



A DINATOIRE TO CELEBRATE THE ARTS
ON ROYAL AVENUE

MAY 3, 2012



LOWER CANADA COLLEGE
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LCC LION

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HEADMASTER
CHRISTOPHER SHANNON
(PRE-U '76)

LION EDITOR
DAWN LEVY

COPY EDITORS
JANE MARTIN
LOUISE MILLS

ARCHIVES, RESEARCH AND DATABASE MANAGEMENT
JANE MARTIN
LOUISE MILLS
ADRIANNA ZEREBECKY

TRANSLATION
VERONICA SCHAMI

CONTRIBUTORS
DAVID ARDITI '65
MARK BOGHEN
DENIS CHOUINARD
MICHAEL G. FISCH '79
DAWN LEVY
KIRK LLANO
JANE MARTIN
JEAN-FRANÇOIS MAURICE
ROD REYNOLDS '74
CHRISTOPHER SHANNON
(PRE-U '76)

PHOTO CREDITS
ASBED
KAREN BUTT '12
LCC ARCHIVES
MCCORD MUSEUM
MONTREAL GAZETTE
CHRISTINNE MUSCHI

MAILING
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LOWER CANADA COLLEGE
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TÉLÉPHONE 514 482 9916
FAX 514 482 8142
COURRIEL ADVANCEMENT@LCC.CA
SITE WEB WWW.LCC.CA
BLOG WWW.WEARELCC.CA

Send your comments, articles, photos, CLASSIFIEDS and other correspondence to the above address.

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ABOVE AND BEYOND: “Vaulting” to a New Place

By Chris Shannon (Pre-U '76)

In this issue we explore the theme “above and beyond” in the context of our school community.

This is a relevant topic as it reflects a core ethos in our school—the quest for learning, character development and achievement at the highest level, with the assistance of gifted faculty and staff. Interestingly, in the 1930s noted educator Kurt Hahn, founder of the Round Square schools movement, adopted a motto for his first school that reflected this philosophy. Salem School in Germany abided by the motto “there is more in you – *il y a plus en vous*.” Last month a group of LCC grade 11 leaders were delegates at the international Round Square Conference in the UK where a similar theme was explored, “beyond our limits.” Speakers addressed the fact that all of us have what we consider to be limits—usually self-imposed, usually defined by habit, laziness or our fear to try something very difficult or extraordinary. Essentially, going “above and beyond” means vaulting to a new place. To get there we have to throw off our shackles of self-imposed limitations and fear of failure to experience really notable learning.

As an educator, over the years I have witnessed many gifted teachers hone skills in students and inspire them to develop new and impressive levels of competence. Often these new levels of skill surprise and amaze the student as well as close friends and family. In essence,



“As an educator, over the years I have witnessed many gifted teachers hone skills in students and inspire them to develop new and impressive levels of competence.”

VERS L’INFINI ET AU-DELÀ : « aller de l’avant » vers un nouvel avenir

Christopher Shannon (Pre-U '76)

Dans cette édition, nous explorerons le thème « vers l’infini et au-delà » dans le contexte de notre école.

Ce sujet est d’autant plus pertinent qu’il reflète parfaitement certaines des valeurs fondamentales de notre école : la quête du savoir, le développement de la personnalité et l’accomplissement au plus haut niveau, avec le soutien des membres du corps enseignant et du personnel compétents. Fait intéressant à noter, dans les années 1930, le pédagogue allemand reconnu Kurt Hahn, fondateur de l’association internationale des écoles Round Square, a adopté une devise pour sa première école qui reflétait cette philosophie. L’école de Salem, en Allemagne, respecte la devise « Il y a plus en vous – *There is more in you*. » Le mois dernier, un groupe de délégués de la classe de onzième année du LCC nous ont représentés en tant qu’ambassadeurs de notre école à la conférence internationale Round Square au Royaume-Uni, où un thème semblable a été abordé : « au-delà de nos limites. » Des orateurs ont évoqué le fait que nous avons tous ce que nous considérons comme des limites : des limites que l’on s’impose généralement soi-même, dictées par l’habitude, la paresse ou la crainte d’entreprendre quelque chose de particulièrement difficile ou qui sort de l’ordinaire. À la base, « aller vers l’infini et au-delà » signifie aller de l’avant vers un nouvel avenir. Pour y parvenir, nous devons sortir

Work in Progress

By Mark Boghen, Media Consultant

PROFESSIONAL DEVELOPMENT@ LCC



“One of my goals for improvement was to develop better assessment tools of my students’ reading comprehension strategies through more authentic measurement.”

“To support my students’ emerging literacy, I developed a series of information sessions for their parents, to help them to fully support their young readers’ efforts.”



“We thought it might be interesting to ask the question: “where does inspiration start, and does it ever end ?”



At LCC, they are constantly challenged, stimulated and encouraged to grow in new directions. Always striving to push the envelope of their capabilities, taking the time for earnest self-examination and reflection and engaging in the life-long pleasure of learning. Not just the students – the teachers!

LCC teachers clearly know their stuff; after all, the school's excellence rests largely in their hands. But in the face of constant social, technological and pedagogical change, the best teachers recognize that theirs is an evolving craft. After a visit to the school in 2007, the Canadian Educational Standards Institute (CESI) recommended that improvements be made to the faculty growth program. LCC took that recommendation seriously, developing a far-reaching plan that in just three years has already met with considerable success and has become part of the school's professional culture.

Director of Human Resources Elizabeth Neil-Blunden has been involved with the new program from its inception. "Through meetings and deliberations with the Junior, Middle and Senior School directors, we came up with a template for our faculty growth plan. I think that what distinguishes our approach from that of other schools I've visited is that we put the onus on each individual teacher. Everyone is asked to formulate, implement and reflect on his or her own professional goals. By avoiding a cookie-cutter, one-size-fits-all approach, we've been able to get the teachers to buy in to the idea that even though they are all clearly very good at their jobs, their experience of being teachers can only be enriched by experimenting with their methods and expanding their horizons."

By design, the emphasis has been put on creating an environment in which teachers can reflect on the efficacy of their practices and talk with their peers about what works – and what doesn't – in an atmosphere of honesty and trust. All LCC teachers are encouraged to focus on creative ways to deepen their engagement with their students and to explore not



"...All teachers write end-of-year reflections about their growth that year. "I think it's crucial that professional development be seen as a process, not a product."

Senior Department Head and Chair of Faculty Growth
John Vlahogiannis

only their respective subjects but the different approaches to learning, including recent research into how the brain learns. New methods of assessing students' progress are brought into the mix, and new multidisciplinary approaches tested. Meanwhile, all teachers must adapt to the constant wave of technological change, integrating the latest advances while distinguishing between fads and truly useful innovations.

Senior Department Head John Vlahogiannis has headed the Faculty Growth Program since it was introduced in 2008. Under his supervision, all teachers spend time early in the school year identifying their growth objectives. As they actually apply changes to their teaching practices, they meet in teams to discuss the progress of their professional development, collecting and submitting examples of student work that reflect the new approaches they've taken. Finally, all teachers write end-of-year reflections about their growth that year. "I think it's crucial that professional development be seen as a process, not a product" he says. "There is no specific benchmark that teachers are expected to meet. The traditional approach to teacher evaluation was the principal sitting in the back of a classroom once a year, ticking off boxes on a form: we wanted to move away from that 'snapshot' method. Because our teachers are allowed to choose their own methods and metrics for development, because they are given time and support and a chance for their voice to be heard, they can see the advantages of the program. The best teachers know that they can always get better – perhaps that's part of what makes them so good to begin with!" ■



Here are samples of some of our faculty's projects:

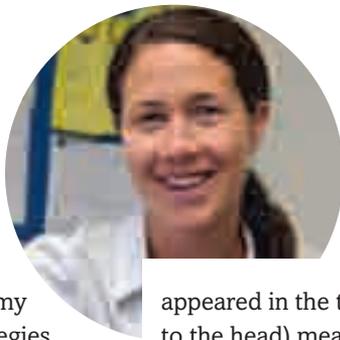


Sarah Kingsley

Grades 1 and 4 Teacher

One of my goals for improvement was to develop better assessment tools of my students' reading comprehension strategies through more authentic measurement.

In the latter stages of the school year, when the children's literacy levels were higher, I adjusted the questions on comprehension quizzes so that they moved beyond the literal. I employed the "hand, head and heart" method. Hand questions (with a gesture of the hand) meant that the answer to the question



appeared in the text; head questions (pointing to the head) meant that the answer would be found in thinking about the text; heart questions (pointing to the heart) relied on what they felt about the text. I saw a demonstrable improvement in the students' ability to parse level of meanings, and, in fact, they eventually became adept at identifying the question types without being guided. ■



Natasha Hart & Sylvia Tracy

Fine Arts Department Head and Junior School Art Specialist

We thought it might be interesting to ask the question: "where does inspiration start, and does it ever end?" In order to pursue this theme, we developed a cross-curricular project between a grade 3 art class and the grade 10 theatre arts class. The idea was that the younger students would create original pictures that would inspire the older ones to write scripts for short theatre pieces.

The grade 3 students chose from a random selection of locations and occupations to create their artwork. The grade 10 students then wrote plays based on the characters they saw in the art. The young painters joined the writers after the early drafts, were led in interactive theatre games and discussed their original artistic intentions, which in some cases led to revisions of the scripts. After fully fleshing out the plays, the older students performed them for the grade 3s, who could see first-hand the power of inspiration, in that their work could lead to such sophisticated and entertaining theatre. The playwrights and performers, meanwhile, were taken by their audience's sense of wonderment and active suspension of disbelief. Overall, we felt that the project was a useful study of critical thinking through creativity and an interesting exploration of lateral teaching between the Senior and Junior Schools. ■



"We thought it might be interesting to ask the question: where does inspiration start, and does it ever end?"

Natasha Hart

Work in Progress

Bridget Perry-Gore

Middle School Math Teacher

One of my goals for the year was to improve my proficiency in using certain computer programs in preparing lesson plans. In practice, I zeroed in on a classroom response system called “clickers.”

Clickers are small keypads that can be distributed to each student in the class, allowing them to “vote” anonymously on a multiple-choice question that is projected on a screen for all to see. The class can then see immediate analysis – what the right answers were and what percentage of the class chose which answer. In a traditional math class set-up, the students are taught a concept and then



01

tackle problems that reinforce and test their understanding of that concept. Later, either the teacher or the students themselves correct the work, but the lag time between the two events can lead to students not always realizing what material they don't fully understand. With clickers, feedback comes when it is most important: immediately. What math students need most is frequent, constant feedback that will help them keep tabs on their knowledge. At first, I had only a basic ability to integrate the software elements required, but over the course of the year my comfort level rose and I am sure that I can learn even more, giving me more time to focus on my questioning techniques. At the end of the year, I used a computerized survey system to get student feedback on the system. Their response was extremely positive and included suggestions for me to refine and improve my use of clickers in the future. ■



“One of my goals for improvement was to develop better assessment tools of my students’ reading comprehension strategies through more authentic measurement.”

Bridget Perry-Gore



02

01. “CLICKERS” IN MIDDLE SCHOOL MATH
02. SUPPORTING EMERGING READERS.

Lauren McCann

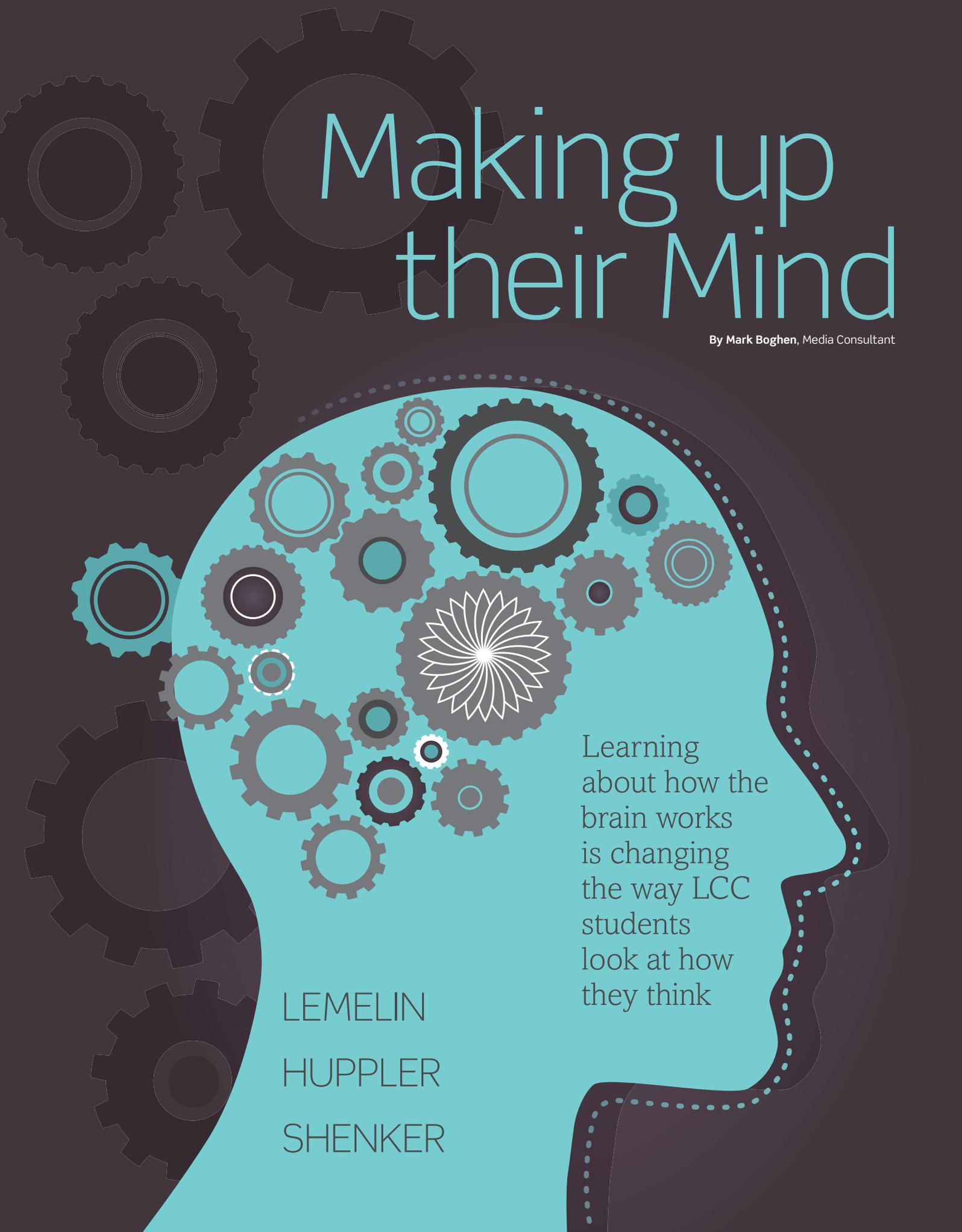
Kindergarten Teacher

To support my students’ emerging literacy, I developed a series of information sessions for their parents, to help them to fully support their young readers’ efforts.

My intention was to have three meetings. In October, I would meet with parents to explain the program and outline how they could help their child develop as a future reader. We looked at the importance of reading to the students and model reading, and at the research that supported these ideas, including the difference between decoding and comprehension. In January, we would meet again, revisiting and reinforcing some of the concepts we’d seen earlier and delving into the real “nuts and bolts” of reading. Finally, in May we’d meet in conjunction with the grade 1 teacher to discuss what could be done over the summer to continue to support growing literacy skills.

In practice, I condensed my plan into two meetings, in October, as planned, and May, where the focus was on supporting their children as early readers. A series of end-of-the-year emails from the parents provided valuable feedback on what aspects of the program were most useful and what could be added or ameliorated. ■



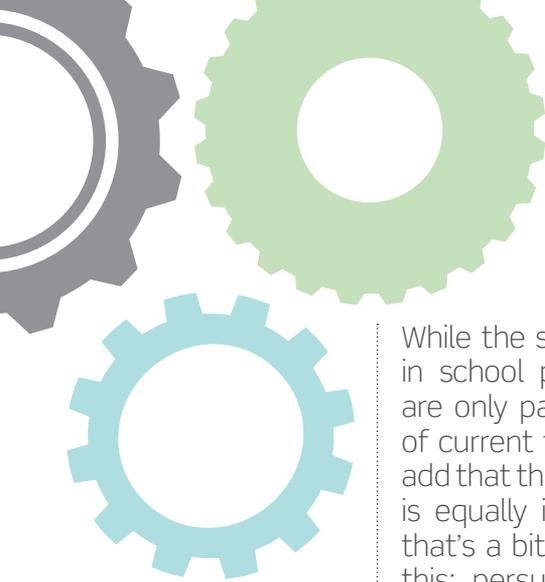


Making up their Mind

By Mark Boghen, Media Consultant

Learning about how the brain works is changing the way LCC students look at how they think

LEMELIN
HUPPLER
SHENKER



Fixed mindset

While the subjects that students learn in school prepare them for life, they are only part of the story. Proponents of current theories of education would add that the way students learn to learn is equally important. And if you think that's a bit too esoteric, then consider this: persuasive research now shows that what students *believe* about how they learn can also be crucial!

Stanford University psychologist Carol Dweck has described what she calls two distinct belief systems or attitudes regarding learning. Individuals with a *fixed mindset* tend to believe that intelligence is a naturally occurring trait – some people are born better at, say, languages, or math, or drawing, and some are not. By contrast, people who have a *growth mindset* tend to believe that their intelligence can develop over time; that effort and focus can allow for improvement in any field of learning, irrespective of whether or not the subject matter is one to which they feel a natural inclination. Dweck has shown that students with a growth mindset outperform similarly able students with a fixed mindset.

LCC's Learning Enrichment and Development (L.E.A.D.) Coordinator **Judy Shenker** has taught special education and established learning resource centres in countries as far-flung as Israel and Sri Lanka. She has been following this kind of research for many years and feels that it is time to incorporate its insights into LCC's modus operandi. "Students often attribute their success – or lack of it – to external factors," she says. "We hear a lot of 'that test was so easy for me' or 'I have such a terrible memory.' The program that we're introducing now, *The Brain Explained*, is going to show students how to regain control over their own achievement. We are going to convince them of the plasticity of their own brains, so that they don't have to feel shackled to perceptions of what *they're good at or not good at.*"

For the first time this year, all grade 7 LCC students will have explicit lessons about how the brain learns integrated into their curriculum. The program is important enough that students spent an hour a day on it during their first orientation week at school. "By teaching organization skills during orientation week over the past few years," says **Nathalie Lemelin**, Coordinator of Faculty Growth and Curriculum Development for the Junior and Middle Schools, "we've been able to make a demonstrably positive impact on students' ability to adapt to the more challenging pace of Middle School. We think that by adding mindset awareness and learning strategies into the mix, we'll see similar academic improvements."



L.E.A.D. Specialist **Lise Huppler** is part of the team bringing new learning strategies directly into LCC classrooms, developing hands-on projects to convince students of the real-world usefulness of basing their learning on how the brain works. She compares the different pathways to successful learning to a toolkit in a workshop. "Imagine trying to build a piece of furniture with only a saw, because that's the only tool you feel comfortable with. Well that's exactly what many students do: they pigeonhole themselves into one category or approach, saying 'I'm a visual learner' or 'what works for me is turning everything into lists that I memorize.' We prefer to show them a

Growth Mindset

OR VISIT: WWW.LCC.CA/MAKINGUPTHEIRMIND

multitude of styles; kinesthetic, visual, auditory – the more styles the better. With only one tool in their arsenal they are forced to wield it over and over, even if it doesn't best fit the situation. When they are able to use many tools, they have access to more options.”

Students' early reactions to the new program have been enthusiastic. By expanding the range of their own learning styles and taking a less deterministic attitude towards natural abilities and strengths, they quickly realize that many dead ends seem to open up and knotty problems unravel. Teachers are also deeply involved in the new approach: a focus group of math, English and language arts teachers is meeting with the L.E.A.D. team every two weeks this year, while being observed by members of the Centre for Educational Leadership from McGill's Faculty of Education. Next year, French, science and geography teachers will also participate. **Dr. Judy Willis**, a renowned expert in the neurology of learning, visited LCC in September of 2011, giving separate talks to students, teachers and parents on how knowledge of the brain can create better learners. She noted that, to her knowledge, LCC is only the second high school in the world to incorporate these new insights directly into their overall program.



02

According to Dr. Judy Willis ...

LCC is only the second high school in the world to incorporate these new insights directly into their overall program.



04

- 01. NATHALIE LEMELIN
- 02. LISE HUPPLER
- 03. DR. JUDY WILLIS
- 04. JUDY SHENKER



03

Judy Shenker rightly points out that while in the past, many saw education as a path to a particular career, today's students can comfortably predict that they will have more than one career in their lifetimes, possibly in fields that do not yet exist. To her, the ability to adapt to new world views, new technology and unforeseen possibilities is crucial. "High school is the only time in life where students are expected to be experts in *everything*. Of course, by the university years, they will be forced to zero in more on specific subjects. But for now, as they aim for this general expertise, they should be open to methods and strategies that can make them lifelong learners whatever the change in landscape. We think that familiarizing them with these ideas on cognition – and even metacognition – will give them the tools and the mindset to overcome virtually any intellectual obstacles they face." ■

Individual Learning Styles

AU CANADA, ON PEUT DÉFINIR
LE BILINGUISME COMME LA FACULTÉ
D'UNE PERSONNE OU D'UNE
INSTITUTION DE FONCTIONNER DANS
LES DEUX LANGUES OFFICIELLES.

Le bilinguisme

Par Denis Chouinard et Jean-François Maurice, enseignants de français



À LOWER CANADA COLLEGE,
CECI REPRÉSENTE UNE MANIÈRE
DE PENSER, DE VIVRE ET D'AGIR.

Nous avons pour objectif de fournir un environnement d'étude bilingue, en œuvrant dans une seule et même optique; celle d'amener le plus grand nombre de nos diplômés à un niveau de bilinguisme fonctionnel. Dès leurs premiers jours en maternelle jusqu'aux dernières heures de la cinquième secondaire, nos élèves sont imprégnés d'une culture qui favorise la maîtrise des deux langues dans un contexte naturel. Cette vision constitue pour nos jeunes apprenants un privilège considérable dans un monde où la « *barrière de la langue* » ne doit plus entraver les échanges.

Le programme de français à LCC met beaucoup d'emphasis sur l'expression orale et l'immersion dans la culture francophone. Tout en continuant de veiller à satisfaire les divers besoins scolaires de ses élèves, LCC a mis en place des programmes et des stratégies visant à assurer que la majorité des diplômés soient capables de s'exprimer aussi bien en français qu'en anglais lorsqu'ils quittent l'école.

L'école primaire

La notion de bilinguisme commence dès les premiers cours à LCC et est présente tant au niveau académique que parascolaire.

En maternelle, 70 % de l'enseignement est en français et 30 % en anglais. Les années suivantes, les cours alternent, passant de l'anglais au français. Cette méthode favorise le développement des compétences linguistiques des élèves. En cinquième et sixième années, plusieurs cours (éducation physique, sciences, éthique et culture religieuse) sont dispensés dans les deux langues. De plus, les classes natures proposées en quatrième, cinquième et sixième années se déroulent principalement en français.

Au niveau parascolaire, plusieurs activités se déroulent dans les deux langues. Le club du journal est bilingue, mais il est animé en français; le club multimédia est lui aussi animé en français. Les assemblées et les annonces durant l'heure du dîner sont bilingues.

Le programme de français à l'école secondaire.

Au fil des ans, le programme de français à l'école secondaire a su s'adapter aux besoins diversifiés de sa clientèle, notamment avec l'instauration de trois programmes de français distincts. Les élèves éprouvant des difficultés particulières en français sont stimulés avec le cours de *Français langue seconde, programme de base*. Le cours de *Français langue seconde, programme enrichi*, quant à lui, regroupe la majorité de nos élèves et satisfait, voire même surpasse, les exigences du Ministère de l'Éducation, du Loisir et du Sport. Finalement, afin de répondre aux besoins d'élèves ayant jusque-là cheminé dans un milieu francophone, nous avons créé le cours de *Français langue seconde, programme accéléré*. Ce dernier est un cours hybride se situant à mi-chemin entre la langue seconde et la langue d'enseignement. Les élèves ayant suivi le programme accéléré se présenteront à l'examen du MELS langue d'enseignement et se verront décerner le certificat de bilinguisme de l'école.

To read the English version of this article and view related videos, photos and other materials visit: www.lcc.ca/Bilinguisme

LCC est une école anglophone. Imaginez-vous avoir tous les cours en anglais? Ça ne serait pas aussi bien.



Le premier cycle du secondaire (Middle School)

Voulant demeurer près de la notion du bilinguisme instituée au sein de l'école primaire, le premier cycle du secondaire (*Middle School*) propose une sérieuse option bilingue à ses élèves. Pour permettre à ces derniers de consolider leurs acquis dans la langue seconde, les dirigeants de Lower Canada College ont fait des choix judicieux il y a maintenant plusieurs années. En effet, nous sommes en mesure de permettre aux élèves de poursuivre le perfectionnement de leurs habiletés langagières, et ce, non seulement durant les cours de français, mais

Les cours spécialisés en français au premier cycle du secondaire

Au premier cycle du secondaire, les élèves souhaitant parfaire leur seconde langue en dehors du cours de français ont la possibilité de suivre des cours de sciences et de géographie dispensés en français par des enseignants qualifiés. Ces derniers utilisent un matériel didactique et pédagogique identique à celui de leurs collègues francophones. Ainsi, une vaste majorité des élèves bénéficient d'un enseignement de qualité dans une langue seconde. Ces efforts visent toujours le même objectif : consolider les acquis en vue d'un développement personnel bilingue.

POETRY
in VOICE
les VOIX de
la POÉSIE



Au niveau parascolaire, plusieurs activités ont lieu dans les deux langues. Le club du journal est bilingue, mais il est animé en français; le club multimédia est lui aussi animé en français. Les assemblées et les annonces durant l'heure du dîner sont bilingues.

également par l'entremise d'autres matières, telles que les sciences et la géographie. Nous participons aussi à des concours d'écriture provinciaux tels que celui de la Fête nationale du Québec. En 2010, Jon Victor, un élève de deuxième secondaire, a remporté le premier prix dans la section francophone.

« Au Québec, nous vivons dans un environnement francophone. La plupart des étudiants qui vont dans les écoles anglophones n'auront peut être pas la possibilité de poursuivre leurs premiers choix de carrière au Québec, à cause de leur faible capacité à communiquer en français. À LCC, nous avons aussi la géographie et les sciences qui sont enseignées en français par des professeurs exceptionnels. LCC est une école anglophone. Imaginez-vous avoir tous les cours en anglais? Ça ne serait pas aussi bien. Avoir la géographie et les sciences en français nous donne la possibilité d'avoir un vaste choix de carrières et nous permet d'avoir du plaisir dans une autre langue. »

(FRANCESCA SCARDERA ET LEAH SALZMAN, PROMOTION 2015)

Middle School Pride

Nous sommes persuadés que les leaders de demain seront bilingues ou trilingues. Ainsi, au premier cycle du secondaire, les élèves ont la possibilité de mettre à profit leurs talents au sein d'un groupe de leadership appelé «*Middle School Pride*». Regroupant neuf portfolios (communication, environnement, journal des élèves, activités, art, photographie, album souvenir, service communautaire, sport), le *Middle School Pride* permet aux élèves de se réunir une fois par semaine. De cette façon, ils définissent ce qu'ils veulent faire pour leurs pairs. De plus, un système de mentorat avec les élèves du «*Grad Pride*» (deuxième

comme langue seconde, devient plus naturel. Pour moi, communiquer en français est presque un réflexe. J'ai un ami qui commence à parler en français. Je dois lui servir d'interprète durant les réunions, mais je trouve qu'il comprend de mieux en mieux avec le temps. C'est important d'être bilingue pour pouvoir interagir avec des personnes qui n'ont pas la même langue maternelle que vous. Parler deux ou plusieurs langues rend une personne cultivée. Il est important d'être bilingue au Canada car le pays a deux langues principales : l'anglais et le français. Tout cela commence en classe, et pour nous, au cours des réunions du Middle School Pride.»

(HOLLY FARIA, PROMOTION 2015)

Apprendre le français en classe est une chose, mais l'interaction avec vos camarades et vos professeurs est une habileté qui s'acquiert seulement avec beaucoup d'entraînement.



01

01. MIDDLE SCHOOL PRIDE

cycle du secondaire) assure une vision globale des activités qui sont proposées au reste de l'école. Toujours dans le but de développer les habiletés linguistiques de nos élèves, ces réunions sont animées principalement en français. De plus, les élèves sont impliqués dans plusieurs activités de la communauté. Par exemple, ils participent à la Corvée du Mont-Royal au sein de groupes francophones.

« Les réunions du Middle School Pride constituent une très bonne façon d'améliorer l'interaction en français. Apprendre le français en classe est une chose, mais l'interaction avec vos camarades et vos professeurs est une habileté qui s'acquiert seulement avec beaucoup d'entraînement. Après un certain temps, le français,

«Tout le monde à l'école parle français. Certains sont meilleurs que d'autres, mais tout le monde peut comprendre et tenir une conversation en français. Je pense que ceci est magnifique. C'est une partie essentielle de notre vie au Québec, ainsi que partout dans le monde. Le français est parlé au Canada, en France et dans la majorité des pays d'Afrique. Il y a 29 pays dont la langue officielle est le français. Je suis très fière que nous fassions partie de ces pays. Le Middle School Pride m'a permis d'améliorer mon français. Nous parlons français pendant les réunions et nous sommes obligés de communiquer en français. En conclusion, je pense que tout le monde a bien progressé depuis le début de l'année et c'est une grande réussite pour nous tous.» (JULIANA YANG, PROMOTION 2015)

Le deuxième cycle du secondaire (Senior School)

Au deuxième cycle du secondaire, proposer un programme d'apprentissage diversifié en français relève du défi. Il faut savoir que la très grande majorité de nos finissants optent pour des études postsecondaires en anglais. Toutefois, à Lower Canada College, les défis ne nous font pas peur. C'est pourquoi nous offrons différents programmes scolaires de qualité visant la poursuite de l'apprentissage de la langue seconde. De plus, des efforts sont également déployés pour favoriser l'utilisation du français lors des activités parascolaires. LCC participe à plusieurs concours nationaux tels que Les voix de la poésie et internationaux tels que le concours belge d'écriture théâtrale pour les pays francophones. Dans ce dernier, Karen Butt, (promotion 2012) s'est distinguée en remportant un prix lors de l'édition 2010-2011 qui comptait 5057 participants de 21 pays. LCC participe aussi au concours d'art oratoire du QAIS.

Cours d'éthique

Au programme depuis maintenant quelques années, le cours d'éthique est offert en français à la moitié de nos élèves de troisième secondaire. Ce cours leur permet de développer leurs capacités langagières en abordant des sujets souvent très pointus tout en contribuant à l'enrichissement de leur vocabulaire.

Cours de droit

On maîtrise une langue quand on l'utilise sans en prendre conscience. Au deuxième cycle du secondaire, des cours d'introduction au droit sont offerts en français. En quatrième secondaire, les élèves peuvent étudier la justice participative. Ce cours leur offre la possibilité de découvrir un côté plus humain de la justice où la responsabilité de chacune des parties est mise à contribution pour trouver une solution. Nous travaillons de pair avec l'IMAQ (Institut de médiation et d'arbitrage du Québec), dont le président, Me Thierry Bériault, nous rend visite pour expliquer les concepts de prévention

On maîtrise une langue quand on l'utilise sans en prendre conscience. Au deuxième cycle du secondaire, des cours d'introduction au droit sont offerts en français.

MAÎTRE SHEA ET LE
COURS DE DROIT SUR LA
JUSTICE PARTICIPATIVE



ATELIER
SUR LE
NOUVEAU
RÔLE DE
L'AVOCAT

et de règlement des conflits et plus particulièrement de la médiation. Nous bénéficions aussi de l'aide de M^e Shea pour le droit collaboratif. En cinquième secondaire, l'accent est mis sur le litige. Au cours de plusieurs procès simulés, les élèves découvrent les Chartes canadienne et québécoise des droits et libertés et le droit criminel. Des visites au palais de justice sont aussi organisées pour «voir la justice en action».

Nous offrons aussi un module sur le droit des affaires en partenariat avec Me Nantel. De plus, les élèves passent une journée en compagnie d'une juge à la Cour supérieure du Québec.

Programme PREP

Ce nouveau programme, connu sous l'acronyme PREP (PRogramme d'Enrichissement / Enrichment Program), offre un apprentissage de la civilisation occidentale à travers les optiques anglaises et françaises. À Lower Canada College, nous avons créé un programme bilingue regroupant les cours d'histoire, d'anglais et de français. Les trois enseignants de ces cours collaborent en permanence. À travers l'enseignement de l'histoire et de la littérature, ils démontrent que les empires britannique et français ont largement contribué à façonner notre identité canadienne, voire occidentale.

« Le programme PREP m'aide à pratiquer mon habileté à m'exprimer en anglais et en français, surtout lors des entrevues avec les enseignants. C'est très important de pouvoir bien communiquer nos idées afin de bien réussir, non seulement dans ce programme, mais aussi au cours de notre vie. » (ANNIE DAHAN, PROMOTION 2013)

Projet intégrateur

Le projet intégrateur permet aux élèves de cinquième secondaire de s'engager dans une démarche de recherche et d'apprentissage afin de réaliser un travail qui a pour point de départ leurs centres d'intérêt. Au cours de l'année, les élèves vont définir précisément leur objectif d'apprentissage, établir une planification, faire des recherches sur le sujet, réfléchir sur leur

méthodologie et présenter le fruit de leur travail à leurs pairs. Ceci implique un engagement personnel avec des professionnels francophones et anglophones. C'est en quelque sorte une introduction au monde du travail!

« Le projet intégrateur permet aux étudiants de cinquième secondaire de terminer leurs études en se basant sur les intérêts qu'ils ont développés au fil des ans. Les étudiants peuvent choisir n'importe quel sujet et doivent faire une réflexion constante et approfondie. Ce projet les encourage à perfectionner leur français dans des situations extérieures à la salle de classe, puisqu'ils sont habitués à s'impliquer au niveau de la collectivité dans un contexte anglophone. Piloter un projet de plusieurs mois en français exige beaucoup d'efforts, mais les résultats en valent la peine.»

(CORY ORINGER, PROMOTION 2011, PROGRAMME PRÉPARATOIRE AUX ÉTUDES SUPÉRIEURES, PROMOTION 2012).

Le parascolaire au deuxième cycle du secondaire (Senior School)

Les efforts de l'école pour favoriser le développement du bilinguisme se poursuivent également au niveau parascolaire. En effet, les habiletés langagières des représentants du conseil des élèves sont régulièrement mises à l'épreuve lors de leurs réunions hebdomadaires. En tant qu'institution, LCC se doit de montrer l'exemple, car, après tout, la politique canadienne ne se vit-elle pas dans les deux langues officielles?

Dans la même ligne d'idée, nous participons depuis plusieurs années à une simulation parlementaire à Québec, lors du Parlement des jeunes. C'est une occasion unique pour nos élèves de découvrir les rouages de la tradition parlementaire québécoise, d'inspiration britannique. «Participer au Parlement des jeunes a été une expérience remarquable. Même si j'appréhendais un peu au début, à la fin, j'ai eu une expérience incroyable. Surtout lorsque j'ai récité mes discours et interagi avec les autres étudiants, ce qui a grandement amélioré ma langue seconde.»

(ZACHARY STEIN, PROMOTION 2012)

En troisième et quatrième secondaires, les élèves ont la possibilité de participer

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à un échange avec une école française, le lycée Saint-Vincent, situé à 30 minutes au nord de Paris, dans le cadre idyllique de Senlis. Cet échange interscolaire permet aux élèves de découvrir une nouvelle culture et d'améliorer leur français.

« Avant mon départ pour Saint-Vincent, j'étais un peu anxieuse, car mon niveau de français n'était pas comparable à celui de mes correspondants en France. Mais finalement, je n'avais pas de raison de m'inquiéter. Tout le monde était très impressionné par mon français et ils m'ont beaucoup aidée à m'améliorer. Nous avons suivi des cours individuels avec un professeur, les étudiants avaient beaucoup

de patience avec moi et m'expliquaient des expressions ou même me faisaient découvrir de nouveaux mots. Je trouve que mon accent s'est beaucoup amélioré grâce à cet échange et que j'ai plus confiance dans mon habileté à m'exprimer. D'autres ont remarqué ça aussi. J'ai fait beaucoup de progrès en français grâce à cette expérience. »

(HÉLÈNE OSTERMAN, PROMOTION 2012)

Toujours dans un souci de favoriser le bilinguisme en dehors de la salle de classe, mentionnons également qu'au deuxième cycle du secondaire plusieurs enseignants francophones sont impliqués dans des activités sportives et de leadership.



PARLEMENT
DES JEUNES
DE QUÉBEC

Conclusion

Vous aurez compris que le bilinguisme à Lower Canada College permet aux élèves de vivre de nouvelles expériences scolaires et parascolaires en français. Ceci, nous en sommes convaincus, contribue grandement au développement des capacités langagières de nos élèves.

Au cours des dernières années, nous avons pu observer une différence dans la manière dont les étudiants utilisent le français. Alors qu'il était réservé à la salle de classe, celui-ci se retrouve maintenant utilisé de manière naturelle dans les activités parascolaires et les échanges personnels. L'utilisation et la maîtrise du français et de l'anglais font partie de notre culture. 

 PARTICIPANTS À LA 9^e LÉGISLATURE DU PARLEMENT DES JEUNES DE QUÉBEC

LOOKING NORTHWARD

At first glance, you wouldn't mistake **Karen Butt '12** for an Arctic explorer, but this intrepid grade 11 student was well north of 60° this fall after making her way to Kugluktuk in northwestern Nunavut to join a research mission aboard the Coast Guard icebreaker *Amundsen*. We asked her about her experiences.

Q Tell us a little bit about the program you participated in.

Schools on Board is an outreach program developed by ArcticNet, a network of scientists who are studying climate change in the Canadian north. Every year since 2004 they've chosen ten students from across the country to join them for a few weeks and learn more about how scientific research is really done.

Q How were you chosen to be part of it?

As I understand it, a group of LCC science teachers applied and our school was accepted to send Quebec's representative. Students in the enriched science stream were allowed to try out for the spot, and about half our class did, writing a few paragraphs about why it might be interesting. We didn't really know much about it at the time. Five of us were selected to present our reasons for wanting to go to a panel of teachers.

Q And you were picked?

Yes, though it could have been any one of us. I know my classmates really well, and I think they all would have been great candidates. I actually didn't find out I was chosen until summer when I got a call from our science department head, Ms. Comley. My parents and I were pretty surprised, since we thought the deadline had passed!



Q What were your preparations like?

They were kind of low-key to tell the truth. There were forms to fill out and we got to introduce ourselves to the other students via email and an Internet forum we could post to. There was some equipment to buy. I read a marine biology textbook and learned a bit about Inuit culture. But really, even as I was driving to Quebec City with my father to catch my flight in late September, I couldn't quite grasp the reality of what I was undertaking.

Q How was the plane trip to the far reaches of Nunavut?

In a word? Delayed. Our destination was the small town of Kugluktuk, but it was so fogged in that we couldn't land there. We had to go to Edmonton, far to the south. Then there were no charters available, so we didn't end up at the ship until two days later. When those of us who had met in Quebec City finally got to Kugluktuk, we met up with the kids who had come from the rest of the country. At first we played some icebreaker games – which is pretty funny considering we were about to board an icebreaker – then we shuttled onboard via helicopter, which was a first for me. We were put straight to work, loading provisions onto the ship.



"I've always pictured myself becoming a scientist, but I never knew what it would really be like, and I definitely hadn't thought much about the Arctic."

Q What was the *Amundsen* like?

Big. There were 82 people on board, about half crew and half scientists, including us. There's a lot of equipment on deck and it took me a while to figure out what it all did. Inside, the quarters are kind of tight. I had a small room that I shared with two other girls. We were shown around and given in-depth safety instructions. Eventually we attended a presentation by the chief scientist and we started to understand how the research really worked. I learned that all the scientists shared samples and cooperated, even though they were studying different things.



Q What scientific work were you involved in?

Over 11 days, I got to participate in a number of things. There are different methods of collecting samples, either of water or ocean life. Extracting samples from the various collection devices without contaminating them is a big part of the scientists' work. I got to use a rosette, which gathers samples from different depths of the water column. One scientist, Marc Cadieux, focused on measuring mercury levels in the water. I helped him using the two-person "clean hands, dirty hands" method. One of us touched only the device, the other only the uncontaminated water. I was the "clean hands." I hadn't realized how much work goes into the practical parts of scientific experiments! It's not like in a school lab, where you can assume that all the materials will work the way they're intended to. Another time, I sorted

the zooplankton by species, which was really intricate difficult work; you could see that real science takes a lot of patience and dedication.

Q What was your most memorable experience onboard?

In order to get surface samples, the scientists have to take a small Zodiac to get far enough away from the *Amundsen* to avoid contamination. I was the first student chosen to go. We had to wear special floater suits, steel-toe rubber boots and hard hats. There were four of us: two scientists, the chief officer, and me. There was water as far as the eye could see and eventually even the huge *Amundsen* looked like a dot on the horizon. It was pretty wavy and cold but it was an amazing experience. I got to enter data into the actual scientific logbook, which was fun.

Q How did your trip come to an end?

Near the end of the trip we had a conference call with schools around the country, including LCC. Students got to ask us and the scientists questions about our experiences. Then on our last day, we said our goodbyes and took turns leaving the ship by helicopter. We were supposed to spend two nights in Kugluktuk, but because of communications and flight problems, that stretched into five! We got to know the community a bit, and meet some of the local high school students. Eventually I made my way back; Yellowknife-Calgary-Montreal.

Q Now that you're back, what do you make of this extraordinary experience?

I've always pictured myself becoming a scientist, but I never knew what it would really be like, and I definitely hadn't thought much about the Arctic. Now that I've experienced it for myself, while I'm not sure exactly what kind of science I want to pursue, the one thing I do know is that I really want to go back on that ship again – not because I want to relive the great time I had there, but to do that kind of work again, to get my hands on the real research. ■



"There were 82 people on board, about half crew and half scientists, including us. There's a lot of equipment on deck and it took me a while to figure out what it all did."



TO VIEW MORE PHOTOS VISIT:
WWW.LCC.CA/LOOKINGNORTHWARD

BRANCHING OUT ▶



- 01 (L TO R)
IAN GRIFFITHS '71,
PETER BEHRENS '71
AND CHRIS SHANNON
(PRE-U '76)
- 02 (L TO R)
KERRY GENDRON '01,
LAUREN SCHREIBER '01,
ALICIA CRELINSTEN '01,
ALEXIS FISHER '01, AND
DIANA SINCLAIR '01
- 03 (L TO R)
ARI SOULIKIAS '91,
MATT SEAGRIM '91,
KRISTA SEAGRIM,
AND PAUL SHORE '91
- 04 MEMBERS OF
THE CLASS OF '76
- 05 THE NON NOBIS SOLUM
GROUP

LIONfest 2011 September 24-25, 2011

LCC's homecoming weekend took place September 24-25 and featured an outstanding turnout from alumni. Over 220 people attended the dinner banquet on Friday evening, including groups from our featured reunion years. Alumni came from Singapore, Greece, England, California, Vancouver, and all parts in between! Our class agents did a fantastic job encouraging classmates to attend and based on the energy of the weekend, their efforts were well appreciated. ▶

BRANCHING OUT



01



02



03



04

- 01 (L TO R)
SCOTT HARDIMAN '81,
ALAIN HASSOUN '81,
JOHN GUBANY '81,
AND ANDY GOLDE '81
- 02 MEMBERS OF
THE VELAN FAMILY
- 03 (L TO R)
JUSTIN SALOMON '86,
DAVID KIPPEN '86,
ARABELLA DECKER,
GIL MICHAEL-GARCIA '86,
AND JONATHAN SHORE '86
- 04 MEMBERS OF
THE CLASS OF 2001
- 05 AMIN NOORANI '83,
IVAN VELAN '61, AND
CHRIS SHANNON
(PRE-U '76)

LIONfest 2011 September 24-25, 2011 (continued)

The evening was a very special one for **Ivan Velan '61**. Not only was he celebrating his 50th reunion with over 25 classmates, he was completely surprised to be awarded the *Non Nobis Solum* Medal by the Alumni Association. Recently named Alumni Association President, **Amin Noorani '83**, and Headmaster **Chris Shannon (Pre-U '76)** presented the medal, which recognizes someone who has made a unique contribution to the school.



05

Congratulations, Ivan!

Two previous recipients, **Alan Canavan '39** and **Victor Badian '61**, were in attendance to join in saluting Ivan. As Chris Shannon mentioned in his remarks that evening, Ivan is recognized “for his unique contributions and outstanding commitment to Lower Canada College as a volunteer, governor, philanthropist, and ambassador.”



VIEW PHOTOS FROM
ALUMNI REUNIONS THAT
TOOK PLACE IN TORONTO,
OTTAWA, CALGARY,
VANCOUVER, AND
VICTORIA DURING 2011 AT
WWW.LCC.CA/BRANCHINGOUT

LCC: My, How You've Grown!

By Jane Martin, LCC Archivist

Lower Canada College started with one building in 1909, but has since expanded its original footprint and playing fields more than a dozen times over the years. The result is the harmonious blend of facilities that make up our present-day campus. This photo essay provides a chronological glimpse of the school's "outward" growth over the past ten decades. ►

1909



1909
ASIDE FROM THE SCHOOL, THE STREET IS EMPTY EXCEPT FOR TWO SEMI-DETACHED HOMES TO THE SOUTH

1909
LCC'S ORIGINAL BUILDING ARISES ON ROYAL AVE., A NEWLY-CREATED AND STILL UNPAVED STREET

LCC: My, How You've Grown!



PHOTO: MCCORD MUSEUM

1910
THE SLOPES OF MOUNT ROYAL
APPEAR CLEARLY ACROSS THE
PLAYING FIELDS TO THE EAST



1921
IN A PROJECT LAUNCHED BY THE OLD BOYS ASSOCIATION
AND PAID FOR BY ALL SEGMENTS OF THE SCHOOL COMMUNITY,
THE MEMORIAL GYM IS BUILT TO HONOUR FORMER STUDENTS
WHO SERVED AND WERE KILLED IN THE FIRST WAR (2006 VIEW)

1910

1955

1913
THE DINING ROOM WING IS
ADDED BEHIND THE SCHOOL



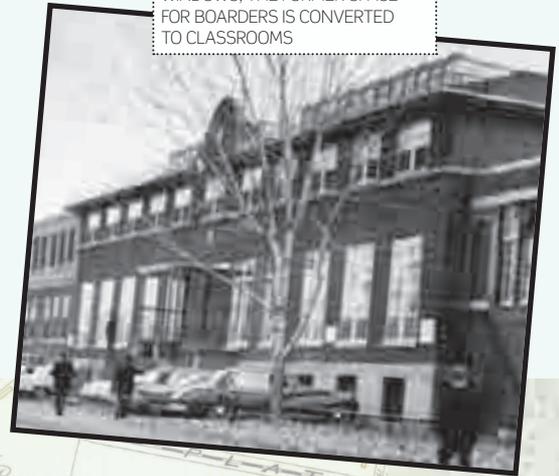
1929
THE SCHOOL EXPANDS TO
THE SOUTH, WITH CONSTRUCTION
OF A TWO-STORY ADMINISTRATION
BLOCK (1956 VIEW)



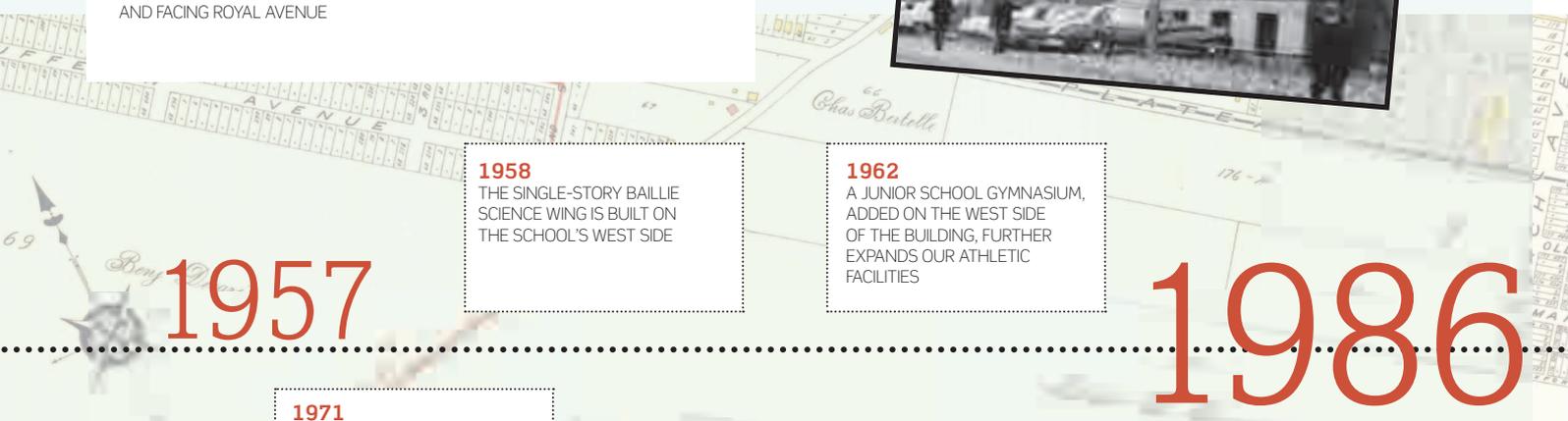
1955
AN INITIATIVE OF THE OLD BOYS ASSOCIATION, A COVERED,
ARTIFICIAL ICE RINK IS ERECTED, WITH CONTRIBUTIONS FROM
THE SCHOOL COMMUNITY



1957
CLASSROOMS ARE ADDED ABOVE THE 1929 EXTENSION AND FACING ROYAL AVENUE



1962
WITH THE RAISING OF THE ROOF AND ADDITION OF DORMER WINDOWS, THE FORMER SPACE FOR BOARDERS IS CONVERTED TO CLASSROOMS



1957

1958
THE SINGLE-STORY BAILLIE SCIENCE WING IS BUILT ON THE SCHOOL'S WEST SIDE

1962
A JUNIOR SCHOOL GYMNASIUM, ADDED ON THE WEST SIDE OF THE BUILDING, FURTHER EXPANDS OUR ATHLETIC FACILITIES

1986

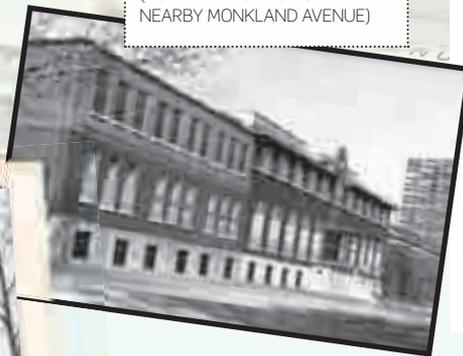
1971
THE FIRST PHASE OF THE PROGRAM 70 CAPITAL CAMPAIGN BEGINS WITH THE CONSTRUCTION OF TWO ADDITIONAL FLOORS OVER THE BAILLIE SCIENCE WING

1972
FACE OF THE SCHOOL IN 1972 (NOTE THE HIGHRISE ON NEARBY MONKLAND AVENUE)

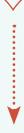


1986
THE COMMITMENT LCC CAPITAL CAMPAIGN INITIALLY PROVIDES FOR CONSTRUCTION OF A JUNIOR SCHOOL WING ON THE SOUTH SIDE OF THE SCHOOL (REAR VIEW)

EARLY 1970S
A VIEW THROUGH THE TREES ALONG ROYAL AVENUE



LCC: My, How You've Grown!



1987
LCC FACADE IN SEPTEMBER, 1987 (NOTE GREEN SPACE HAS REPLACED THE FORMER PAVED PARKING SPOTS)



1992
FORMERLY PRIVATE RESIDENCES ADJACENT TO THE MAIN BUILDING, BARCLAY HOUSE IS PURCHASED AND RENOVATED, FIRST SERVING GRADE 12 STUDENTS AND STARTING IN 1995, THE NEW KINDERGARTEN (RECENT VIEW)



1995
TO CREATE THE MCBROOM MUSIC BUILDING, FORMER HOMES ON THE EAST SIDE OF ROYAL AVENUE ARE PURCHASED AND RENOVATED (RECENT VIEW)

1987

2011



1999
A \$7.4 MILLION CAPITAL CAMPAIGN ENABLES CONSTRUCTION OF THE WEBSTER LEARNING ACTIVITY CENTRE ON ROYAL AVENUE OPPOSITE THE MAIN BUILDING



2008
THE GLENN J. CHAMANDY ARENA IS ADDED ON THE EAST SIDE OF THE WEBSTER BUILDING (RECENT VIEW)



4090 ROYAL AVENUE TODAY

The Evolution of Royal Avenue

By Jane Martin, LCC Archivist

When LCC first opened its doors a century ago, the rather grandly named Royal Avenue of that time was very different from the populated and busy street it is today. Founder and first headmaster Dr. Charles Fosbery was not just being modest when, many years later, he referred to it as “a mere cart track in those days.” A photo from 1909 shows the school fronting onto a rough roadway with “sidewalks” that were three wooden planks wide. A number of years passed before the street was properly paved, and clouds of dust, or mud in wet weather, were frequent irritants. On the positive side, this was well before the era of constant speeding vehicles and traffic exhaust!

The new school stood amid former farmland and orchards that had been bought up and were gradually being transformed by developers into the emerging residential suburb of Notre-Dame-de-Grâce. With the growth of the central city and an expanding tramway network, Montreal’s English population was staking out new housing opportunities to the west, but development was still patchy and tended to come in spurts—the most notable occurring during the widespread economic boom of the 1920s. New networks of streets and individual housing lots were appearing on local maps, sometimes years before any significant number of new homes or other buildings were actually constructed.

At the time it was erected, LCC’s red brick edifice was one of only three structures standing on Royal Avenue between Sherbrooke Street West and Monkland Avenue. The other two were attached houses located just above Church Avenue (later NDG Avenue), on the same side of the street as the school. One of these houses was occupied for the first decade of our history by a small group of LCC teachers (the houses were located approximately where today’s Barclay House is situated, but the fate of their original structures is unclear). Individual street addresses were not yet evident, and only in *Lovell’s Directory for Montreal 1914-15* is LCC listed for the first time at 104 Royal Avenue (later 106, and finally changed to 4090 in 1930). Maps from that era show that most nearby streets were also sparsely populated. From the front entrance of the school facing east, there was an unobstructed view across the school’s stockade-fenced playing fields to the slopes of Mount Royal on the horizon.

It was years before Royal Avenue would have a period of significant new construction, beginning very gradually on the portion of the street south of NDG Avenue. Between 1909 and the end of the First War in 1918, only six new homes were built below NDG Avenue. This number then rose quickly to a total of 23 homes by the end of the 1920s. Many of these residences were of the semi-detached style that we now associate with a “classic” NDG streetscape. Following LCC, another landmark structure—the Wesley United Church—was added to the neighbourhood in 1927, when it was constructed at the corner of NDG and Royal Avenues, with the entrance on NDG Avenue. ►

Over the past hundred years, there is no doubt Royal Avenue has evolved, traffic has increased here as everywhere in the city, and LCC itself has contributed to a changing streetscape.



Above NDG Avenue, LCC's extensive property had almost no near neighbours until the late 1920s, when a sudden explosion of construction resulted in 20 new homes being erected to the north of the school on the west side of Royal. Unlike the homes on the lower part of the avenue, these were built in clusters of attached houses grouped around central courtyards. At about the same time, three new dwellings were added on the east side of Royal, including the homes the McBroom Music Building occupies today. Over the ensuing decades, a small number of additional homes was eventually built, but Royal Avenue's most significant period of development to very recent times has been the 1920s, as most of its architectural heritage, and the majority of structures that line the street, derive from that period.

The school's profile facing Royal Avenue was expanded in 1921 with the construction of the Memorial Gymnasium, the first major extension of its facilities following the construction of a new dining room wing behind the school in 1913. Later additions to the LCC streetscape included the old covered rink in 1954, additions to the building's south side in 1929, expansion of the Junior School in 1957 and 1985, and the transformation of several nearby homes into Barclay House (1992) and the McBroom Music Building (1995). The first truly contemporary new

structures were integrated into the landscape with the creation of the Webster Learning Activity Centre in 1999 on the east side of the avenue, and the Glenn J. Chamandy Arena, added behind the Webster building, in 2008. These new facilities occupy a portion of LCC's original playing fields, which were initially rented in 1909, but later purchased and expanded several times over the years.

Other than LCC, the only non-residential site on the street is the private Monkland Tennis Club property adjacent to our present day football field. This modest facility sits on land once owned by the Protestant School Board and sold to the Montreal Amateur Athletic Association in 1923, when the first clubhouse and 13 courts were built. In 1938, a portion of the tennis club land was purchased by LCC as an extension to our own playing fields. The remaining club property switched hands more than once and was finally purchased by the present owners in 1946.

Over the past hundred years, there is no doubt Royal Avenue has evolved, traffic has increased here as everywhere in the city, and LCC itself has contributed to a changing streetscape. It is notable that throughout this time, all of the school's original, red brick buildings have been preserved and no acquired properties have been demolished. With some modifications over time, the doorway from which Dr. Fosbery proudly welcomed the first LCC students in 1909 is still the school's public front entrance. At the same time, LCC has committed itself to enhancing the green and residential character of its immediate neighbourhood, most recently by an initiative to plant almost 100 new, indigenous trees on our property on both sides of the street. ■



By Mark Boghen,
Media Consultant

The Little Shoppe that Could

It has been an exchange, a shoppe and a shop.

It began just off a musty rink corridor, moved to an NDG duplex, then an enclave of the school basement before graduating to a wood-trimmed room on the main floor and ending in its current splendid glass-walled premises, designed specifically for its purpose. At first, it represented the efforts of a few committed LCC mothers, then slowly amassed a team of mom volunteers – who themselves enlisted a steady stream of new recruits through the years – and came to add a full-time hired manager and assistant. It started as an occasional redistribution of used uniforms and skates and grew to become an emporium of clothing, books, accessories, memorabilia and more. It

is the LCC Store, and its surprising history is one of resourcefulness, pluck, service and good works.

The Birth of a Notion

Thirty-five years ago, LCC parents bought their boys' uniforms and equipment as they always had: a trip to Montreal stores like Howarth's or Warren's for the clothing and school crests they'd have to sew onto it, or to sporting goods stores for skates or skis. Then in 1977, three mothers, Donna Robertson, Sue Godber and June Hickey, approached Headmaster Geoff Merrill with an idea: an exchange of used uniforms and skates organized by volunteer parents. The items would be sold on consignment, with 75% of the proceeds going to the seller,

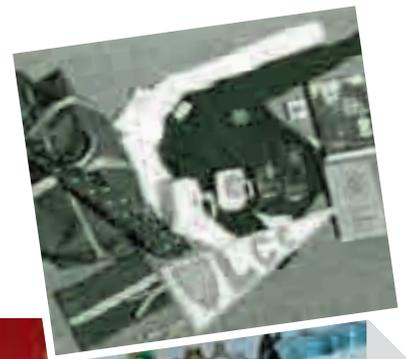
and 25% to the exchange, which could direct its small profits toward materials the school might need. From such modest beginnings, the LCC Store was born.

What these founding mothers called, with tongue in cheek, their "Grand Opening" took place June 12th and 13th, 1978 in a small changing room in the corridor off the old hockey rink. Their gross sales over the two days came to \$329. And they were surprised by their success! As they began to add more events and expand their operations to include bake sales and other fundraisers, they were able to collect enough money to begin donating much-appreciated equipment to the school. By 1979, the "LCC Secondhand Shop" had a home in what had been the Senior smokers lounge – how times have changed! – and was able to fund the purchase of an unusual device: what their report of that year called "a video tape machine."

Growth Spurts

Gradually, the shop began to expand. In 1981, it shifted its location to what is now the music building, and a few crested items, along with school ties and rugby shirts, were added to its secondhand inventory. As is seen in this quote from a 1982 letter from Geoff Merrill to the moms, the funds coming in were put to good use: *I accept the cheque for \$3,000 on behalf of the School with gratitude... the money can be used to buy another 'Apple' computer which is, as you know, so badly needed.*

The following year, the shop was open one afternoon a week, Mondays between 3 and 4 pm. Slowly but surely, with a careful eye on the bottom line, the moms had increased the shop's take of the sale price from the original 25% to 33⅓%: now they made it 50%.



They continued to add more items for sale: an LCC cookbook, paperweights and coffee mugs. Profits rose and so did the number of items they were able to purchase for the school: an electronic scoreboard; a film projector; two aquariums; a wrestling mat.

Thinking Bigger

By 1990, Ted Staunton had become headmaster and had ambitions for *the little shop that could*. “Ted’s vision was that our modest shop become something like a full university store,” remembers Penny Velan, then a member of the store’s executive committee. “Our mouths hung open in surprise as he outlined his grand plan: uniforms, stationery, gifts, jackets, water bottles; anything that we could stick a crest on. His goal was to raise significant funds for the Bursary Fund, but also to expand awareness of the LCC brand. We realized that we were going to have to continue to grow.”

By this time, the store had moved back into the main building, occupying a space on the second floor, at the south end of today’s science wing. It began by taking over the sale of all gym uniforms, a task that had been handled by then Director of Athletics, Trevor Smith. Soon, the moms branched out into

selling new uniforms, at first working with an intermediary, Barb Hurley, who worked in the school’s finance department. After a few years, as their experience and confidence grew, the moms cut out the middleman, dealing directly with suppliers, which allowed them to keep prices down.

By 1994, business was in full swing. A manager, Nancy Fitzhugh, was hired and the store was open four days a week for longer hours. A fully computerized sales and inventory system was installed, all items were bar-coded and credit cards were accepted. Sales increased. Contributions to the Bursary Fund increased. The store was humming.

A new opportunity to expand operations came when LCC went coed in 1995. All those girls would need uniforms! A uniform committee considered design and materials in great detail, searching, for instance, for the perfect washable wool. One of their decisions was to opt for a unique tartan that couldn’t be purchased anywhere else. Mayme Vineberg, an executive committee member in the mid-90s, recalls their determined search for the right partners: “Eventually, we settled on a manufacturer who would make the uniforms to our exact specifications. Oddly enough, they



Matriarchs of Merchandise

TWO OF THE ORIGINAL FOUNDERS OF THE LCC STORE NEARLY 35 YEARS AGO, DONNA ROBERTSON AND SUE GODBER, RECALL ITS EARLIEST DAYS FONDLY – AND ARE QUICK TO RECOUNT SOME OF THEIR FAVOURITE ANECDOTES:

“BLUE TRENCHCOATS WERE AN OPTIONAL PART OF THE SCHOOL UNIFORM AT THE TIME,” THEY REMINISCED RECENTLY. “WE HAD ONE FOR SALE AT \$15, AND FOR THE LONGEST TIME WE SIMPLY COULD NOT SELL THE THING. THEN WE HAD AN IDEA. WE DECIDED TO INCREASE THE PRICE TO \$25. IT SOLD INSTANTLY!”

THEY BOTH REMEMBER GOING TO THE BANK ONE DAY TO DEPOSIT \$1,000 INTO THE STORE’S ACCOUNT. AT THAT TIME, DONNA WAS ALSO A VOLUNTEER FOR THE AUXILIARY AT THE MONTREAL GENERAL HOSPITAL, AND AS IT HAPPENED, SHE HAD A MUCH LARGER AMOUNT TO DEPOSIT ON ITS BEHALF. SUE LOOKED AT HER AND SAID, “ONE DAY, WE’LL CATCH UP TO YOU.”

AND THEY DID.

wouldn’t tell us where they were getting the material. With some diligent detective work, we discovered that the Harpers, a long-time LCC family, actually made the cloth. So, naturally, we arranged to buy the material, great bolts of it, directly from them!”

Why did the Lion Cross the Road?

Ted Staunton’s idea had always been that the store would have a place in the Webster Learning Activity Centre when it opened.

LCC STORE ANNUAL DONATIONS TO THE BURSARY FUND

YEAR	DONATION
1978-1987	\$30,358

DONATION FOR VARIOUS EQUIPMENT:

- vcr’s - video camera - computers
- first aid teaching devices
- challenger electronic
- scoreboard in senior gym
- projector

1988	\$10,254
1989	\$7,003



DONATIONS SOLELY TO BURSARY FUND BEGAN

Year	Donation	Year	Donation
1990	\$9,000	2001	\$65,000
1991	\$12,000	2002	\$65,000
1992	\$20,000	2003	\$87,000
1993	\$40,000	2004	\$77,700
1994	\$40,000	2005	\$80,000
1995	\$40,000	2006	\$100,000
1996	\$50,000	2007	\$102,000
1997	\$60,000	2008	\$120,000
1998	\$60,000	2009	\$110,000
1999	\$60,000	2010	\$110,000
2000	\$60,000	2011	\$105,000

TO VIEW MORE PHOTOS AND OTHER RELATED MATERIALS VISIT: WWW.LCC.CA/MOMSINC



the storefront, just like any boutique. As had so often happened in the past, they carried the day, leading to the prominent and inviting location the store currently enjoys.

Teresa Nash became the store's manager in 1998 and retired only this year. She jokes now about how formidable the cadre of moms seemed when she first arrived: "When I walked into my job interview, I thought Penny Velan was the headmistress!" During her tenure, the store added musical accessories, and, more significantly, textbooks, which had until then been sold through the school. Using their organizational expertise, the store's brain trust gathered, stored and packaged the books to be distributed efficiently to all students on the first day of school. Meanwhile, according to former Store Chair Karen Flam, the store ladies always had an eye on the future: "We often recruited new moms when we saw them come in to shop with their kids. We were quite brazen – we had to replenish our farm team!"

Well-settled into their new digs, the store began to provide the school with a full-range of school supplies. Olga Assaly, one of the volunteer moms with a great deal of experience in retail, had been a buyer for Dollarama. "I had access to all of the suppliers and

thought it would make good sense to help parents avoid the exasperating August scavenger hunt of searching for this red Duo-Tang, that green binder. We asked the teachers what their students would need for the year, made lists, bought materials at a bulk price, collated all the supplies into individual packages and tied it up with a bow. The children had their school supplies on the first day of school, the parents were charged a very reasonable amount and everyone was happy!"

What's in Store

Featuring a wide range of goods from clothing to supplies and school memorabilia, the store shows no sign of slowing down. The secondhand uniforms that had been its *raison d'être* in the early years are still available to families, though they are now all donated. The store's new manager, Christin Bartolo, is proud to point out that all the mandatory uniforms are made in Canada, as is as much of the other merchandise as possible. New moms are still joining the team every year.

Teresa Nash points out an unstated but crucial role that she's seen the store play in life at LCC: "We've always provided a kind of second orientation for new LCC families. The Admissions Office is

the first point of contact, but our volunteers are really the first community contact, guiding and mentoring new students and their parents about school culture... showing them some of the ropes." Meanwhile, the impact on the lives of the hundreds of store volunteers over the years is also significant. "Working there was one of the best times of my life," Olga Assaly reminisces. "It was always amazing to see the great spirit the volunteers brought to the store."

Open every weekday during the school year from 12-4 pm, the store is an undeniably integral part of LCC. On any given day, students drop in to pick up a pen, a clarinet reed, a replacement T-shirt. Behind the counter is either the helpful manager or a familiar and supportive mom. And on the back wall, emblazoned on a large sign, are the words "All proceeds support the Bursary Fund for LCC students." Three decades of hardworking and public-spirited volunteer LCC mothers would heartily approve. ■

As its groundbreaking approached in the late '90s, the moms met with the architects to look at the blueprints. To their surprise, they found that the floor space allocated for their enterprise was actually far smaller than the room they then occupied in the main building. This would not do. Reasoning that their institution was by then raising a stellar \$60,000 annually for the Bursary Fund, they insisted on getting the space they needed, along with a glass wall for

Above & Beyond

the Call of Duty

By Mark Boghen, Media Consultant, and Jane Martin, LCC Archivist

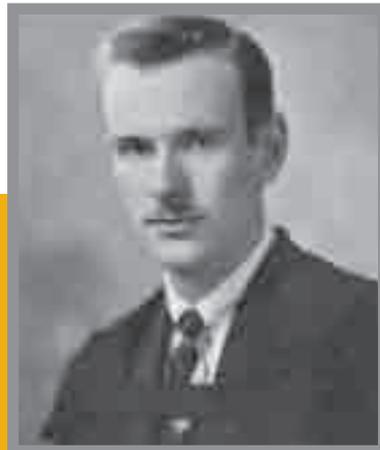
LCC's plaques, houses and honour boards commemorate many of the illustrious graduates of the school's storied past, but can only hint at the accomplishments and contributions to society of the thousands of students who have passed through our doors. The names of two alumni that appear rarely, but deserve to be recalled, are those of **Raymond Jotcham '27** and **J. C. Clouston (1917)**.

Raymond Jotcham '27

The eldest of five children, Raymond Jotcham was born in London, England in 1912 and moved to Montreal in 1926, where his parents settled on Oxford Avenue, not far from the school. An early achiever and an excellent student, he showed an unusual talent for poetry, and graduated from LCC before his 16th birthday.

Jotcham went on to excel at McGill, earning an arts degree at the age of 19 before studying medicine and getting an M.D. at 22. One record of the time pointed out that he was the youngest ever to accomplish both at the university.

A devout Baptist, the now Doctor Jotcham applied to do medical missionary work in Africa. The 1937 edition of the *LCC Magazine* published a proud note that he "has sailed from England on the 'Apapa' for Nigeria. There, he will establish leper camps in the Sokoto region." Jotcham studied the Hausa language, still widely spoken in the region, and was soon put in charge of a leper colony in Katsina, now a city of about 300,000 people in the northern part of the country. In a dispatch, *First Impressions at Katsina Leper Settlement*, Dr. Jotcham wrote movingly of the suffering of those stricken by leprosy and of his hopes for a better future



for them. Sadly, only six months after having begun his work in Africa, he contracted meningitis and died, at the age of 25. Among tributes from that time, LCC Headmaster V.C. Wansbrough remembered Raymond Jotcham's early intellectual leadership, and declared that "few young men become so firmly possessed of the ideals of self-sacrificing service." Dr. Jotcham is still fondly remembered by his younger brother, **T. Denis Jotcham '35**.

In 2000, Pope John Paul II honoured more than 12,000 Christians of many denominations who had endured great suffering for their faith. Of those, 16 were singled out by name and their stories read aloud in Rome to a crowd of thousands. One of that select 16 was Raymond Jotcham, doctor, missionary, LCC alumnus, and a sterling example of the meaning of our school motto: *Non Nobis Solum*.

SAVING THE TROOPS

"Clouston was a Canadian – big, tough, athletic, amusing ... bursting with energy." HISTORIAN WALTER LORD

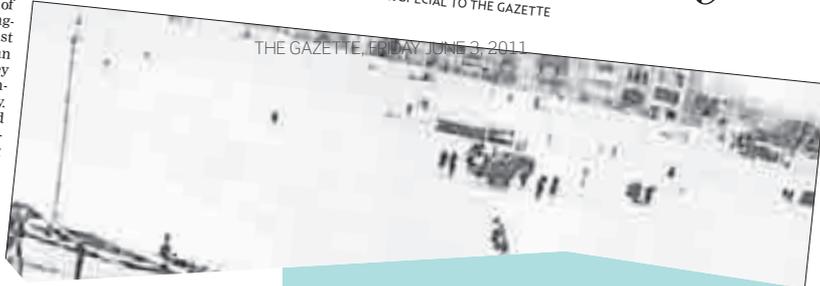
ON JUNE 2, 1940, Royal Navy Commander J. Campbell Clouston of Montreal died at sea. He was on his way back to Dunkirk, where he is credited with saving 100,000 soldiers stranded on the beach

Dunkirk's forgotten dynamo

DOUG CLARK SPECIAL TO THE GAZETTE

THE GAZETTE, FRIDAY JUNE 3, 2011

Any romantic notion of "Paris in the springtime" was fading fast in 1940. In April, German forces shattered the "phony war" in Europe, overrunning Denmark and Norway. Later, they blitzed Holland and Belgium, trapping a medley of British and French troops in



and strafing them with machine-gun fire. One bomb hit close enough to sink Clouston's boat, forcing him and his crew into the cold, choppy water. When the other boat slowed, he waved them off, ordering it to proceed to the beach. He refused an offer to at least rescue him: "Father" Clouston would not abandon his boys.
Numbered by the cold Eng-

The Gazette, Friday June 3, 2011

J. Campbell Clouston (1917)

His is among the 77 names read aloud by students every November 11 during LCC's formal Remembrance Day ceremonies.

James Campbell Clouston (1917) went on to a brilliant naval career that ended with his heroic death in the early part of the Second World War. He was the very first of 45 former LCC students to lose their life in military service during that war. Journalist Doug Clarke has been researching Commander Clouston's life, and provides us with a vivid account—part of which is reprinted here with permission from *The Gazette*. To see the complete full-page, go to www.lcc.ca/ServiceAboveBeyond

Naval officer J. Campbell Clouston wasn't the only hero at Dunkirk; valour and sacrifice abounded. He alone did not save the BEF; but he got the most men off the beach.



COURTESY OF DANE CLOUSTON
Royal Navy Commander J. Campbell Clouston.

son, a former Mountie in Westmount, and Albert William Lidstone (Willie) were in the thick of the air battle, according to the Battle of Britain Archives. Bryson shot down one enemy; McKnight became the first Canadian ace pilot with

ton had a real problem, author Lord recounts in *The Miracle of Dunkirk*. He had to act quickly and decisively to eliminate panic or any trace of mob mentality. The coordination

constant bombardment of land and air. There was no respite. During five days and nights without a break, Clouston at one point ordered a shaggy soldier to get a haircut. Protesting that the barber shops were closed along the beach, a battle of wills ensued, ending with the soldier lopping off a lock of hair with his bayonet and offering it to Clouston.

Finally, on June 1, Clouston was relieved as pier master to return to Dover for a hot meal, a shower and a night's sleep in anticipation of the final push the next day. By this time, more than 100,000 men had been evacuated from the Mole. With most of the BEF safe home, a final dash was planned to rescue the gallant rear guard, mostly French troops, whose heroic stands allowed them to escape. To organize the final evacuation, Clouston had to coordinate the nightfall

FOR THE FULL ARTICLE VISIT WWW.LCC.CA/SERVICEABOVE-BEYOND



Class Acts

Rod Reynolds '74

is currently on a two-year sabbatical from his role as CEO of Scotiabank Europe Plc to pursue development work in India and Africa. His approach is to apply his business experience to specific projects on the ground.

His activities range from mentoring local entrepreneurs to providing support to certain government sectors. For example, in Rwanda he worked with the Minister of Agriculture on various programs including attracting foreign investment. His wife Nancy is assisting with the development of a nursing educator program in Rwanda where there are fewer than 70 registered nurses. She is presently attending Georgetown University in relation to this project.

Rod and his wife live between London and Washington and spend two to three months annually in the field. Earlier this year, Rod shared with us some of his experience in Jharkhand, India.



Letter from the Field



I am sitting on a wobbly wooden bench under the only shade tree in the village centre of Alna. Dust occasionally blows up from the very dry paths that make up the transportation network connecting huts and fields. There are over 50 sets of eyes nervously watching the proceedings. Sitting on the ground in the front are the village elders—all male with a number of large sheets of paper spread across the dirt. Behind them the females of the village are sitting sideways, feigning indifference. There is an intensity and focus among this group that is palpable.

There is great pride evident in the elders as they walk me through the organizational plan for the village. It is a slow process, as everything needs to be translated from Hindi for me. The comprehensive plan has been developed by the villagers over the course of five weeks with the assistance of “Bridges Beyond Boundaries,” a grassroots charity operating in India. A full inventory of all village assets is listed: five cows (non-milk producing), 6 hectares of semi-arable land, two fruit trees, etc. Fish-bone diagrams reveal how the process is approached. There is an introduction of self-determination, communal irrigation systems, crop intensification, new species of cows, vocational skills, child education, and improved health protocols. This leads to an integrated approach to have the villagers enhance their livelihood and hopefully reach the Millennium Development Goals by 2015.

What is so unique about this poverty alleviation approach is that it is based on business theories and specifically Kaizen practices (e.g., continuous improvement, quality circles) and named Total Village Management (TVM). The incentive to get this right is that if it becomes sustainable it is infinitely scalable. This is powerful.

To date, Alna is one of 12 villages in the impoverished province of Jharkhand, India to implement TVM. We are scaling the model to 25 this year using the successful villagers from the initial 12 villages to lead the effort. They are motivated and inspiring. Our aggressive target is 100 villages by next year, when we will reach 160,000 people. It is incredibly satisfying to see the sense of ownership that the villages take in this project and to sense their new-found hope for the future.

My role is to add structure and scalability to the pilot project. This is done by working with the board of Bridges Beyond Boundaries and with the local staff in Jharkhand to develop the program. I am also focused on codifying the key elements and attempting to ensure they are transferrable to other countries. In the process I am climbing a steep learning curve in parallel with the villagers’ transformation of their lives. **L**

By Mark Boghen, Media Consultant

Jory Cohen '05

Many recent LCC graduates are wasting no time in putting the lessons they've learned in societal involvement to good use.

Jory Cohen '05, Head Boy in his graduating year, feels very strongly about helping others by showing them how to help themselves. While travelling through East Africa in 2009, he spent a month volunteering at a school and orphanage. Though at the time he spoke no Swahili (he's since learned it), Jory did his best to positively influence a kindergarten class to which he'd been assigned, one that had no other teacher available to them.

After returning to Canada to attend the Richard Ivey School of Business at the University of Western Ontario, where he would earn his Honours Business Administration degree, Jory continued to think about Africa, social development, and business. Influenced by the work of Grameen Bank and the thinking of Muhammad Yunus and C.K. Prahalad, he decided to undertake a venture in social entrepreneurship. Teaming up with a

Tanzanian businessman and implementing a business model he'd developed with the advice of professors at the Ivey School, Jory set out to supply local entrepreneurial women with bee hives, intending to guarantee the purchase of their honey at fair market value and distribute it on the wider market.

While the challenges of doing business in Africa scuttled that project, Jory is determined to use the market framework to help disadvantaged workers improve their lot. Now a strategy consultant in the technology industry and living in Toronto, he is continuing to hone his ideas and methods and hopes eventually to apply them to Canada, where there are still large pockets of poverty and where people often can't access credit to start their own businesses. Fueled by a passion for the combination of capital and caring, he's bound to make an impact on many lives. 





REPORT TO DONORS

2010-2011



Annual Giving allows LCC to embrace progress and change in ways that further enhance our school's tradition of excellence.

Donations to the Annual Giving program are applied in areas that impact our students directly: facilities, active learning experiences, innovation and financial awards.

Thank you for expressing your belief in the continued success of our students and school.



Message from the HEADMASTER AND THE CHAIRMAN OF THE BOARD OF GOVERNORS

It is always instructive to look back and reflect on the achievements of the past year. In 2010-11 we celebrated 15 years of coeducation by openly advocating what we call the “Coed Advantage” and reminding ourselves, and prospective families, that today’s LCC is a coed school for a coed world.

More specifically, through practice we have witnessed the key advantages of living in a learning community dedicated to gender equality, exposure to diversity, and a strong focus on excellence, respect and collaboration between young men and women. LCC is a microcosm of our society as we mirror the coed reality of the real world. After nearly a full generation of developing our programs for boys and girls, we are proud of the outstanding opportunities we offer both genders that will help our graduates meet the challenges of an ever-changing world.

Student engagement and achievement are high and the tone in our school is very positive. Through sound fiscal management at all levels within the school and generous annual giving, we have met our budget objectives and as such have passed on the lowest tuition increases in recent memory. We have a competent and engaged faculty, staff and student body that work together to make LCC a very dynamic school. New ideas and approaches to learning pervade all levels and there is a strong commitment to community development on campus and beyond. We have been focused consistently



on the implementation of the strategic plan *Our Sustainable Future*, which continues to stress seven important pillars for our learning community: professional staff, learning, student opportunities and skills, diversity, communication, bilingualism, and the environment.

We have developed a challenging and dynamic curriculum at all levels, with a growing commitment by students to involvement in the arts—spanning music, drama, fine art and digital media. This year our Junior School focused on literacy development, and this has extended into the Middle School where the acquisition of “executive functioning” skills has been the priority for all middle-schoolers. In the Senior School, all faculty members are committed to continuous improvement through a wide array of growth initiatives within and across subject disciplines. After three years of a unique Faculty Growth Program, what is now openly shared by all



We have a competent and engaged faculty, staff and student body that work together to make LCC a very dynamic school. New ideas and approaches to learning pervade all levels and there is a strong commitment to community development on campus and beyond.

LCC teachers is a sense of reflective practice—and in their work as educators, a common commitment to creativity, innovation and student engagement. We also benefitted significantly from the completion of the full renovation and modernization of our science wing. What a great impact this has had on our science curriculum—resulting in increased ease of program delivery, experimentation and room for more student collaboration.

This year we mounted a senior science fair employing the popular LCC “CSI” format, including fascinating cutting-edge scientific presentations from experts in Montreal’s professional community. All students also benefitted from participating in the popular LCC Reads program, which included a presentation on our campus by acclaimed American writer, Walter Dean Myers, the author of this year’s selection, *Monster*. In terms of leadership development, students participated in national leadership opportunities through CAIS (Canadian Accredited Independent Schools). We were also the only English school to send a team to the competition in French at the *Parlement des jeunes* in Quebec City. In addition, students were keen participants in debating, robotics, mathematics, geography, public speaking and an array of other competitions.

In the athletic sphere, some 70 LCC teams competed, won several championships and promoted a strong sense of pride, skill and sportsmanship on playing fields, and in arenas and gyms. Our Senior Boys Hockey team travelled to Russia for two weeks in March, and were fine ambassadors for both school and country.

Under the banner of our membership in the international Round Square association of schools, this year we sent more LCC students on international exchanges than ever before and welcomed students into our community



Collectively, students contributed thousands of hours of service, and alumni also assisted by offering grants to local agencies where our senior students were involved in community work; an admirable extension of our principle of *Non Nobis Solum*.



from four continents. We sent our first students on exchange to India, where they saw first-hand the achievements and challenges of this dynamic, emerging power. Six students attended the annual Round Square international leadership conference in Thailand, and LCC played host to 90 young people from around the world at the Young Round Square Conference in February. Thanks to the generosity of an LCC alumnus, we were able to initiate a unique service project for 22 of our students during March in Lima, Peru. The participants all fulfilled the adventurous journey portion of the coveted Duke of Edinburgh Gold Award. In fact, over 30 LCC students achieved the gold standard—a leading benchmark for leadership development among Canadian schools. Due to the generosity of the same donor, any Senior School student who qualifies for an international exchange or service opportunity may now participate, regardless of capacity to pay: perhaps a first for any school in Canada. It is our vision that through active learning opportunities of this nature, this generation of LCC students will demonstrate Canadian leadership from a truly meaningful global perspective.

Our commitment to service in our own city also grew stronger in 2010-11, and we continue to forge relationships with many grassroots organizations, including the Montreal Association for the Blind, Mackay Centre, the NDG Food Bank, and Share the Warmth. Collectively, students contributed thousands of hours of service, and alumni also assisted by offering grants to local agencies where our senior students were involved in community work; an admirable extension of our principle of *Non Nobis Solum*. I am very impressed with LCC’s broad commitment to the welfare of the local community.

Curriculum innovation, service learning, leadership development, international ►



Curriculum innovation, service learning, leadership development, international experiences, environmental stewardship and a commitment to bilingualism—these are all priorities for LCC.

THE LCC BOARD OF GOVERNORS 2010-2011

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David H. Arditi '65

Members

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- Janice Naymark
- Amelia Saputo
- Adam Shine '84
- Marc P. Tellier
- Adam Turner '87

experiences, environmental stewardship and a commitment to bilingualism—these are all—priorities for LCC. For this reason we spent the past year completing the initial application requirements to become an IB (International Baccalaureate World School). In two years we hope to be the only high school in Quebec that will offer the IB Diploma program, providing grade 11/12 students with a different choice. This will surely further differentiate us among the top schools in Montreal.

Leadership from our Board of Governors has been essential in managing the strategic and fiscal direction of the school. We are blessed to have a group of men and women who hold the welfare of our school in their heads and hearts.

Our “Ambitious Minds” campaign sets a clear vision for the programs and facilities essential to the development of our students’ global leadership skills. This includes the building of a Learning Commons on the site

of our old rink—a key facility on our campus to support existing and emerging student programs, including a math wing that is linked to our science wing, state-of-the art facilities for our popular arts programs, and an auditorium for weekly assemblies, guest speakers and student performances. We hope to see notable progress on this front in the coming year. It is a great pleasure to be part of the positive energy that is today’s forward-looking LCC. Ambitious minds, indeed! ■

Christopher Shannon (Pre-U '76)

Headmaster

David H. Arditi '65

Chair, Board of Governors

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1907-1909
 LCC founder and first headmaster Dr. Charles Fosbery was the school's pioneering major benefactor. In 1907-1909, he used \$5,000 of his own money, as well as sold bonds to supporters, to purchase land on Royal Avenue and build the school. The school flourished, and all bonds were redeemed by 1929.

Richard D. Stephenson '82
 Marc P. Tellier
 Peter '70 and Kim Wallace
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Brian and
Jacquie Young
Michael Zakuta '76

IT ALL STARTED AT LCC

By Dawn Levy, Director of Communications



“The two years that I spent at LCC really changed my life. The experience opened my mind. I think more critically about things. I realize that I’m intellectually curious and as a person I’m more outgoing.”

The beaming smile on his face says it all. **Kadeem Campbell '10** is on the right path and has a bright future ahead of him. Following graduation from LCC, he took the road less travelled, and is now in his second year at Ontario’s Trinity College School. He is completing college and university applications and is preparing for the inevitable changes associated with undergraduate life.

Kadeem brings a lot to the table. A positive thinker and naturally outgoing, he is a gifted athlete with a determined focus rare for someone his age. Despite all of these gifts, he will admit that attending LCC was a game changer—not to mention an opportunity that almost didn’t happen.

It had always been the Campbells’ intention for both of their children to attend LCC, but when Kadeem was entering grade 7, he had decided to attend another school. When his younger sister Shania '13 applied for admission for her grade 7 year, Director of Admissions Martin Betts convinced Kadeem that LCC would be a good fit. He couldn’t have been more right about this financial award recipient.

“The transition from a public school to LCC was not easy,” recalls Kadeem. “The expectations were higher, including everything from the uniform, to homework, to the classroom and comportment. The routine was different... Even the use of technology at school was a tough adjustment.” Supportive teachers helped ease the way, and the L.E.A.D. team (Learning Enrichment and Development) was there to bridge the gap. Friendships forged through experience trips, classes and especially on athletics teams made—and continue to make—a difference in his life. Kadeem was a member of two city championship-winning teams: the 2008 Senior Boys Football and the 2010 Juvenile Boys Basketball. He also won the 2009 city championship in 100m and 200m track and field.



In his second year at Trinity, the school’s faculty and students nominated Kadeem as a prefect: one of only two students new to the school ever to receive such a recognition. He is doing well academically, has made friends from around the world and, not surprisingly, has been an invaluable member of the football, basketball and baseball teams.

Kadeem’s goal is to leverage his skills as a football player while attending a US college or Canadian university. His passion for sport has shaped his professional aspirations. He hopes to pursue studies that will lead him to a career

- 01 KADEEM ON CAMPUS
- 02 IN THE LIBRARY (GRADE 10)
- 03 A FOOTBALL FORCE



Excited about attending Trinity, Kadeem knew that going to boarding school in the fall of 2010 would be a big step. What was unexpected was the personal revelation of how well prepared he was for this next experience. “I realized that I had acquired a lot of skills that I could use at my new school... I grew a lot as a person at LCC; in the classroom, on the playing field and as a leader... I realized that I knew how to manage pressure and live up to expectations.”

in sports training or athletic therapy. He realizes that there is a lot more work to be done. His optimism and drive are unshakeable, and he is confident he has the tools to face the challenge.

“Whether it’s in two years from now or ten years, I know that when I look back, I will always say that it all started at LCC. I had a vision and the school helped me make my vision a reality. A big THANK YOU, LCC.”



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\$750 - \$1,499

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 Garvin Brown '86
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 Louis Donolo '53
 Robert Fetherstonhaugh

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 Paul Fournier '61
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 Martin Glynn '68
 H. John Godber '76
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 Joanne Greenspoon
 Norman Hacker and Susana Araujo
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 Gary '73 and Dawn Harper
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 Chillion F. G. Heward '49
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 Karyn and Andrew Lassner
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To be recognized in the 2011-2012 Donor Report, please make your donation by June 30, 2012.

PAYING IT FORWARD:

Michael G. Fisch '79 and the Trevor Smith Student Athlete Award

By Michael G. Fisch '79

LCC was not a perfect place in the 1970s. Some teachers were better than others; some boys more considerate; some coaches more experienced and some administrators more capable. I, too, was less than perfect when I began grade 7 in September 1974. As my homeroom teacher Mr. Dimmock wrote in my first report card, “Michael does not know the meaning of the word “work.” My mother was so pleased... My academic marks reflected his words. Athletically I was also a work in progress; tall but “pleasantly plump” and inexperienced. Due to my size I was asked to try out for the grade 8-9 football team. I lasted most of one practice before nausea drove me to the shade of a large tree. I never returned to football that fall.

As winter rolled around, the school’s young athletic director suggested I try out for the grade 7 basketball team. As I had never played and couldn’t dribble, let alone make a layup, he offered to meet me in the gym at 7:15 am various days as the season began. Trevor Smith patiently taught me to make a layup in those morning sessions and then other basketball moves. By the time I graduated grade 11 in 1979, our teams had won city championships in basketball, football and rugby. I had captained several of these teams. Academically I went on to graduate with first class honours. This combination of academics and athletics (along with the very critical assistance of my mother on my Dartmouth College application!) had me then leave for university foregoing grade 12.

Yes, LCC was not a perfect place but it was a wonderful and transformational place for me. I arrived as a poor student and athlete, but I built the confidence and learned the tools required for future success. At one point, that goal suddenly seemed almost out



FORMER DIRECTOR OF ATHLETICS TREVOR SMITH AND MICHAEL FISCH

My classmates, teammates, teachers and coaches have enriched my life. I am now fortunate to be in a position to give back to the school that gave so much to me.

of reach. Due to family financial stress, my mother remorsefully called the school in the summer before grade 10 to say I would not be returning. Unexpectedly, Headmaster Geoffrey Merrill called her back quickly to offer assistance with tuition. Thus, my LCC experience did not end prematurely. I am forever grateful.

My classmates, teammates, teachers and coaches have enriched my life. I am now fortunate to be in a position to give back to the school that gave so much to me. Accordingly, it was my pleasure to create the Trevor Smith Student Athlete Award in recognition of both Trevor Smith and LCC’s impact on my life. I hope that deserving boys—and now girls too—who have academic abilities and athletic talents might similarly be able to benefit from, and contribute to, LCC despite limited family financial resources. ■



The donors listed have made gifts to LCC between July 1, 2010 and June 30, 2011. We extend our deep appreciation for their support and philanthropy.
Non Nobis Solum

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\$250 – \$749
(continued)

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Elric Winter and
Caroline Reinhold
Peter D. Yuile '56



An LCC Memoir Like No Other: THE BUGLE SOUNDED ONE NOTE

Have you read LCC's latest "best seller?" We're referring to Denys Heward '64's memoir *The Bugle Sounded One Note*, in which our retired history teacher offers a rollicking account of LCC spanning six decades.

Illustrated with more than 40 photographs, the book is filled with insightful, frequently hilarious anecdotes about Denys' days as a student with unrecognized learning disabilities, and his lengthy tenure as one of the school's most memorable teachers.

Here's what alumni are saying about Denys Heward's *The Bugle Sounded One Note*:

.....
"... it was not only an excellent memoir of our days as students, but covered some very interesting observations about how we learn and communicate."

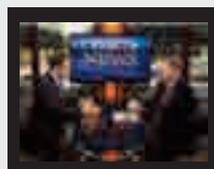
—Peter Selnar '63

.....
"I just finished Denys Heward's book and loved the many anecdotes and some of the priceless pictures in it as well."

—Andrew Wyllie '90



- + The price is \$25 and every penny goes directly to supporting bursaries for deserving students who might not otherwise be able to afford an LCC education.
- + To order your copy, contact the LCC Store (store@lcc.ca, or call 514-486-7009).
- + Also, be sure to watch CTV's Todd van der Heyden '90's interview of Denys as broadcasted on October 12, 2011. Visit: www.lcc.ca/BugleSoundedOneNote



1920

In 1920, Dr. Fosbery announced he would transfer ownership of Lower Canada College to its alumni upon his eventual retirement (in 1935). This unparalleled decision led to the creation of the LCC Corporation, thereby helping to ensure the school's survival and growth over the ensuing decades.

**Blue, Grey,
Red Society
\$100 – \$249**

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Norman Davis '47
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Tami Dimentberg
Gordon and
Roz Elkin

1957

The Annual Giving Campaign was first introduced by the school's Old Boys Association in 1957, while a formalized approach to "special legacy" bequests goes back to 1936, when special forms were attached to the *LCC Magazine*.

1970s

In the early 1970s, the school saw the results of "Program 70," a multi-phase capital campaign that provided a range of new senior classroom and science laboratories, as well as an enlarged library.

Shawn Faguy '93
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Jiang-Ping Wu and
Hong Yu Luo
Zvi and Jeannette Zaffir
Adrianna Zerebecky
Nicholas Zigayer '81

Non Nobis Solum:

WHAT GOES AROUND COMES AROUND

By Kirk Llano, Director of Development and Alumni Engagement

In November 2009, an alumnus of the school anonymously donated a major six-figure gift to support LCC's myriad international programs. We couldn't have been happier, as international opportunities for students have grown significantly in the last decade.



LCC DUKE OF EDINBURGH GOLD AWARD RECIPIENTS RECEIVE THEIR RECOGNITION FROM HIS EXCELLENCY THE RT. HON. DAVID JOHNSTON

As a member of the Round Square organization of worldwide schools, and with a highly developed Duke of Edinburgh Awards program (LCC can boast the largest number of gold awards awarded to any school in all of Canada last year), dozens of LCC Senior School students participate in exchange opportunities and international service work annually. In any given year our students can travel to places like Kenya,



South Africa, India, Peru, and France—and the list of destinations continues to grow. These trips usually occur in partnership with other Round Square schools or as part of the service and internationalism component of the Duke of Edinburgh program.

Thrilled with the school's commitment to exposing students to the virtues of international service, this "Old Boy" made his gift to ensure that we would continue to expand our programming, and more significantly, to support any student with the determination but not necessarily the means to participate on a trip.

Thanks to this contribution, not only is our program continuing to grow significantly; there were also several students last year who received financial assistance.

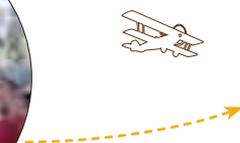
Non Nobis Solum is the school's motto. It is especially meaningful when alumni give back so that the next generation of LCC graduates can perpetuate that spirit and put it into action. ■



↑ STUDENT EXCHANGE IN INDIA

← STUDENT EXCHANGE IN AUSTRALIA

↓ STUDENT EXCHANGE IN AFRICA



1992

In December 1992, **Lorne Webster '45** was named first chairman of the Lower Canada College Foundation, the new body responsible for administering the school's endowment fund.

Lion's Pride up to \$100

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Jon Chatterson '90	John Hugill '58	René Péron '38	
Elizabeth Cohene	Peter Jansen '74	Jesse Prupas '95	
Greg Courey '03	Robert and Kirstie Jagoe	Ivan Ralston '63	
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LION Classic Golf Tournament Sponsors

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LION Golf Classic 2011

Our annual tournament for alumni, parents, and friends of the school took place June 9 at the Hillsdale Golf and Country Club. Thanks to cooperative weather, over 100 golfers were treated to sunshine and beautiful playing conditions.

The tournament is a wonderful opportunity for many people to come together under the LCC banner to raise important monies for the Bursary Fund. "Thank you" to all who attended, as well as to our many volunteers and sponsors.

Gifts In Kind

HK Holbein Inc.



Thank you to
our donors and
volunteers whose
support and
participation make
a difference!

DONATIONS TO THE ARCHIVES

In past months, the LCC Archives was privileged to receive a significant cache of original documents and correspondence, as well as other printed materials, from the family of our former headmaster **Dr. D. Stephen Penton**. This collection of Dr. Penton's personal papers relates to his years as headmaster from 1941 to 1968, and has been entrusted to us by his sons **M. Hugh Penton '59** and **Edward M. (Ted) Penton '57**.

Others to whom we offer thanks for their generous donation of LCC memorabilia include:

Charles Baillie, son of **Donald A. Baillie (1915)**: use of early photos

John A. Boa '45: various documents and publications from the 1930s-1960s, including early issues of the *LCC Magazine*

K. Gilbert (Gil) Cook '32: use of early photo

Dr. W. Robert Courey '61 and **A. Victor Badian '61**: reprints of 1950s candid photos

Jean Dixon: school athletic jacket from her late husband, retired teacher Ron Dixon

Roland Greenbank '42: early class photo

Peter W. Hutchins: three early photos from his late father **Forbes M. Hutchins (1922)**

M.F.L. (Mo) Jaques '50: early photo album and photos relating to St. John's School and LCC, originally belonging to **Alex S. Poe (1913)**

Douglas Jotcham '65: use of early photos

Chris Wansbrough '50: vintage award medal

To inquire about any aspect of LCC history or contribute to the collection, contact Jane Martin, LCC Archivist, at jmartin@lcc.ca (or call 514-482-9916, ext. 287).



The Record

Achievements in Academic & Co-Curricular Programming for 2010–2011

ACADEMICS

Debating and Public Speaking

- QSDA Senior Debating Tournament, October – *1st place team*
- QSDA Senior Debating Tournament, October – *1st place individual speaker*
- McGill University Debating Tournament – *1st place team*
- Carleton University Debating Tournament, November – *1st place team*
- Carleton University Debating Tournament, November – *1st place individual speaker*
- Marianopolis Debating Tournament, January – *1st place individual speaker*
- University of Ottawa Debating Tournament – *1st place team*
- University of Ottawa Debating Tournament – *1st and 2nd place individual speakers*
- Senior Provincial Debating Championships, February – *1st and 2nd place teams*
- Senior Provincial Debating Championships, February – *1st place individual speaker*
- Dawson Senior Debating Tournament – *Semi-finalist*
- Senior Canadian National Debating Championships, Halifax, April – *4th place team in Canada*
- Youngest participants to compete in Junior Canadian National Debating Championships held in Saskatchewan
- Queen's University Debating Tournament – *Semi-finalist*
- Senior Canadian National Debating Championships, April – *Semi-finalist*
- World Debating Championships, Scotland, UK, August – *LCC student is a member of the Canadian National Debating Team.*

English

- Writers on Writing Series (10th annual) in collaboration with the Quebec Writers' Federation – *Guests included: Michael Blair and Linda Leith*
- LCC Reads Program (6th annual) – *Entire school reads Monster by Walter Dean Myers. Mr. Myers presented at LCC in October*
- Student participation in the Blue Metropolis Student Literary Festival
- QAIS Junior Public Speaking – *3rd place*
- QAIS Intermediate Public Speaking – *Honorable Mention*
- Senior School English Language Arts guest speaker *Linda Leith.*



Langues Modernes

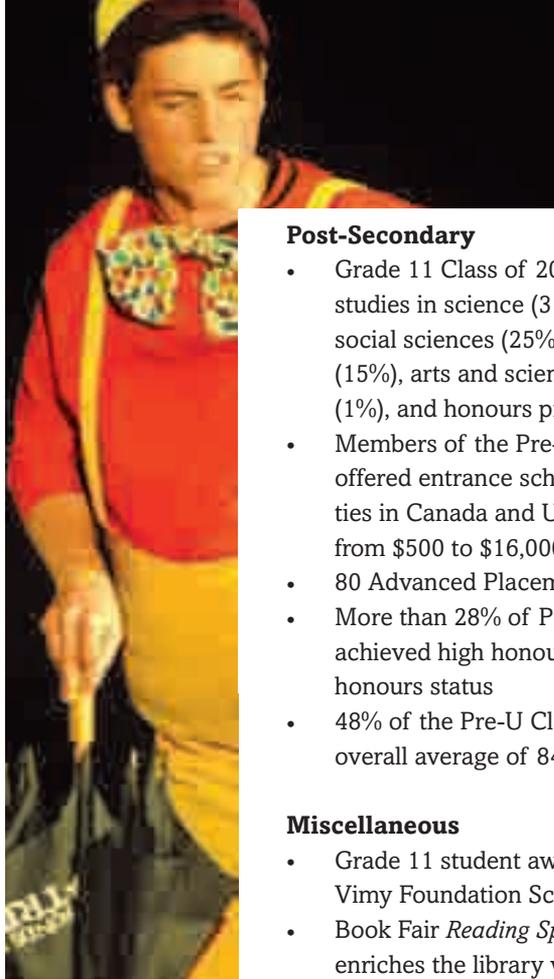
- Les élèves ont préparé le concours d'art oratoire lors de leur cours de français. Les textes des élèves reflétaient le fruit d'une vision personnelle et d'un jugement critique. Nous félicitons les finalistes de LCC pour leur participation au concours d'art oratoire. *LCC s'est vu décerner la 2^e place parmi les écoles du QAIS*
- Les élèves de 10^e année de la classe de droit ont préparé deux procès simulés. Le premier portait sur le port du kirpan à l'école et l'autre était le procès simulé du meurtrier de la journée CSI des élèves de la 9^e année en science
- Les élèves des 7^e et 11^e années, programme accéléré, étaient au rendez-vous annuel du Salon du livre de Montréal en novembre pour s'entretenir avec les auteurs qui ont su leur créer des moments magiques. Ils ont participé aux ateliers et aux animations des exposants
- Les élèves de 7^e et 8^e années ont assisté à la conférence de Philippe Beaudry. M. Beaudry a participé aux Jeux olympiques de Pékin et est 17 fois champion canadien en escrime.

Mathematics

- Canadian National Mathematics League (CNML) – *Grade 11 students finished with top cumulative score in Quebec*
- Canadian Open Mathematics Challenge (COMC)
- American Mathematics Competition (AMC) – *Grade 9 participant received highest score in Quebec*
- University of Waterloo Contests – *Gauss, Pascal, Cayley, Fermat*
- Online Math League – *Grade 7 students participated over the course of the year.*

Science

- Robotics competition – *Students participated at the CRC competition*
- Grade 9 participated in annual Crime Scene Investigations (CSI) as part of science fair



Post-Secondary

- Grade 11 Class of 2011 went on to pursue studies in science (31%), commerce (16%), social sciences (25%), arts and humanities (15%), arts and sciences (4%), fine arts (1%), and honours programs (8%)
- Members of the Pre-University class were offered entrance scholarships for universities in Canada and United States ranging from \$500 to \$16,000
- 80 Advanced Placement exams written
- More than 28% of Pre-U graduates achieved high honours; 25% earned honours status
- 48% of the Pre-U Class maintained an overall average of 84.5% or above.

Miscellaneous

- Grade 11 student awarded the prestigious Vimy Foundation Scholarship
- Book Fair *Reading Springs the Imagination* enriches the library with the addition of 357 new books valued at \$8,500
- Participation in two Model UN Conferences
- Reach for the Top – *Majority games won*
- Hosted the 12th annual Destiny Quebec Conference – *Theme of this year's conference was "The Future of Montreal" and documentary filmmaker and freelance journalist Alexandre Trudeau was the keynote speaker.*

CO-CURRICULARS

Art

- Arts Week – *Improv, music sessions, Café Cabaret, Short Film Festival, caricatures, French Café*
- Student Fine Arts Committee – *SFA produced "This is my Art" video showcasing each committee member's love for the arts*
- "Painting a New World" – *Grade 11 students paint mural, which raises \$1,200 for non-profit group "Painting a New World." LCC's mural won the gold medal*
- Pop Art show – *Junior and Senior School art exhibition.*

- Refashionista Show – *Junior School students create and perform their 1st green-themed fashion show in support of the NDG Food Depot*
- Full Circle – *Cross-curricular project showcasing grade 3 art and scripts written by grade 10 theatre students.*

Drama

- Senior School play *The Whole Ninth Floor*
- Grade 11 play *Law and Order: Fairy Tale Unit* raises money in support of the Trevor Williams Kids Foundation Jason Peagram '05 Fund
- Middle School play *School Daze*
- Junior School musical *Annie Jr.*
- Pre-U students, produced and directed a version of *Alice in Wonderland* and donated all funds to the Trevor Williams Kids Foundation in Honour of Jason Peagram '05.

Music

- Concerts & performances – *Assemblies, Café Cabaret, Winter Holiday Concert & Spring Concert*
- Senior Band Performance Tour – *Boston*
- Grade 8 Band – *Toronto.*

Athletics

- Athletes from grade 4 through Pre-university took part in 50 teams this year, involving over 750 spots, in 17 sports, with LCC teams winning 7 GMAA titles, 6 tournaments, and finishing second or third in several areas
- Guinness World Records® – *LCC granted the Guinness World Records® after 323 students successfully completed the required criteria for the “Beep Test, most participants at a single venue”*
- The Juvenile Boys’ Hockey team competed in Russia and Austria during March Break
- Halo Race – *Junior School awarded the participation plaque by the GMAA that recognizes the school with the highest participation*
- GMAA Champions – *Tennis (Bantam Girls), Rugby (Juvenile Boys 7’s), Rugby (Midget Boys 7’s), Tennis (Juvenile Girls), Flag*



01



02



03

- *Football (Bantam Girls), Basketball (Midget Girls), Tennis (Bantam Boys)*
- GMAA Finalists – *Basketball (Juvenile boys), Tennis (Juvenile girls)*
- Tournament Champions – *City Champions - Hockey (Grade 5-6), Golf - City Championship (Individual Silver Medal), LCC Tournament - Soccer (B Team Montreal), Turnbull School Tournament - Basketball (Girls A), LCC B Invitational - Hockey (Grade 5-6 Hockey)*
- QAIS Team Champions – *Basketball (Bantam Girls).*

Community Leadership

- Community service initiatives – *Senior and Middle School students volunteered 11,964 hours of service to organizations both in Montreal and abroad, raising close to \$50,000 for local, national and international charities*
- Fundraising for Share the Warmth – *Senior School students collected over 100 boxes of food for Share the Warmth Christmas baskets*
- Duke of Edinburgh Awards Program – *38 Gold Awards, 43 Silver Awards, 68 Bronze Awards*
- Annual Terry Fox Run – *Raised over \$30,000*
- Toskan Foundation’s Youth and Philanthropy Initiative – *Grade 10 students donate a total of \$10,000 to Centre Philou, Generations and Share the Warmth while volunteering and learning about the role of philanthropy in our society*
- Junior Round Square Conference – *LCC hosted more than 65 students representing Canada, USA, Denmark, Peru, South Africa, Australia and Singapore*
- Environmental theme “I Think Therefore I Am...” – *Junior School students reflected on ways to minimize their ecological footprint*
- Stride to Succeed - Skating Program – *Students volunteered in this unique skating*

04



program, which LCC hosted and coordinated with Philip Layton / (Montreal Association for the Blind) and St. George's School. The primary goal of the Stride to Succeed program was to offer a completely new experience on ice for sight-impaired novice level skaters

- LCC students attend Remembrance Day ceremonies in Ottawa as part of the "Operation Veteran" initiative launched by Dr. Paul Kavanagh '70
- Grad Pride organizes "World at Lunch" poverty awareness activity for Middle and Senior School
- Pre-U students supported the Montreal Holocaust Centre, Trevor Williams Kids Foundation, Farha Foundations, Splash 'n Dash, Montreal Oral School for the Deaf, tutored and were involved with a number of other local charities
- Pre-U students raised over \$1,600 to sponsor four children through the Foster Parents Plan.

International

- Participation in Round Square Conferences – *Pattaya, Thailand*
- Student exchange trips – *Students travelled to India, France, Peru, South Africa, and Australia*
- Grade 11 students volunteer in Peru as part of the Duke of Ed Gold Trip – *21 students participate in a collaborative community service project.*

Environmental Awareness

- LCC removed all disposable water bottles from its vending machines, as well as from the kitchen supplies for events
- A rain barrel system was installed in the native plant garden for use in watering plants during the summer
- Installation of solar hot water pre-heating technology on the arena roof to reduce costs of heating water for showers in team rooms of the rink
- *BOMA (Building Owners and Managers Association) certification for BEST (Building Environmental Standards) level 3*
- Awarded a \$1,000 grant from Metro's *Green Apple Program* to help purchase an industrial scale for use in our assessment of outgoing waste.



05

FACULTY GROWTH

Professional Development Teams

- Teachers, across disciplines, meet regularly, either during normal school hours or outside of school hours, to discuss projects and topics of mutual professional interest.

LCC Prep Liberal Arts Program

- Development of a unique enrichment opportunity for Senior School students emphasizing independent learning, cross-curricular learning and bilingualism.

Skill-Based Assessment

- A prototype skill-based cross-curricular English-History examination has been developed for grade 7 for implementation in 2011-12. This form of assessment will serve as a model for skill-based assessment in our Middle School.

Université de Sherbrooke and Bishop's University

- A research project centered on reading comprehension strategies, in partnership with the Université de Sherbrooke and Bishop's University, started in the summer of 2011 and will extend over the next three academic years, resulting in a published paper in 2014.

McGill Department of Information

- Grade 8 history students were observed by McGill Department of Information graduate students as they embarked on research for their "History Night" projects. The McGill team will formally share their observations and reflections with the LCC Social Science Department. ■



06

01 INTERNATIONAL STUDENT EXCHANGE IN AUSTRALIA

02 GRADE 8 CONCERT BAND

03 DUKE OF ED GOLD TRIP - PERU

04 YPI WINNERS SUPPORT CENTRE DE RÉPIT: PHILOU

05 JUVENILE BOYS RUGBY 7'S GMAA CHAMPIONS

06 FIRST-EVER GUINNESS WORLD RECORDS® RECOGNITION



ALUMNI NEWS



PLEASE KEEP YOUR NEWS COMING!

Send your photos and updates to Kirk LLano, Director of Development and Alumni Engagement (kllano@lcc.ca).

30s

A. John Ellis '32 was re-elected in July 2011 as a Director and Honourary Vice-President of The Canada-Japan Society of British Columbia. He has been a member of the organization since 1964!

40s

Ted Cleather, Storrs McCall and **John Fry**, three members of the **Class of '47**, celebrated their 60th year reunion at the annual McGill Homecoming.

50s

Bill McArthur '52 writes: "My wife of 52 years and I currently live in Aspen, CO; however, we travel back to California every spring and fall to visit our five grandchildren. After retiring in 2002, we are enjoying an active lifestyle, biking and skiing."

Rob Allan '54 and Lynne celebrated their 50th wedding anniversary in September 2011. They are currently residing in Collingwood, ON and are enjoying an active lifestyle.

Dr. Robert A. (Squee) Gordon '55 received the 2011 Honorary Alumni Award for exceptional service to Central Michigan University, the only non-American ever to be so recognized.

John C. Wallace '55 was inducted into the Offshore Energy Center's Hall of Fame as an Industry Pioneer in Houston, TX on September 24, 2011.

Wendell Laidley '57 writes: "I retired after selling my e-learning business in April 2010. Our family moved from Edmonton to New Jersey in 1985 and finally to St. Helena, CA in the Napa Valley. Our three children, Tracy, Wendell and Karen also live on the West Coast. We have four grandchildren aged two months to nine years old.



MEMBERS OF THE CLASS OF '59, FROM LEFT TO RIGHT: ANGUS MACDONALD, PIERRE COUPEY, TOM PAM AND ROGER COURTOIS

We love our Napa Valley home and invite classmates to visit when in or near San Francisco. We look forward to our next reunion in Cambridge, England, at **Bob de Fougerolle '57's** home base."

Reverend **Pirie Mitchell '58** has finally decided to retire from full time ministry. For the past six years he has been part of St. Marys United Church in St. Marys, ON. He and Ruth plan to

travel and enjoy visiting their five children.

Artist **Pierre Coupey '59** met up with members from the **Class of '59, Angus MacDonald, Tom Pam** and **Roger Courtois** at the AGO in Toronto to tour the major MOMA AB-EX show this summer. Pierre's painting exhibition, "The Point Is," was held in October 2011 at the Kelowna Art Gallery in BC.

(Photo.01)

60s

Paul Bethel '60 writes **"Pierre Coupey '59"** was recently in Kelowna, BC presenting some of his paintings at the local art gallery. I also ran into **Jim Laing '60** at the "Art Walk" show in Windfield, BC. It has been 50 years since we last saw each other. Jim is an engineer by profession and is now an accomplished artist in his retirement. As for myself I'm very much alive and kicking, playing lots of golf in the summer and old-timers hockey and downhill skiing in the winter. Best wishes to my **Class of '60** compatriots."

Van Forbell '62 has sold his Toronto-based commercial real estate investment and management company and has retired with his wife Margot to their summer home on Stoney Lake in the Kawarthas. They spend winters in Hilton Head, SC. Van wastes his time golfing and fishing, and says he's looking forward to seeing everyone from the **Class of '62** at their 50th year reunion in 2012.

Alan Gratias '63 has recently published his first e-book *The Kingsburg Elixir* available at Amazon.com or www.books.google.com. An animation (Saitarg's Quest) of his memoir *The Lodger and the Gravitarg* will be out next year.

Fraser Laschinger '64 writes "This year has been a busy one considering I am supposed to be retired! I was elected chairman of the Prescott Heritage Committee, which is a newly formed committee of the Town of Prescott, ON. I am also involved with supporting the annual St. Lawrence Shakespeare Festival (www.stlawrenceshakespeare.ca) held in Prescott each summer. If you have the chance, come visit us."

Peter Hall '66 competed in sailing, Lightning Class, in the 2011 Pan American Games in

October 2011. Earlier this year, Peter won the Soling World Championships, Soling World Masters Championships, Scandinavian Soling Championships and the Lightning Pan Am Trials. Peter, at 62 years old, is ranked number one in the world in the Soling Class!

(Photo.03)

André (Andrew) Piver '68 is practicing part-time family medicine and is a small farmer in Nelson, BC. He is also involved with Transition Towns, an organization that focuses on re-localization.

Philip N. Habib (Pre-U '69) is President of PNH Solutions, North America's leading large format digital printer and provider of experiential marketing and exhibit display products. The company recently acquired

a Vaughan, ON company. Philip is an MG automobile enthusiast and is a lifelong resident of Hudson, QC where he lives with Diana Lee. (Photo.02)

70s

Paul Kavanagh '70 created a project in 2009 called "Operation Veteran." He reports that this year, over 250 students and teachers from LCC and other schools from across Canada showed their support by travelling to Ottawa for Remembrance Day ceremonies. This is a 400% participation rate increase from last year. In addition to ensuring that all veterans will receive a meal when they visit the mess at the Canada War Museum, plans are in place to develop academic modules that speak to Canada's peacekeeping and diplomacy efforts.



02



03

02 PHILIP N. HABIB (PRE-U '69)
03 PETER HALL '66



Peter Behrens '71 novel *The O'Briens*, published in Canada by House of Anansi in 2011, will be published March 2012 in the U.S. by Pantheon.

Rees Cosgrove '73 writes: "I have recently been appointed as the Stoll Professor of Neurosurgery and Chairman of the Department of Neurosurgery at Brown Medical School in Providence, RI as well as the founding Director of the Norman Prince Neurosciences Institute at Rhode Island Hospital. The institute will try to emulate the success of the Montreal Neurological Institute where my father and **Nicolas Cosgrove '14's** grandfather spent his entire professional career. We are still living in Boston but plan on moving to Rhode Island when our youngest graduates from high school this spring."

Owen Penk '73 writes: "My brother, **Deryk V.R. Penk '71** officially retired from the Royal Canadian Mounted Police where he worked nearly 36 years as a civilian member, climbing the ranks, firstly as a professional expert of counterfeit and lastly "expert examiner" - ballistics. His duties took him to all corners of our world but Ottawa was always home. Congratulations Deryk and enjoy your time ahead!"

Peter Dash '74's thriller novel, *Zurabia* is now published and available through amazon.com. It has been designated "Editor's Choice." For publisher link, go to www.PeterDash.ca. Five percent of royalties will go to LCC bursary funds. Best wishes especially to the **Class of '74** to whom this book is dedicated. Greetings from Bermuda!

Jeffrey Harper '75 along with composer Louis Tucci, has written the book and lyrics and contributed music for several songs to *If You Could See: The Alice Austen Story - A New Musical*, which began in Staten Island and Manhattan in November. Jeffrey's play *Remembrance* was recently awarded a finalist prize in MultiStages New Works Contest and will receive a reading in Manhattan in February 2012. Jeffrey has just completed a novel titled *Please Cooperate*.

Marc J. Belliveau '76, a Halifax lawyer, was recognized in September 2011 for his commitment as a March of Dimes Canada (MODC) volunteer, who has demonstrated a high degree of commitment and made an outstanding contribution to the goals of MODC. As MODC continues its growth nationally, Marc has been the driving force behind a series of musical fundraisers in Halifax to

help MODC offer crucial programming for children and adults with disabilities in Nova Scotia.

Gordon Allan '77, former student, faculty member, and director of admissions, was awarded a Pillar of Nominique Award by Camp Nominique for his contributions over many years to the aims and ideals of the camp. Gordon currently lives in Vancouver with his wife Yully, and serves as Director of Development and Communications at St. George's School.

James Heward '77 writes: "C.F.G. Heward Investment Management Ltd. recently celebrated its 30th anniversary. The Heward family and the firm have a policy of "giving back" to the school. Three family members of this branch of the family attended LCC, including company Chairman **Chil Heward '49**, President **James Heward '77**, and Senior Vice-President **Geoffrey Heward '79** who is proud to be on the LCC Finance Committee. Geoff's two children **Charlotte '19**, grade 4 and **Brian '21**, grade 2, are the fourth generation of Hewards to attend LCC."

Artist **Darrell Petit '77** is now represented by Galerie NuEdge, an art gallery established in Montreal's prestigious Quartier Musée.

80s

John Dingle '80 writes: "Living in Stockholm, Sweden since 1990 when I joined Asea Brown Boveri, an energy engineering company, after completing my MBA at the University of Western Ontario, Richard Ivey School of Business. Susanne and I have two boys, Lucas 15 and Marcus 18. I am currently working at Skanska AB, a construction company. I joined Skanska's project finance team after working eight years at Nordea Bank. During the years, I have stayed in touch with teacher **Denys Heward '64**, and **Peter Johnston '80**, especially to read his book *Negotiating with Giants*, a must read for all in the **Class of '80!** I have fond memories of my years at LCC."

David Harper '80, Managing Principal of The Advisory Alliance (www.advisoryalliance.com), presented his company's research findings on succession planning to members of the American Association of Airport Executives at the 2011 F. Russell Hoyt National Airports Conference, held in September in Tucson, AZ.

David Whittemore '80, wife Jackie and daughter Tori, are pleased to announce the arrival of another Habs fan, Blair Ross Whittemore, born on March 31, 2011. "Looking forward to spending many early mornings in the hockey rinks of Nova Scotia. Uncle **Blair '80** and Grandfather Blair are both looking forward to explaining exactly whom he is named after!"

Dr. Antonin (Tony) de Fougerolles '82 is now Chief Scientific Officer at ModeRNA Pharmaceutical and ModeRNA Therapeutics in Cambridge, MA.

Erik L. Husby '83 has been promoted to National Service Manager, Canada after 19 years in Field Service at Thermo Fisher Scientific, bypassing the supervisor and assistant manager's roles.

At the Annual General Meeting of the Alumni Association on September 19, the newly appointed President of the Alumni Executive Committee, **Amin Noorani '83**, presided over his first official function in his role. Amin assumes the reins from **Geoff Kalil '92** who completed his term in June. The President of the Association serves on the Board of Governors of the school for a three-year mandate. For his dedication, time, and commitment to LCC, the school salutes Geoff and thanks him sincerely for embodying the spirit of *Non Nobis Solum*.

04 GEOFF KALIL '92
05 AMIN NOORANI '83

Atie Waxman '83 left the advancement office at JPPS-Bialik, where he worked with former LCC Director of Advancement, Elizabeth Kennell, to become Director of Operations for Java U. His daughter, **Ella '19** is in grade 4 at LCC.

Jeff Wiener '85 is currently living in Toronto with his wife Heather and two children, Jordan (13) and Jessica (11). In 1991 he started a telecom company, Digitcom, after graduating from Queen's University in 1990. He can be reached by email at jw@digitcom.ca

Mark Dillon '86 is a freelance writer and journalist living in Toronto with his wife Katherine and their children Aidan and Emily. His first book, *50 Sides of The Beach Boys*, will be published in June 2012.

Matt Nadler (Pre-U '86) writes: "I have been in New Jersey for the last five years. Happy to report a new addition to the family, Jon, 2.5 years old, and a new position at Verizon in New York / New Jersey where I will be the director of global video strategy covering Verizon's telecom and wireless businesses."

Derek L. Kent '87 was named by the Canadian Olympic Committee (COC) to the newly created role of Executive Director, Corporate and Brand Communications. He will manage the COC communications team and be the lead communications representative at Olympic Games. Derek was formerly based in New York as the US Media Relations Director of NIKE, Inc. He will reside in Toronto with his wife and two children.

Peter Kaufman '87's latest venture, Buddy's Kitchen™ "A Starbucks @for Dogs" new concept micro-kitchen, 'barkery' and pet-bar opened its doors on October 29 in Aurora, ON.





Mark Matthew Capombassis '88 joined the fight against prostate cancer and registered an LCC boys' Movember team. "During November each year, Movember is responsible for the sprouting of moustaches on thousands of men's faces, in Canada and around the world. With their "Mo's," these men raise vital funds and awareness for men's health, specifically prostate cancer (<http://ca.movember.com/about>)." Sadly, Mark's father died of cancer. Fittingly for this cause, he had a great moustache. **(Photo.06)**

Bobby Salomon '88, residing in Los Angeles, recently wrote, directed, and produced a speculative TV pilot called *15 Minutes*, for which Bobby won Best Director at the 2010 iTVFest - Independent TV Festival in Los Angeles and Best Dramedy at the 2011 New York Independent TV Festival. E! And HBO Comedy are considering it as a potential series. **(Photo.07)**

90s

Todd van der Heyden '90 writes: "For the past 12 years I've been reporting and anchoring for CTV Montreal - I am the current noon and 6 pm anchor. I have just accepted a promotion in Toronto with CTV's all news channel, CTV News Channel. I start my new job in mid-January."

Chris Hoffman '90, writes: "Benjamin Brian Hoffman was born April 13, 2011. A brother for Nathan, who is now 2.5 years."

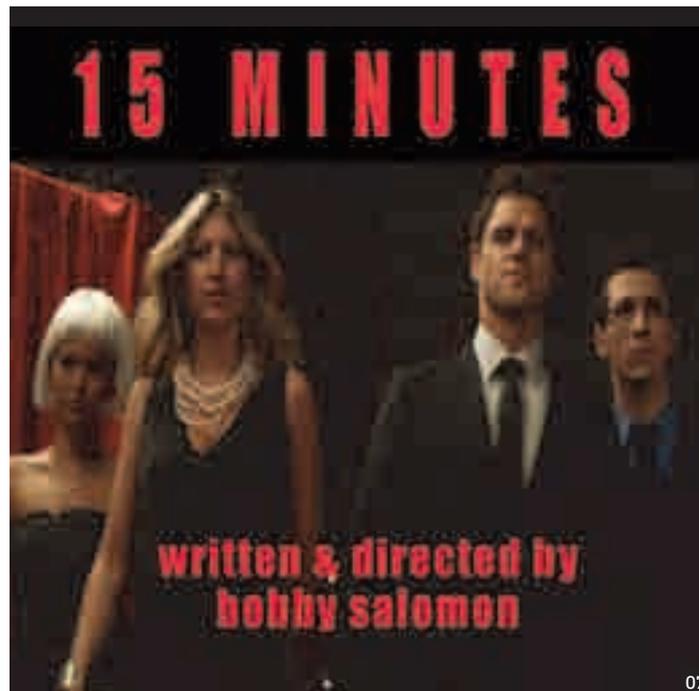
Geoffrey Kalil '92 writes: "Lots of news to report! Last March, my wife Michelle and I welcomed a baby boy, Grady Patrick Kalil! Big sister Megan is thrilled to have little GPK around. Also, I recently

joined RBC in the Place Ville Marie commercial office, working in the professional and business services sector. Finally, although my term as alumni president is complete, I look forward to staying in touch with the school through the LCC Old Boys Hockey League."

David Bouskill '93 will celebrate in January his 10th year with IA Clarington Investments as Vice-President, Sales. He lives in Toronto and has climbed the CN Tower!

Faisal Lutchmedial '92 attended the Reykjavik International Film Festival Talent Lab and took part in a pitch session looking for international partners to co-produce his feature film *Path of Light*. **(Photo.08)**

- 06 MARK MATTHEW CAPOMBASSIS '88
- 07 BOBBY SALOMON '88
- 08 FAISAL LUTCHMEDIAL '92 (CENTRE)
- 09 GABRIEL FLORES '95
- 10 PAUL MORTON '93
- 11 GREGOIRE POYET-SMITH (PRE-U '95)
- 12 JEFFREY TRAER BERNSTEIN '96





11

Paul Morton '93 and Amy Archambault of Hudson are happy to announce the birth of their son, Andrew, weighing 8lbs 6oz at the Jewish General Hospital, on August 5, 2011. His 20-month-old sister Isabelle is also delighted with her new little brother. Grandpa and former LCC English teacher, David Morton, and wife Elaine are busy helping Dr. Paul and Dr. Amy, who are fully occupied with their young family and their new orthodontic practice, AMOrthodontics, in Vaudreuil. (Photo.10)

Adam Perritt '94, Keltie, and their almost four-year-old son Maxwell, are proud to announce the safe arrival in July of their newest family member, Isla Muriel Perritt, a happy and healthy little girl.

Nick Sinclair '94 married Talia Epstein on November 5, 2011 in Sydney, Australia. He has been living in Sydney for the past nine years where he works as a lawyer with the firm Allens Arthur Robinson.

Nick and Talia met while students at the University of New South Wales Law School in Sydney.

Gabriel Flores '95 married Christina Hedrei in an intimate ceremony at the Lake Placid Lodge on August 6, 2011. Later that month he also completed his MBA at HEC Montréal with fellow LCC alumnus **Jake Finch '96**.

(Photo.09)

Gregoire Poyet-Smith (Pre-U '95) and Adrienne welcomed their daughter, Cecile Josephine, on August 18, 2011. The family is doing very well and resides in Houston, TX.

(Photo.11)

Jeffrey Traer Bernstein '96 was married on July 31, 2011 in La Jolla, CA to Nicole Oncina. Several of his good friends from the **Class of '96** were there to celebrate with him. Jeffrey met Nicole at Princeton, and they now reside in San Francisco.

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PICTURED LEFT TO RIGHT: DANIEL REITMAN, (PRE-U '97), ANGSU BHATTACHARYYA '96, CHARLES MONTGOMERY '96, JEFFREY TRAER BERNSTEIN '96, GIANCARLO SALVO '96 AND JACOB FINCH '96

Jeffrey leads a design team at Apple in Cupertino, CA and Nicole works for IDEO, the international design and innovation consultancy headquartered in Palo Alto. (Photo12)

Talia Brott '97 is Regional Sales Manager at LivingSocial, an international social commerce company based out of Washington, D.C. She was hired to launch the Montreal market in August 2010. She was recently named MVP Marketing Consultant and Best Practices Panel Member.

Matthew Woolhouse '97 married Patricia Crombie this summer in Hudson. Among the ushers were Matt's cousin, **Kirk Shannon '97** and best man, **Justin Jakubiak '97**. Trish, who has a Masters degree in Education from McGill, is teaching for the LBPSB, while Matt is finishing off his apprenticeship in electricity. A graduate of Bishop's University, Matt hopes to combine his business degree with his electrical skill and open his own business in the next year or so.



Wilder Weir '00 is a television producer and host who recently produced a 13-episode TV series for the Travel + Escape network called *Paddling Bryans*, about his two friends who embarked on a 5,555 km canoe expedition from Milk River, AL to New Orleans, LA. Visit: paddlingbryans.com



Mark Webster '98 and **Alicia** are the proud new parents of **Chantal Rose Webster**, born on April 26, 2011. They are living near Edmonton where Mark works as a production engineer for Shell. (Photo.14)

Alex Karen '99 writes: "As part of an initiative to bring a Quebec rugby club to the NDG area and promote youth rugby development, I am pleased to announce that we had a very success-



2000s

Shannon Howes (Smith) '00 married **Geoff Howes** on July 2, 2011 in Hudson, QC. In attendance from LCC were **Alicia Crelinsten '01**, **Alexa Law '00**, **Moneen (Pre-U '97)**, **Trudy '00** and **Greg '02 Nasmith**.

Shannon's brother, **Ryan Smith '04** was a groomsman. She also began a new position with the University of Toronto in October as the Coordinator of Student Policy Initiatives in the Office of the Vice-Provost, Students. (Photo.15)

Kathleen Hébert '01 along with her fiancé, parents and brother, **Norm Hébert '04** went on a three week trip this fall to Nepal, where they climbed to the base camp of Mount Everest. (Photo.16)

Stefan Zebrowski-Rubin '03 graduated with distinction with his MA in Art History at the Courtauld Institute of Art and is now an intern in the Impressionist and Modern Art Department at Sotheby's in London, UK.

ful inaugural season. In our first year we had a senior men's and a U18 team category. LCC's **Alex Karen '99**, **Alex Aronson '00** and **Tom Nicholl '08** played on the senior men's team. **Jesse Mikelberg '11** co-captained the U18s. We encourage all rugby-playing alumni to come out for a run with us next season. Visit www.montrealexiles.com." (Photo.13)

13 ALEX KAREN '99 AND TOM NICHOLL '08
ALEX KAREN USED TO COACH TOM AT LCC
WHEN HE PLAYED MIDGET BOYS RUGBY.

14 MARK WEBSTER '98

15 SHANNON HOWES (SMITH) '00

16 KATHLEEN HÉBERT '01 AND NORM HÉBERT '04

17 KRISTINA RIOUX '06

18 SARAH COOK (PRE-U '10), (PHOTO: ASBED)

**Save the Date:
LCC Alumnae
Event
May 19, 2012**



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Stephanie Kaplan '05 graduated from McGill University in 2010 with a Bachelor's in Psychology. She is currently living in New York and is completing her Master's in Counseling Psychology at Columbia University.

Tristan Pungartnik '06 is a real estate broker with Royal LePage Heritage in

Westmount. He specializes in rentals in Westmount and downtown Montreal and recently launched a website, www.mtlrentals.ca.

Rebecca Green '06 was the recipient of the G. Stafford Whitby Prize in Polymer Chemistry at McGill University at the spring 2011 convocation ceremony.



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Kristina Rioux '06 is majoring in Finance and minoring in Economics at the University of Pittsburgh Business School. As a member of the women's soccer team, during the past season she led the Big East in saves and saves per game, and was ranked nationally in both categories as well. Kristina recently decided to stay for her redshirt senior season and will either double major or start working on an MBA in the fall. **(Photo.17)**

Sarah Cook (Pre-U '10) and her parents **Norman '77** and **Lorena** marked the 10th anniversary of the founding of the Sarah Cook Fund of the Cedars Cancer Institute with the *Grin and Bear it* Gala, which took

place on November 3, raising in excess of \$875,000. The money supports the Montreal Children's Hospital and its Best Care for Children Campaign, and ensures that Sarah's Floor will carry on at the hospital's new location. This milestone marks a long journey since her original vision ten years ago of buying more comfortable pillows for parents while they supported their children in the hospital. On the anniversary, in an October 24 Montreal *Gazette* article, Sarah reflected that she was "so honoured that the foundation has been able to help above and beyond her dreams." **(Photo.18)**

IN MEMORIAM

It is with deep sadness that we announce the passing of the following members of the LCC community:



HAROLD SEBAG-MONTEFIORE '42
JOHN A. BOA '45
JOHN MICHAEL ANDERSON '53
PETER ALBERT GUTHRIE '54
JOHN R. W. FIELDHOUSE '60
STEPHEN JOHN HARROLD '74
C. ANTHONY L. COOPER '76
DAN ARTOLA '81

Harold Sebag-Montefiore '42 passed away in London, England, on October 5, 2011. Harold was a WWII evacuee who came to LCC in the early 1940s

John A. Boa '45 died at home on October 13, 2011 after a lengthy illness. John was a former Chairman of the Board of Governors from 1981-83. He is survived by his wife Ann and their sons **Stuart '80** and **Stephen '81**.

John Michael Anderson '53 passed away on September 28, 2011 at the age of 76. He was brother to **Robert '56**.

Peter Albert Guthrie '54, passed away on May 20, 2011 at the age of 73 years at his mountain home in Canmore, AB.

John R. W. Fieldhouse '60 passed away suddenly on November 1, 2011 in his own home.

Stephen John Harrold '74 passed away suddenly on August 1, 2011.

C. Anthony L. Cooper '76 passed away on August 7, 2011 at the age of 52. Anthony, or "Coop" as he was affectionately known to his classmates and friends, was a Class Agent extraordinaire who could always be counted on to connect classmates and organize reunions. Many from his class gathered at LIONfest 2011 for their 35th reunion to pay tribute to their close friend.

Dan Artola '81 aged 47, passed away in Montreal on September 3, 2011 after a courageous battle with cancer. He was the loving father of **Ryan '13** and **Eric '15** and brother to **Carlos '82**. Dan was a Class Agent, a member of the LCC Corporation, and a former member of both the Alumni Executive Committee and the Facilities Committee of the Board of Governors. Many of his classmates also came together for their 30th reunion at LIONfest 2011 to remember their great friend.

**Congratulations
Grade 11
Class of 2011**



**GRADE 11
CLASS OF 2011**
College Destinations

- André Grasset
- Dawson College
- Deerfield Academy
- Hebron Academy
- Jean de Brébeuf
- LCC Pre-University
- Marianopolis College
- Millbrook School
- Neuchâtel (Switzerland)
- Trinity College School
- Vanier College

**PRE-UNIVERSITY
CLASS OF 2011**
University Destinations

- Boston University
- Cornell University
- Dartmouth College
- Elon University
- Emerson College
- Exeter University (UK)
- Middlebury College
- Mount Allison University
- Queen's University
- Sciences Po (France)
- Suffolk University
- University of British Columbia
- University of California Berkeley
- University of Colorado Boulder
- University of Edinburgh
- University of Georgia
- University of Groningen (The Netherlands)
- University of Miami
- University of Ottawa
- University of Pennsylvania



**Congratulations
Pre-U Class of 2011**

