessons were never forgotten and to this day, our boys continue giving back the many gifts that they felt were provided to them. Dr. Matthews was responsible for igniting this environment of healing and success. Tom guided our boys into seeing their leadership potential and this fulfilment will carry through with them throughout their careers and lives. It is a legacy to be extremely proud of.

Over the years, we witnessed the extreme dedication that Dr. Matthews and the Saints faculty poured into delivering the most up-to-date 21st century boy-friendly teaching and learning environment. Its excellence allowed for confidence building, team collaboration, and soaring goals to prevail.





Dr. Matthews provided a role model through which impressionable young boys learned to become respectful fine young men by witnessing his commitment to the School's Core Values. Whether Tom was loading a hamper, flipping burgers at The Fair; out on the field with the boys, cheering on a basketball game, building bridges with other community schools, addressing graduation classes, gracing us with his insightful and unforgettable speeches, leading the ONE Campaign, or committing to stand by St. George's side during the COVID-19 pandemic, Tom was always and ever so present. You are a man with grace, style, and class. The lessons learned by watching you and the impactful experiences you've filled our hearts with, are both immeasurable and everlasting.

Dr. Matthews, you have so eloquently touched the lives of many colleagues, Board members, parents, students, community members, and now friends. With your retirement on the horizon, you will be greatly missed. Your shoes will be difficult to fill, but your commendable compassion, dedication, and mentorship have left us all in good hands to carry on with greatness. Your actions, words, and inspirations will forever rest in the halls of St. George's as you will now join the infamous brotherhood that so strongly supports and surrounds the ones who came before, and the ones who will continue to pass through. This community is stronger because of you and the generations of fine young men that you have had a hand in raising.

Sine Timore Aut Favore: you give that message to live without fear or favour and to lend a hand in leaving this world a better place. Dr. Matthews, you live by these words and it shines through in your genuine gentleness, unconditional acceptance, and honesty. This is what makes you the great leader that you are. Give a man a fish and he will eat for a day. Teach a man how to fish, and you feed him for a lifetime. Thank you for making it your mission to raise solid, reliable, and responsible human beings.

The future of St. George's is looking very bright. The ONE+ Campaign that Dr. Matthews has worked tirelessly to set into motion is going to house these up-and-coming fine young men. The construction of two new state-of-the-art academic buildings and a gathering space on the Senior School campus will allow St. George's to flourish even further into the outstanding facility that it is. And as each phase of the Campus Master Plan produces spectacular learning environments for the students to develop in, the generous donors of our community should feel extremely proud. Tom, the impact you have made with the launch of this campaign will not only change the face, the feeling, and the togetherness of the teachers and the students, but your upbeat, positive, and energetic vibes will forever be present in the beautiful plaza that will become the heart and soul of the new campus. Your endless efforts, devotion, accomplishments, and successes will uphold a brilliant legacy for the School that you should feel so immensely proud of.

Now, as you embark on your retirement, it is time to cherish the days for yourself, your family, nature, new discoveries, and exciting journeys. We wish you, Sheena, and your family only good health, happiness, laughter, and peacefulness. Tom, you found your calling in life, which was truly a gift for all of us to be a part of. We are so grateful to you for inspiring our sons to strive for greatness and for being a treasure to this entire community.

It is said that retirement is when you stop living at work and start working at living. Our wishes for you in this new chapter of your life, is that you enjoy doing all of the wonderful things that you have had to put on hold. May the many years ahead bring you joy, relaxation, and fulfillment. You've touched our lives, and the lives of so many others over the years. It is with great honour, respect, and gratitude that we say thank you. Remember though, there are no goodbyes, just so long for now. Know that wherever you are, you will remain in the St. George's Community and in our hearts forever.

The Boroditsky Family (Matthew '14, Noah '20)



We are sitting, safely distanced, in the St. George's Head of School's old office – which, in light of COVID-19, has been converted into a makeshift classroom – and Dr. Tom Matthews is suddenly, clearly and somewhat surprisingly fighting back tears. The story he's telling is not obviously sad. No one died. If you don't count the physical and emotional bruising common to every rugby pitch, no one was even especially injured. But Dr. Matthews is still having to compose himself.

A KINDER, GENTLER MODEL FOR THE ST. GEORGE'S BOY

BY: RICHARD LITTLEMORE

HIS ANECDOTE BEGAN ON VANCOUVER ISLAND,

during a championship game against Shawnigan Lake School. A play had just ended, in the disappointing way that rugby plays sometimes do, and “one of our boys got into a thing,” letting loose a string of profanity that Dr. Matthews found neither novel nor surprising in the circumstances. He wouldn’t have given it a second thought had the same boy not appeared at the office door the following Monday, saying that he had come to apologize. Even then, the Head didn’t register the offence.

“I said, ‘You never have to apologize for losing a game. You guys were amazing.’”

But when the boy said, “No, I saw you standing there. You should never have to hear language like that,” Dr. Matthews’ focus shifted from rugby to the Mission statement that Saints adopted early in his tenure: “Building fine young men. One boy at a time.” Here was such a boy. Here was the embodiment of the St. George’s School Core Values: humility, integrity, respect, and responsibility. Perhaps even empathy, for the boy’s capacity to put himself into the shoes of a witness to his outburst; and resilience, for his willingness to bounce back – to invite this moment of reckoning.

It was, instead, a moment for Dr. Matthews to savour, for believing, perhaps, that he had left a mark on the School that he has now led for more than a decade. It’s not that St. George’s has turned away from its traditions. The aspiration to excellence on the playing field is embedded in the story. And high academic achievement is now less of a talking point and more of a given.

But there is more to life—and excellent education—than getting a few exemplars into the best schools. The goal, codified under Dr. Matthews’ leadership, is to graduate a full cohort of young men of character – as the Vision states, “young men with a global outlook who are able to meet the challenges of a complex and rapidly changing world.”

The evidence – and the consensus – suggests that the goal is being realized. Michael Skene, Chair of the St. George’s School Board of Directors, says that, as an alumnus from the 1970s and ’80s (he graduated in ’85) he is unreservedly grateful for his time at the School and inevitably impressed by Old Boys from every era. “They just seem to be really good guys. They’re the ones who speak up for justice.” But as a father of two quite different sons currently enrolled, Skene says that St. George’s is now “a much kinder, gentler place,” which is all to the good – and much to the credit of Dr. Matthews, whom Skene calls “one of the most remarkable individuals I have worked with – ever.”

If you think about the clichéd cast of characters who might, one day, wind up as Head of School at an excellent boys’ school, you find that they range from the dour disciplinarian on one end of the continuum, to the fully realized boy on the other. Dr. Tom Matthews falls very much to the latter end of the spectrum; he is boyish in the way people use the word to mean spirited, curious, mirthful – apt to be seen with his greying hair sticking up in a shock, and closely followed by a not particularly well-behaved dog. And smiling, so often smiling. He is, immediately, someone you’re happy to see coming toward you and – as in the current circumstance – sorry to see go.



A BOY'S LEARNING

Tom Matthews, the literal boy, was born in Quebec City, son of an engineer. He went to high school in St. Catharines, Ontario, and did a History degree at Western University, in London, before moving to McMaster University, in Hamilton, for a master's and a PhD, also History. He wasn't particularly seeking the life of the academic, but soon enough he found himself an Assistant Professor, buoyed by his time at the front of the classroom, but hating "the research drudgery."

It was his Sheena who saw how unhappy he was and who found the advertisement for a teaching position at Upper Canada College, in Toronto. He said: "Why a private school? Even worse, a boys' school!" But he applied, and soon discovered his calling. "I adored teaching. I adored helping young people learn how to think."

Ultimately, however, he didn't adore commuting – from Burlington, where he was beginning a family with Sheena (now a University Counsellor, English teacher, and very much part of the family at St. George's). So, he found a new calling, as a "reluctant administrator" – the Director of Academics at St. Michaels University School, in Victoria. From there, after seven more good years, he was recruited to become Head of School at Hillfield Strathallan College, back in Hamilton.

One of the things he learned at those two schools – both of which are co-ed – was how differently boys and girls learn. It is, of course, risky to generalize, especially when society is still coming to terms with issues of diversity and gender fluidity, but a compelling amount of research—and much of Dr. Matthews' personal experience—suggests that, in a co-ed environment, boys often underperform. He says: "They were underrepresented in the awards and prizes." And they were less engaged, "not in athletics, but in the arts." Even worse, the boys sometimes faced lower expectations. It was too easy for people to accept that, "just because they're boys, they can be louts."

Dr. Matthews was having none of it. It's not that he was looking for a new opportunity to take on boys' learning as a personal project, but when the opportunity arose, he was ready.

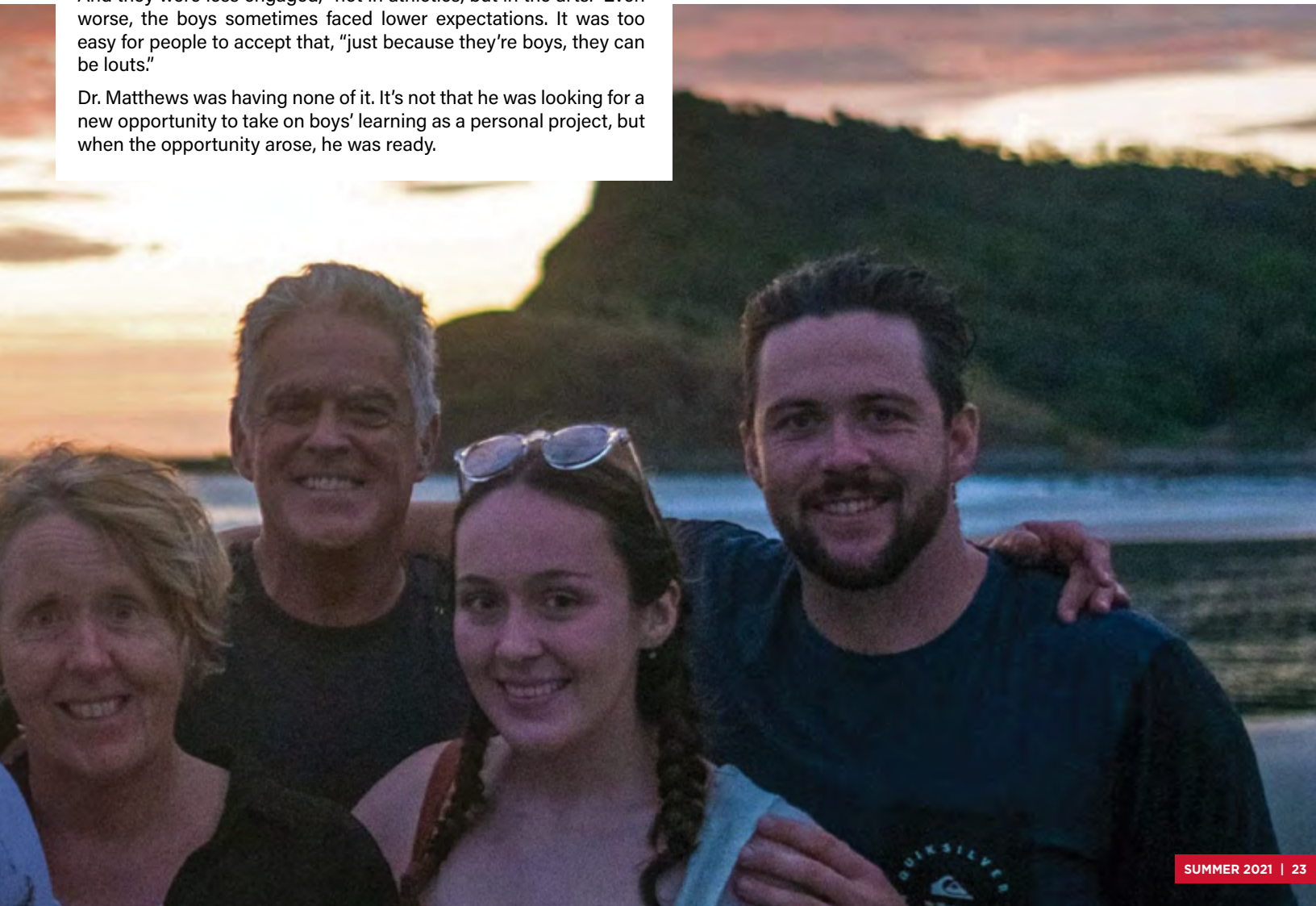
A BOY OF CHARACTER

Throughout his long career, Dr. Matthews has been a stalwart at Canadian Accredited Independent Schools – a long-time contributor and former member of the Board. It was there that he came to the attention of Rob Cruickshank, then the Chair of the St. George's School Board of Directors. When first presented with the idea of moving west again – and moving back to a boys' school – Dr. Matthews says he was wary. "I had a notion of St. George's being all about winning – that it was sports obsessed." But he soon found that the School was already well into a strategic planning process that was moving in a new direction. "It was clear that I could play a role."

Nancy Kudryk, Dr. Matthews' Senior Executive Assistant, recalls that one of the first things he did when he arrived for the 2010 fall term was challenge the School to generate a list of 100 words that could be considered among St. George's Core Values – and then to whittle that list down to six. It was, she says, an interesting way to reframe an old concept.

St. George's has always been about character, but in the early days, it was assumed that boys would acquire the relevant elements on the rugby pitch (teamwork and courage) or in chapel (moral virtue). In a more secular age, breaking character into core values allowed everyone to dig more deeply into the meaning. "And it gave the boys a vocabulary," Kudryk says. "It's always interesting hearing how they use those words."

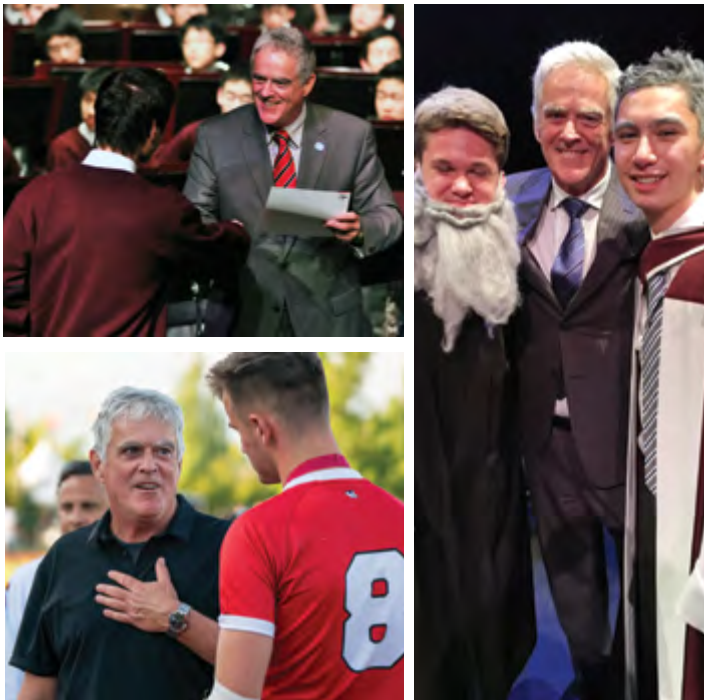
Defaulting to humility, as he inevitably does, Dr. Matthews resists taking credit for the shift that followed, saying, "I'm not sure I was the change agent. I think I was a facilitator. The School had changed. They wanted to move forward."



A BOY OF THE WORLD

Dr. Matthews was still at Upper Canada College when he discovered the transformative potential of challenging boys to truly consider their place in the world. At UCC, he organized an annual trip to Nepal, where boys who had been raising money for schools, health care services, or clean water infrastructure would see and help build or install the new features. The boys' actual, on-the-ground contribution was "largely symbolic." Most small Nepalese villages are not lacking for unskilled labour. But the experience was overwhelming. Dr. Matthews says, "We learned from each other."

That was a foundational motivation for establishing global-mindedness and environmental stewardship as cornerstones of a Saints education. It was also a factor in Dr. Matthews' continuing support for the closer relationship that St. George's has developed – and, post-pandemic, must renew – with students and teachers in Bhutan.



"The World" in this context is also not limited to far distant points or people. One of the early calls Dr. Matthews made when he arrived in Vancouver was to Chief Wayne Sparrow of the Musqueam First Nation, on whose unceded traditional territory St. George's sits. Dr. Matthews wanted to be a good neighbour and "we now have very close connections," with Musqueam students in class, a Musqueam parent (Karen Grant) on the Board of Directors, conscious echoes of Musqueam design in the plans for a new Senior School and with art work by Susan Point, ready to mark a new school entrance.

Among St. George's 100 boarders, there also are boys from 20 countries, and their presence, perhaps especially in a year when travel has become impossible, has given every Saints boy a continuing sense of the diversity of peoples and opportunities that prevail in the world.

A WORLD SCHOOL

The essence of an excellent school resides more deeply than in the floorplans and walls of the buildings, but it would be a mistake to imagine that the buildings don't matter. COVID-19, for example, reinforced the value of the recently rehabilitated Junior School. Built in 1912, with high ceilings and windows that open, its renewed versatility is part of what made it possible for Saints to maintain face-to-face classes, in safety, throughout the pandemic.

The coming challenge will be construction of the new Senior School, which will provide a lasting physical manifestation of Dr. Matthews' influence – and his educational philosophy. Designed by the internationally renowned firm created by Art Gensler, in cooperation with the local architectural practice of IBI, Dr. Matthews was instrumental in assuring that the new structure was conceived in every detail to support and facilitate a boy-centred approach to education. With three buildings clustered around an academic commons, it summons forth the best traditions of old Oxford colleges. But it also has interior common spaces, breakout rooms and flex rooms, and boys will always know that teachers will be available in collaborative offices. Dr. Matthews says that he is humbled, and deeply gratified, that the Musqueam spoke in favour of the project when it was being considered by Vancouver City Council. And he is excited, as well, about the high standard of green and sustainable design. If Saints' commitment to environmental stewardship is to be taken seriously, Dr. Matthews says, "we had to put our money where our mouth is."

Having achieved much of what he hoped he could, Dr. Matthews decided some time ago that the 2019-20 school year would be his last. He gave the Board his resignation and started making plans for a well-earned retirement – pleased to think that St. George's would be in for another round of renewal at the hands of an inspired and inspiring new leader. Self-effacing as ever, he says, "I would never want to be a barrier to change. What does it mean to be a boys' school? I knew 10 years ago; I'm not sure I know now."

But months before anyone could start pricing streamers for the retirement party, COVID struck, and the Board asked him to stay one more year. He agreed immediately: "It would have been horrendous for a new Head to come in during COVID." And the extra year has been "a blessing. I have learned so much – and seen so much of what I value. I have seen St. George's at its best."

He's proud to have kept the school open throughout the pandemic, and pleased to report that, while there have been a dozen COVID exposures, there were no transmissions in the school. Of course, at the worst point, that required keeping 50 boarders in isolation for two weeks, with staff delivering food three times a day. "And there were no competitive sports. We changed programs and protocols. But the staff were amazing. We had the lowest absentee rate in my 10 or 11 years."

Then again, he says, the staff are always amazing. In the last survey, more than 95% of respondents said they have a clear understanding of how their work contributes to the mission. It's one of the things that helps place St. George's regularly on the list of BC's Top Employers.

Karen Potter, who, in addition to being St. George's Director of Human Resources is also a still-proud alumna of the hiring committee that chose Dr. Matthews in the first place, says that his "one boy at a time" ethos mapped perfectly onto a successful policy celebrating "one employee at a time." She says: "It's hard to imagine St. George's without him."

Yet the time has come. Tom and Sheena Matthews are planning their move to Victoria and looking forward to traveling as soon as they can. He says he is "desperate to see family and friends," including a son in Newfoundland, his two sisters and their families in Ontario, and his extended family in England and Portugal. And then he plans to spend most of his time not working but volunteering, on files including climate change and the environment. He says, "We boomers didn't do a very good job in leaving the world for the next generation." Time to make amends.

Besides, he says, at 66, "I'm too young to sit around and watch Netflix."

Indeed, in all the best ways, he's still a boy.

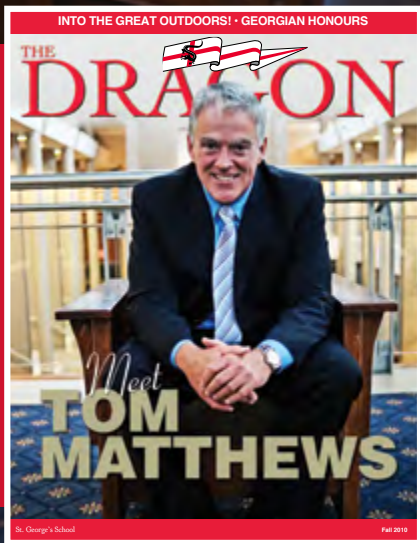


On November 16, 2009, it was announced to the Saints community that the Board of Directors had unanimously endorsed the appointment of Dr. Tom Matthews as the School's ninth Headmaster. "The choice of Dr. Matthews was made after an exhaustive worldwide search with the collaboration of both an internal selection committee and an external search firm. Dr. Matthews is currently the Headmaster of Hillfield Strathallan College in Hamilton, Ontario, a position he has held since 2003. The school has 1,145 students and offers JK/Montessori 3 through Grade 12. Tom has served as Vice-Chair of the Canadian Association of Independent Schools (CAIS), as well as on a number of not-for-profit boards, including the Royal BC Museum, Nepal School Projects, the United Way, and the Art Gallery of Hamilton. He and his wife, Sheena, have three children: Calum, Liam, and Ceilidh."

THEN & NOW

**A CHAT WITH DR. MATTHEWS...
11 YEARS AGO, AND NOW.**





THEN...

THIS INTERVIEW FIRST APPEARED IN THE 2010 FALL ISSUE OF THE DRAGON MAGAZINE.

You have worked at McMaster University, Upper Canada College, St. Michaels University School, and most recently, Hillfield Strathallan College—all very different places. What was the common thread connecting these experiences?

For most of my adult life, the words of the American poet Robert Frost have been my touchstone—"What is done is done for the love of it or not really done at all." It was a love of history that led me to pursue my doctorate and to teach at the university level, just as it was a passion for teaching and learning that persuaded me to dedicate the rest of my professional life to independent school education. For me, the greatest strength of independent schools is our commitment to a broad and inclusive education, embracing academics, the arts, athletics, leadership, and service. We are not just preparing our students for their university studies or future careers; we are preparing them for life. One of the most profound experiences I have had as an educator was leading a series of work projects to a remote part of Nepal while I was at UCC. For me, as well as for the boys, it was a defining experience that altered my world view and reinforced my belief that independent schools have an essential role to play in helping to make the world a better place. More recently, in my role as Headmaster, the greatest satisfaction has come from knowing that my efforts have benefitted students. Having helped to raise more than \$34 million at HSC, I look forward to returning for a visit and seeing how the new Senior School will enrich the learning experiences of students for generations to come. It's all about the students and their learning.

What attracted you to St. George's?

About two years ago, I chaired a CESI (Canadian Educational Standards Institute) evaluation of Crescent School, a well-known boys' school in Toronto. During the process of exploring the school's mission and its commitment to being an all-boys school, I realized that a lot had changed since my early days at UCC. In those days, we never talked about how boys learn. But today, there is compelling research to illustrate the benefits of an all-boys learning environment. All of this made me reflect on how interesting it would be to return to a boys' school after a fourteen-year sojourn. When I saw the advertisement for St. George's, I was very interested in learning more. The opportunity to head Saints became even more attractive when I went through the selection process and learned of the School's branding work and, in particular, its focus on 21st century learning and commitment to developing its boarding program. Schools often talk of being world schools with global sensibilities, but the workable goals that St. George's has defined make achieving these objectives possible. I felt that to lead a school with such a powerful vision would be very exciting.

You have been here just over two months. What are your first impressions of the School?

I have been busy since July 1st meeting Georgians, faculty, staff, parents, and students. What I have discovered thus far is that the School is a welcoming and nurturing place and that it is characterized by a powerful commitment to each boy's success. I have also discovered that at the heart of St. George's are important traditions and a strong heritage that serve as its foundation. We also are a very diverse community. It has Georgians who are very proud of their School and an eclectic faculty bringing great depth and passion to the classroom and to the co-curricular program. We also are blessed with a diverse and cosmopolitan student body with a unique array of interests and passions.

Do you have some immediate priorities?

It's interesting how the arrival of a new Headmaster immediately implies fundamental change. My immediate priorities are not to change, but to learn. I need to get to know the School, its history

and traditions, its programs, its people and its priorities. During this process, I will work with everyone in developing a plan for the future that respects and builds on the core of who we are as a school, while embracing the needs of the 21st century learner.

Speaking of the 21st century learner, you, the Management Team, and the faculty recently reviewed the work on the Strategic Plan that was initiated nearly two years ago. Can you give us a sense of your vision for the School, and how the strategic planning process will help you realize that vision?

My main job is to gain insight into the School so that I can speak with integrity and credibility about who we are and how we wish to move forward. The planning work done in the past year or two has helped to frame my understanding. I believe the course that is envisaged is the right one. The heart of what has been created to date is in the statement "We build fine young men." In order to achieve this end, we need to focus on the imperatives of 21st century learning and all that it entails. We must recognize that our students will be entering a very different world from the one we experienced after graduation. While never compromising our commitment to academic excellence, we must embrace a philosophy of education that is truly student-centred, that focuses more on process than on content, that nurtures higher-level thinking skills, empathy and integrity, and that ensures that our students learn how to learn. At the same time, we must work hard to be the very best school that we can be for the benefit of all of our students, both present and future.

You have talked of the needs of the 21st century learner and how schools are not necessarily meeting those needs. What opportunities do you see for St. George's to better meet these needs?

Independent schools, including St. George's, have done an excellent job of reinforcing key academic skills, including literacy and numeracy. Our AP results also suggest that we have done an excellent job of developing our students' higher-level thinking skills. However, if we intend to prepare our students for the challenges and opportunities of a more competitive, globally-integrated world, we must continue the process of renewing our programs and our approaches to teaching and learning. Learning must become more authentic, student-centred, and experiential. We must embrace a wider repertoire of instructional strategies and assessment techniques. Moreover, the integration of educational technology is a powerful tool that can enhance student learning by engaging them more fully in the learning process.

Student leadership and service learning also must be factored into our thinking. I am reminded of the old adage that much is expected from those to whom much has been given. Ours is a privileged environment, and we must never forget to give back. As one of Canada's leading independent schools, Saints has a responsibility to graduate students able and willing to tackle the many complex problems confronting not only our own society, but also the world at large. That's why I became an independent school teacher more than 20 years ago. As independent school educators, our mandate is to help every student find his calling so that he can go on to make his own unique contribution to making the world a better place. I have no doubt that today's students will do a much better job than my generation in ensuring the long-term sustainability of the planet and the survival of humanity.

Finally, if someone asked you for your "elevator pitch" on St. George's School, what would you say?

At Saints, we share a common commitment to the well-being of the boys.



NOW...

AN INTERVIEW WITH OUTGOING HEAD OF SCHOOL, DR. TOM MATTHEWS.
MAY 2021

In 2010, just a few months into your role as Head of School at Saints, you were interviewed for *The Dragon*... Now, just over 10 years later, I thought it might be interesting to revisit some of your thoughts and expectations of your time with us. When asked what attracted you to St. George's, you replied that "its focus on 21st century learning and commitment to developing its boarding program...the workable goals that St. George's has defined make achieving these objectives possible." Looking back over the past decade, do you feel that this rings true today? How did it evolve?

I think the answer is yes. I continue to think that boarding is integral to who we are as a school, and who we will be as we continue to evolve. I think boarding brings two or three key elements to the School: the ability to have boys from across Canada and around the world and the fact that there is this amazingly engaged and vibrant community of staff who live here and work here 24/7. I also think it continues to raise the bar for us as a school. The market for boarding is international, and a prospective boarding parent could send their son anywhere else on the planet, so we have to compete in an international market; that keeps us innovating and on our toes.

I think another key piece that helps us is that we know from surveys that our boarders are some of our most satisfied and engaged students. And that is really special.

"21st century learning" is such a big term. What has that meant to you during your time at Saints?

[laughs] It's a bit of an overused term. I could boil it down to learning that best prepares students – in our case, boys – for the world that they're going to live in. Not just to flourish, but to benefit the world around them. So what does that mean? It's all about engagement: intellectual engagement and the development of the whole person beyond cognitive skills. What that means for St. George's is that we need to provide the boys with those opportunities and we need to ensure our teachers are supported in utilizing and implementing a wide range of instructional strategies—things that will engage the boys emotionally, physically, and, of course, intellectually. So there is no magic formula – it's cliché, but it's true! Our focus goes beyond cognitive skills because the world is changing faster than ever, and it is things like character, predispositions, adaptability, and commitment that will serve them in the future.

Some of our insights into Service Learning and Student Leadership, two key things in 21st century learning, have evolved over time. One of the experiences I clearly remember was with the Reading Bear Program. I accompanied a class of boys to a disadvantaged school in Vancouver, and was amazed to witness their transformation from typical Grade 8s goofing around on the bus, to kind big buddies demonstrating responsibility and empathy with their little buddies. One instance that stood out was when a Grade 1 student who did not like me used some very advanced and colourful language to make his opinion known. You could see that our student was mortified! But the way in which our student demonstrated his own personal relationship provided the boy with a gentle opportunity to reset, and I thought, "Wow! There are many adults that wouldn't have handled this as well!" So programs like that, and other ways St. George's goes beyond the classroom, benefit both the boys and the wider community.

As you look back over your career, what are you most proud of?

Gosh, that's so hard! I think people might expect me to list some of my professional accomplishments – something specific, or literally concrete. I've been involved in three different building projects looking at the intersection of academic philosophy and design; but that wouldn't be my answer. It wouldn't even be in the top three or top one thousand. It's hard to think of accomplishments and not think about pride – my Catholic guilt! I think for me, and this speaks to my time as a teacher, a department head, and a Head of School, is to think that in some way, maybe in a way I don't understand or recognize, that I've helped someone out. Made the day a bit easier for them. Whether it was a student who was struggling with his learning, or a colleague who was struggling with an element of their job or even personal life. When I think about my 40 years as an educator, that's what I think about most, and the memories that are the most important to me.

Finally, if someone asked you for your "elevator pitch" for St. George's School, what would you say?

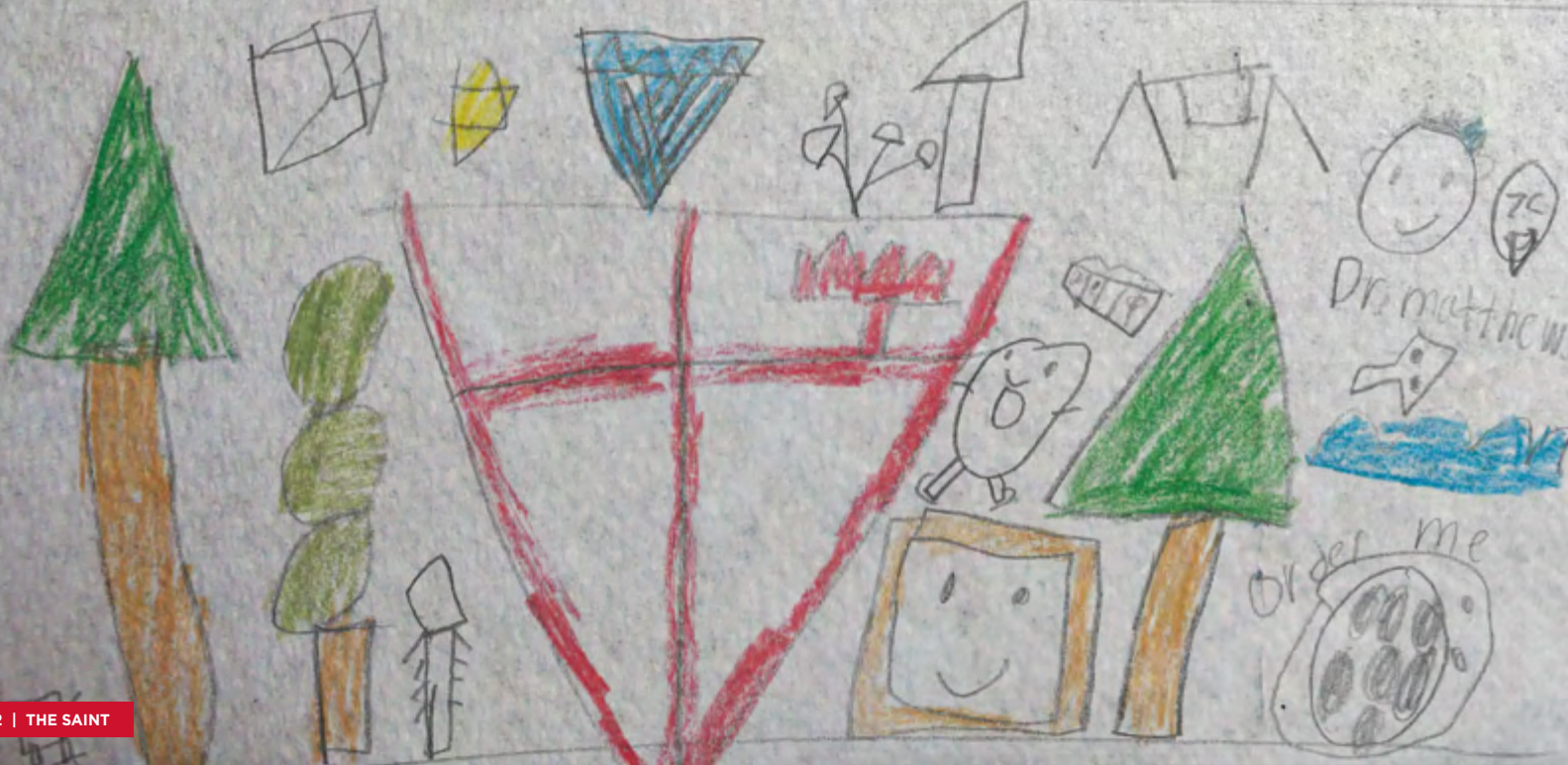
Don't tell me what my answer was 10 years ago! It's the fact that we're a school that really understands our students – and boys. We provide them with the opportunity to be their very best, and we do that through high expectations with a high level of support. And, for me, it's key that every boy is known and loved. What's always struck me about St. George's is the degree of commitment – not just from the students and staff, but from the parents and alumni. Everyone wants to be here.

Dear Dr. Matthews than
 you for the amizin
 timeing and visting us and
 teaching us of the
 history

From Daniel 2 R h



LETTERS TO TOM





Dearest Tom,

On behalf of the Musqueam Community, we want to thank you for bringing our communities together to achieve our shared values. Your leadership, visionary approach, and willingness to help build a bridge so that Musqueam learners could enter Saints and be welcomed with open arms and enthusiasm remains a remarkable legacy.

This accolade is not just about our young men, but rather the next generation of leaders; it is about the determination that you have showcased and the manner in which you have modelled excellence in leadership, community engagement, and ally ship. Thank you for always caring about our Musqueam children and thank you for opening the doors for many more shared learning opportunities between our communities.

We are saddened for your departure, but we are confident that the foundation you have created will enable the relationship to continue to flourish. This is not farewell, but a tribute to this chapter and shared journey of relationship building, finding commonality and landing on friendship between Saints and the Musqueam community. We will always remember the first time we set the dinner table in Musqueam to start the conversation about possibilities and the manner in which you came into community with an open mind and no agenda except to build an authentic relationship: MISSION accomplished.

Today, our children walk the hallways of St. George's with pride, confidence, and a sense of belonging, and we must acknowledge that this is the direct result of your efforts.

Your tireless leadership and commitment to inclusivity is demonstrated by the goals and targets set, achieved, and surpassed. Musqueam will be forever in gratitude for the vision that you have created for our young men. We wish you the best, and we raise our hands in continued gratitude.

With Respect,

Chief Wayne Sparrow

Chairperson Tammy Harkey





Tom has been a deeply respected voice around the Independent Schools Association of BC (ISABC) Heads' table. His wisdom, integrity, and humility are particular attributes that are highly valued. Tom always considers the greater good and in all situations safeguards the collective unity of our family of schools. This was particularly true during a challenging situation when Tom spoke passionately, calling for unity and for schools to act with integrity considering our collective brand, rather than for individual schools' own interests. Tom has demonstrated his commitment to serve the ISABC throughout his time as Head—whether serving as a Board member; leading membership visits; supporting Prospective Heads as a mentor; or welcoming 1000 participants as host of the ISABC Pro-D day. In spite of his complex and busy role, he always has time to listen, participate, and engage. He is the only Head I know of who vacates his office when additional meeting or teaching space is needed.

As leader of one of BC's larger and more established schools, Tom has always been generous in sharing St. George's resources, time, and facilities to support smaller, newer schools and the Association. He has led the way helping to create our association's unique culture of openness and generosity, ensuring the ISABC schools are 'better together' and that we are an organization where the 'rising tide raises all ships'.

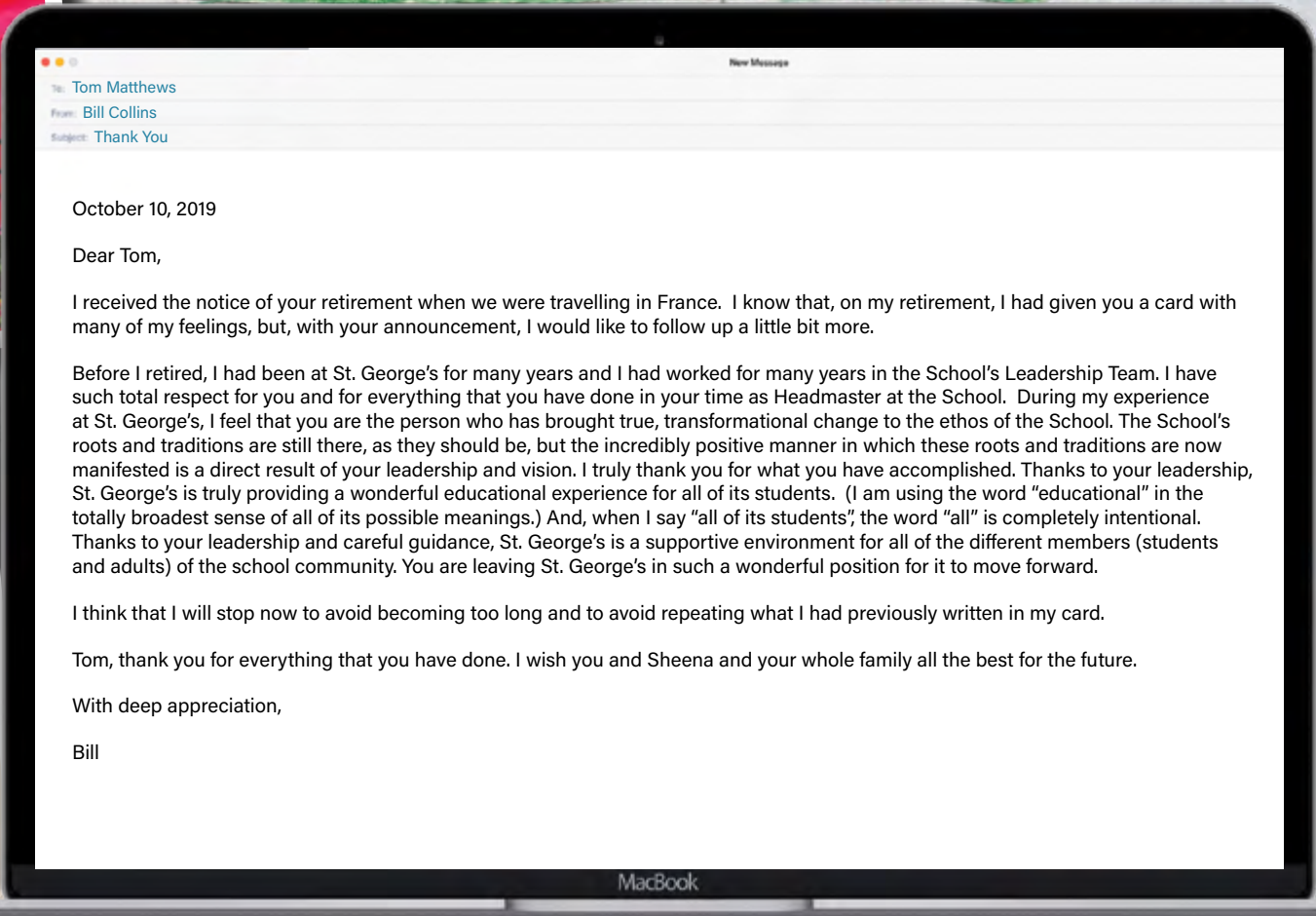
Personally, I have always been inspired by Tom's encouragement and affirmation, shown through his taking time to send notes of appreciation. I will always hold on to his statement in a Heads' meeting that he takes time out to have a holiday and a complete break—what a wonderful role model for life-balance for both experienced and new leaders! As I reflect on the many giants who continue to shape my own leadership journey, Tom will always be a beacon: his warmth, humility, and integrity will guide me well into the future. Tom's mischievous, light-hearted chuckle will also continue to remind me that our work in schools is joyful and embodies all that is wonderful about humanity.

Elizabeth Moore

Dr. Elizabeth Moore
Executive Director, ISABC



Dr. Matthews, thank you for visiting us when you are busy. I really like it when you visit us.
Love, Derrick



October 10, 2019

Dear Tom,

I received the notice of your retirement when we were travelling in France. I know that, on my retirement, I had given you a card with many of my feelings, but, with your announcement, I would like to follow up a little bit more.

Before I retired, I had been at St. George's for many years and I had worked for many years in the School's Leadership Team. I have such total respect for you and for everything that you have done in your time as Headmaster at the School. During my experience at St. George's, I feel that you are the person who has brought true, transformational change to the ethos of the School. The School's roots and traditions are still there, as they should be, but the incredibly positive manner in which these roots and traditions are now manifested is a direct result of your leadership and vision. I truly thank you for what you have accomplished. Thanks to your leadership, St. George's is truly providing a wonderful educational experience for all of its students. (I am using the word "educational" in the totally broadest sense of all of its possible meanings.) And, when I say "all of its students", the word "all" is completely intentional. Thanks to your leadership and careful guidance, St. George's is a supportive environment for all of the different members (students and adults) of the school community. You are leaving St. George's in such a wonderful position for it to move forward.

I think that I will stop now to avoid becoming too long and to avoid repeating what I had previously written in my card.

Tom, thank you for everything that you have done. I wish you and Sheena and your whole family all the best for the future.

With deep appreciation,

Bill

MacBook

When I reflect on what will be Tom's most memorable contributions to Saints, I keep coming back to two things. While the full list is long, I believe these have been the most critical. The creation and implementation of The Growth and Renewal Program for faculty and the distilling of the Core Values had immediate impact and will continue to shape the future of the School for the better.

Prior to the Growth and Renewal Program, Saints had never had a systemized form of staff evaluation or support. Tom knew it was a critical failing but also knew it could be politically tricky to implement. But, through a slow, inclusive, and open process, it came into being over the course of about 18 months. And it was robust! Not only did it evaluate teachers, it helped them set professional goals, encouraged them to pursue further skills, gave them support in doing so, and was met favourably by the faculty. It has also stood the test of time and created a fantastic framework which, I believe, has helped the School earn the distinction of being named one of the top employers in the province every year for a decade.

Saints has always had core values. But they had been vague, tacit, slightly flexible, and not clearly articulated. We always knew some kind of a pursuit of excellence was important but to be able to articulate our six Core Values (empathy, humility, integrity, respect, responsibility and resilience), to have so firmly embedded in the School the idea that "We build fine young men. One boy at a time," and to know that the Head wants a school where "every boy is known and loved" really created clarity and comfort that we know our goals and how to behave to achieve them.

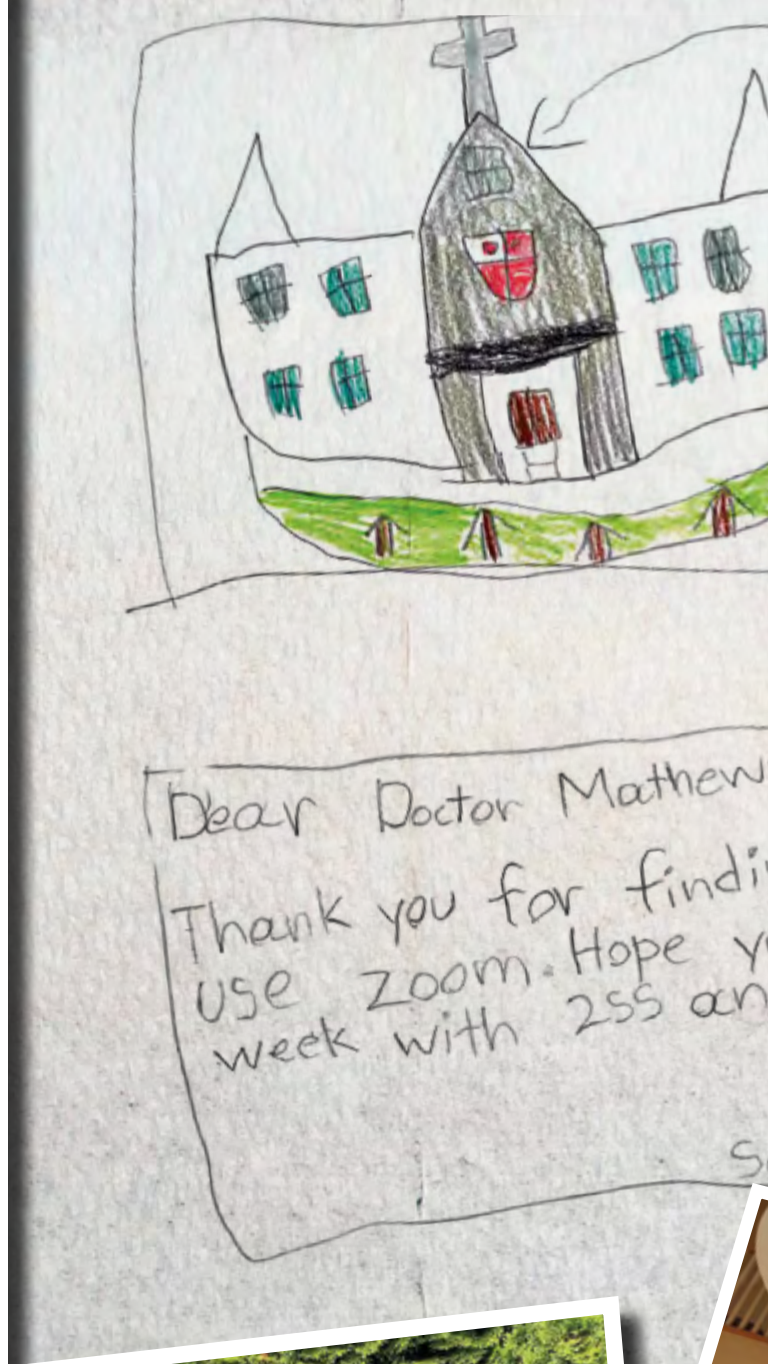
These two things create a bedrock for future decisions to be built upon. They aren't just trophies in a case; they are working blueprints for the School and a place to go back to constantly to weigh decisions going forward. Do they meet our hopes, our dreams, and our goals?

Personally, there are so many fond memories. Books shared back and forth, fundraising efforts in B.C. and China, Heads and Chairs conferences (and yes, Muskoka is very pretty, but it isn't B.C.), and some tricky conversations and decisions. No matter what, Tom was always calm, kind, and thoughtful. I cherished our time spent working for the School together and will forever cherish our friendship with Tom and Sheena. The Bentleys are looking forward to some good hiking and visiting with the Matthews as we all head into retirement from the School together.

With great respect and fondness,

Lesley Bentley

Lesley Bentley





Dear Tom,

I write having worn several hats during your tenure at St. George's. As you will recall, we first met at a Georgians' Board BBQ, shortly after you and Sheena arrived to commence that upcoming school year. We were extremely interested in having the Georgians on your "good side" right from the start, and the BBQ at the Skene residence was such a coup for the Georgian Board. We were delighted to have you and Sheena all to ourselves without any other faculty or Society Board members meddling in this special event. It still feels like we "pulled one off!" Little did we all know the respect you afford history, generally, and in particular how you would and have embraced the School's history and traditions in these ever-changing times. I believe so many of us are fond of you because of the respect you have given to the OBA and your predecessors.

Since then, I've had the pleasure of working with you as OBA Alumni President, and more recently as Foundation Chair. We have worked our way through a variety of issues, including admissions and legacies and so many school-related matters—some more significant, and others not. Navigating our way through legacy student admissions (i.e. admitting sons of alumni) was one issue on which we put our heads together to find a way to deliver the tough message that an alumnus's son would not be admitted. Of course, you delivered that message to me, first-hand, when our first application was rejected.

I thoroughly enjoyed our OBA trips to various cities to connect with Old Boys. It was always entertaining to have Shawn Lawrence with us and have photo ops with Old Boys who knew Shawn, and somehow, almost automatically, the boys connected with you at those events. It must have been the resemblance. You were approachable, and you helped us personalize the School and connect with those Alumni to make them feel that they were still welcome to come back and visit at any time. It was rare for our past Headmasters to travel to visit Alumni. You listened, as you always do, and joined in with our efforts to reconnect, including the creation of OBA Alumni Chapters in other cities.

I have always enjoyed our "Callum updates": you sharing updates of your Calum's adventures, while I have updated you of mine. More recently, I asked my son, Callum ('25) one day in first term what he thought of Saints, and he said it is "the best school he has attended yet!" In some ways, he has stated what we already know: Saints is a great place, if not the best. Of course, perhaps we just keep telling ourselves that! However, right now, in this place in the School's history, Saints' greatness is a reflection on you and the tireless effort and commitment you (and, of course, Sheena) have given to our community for over a decade.

The largest undertaking in the School's history is underway with the construction of the two new academic buildings and a community hall. The community has spent countless hours making this project a reality. It's only Phase I, with additional phases to follow in time with resources permitting. As magnificent a project as it is, and as beautiful as the buildings will be, I am reminded that this has been built from the inside, with the boys front of mind. Your direction and strategic thinking, from the time of your arrival at the School, is being reflected in these new buildings. You have attended hundreds of meetings – architecture, design, finishings, etc. – and been a part of so many discussions where different perspectives and opinions have been shared. You have been the common denominator throughout, and you have reminded us, repeatedly, that we are creating engaging learning spaces to inspire and help develop young minds to continue the School's mission and vision. It's about the boys, and you have always had them and their well-being as your top priority. Thank you for doing so.

Congratulations, Tom.

Sine timore aut favore.

Prentice Durbin



It is hard to imagine St. George's School without the presence of our beloved colleague and friend, Sheena Matthews. Her pending retirement will be a loss to us all. We will miss her creative vision and growth mindset, her visible love of the students, and her tireless commitment to the community. Whenever I think of Sheena, I am reminded of a line from Carole King's song *Beautiful*: "You've got to get up every morning with a smile on your face and show the world all the love in your heart", which not only recalls wonderful memories of us attending the Carole King musical together in Washington, DC, but will forever encapsulate for me who she is.

BY: CHRISTINE WESSLER
HEAD OF UNIVERSITY COUNSELLING



A TRIBUTE TO SHEENA MATTHEWS





Sheena is the eternal optimist who infuses her relationships with positivity and laughter. In all her interactions, she is the embodiment of grace and kindness, with a penchant for the irreverent, and a sharp wit that many of us close to her have seen.

When I first met Sheena, at Tom's side, in 2010, I had no idea what an incredible educator and person she was, but I do remember being awestruck and admittedly somewhat intimidated by her eloquence, confidence, and composure.

Fast forward three years later. When Sheena branched out from the English Department to join University Counselling in 2013, we had no idea what an amazing colleague and life-long friend we were getting - someone with vision, a flair for creativity, and a depth of experience and insight. For starters, Sheena made work fun! No matter how pressing an issue, how looming a deadline, how stressful a situation, she had a rare ability to put it into perspective, making us laugh and deflating the negative energy so we could tackle whatever was in front of us with humour and focus.

Yet, how does one really pay tribute and show gratitude to our irreplaceable colleague Sheena Matthews: an intellectual, world citizen, and master teacher who has taught us so much about the meaning of commitment, collaboration, and compassion, and the importance of not taking ourselves too seriously?

Let us first turn back the hands of time. Sheena grew up in Cheshire, in the UK, where she spent her early years. She earned a Combined Honours English and French degree at the University of Birmingham, before heading to McMaster University in Hamilton, Ontario, with a scholarship to complete a Master's degree, followed by a PhD in

English. As the fates would have it, life took a sudden turn. In 1978 she met the love of her life, Tom Matthews, who was also working on his PhD at McMaster, and serendipitously found her second true love, working as a Teaching Assistant. Having discovered her preference for the energy and joy of the classroom over the somewhat lonely role of academic researcher, she returned to the UK and completed her teacher training at the University of Oxford. Soon thereafter, she married Tom and her new life in Canada began.

Sheena's impact as an educator has been far reaching, spanning four decades, teaching at Mohawk Community College, in Ontario, several public and private schools across Canada, and assuming the roles of English, French, and Drama teacher, English and Drama Department Head, IB teacher, and university counsellor. Her legacy to education—to her students, colleagues, and schools—is immeasurable. She is a passionate professional, well-versed in her fields, and at the same time, an educator who brings a palpable love of teaching, an open heart, and a delightful sense of play to her work, both inside and outside the classroom, reminding her students that "wonder is infinite" and adds sparkle to learning. (Matt Haig, *The Humans*).

At St. George's, Sheena popularized the Creative Writing Program, teaching the course to Grade 8s for many years and sparking in them a lifelong love of reading and writing. I was astounded to discover that she kept her students' creative writing portfolios for years, returning them to their rightful owners in Grade 12, as beautiful artifacts of their personal growth and journey.

As an English teacher at St. George's School, and past English

Department Head at two other schools, she taught her students about the power of writing their story, of filling their paper with, as William Wordsworth so beautifully put it, “the breathings of your heart”. Never rushing her students, and always giving them her full attention, Sheena made time to draw out their unique stories. Her students have been lucky! She has taught them that they each have a story worthy of being told and that “a word after a word after a word is power.” (Margaret Atwood). She also embarked on action research using poetry to foster global citizenship in boys, sharing the results with international colleagues. Nowhere has this mission to enable a student to find his own voice been more evident than in university counselling where Sheena guided her students to connect the dots—the fabric of their past life experiences and dreams to their own hearts—helping them develop a sense of purpose and passion for the future. And while she showed them how much their story mattered, what in essence she was showing them is that they mattered, that their individual voices mattered. At the same time, in her interactions with students, she encouraged them to live their lives fully, to look for golden opportunities to enrich themselves, to give back to their School and community, and to emerge as a better person. As Matt Haig, one of Sheena’s favorite authors, wrote in his recent book *The Midnight Library*, “The only way to learn is to live.”

Sheena has also had a meaningful impact at Harker Hall, a place she loved to be. Acutely aware of the boarders’ unique needs, she spent innumerable hours working one-on-one with students, supporting them with their schoolwork and university applications, advocating for them, and ultimately being a pillar of care for them. A Bhutanese boarder recently shared:

“Thank you so much for your effort and your presence all the time, I am much stronger and resilient because of you. Thank you for helping me out with my uni applications...You’ve inspired me and my friends to always stay passionate. We, the Bhutanese boys, wouldn’t be here without your and Dr. Matthews’ kindness. Individuals like you and Dr. Matthews are irreplaceable.”

There is no doubt that no one has benefited more at St. George’s from Sheena’s kindness, compassion, and expertise than her students. She has left a legacy of poets, writers, and thinkers who have been able to find their voice and share it with the world. As one Grade 10 student recently wrote, “Honestly, Mrs. Matthews, I couldn’t have done it without you. You entered my life at such a crucial juncture. I don’t think you knew this at the time, but I had been debating giving up poetry in order to pursue other hobbies; your class in Grade 8 was pivotal in convincing me otherwise. All the years of sending me poetry competitions, encouraging me endlessly, and giving me so much undue support have truly been essential in motivating me. Thank you, thank you, thank you.”

Working side-by-side in University Counselling, the team has seen how her innate curiosity and ability to think from multiple perspectives has not only enriched us as colleagues, but has also enhanced the work we have collectively done to support our students, by her continually asking questions, imagining what we can do better, and pushing the department in exciting directions. I recall hours and hours, in fact days, spent discussing our University Counselling Program and how to best guide our students. Sheena’s daily reading, which included keeping up with local and global trends and events, also helped cast fresh lenses on our work as a school and University Counselling department.

Whatever Sheena undertakes, whether it’s developing new curricula, helping a student find a scholarship, or giving feedback on a student’s poem, she puts her whole heart into it, truly embodying our School’s mission of “One boy at a time.,” something she steadfastly and unapologetically believes in.

Over the years, we have seen what a passionate educator Sheena



is—someone who loves to create and collaborate with colleagues and who thrives on the exciting synergy that arises out of a meeting of curious minds. She has shared stories of working with colleagues in previous schools and the fun and joy it brought her collaborating, whether in her roles as Head of English at Nelson High School and Glenlyon Norfolk School, or as a teacher, creating new curriculum to meet the needs and personality of a class that “takes them from where they are to where they need to end up, through whatever creative pathway it takes or needs.” Sheena also co-founded a Writing Centre, drawing on parent volunteers and a partnership with Health Science undergraduates at McMaster. It is no surprise that she was the recipient of the Ace Award given by the Halton District School Board in Ontario for “demonstrated creativity, initiative and leadership in the development of an Innovative Programme.”

Above all, Sheena loved the laughs and memories created among colleagues. Reminiscing about her time teaching in Ontario, she remembers making up crazy, creative IB lesson plans with her English department colleagues and how they “found their own joy in the unexpected lesson, collegiality, and love of how funny each and every kid can be.” At St. George’s too, Sheena has always seen the students as our greatest resource and treasure - tapping into who they are, endeavouring to light a metaphorical fire under them, and reminding them of how they must pass the torch between generations of Old Boys, sharing their stories and experiences with each other.

showed me that teaching is about spontaneity, energy, flexibility and joy...She may be retiring from teaching, but no doubt there are countless others who continue to learn and be inspired by her gentle, unassuming, yet brilliant teaching mind.”

Sheena’s commitment to St. George’s extends beyond the classroom and her counselling practice. She has been involved in a wide range of school events, co-curriculars and initiatives, from supporting the Parents Association, to tennis, to school plays, to spearheading Poetry in Voice (a school and nation-wide high school poetry competition), and the Saints Stylus Club, to name only a few. She has also helped build bridges at St. George’s through her leadership in programs such as Sports for All with the Musqueam Band, fundraising for east side schools, and supporting the partnership with Bhutan, bringing Bhutanese boys to St. George’s. She has also played a central role in supporting the School’s advancement priorities, most notably relationship building and fundraising.

As a person, Sheena is one of the kindest and most inspiring people whom I’ve met and admire. She is selfless to a fault, a loving and tireless mother who is always there for her three children, Calum, Liam and Ceilidh, and her husband of 39 years, Tom. To her core, Sheena is someone who embraces life; she loves to have fun, is thoughtful, and generous—with time, with advice, with friendship, and with love. Things you may not know about her include her love



In the University Counselling department specifically, our fun collaborating and creating presentations, as well as our desire to connect with universities worldwide, took us far, from trips across the US, to the UK, to Europe and throughout Canada. There are so many memories of our time with Sheena, brainstorming new ideas for our department over Dutch Pannenkoeken, French beef bourguignon, Nova Scotia lobsterfest, late-night English pub food, and the endless bags of potato chips and lukewarm tea in hotel lobbies as we put the finishing touches on our conference presentations. As she once shared with me about her journey as an educator, “the resounding echo of all my stops is the laughter and the joy!” This was reiterated recently by Jennifer, a past colleague in Ontario, who wrote, “Sheena has always been a mentor to me. Despite having not taught with Sheena in over 10 years, she is the very first name that comes to mind when I have any kind of conversation about what it means to be an excellent teacher...We would have the best fun creating spur-of-the-moment lessons that

of nature, that she speaks fluent French, her deep connection to family, her love of a good book, a storm, and hot tea with Baileys.

Sheena has taught us that there is something to learn from everything and that life is in and of itself one big silver lining—we just need to look for it and recognize that every experience teaches us something that makes us better and stronger.

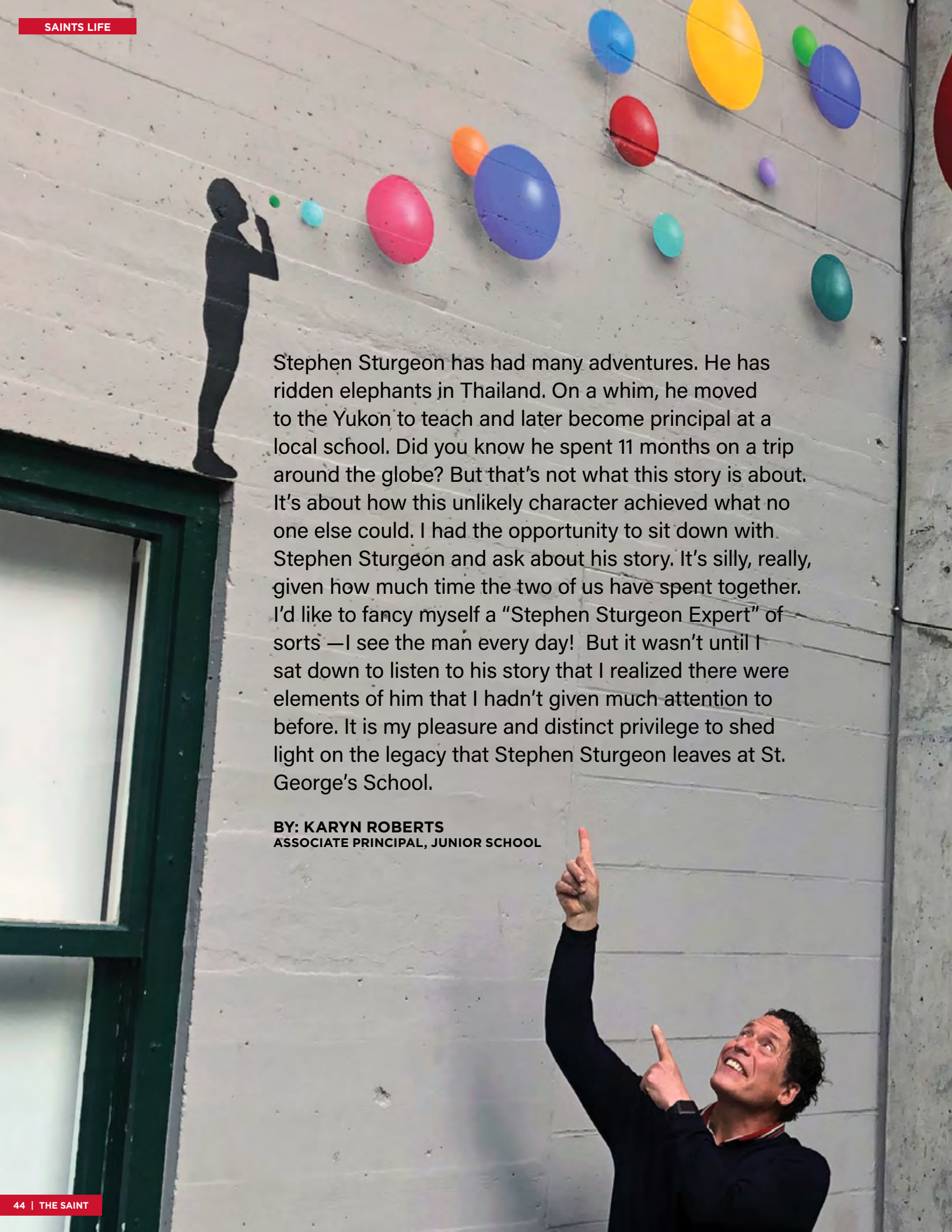
Many people say we are all replaceable. I don’t believe that. You are irreplaceable Sheena, and the legacy you have left to our students, to the School, to education, and to us, your colleagues and friends, will never ever be forgotten. As you embark on retirement, here is our wish for you:

“Wherever you are, at any moment, try and find something beautiful. A face, a line out of a poem, the clouds out of a window, some graffiti, a wind farm. Beauty cleans the mind.”

~Matt Haig

**WISHING YOU A BEAUTIFUL, RESTORATIVE, AND
ADVENTUROUS NEXT CHAPTER OF YOUR LIFE!**



A photograph of a man in a dark sweater pointing upwards at a wall covered in colorful Easter eggs. To the left, a silhouette of a person stands on a ledge, looking at the eggs. The wall is light-colored with horizontal lines. The man is in the bottom right corner, looking up and pointing with both hands. The eggs are in various colors: blue, yellow, red, purple, green, orange, pink, and teal. A window frame is visible on the left side of the image.

Stephen Sturgeon has had many adventures. He has ridden elephants in Thailand. On a whim, he moved to the Yukon to teach and later become principal at a local school. Did you know he spent 11 months on a trip around the globe? But that's not what this story is about. It's about how this unlikely character achieved what no one else could. I had the opportunity to sit down with Stephen Sturgeon and ask about his story. It's silly, really, given how much time the two of us have spent together. I'd like to fancy myself a "Stephen Sturgeon Expert" of sorts —I see the man every day! But it wasn't until I sat down to listen to his story that I realized there were elements of him that I hadn't given much attention to before. It is my pleasure and distinct privilege to shed light on the legacy that Stephen Sturgeon leaves at St. George's School.

BY: KARYN ROBERTS
ASSOCIATE PRINCIPAL, JUNIOR SCHOOL



THE MAN OF MANY ADVENTURES



The story of King Arthur and his sword, Excalibur, is one of excitement. And what's not to love? There's magic and bravery and the classic tale of the underdog winning the day. As I sat in Mr. Sturgeon's office, listening to his story and insights, I couldn't help but remember this ancient tale.

It is said that King Arthur was raised by strangers, never even realizing the noble blood running through his veins. It is a detail I was reminded of as Mr. Sturgeon humbly told me about his passion and talent for teaching. When asked what he loves about school, his eyes sparkled and the corners of his mouth turned up in the slightest smile. "Every year brings its own challenges—a mix of difficult and delightful boys." He leaned forward in his chair to tell me the next part. I found myself leaning in as well, eager to hear the secret. "But I tend to be drawn to the underdogs," he said in almost a whisper. "Those are the ones who need me the most." My mind immediately pulled up two images: one of Mr. Sturgeon sitting shoulder to shoulder with a Grade 7 basketball player praising his poetry writing skills; the other image is of him gently holding a newly hatched duckling in his hands. It's true—Stephen has always loved an underdog.

Snapping me out of my thoughts, he went on, "You see, it's the underdog that seems to go unnoticed. And that's my superpower, you know." I looked up at him, confused. "My greatest superpower is invisibility! I don't draw attention to myself," he explained. Stephen's humility is unquestionable. His nonchalant attitude about it all left me wondering if he even knew just how important he's been to the Junior School.

Legends of King Arthur can bring to mind a powerful king or a group of knights gathered at a round table. In truth, the story is a mixture: part historical, part magical, and part mythological. As the story goes, young teenage Arthur performs the impossible task of pulling Excalibur from an anvil, a task no one before him could complete. This performance revealed Arthur's true identity and royal lineage.



He went on to become a mighty ruler. Whether a historical figure or fictional hero, you have to admit it's a pretty great story.

It's not hard to realize the similarities between Arthur and Mr. Sturgeon. He has walked the halls of the Junior School for more than two decades. He knows every corner of the place, from the names of the boys to the names of the books studied in each class. He's the king of the castle. But sometimes he's the court jester. You might find him on the tarmac blowing giant bubbles, as primary students watch him, mouths agape. Or maybe he is at the front door dressed in a full-body bunny costume. Ask any boy at the Junior School and he'll tell you: Mr. Sturgeon brings magic and excitement every single day.

Stephen Sturgeon joined the Saints community in 1999 as a Grade 5 homeroom teacher. He was an East Coast boy, having grown up in a quaint and quiet world of Miramichi, New Brunswick. As a young man, he travelled the world as well as Canada, teaching in Mayo, Yukon as well as Whitehorse. But for some reason, when he came to Saints, he stayed at Saints. "I can't really explain it," he told me. "But 22 of my 37 years of teaching have been at Saints."

Maybe it was the joy of teaching the intermediate grades. Mr. Sturgeon's fondest memories often involve teaching Language Arts. "Something just happens when you teach a dynamite lesson." He explained to me that teaching Language Arts was never just about knowing books or poetry. The joy came from knowing the boys. He sat straight up on his office couch, wildly gesticulating like Merlin the magician. "The greatest thing about teaching," he said with a toothy grin, "is when the boys discover that they have something to say."

This determination and refusal to give up on any boy is his special strength. When asked what he is most proud of, Mr. Sturgeon quickly rattled off a list: the creation of Choice Day, the change on report cards from percentages to proficiency, the addition of kindergarten. There are so many things that made him proud. "But do you know what?," Stephen said suddenly. "I think I'm proudest that we never think the job is complete. All of this is a work in progress. The boys. Us. All of it. And we're incredibly forgiving. We allow for mistakes. I'm proud of that." It was like his office got quiet at that moment. The afternoon sun streaming in through his window offered the only light.





"It's just that we have no idea," he went on. "I love that we recognize that every person coming to the Junior School is on a journey and we have no idea what it took to get here." With a pause he added, "We just don't know any of that stuff."

And that's what makes Mr. Sturgeon the leader he is. He's action-oriented. There's not a day that Mr. Sturgeon doesn't visit every single classroom. But more than his bias to action, he is compassionate. He listens and watches and seems to be keenly aware and sensitive to the needs of others.

Mr. Sturgeon's resilience is probably well-recognized by students, parents, and faculty alike. Just like the bubbles he blows on the playground, he creates magic that floats through our School. Who was one of the leaders behind the Core Values and who later introduced the Man of Character program? Well that would be Mr. Sturgeon. Who oversaw every renovation of the Junior School, bringing life, colour, flexibility and fun into the historic building? Why, Mr. Sturgeon of course! And just who was it that created Choice Day, the favourite day of the year where regular classes are cancelled in order for teachers to run workshops of the art form of their choice? I'm sure I don't have to tell you. Like Arthur implausibly pulling out

Excalibur, Mr. Sturgeon wielded a power like none other at our School. He brought life and fun into the castle.

And now he's leaving. I asked him what he might miss most and his answer was immediate. "I will miss the boys. And their energy. I'll miss their sense of wonder." As we sat in his office, Mr. Sturgeon reflected the very quality he was talking about. "Actually," he went on, "I'm looking forward to the uncertainty. For 38 years, I've known exactly what I would be doing the day after Labour Day. Now I have no idea!" With the slightest grin on his face, one could feel his excitement and sense of wonder.

Like all good stories, this one has to come to an end. I asked Mr. Sturgeon if he had any parting words he wished to share with the boys. And just like every answer in our interview, it came rolling out with ease and conviction. "Boys, be good. Be good to yourself. Stop beating yourself up—we all do that way too much! And be good to each other. Just be good."

Thank you Mr. Sturgeon, for the years of service, leadership, creativity, and love. We are a better place because you were here. Your story will be remembered for years to come. Thank you, Sir.





"He is a great principal. He looks strong, right?"

Lucas
Kindergarten

"Mr. Sturgeon's spaghetti is super yummy. Also, he's really nice. I think he loves this school."

Cameron
Kindergarten

"Mr. Sturgeon is funny. Like, when he comes out for recess he sometimes plays music for us and I like that."

Kabir - Grade 1

"I just really like his curly hair. It's so curly! I wish my hair was like that!"

Ethan
Kindergarten

"He's very nice. On St. George's Day we all got to wear red and Mr. Sturgeon said he hoped we weren't a dragon!"

Kyle
Grade 1

"Strong like superman and funny like Donald Duck"

Caleb - Kindergarten

"He's got funny ideas. His costumes and challenges are pretty funny. My favourite challenge was the soccer and basketball challenge."

Kingston
Grade 2

"He always had cool things for us. He organized a remote learning..."

Ayden
Grade 8

"I remember he carried around a big binder. He always had sticky notes and bracelets that said resilience."

"He dressed as a sturgeon for Halloween one time."

"He always tries to create a comfortable environment for kids. I remember he came to school in a costume as the old man from Up. I remember I made bread with him in Grade 2. Those were really fun experiences. It's sad to see him leave because he was a really good vice principal and principal. I hope he enjoys his retirement, though."

Will
Grade 8

"My favourite thing is that he sings songs to make people laugh. Sometimes he even wears funny costumes. I think he was a squid one time."

Jayden H.
Grade 1

"In Grade 2 we had Mr. Sturgeon. That was the first time Mr. Sturgeon was..."

Bennett
Grade 8

"That guy had some awesome outfits. The things he wore to Assembly." Rhys - Grade 8

"Every morning we had Mr. Sturgeon and we'd have the sidewalk. T..."

Aryan
Grade 8

"My favourite memory of Mr. Sturgeon is the funniest principal in my life. When he visits our class, he asks funny questions. He once visited our class with my PE bag (which I left at home) and he said, "What if there are dogs in here?" and I thought that was pretty funny!"

Daniel
Grade 2



THANK YOU

Mr. Sturgeon

"In Grade 1 we had a parade for the Fair. Mr. Sturgeon encouraged us the whole way!"

Setrak
Grade 8

"He's really silly and fun! It makes me feel good!"

Liam
Grade 1

"My favourite thing about Mr. Sturgeon is that he's funny. He calls me sunshine." **Noah - Kindergarten**

"The creative Halloween costumes. Easily the most memorable thing about him!"

Henry
Grade 8

"I remember his dogs. He loves those dogs! Every day he had them in his office. I also remember him being so funny at Assembly. And I remember his Artist Trading Cards—those were absolutely hilarious. I think I still have a few of them."

Jackson
Grade 8

"I was late for school every day. And as I would race into the building, Mr. Sturgeon was always there outside and he would tell me 'Wait! Wait! Don't step on the Shield or you'll never graduate!' That's something that's just stayed with me."

Garrett
Grade 8

"He wore a pink suit in Grade 2. I don't know why. He's just Mr. Sturgeon."

Robert
Grade 8

d a schedule and did assemblies. I remember scavenger hunt during g. That was pretty fun!"

baked bread with Mr. was so awesome. That me I baked anything! Mr. so helpful and kind to me."

g he was walking his dog a nice conversation on "hat's a big thing for me."



CONOR TRAINOR '07, PHIL BERNA '14, and THEO SAUDER '14 were part of Team Canada at the Dubai Sevens. The team placed 2nd overall.

SAINTS' NOTES



1980

On December 21, 2020, **SIMON R. COVAL '80**, Q.C., a partner at Fasken in Vancouver, was appointed a Judge of the Supreme Court of British Columbia.

1995

Congratulations to **BEN COOPER '95** who has joined EC Red Bull Salzburg of the Erste Bank Eishockey Liga as an assistant coach.

1996

JONATHAN GORMICK '96, Captain, Strategic Health Initiatives, Vancouver Fire Rescue Services, was the keynote speaker at the St. George's Day Celebrations. Mr. Gormick spearheads an outreach program to provide information on addiction treatment, counselling, and housing options for people suffering drug overdoses.

1997, 2003, 2007

Kingfisher Metal has three alumni on its Board of Directors. CEO/co-founder **DUSTIN PERRY '03**, President/co-founder **DAVE LORETTO '07**, and Corporate Secretary/Director **GIUFEPPE "PINO" PERONE '97** are all helping Kingfisher grow and thrive.



"IZOTROPIC IS ONE OF THOSE RARE COMPANIES WITH AN IMAGING TECHNOLOGY THAT CAN DRAMATICALLY IMPROVE A PATIENT'S EXPERIENCE WITH BREAST CANCER DETECTION... IN MY WORK WITH THE COMPANY OVER THE PAST YEAR, IT HAS BEEN CLEAR THAT THERE IS TREMENDOUS ENTHUSIASM FROM PATIENTS, DOCTORS, AND CLINICS, WHICH SUGGESTS STRONG MARKET DEMAND FOR OUR FUTURE PRODUCTS"



March 15, 2021

News Release
Izotropic Appoints Dr. John McGraw as Chief Executive Officer

CSE:IZO OTCQB:IZOZF

#IZOVIEW #BREASTCT

1990

DR. JOHN MCGRAW '90 became CEO of Izotropic, a public medical device company. They are building a dedicated breast CT imaging machine for more accurate and earlier detection of breast cancer.

2001

WARREN MILES-PICKUP '01 has a fun and informative new podcast called Flawed Dads about parenting! Check it out if you are looking at solving the enigma of toddlers, tweens, and teens.

HOWARD CHIANG '01 has been awarded a Henry Luce Fellowship to spend a year working at the National Humanities Center in North Carolina.

2002

GAVIN DEW '02 is running for the Leadership of the BC Liberals.

2006

SHANE FENNESSEY '06 and his team have just released a great mini-series about Team Canada. *Our Game: Road to the 2021 World Juniors* is a 3-part series following Team Canada – specifically, Kirby Dach, Bowen Byram, Peyton Krebs, Braden Schneider, and Kaiden Guhle – through this year's unique World Junior tournament.

LANDON BRAVERMAN '06 and his Alt-Pop group, RELATION, have released their latest song *Glow*. Landon and musical partner Janna Pelle's hook-driven music has been described as "sophisticated with a retro vibe and a flair for the dramatic". If you would like to download the track, it is on all major streaming sites.



2013

SHELDON LYNN '13 finished 5th on Season 4 of the Great Canadian Baking Show and he received the Star Baker award in week 4.

Entrepreneur of the Year
NOMINEE
Justin Thouin
Co-Founder & CEO at LowestRates.ca
www.smeawards.ca
#smeawards

Organized by: CANADIANSME, RBC, UPS, EDC, Mitacs, alexio

1996
JUSTIN THOUIN '96 has been nominated for the 2020 Canadian Small and Medium Size Enterprises Entrepreneur of the Year.

2006, 2007

Bob Moses (**JIMMY VALLANCE '07** and **TOM HOWIE '06**) have been nominated for a Juno Award, Electronic Album of the Year.

2009

LUKA KAWABATA '09 made his debut with the Vancouver Opera in their virtual production of *Wargo's The Music Shop* on March 13th, 2021. You can still buy a ticket and catch his performance at: <https://digital.vancouveropera.ca/the-music-shop>

2013



KARSTEN LEITNER '13 has signed a professional contract with MLR team the Seattle Seawolves.



2010

Congratulations to **RAAFY KARIM '10** who has co-founded a new high-end food delivery service "North of here" in Toronto and has been receiving high praise for food quality and service.

2015

Oxford University Boat House President **ALEX BEBB '15** participated in the 166th Boat Race between Oxford and Cambridge.



Stay Safe, Stay Away
watch The Gemini Boat Race 2021 live on the BBC.

2018

Chris Douglas '18 will be joining the UBC Thunderbirds Ice Hockey team and attending the Sauder School of Business after a successful stint with the Red Deer Rebels of the WHL.

2019

HAMISH MARISSIN-CLARK '19 directed the play *Songs for a New World* at the Virginia Wadsworth Wirtz Centre for the Performing Arts at Northwestern University.



2018

JACKSON MUNRO '18 won the Chilliwack Pod Top Defenceman. The 4-year BCHL veteran with the Chilliwack Chiefs closed out his junior career in style, registering 12 points while being a steady presence in his own end and suiting up for all 20 games.

BIRTHS

Aid and **BAYAN MOTTAHED '96** welcomed their third child, Kasra Mottahed, into the world on March 9th, 2021. Brothers Aram and Parsa could not be happier to have a new sibling.



OBA ALUMNI WHO HAVE PASSED...

ROBERT SINCLAIR MACPHERSON '62

JUNE 30, 1944 - APRIL 13, 2021

It is with sadness that we announce the passing of Robby MacPherson, age 76, on Tuesday, April 13, 2021 after a lengthy illness suffering from pancreatic cancer.

He is survived by his wife of 56 years, Carol (nee Kennett), his son Christopher, two granddaughters, Taylor and Alexandra, and an extended clan of MacPherson, Dix, McDonald, Stoker and Sloan related family members, and longtime, good friend Jim. Robby was predeceased by his son, Robby Jr., in 1995, his mother Wendy McDonald in 2012 and father Robert MacPherson. Robby was dedicated to the success of his family through his lifetime of work at B.C. Bearings Engineers Ltd. where he became President and CEO in 1988 and later Chairman of the Board of Directors. B.C. Bearings was the MacPherson-family-owned international industrial distribution company which grew to become B.C.B. Corporate Services Ltd. for Norcan Fluid Power Ltd. and B.C. Bearing Chile S.A. This company was recognized as one of the top 50 best managed private companies in Canada. During his long and challenging but very successful business career, Robby still took the time to enjoy watching all sports, golfing, and boating at his family summer home in Halfmoon Bay, Sechelt along with winters in Palm Springs. In lieu of flowers, donations to the B.C. Cancer Agency would be appreciated.

TREVOR BARTON '04

We are sad to announce that on April 19, 2021 we had to say goodbye to Trevor Leon Barton (North Vancouver, British Columbia).





THANK YOU.







MATTHEWS' TRIBUTE APPEAL

We have been so fortunate to have the Matthews at St. George's for 11 years. With your support, we can celebrate their legacy by naming the central gathering space—the heart of the new Senior School campus—The Matthews' Quad. This space will be a testament to the connection and reflection the Matthews both valued.



HOW TO DONATE?

VISIT:
www.stgeorges.bc.ca/MTA

CONTACT:
Dave Fitzpatrick | Director of Advancement
dfitzpatrick@stgeorges.bc.ca

Scan the QR Code:



RETURN ALL UNDELIVERABLE CANADIAN ADDRESSES TO:
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