

LOWER CANADA COLLEGE

VISION

FALL / WINTER 2015





THE LCC LION
(2015)

Each year, the Middle School produces a painting that symbolizes its students and the houses they represent. One student from each house contributes to the painting. The theme of the 2014-2015 painting was "The LCC Lion." The approach was simple. The artists wanted to paint a lion, the symbol of their school. They wanted the lion to look strong and determined, but not mean or angry. The challenge was integrating the eight house colours in a way that allowed each house to be equally represented and also to make sure that together the colours form the lion. Remove one colour, and the lion would be incomplete—just as the Middle School is only complete when every student and every house shares the same goals and priorities and works together to achieve them.

For more about our achievements in 2014-2015, turn to page 62.

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LCC LION

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It's All in the Planning

Tout est dans la planification

By Chris Shannon (Pre-U '76), Headmaster

Warren Buffett reminds us that planning today is not always about immediate gratification; the rewards are often reaped several years down the road. For those of us who were involved in the formulation of LCC's strategic plan in 2008, we had a vision that the seven key pillars of *Our Sustainable Future 2009-2015* were essential to help our school mature and improve. I am pleased to affirm that the impact of this plan has been very positive and visible, and am confident several of the key achievements will benefit generations of students well into the future.

The plan embodied LCC's commitment to continuous improvement in all areas of school life. This began with a clear focus on hiring, training, and retaining the best faculty and staff

“Someone's sitting in the shade today because someone planted a tree a long time ago.”
- Warren Buffett

Par Christopher Shannon (Programme préparatoire aux études supérieures, promotion 1976), directeur

Warren Buffett nous rappelle que la planification ne porte pas toujours ses fruits dans l'immédiat; les bénéfices se font souvent sentir des années plus tard. Pour ceux d'entre nous qui ont participé à l'élaboration du plan stratégique du LCC en 2008, nous concevions les sept piliers de *Notre avenir durable 2009-2015* comme étant essentiels au développement et à l'amélioration de notre école. Je suis heureux d'attester que les répercussions de ce plan ont été positives et manifestes, et je suis convaincu que plusieurs de nos plus grandes réalisations profiteront à des générations d'élèves pendant de nombreuses années.

Ce plan concrétise l'engagement du LCC envers l'amélioration continue dans tous les domaines de la vie scolaire. Ceci commence



available. We now offer the top compensation package and professional growth opportunities amongst schools in Montreal. Significant program and campus facility improvements have also been carried out in recent years, and we are very proud to now be the only English high school in Montreal offering the internationally-respected IB (International Baccalaureate) Diploma Programme in grades 11 and 12 (with recent results well above the international standard).

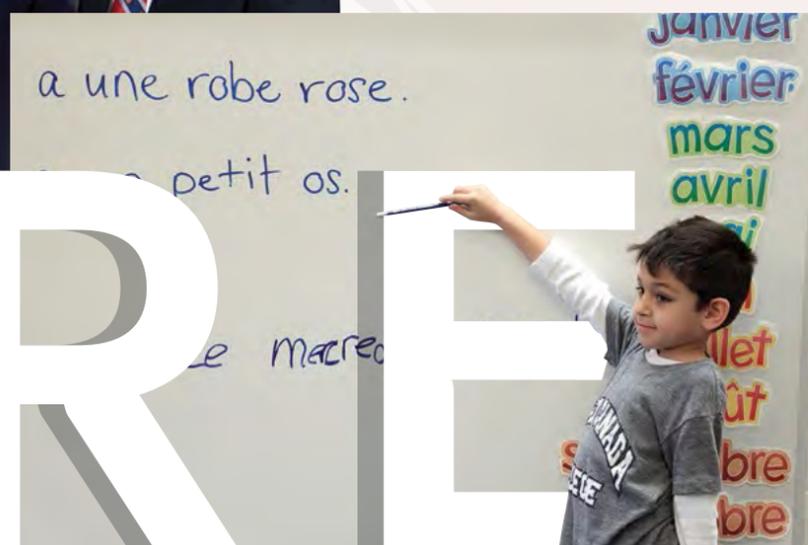
In this issue of the *LION* we explore some of the most notable enhancements that have been implemented in recent years under the umbrella of *Our Sustainable Future*. I am very thankful for the hard work of so many faculty, staff, and volunteers who have helped LCC become a more diverse, bilingual, and globally-focused school. Opportunities now abound for our students to learn, develop, and become engaged contributors in local and international communities. I hope you enjoy learning more about these many achievements and special initiatives! ■

« Quelqu'un s'assoit à l'ombre aujourd'hui parce qu'un autre, il y a longtemps, a planté un arbre. »
- Warren Buffett

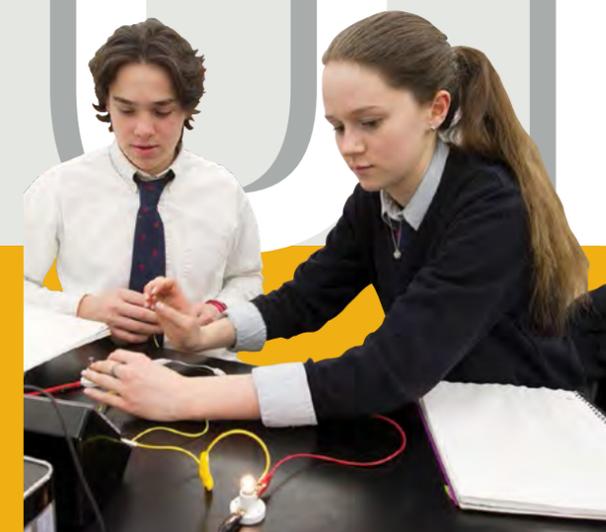
par un véritable effort pour embaucher, former et retenir les meilleurs enseignants et effectifs disponibles. Nous offrons actuellement un système de rémunération et des possibilités d'avancement professionnel les plus avantageux de toutes les écoles de Montréal. D'importantes améliorations ont été faites tant au niveau des programmes que des installations sur le campus au cours des dernières années, et nous sommes très fiers d'être actuellement la seule école secondaire anglophone de Montréal à offrir le programme d'études menant au fameux diplôme de renommée internationale IB (baccalauréat international) aux élèves de 11e et 12e années, dont les récents résultats se situent bien au-dessus des standards internationaux.

Dans ce numéro du magazine *LION*, nous examinons quelques-unes des améliorations les plus remarquables que nous avons mises en œuvre au cours des dernières années dans le cadre de *Notre avenir durable*. Je suis très reconnaissant envers l'immense travail des enseignants, des employés et des bénévoles qui ont contribué à faire du LCC une école plus diversifiée, bilingue et de vocation internationale. Nos élèves ont désormais à leur disposition tous les moyens pour se former, s'épanouir, et se préparer à devenir des citoyens engagés dans leurs communautés locales et internationales. J'ose espérer qu'il vous sera agréable de mieux connaître ces nombreuses réussites et ces initiatives particulières. ■

OUR SHARED SUCCESS, OUR SUSTAINABLE



FUTURE



IN 2009, AS WE BEGAN OUR SECOND CENTURY

in the history of our school, the LCC Board of Governors endorsed an ambitious strategic plan that would ensure our sustainability going forward. Entitled *Our Sustainable Future*, we identified seven pillars—Professional Staff, Learning, Student Opportunities, Diversity, Communication, Bilingualism, and Environment—as key areas to ensure our longevity as Montreal’s leading independent coeducational school and to further distinguish us from our counterparts.

As a community, we identified our vision for the future and laid out important strategic initiatives for each of the key pillars within the plan. We established a rollout strategy based on priorities that reflected fiscal prudence, and we reported on our progress on an annual basis.

Over the course of the plan, we have endeavoured to share stories with our readers that have tied into our strategic priorities. Although it can be argued that as a school we will always remain focused on *Our Sustainable Future*, this issue of the *LION* is our way of wrapping up a highly successful undertaking that reflects our commitment to excellence and continuous improvement. As you read through the various articles, it will be clear that what has been achieved in these last years will benefit LCC students for generations to come. ■

1

VISION Recognized as an employer of choice, we have an outstanding, cohesive, and diverse professional staff committed to continuous growth and excellence in education. It is our priority to hire, train, stimulate, and retain the best faculty and staff.



LCC TEACHERS PRACTICE WHAT THEY TEACH

New Horizons in Faculty Growth at LCC

By Jennifer Nault, Communications Officer

The belief that teachers teach and students learn is, while true, only a small part of the story at LCC. Rather, teaching and learning are intertwined, as faculty is afforded the space and time to reflect on what works, and to take risks by incorporating new methods into their practice while sharing insights with one another in a collaborative environment. A culture of learning exists at LCC in which teachers are supported and encouraged to continuously develop—and become reflective practitioners of—their craft. The results include an environment in which student learning always remains at the core of teachers' continuous improvement.

LCC's Faculty Growth Programme evolved as a result of the most recent strategic plan, and encompasses a variety of activities and initiatives. Faculty steer the process by defining

“Teachers are supported and encouraged to continuously develop—and become reflective practitioners of—their craft.”

their own needs and goals, and by moving ahead on self-directed initiatives: “There is an acknowledgement at LCC that innovation and creativity come from the teachers themselves, and that’s really the strength of the Faculty Growth Programme,” says John Vlahogiannis, Director of Curriculum and Learning. “These initiatives enable teachers to take ownership of their professional growth in a highly satisfying way.”

It is important to note that while the term “faculty growth” is often used synonymously with “professional development,” LCC has recently made a point of differentiating between the two. Faculty growth is a universal philosophy, or approach, inclusive of professional development. Professional development is about mastering particular pedagogical skills (subject- or grade-level specific skills), which ►



+ ADOPTED a teacher compensation and benefits programme that is unparalleled by any other QAIS school

+ ESTABLISHED solid “Faculty Growth Model” for continuous improvement

+ PROVIDED teacher release time for special projects focused on literacy, math, innovation, and IB DP

+ DEVELOPED faculty Professional Learning Community (PLC) model

+ ESTABLISHED communication channels to improve faculty/staff feedback

+ DEVELOPED comprehensive teacher evaluation pilot programme across school divisions

TEACHERS TOGETHER
SPEND APPROXIMATELY
900 HOURS
ATTENDING CONFERENCES
AND WORKSHOPS
ANNUALLY.



include evolving goals that may vary between faculty members and departments.

Teachers at LCC never stop learning—just like the students they educate. Teachers actively “practice what they teach,” committed to continuous professional development. It is recognized that time for focused pedagogical reflection never just magically appears—dedicated time has to be embedded into the schedule. “Let’s face it” says Vlahogiannis, “LCC is a very busy place, and a teacher’s day is filled with all kinds of things that don’t appear on a timetable. We need the time to attend to the things that really make a difference, that constitute the value-added.”

The summer curriculum bursary, for example, was implemented three years ago for teachers who are interested in developing programmes that will enhance learning at LCC. Faculty members can submit proposals that, if approved, are eligible to receive bursary

“We need the time to attend to the things that really make a difference, that constitute the value-added.”



money to pursue their projects over the summer. “Projects have to be applicable beyond what it is that they teach—something broader, something that other teachers can benefit from,” says Vlahogiannis. “The kind of thing that a teacher just wouldn’t normally have the time to do from September through June.”

This year, almost a dozen teachers embarked on summer bursary projects—many of them collaborations. “For the past three years, I have worked, with my colleague Michele Owen, at modifying the programming for Orientation Week for grade 7 students, to improve the student experience and truly prepare them for high school. Our work involves developing workshops to train teachers and lesson plans that guide students to take ownership of their learning,” says Nathalie Lemelin, Head of Innovations in Teaching and Learning.

Other summer bursary projects have included the redesign of LCC’s health and wellness programme; revamping orientation for Middle School (preparing students for higher level work by teaching executive functioning skills and technology management strategies); as well as the development of a kinesthetic reading programme for our younger Junior School students. Vlahogiannis says, “In the social science department, we have begun working on a database of primary source documents of Canadian history that will be made available to every student studying history. Eventually we will expand this collection to include world history.”

Many of the innovative ideas fuelling the summer bursary programme come to light through reflective practice. Under the Faculty Growth Programme, reflection and feedback are embedded into teaching practice. Each teacher is responsible for identifying personal annual objectives, which can vary in scope from teacher to teacher. “They submit an end-of-year reflection, talk about what they’ve done that’s different, and review the goals and the progress they’ve made,” Vlahogiannis says. Feedback is provided by Vlahogiannis and other department heads.



“We like honesty around here. We like to hear about ‘failure’ because it helps us learn. It also means we aren’t afraid to experiment and that we trust one another.”

End-of-year reflections can include examples of new classroom practices or activities. “We like honesty around here. We like to hear about ‘failure’ because it helps us learn. It also means we aren’t afraid to experiment and that we trust one another.”

In some instances, the Faculty Growth Programme has helped formalize activities and approaches to support the philosophy of continuous learning already well-established at the school. Teachers together spend approximately 900 hours attending conferences and workshops annually, as well as pursuing online training and university graduate or post-graduate programmes. ■

2

VISION Our academic programme is challenging and is widely recognized for its innovation in how it engages and inspires all learners. Creativity and critical thinking are key components of the LCC programme. They are consistently fostered and nourished in the classroom and beyond. The curriculum flows logically and seamlessly through all four school levels. Our learning enrichment programme allows every child to reach their maximum potential and includes development of study and learning habits, differentiated learning needs, enrichment, short-term support, and student counselling.



+ UNDERWENT IB DP accreditation and launched the programme in 2013

+ DEVELOPED whole-school curriculum mapping

+ ANALYZED literacy data for students in grades 7 to 10 and developed programme

+ ENHANCED English and French literacy in the Junior School

+ IMPLEMENTED Middle School Executive Functioning programme with focus on skills, integration, and reports



— AN — LCC FIRST

LCC'S IB DIPLOMA PROGRAMME:
OPENING A WORLD
OF OPPORTUNITIES
FOR GRADUATES

By Jennifer Nault, Communications Officer

There was a new type of graduate at the end of LCC's 2014–2015 school year—27 of them, to be precise. These grads—among those earning the highly respected Pre-U diploma—were also the first cohort of students to matriculate from the International Baccalaureate Diploma Programme (IB DP), an internationally recognized educational programme offered at LCC.

Over an intensive two years, they followed a course of study in six subject areas, as well as three “core” instruction elements: a course in Theory of Knowledge, a 4,000-word extended essay, and the completion of the more experiential CAS (Creativity, Activity, Service) requirement.

LCC's first IB DP graduates achieved a 100 per cent pass rate, setting an outstanding record (the average global pass rate in the programme is under 80 per cent). Their success comes after much hard work. As the programme began to wind down in the spring, the IB DP cohort was rewarded with numerous admission offers, as were their peers graduating from LCC's unique grade 12 programme.

IB is a rigorous academic programme, considered excellent preparation for university. The IB mission and philosophy aligns with LCC's mission of fully developing students and preparing them for success and leadership in a sustainable global society. ▶



And global they've gone! Many of LCC's IB DP grads are pursuing studies outside of Canada, having accepted offers from Columbia, Northwestern, and the University of Hawaii, to name a few. At the same time, some of the newly minted grads have decided to pursue their education within Canada, receiving offers from some of the country's most reputable universities, such as McGill, Queen's, University of Toronto, and UBC.

Samantha Mashaal '15 is attending the University of Pennsylvania, (College of Arts and Sciences), with plans to select her major at the end of the first year of university. She says the decision to enroll in IB helped her clarify her objectives.

"By the time I was in grade 11, I was not sure which subject to really focus on, so in choosing the IB programme, I had the space and support to experiment without having to choose one stream until I was ready. I was able to pursue so many areas of study and to discover for myself the direction I wanted to go. It definitely worked out well!"

It has worked out well for LCC, too. IB DP Coordinator Brian Moore emphasizes the natural fit between the programme and LCC's mission: "We have moved more in the direction toward global education. It's really a natural next step—an enrichment for our students, our faculty, and the school in general."

Ryan Dimentberg '15, says the programme gave him a solid foundation. He, like Samantha, is studying at the University of Pennsylvania. "The IB required focus and commitment, and it was also about exploration and trying different things. I've always loved physics, for instance, and I think the physics curriculum [in IB] is something you would not get anywhere else. I think I've solidified a lot of what I've learned and brought it all together, making strong connections that will position me well for university."

For LCC, the first IB DP grads mark a successful point along the school's journey toward global-mindedness and community service, which is embedded in its philosophy



Teacher involvement and dedication is instrumental, and the training specifications meant a high importance was placed on professional development, as well as advancing the core elements of the programme through changes to the curriculum. By the time the programme was initiated, LCC boasted

25
IB-CERTIFIED
TEACHERS.

and through its curriculum. Enhancing the curriculum is the focus on cultivating strong study and organizational skills, which ensure deep learning: "The programme is definitely a challenge, and it enriches you as a person—you grow a lot," says Kelly Brotto '15, who, along with her twin brother, Brian '15, has chosen to study at the University of Hawaii. "I felt pushed to develop strong organizational skills—skills I will have my whole life."

Brian concurs with his sister: "You cultivate an attitude of trying new things, especially with the CAS (Creativity, Activity, Service) element, which I loved. To make our 50 CAS hours, we both [Brian and Kelly] volunteered at MADA, a food bank for the Jewish community. We also took up social dancing! In all, we were really pushed beyond our comfort zone."

When the programme was launched in 2013, Assistant Head Mark Salkeld summed up the rationale for offering the IB programme at LCC: "This is something that goes back five or ten years. There were always murmurings about whether the International Baccalaureate Programme at the diploma level would be of interest to LCC. If you look at the mission of IB, it links very closely to the mission of our school."

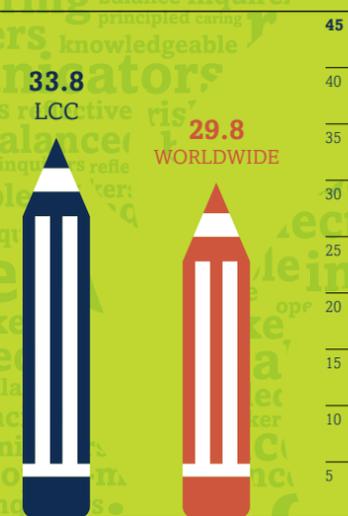
LCC's authorization as an IB DP school did not happen overnight. Each school seeking authorization must demonstrate its ability to meet IB standards, a three-year process



RESULTS: IB DP CLASS OF 2015



2015 IB DP PASS RATE



2015 AVERAGE SCORE

(out of a possible score of 45)



involving feasibility studies, training, curriculum enhancements, and leadership to pull together the required resources, such as staffing.

Teacher involvement and dedication is instrumental, and the training specifications meant a high importance was placed on professional development, as well as advancing the core elements of the programme through changes to the curriculum. By the time the programme was initiated, LCC boasted 25 IB-certified teachers.

Many students find their teachers take on an intellectually stimulating role, more like that of university professor. Samantha says, "The attitude and the level of maturity and focus are very different. I developed a new appreciation for how helpful my teachers were."

Ryan agrees, and says, "IB forces you to think. In all of our classes, even if our teachers don't make all of the connections explicit, they are always enhancing your understanding of the underlying connections—questions we take up in physics touch on concepts in metaphysics and philosophy, which also touch on ideas in our literature classes. We look at issues from a bunch of different angles. I feel more than prepared to go to university."

When they were handed their diplomas, these first IB DP graduates at LCC joined the more than 135,000 secondary school graduates worldwide to receive this internationally recognized diploma. They left feeling they'd been part of a small tribe.

"In IB, it's really nice that you're in a small community with like-minded individuals who also share the same priorities," says Samantha. "Everyone was really focused and ready to make the large leap into university." At this time, close to 50 students have signed up for year 1 of IB DP for 2015-2016. As IB DP begins to gain traction at LCC, more students are making that first leap, accelerating their progress to university. ■

3

VISION Students are highly engaged in the extensive co-curricular life of LCC and enjoy a balanced experience from K-12 in arts, athletics, service outreach, and communications. The development of global citizenship and leadership is successfully embedded in the ethos of the school, and effectively communicated to all constituents.



+ CONSTRUCTED the Assaly Arts Centre (\$13 million) providing students access to state-of-the-art music, art, drama, and math facilities

+ DEVELOPED a robust student exchange programme

+ CONSTRUCTED microsites profiling the student exchange and Duke of Edinburgh programmes

+ REVIEWED and enhanced international programmes

+ FOCUSED on augmenting participation in the Duke of Edinburgh Leadership awards & the Round Square Association of Schools

+ FURTHER developed the advisory system by implementing more intentional parameters and training programmes

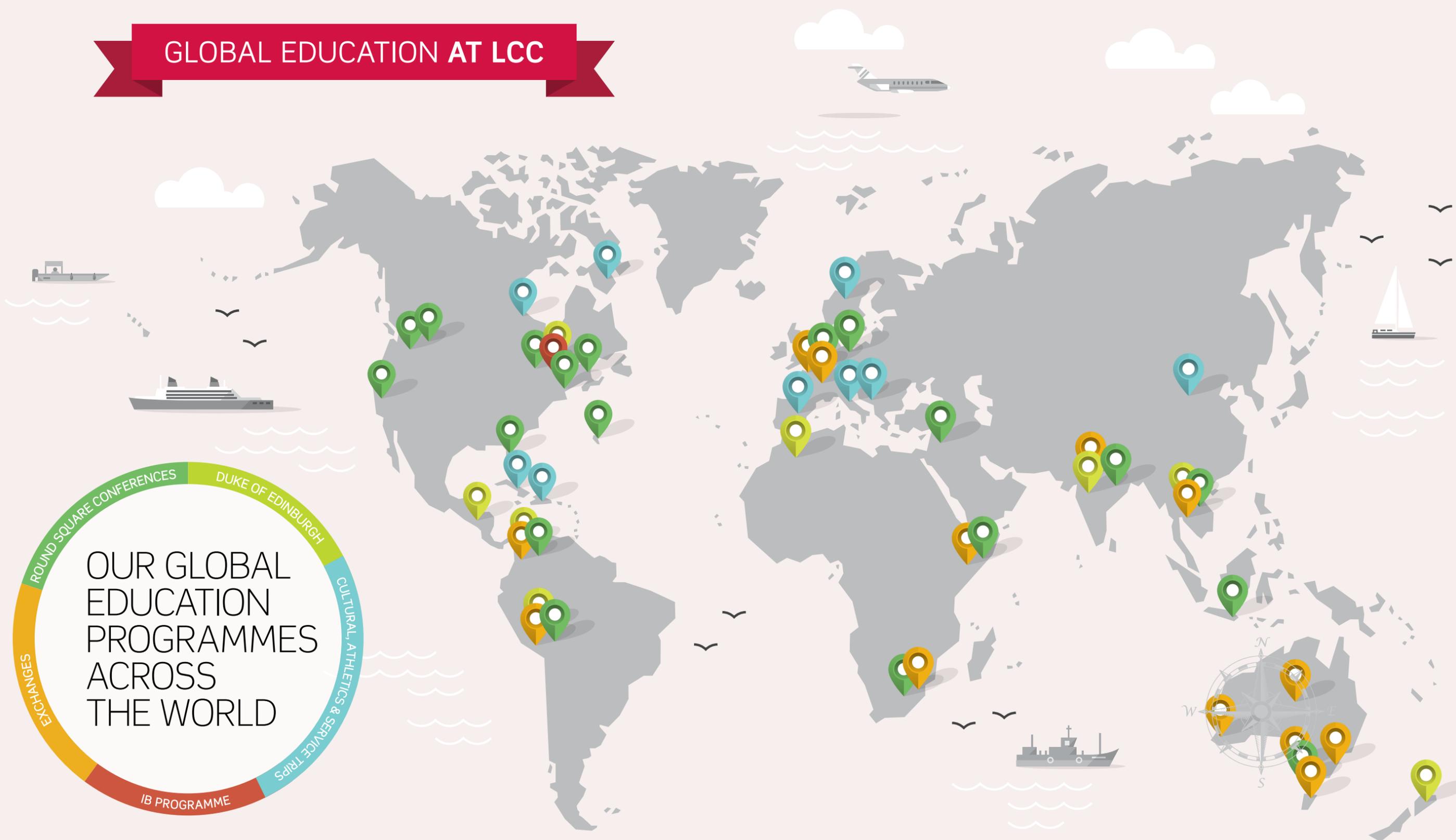
A WORLD *of* STUDENT OPPORTUNITIES

Preparing students for an increasingly global society, LCC's programmes and co-curricular opportunities extend beyond the classroom and across international borders. With a broadly focused curriculum, exceptional resources, and international memberships, global connections instill values such as empathy, independence, adaptability, and cultural understanding.

LCC offers the Duke of Edinburgh Award and is a member of the Round Square International Association of Schools—both providing students with exceptional travel, student exchange, and international service opportunities. These opportunities encourage students to broaden their horizons, while also igniting their sense of being true world citizens—and future global leaders.



GLOBAL EDUCATION AT LCC



4

VISION LCC celebrates diversity. The school challenges its traditional norms and is able to accept worthy students who reflect various definitions of diversity at all entry levels. Our endowment funds and other direct special funds are increased and allow us to enrol more outstanding students from a broad socio-economic spectrum. Like our student body, our staff and boards are also more reflective of Montreal's cultural diversity.



+ INCREASED financial aid from \$750,000 to \$970,000 in order to increase accessibility and socio-economic diversity

+ ENHANCED advocacy and marketing

+ IMPLEMENTED a Homestay programme with Canada Homestay International to attract foreign students and increase cultural diversity

+ INCREASED female population at the school from 37% to 43% to improve gender balance

+ DEVELOPED a partnership with Trevor Williams Foundation to identify deserving students from diverse backgrounds

+ INCREASED diversity of nationalities from 18 countries of origin to 35



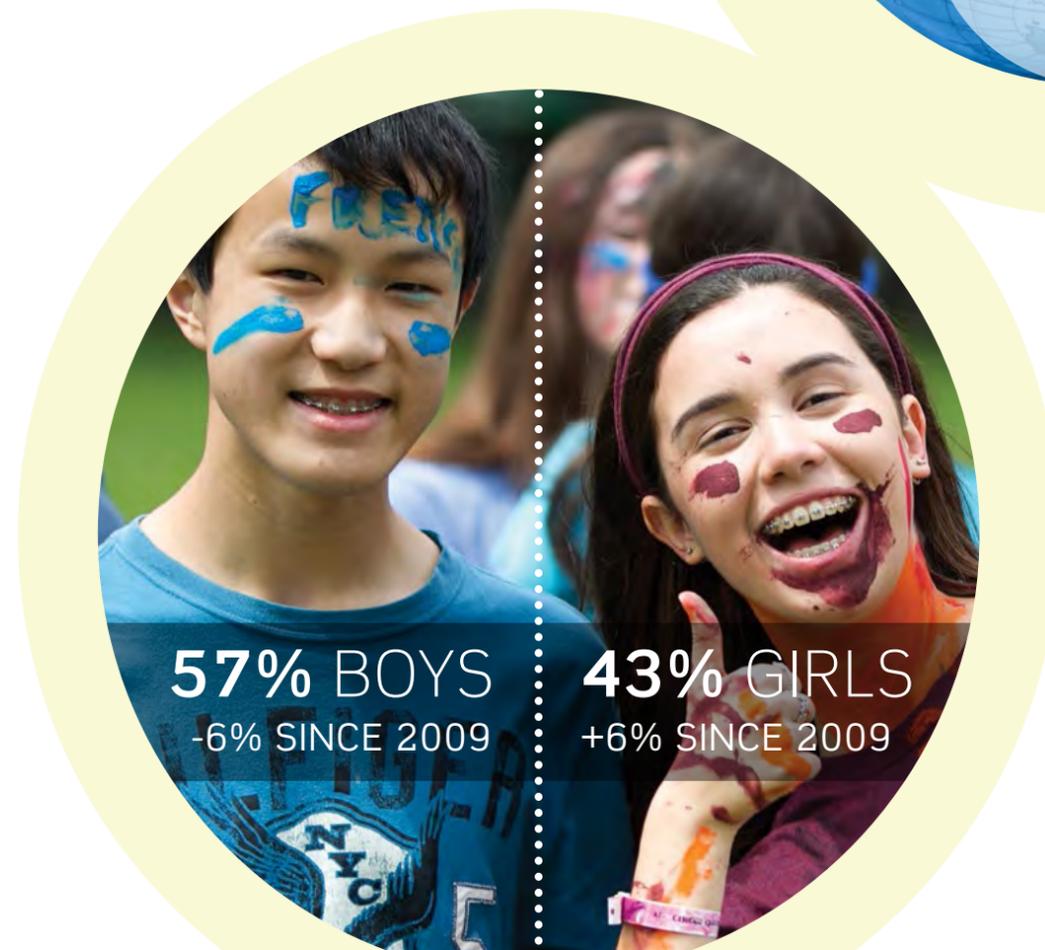
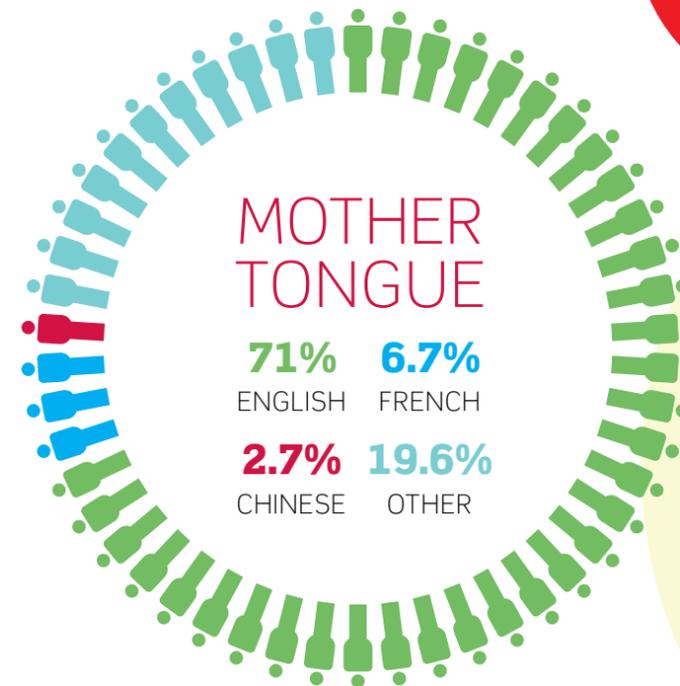
DIVERSITY IS MORE THAN A BUZZWORD AT LOWER CANADA COLLEGE—it is a reality. Every year, more students from around the world are entering our school. This year, LCC welcomed 41 new international students. The school promotes and recognizes the benefits of diversity.

DIVERSITY IS MORE THAN A BUZZWORD AT LCC.

From kindergarten to Grade 12, the population has become more multicultural over the years, thanks in part to LCC's vision to be as accessible and diverse as possible.

Whether students are coming from another country or around the block, LCC anticipates their needs and most importantly, provides a welcoming and warm environment. Once a new student walks through the doors at LCC, staff and teachers come together to facilitate their integration and to ensure a successful educational journey.

The benefits of having international students at LCC are doubly positive—for the student joining the school and for the school itself: It results in the promotion of understanding, respect, and perspective—and always, cultural enrichment.



5

VISION LCC is seen as providing a fully bilingual learning environment where there is a clear and common understanding of the attributes of a functionally bilingual graduate. The LCC French programme places a great deal of emphasis on conversational fluency and immersion into francophone culture. While LCC continues to meet the diverse academic needs of all learners, programmes and strategies are in place to ensure that a significant majority of LCC graduates leave the school very confident in both French and English.

VISION Le LCC est considéré comme un collège entièrement bilingue où les compétences effectives des diplômés bilingues sont clairement et communément reconnues. Le programme de français du LCC insiste beaucoup sur l'aisance de la conversation et l'immersion dans la culture francophone. Bien que le LCC continue de répondre aux divers besoins de tous ses apprenants, des programmes et des méthodes sont en place pour assurer que la très grande majorité des diplômés du LCC quittent le Collège très à l'aise en français comme en anglais.



- + CONDUCTED** curriculum mapping of French
- + ESTABLISHED** *Langue d'enseignement* in grades 7, 8, and 9
- + INTRODUCED** *Le Droit* in grades 10 & 11
- + PROMOTED** bilingual co-curricular activities
- + PROMOTED** bilingualism as prerequisite for student leadership in grade 11
- + INTRODUCED** IB French stream as part of our standards and expectations
- + MISE EN PLACE** du curriculum pour l'enseignement du français
- + IMPLANTATION** du français comme langue d'enseignement en 7e, 8e et 9e années
- + MISE SUR PIED** du cours *Le Droit* en 10e et 11e années
- + PROMOTION** des activités périscolaires bilingues
- + PROMOTION** du bilinguisme comme préalable au leadership pour les élèves de 11e année
- + INTRODUCTION** du volet français au baccalauréat international (IB) comme faisant partie de nos critères et de nos valeurs



LCC'S STUDENT LEGAL EAGLES



LES EXPLOITS JURIDIQUES DES ÉLÈVES DU LCC

By Jennifer Nault, Communications Officer

On April 18, 2015, a small group of Lower Canada College grade 10 students finally had their day in court. They participated in a provincial mock-trial competition at the Quebec Court of Appeal. The occasion was an annual event organized through Clinique Juridique Juripop, an organization that offers representation to people with limited access to legal resources. Juripop coordinates mock-trials as an involving and enriching legal experience for high school students and CEGEPs across Quebec.

2015 was LCC's first Juripop event, and the team's first time in this particular court of law, so it was with great pride that they placed first among 20 high schools. Not only did LCC students demonstrate their sharp legal abilities, they won their case speaking entirely in French.

This impressive achievement at the competition can be traced back to an innovative French course on Canadian law, *Le Droit*, which is offered by the school. "Yes, it is a course on Canadian law. But it is also a French course focused on ideas, which means that students naturally develop French-language skills," says LCC French teacher Jean-François Maurice, who teaches *Le Droit*, coordinates two or three

mock-trials for his students per year, and prepares the team at Juripop.

Le Droit is a clever vehicle for learning French. "It is interesting, because learning French happens almost imperceptibly. French is not the main objective, so the students are more relaxed," says Maurice. They learn to assess legal issues, draw conclusions, and defend their conclusions in various ways; while also studying the different types of law, differences between the Canadian and Quebec legal system, the legal structure of the Canadian government, and courtroom protocol.

Analytical skills are developed, as are some of the "softer" skills, such as communication and listening. Maurice says, "We work on something as seemingly basic as active listening skills—the readings can be challenging, so we really need to focus. We listen to the client closely to figure out, what [in this particular case] is the real problem?"

There is a special recognition awarded to one competitor for individual performance. This year, LCC's own Matthew Tabet '15 won the recognition: "I have definitely practiced skills that will serve me for the rest of my life. Throughout the trials, I learned to deal with ►

Par Jennifer Nault, agente aux communications

Le 18 avril 2015, un petit groupe d'étudiants de IVE secondaire au Lower Canada College ont finalement eu leur journée à la cour. Ils participaient à un concours provincial de plaidoirie à la Cour d'appel du Québec, dans le cadre d'un événement annuel organisé par la Clinique juridique Juripop, un organisme qui offre des consultations juridiques gratuites à la population qui n'est pas admissible à l'aide juridique. Juripop organise des simulations de procès enrichissantes et formatrices pour les élèves du secondaire et des cégeps de tout le Québec.

En 2015, le LCC participait pour la première fois à cet événement Juripop et c'était aussi la première expérience de l'équipe dans ce tribunal particulier. Nous sommes donc très fiers d'avoir obtenu la première place parmi les 20 écoles secondaires participantes. Non seulement les élèves du LCC ont-ils prouvé leurs compétences juridiques marquées, mais ils ont gagné leur cause en plaidant entièrement en français.

Cet impressionnant succès au concours a pour origine un cours de français novateur sur le droit canadien intitulé *Le droit*, offert par l'école. « Oui, c'est un cours de droit canadien, mais c'est aussi un cours en français qui fait

appel à la réflexion, ce qui explique que les élèves développent naturellement des habiletés en français », nous dit l'enseignant de français Jean-François Maurice qui donne ce cours en plus de coordonner, chaque année, deux ou trois simulations de procès pour ses élèves, et d'entraîner l'équipe pour Juripop.

Le droit est un ingénieux véhicule d'apprentissage pour le français. « C'est intéressant parce qu'on apprend le français presque sans s'en apercevoir. Notre principal objectif n'étant pas l'enseignement de la langue, les élèves sont plus détendus », ajoute M. Maurice. Ils apprennent à examiner des enjeux juridiques, à tirer les conclusions qui s'imposent et à les défendre en faisant valoir les arguments pertinents, tout en étudiant plusieurs types de lois, les comparaisons entre le droit canadien et le droit civil du Québec, les structures juridiques du gouvernement canadien et le protocole du tribunal.

Ils développent ainsi des capacités d'analyse et d'autres habiletés plus « modérées » de communication et d'écoute. M. Maurice ajoute : « Nous travaillons sur des aspects sans doute aussi fondamentaux que des habiletés d'écoute active—les lectures peuvent présenter des défis, ►



various judges, as well as how to think on my feet when asked difficult questions,” he says. “This contest allowed me to combine a lot of skills that I have accumulated—debating, public speaking, research, and writing.”

Groups are given a case of roughly 20 pages to read in French before strategizing and planning their defense. Mock trials are often based on real-life cases. This year, the participants analyzed and presented their findings on a robbery scenario in a high school. The case involved discussions around the legality of the seizure of a cell phone and human rights.

“At Juripop, everyone’s role is determined, and much like in a play, participants must assess all the information provided to find inconsistencies before they can begin their cross examinations,” says Maurice. Participants take on different roles: There is a victim and an accused, different eyewitnesses, but the judge is real. “We come as close to a real-life trial as possible. Students get to cross-examine to cast doubt, or even to destroy credibility.”

« Nous reproduisons autant que possible une véritable plaidoirie. Les élèves sont contre-interrogés pour être soupçonnés ou même pour miner leur crédibilité. »



elles nécessitent donc de la concentration. Nous écoutons attentivement le client pour arriver à comprendre [dans ce cas en particulier] quel est le véritable problème. »

Un prix de reconnaissance est décerné à un concurrent qui se distingue par sa performance individuelle. Cette année, c’est Matthew Tabet du LCC qui a remporté le prix 2015. « J’ai assurément exercé des savoir-faire qui me serviront toute ma vie. Au cours des procès, j’ai appris à composer avec plusieurs juges et à réfléchir rapidement quand on me posait des questions difficiles », dit-il. « Ce concours m’a permis de combiner plusieurs des savoir faire que j’avais acquis : l’art de débattre, l’art oratoire, la recherche et la rédaction. »

Chaque groupe recevait un cas d’environ 20 pages à lire en français avant de planifier sa stratégie et sa défense. Les simulations de procès se font souvent à partir de cas réels. Cette année, les participants devaient analyser un scénario de vol dans une école secondaire pour établir leur dossier. Cette étude de cas soulevait la question de la légalité de la saisie d’un téléphone cellulaire en regard des droits de la personne.

While students play to win in court, in Maurice’s classroom, they also learn about more long-term objectives. “Today, there has really been a shift in the legal profession and the focus is on helping people to find permanent solutions.” The class focuses on the mediation process.

Maurice says that LCC has been making impressive strides in its objective to promote bilingualism, especially over the past five years. “There’s been a huge improvement. Even among those few students who say they don’t speak French, realistically, their French is quite good; they’re often better than they think they are.” ■

“There is a victim and an accused, different eyewitnesses, but the judge is real. We come as close to a real-life trial as possible. Students get to cross-examine to cast doubt, or even to destroy credibility.”

« À Juripop, un rôle est attribué à chacun et, comme dans une pièce de théâtre, les participants doivent examiner toute l’information fournie pour déceler des incohérences avant d’entreprendre le contre-interrogatoire », dit M. Maurice. Les participants tiennent différents rôles; il y a une victime, un accusé et divers témoins, mais le juge est un magistrat en exercice. « Nous reproduisons autant que possible une véritable plaidoirie. Les élèves sont contre-interrogés pour être soupçonnés ou même pour miner leur crédibilité. »

Alors qu’à la cour, les élèves jouent pour gagner, dans la classe de M. Maurice, ils apprennent aussi à se fixer des objectifs à plus long terme. « Aujourd’hui, on assiste à une réelle réorientation dans la profession juridique et l’on s’efforce d’aider les gens à trouver des solutions définitives. » Le cours porte avant tout sur le processus de médiation.

M. Maurice affirme que le LCC a fait des pas de géant par rapport à son objectif de promotion du bilinguisme, surtout depuis les cinq dernières années. « Il y a eu une énorme amélioration. Même parmi les rares élèves qui disent ne pas parler français, objectivement, leur français est plutôt bon; ils sont souvent meilleurs qu’ils ne le pensent. » ■



6

VISION There is an understanding and sense of pride in the school community and the community at large about LCC and its unique character. Stakeholders are engaged in a mutually beneficial and ongoing dialogue and they are supported in their role as ambassadors of the school.

TOP 10 ACHIEVEMENTS



3 DEVELOPED and enhanced school website



4 CREATED a series of microsites, mashup pages and videos promoting LCC's signature programmes and strengths (e.g. student exchange, environment, IB DP, kindergarten, grade 7, Pre-U, DQGIC, PREP, Duke of Edinburgh)



7 LEVERAGED digital measurement tools to improve marketing and communications strategy



8 PROMOTED the school's centenary using a variety of communication channels



1 DEVELOPED and implemented an effective integrated communications and marketing plan



2 APPLIED new branding to campus and enhanced school print and electronic communications



5 ESTABLISHED strong social media strategy and presence



6 ENHANCED communications team from 2 to 3.5 members



9 DEVELOPED and implemented the branding and messaging for the Ambitious Minds Campaign and the re-launch of the annual giving (ABC Fund) and LCC Foundation initiatives



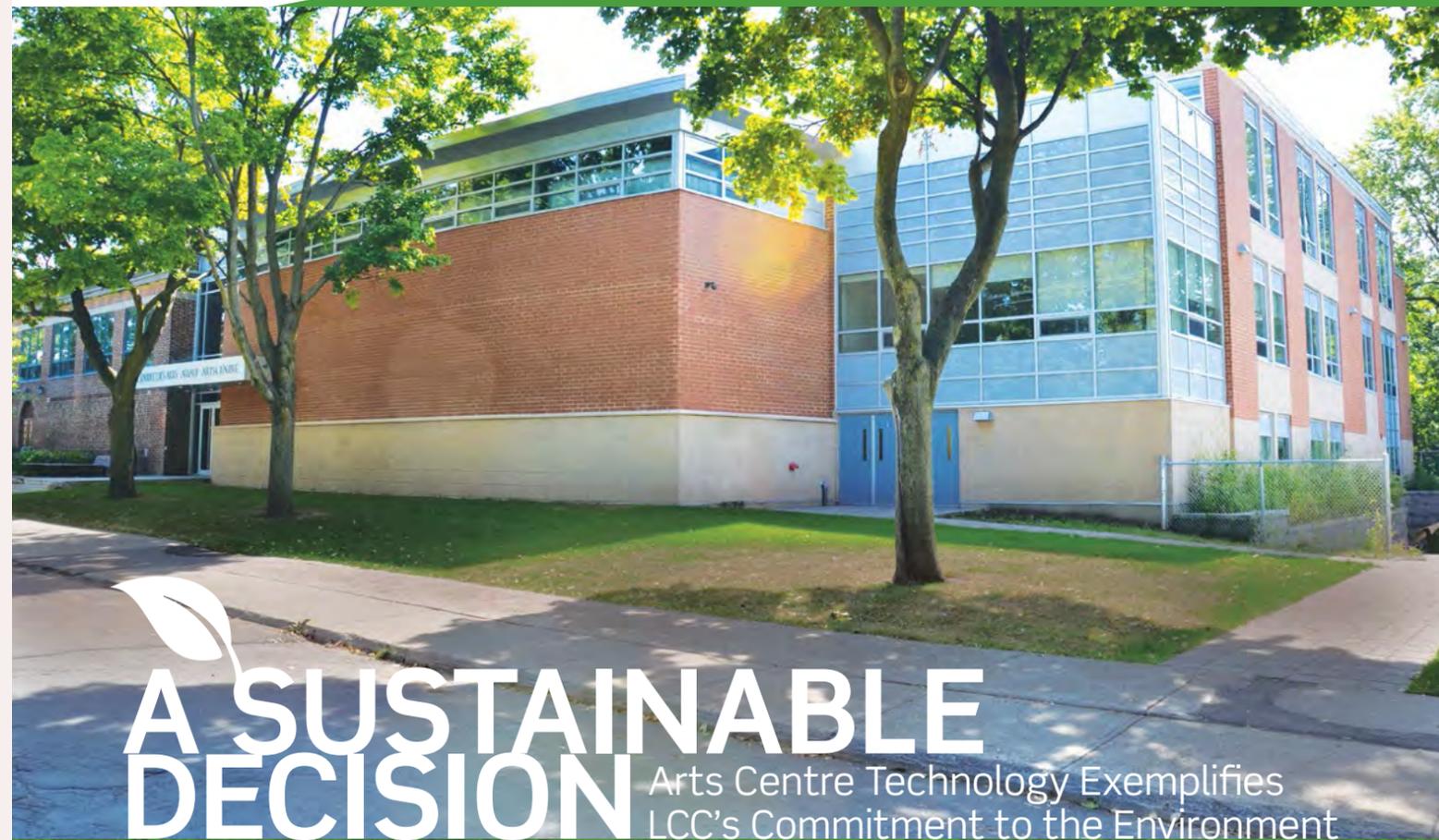
10 PROMOTED awareness about IB Diploma Programme

7

VISION We are known as a leading green school where parents, students, and staff are motivated by our programme and live accordingly.



- + BUILT** GOLD LEED-certified Assaly Arts Centre
- + DEVELOPED** "Sustainability Dashboard" for sustainability benchmarking
- + ADOPTED** an environmental mission statement approved by the Board of Governors
- + DEVELOPED** an LCC environment microsite
- + PROMOTED** student and staff environmental stewardship
- + AUGMENTED** the integration of environmental education in curriculum
- + INTRODUCED** different sources of energy (solar panels, geothermal systems)
- + SELECTED** twice as one of Canada's Top 100 "Green" Employers
- + OBTAINED** BOMA Level-3 Certification for Cost Energy Saving Project
- + IMPROVED** recycling and composting around the school



A SUSTAINABLE DECISION

Arts Centre Technology Exemplifies LCC's Commitment to the Environment

By Jennifer Nault, Communications Officer

Since last year's opening of the Assaly Arts Centre, parents, students, and other members of the LCC community have been visiting the Saputo Auditorium to attend numerous events. Approaching the entrance, most do not realize that beneath an adjacent patch of grass lies a 6-inch bore hole leading to a geothermal well sunk 500 feet below ground, connected to a very efficient heating and cooling system.

The new system works by extracting heat or by dissipating it into the ground. It taps into the earth's energy in much the same way that tree roots exchange the essentials of life with their leaves and branches. Although this process is often referred to as "geothermal" heating and cooling, in widely fluctuating climates such as Quebec's, the technology is called "geoexchange." An alternative to traditional systems used to control temperature and humidity (oil, gas, electricity), geoexchange keeps the building's air comfortable. This clean,

renewable use of energy is so efficient that, in line with LCC's commitment to environmental stewardship, the technology is helping to reduce the school's dependence on less sustainable forms of energy, and consequently, its environmental footprint.

It also keeps the energy bills comfortable. Energy costs for the Assaly Arts Centre are significantly lower than they would be for a building of its size served by traditional methods. With a 1:4 ratio of heat energy to operate the system—meaning that it takes one unit of energy to extract four units of heat—the cost of transferring the earth's energy into the building is essentially the cost of the electricity to run a circulating pump.

"LCC will see a quick payback on this hybrid installation, and we've crunched the numbers—we believe this system will pay for itself in approximately four years," says Stanley Katz, General Director of Kolostat, the company hired to provide the system. ►



“Choosing this technology just made so much sense for LCC,” says former teacher Chris Olive, who served as LCC’s sustainability coordinator during the installation of the geoexchange system. “The decision to go with this heating and cooling system is about sustainability and long-term thinking, which puts into practice what we teach our students—developing and acting on a long-term view of what’s best.”

The system was a significant contributing factor in helping the Assaly Arts Centre acquire one of the foremost recognitions for sustainable development—a LEED Canada Gold rating. “What pushed the LEED award over the top was this technology—that was the difference between silver and gold,” says Katz.

In April 2015, the Assaly Arts Centre obtained an official Gold LEED score of 40, graded according to six categories. In the two particular categories in which it scored highest out of the possible points available, both are closely linked to the environmental benefits of choosing the geoexchange system (scoring 11/15 for Indoor Environmental Quality and 5/5 for Innovation and Design).

“It was a great experience to be involved in the process, and we were very excited about this achievement,” says Nicole Simard-Laurin, Assistant Head, Finance and Administration at LCC. “The entire process has been educational, especially for our students,” she says.



“The decision to go with this heating and cooling system is about sustainability and long-term thinking, which puts into practice what we teach our students.”

Turn on the hot water tap in the building’s washroom and you are connected to the system, which provides all of the energy required to heat the water, as it is linked to the building’s heat pump. The technology can be expected to perform with minimal maintenance for 50 years or longer. It circulates a fluid through the buried pipe, drawing heat from the surrounding ground. When the warm fluid returns to the compressor, heat is extracted from the fluid and transferred over to the heat pump, where it warms the

air and the water, which are then circulated throughout the building.

In the summer, the system is reversed: The compressor transfers heat from the building back into the fluid, which then dissipates heat into the ground as it circulates. It then returns in a cooled state back to the building. “The system is elegant in that it ‘decides’ to either take heat from the ground or to cool the building by delivering heat back to the earth,” says Olive.

Investing in the system took leadership and vision. “This is something we can really be proud about,” says Olive. “And truly, Chris Shannon was the leader with that long-term vision. This project had its challenges, but we were all educated by this experience,” he says.



LCC made a bold decision based on long-term thinking and sustainable planning. Even in its approach during the planning and installation of the energy system, the team went against conventional construction processes, which tend to prioritize hierarchical decision-making. Katz says, “LCC embraced the iterative process of design, which means we learned that from Day 1 you bring all the players to the table—not just the consultants, but also the contractors, the accountants, everyone involved.”

As much as the Assaly Arts Centre is enriching and inspiring minds, it is also setting a strong example in its state-of-the-art building design, which reflects the highest standards in the industry. LCC can pride itself for being a true leader in its commitment to environmentally sustainable building practices. ■



LCC STRATEGIC DIRECTION 2015-2016

A One-Year Bridge Plan



5 STRATEGIC THEMES



MISSION Leading by example, we are committed to the fullest development of students in mind, body, and heart, preparing them for success and leadership in a sustainable global society.

VISION To be a diverse and inclusive community of globally-minded leaders and learners, committed to shaping a better world.

BALANCED WELLNESS

LCC takes an integrative approach to the promotion of wellness. Committing to the fullest development of students and staff, we support the physical, mental, social, and emotional aspects of personal and intellectual development through curricular and co-curricular activities. Integrating wellness as a philosophy into our culture fosters a healthy, balanced lifestyle, personal confidence, and inspires belief in the possible.

FOCUSED EXCELLENCE

LCC maintains a standard of excellence in its staff, faculty, and programme offerings, with the fullest development of the student integral to these decisions. We concentrate on programme excellence—both academic and experiential, which are enhanced through active learning opportunities that reach well beyond the classroom. We also hire and retain staff and faculty of distinction to ensure long-term benefits for LCC students.

GLOBAL LEARNING

Global perspectives and experiences are critical to developing the foundational skills needed to become resilient leaders in a sustainable global society. LCC students will be encouraged to critically reflect upon, openly discuss, and develop their understanding of cultural diversity. Students will be challenged to reach beyond Canadian norms through immersive international learning experiences, while also engaging with our own growing community of international students.

INTERNATIONALIZING THE LCC EXPERIENCE

With its mission to become Montreal's most internationally-focused independent school, LCC has been developing an enriched global programme and a support network to attract and accommodate international students. We will better communicate the international aspects of the LCC story—which includes emphasizing the international success of LCC graduates—to promote ourselves as a diverse school with an enhanced global perspective.

EDUCATIONAL ACCESSIBILITY

LCC aims to be a diverse and inclusive community. Through fiscal responsibility and sustainability, we will continue to improve educational accessibility for outstanding students who otherwise would not be able to attend our school. Strengthening strategic partnerships with the LCC Foundation to grow endowed gifts will provide financial assistance and augment the school's capacity to fund bursaries, thus promoting greater accessibility and student diversity.

BRANCHING OUT



01 TORONTO
(L TO R) LINDA GENDRON (FORMER STAFF), MEGAN HARPER '07, AND JACK VANASELJA '04

02 TORONTO
(L TO R) ALEX ARDITI '06, JEREMY ZUCKERMAN '06, ALEXANDRA MICHEL '02, AND FALYN KATZ '00

03 OTTAWA
(L TO R) DAVID TERROUX '57, RENE PERON '38, AND PIERRE PERON '65

04 OTTAWA
(L TO R) GURVEEN CHADHA '07, LUCIA LETOURNEAU-CAPRETTI '07, AND MARIE-LOUISE LETOURNEAU-CAPRETTI '05

05 ROB NIHON '92 MEMORIAL 3 ON 3 BASKETBALL TOURNAMENT
MAX SEGAL '10, NOAH ZUCKERMAN '10, JASON GERSHONOVITCH '10, AND JONAH COHEN '10.

06 LIONFEST
(L TO R) CHARLES GURUNLIAN '05, STEPHANIE KAPLAN '05, MELANY CHRISIKOS '05, AND DENYS HEWARD '64

Toronto Reunion May 14, 2015

Over 75 LCC alumni and staff returned to the Rosewater Room for the Toronto reception. Six members from of the classes of 1975 and 1987 led the list of top class attendance. Former faculty members Tom Barnes, Linda Gendron, Laurie Hart, Denys Heward '64, Roger Reynolds, and Pam Taylor also joined the reception.

Ottawa Reunion May 19, 2015

More than 40 people attended the annual Ottawa event at the Canadian Museum of History. This event is unique as there are grads in attendance from the 1930s right up to the past five years. René Péron '38 and Walter Mingie '43 were the most senior alums in attendance. They were joined by a loyal group of people who never miss the event: Robert Birks '56, Don Morrell '52 (and his wife, Toni), Pierre Péron '65 (and his wife, Janice), and Derek Robertson '54.

Rob Nihon '92 Memorial 3-on-3 Basketball Tournament May 30, 2015

This annual event at LCC brings together players from the year-long, weekly Old Boys Basketball league, as well as alumni who join in just for the tournament. This year's winners of the trophy are all from the Class of 2010: Max Segal, Noah Zuckerman, Jason Gershonovitch, and Jonah Cohen.

Calgary Reunion June 9, 2015

A small, but intimate, dinner reception was held at the Petroleum Club. Thanks go to Tim Churchill-Smith '73 for always facilitating this event. A mini-reunion for the class of 2004 was held with Gavin Carson, Michael Clarke, and Viviane Cole attending.

Vancouver Reunion June 11, 2015

This was a special day in Vancouver at the Jericho Tennis Club, overlooking English Bay. John Ellis '32 was the guest of honour as we celebrated his 100th birthday with more than 45 guests. John gave a terrific speech; he is a gifted and funny orator who knows how to hold an audience! Thanks go to Timothy Hayman '65 for again helping with the venue.

LIONfest 2015 September 25 and 26, 2015

This fall, LCC held its alumni homecoming with more than 220 people attending the banquet event. The Alumni Association recognized two of its own for their accomplishments.

This year, Stuart McLean '65 received the Non Nobis Solum Award. Stuart is a Canadian icon, and is one of North America's best-known humorists, radio hosts, and most beloved storytellers. He is widely respected as a longtime CBC Radio personality, known for the perennially

popular Vinyl Café shows, and as an award-winning writer. In 2011, he was appointed an Officer of the Order of Canada.

Also this year, Peter Webster '60 received the Non Nobis Solum Medal. Peter is a well-known philanthropist and executive who has sat on charitable and corporate boards for more than 45 years. He is a member of the Canadian National Ski Hall of Fame.

On behalf of Lower Canada College and the Alumni Association, we congratulate and salute Stuart and Peter for embodying the true spirit of *Non Nobis Solum/Not for Ourselves Alone*.

Also worthy of special mention this year, the soccer tournament was permanently named the Rob Tipney LCC Alumni Soccer Tournament. The inaugural winning team was Team Red - Senior Boys. Rob has been coaching the Senior Boys Soccer team for 34 years—since the 1982-1983 season. In honour of his immeasurable impact on the soccer program at LCC and his influence on so many student-athletes, the tournament trophy now bears his name.

07 LIONFEST
(L TO R) PETER WEBSTER '60 (NON NOBIS SOLUM MEDAL RECIPIENT), HEADMASTER CHRIS SHANNON (PRE-U '76), AND STUART MCLEAN '65 (NON NOBIS SOLUM AWARD RECIPIENT)

08 CALGARY
(L TO R) KIRK LLANO (DIRECTOR OF DEVELOPMENT AND ALUMNI ENGAGEMENT), GAVIN CARSON '04, MICHAEL CLARKE '04, AND VIVIANE COLE '04

09 VANCOUVER
(L TO R) SCOTT LESLIE '86, TIM HAYMAN '65, JACK MUIR '70, AND HEADMASTER CHRIS SHANNON (PRE-U'76)

10 LIONFEST SEPTEMBER 25 AND 26, 2015
(L TO R) TOM DEAN '02, COACH ROB TIPNEY WITH THE NEW ROB TIPNEY ALUMNI SOCCER TOURNAMENT TROPHY AND DAVID MESSINA '02

STACTA 22

CLASS ACTS

Bridge of Reflections
Dr. Victor C. Goldbloom '39
Releases his Memoirs



Dr. Victor C. Goldbloom OC, LCC '39, has had a distinguished public career devoted to improving social conditions and alleviating disparities affecting minorities in Canada. He has fostered harmony between French and English, federalists and sovereignists, Christians and Jews, and led significant advances in Canadian public health and environment policy. A Quebec cabinet minister under Robert Bourassa in the 1970s, he also served as Official Languages Commissioner of Canada in the 1980s, and was the chairman of the Canadian Jewish Congress a decade later. In 2015, he released his memoirs, *Building Bridges*.

LCC: From LCC student, to university student, to pediatrician, to cabinet minister, to community leader, you have had many roles in your lifetime—you've also broken barriers by being the first to enter certain domains—such as being the first member of Quebec's Jewish community to serve in the provincial cabinet. What would you say to today's youth about breaking barriers?

Dr. Goldbloom: Part of it is chance—being at a particular place at a particular time. It's about when an opportunity has opened up—of course one can help create certain opportunities. But barriers do exist, and sometimes they are

■
“As we came out of the war, we became more aware of the dreadful things that had been inflicted on so many people.”

difficult to get over or pierce through. I think back to my time at LCC, which was just before the Second World War: Quebec, and Canada as a whole—we were a compartmentalized society and we were identified, not just by language, but also by religion, and we were assigned a particular space in society.

■
People who were of a small minority community had less opportunity. As we came out of the war, we became more aware of the dreadful things that had been inflicted on so many people in Europe because of their religion, their sexual orientation, because of so many things that had been perceived as inferior. ►

Canada decided it was time to change. All of a sudden there was an opening of society.

It was my good fortune to have been born when I was, to have graduated from LCC when I did, and it was a period of opportunity greater than I could have imagined.

LCC: In your opinion, what are the fundamental changes you have observed at LCC since your student days?

Dr. Goldbloom: When I was at Lower Canada College, the objective of the school was fairly specific—it was to get people into McGill, or if they didn't get into McGill, it was to help them to find some alternative. The vision is much broader today. For example, there is the International Baccalaureate Programme here now [among other options]. Another major evolution has been the linguistic development. LCC had been primarily an English school, and [when I was here] you had one period of French each day, and there was no oral communication. This has really changed.

■

“The most important thing about education is teaching you to continue to educate yourself for the rest of your life. The fact that I can still recite some lines from *Macbeth* and *Julius Caesar*—that is positive, but limited—but my education provided a foundation upon which to build.”

■

LCC: Your memoir ends on a forward-looking note, and you offer your insight into the future on issues such as gender equality, health care, the environment, interreligious relations, the English and French question, Quebec and Canada. What are some of your views on education?

Dr. Goldbloom: The most important thing about education is teaching you to continue to educate yourself for the rest of your life. The fact that I can still recite some lines from *Macbeth* and *Julius Caesar*—that is positive, but limited—but my education provided a foundation upon which to build, and that is the essential need as far as education is concerned—so I am profoundly grateful for the foundation and for the motivation.

Each year, knowledge expands—and it has been expanding at an extraordinary rate for quite some time now. With this expansion of knowledge, I know that some would say that we have to add a year or two to our education system. But the fact is that as knowledge enters our sphere of awareness, it also systematizes itself and becomes a basic aspect of what we ‘know’ without having to take formal classes in it. We need to be intelligently critical, and to be taught that critical skill.

LCC: Let's talk about the future—insofar as the education system shapes our future “bridge builders” in Canadian society, how are we doing, and where can we improve?

Dr. Goldbloom: When you look at outcomes, Quebec students don't do badly, and in a number of respects, we do a bit better than other provinces in Canada. We should not have a negative feeling about our educational system. At the same time, we aren't doing as well as some other countries in other parts of the world.

There is so much emphasis on science and technology today, and we do have to keep up. In keeping up with the rapid progress in these fields, we also have to maintain our support for liberal arts education, for culture, for literacy. I am concerned when I read that at least one school system is no longer teaching handwriting. How are we going to communicate with one another if we cannot write to each other in a personal, non-technical way?

So, we are constantly facing a challenge because each year, there is something new that needs to be integrated into our curriculum and passed along to our youth. We don't want to lose fundamental skills, though.

■

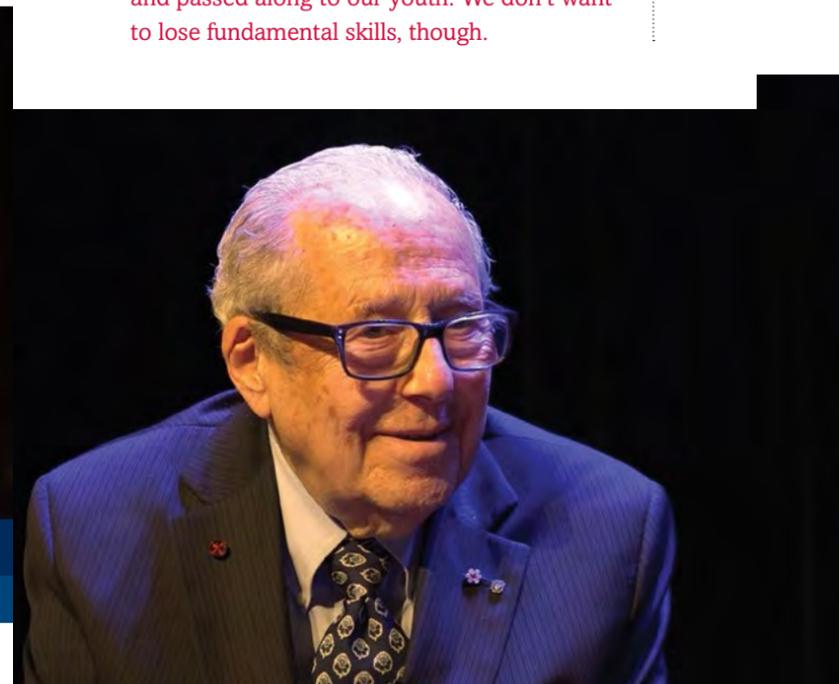
“We should be teaching students to continue to learn. What is not in your school curriculum still needs to be learned. They need to learn some specific things upon which to begin a career, and also need to learn about the world.”

■

Obviously we can't teach everything. We have to make choices and devise a curriculum, which gives a child what we perceive to be essential. But that brings me back to the very beginning—[we should be] teaching students to continue to learn. What is not in your school curriculum still needs to be learned. They need to learn some specific things upon which to begin a career, and also need to learn about the world. The world is constantly changing. So what is taught this year will not be sufficient for next year.

LCC: What should we be doing better to educate our youth to thrive in modern society?

Dr. Goldbloom: This may seem a digression, but not really: When I appeared before the parliamentary committee that was holding hearings on the proposed Quebec Charter of Values, one of the questions that was put to me was: “The government (of the day) is proposing this legislation saying that children should be protected from religious, ethnic, cultural diversity until they have a solid foundation in their own tradition.” I was asked my reaction to that [statement] and I said that the fundamental, most important right is to be prepared to live in the world, and you can't shield a child from the religious and ethnic diversity in society which is there just outside of the school. ▶



LCC: Is there a particular teacher who influenced you here at LCC?

Dr. Goldbloom: Yes, Hugh MacLennan. He was my teacher and became my friend. He was an exceptional person, and he embodied the things that I've been talking about. He taught Latin and Greek. He had a broad historical sense of where our society had come from. He was particularly knowledgeable about ancient Greece and Rome. And he traced the origins of American, Canadian, and British democracy from those ancient societies. He is known particularly for his novels, and he also wrote essays—and they are the most perceptive observations on Canadian society and on Canada's relations with other parts of the world.

I didn't realize it at the time, but the experience shaped me, and was very important grounding for going into politics.

LCC: You were quite involved in your children's educational progress—coaching, mentoring, and helping them with their homework when they were young. How do you see parental involvement in the educational journey of our children?

■ **"We are the better for the existence of our independent schools. It's long been said that the independent school is the lighthouse which illuminates a way forward."** ■

Dr. Goldbloom: The most important thing that parents need to provide is motivation [and to ensure] their children appreciate the value of education. The specifics are easier for some parents than they are for others. Some can be more helpful in mathematics, some in literature, and some are really not fortunate enough to be able to be helpful to their children [in this way], but those parents as well can make sure their children are motivated.

Parents have an important role and it's the partnership between school and parents that's absolutely fundamental and it should be mutually helpful.

LCC: You seem to have resisted—over your lifetime—being pulled into partisan politics, and have instead looked for ways to “build bridges” and bring people together, even people of seemingly vastly different political/social stances. How can educational reform resist becoming polarized? What is the big vision you think we should be working toward? ►



LCC AWARDS — for — DISTINGUISHED ALUMNI

By Jane Martin, LCC Archivist

Among all the distinctions and awards presented at LCC, two are reserved for graduates whose notable, long-term achievements are judged to merit special acclaim. These are the Non Nobis Solum Award (for service to society at large) and the Non Nobis Solum Medal (for special service to LCC).

Dr. Victor Goldbloom '39 was presented with the alumni association's prestigious Non Nobis Solum Award for his “outstanding contribution to society” at the LIONfest homecoming banquet in 2009. At that time, he was the 13th alumnus selected to receive this honour since its inauguration in 1971, when Dr. Charles Scriver '47, a renowned Montreal medical researcher, was recognized for his “notable contribution to his fellow man.” The award, which traditionally has featured

the gift of an engraved silver serving tray, was presented most recently to Stuart McLean '65, at this year's LIONfest event.

A newer, high-level distinction—the Non Nobis Solum Medal—was created and first presented at LIONfest in 2006. This award recognizes a former student of LCC who has given significantly of themselves to the school in a unique way, in one or several capacities. At that time, Alan S. Canavan '39 was selected to receive the newly-designed award medal cast in bronze, with the inscription “honours your unique contribution and outstanding commitment to Lower Canada College.” Alan was singled out for special recognition on the basis of his long and ongoing involvement with the school at Remembrance Day ceremonies, dedicated service on the LCC Corporation, and organization of the Non Nobis Solum luncheon group for older alumni. More recently, the medal was awarded to “Mr. LCC,” former long-time teacher and active alumnus Victor Badian '61, Ivan Velan '61, and Peter Webster '60.

Both the Non Nobis Solum Award and Medal may be presented annually, so long as suitable candidates are chosen from nominations received by the alumni association executive.

RECIPIENTS OF THE NON NOBIS SOLUM AWARD

1971 Dr. Charles Scriver '47
1972 Lt.-Gen. E.L.M. (Tommy) Burns 1915
1973 Dr. J. Cyril (Flin) Flanagan 1916
1974 Dr. A. Davidson Dunton '28
1975 H. Roy Crabtree '34
1976 Chipman H. Drury '34
1978 Alan D. McCall 1920
1979 Colin W. Webster 1920
1982 Hon. Sydney D. Pierce 1918
1986 Ralph Harper '47
2006 Dr. Willard S. Boyle '41
2007 Barry M. Saper '46
2009 Dr. Victor Goldbloom '39
2010 A. John Ellis '32
2015 Stuart McLean '65

RECIPIENTS OF THE NON NOBIS SOLUM MEDAL

2006 Alan J. Canavan '39
2009 A. Victor Badian '61
2010 Ivan Velan '61
2015 Peter Webster '60

To learn more about our latest recipients of these special distinctions, go to page 39.



Dr. Goldbloom: First a word about politics—politics is by definition, partisan. You have to have adversaries; you have to have somebody who represents an alternative view. You debate views and do so, respectfully most of the time, I hope. That does not have to impair the sense of respect that you can have for your adversary. I have found great reward in the relationship that I've been able to have with people who, when I was in active politics, were adversaries. And today, they're friends. We talk much less about the different viewpoints we have and much more about our basic concern for society.

Our society is one for which we need to be deeply grateful. My four grandparents left difficult life situations in Eastern Europe and ended up in Montreal. They really had no idea about the fundamental value and quality of the society that they were entering. It wasn't easy at the beginning—the society was less welcoming in those days than it became later on.

We need to cherish our society, and we need to continue to work constructively to improve it. Every year there are issues. They're dealt with in public debate and through legislation. Citizens in a democracy have the opportunity to observe, comment, and to provide input. We don't always have sufficient opportunity for citizens to participate, as when we were a smaller society and lived by more direct democracy.

As our society has grown we have more representative democracy and the citizen is somewhat removed from the decision-making process—we have to ensure that the distance is not too great that people cannot feel that they can express themselves or be listened to.

■ “Parents have an important role and it's the partnership between school and parents that's absolutely fundamental and it should be mutually helpful.” ■



LCC: What is your view on the place of independent schools in our society?

Dr. Goldbloom: You always hope that your public school system will provide a good education. You recognize that if there are independent schools, in addition to the public school system, that they fill a need. That they offer something that is not there in the public school system.

We are the better for the existence of our independent schools. It's long been said that the independent school is the lighthouse which illuminates a way forward and that an independent school can try out different ways [of education] and offer the experience of those trials to help the whole educational system move forward. ■

Building Bridges by Dr. Victor C. Goldbloom has been published in English by McGill-Queen's University Press and in French as *Les ponts du dialogue* by Les Éditions du Marais.

This interview was conducted by Jennifer Nault and has been condensed and edited.

For the video interview, go to:
<http://bit.ly/1X9cUbl>

REPORT

TO DONORS

2014-2015



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 programme 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 & THE CHAIRMAN OF THE BOARD OF GOVERNORS



THE LCC BOARD
OF GOVERNORS
2014-2015

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Adam Turner '87

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The full integration of the Assaly Arts Centre was quite simply a “game-changer” for LCC. With the finest arts facilities, new modern mathematics classrooms, and an outstanding 540-seat auditorium and performance facility, our community was inspired to new heights in learning opportunities from K-12. I believe the visiting committee from CAIS said it best: “The impressive new facilities have transformed the student experience, improving the learning and programme quality.” “Transform” is a powerful word. We have given faculty, staff, and students exceptional tools and the impact has been very impressive. We have invested heavily in arts programming at LCC. As critical skills for each 21st-century learner, we value creativity, lateral-thinking, risk-taking, collaboration, and the other elements of what educators are calling “studio-thinking.”

After five years of planning, training, and implementation, this year, we took great pride in graduating our first cohort of IB Diploma Programme students. As the only English-language high school in Montreal offering this internationally-renowned programme, we know that all the effort has been very worthwhile. Each IB graduate has pursued a dynamic, progressive curriculum that is rigorous, and focused on developing critical thinking and a strong global perspective. Congratulations to all faculty, staff, and students involved in this programme.

It has been a pleasure to work closely with our Board of Governors. They are a dedicated group of volunteers, committed to excellence in all aspects of school life. Our thanks to all of the members of the Board of Governors for their valued contributions and important strategic input.

Congratulations to all graduates of the Class of 2015 and to the faculty, staff, and volunteers who have played a role in helping our students grow and mature. Together, let's continue striving to live up to our cherished school motto: *Non Nobis Solum* / Not for Ourselves Alone.

As a member of Canada's national association of independent schools, every seven years we are required to complete a thorough objective evaluation of all that we do: We assess the school's finances, plant development, people, programmes, and priorities. This comprehensive process helps us determine our greatest strengths and areas for further focus and growth. We were pleased that the visiting team from CAIS was very complimentary about LCC. We will continue to build on a host of useful recommendations that will only help to make us stronger in the future.

Christopher Shannon (Pre-U '76)
Headmaster

Adam Turner '87
Chairman, Board of Governors

In an era where government funding at the high-school level in Quebec remains uncertain, we have planned effectively so that we can adapt to any scenario. Our finances, enrolment, and programmes are strong, and we are well positioned to remain a leading school in Montreal well into the future.



Each school year is distinguished by some notable developments. The 2014-2015 school year was our first full academic year operating in the Assaly Arts Centre, we graduated our first IB Diploma Programme cohort of students in grade 12, and we completed a whole-school evaluation by a team of experts from CAIS (Canadian Accredited Independent Schools), comparing us against the highest national standards in independent education. Combined, these initiatives remind us that we never stagnate at LCC; new and exciting challenges help keep us at the forefront of education in Montreal.





A GOOD TURN

LCC Marks a Big Turning Point for Noah Romoff '12, Inspiring Him to Give Back

By Jennifer Nault, Communications Officer

AFFABLE AND GREGARIOUS, LCC GRAD NOAH ROMOFF '12 IS NO WALLFLOWER; DURING HIS STUDENT DAYS AT LCC, HE COACHED HOCKEY AND FOOTBALL, AND ALSO TOOK TO THE STAGE IN THE PRE-U PLAY. IT IS HARD TO BELIEVE THERE WAS A TIME WHEN NOAH WAS LESS THAN COMFORTABLE IN HIS OWN SKIN.



“LCC GAVE ME SO MUCH—THEY GAVE ME A FIRST-RATE EDUCATION, PLUS INCREDIBLE MEMORIES AND EXPERIENCES. I MIGHT NOT HAVE BEEN ABLE TO COME TO LCC HAD IT NOT BEEN FOR THAT BURSARY.”

“Noah has not just coached others; he has coached himself along the way, learning some valuable lessons about following his instincts and making wise decisions.”

“I always mark coming to LCC [in grade 11] as a turning point in my development, and I really felt like I belonged here, especially in Pre-U. I came to school every day thinking, ‘OK, this is where I am, this is where I belong.’ I can’t say enough good things about this school—for me, the whole LCC experience was fantastic.”

By the time Noah came to Lower Canada College, he’d “bounced around a bit,” having attended a couple of different schools in the Montreal area. “When I look back on that time, I see I hadn’t really settled into those schools. It just wasn’t the right fit for me and I felt like I didn’t belong.”

Not one to give up easily, he found the right fit. “I was very big into hockey, so I was looking for a good mix between something that was academically challenging, yet also a place where I could pursue my athletics. I was looking for smaller class sizes and teachers who were responsive to their students’ needs, which is what I clearly found at LCC.”

As a student, Noah assisted in coaching both hockey and football at LCC. After he graduated, Senior Football Coach Mike Carlyle reached out to him, and now Noah is back at LCC coaching hockey while enrolled full-time at Concordia University studying Human Relations. At the same time, he is also scouting for a Quebec major junior team. “I was given the opportunity to come back to LCC as a coach, and it was something that I was not going to pass up—the kids here are fantastic. I have these moments of connection with them—especially in hockey, because that’s my area of expertise.”

Noah has experienced the tangible effect he’s had on others. “One player—Giordano Saputo ’14—was in grade 10 when I was in Pre-U and captain of the boys’ hockey team. I’d coached him a couple of years ago, and he has since gone on to become a coach himself. That makes me see the importance of what I do.”

Noah has not just coached others; he has coached himself along the way, learning some valuable lessons about following his instincts and making wise decisions. “The decision to do the one-year Pre-U at LCC was, in my mind, made before I decided to come to LCC in grade 11. I was speaking to an advisor here and I just knew.”

Coming to LCC marked a shift for him, not just personally and socially, but also academically. Noah says, “My marks shot up 15 per cent. I’d always been an average student, but then I came to LCC and graduated with high honours. My dad was happy about that!”

About 17 percent of LCC students benefit from some kind of financial award, and, like others, Noah received a bursary. “This is a big part of the reason I give back, but there are so many other reasons. LCC gave me so much—they gave me a first-rate education, plus incredible memories and experiences. I might not have been able to come to LCC had it not been for that bursary.”

Whether on the ice or on the field, Noah enthusiastically gives back. He shares his gifts with young, developing players. “To coach is the least I can do. I’m giving back doing the thing I love. LCC was so good to me when I was here. I matured as a person and a leader.” He grins and adds, “I don’t think LCC can get rid of me—not until someone makes me leave!”

We don’t see that happening any time soon, Noah. ■

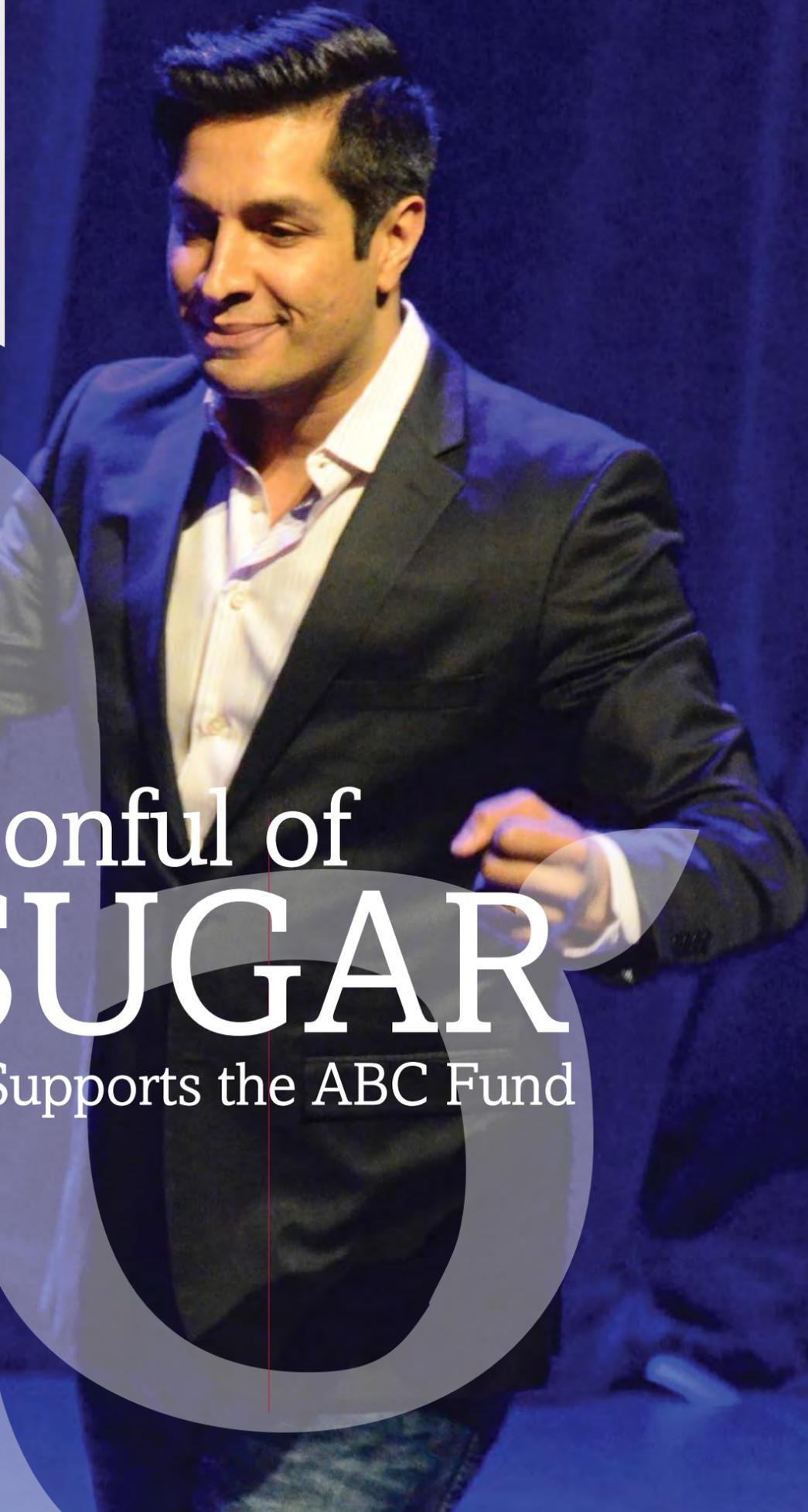




The abc's
of ANNUAL
GIVING

A Spoonful of SUGAR

... Supports the ABC Fund



By Jennifer Nault, Communications Officer

On Thursday, May 7, 2015, the LCC community spent a rip-roaring evening with the inimitable Sugar Sammy, one of the hottest stand-up comedians on the national circuit. With an audience of about 450 people from the LCC community, laughter filled the Assaly Arts Centre auditorium. Not only was the event well attended, it resulted in net proceeds of approximately \$160,000, raised toward LCC's ABC Fund.

Known for pushing the envelope, Sugar Sammy's edgier jokes circled close to home. Quips about LCC were well digested by an unabashedly delighted crowd. To add to the fun, the home-grown entertainer recognized the Montreal Canadiens' hockey playoff game taking place that same night, and occasionally shouted out updates on the score.

A live auction attracted bidders for such enticing items as a Barbados vacation and tickets to see U2. Kirk LLano—LCC's Director of Development and Alumni Engagement and head coach of the Senior Boys' Hockey Team—shone as the live auctioneer.

Patrons of the event, Leonard and Olga Assaly and Sam and Diana Scalia, were incredibly generous, covering the fee to bring Sugar Sammy to LCC, as well as donating some lavish gifts for the live auction. There were, in fact, many big-hearted donors of auction items.

"This event was such a great achievement. With our patrons giving so generously, every dollar in ticket sales, advertising, and live auction proceeds goes straight toward academic enrichment, bursaries, and co-curricular programmes," says Headmaster Chris Shannon (Pre-U '76).

"We're all really pleased about the strong turnout for Sugar Sammy," says Patrick Peotto, Assistant Head Academics. "And from an organizing standpoint, we need to remember that this event was held on a Canadiens game night [the team claimed a 6-2 victory against Tampa Bay Lightning that evening]."

"People were obviously thrilled to be at our Sugar Sammy event. We had a terrific turnout that included parents, past parents, alumni, and friends of the school. They all really seemed to enjoy each other's company and they came ready to support the ABC Fund by purchasing raffle tickets and auction items."

The ABC Fund boosts academics, provides financial aid for deserving students, and makes possible the multitude of co-curricular programmes that LCC offers. The benefits are felt everywhere: "For instance, we are able to bring in music specialists who train students in the music programme—we also have wonderful concert productions at LCC, thanks in part, to the ABC Fund," says Peotto.

LCC holds large events regularly, which serve to unite the community in a common cause.

"This comedy fundraiser was a huge success because people donated to help our students—and had many laughs at the same time," says Peotto. ■





Annual Giving & Capital Campaign Donors

The donors listed have made either an annual gift or a capital campaign contribution to LCC between July 1, 2014 and June 30, 2015. We extend our deep appreciation for their support and philanthropy. *Non Nobis Solum.*

Centenary Vision Leaders \$100,000+

Leonard and Olga Assaly
The Azrieli Perez Families
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Doug Bensadoun '90
Garvin Brown '86
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Dr. Luigi Battista & Rosie Salvaggio
Stuart & Figi Elman
Tony '84 & Teresa Fata
David Flomen & Eden Polansky-Flomen
Ross Fraser '72 & Donna Doherty
Louis Gendron & Liana Guizzetti

"The older I get the more I appreciate the education I received at LCC. The greatest gift from LCC is that it helped to form my character. The school taught me to be resilient, ethical, hard-working, and generous. It has been my pleasure to make gifts to the school throughout my life, and to provide for the school in my will. I want to know that others can receive what I was so fortunate to get."

- Steven Benjamin '76

Gary '73 & Dawn Harper
C.F.G. Heward Investment Management Ltd.
Sam Hornstein & Merle Wertheimer
Dr. Jeffrey & Elizabeth Kolovsky
Aurelio Latella & Linda Morrone
Corine & Miles Leutner
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H. K. McLean '27, W.B. McLean '58 & D. G. McLean '84
Malcolm '57 & Joan Bond Thorton McLeod
Virginia J. Myles
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Mark & Jacqueline Wiltzer

Headmaster's Society \$1,500 - \$2,999

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Richard Cytrynbaum & Julie Wiseman
Ron & Tami Dimentberg
Jiayi Du
The Elephant Family
The Ergina Family



The Staff-for-Student Fund was established by LCC staff to help the families of students on financial aid to afford essential school supplies or to be able to pay to attend events like CAIS soccer tournaments in other Canadian cities.

Jason Fellen
& Maria Bennett
Aldo Furfaro
& Linda Tuccia
David Garfinkle '77
Stuart Gold '76
David Gold
& Francine Poplaw
Adam Greenberg
& Linda Shames
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Laframboise
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Goulding Lambert '57

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Litwin
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Sandy Milroy '74
& Sandra Hellyer
Danny & Marie Andrée
Mindel
Michael & Carmela
Mindel, in memory
of Wanda Cukier
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The Montreal
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& Valérie Pelletier
Peter & Suzanne Nofz
Tony & Micheline Papa
Mark Pascal '92
& Jean Kucer

"I firmly believe that every donation counts when it comes to investing in the bright futures of our youth."

- Shannon Smith-Howes '00

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The Radu Family
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& Sara Levy-Ray
Louis Regimbal
& Christine
Lennon
Ronald Reuben
& Myriam Dahan
Yves Rivet
Allan & Laurie Sandler
Leanne & David
Schwartz '87
Charles Scriver '47
Jeffrey Shane
& Jean Wu
Christopher
(Pre-U '76)
& Hilary Shannon
Andrew Shatilla '63
Adam Shine '84
& Brigitte Roy
Maria & Denis
Singleton
Daniel Steinberg
& Elana Munchik

David Tassillo
& Selma Zoghby
Corey Velan '93
& Kristine Jones
(Pre-U '93)
Daniel Velan
& Jade Raymond
Kristina A. Velan '03
Rob Velan '88
& Claire Petcher
Shane Velan '90
& Jill Gasco
Howard & Linda
Wiseman
Kok Chang Yip
& Annick Chan
Yisheng Zhang
& Pei Wang
Fei Zhao & Xiaohui Zhu
Shuhong Zhu

Chairman's Society \$750 - \$1,499

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& Yully Allan
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Michael Attas '69
Amrick Bansal '98
Brett E. Barakett '83
BCF Business Law
Ronald Benjamin '75
Russell Blumer '87
Craig Bromberg
& Chris Ignacio
Chris Bryant '61
Michael Butler '61
Derek Caron '56
Jamie Clark '57
Gordon Cook '53
W. Robert Courey '61
Leora Cukier, in
memory of Wanda
Cukier
Terry Curran '78
Divco Limitée
Louis Donolo '53
Jean Dumas
& Christine Abbott
John Ellis '32
David R. Flam '87
Paul Fournier '61
Christopher '83
& Margarita Gardiner
Martin Glynn '68
Robert & Orly Gold
John Goldsmith '90
Andrea Gordon, in
memory of Richard
Gordon '62
Peter Hall '66
Mark F. Harland '87
Chillion F. G. Heward '49

"I would not be where I am in my life today, were it not for LCC. I donate to LCC because they not only support students during their school years, but long after they graduate. I spent 12 years at LCC and was given endless opportunities, whether it be in the classroom, on the field, or at conferences. Once I graduated, I was greeted with open arms by the supportive alumni community. No matter the donation size, any amount helps pave the way for future students who deserve the LCC experience."

- Megan Harper '07

Denys Heward '64
Julien Hutchinson '47
John Irwin '61
Bruce Jenkins '64
Maurice Kaspy
& Jessica Gozlan
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& Lucie Des Parois
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in memory of Hugh W.
Plant '46 by his
family
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Ian Rose '63
Caitlin Rose '99
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Feldman

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Shamie
Craig & Kristin
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Founder's Society \$250 - \$749

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Jaysen Cristofaro '94
Giorgio Damiani &
Raimonda Gambino
Robert
de Fougerolles '57
Philippe '77 &
Nannette de Gaspé
Beaubien

“I was taught that you can learn something from everybody. At LCC, we’re all tied together in the same endeavour, and if I can contribute to what they’re doing for me and for my children, I will.”

- Leonard Assaly

| | | | |
|------------------------|------------------------|--------------------------|--------------------------|
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| Gendron | Katherine Moxness | Julie Manseau | & Nitika Pant Pai |



Revenue from tuition fees covers approximately 85% of the school’s annual operating expenditures. Government grants, revenues from rentals and annual giving make up the additional 15% needed to support our programmes.



| | |
|---|--------------------------------------|
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| Stephen W. R. Sadler '56 | Peter R. Slaughter '68 |
| | Gordon Smith '53 |
| | Craig Starke |
| | Dr. Guy Louis St-Arneault '81 |
| | William Stavert '52 |

“Since graduating in 1985, I continue to support the school every year in gratitude for the LCC friends, teachers, and values I have benefitted from in so many ways. It was a foundational experience, and it is with great pleasure that I give back to the school every year.”

- Neil Sternthal '85

| | |
|-------------------------------------|------------------------------------|
| Benjamin Sternthal '87 | Blue, Grey, Red Society |
| Neil A. Sternthal '85 | \$100 - \$249 |
| Tony Straessle '50 | Anonymous (15) |
| Maurice & Cristina Supino | Darren Albert & Orit Cohen |
| Jeff Sykes | Bobby Anderson '56 |
| Charles Taite & Roberta Strulovitch | James & Barbara Angelopoulos |
| Neale Tomkinson '70 | Peter Araujo-Salas '02 |
| George '71, Janet & Christopher '04 | David W. Armstrong '46 |
| Tooley | Eric Artola '15 |
| James Tooley '61 | Ryan Artola '13 |
| Sylvia Tracy | Joanne Assaly |
| Kerrigan Turner | Christian & Lucy Auclair |
| Jaswant Ubhi & Judith Robinson | Peter & Susan Auger |
| Martin Valasek & Lisa Rambert | Nicole Authier |
| Michael & Catherine Weber | Dane Baily '68 |
| Bill Westaway '51 | Devon Baily '97 |
| Geoffrey Wilson '75 | Alec Barclay '76 |
| Elric Winter & Leigh-Ann Wortman | Ritchie J. Bell '53 |
| & Caroline Reinhold | Marc Belliveau |
| Jay Woollven '60 | Clayton & Cheryl Bertoia |
| | Kevin Bianchini '04 |
| | Anton Bilaver & Danina Kapetanovic |



An annual gift of \$250 can help to support the attendance of one grade 7 student at Camp Nomingue.

Ian Binstock & Linda Fortier
 Michael Bishop '75
 Brian Bloom & Randi Morris
 Guillaume Boisset '87
 Richard A. Bolton '56
 Pierre Boulanger '59
 Karim Boulos & Nathalie Allard
 Timothy Bouskill '83
 Benoit Brière & Jennifer Roman
 Colin Brown '98
 Thomas R. Burpee '55
 Carlo Cappellano & Vania Grandi
 Paul Cappelli '62
 Maria Carpini
 Angela Cattle
 William Cave '43
 Simon Cohen
 David Cohen & Cheryl Kostin
 Rob Cohen & Sheryl Blum
 Jordy Cohen '91

Pierre Coupey '59
 Roger Cross '55
 Leigh Cruess '74
 Peter Darling '54
 Karl David & Nicole Girard-David
 Lawrence A. Davis '49
 Adriaan B. DeVries '66
 Marty Dorfman & Cindy Pellatt
 Karen Fequet
 Harold & Ruth Finkelstein
 Michael Fitzsimmons '09
 Stanley & Ana Frackt
 John Fry '47
 Drazen Gardilcic & Priscilla Whitehead
 Tim Gardiner '78
 Matt Gellis '94
 Janette Gentile
 Dr. Alan L. Goldbloom '65
 Victor C. Goldbloom '39, CC, OQ, MD

Brian Goodleaf
 Gabriel '98 & Lauren Granatstein
 Roland Greenbank '42
 Mark D. Griffiths '67
 John C. Gubany '81
 The Hon. A. Derek Guthrie '53
 Edward Hague '49
 Nicholas Hall '04
 Claus Hamann '68
 Peter Hannen '52
 Gregory P. Hannon (Pre-U '73)
 Laura Harper '01
 Megan Harper '07
 Natasha Hart
 Alain Hébert
 Lewis W. Hersey '46
 Edward P. Hoffer '60
 Bradley Horwood '59
 Ross Howard '64
 Samuel & Rachel Huntington
 Brian Jacobs & Charleen Schurman
 Peter Johnson '57

David Kaplan & Aura Burko
 Dr. Stuart J. Katz '83
 Peter Kent '55
 LCC Staff Hockey League
 Yves Eric Laliberté & Elisa Bertucci
 Fraser Laschinger '64
 Alfred & Martha Lawee
 Adam Lazaris '02
 Stephen Lee
 John Lee '90
 Michel Legault & Diana Berardesca
 Nathalie Lemelin
 Tony Lemme & Carla Del Rossi
 Justin Levine '99
 Richmond W. Lisser '55
 Simon Madore '91
 Andrei Mannheim & Reisa Teitelbaum
 Mr. & Mrs. Ivan Massarelli
 Alec Mathewson '95
 William McArthur '52
 Andrew McCall '81

Hammy McClymont '61
 Elbert McLaughlin & Romina Esquenazi
 Wilson McLean '58
 Michael & Bea McNally
 David Messina '02
 Harris & Eleanor Mitchell
 Leah Mitelman
 H. Frank Morrison '55
 Edward R. Murray '54
 Grant Murray '49
 Victoria Naday
 Jennifer Nault
 J. Aidan O'Neill '71
 Hugh Penton '59
 Gordon Peters '60
 Fred Pinard '45
 Benoit Piquette & Linda Filosa
 Ishwar Prashad & Karen Martin
 Douglas Raicek '03
 Rahul Ravi & Rajshree Prakash
 Nicholas Rossy '05
 Belinda Rother
 Maxine Rupert

Ronald & Pam Salzman
 Albert Saragossi
 Geneviève Savard (Pre-U '07)
 Colin Trestan & Karen Schiff
 Erik Schiller & Suzanna Cousins
 Adam Schlesinger '97
 Daniel Schouela & Sonia Serfaty
 Stephane Scrosati & Sandra Salesas
 Allen Seager '70
 Don Seaman
 Dr. Michel Shamy '98 & Family
 Matthew Shannon '07
 Andrew Shapiro '05
 Eric Shaw '91
 Thomas Shaw-Stiffel '74
 Mr. & Mrs. Ronald Singer
 Erol Sinmaz '01
 Robert Siwec '94
 Trevor W. Smith
 Sandra Solivo
 Steven Sonnenstein
 Kurt & Valerie Sorschak

Peter Stuart '60
 Daniel Tabet '11
 Jan Thijs & Julia Schroeder
 John Tough '79
 Thomas Trenholme '61
 Michael Tricot '94
 David J. Tsatsoulis '02
 Al Vandebussche & Dawn Levy
 Christian Viau
 John Vlahogiannis
 Marco Vocisano '80
 Orla Wallace
 Douglas Waterston '82
 Alison Wearing
 Peter Webster '60
 Philip Webster '63
 The Weirnerman Family
 Earle Wight '50
 Peter Wilkins '51
 Kevin Williams '85
 Kyle Williams
 John Wilson '51
 Michael Wou & Sylvie Sils
 Ronald Wyer '46
 Weiping Zhu & Jihong Huang

Lion's Pride up to \$100

Anonymous (8)
 John Archer '44
 Deborah Ayre
 Madeleine Ballard '06
 Christin Bartolo
 Robert Bassett '44
 David Bradwell '70
 Lise Chowdhury
 Ian Cook '63
 Ryan Crelinsten '98
 Andrew Cruess '78
 Eric David '08
 Stephen David '06
 John Dawson '52
 Charles Dillingham '61
 Jeffrey Dinsmore '76, in memory of Jack Donaghy '51
 John Durlley '54
 Mr. & Mrs. Fred Essner
 Rebecca Etingin '09
 Michel Fortier '56
 Samara Fox '04
 D. Ross Harvey '63
 Michael Hayes '51
 Dave Howard '81

Shannon L. Howes '00
 John Hugill '58
 Eric J. W. Hyde '41
 T. Denis Jotcham '35
 Sara Lande '05
 Stephen B. Lande '02
 Michael Marks '66
 David McCall '50
 Karen Michaud
 Walter Mingie '43
 Don Morrell '52
 Bina Nobile
 Ron Pam '64
 René Péron '38
 Ron Perowne '68
 Ivan Ralston '63
 Jamie M. Rappaport
 Harry Schiff '04
 Adam Schouela '96
 Lesley M. Schouela '07
 Lawrence Schrier '73
 Judith Shenker
 Guy Sigouin
 Bruce Stavert '57
 Nels Sultan '81
 Steven Victor '09
 John & Connie Wiseman

The average size of a student bursary is \$10,000 – of which \$5,000 would be supported from the Endowment Fund, \$1,000 from proceeds from the school store, and \$4,000 by annual giving.





The Record

Achievements in Academic & Co-Curricular Programming for 2014–2015



ACADEMICS

Debating and Public Speaking

- University of Western Ontario Debate Tournament, October – 1st place speaker, quarter-finalists
- Oxford Cup Debate Tournament, November – 8 students qualified to represent Quebec
- Marianopolis Debate Tournament, November – 2nd, 3rd, and 4th place teams
- Carleton University Debate Tournament, November – semi-finalists and quarter-finalists
- Queen's University Debate Tournament, January – octo-finalists
- McGill Debate Tournament, February – quarter-finalists
- QSDA Senior Provincial Debating Championships, February – 1st, 3rd, 4th and 5th place teams
- QSDA Senior Provincial Debating Championships, February – 3rd place speaker and qualified to represent Quebec at the Team Canada Tryout Tournament
- University of Ottawa Debate Tournament, March – 2 finalist teams and top junior team
- Ottawa Debate Tournament, March – top junior speaker

- Senior National Debating Championships, Toronto, Ontario, April – 8 students competed
- Senior National Debating Championships, Toronto, Ontario, April – Top Quebec Speaker
- QAIS Junior Public Speaking, April – honourable mention
- QAIS Senior Public Speaking, April

English

- LCC Reads Programme (10th annual) Entire school read *The Alchemist* by Paul Coelho. At the LCC Reads assembly, alumnus Patrick Watson '97 played his original music and spoke to students about following one's dreams and his winding road to success
- QAIS Public Speaking Competitions English students represented LCC in all competitions
- LCC Literary Magazine Students published one issue

Modern Languages

- Added the *Langue d'enseignement* course in grade 9 to replace the *accélééré* programme as a continuation of grades 7 and 8 French (highest level)

- Students from grades 7 through 11 took part in the QAIS Art Oratoire Contest – 2nd place finalist (grade 7)
- “Dictée PGL” (kindergarten to grade 8) raised \$3,600. Two Middle School students went to La Grande finale nationale
- “Voix de la poésie” national contest (grades 9-12) – 1st place finish and regional finalist
- Participants travelled to Quebec to participate in the *Parlement des jeunes* event
- SOS Légal – 1st place finish at the *Concours de plaidoirie* and interviewed on radio
- Grade 8 students participated in *Expérience Théâtre*, a two-day programme in preparation for the LCC French play festival

Mathematics

- Canadian National Mathematics League (CNML) Grades 7, 8, and 9 teams participated
- Canadian Open Mathematics Challenge
- American Mathematics Competition (AMC) Grade 8 participants won gold, silver, and bronze
- University of Waterloo Sponsored Contests (Grades 7–12)
 - Canadian Intermediate Mathematics Provincial Winning Team
 - Canadian Senior Mathematics – Provincial Runner-Up Team Fryer, Galois, Gauss, Pascal, Cayley, Fermat, Hypatia, Euclid
- Solisterra
 - Grades 9, 10, and 11 enriched mathematics students participated in a community service trip in Kazabazua, QC, while also learning about sustainable building design and construction, sustainable energy sources, and how to use power tools to build an outdoor solar shower and hay bale shed workshop



Science

- Extended Essays
 - IB DP Year 2 student presented her project at the opening of the MUHC Research Site
- Schools on Board – ArcticNet Inc. Enriched grade 11 science student represented the school on the CCGS Amundsen 2014 Field Programme in September for a two-week science expedition of the Northwest Passage
- CRC Robotics Competition
 - 2nd place
- Grade 9 Crime Scene Investigations (CSI)

CO-CURRICULARS

Visual Art

- Co-curricular Arts
 - Students participated in the Art Club, created sets and props for the Senior School Play and the grade 11 play, provided artwork for the Café Caberet, Pre-U graduation, and Founder's Day receptions, and participated on Student Fine Art Committee
- Arts Week
 - Activities included Art Trivia, Music Sessions, Café Cabaret, Short Film Festival, Face Painting, “The Amazing Race” assembly
- Senior School Art
 - Students raised money for Operation Veteran at the Visual Arts 3rd Annual Student Art Exhibition and Craft Sale
- Student Art Show
 - School-wide art exhibition held in the Scalia Family Art Gallery and the entire first floor of the Assaly Arts Centre
- 6th Annual Middle School Mural
 - “The LCC Lion” represents independence and unity





Drama

- Kindergarten Plays: *Le chat et la lune*, *Les 3 petits cochons*, and *Le petit chat cherche une famille*
- Grade 1 Play: *Bugz*
- Grade 2 Play: *It's a Jungle Out There*
- Grade 3 play: *Joust!*
- Junior School Musical: *Peter Pan, Jr.*
- Middle School Play: *Hoodie*
- Grade 9 One-Act Plays
- Senior School Play: *Charlie and the Chocolate Factory*
- Grade 11 Play: *Holes*
- Pre-U Play: *The Play*

Music

- Concerts & Performances
Open House, Assemblies, Staff Appreciation Brunch, Poetry Night, Café Cabaret, Winter Holiday Concert and Spring Concert
- Grade 8 Band
Students travelled to Ottawa to perform at local museums
- Senior Concert Band
Students travelled to Cuba during March Break to perform and participate in cultural enrichment activities

Athletics

- Athletes from grade 4 through Pre-University took part in 50 teams this year, involving over 750 spots, in 21 sports, with LCC teams winning 9 GMAA championships and 4 GMAA finalists

- GMAA Champions
Tennis (Juvenile Boys), Tennis (Bantam Girls), Volleyball (Bantam 3 Girls), Tennis (Midget Girls), Rugby 7s (Juvenile Boys), Tennis (Midget Boys), Basketball (Bantam Girls), Indoor Track and Field (Juvenile Boys), Soccer (Midget 3 Boys)
- GMAA Finalists
Tennis (Bantam Girls), Tennis (Bantam Boys), Hockey (Pee-Wee Boys), Basketball (Bantam Boys)
- LCC hosted 12 tournaments that included over 100 teams and 1,000 athletes
- CAIS National Soccer Trip—*Bermuda (rained out)*

Community Leadership

- Community service initiatives
Senior and Middle School students volunteered 11,868 hours of service to organizations both in Montreal and abroad, raising over \$62,000 for local, national, and international charities
- Fundraising for Share the Warmth
Senior School students collected almost 9,000 pounds of food for Share the Warmth Christmas baskets
- Duke of Edinburgh programme
31 Gold Awards, 58 Silver Awards, 77 Bronze Awards
- Duke of Edinburgh Gold Ceremony
LCC welcomed HRH Princess Anne during this year's Duke of Edinburgh Gold Ceremony. Nearly 80 young people received their award from the Princess and 31 of the recipients were LCC students and alumni
- Annual Terry Fox Run
Raised over \$20,000



- Toskan Foundation's Youth and Philanthropy Initiative
Grade 10 students donated a total of \$13,000 to Generations, Centre Philou, Santropol Roulant, Welcome Hall Mission, Share the Warmth, and Shield of Athena while volunteering and learning about the role of philanthropy in our society
- Movember
Grade 11 and Pre-U students raised over \$10,500 in support of the Movember initiative
- Nepal Earthquake Relief
Students raised \$5,430
- Junior School theme "Building Better Futures"
Student focused on actions to start building better futures today for themselves, for others in their community, and internationally
- We Scare Hunger Campaign
Junior School students collected money and food for charities
- Jump Rope for Heart
Junior School students raised over \$4,500 for the Heart & Stroke Foundation



- Pre-U students raised money to sponsor two children through the Foster Parents Plan
- Middle School PROUD
Students published two issues of the student newsletter
- Pre-U Play *The Play*
Students donated \$800 to the Montreal Children's Hospital
- TEDxYouth@Montreal
Pre-U student presented "The S Word: Service!" at TEDxYouth@Montreal Imagine Conference in November at Collège de Montréal
- The Staff for Students Fund
Junior School music teacher and company performed a concert in April in the Saputo Auditorium raising funds for the Staff for Students Fund

International and Global Leadership

- Duke of Edinburgh Gold Trip
Eighteen grade 11 students travelled to Morocco to participate in a collaborative community service project and to fulfill the adventurous journey portion of their Gold Award
- Participation in the International Round Square Conference
Six students travelled to Madaba, Jordan, to participate in the conference hosted by King's Academy





- Participation in the Regional Round Square Conference of the Americas
Five students attended the conference hosted by Anglo Colombiano in Bogota, Colombia, participating in a collaborative community service project
- Young Round Square Conference
Two students travelled to West Vancouver, BC, to participate in the conference hosted by Collingwood School
- CAIS Middle School Leadership Conference
Middle School students attended a national leadership conference at Camp Onondaga in Minden, ON
- Student Exchange trips
Thailand, Australia, South Africa, France, and Colombia
- Destiny Quebec Global Issues Conference 2015
The theme of this year's conference was "The West & The Rest: Is the Western Foreign Agenda Regressive or Progressive?" Iranian-born Dr. Sima Goel, author of Fleeing the Hijab: A Jewish Woman's Escape from Iran, was the opening keynote speaker. Amanda Lindhout, who advises international governments, global leaders, non-profit organizations, and policy-makers on the importance of using education to counter the radicalization of youth, was the closing keynote speaker.



- Model UN
Competed in three simulations this year, which included hosting an event—approximately 20 students participated
- Biennial Senior Hockey Trip
Travelled during March Break to Northern Italy, Slovenia, and Croatia, playing exhibition games and participating in cultural and recreational activities

Environmental Awareness

- Assaly Arts Centre
Awarded the LEED Canada Gold rating for its sustainable building design (Leadership in Energy and Environmental Design)
- Earth Week
Activities included: Green Café for World Wildlife Foundation, Vegetarian Cook-off, Spring Cleaning on the Field, Great Canadian Shoreline Cleanup
- Treetober
LCC Green Team partnered with One Tree Planted to support an international reforestation programme

Miscellaneous

- Book Fair "Bounce to the Beat of Books"
enriched the library with the addition of 438 new books valued at \$7,800
- The Wire
Students published eight issues of the student newspaper
- LCC TV and SportsDesk
Senior School students produced three episodes of LCC TV and six episodes of LCC SportsDesk
- Ivey Business School Case Competition
Eight LCC students participated in the 1st Annual Ivey Business School Case Competition for High School Students held at LCC
- LEAD Centre
Opened newly renovated space in August 2014 and created a microsite detailing the programme offerings and fees



Post-secondary

- Members of the Pre-University class were offered entrance scholarships for universities in Canada and the United States
- A total of two scholarships from US universities, and eight major and at least twenty entrance scholarships from Canadian universities were offered to our students
- Seventeen students graduated with High Honours (90% plus) and fifteen with Honours (85% plus)

International Baccalaureate Diploma Programme (IB DP)

- First group of 27 LCC graduates completed the programme with a 100% success rate in obtaining their diplomas
- IB DP students attained an average score of 33.8, exceeding the global average
- IB DP students received over 100 university offers
- McGill University accepted 12 IB DP students, a first in LCC history



ALUMNI NEWS



PLEASE KEEP YOUR NEWS COMING!

Send your photos and news updates to Louise Mills, Communications Officer (lmills@lcc.ca).

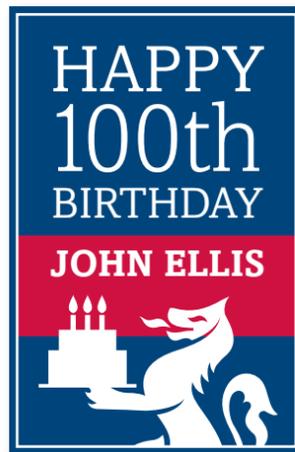
30s

John Ellis '32 celebrated his 100th birthday at the Vancouver Alumni Reunion on June 11, 2015, at the Jericho Tennis Club. Mr. Ellis is our oldest living alumnus. (Photo.01)

Victor C. Goldbloom '39 has written his memoirs, in English and in French. The titles are *Building Bridges* and *Les ponts du dialogue*. The publishers are McGill-Queen's University Press and Les Éditions du Marais.

40s

John Fry '47 was a member of the LCC Ski Team of 1946-47, captained by Bob Staniforth. Other skiers on the team were **Pierre Lafond '47**, and **Jaime and Storrs McCall '47**. He was recently honoured by the International Skiing History Association for his services as the association's chairman and presented



with a pair of custom-made skis with the logo of McGill's Red Birds Ski Club, North America's oldest alpine-dedicated ski club. (Photo.02)

50s

John Bridgman '57 is a Portfolio Manager at 3 Macs - investment managers, where he moved in 1999, after a career as an investment banking partner at Richardson Greenshields. He has also developed a

4,500-tap maple syrup operation at his retreat farm in South Richford, VT, and has passed certification as organic, having both VOF and USDA approval. John, a former captain of the 1957 LCC Football team, plays tennis in the summer and skis at Jay Peak and Whistler. In November and April, he can be found fishing in Dunmore Town, Harbour Island, Bahamas, where he owns an old ship captain's house.

Bruce Stavert '57 celebrated the 50th anniversary of his ordination to the priesthood in the Anglican Church on March 25, 2015, with a Sung Eucharist service followed by a reception at St. Matthias Church, Westmount, the parish where he grew up and where he has been Honorary Assistant since retirement as the Archbishop of Quebec in 2009.

Lawrence (Larry) Rossy '59 was appointed a Member of the Order of Canada on July 1, 2015, by the Governor General: "For his contributions to the retail sector in Canada, and for his support of health care and social service organizations."

60s

Paul S. Bethel '60 writes: "I am currently residing in West Kelowna, BC. This year I will celebrate my 50th wedding anniversary to my childhood sweetheart, Heather (Thom) Bethel. My retirement years consist of Old Timers Hockey (70+ League) and downhill skiing in the winter at Big White and Silver Star. My summers include golfing four days per week at the Harvest Golf Club where I am the treasurer for the Senior Men's Group. Travel, bridge, and cycling fill in any spare time, as

well as helping out at triathlons. Life is treating me well and may the good times keep rolling along."

(Photo.03)

Class of '62 ski team taken at Park City, UT in February 2015. (L to R) Walter Markham, Gordon Viberg, Joe Robb, George Orban, and Brian Rossy. The trip for 2016 will be in Aspen, February 27 to March 5. Those in the class of '62 who still ski are welcome to join.

(Photo.04)

Earl Wiseman '64 and his co-authors have been honoured with a John Lyman Book Award by the North American Society for Oceanic History for their recently published book, *Fishing for a Solution: Canada's Fisheries Relations with the European Union, 1977-2013*.

(Photo.05)

David Angas '65 writes: "I live in Oakville, ON, and in 2003 happily remarried my wife, Mickie. I have a married daughter, a son, two stepsons, and twin 7-year-old grandchildren. I remain active in the financial services industry as a senior vice president and investment manager with Raymond James in

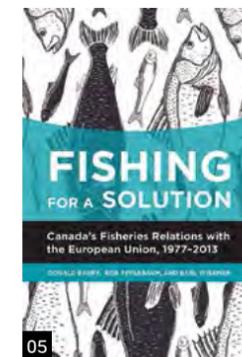
Toronto. I have been a Rotarian for 36 years and continue to serve the community as a board and committee member for local, national, and international charities and foundations. I still play squash, sail, and ride a motorcycle!"

Mike Ross '65 was named CEO of Habitat for Humanity - Fredericton, and recently spent two weeks in Cambodia as a member of a Team Canada home-build. Mike was also honoured by the Fredericton Chamber of Commerce when given the title of Distinguished Citizen—recognizing his work with a multitude of organizations in more than 45 years of service to his community. He is a proud Grampa to Michaela in Calgary and Johnny in Fredericton.

(Photo.06)

70s

Peter Behrens '71 will be a Fellow at Harvard University's Radcliffe Institute for Advanced Study in 2015-16. His third novel *Carry Me* will be published in the US and Canada in spring 2016: www.peterbehrens.org



David Latter '74 is currently the Head of the Division of Cardiac Surgery at St. Michael's Hospital, and Vice Chair Education for the Department of Surgery at the University of Toronto. He was recently promoted to Full Professor and is married with three children who are making their transition from university to working careers.

80s

Jeremy Price '81 writes, "My band featuring New York City-based chromatic harmonica and vibraphone virtuoso Hendrik Meurkens performed during October 2015 in Toronto at the Old Mill for Jazz FM's Sound of Jazz Concert Series and in Edmonton for the Edmonton Jazz Society at the Yardbird Suite. This is our 10th anniversary tour with upcoming dates in BC and possibly Montreal." Interested parties can reach him at flute@telus.net

Diego Bravo de Urquía '83 joined forces with a few friends last year to start a small business, the Sangria House, making premium sangria: www.thesangriahouse.com.

Paul Chiasson '85 writes: "After living in Toronto for 15 years, my wife and I, along with our two children, aged four and nine, have moved to Cambridge, ON, as I have accepted a cross appointment in the Departments of Pulmonary Services and Surgery at St. Mary's Hospital and Grand River Hospital in Kitchener, ON, where I practice general and thoracic surgery."

Guillaume Boisset '87 has published his first novel, *For a Pipeline to the Coast*, a science fiction adventure story tackling in an innovative manner one of the most burning issues of the day. It can be found on the Amazon Kindle Store.

(Photo.01)

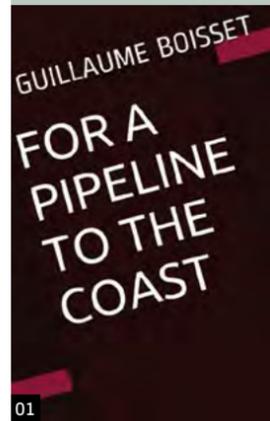
90s

Matthew Seagrim '91 recently became the Managing Director of SCENE, the loyalty programme operated by Cineplex and Scotiabank. With over 6.5 million members, it is one of the biggest programmes in Canada.

Aristofanis Soulikias '91 returned to Montreal to study the art of film animation at the Mel Hoppenheim School of Cinema of Concordia University after years of professional practice in architecture in Greece and the UK. He has now graduated with a BFA along with an animated documentary called *Last Dance on the Main*. The film was selected in more than 20 festivals around the world, including the Rendez-vous du Cinéma Québécois, DOK Leipzig, the American Documentary Festival, and was recently shown at a special screening in Cannes. It was also part of the Canada's Top Ten Film Festival (TIFF) in Toronto last January.

(Photo.02)

Greg Poyet-Smith '94 recently took a new role within Cardinal Health as the country director for Operational Excellence. Greg, along with his wife and daughter, have returned to Canada after 19 years and are very happy to be living in Toronto.



John Christou '95's company, Prospector Films, recently completed production on a feature film, *The Saver*, written, directed, and edited by award-winning filmmaker Wiebke von Carolsfeld. *The Saver* is based on the young adult novel by Edeet Ravel.

Talia Brott '97 and **Cliffert Peschlow '00** had an incredible wedding at Chateau Vaudreuil on February 28, 2015. They are thrilled to announce that they are expecting their first child in November 2015.

(Photo.03)

Pat Dussault '97 was nominated for a Canadian Comedy Award for Best Television Writing for his work on *This Hour Has 22 Minutes*. He also wrote the 2015 MuchMusic Video Awards and the Sir Patrick Stewart and Norm MacDonald Galas at *Just for Laughs*.

(Photo.04)

Patrick Watson '97 won a major award for his album, *Patrick Watson Symphonique*, *Spectacle de l'année - autres langues*, at the 2014 ADISQ Gala, Quebec's version of the Grammy Awards.

2000s

Carlo Genoni '00 and **Rachelle** are happy to announce the birth of their second son, **Willem**, born March 29, 2015. Professionally, Carlo is now Manager, Financial Planning and Analysis at Pratt & Whitney Canada Corp.

(Photo.05)

Julie Schlesinger '00 and **Brandon Svarc** are proud to announce the birth of **Oliver John Svarc** on January 5, 2015.

(Photo.06)

Michael Rakowski '03 and **Caitlin Ellison** welcomed their daughter, **Ada Grace Rakowski**, on March 18, 2015.

Mark Shefner '03 married **Tiffany Joseph** on June 14, 2015, in Montreal.

(Photo.07)

Ashley Tinker '06 (Pre-U '07) is currently living and working in Provence, France, where she writes a blog, www.curiousprovence.com, on her experience as an expat living abroad.

Jeremy Szpiro '14 writes: "I have been a DJ since 2011 and have been hired for many house parties, most recently, the ECS after-grad. My DJ name is DJ Krook'D."

(Photo.08)





Globetrotter **Trevor Burnett '07** is going back on the road after having published his second book, *The Destructive Artist, Volume I: Do You Believe In Magic*. The 136-page volume is the anthological collection of a comic series that began in 2012 as self-prescribed art-therapy and developed into an exercise in storytelling. Not bad for a kid who used to write comics for LCC's *The Wire*. Themes include being a traditional artist in the 21st century and its digital age, as well as society's expectations, the voices in one's head, and dealing with depression through meditation and creativity.

Trevor is heading to Europe where he plans to learn more skills in the fields of permaculture and sustainable development.

PHOTO OF BROTHER ANDREW '04 AND TREVOR '07 FROM THE LAUNCH PARTY.



SHINE IT FORWARD Consider LCC for Your Child

“LCC is the reason I am where I am today.”
– Michael Fitzsimmons '09

Who better than a grad like you to truly understand the lasting benefits of having attended LCC? With its outstanding programmes and state-of-the-art facilities, you may be considering extending the benefits of an LCC education to your own child (or grandchild). Even if you reside outside of Montreal, sending your child to LCC is possible – and made much more accessible – through our new Homestay Programme, a unique partnership between LCC and Canada Homestay Network that offers safe and nurturing residencies for Senior School students.

If you are curious about our new Homestay Programme, other available options, or wish to learn more about the advantage of an LCC education, please contact the Admissions Office (admissions@lcc.ca, or call 514-482-0951).

IN MEMORIAM

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

❖
MURRAY ROBINSON '39
HUGH PRATLEY '42
THOMAS PAUL '48
JACK (JOHN) DONAGHY '51
GRAHAM MARTIN '55
HUGH MILLAR '56
PETER D. YUILE '56
ROGER WHITE '57
ALAN LYMAN '65
PHILIP TOWNSEND '72
GLENN RIOUX '73
DAVID MATTHEW ARONSON '84
DAVE WOOD

Murray Robinson '39, World War II Navy Veteran, in his home on October 30, 2014, at the age of 92. Grandfather to **Christopher Ubhi '17** and **Rebecca Ubhi '12** and a devoted and involved alumnus of LCC.

Hugh Pratley '42 after a brief illness on March 17, 2015.

Thomas Paul '48 at the age of 84 on August 3, 2014. Tom is survived by his twin brother, **Richard '48**.

Jack (John) Donaghy '51 on January 3, 2015.

Graham Martin '55, at the West Island Palliative Care Residence on September 5, 2015.

Hugh Millar '56 in his 76th year in Oakville on August 17, 2015.

Peter D. Yuile '56 on December 1, 2014.

Roger White '57 of Ottawa, brother to the late **Patrick '55** and father to **Geoffrey '93**, on April 1, 2015.

Alan Lyman '65 on July 17, 2014, at Headwaters Health Care Centre.

Philip Townsend '72 on March 24, 2015, in Montreal at the age of 60. Survived by his brother, **Tim '71**.

Glenn Rioux '73 in October 2014. His daughters, Sophie and Julianne, were students at LCC before they moved to Toronto in 2013. He is survived by his brother, **Claude '66**, and nieces, **Kristina '06**, and **Kim '08**.

David Matthew Aronson '84 on January 10, 2015. He is survived by his brother, **Ari '87**.

Congratulations
Grads!



▲ **GRADE 11 CLASS OF 2015**
Post-Secondary Destinations

- Dawson College
- Marianopolis College
- John Abbott College
- LCC Pre-U: Grade 12
- IB Year 2
- Deerfield Academy
- Shawnigan Lake School (BC)

▼ **PRE-UNIVERSITY CLASS OF 2015**
University Destinations

- Dalhousie University
- Mount Allison University
- Queen's University
- St. Francis Xavier University
- University of British Columbia
- University of Toronto
- University of Waterloo
- Western University
- Ivey AEO
- Boston University

- Brigham Young University - Hawaii
- Carnegie Mellon University
- Columbia University
- George Washington University
- Indiana University
- New York University
- Northwestern University
- Savannah College of Art & Design
- SUNY - Fashion Institute of Technology
- Trinity College (CT)

- University of Hawaii - Manoa
- University of Miami
- University of Michigan
- University of Pennsylvania
- University of Southern California
- University College London
- University of Bath
- University of Reading
- University of St. Andrew's
- Dawson College
- Marianopolis College
- Bridgton Academy



In Memoriam Dave Wood
LCC coach, teacher, and friend



THE DAVE WOOD FIELD

On February 24, 2015, at the age of 91, Dave Wood passed away in Montreal after a brief illness. Many in the LCC community knew Dave simply as "The Coach." During his outstanding 41-year career at the school, he was heralded for inspiring the countless students who played football and hockey for him.

"He set an example that all coaches follow without question both in manners of behaviour and technique," wrote former Headmaster Dr. Stephen Peston in his book on the history of LCC, *Nov Nobis Solum*.

Dave was a valued, dedicated, and loyal member of the LCC community and a true professional - both on and off the field. He came to the school in 1947 after graduating from Queen's University, where he had specialized in French. From the very beginning of his time at the school, he was passionate about teaching the French language, as well as other subjects in the Junior School until 1975.

Dave was appointed Junior School director in 1967. He continued in this capacity until September 1975, when he was appointed executive director of the Old Boys' Association (now known as the Alumni Association).

It was quite by chance that Dave's coaching career began at LCC. In the spring of 1948, Dr. Peston had arranged for a McGill student to come to the school to coach the football team. The student coach changed his mind just days before the start of the season. Dave was asked to take over coaching duties, marking the beginning of a long series of successful seasons with the Senior Football team, until 1977.

Dave took playing school sports to a new level, and instilled the value of sportsmanship in his players. "He had a big impact on my life. What impressed me were his ethics and his straightforward honesty. He taught us how to win and lose gracefully," says former LCC football player Dave Seely '53.

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"What a great leader - great at delegating to assistant coaches while projecting the expectations, values, and purpose of the team."

A coach for all seasons, Dave was also comfortable on the ice, coaching the Senior Hockey team from 1951 to 1967. But the game of football was his calling; he was a football coach par excellence, and was considered to be the dean of Montreal high school football coaches. "What a great leader - great at delegating to assistant coaches while projecting the expectations, values, and purpose of the team," wrote Tyler Cobbett '76, one of his former players.

"The Coach" remained executive director of the Old Boys' Association until his retirement from LCC in 1998. Even after retirement, LCC was never far from Dave's heart and mind. He remained closely connected with the school by taking on a significant role in coordinating fundraising and other activities. He was a regular at various LCC events, whether attending alumni branch events in Toronto, Vancouver, Victoria, and London, watching games at the Old Boys' hockey tournament, lunching monthly with the *Nov Nobis Solum* alumni group, or attending closing ceremonies to present the David Wood Award for Sportsmanship in the Junior School. In the year or more leading up to the LCC Centenary in 2009, Dave was on the planning committee as the honorary chairman.

In appreciation of Dave's memorable coaching career and many winning seasons, in 2009, the LCC football field was named the Dave Wood Field in his honour. His life was a shining example of commitment and dedication, and LCC extends its deepest condolences to his family and friends.

By Jennifer Neill, Communications Officer

LCC SPRING/SUMMER 2015

Dave Wood

February 24, 2015, at the age of 91, in Montreal. Many at LCC knew him simply as "The Coach." The LCC coach, teacher, and friend contributed greatly to the growth and evolution of the school. To learn more about Dave Wood, visit: bit.ly/DaveWoodObit



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