

LOWER CANADA COLLEGE

LION

FALL / WINTER 2016

New
Directions



TOC

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"SUNRISE"
(2016)

Every year, Middle School students produce a painting that reflects the individuality and uniqueness of each house, while illustrating that the beauty and strength of Middle School comes from our unity and friendships.

This year, the painting depicts Rob Tipney, Middle School Director, who retired at the end of the 2016 school year after 35 years at LCC. As he moves on to explore other adventures, he is shown holding a fishing rod and walking into the sunrise, a symbol of new beginnings.

The sky and water are both made up of all eight house colours. There are eight palm trees on the right and left of the painting, with each tree and each branch representing one house. It is the combined effect of the eight houses together that make the painting and — to a larger degree — LCC work.

The painting hangs in the Middle School hallway, not only as a reminder of the vitality of our Middle School, but also of Mr. Tipney and the impact that he has had on LCC over the course of his distinguished tenure.

LCC LION

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New Directions

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

Nouvelles orientations

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

After more than 30 years in education, I continue to be challenged and engaged by the immensity of our job as educators. From teaching early literacy, numeracy and civility to young primary school students, to preparing adolescents for independence at university and life beyond, our faculty and staff are integral in helping shape the lives of our students. More than ever, we are building essential skills and instilling values and attitudes that will differentiate how our students function as adults in an ever-changing and complex world. So, although we are focused on the moment with our students, we also have our eyes fixed firmly on the future.

Throughout the school year, I have the privilege of seeing students of all ages in action, grappling with problems in the classroom and representing their school in a broad array of co-curricular activities. This includes immersion in the arts, athletics, service, and acting as delegates at international conferences.

“... we now turn to building our endowment and programmes for sustainability and leadership in what we like to call ‘the new educational paradigm.’”

Même après plus de 30 ans en éducation, l’ampleur de notre tâche d’éducateur continue de me mettre au défi et de susciter mon engagement. À partir des tout premiers apprentissages de la lecture, du calcul et du civisme chez les jeunes élèves du primaire, jusqu’à la préparation de nos adolescents à un parcours universitaire et futur automne, notre corps professoral et notre personnel sont indispensables pour aider à structurer la vie de nos élèves. Plus que jamais, nous tablons sur des qualités essentielles et nous inculquons des valeurs et des attitudes qui marqueront une différence dans le fonctionnement de nos élèves devenus adultes, dans un monde complexe et en constante évolution. Ainsi, même si nous accordons la priorité au moment présent avec nos élèves, notre regard est résolument tourné vers l’avenir.

Au cours de l’année scolaire, j’ai eu le privilège de voir des élèves de tout âge en action, travailler à la résolution de problèmes en classe et représenter leur école dans un vaste éventail d’activités extrascolaires. Ceci comprend les



A standout moment for me came in late May 2016, watching students from our new Design & Innovation programme present their projects to an eager audience. I expected it to be an interesting evening, but it turned out to be more than that; it was something quite magical. Interestingly, each student expressed a common frustration with the iterative process that designing a product or service requires. No textbook or clearly defined path to success was provided. Every student explained that once they became comfortable with applying an innovator’s mindset, they gained confidence and were ultimately proud of their creation. This process reflects our need to promote innovative thinking. By actively seeking solutions and trying new and different approaches, our students gained greater comfort in a precarious place—a place of uncertainty. Indeed, comfort with uncertainty may be exactly what best defines the world our students will inherit.

Here on Royal Avenue, we are proud of our school, its beautiful facilities, evolving programmes, and its dedicated students, staff, parents and alumni. After more than a decade of extensive facility upgrades, we now turn to building our endowment and programmes for sustainability and leadership in what we like to call “the new educational paradigm.” We will need to raise significant funds to support greater access to our school for the most deserving and capable students. Concurrently, our programmes need to continue to support new and engaging approaches to teaching and learning that will build students’ excitement and confidence and reinforce LCC’s position as a leader in the educational milieu in Canada. Exciting times ahead on Royal Avenue! Enjoy this issue of the *LION* as we consider the way forward. ■

Non Nobis Solum

programmes d’immersion en art, en athlétisme et dans les services, et la délégation dans des congrès internationaux. J’ai vécu un moment exceptionnel en mai 2016 en observant les élèves inscrits à notre nouveau programme Design et Innovation présenter leurs projets à un auditoire enthousiaste. Je m’attendais à une soirée intéressante, mais on a eu droit à quelque chose d’assez magique. Fait à remarquer, tous les élèves ont fait part d’une insatisfaction commune relativement au processus itératif qu’un produit de design ou de service requiert. Aucun manuel ou clé de réussite clairement définie ne leur était fourni. Chaque élève expliquait qu’une fois à l’aise avec l’idée même d’innover, ils prenaient confiance en eux pour être finalement fiers de leur création. Cette démarche nous informe de la nécessité d’encourager la créativité. En cherchant activement des solutions et en tentant diverses approches, nos élèves acquièrent une plus grande assurance dans des situations compliquées ou dans le doute. D’ailleurs, le doute acceptable, c’est possiblement ce qui définit le mieux le monde dont ils hériteront.

« ... nous passons maintenant à l’établissement de notre fondation et de nos programmes pour assurer la pérennité et le leadership de ce que nous aimons qualifier de nouveau paradigme éducatif. »

Ici, sur l’avenue Royal, nous sommes fiers de notre école, de ses magnifiques installations, de ses programmes évolutifs, et de ses élèves, son personnel, ses parents et ses anciens élèves dévoués. Après plus d’une décennie d’améliorations majeures des installations, nous passons maintenant à l’établissement de notre fondation et de nos programmes pour assurer la pérennité et le leadership de ce que nous aimons qualifier de nouveau paradigme éducatif. Nous devons recueillir d’importants fonds pour faciliter un plus grand accès à notre école pour les élèves les plus méritants et talentueux. En même temps, on doit continuer de faciliter les méthodes d’enseignement et d’apprentissage novatrices qui susciteront l’enthousiasme et la confiance de nos élèves, et qui consolideront la position de LCC comme chef de file dans le milieu scolaire au Canada. Un avenir stimulant nous attend sur l’avenue Royal! Nous espérons que vous apprécierez ce numéro de notre magazine *LION* alors que nous nous penchons sur l’avenir. ■

Non Nobis Solum



CHAMPIONS FOR THE ENVIRONMENT

By Dana Kobernick, Communications Specialist

As concern for our planet continues to grow, so too have efforts to reduce environmental impacts and bring about improvements to products, services and processes at LCC. Making operations sustainable and developing green practices have fast become priorities for the administration, faculty, staff and students alike. Whether through their involvement on the Green Team or by innovating in the classroom to address environmental problems, students are taking ownership of their role in protecting and preserving resources. And, most importantly, they are in some instances witnessing the positive consequences of their actions.

Here is a sampling of some of the projects that LCC students have undertaken...



LAND RESTORATION

GREEN TEAM TO THE RESCUE

Last March, LCC's Green Team headed to the outdoor classroom to seek out a degraded piece of land, one that had deteriorated due to neglect or inappropriate use. The goal? To clean it up and restore balance to the ecosystem.

Since the start of this year-long project, the students identified a site on Bulmer Avenue in Notre-Dame-de-Grâce, solicited cooperation from landowners, completed an initial cleanup, conducted surveys of the flora and fauna, and began designing a site model.

In addition to this environmental goal, LCC's Green Team incorporated educational and social objectives, which include actively learning, helping others to learn, and involving the community.

"The beauty of this restoration project is that it is real," says Vilma Scattolin, environment faculty advisor. "The students are led through a well-defined process but, in the true spirit of learning, it is their ideas that are heard, refined, and executed."

Guided by Greg Lynch of Mantis Environmental and Ms. Scattolin, students will be planting selected vegetation through the fall, preparing the site for winter, developing promotional materials, and examining findings, before sharing their project with the community in June 2017.

"Unfortunately, the environment is often an issue that is ignored," says Lucia Huang '17. "It's not that people don't care, it's that they don't take the initiative. That's what we're doing. The early stages of the process were a lot of fun," she adds. "Looking at the site, I started to imagine all the things that we could do, and it was so exciting to have all kinds of ideas come to me."

Yae Ji Kang '16 was particularly proud of the fact that it was the students who took ownership of such a large undertaking and decided how to achieve the goals. "This project will have a concrete, visible impact on our community and environment, allowing us to believe that we, as students, can create change." Beyond this one project, Yae Ji says that she has modified her own behaviours with respect to the environment. "I now value every inch of unused land I see that is being inappropriately treated," she says. "So, whenever I have the time, I try to clean up the trash."

The students will ultimately be able to assess their restoration efforts through water quality testing, soil sampling, and species identification. They will be counting bees and other pollinators to determine if they have been successful in reaching their goals.

An initiative of Volkswagen, *The Fun Theory* proposes that the easiest way to change people's behaviour for the better is through fun.

Shawn Weiland, science teacher, decided to test that theory and see what would happen if fun became the motivational technique to get people to do what they should be doing—but aren't. He assigned his grade 10 enriched physics class a challenge to identify and describe a bad habit, explain how changing that habit would benefit the community, and conceptualize a technological design to be managed by an open-source Arduino microcontroller* that would engage people and encourage better behaviour.

"Although the project was not necessarily intended to be about sustainability, many of the groups did decide to address environmental issues," says Mr. Weiland. "My goal for this project was to have the students recognize that, through innovation and design, they can influence people's behaviour. I believe that the learning that occurs in the design process is significant, and can teach students some very important lessons that are transferable to other aspects of academics. Specifically, the planning and trial and error that are innate in the process encourage them to reflect on their progress in terms of areas of success and areas that require further work."

Projects were not fully implemented, but the ideas that were developed on how to change bad behaviours were inventive and creative.

Here are two examples:

ROYAL PILE-UP Q-CYCLE

Sam Freder '17
& Max Topiol '17

The Issue: During school drop-off and pick-up, Royal Avenue becomes congested with traffic, presenting a safety hazard for children crossing the street, as well as problems such as noise pollution, emissions from idling vehicles, and lateness.

The Solution: Build and program a keypad that will be placed at the corner of Côte-Saint-Antoine and Royal. Students who exit the cars before the driver turns onto Royal can enter their student ID numbers on the keypad. Their names are then compiled in a database and automatically entered in a raffle for a prize.

The Anticipated Result: Students will be motivated to walk the additional block to school so that they can participate in the lottery, thereby reducing traffic on Royal and its environmental impact.

"Finding creative solutions to encourage people to walk has both health and environmental benefits."

— Sam & Max

Erika Kaperonis '17,
Sophie Rivest '17
& Abby Shine '17

The Issue: The green recycling bins are not being used sufficiently, with most people favouring the black garbage cans.

The Solution: The Q-Cycle game will consist of three recycling bins, each of which will represent an answer to a question that is posed. For example: What's the best LCC sport? A motion sensor will detect when something is tossed into each bin and results will be tallied.

The Anticipated Result: A fun game will encourage people to change their recycling habits.

"Recycling is the key to saving our planet and if we need to recycle, why not make it fun?"

— Erika, Sophie & Abby

*WHAT IS AN ARDUINO MICROCONTROLLER?

Arduino is an open-source platform, based on easy-to-use hardware and software. Arduino boards read inputs (lights on a sensor, a finger on a button) and turn them into outputs (activating a motor, turning on an LED light). Using Arduino programming language and software, you can tell your board what to do by sending instructions to the microcontroller on the board. Source: arduino.cc



For the inventors among us, the Design & Innovation co-curricular activity encourages students to explore their interests and create a unique design or proof of concept for a product, work of art, or experience that reflects LCC's commitment to sustainable design and global citizenship. In this open-ended project, students have one year to develop a prototype that sells their idea.

Two students took up the environmental cause with their creations and presented them at the Design & Innovation Challenge held at LCC on May 17, 2016.

Adam Vandebussche '17 introduced the *kriya kubes*, a simple and effective home energy monitoring system that informs homeowners of their energy consumption by changing colour according to the amount of water, oil, gas, or electricity being used. Named for a yoga practice which, by definition, is intended to increase self-awareness, the *kriya kubes* can be placed anywhere in the house, and homeowners who watch the *kube* change from eco-friendly green to blue or red are alerted to the fact that their house



“We talk a lot about climate change, and I know that this will truly be a problem that my generation will have to deal with.”

could be running more efficiently. For those wanting additional details, Adam conceptualized an online dashboard, which specifically displays where the inefficiencies lie.

“We talk a lot about climate change, and I know that this will truly be a problem that my generation will have to deal with,” Adam says. “So I wanted to see if there was something that I could do, and that others could do, that would make a difference.”

A native of China, Phoenix Na '17 is particularly concerned about protecting the environment, having seen first-hand the hazardous smog that blankets some of its major cities. His design concept, *Shuimu*, is a sink that makes productive use of household wastewater—or greywater—to help grow plants. The sink contains a filter to remove bacteria from the water, which can then be absorbed by the soil of plants at the outer edges of the sink. Although only at the design stage, Phoenix believes that his concept can be developed and have many other applications.

“I believe that people are more motivated to engage in environmental practices if they can see the results of their efforts,” Phoenix says. “What motivates me when developing any of my designs is my desire to create something that will improve the user experience, reduce waste, and decrease costs.”

Par Jean-François Maurice, enseignant en univers social

Planter des arbres reste une des plus belles activités que l'on puisse offrir à nos enfants. Ils en récolteront les fruits et pourront partager leur expérience avec leurs propres enfants. Il s'agit d'une action concrète pour le développement durable.

Cette année, les élèves de 3^e année, dans le cadre du programme de science et technologie, ont participé au projet « Semences d'avenir pour le mont Royal ». Cette activité est organisée chaque année par Les Amis de la montagne, une association à but non lucratif qui vise à sauvegarder et à valoriser la faune et la flore que l'on retrouve sur le mont Royal.

La première étape du projet consistait à recueillir des semences d'arbres communs à la montagne. Les jeunes ont profité d'une belle journée automnale et sont revenus enchantés de leur premier contact avec cet environnement. La germination des graines a ensuite été prise en charge par l'équipe des Amis de la montagne.



Ils en ont profité pour redécouvrir la biodiversité en observant la faune et la flore.

La deuxième étape (au mois de mars) fut la livraison des semis à l'école et la mise en terre. Ceci a permis aux élèves d'en apprendre davantage à propos des graines récoltées et de la transplantation des jeunes plants dans la forêt.

Pendant la troisième étape (au mois d'avril), une animatrice du projet est venue rendre visite aux élèves afin de voir l'évolution des semis et de répondre à leurs questions. Puis, les petits arbres ont été transférés au mont Royal dans la serre prévue à cet effet.

La dernière étape s'est déroulée le 1^{er} juin. Les élèves sont alors retournés au mont Royal pour revoir leurs jeunes pousses à la pouponnière d'arbres. Ils en ont profité pour redécouvrir la biodiversité en observant la faune et la flore.

Ils étaient accompagnés d'élèves du Middle School Pride, l'objectif étant de créer des relations entre les enfants du Junior School et du Middle School, tout en partageant la même vision du développement durable.



UNE ACTIVITÉ DE JARDINAGE

POUR PROTÉGER LES PAPILLONS

Par Jean-François Maurice, enseignant en univers social

Chaque année, les papillons monarches font un voyage de plus de 5 000 km du Canada jusqu'au Mexique. Mais depuis quelques années, les populations de monarches ont atteint un creux historique d'à peine 33,5 millions en 2013, alors que leur moyenne annuelle était de 350 millions au cours des 15 années précédentes.

Une des principales causes de ce déclin est la disparition marquée de la seule espèce de plantes dont se nourrissent les monarches et sur laquelle les femelles pondent leurs œufs : l'asclépiade.

Le 26 mai, des élèves de la 3^e à la 11^e année ont participé à la sauvegarde des papillons en plantant des asclépiades, une plante vitale pour les monarches. Ce jardin papillon se trouve à côté du nouveau stationnement.

« J'ai beaucoup aimé planter des asclépiades pour aider les papillons monarches à survivre, dit Vanessa Melki, une élève de 4^e année. J'aime les papillons et faire du jardinage. J'espère que les papillons vont aimer nos plantations! »

Vous voulez faire un petit geste concret et significatif pour protéger les monarches? Plantez vous aussi de l'asclépiade pour les accueillir chaleureusement l'été prochain! Ce petit geste contribuera à créer un effet papillon pour la protection des monarches qui dépendent de nous pour assurer leur survie.

« J'ai trouvé que c'était une très bonne initiative de planter des asclépiades pour attirer les papillons monarches, puisque ces insectes sont très beaux et peuvent embellir l'école, » ajoute Édouard Des Parois Perrault, un élève de 6^e année.

Nous tenons à remercier Greg Lynch de Mantis Environmental pour avoir supervisé la création du jardin, la fondation David Suzuki qui est à l'origine du projet « L'effet papillon » ainsi que la fondation Monarch Watch qui nous a permis d'utiliser leur affiche *Bring Back the Monarchs*.

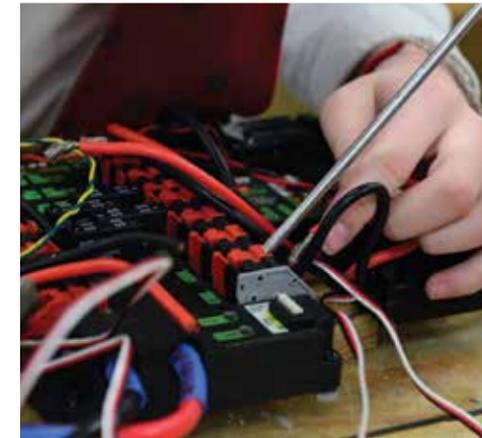
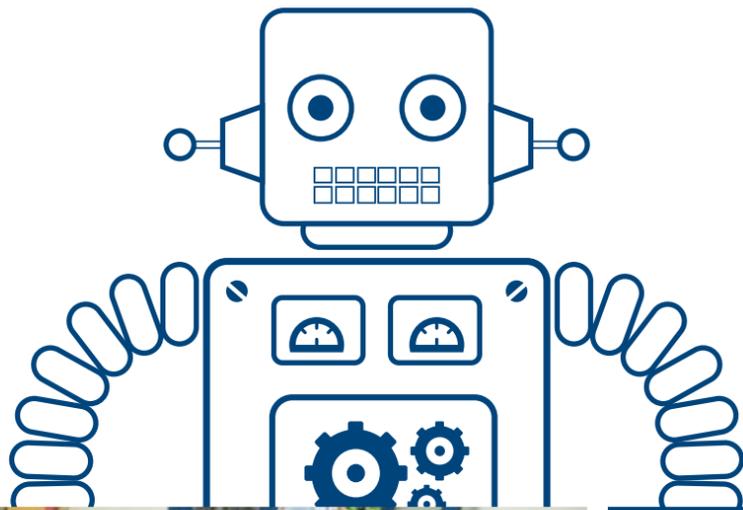


FIRST ROBOTICS COMPETITION

MERGING SCIENCE & TECHNOLOGY WITH SPORT

By Dana Kobernick, Communications Specialist

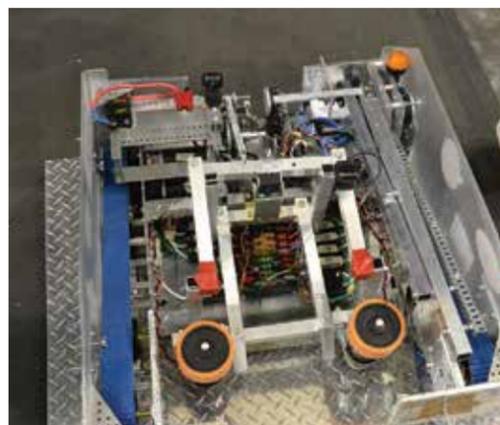
There is perhaps no better learning environment than one which calls upon students to work as a cohesive team while drawing upon their science, technology, engineering and math skills. Guided by faculty advisors and industry mentors, that is what the LCC robotics team was required to do to prepare for the rigorous First Robotics Competition (FRC), held last April.



“IT’S NEVER TOO LATE TO LEARN SOMETHING NEW OR TO CHALLENGE YOURSELF...”



ABOVE A FEW MEMBERS OF LCC'S TEAM X3 AND TEACHER ANNE-MARIE LALONDE POSE WITH THE ROBOT, WHICH AT THE TIME WAS A WORK IN PROGRESS.



Based on a business plan that outlined LCC Team X3's mission, budget, strategic approach, team structure, and fundraising opportunities—and governed by strict rules and regulations—the group of 26 students had a mere six weeks to design, build, and program a robot that would be able to perform a set of defined tasks. In this particular tournament challenge, team alliances were on a quest to weaken their opponents' fortifications and ultimately capture their tower.

Within the time period allotted, the team and faculty logged hundreds of hours creating the robot, even having to learn a new programming language for the controlling unit. This was the fifth time competing for Zack Shine '15 (Pre-U '16), team captain, who cites the time constraints as presenting the greatest challenge. “There was no time for procrastination and deliberation,” he says. “To be efficient, different parts of the robot had to be designed and constructed simultaneously, making team communication critical.”

Much of the equipment was ordered from an American supplier and long delivery times led to significant production delays. But this stressful factor gave the students a real taste

of what it is like to be an engineer and build something under challenging circumstances.

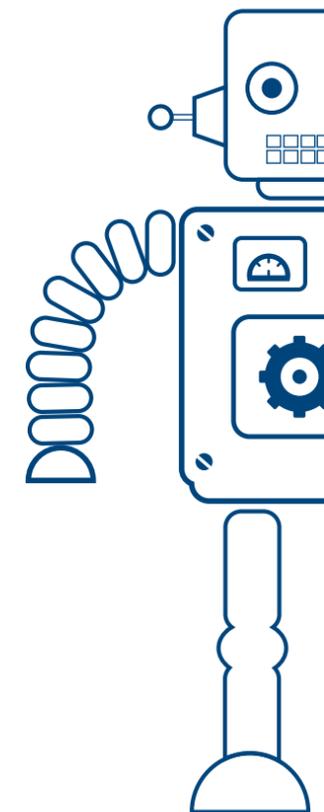
While students received advice and guidance from science teachers Anne-Marie Lalonde and Jesse Searle, lab technician Rick Nidata, and parent mentor Huntley Stratford, the robot was entirely built by the students. True to life, the team experienced both success and failure. Their ingenuity went unrewarded when the bumpers they designed to be quickly installed and uninstalled with the use of Velcro kept falling off and disqualified them from a few rounds. A disconnected battery and an inadvertent misstep by a student over some of the game's obstacles further impeded their efforts, leaving them with a finish that was close to the bottom of the pack. But the robot worked perfectly in the final round of the competition, bringing one game win to the team and serving as motivation for next year.

“The robotics competition, and robotics in general, provides students with a real opportunity to work on something that is hands-on,” says Mark Salkeld, Assistant Head of Student Life. “More importantly, it allows them to experience failure and to learn how to react to that failure in a timely manner. I would much rather a student-led initiative with a last-place finish, than a mentor-driven win.”

Zack, too, noted that, “Win or lose, it's all about the experience and the lessons learned.”

In a three-page document bearing that very title, “Lessons Learned”, the team reflects on their experience and on the improvements needed to rise in the standings in future competitions. Many of those changes are organizational in nature, with a focus on preparation, time management, and better defining the roles of team members. The students also had specific comments about the technical aspects of the build that could improve the performance of the robot. They recognized the value of the mentorship offered to them, as well as the need to be ready to adapt to any and all surprises that might arise. Most notable is their message to stay positive, sage advice for themselves and for future team members.

The lessons learned extended to the faculty, with Mme Lalonde recognizing what she gained as well. “It's never too late to learn something new or to challenge yourself,” she says, having had to delve into areas that were foreign to her. “As for the students, they too challenged themselves, and grew on many levels.” ■





MAKERS *in the* MAKING

**INNOVATION CENTRE IGNITES
SPARK OF CREATIVITY**



By Wendy Helffenbaum, Writer

Imagine a space where ideas come to life, where students are encouraged to brainstorm, work with their hands, and craft projects they might otherwise never attempt.

Welcome to LCC's Innovation Centre, which opened in 2015–2016 as a pilot programme where up to twenty grade 10 students could sign up for the Design & Innovation class. A co-curricular activity for grades 9–11 was also offered.

"The maker movement—the idea of playing and inventing to learn—is a big area of research at MIT, and in the last five to 10 years, makerspaces have been seen as very positive places for active learning in schools," explains Media Integration Specialist Alec Mathewson '92.

"We thought creating a makerspace at LCC would be a positive addition to the school. It's about taking what kids are learning in classes, and finding a playful application for it, using their hands, thinking outside the box and also learning through failure. We teach them to iterate—to try something and if it doesn't work, to check measurements or choice of materials, and then try again and again. This idea of learning through failure provides a breeding ground for innovative ideas."

Housed in the Technology Centre, the Design & Innovation programme is co-led by Mr. Mathewson and Nathalie Lemelin, who until this year was Head of Innovations in Teaching and Learning.

Loosely modeled after MIT's Fab Lab prototyping platforms for invention, innovation and entrepreneurship, LCC's class encourages creative,

hands-on problem solving skills and new ways of thinking. Although Fab Labs were originally designed for communities, the concept's growing application as a project-based STEM tool (Science, Technology, Engineering, Mathematics) has seen schools worldwide seeking ways to develop similar initiatives, explained Mme Lemelin.

"This has been a really interesting journey for me—the whole idea of designing a course around kids' passion and curiosity embodied everything I keep hearing about 21st century teaching," she says. "It was eye-opening to see this new paradigm for teaching and project-based learning and discovery come alive before me. The more we can create these opportunities for students, the better. This is the direction education should be taking."

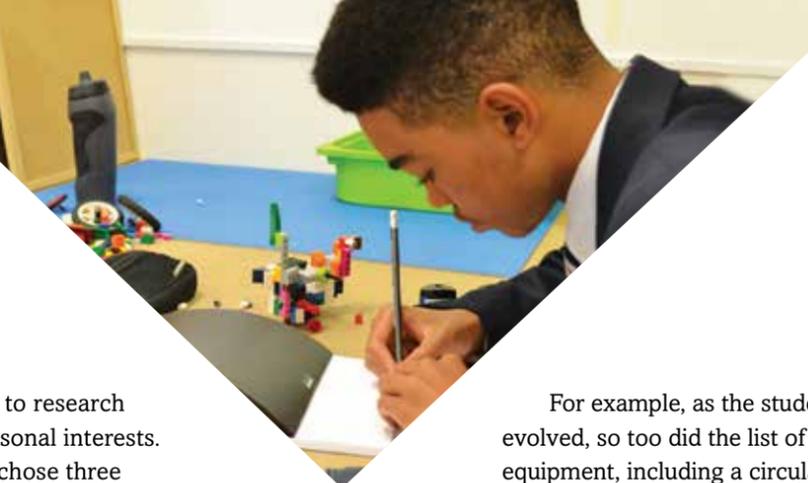
In its inaugural year, the programme drew a mix of students—some with building experience and others with none.

"We did a lot of skill-building exercises—micro-projects—at the beginning of the year, and each student created a website to document their progress. That's a major learning component of this course—getting them to visualize and show their thinking process," notes Mr. Mathewson.

"We could nudge the student who's having trouble with deeper thought and say, 'Don't give up. Try it this way.'"

LEFT BACKGROUND 3D PRINTING
RIGHT STUDENT CREATIONS





Students were first asked to research an artifact related to their personal interests. In the second term, students chose three potential ideas, decided on one project and set concrete objectives.

“This course was about their owning their learning, which is very different from any other course they’ve taken before,” adds Mme Lemelin. “It was very difficult at the beginning because they’ve been trained to think: ‘What do I have to do to get an A in this course?’ By the third term, we didn’t get that question anymore. It took them a full year’s journey to understand that it was safe to take a risk.”

Mr. Mathewson was pleasantly surprised as students stretched out of their comfort zones, with athletes learning to sew, for example.

“At the end of the year, even if you don’t have a prototype or something that you’ve made, it doesn’t matter, as long as you can talk about your journey. That was our main goal: making sure they have that thinking process to show, ‘This is what I’ve learned, this is how I’ve evolved in this class and what I’ve experienced through design,’” he explains.

In fact, some students showcased their work on May 17 to a rapt audience of parents and fellow students.

“The kids’ speaking skills, ability to pitch their ideas and use a *PechaKucha* presentation style (a format which keeps presentations concise and fast-paced) to show what they’ve done was really phenomenal,” says Mark Salkeld, Assistant Head of Student Life. “I think it was our best event of the year. These students would not have looked out of place on CBC’s *Dragons’ Den*.”

For the coming school year, the course will be expanded to both grade 10 and grade 11 students, and Mr. Salkeld wants the programme to grow organically.

“It’s not a question of ‘If you build it, they will come.’ We need to see what the students want to achieve and develop that over time,” he explains.

“MOVING FORWARD, I THINK WE SHOULD FOCUS ON HELPING THE STUDENTS BE CURIOUS TO LEARN MORE, TO DIG A LITTLE DEEPER. IF YOU DON’T HAVE CURIOSITY, IT’S HARD TO HAVE THAT DRIVE TO PUSH YOU THROUGH.”

For example, as the students’ project ideas evolved, so too did the list of needed tools and equipment, including a circular saw, a serger sewing machine, an embroidery machine, a vinyl cutter, 3D printers and more. On the wish list for the future: downdraft tables, shop tools and rapid prototyping.

Parent feedback has been very positive throughout the year, notes Mme Lemelin.

“During the showcase, we kept hearing how this type of course prepares kids well for real life. That was music to our ears,” she says.

Mr. Mathewson heard more than one parent say they wished they could take the class themselves.

“Eventually, we’d love to bring some of our alumni back to work with students, and bring parents in to learn. It’s a tremendous opportunity; we’re building a community of thinkers and creative people,” he says.

“I think there’s a great demand on us as educators to do x, y and z and a lot of it is short-term—getting the highest grade on the next test—so you get to the next level. But I think we really need to take a step back and ask: ‘Are we really creating the skills for kids to succeed beyond the next test? Are we teaching them to innovate?’” he says.

Instead of having only stand-alone Design & Innovation classes, Mr. Salkeld feels that more projects that incorporate this kind of thinking could be integrated into core subjects such as science.

“Moving forward, I think we should focus on helping the students be curious to learn more, to dig a little deeper. If you don’t have curiosity, it’s hard to have that drive to push you through,” adds Mr. Mathewson.

Eventually, the programme might proceed towards becoming accredited as a fabrication lab, notes Mr. Salkeld.

“We’re making sure each step we take is still going in that direction,” he says. ■



ALONGSIDE THE MASTERS

at the
ALAN KLINKHOFF GALLERY



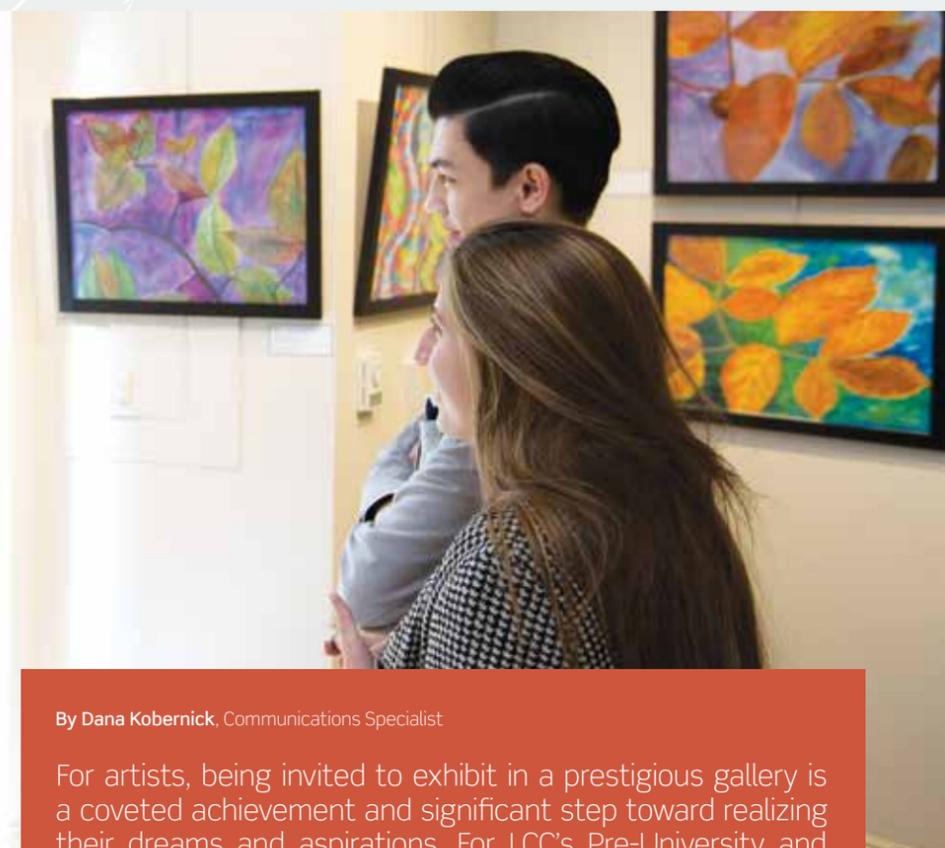
The Klinkhoffs devoted the main space of the gallery to the exhibition, but left some paintings on the walls so that the student works would be hanging alongside those of master artists. The magnitude of the event was not lost on Noah. "Exhibiting at the Alan Klinkhoff Gallery where other artists have shown their work means that you've achieved something," he says. "It is an opportunity like none other."

For Noah's father, witnessing his son's pride and sense of achievement was the most gratifying. And, there was the unanticipated impact on the generation coming up in the

"EXHIBITING AT THE ALAN KLINKHOFF GALLERY WHERE OTHER ARTISTS HAVE SHOWN THEIR WORK MEANS THAT YOU'VE ACHIEVED SOMETHING."



ABOVE STUDENTS APPRECIATING THEIR ART AT THE ALAN KLINKHOFF GALLERY.



By Dana Kobernick, Communications Specialist

For artists, being invited to exhibit in a prestigious gallery is a coveted achievement and significant step toward realizing their dreams and aspirations. For LCC's Pre-University and grade 11 art students, that recognition came in April 2016, when the Klinkhoffs opened their doors to them for a three-day exhibition of their artwork.

Alan Klinkhoff '70, who runs the gallery with his sons Jonathan '00, and Craig '06, exhibited 35 student works, offering students an unprecedented opportunity to display their art in a gallery whose owner has been a part of the Montreal and Canadian art scene for many decades.

"IN KEEPING WITH THE LCC MOTTO, *NON NOBIS SOLUM*, WE WANTED TO GIVE BACK TO THE SCHOOL AND DO SOMETHING POSITIVE FOR THE STUDENTS," SAYS ALAN KLINKHOFF.

Mr. Klinkhoff's primary goal was to take the students out of rehearsal mode and put them on centre stage. Placing them in the lime-light, in front of an audience that included their peers, family, friends, and the general public serves to raise their personal objectives, offer a forum to exchange ideas, and provide an exceptional learning experience.

To say the Klinkhoff exhibit was a positive experience for student artists Noah Wou '16 and Danova Gardilic '16 is an understatement. For both Noah and Danova, art has become a central part of their lives. The importance of art, according to Danova, lies in the absence of rules, where there is nothing that puts you in a box. It requires patience and discipline and teaches you how to balance emotions with your analytical mind. Noah appreciates how art allows you to broaden your mind and instills important values. It is his way of expressing himself and he is always drawing: in class, at home, on the bus, on the metro.

RIGHT MONTREAL TIMES FRONT PAGE, APRIL 23, 2016





“THERE WAS OUR ART, HANGING IN SUCH A REPUTABLE GALLERY. IT TOOK MY BREATH AWAY.”



ranks. “The students’ art went beyond the high school level and what I expected,” says Michael Wou. “The excitement of exhibiting at the Alan Klinkhoff Gallery pushed Noah to another level and, at the same time, the event demonstrated what his sister Maya ’19 can look forward to as a Senior School student.”

Danova notes that the Klinkhoffs are real celebrities in the art world. “The first time we walked into the gallery, everyone got very emotional,” she says. “There was our art, hanging in such a reputable gallery. It took my breath away.”

The Klinkhoffs set their usual business aside for three days, wrapping and storing the art pieces in the gallery to make way for

the students. And they, too, felt that the initiative was worthwhile. “We hosted a wonderful group of students who were well-spoken, polite and extremely engaging in conversation,” Mr. Klinkhoff says. “With interest, discipline, and perseverance they can all create high-level works of art. And, the event animated the gallery to a level that is rather uncommon and entirely welcome.”

Beyond the thrill, LCC visual art teacher and orchestrator of the event, Carol Loeb, highlights the many enriching aspects of this type of showcase. In particular, she cites the new perspectives and understanding of art-making that her students have gained. “The experience helped them truly appreciate the creative process,” she says. “And for me, seeing the glow in their eyes and hearing the pride in their voices when they speak about their work and their creative processes, is the greatest reward for any teacher.” She also notes how integrating arts education into the school curriculum has an undeniable power to inspire and motivate, and is integral to students’ development as well-rounded human beings.

When asked if he would consider a repeat performance, Mr. Klinkhoff was open to the idea, encouraging Ms. Loeb to contact Craig to see what the calendar holds for next year. Consider it done, Mr. Klinkhoff. ■



CERTIFICATE OF SUSTAINABLE GLOBAL LEADERSHIP



RECOGNIZING STUDENT ACHIEVEMENTS

By Dana Kobernick, Communications Specialist

Over the past 10 years, LCC has focused on the development of its global education programming to help students prepare for their role in an evolving global society. From the International Baccalaureate Diploma Programme, to the student exchanges, international conferences, Duke of Edinburgh’s Award, and a curriculum that integrates global learning, students are being introduced on a daily basis to a broad world view.

With this in mind, LCC introduced the Certificate of Sustainable Global Leadership as a way of acknowledging students who have made environmental and global learning a priority throughout their Senior School career. “The exceptional becomes normalized very quickly,” says Mark Salkeld, Assistant Head of Student Life. “We need to step back and recognize that what these kids are doing, both intellectually and physically, is extraordinary.”



To be considered for the certificate, which was launched in 2015—2016, students voluntarily submit their candidacy at the beginning of their grade 11 year, and it is awarded to students who:

- ▶ successfully complete the first year of the International Baccalaureate Diploma Programme.
- ▶ complete the Duke of Edinburgh's Gold Award.
- ▶ take part in a series of Sustainable Global Leadership Seminars.
- ▶ submit a reflective piece about a Senior School travel experience.
- ▶ write a reflective piece about an environmental initiative in which they have been involved.

“YOU MEET SO MANY PEOPLE FROM PLACES ALL OVER THE GLOBE... IT OPENS YOUR EYES TO WHAT'S OUT THERE. IT'S SO DIFFERENT AND SO AMAZING.”

Mikaela Ludwick '16 says that her international activities have been life changing and she was excited by the prospect of being recognized for all that she has achieved. Mikaela's experiences, whether through international conferences or her student exchange, have already established a worldwide network of friends for her. “Some of the best weeks of my life have been those spent at the Round Square conferences,” she says. “You meet so many people from places all over the globe. It's amazing to hear their stories and what a typical day is like at their school versus ours. It opens your eyes to what's out there. It's so different and so amazing.”

As important as having the experiences themselves is the opportunity to share them through written reflective pieces which, for Clara MacIntosh '16, proved to be the most



ABOVE LCC STUDENTS BUILT A HOUSE IN COLOMBIA AS PART OF THEIR DUKE OF EDINBURGH'S GOLD AWARD REQUIREMENTS

challenging aspect. “Thinking about my international experiences and putting them all into one essay was difficult,” she says. “But it was a good way to reflect on all that I've done.”

The seminars, which addressed issues such as the value of international service and global education, the Syrian refugee crisis, and a cultural examination of Southeast Asia, were well received. Students offered their diverse opinions on topics that often generated controversy but, at the same time, they were open to different perspectives. “Next year, we would like to increase the regularity of the seminars,” says Mr. Salkeld. “The students participated well and would like more forums for discussion.”

Attesting to the success of the seminars, Mikaela says that she was particularly inspired by the presentation given by Gurveen Chada '07, LCC's first student to earn the Duke of Edinburgh's Gold Award, who subsequently went on to United World College in India and to Dartmouth. “It was so incredible to hear that a student from LCC, who is just like us, has done so much,” she says. “After listening to her, I realized that anything is possible and that you don't

BELOW OPENING CEREMONIES AT THE 2015 ROUND SQUARE INTERNATIONAL STUDENT LEADERSHIP CONFERENCE.



have to take the traditional route. She worked in Africa in microfinance, providing banking services to those who would otherwise not have any other means of gaining access to financial services. I found that so interesting.”

As they move on to LCC's Pre-University programme, both Mikaela and Clara intend to take their place as leaders in a global society. Mikaela plans to pursue a business degree in the United States, after which she hopes to work overseas in a developing country, perhaps in microfinance, following in the steps of her fellow alumna. Clara says that she too hopes to do her part, and will likely start with the community, helping out in various organizations.

Although Mikaela and Clara received the Certificate of Sustainable Global Leadership on their own merit, they acknowledge the influence that some of the staff and faculty have had on the development of their global-mindedness. In particular, they recognize the support of Mr. Salkeld, and Ms. Gillian Shadley, School Counsellor and Coordinator of Outreach Programmes. “They are both great role models,” they say. ■

RECIPIENTS OF THE CERTIFICATE OF SUSTAINABLE GLOBAL LEADERSHIP 2015–2016

- Jessica Azeff
- William Bouchard
- Nicolas Brière
- Kamy Roberge Carrington
- Danova Gardilic
- Julia Garfinkle
- Michael Hamilton
- Yae Ji Kang
- Kameel Khan
- Mikaela Ludwick
- Clara MacIntosh
- Harry Moroz
- Ilana Singer



ROUND SQUARE

Round Square is a worldwide association of approximately 160 schools on five continents in 40 countries, which encourages students to push beyond academic excellence to discover and develop their full potential.

DUKE OF EDINBURGH'S INTERNATIONAL AWARD

The Duke of Edinburgh's International Award encourages young people aged 14–25 to develop life skills that will challenge them, while helping them give back to their communities.

CULTURAL TRIPS

LCC offers a variety of optional intercultural trips. These opportunities complement our academic, co-curricular and service programmes.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

The International Baccalaureate Diploma Programme (IB DP) is an academically challenging, international programme that is taught over a two-year period and positions students for direct entrance to university anywhere in the world.

STUDENT EXCHANGE

Partnering with Round Square schools, the Student Exchange Programme provides Senior School students with an exciting opportunity to attend school abroad while living with a host family. These six to eight weeklong experiences encourage students to stretch beyond their comfort zone and gain important life skills, such as independence, flexibility and cultural responsibility.

One-Year Strategic Bridge Plan

In September 2015 LCC implemented a One-Year Strategic Bridge Plan, which laid out our vision and goals for last year. Much has been achieved in that short time and we are proud of our accomplishments. The Bridge Plan served as a valuable stepping-stone for our new multi-year strategic plan, which was recently launched.





BALANCED WELLNESS

VISION

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.

ACHIEVEMENTS

- Adjusted the Middle and Senior School timetable for 2016–2017, to allow for more student collaboration, reduce early dismissals from classes for co-curricular activities, and ultimately improve student development.
- Initiated discussion regarding pedagogical priorities and a completely revamped high school schedule (ongoing).
- Defined the “engaged advisor” and developed training and support (ongoing).
- Developed advisory group curriculum modules for 2016–2017.



FOCUSED EXCELLENCE

VISION

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.

ACHIEVEMENTS

- Implemented a new faculty evaluation model.
- Established a new Middle School leadership model to include an assistant director.
- Made modifications to the IB Diploma Programme to expand course options, including online opportunities.
- Focused on whole-school curriculum mapping in Professional Learning Communities.
- Introduced an Innovation/Design/Entrepreneurship course in grade 10 and as a co-curricular offering. Extended to grade 11 in 2016–2017.
- Focused on innovation and inventions at the Destiny Quebec 2016 Global Issues Conference.
- Recruited a new university guidance counsellor for 2016–2017.
- Adopted the IB DP CAS (Creativity, Action, Service) model for all co-curricular involvement in grade 11.



GLOBAL LEARNING

VISION

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.

ACHIEVEMENTS

- Partnered with Canada Homestay International.
- Introduced international student orientation.
- Designated returning international students to act as student ambassadors for new students in 2016–2017.
- Recruited Mandarin-speaking parent volunteers to act as liaisons with new families.
- Introduced the new LCC “Certificate of Sustainable Global Leadership” in grade 11 to recognize student achievements.
- Established membership in GEBG (Global Ed Benchmark Group).



INTERNATIONALIZING THE LCC EXPERIENCE

VISION

With our aim 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.

ACHIEVEMENTS

- Promoted LCC alumni success stories across communication channels.
- Explored new opportunities to broaden the international student community.
- Using CORE (Community, Opportunities, Resources, Excellence) messaging, enhanced advocacy and marketing.



EDUCATIONAL ACCESSIBILITY

VISION

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.

ACHIEVEMENTS

- Enhanced the partnership with the LCC Foundation.
- Hired a new director of advancement.
- Established a short-term goal of building our endowment to \$20 million by 2020.



VISION 20/20: GLOBAL PATHWAYS

Throughout our history, we have been true to our mission.

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. As a school, we are consistently striving to enhance, improve, and further develop our practices, resources, and strategies, to fulfill this mission and to support our students' academic and personal development throughout their LCC journey and beyond.

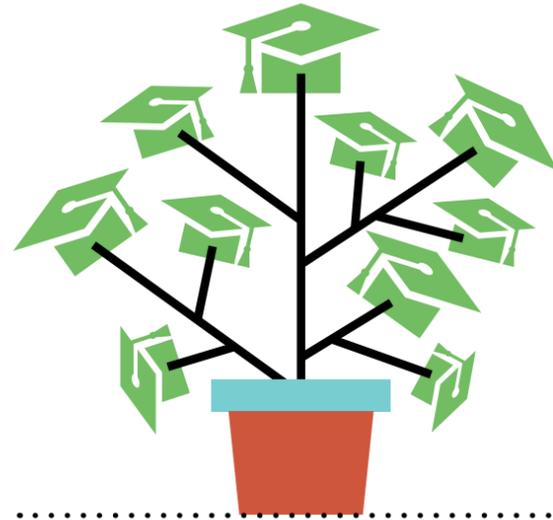
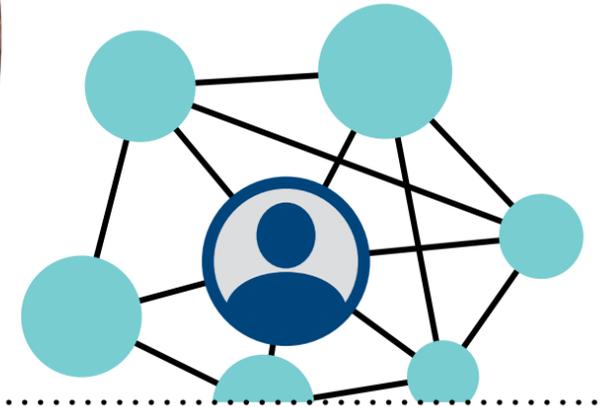
Our strength as a school is fueled by the pride we have in our community. It is derived from our commitment to remain forward thinking and to anticipate and respond to the changing needs of our students. We have been—and will continue to be—bold in our approach. Much has been achieved, but as the global landscape evolves, so must we, to ensure that our students are fully prepared to be active members of the world community. Our new strategic plan, Vision 20/20: Global Pathways, reflects this and, as always, places the student at the centre of our vision.

We have identified three strategic areas for the next several years:

1 Expanding our community to increase DIVERSITY AND ACCESSIBILITY to qualified students from around the world who merit an LCC education.

2 Ensuring our school's SUSTAINABLE FUTURE by expanding our leadership and strengthening the culture of philanthropy.

3 Focusing on TEACHING AND LEARNING IN A NEW PARADIGM to keep pace with the changing world of education.



1 DIVERSITY AND ACCESSIBILITY

CREATING A LEARNING ENVIRONMENT THAT REFLECTS THE DIVERSE WORLD in which we live is essential for the academic, intellectual, and emotional growth of our students. We value the differences in our students and recognize that their varied backgrounds, experiences, cultures, and socioeconomic circumstances bring new perspectives.

It is our priority to continue to create greater diversity among our student community and to be leaders in developing engaged global citizens.



2 SUSTAINABLE FUTURE

LCC'S REPUTATION HAS BEEN BUILT ON THE STRENGTH OF ITS COMMUNITY and ability to provide high-level academic and co-curricular programming. The exceptional programmes and quality of their delivery, the calibre of students, and the ways in which their LCC experience serves them in achieving success beyond graduation, have all helped to establish a highly-regarded institution.

It is our priority to sustain and further strengthen our position and to convey the true value of the LCC educational experience.

- LCC commits to:**
- BUILDING** endowments to increase accessibility.
 - POSITIONING** itself as "Montreal's Global School."

LCC commits to:

FINALIZING and preparing an effective transition strategy so that LCC can become fully independent should the need arise.

ENGAGING alumni to serve as school ambassadors.

EXPANDING our Board of Governors to include additional leadership and expertise in fundraising.

STRENGTHENING the culture of philanthropy within our community.

CREATING greater understanding of the value of an LCC education by focusing on faculty, student, and alumni achievements.

3 TEACHING AND LEARNING IN A NEW PARADIGM

WE RECOGNIZE THAT LEARNING IS A JOURNEY, not a destination, where flexibility allows for students to learn in their unique ways, where students are active participants in their educational growth and development, and where learning is multidirectional as students learn from teachers, teachers learn from students and students learn from one another.

It is our priority, within an ever-evolving global society, to consistently adapt our teaching and classrooms, to ignite curiosity, inspire inquiry, and foster students' ownership of learning.

LCC commits to:

INTEGRATING a culture of health, wellness, and balance among faculty, staff and students.

ENSURING high-quality faculty performance across all divisions.

SUPPORTING faculty in a new teaching and learning paradigm.

DEVELOPING a curriculum, while building on essential skills, that adapts innovatively to the realities of global citizenship in the 21st century.

ENSURING that our facilities are modern to stay current with pedagogical practices.

PROVIDING structure and strategy that cultivate lifelong independent learning.

STRENGTHENING communication between parents, students and the faculty.



A TRIBUTE
TO CURRENT
&
PAST PLAYERS

CHAMPIONSHIP WIN TRULY HISTORIC

By Chris Auclair, Assistant Head Coach

There was a spirit within last year's Senior Girls Hockey team that always made each game, tournament or playoff seem like a victory. Comprised of players from grades 7 to 12, a camaraderie developed that crossed age boundaries, and incited a sense of responsibility on the part of veterans to serve as mentors and role models for the younger players. This laid the foundation for an upbeat and positive atmosphere both on and off the ice. It was a team ethos of sorts that was understood and respected by all, from the team's captain and her assistants, right down to the youngest rookie. Everyone belonged.

"There was no doubt in my mind that this team had what it took to win a championship. I believed in them and they believed in each other," says Head Coach Victoria Wells. "The success of this team was a byproduct of their admirable effort, hard work, and dedication to both the programme and each other. They are a class act group of young ladies who defined what it means to be successful."

The team spirit was unwavering. The road to playoff victory in March saw our troupe of girls take on several groups of highly skilled elite 'AA' players, who are typically distinguished by their red helmets. So, when it came time

to face Kuper Academy in the semi-finals — whose #1 line took an early lead — the girls were faced with a pivotal question: Is this onslaught of red going to crush us? Nobody would have questioned a loss against such overwhelming talent.

It was no surprise, then, down by a score of 1-0 after only 30 seconds, that the spirit of this team, cultivated and passed on by so many players from years past, would answer Kuper's challenge. The players pressed ahead. They were audacious, bold and determined.

Almost immediately after the puck dropped, LCC tied the game. They would never fall behind an opponent from that point forward, as each and every individual player elevated her game. They would surge forward to beat Kuper and then win the championship game against Collège Notre-Dame in front of a packed home crowd. "No other team I have coached has had this spirit of sisterhood and girl power!" says Assistant Coach Julie Manseau. "This has to be part of this team's legacy."

They were truly a team, destined to make history with its first ever GMAA Championship. As Michael Jordan once said, "Talent wins games, but teamwork and intelligence wins championships." ■

TOP TEN 2016 MAKING ATHLETICS HISTORY

By Chris Viau, Director of Athletics



WHAT A YEAR IT HAS BEEN FOR OUR LCC ATHLETES, WITH A SLEW OF CHAMPIONSHIPS AND A HISTORY-MAKING WIN FOR THE SENIOR GIRLS HOCKEY TEAM. HERE ARE OUR TOP TEN ACHIEVEMENTS FOR 2015-2016.

Girl Power

The girls had an extraordinary year in athletics — perhaps the best since LCC went coed over 20 years ago — garnering championship wins in almost every sport. Here is a summary:

- Juvenile Girls Soccer Champions
- Juvenile Girls Hockey Champions
- Midget Girls Spring Soccer Champions
- Bantam Girls Flag Football Champions
- Bantam Girls Basketball Champions
- Midget Girls Tennis Champions
- Midget B Girls Tennis Finalists
- Juvenile Girls Soccer and U15 Girls Soccer CAIS Semi-finalists
- Juvenile Girls Tennis Finalists
- Bantam, Midget and Juvenile Volleyball Finalists

Hockey History

This year, our talented Senior Girls Hockey team battled to a third place finish in the standings and headed into the playoffs with confidence. They faced Kuper Academy in the semis and shocked everyone by winning 5-1. They went on to play top-seeded Collège Notre-Dame in the finals in front of a raucous home crowd and, in a 3-2 upset, won LCC's first ever GMAA Girls' Hockey Championship.

"Pitch" Perfect

Our Juvenile Girls Soccer team had an extraordinary season marked by a perfect run in the playoffs and GMAA Championship. The future of the programme looks bright, as our Midget girls spring team capped off a perfect season going undefeated and capturing the GMAA soccer title.



Best Year in History

In the very last game of the school year, our Bantam Girls Flag Football team clinched our school's 12th championship for LCC athletics in 2015–2016. Capturing 12 championships in one year is a remarkable feat considering the competitive leagues that we play in.



Senior Basketball Rebound

After going 0 and 12 last year, it didn't seem like the Juvenile Boys Basketball team could have a chance at a title in 2015–2016. To improve on the court and prepare for the season, we implemented spring training and added a few key players to our lineup. In fact, enough interest was generated to field two competitive teams. Our division III team had a great year, losing by one point in the semis, and our division I team had an extraordinary turnaround, going from last place in 2014–2015 to first place in 2015–2016. They went all the way to the GMAA championship game where they gave a great effort but came up short in the end. All in all, this season will go down as one of the most successful ever for our Juvenile Boys programme.



Spring Cleanup

Our soccer teams cleaned up by winning both banners in our first-ever spring soccer league. The Bantam boys won an exciting game against John Paul I High School to claim the title, after having already won a championship in the fall season. The Midget boys went undefeated in their season, dominating all of their opponents, while our Midget girls capped off the season with a convincing 5-1 win in the finals to complete their undefeated season.

LCC Rackets "Smash" the Competition

The LCC tennis team continued to dominate this year and made history by sweeping all three boys GMAA tournaments for the very first time. Our boys won eight out of the 12 medals up for grabs. To add to an already extraordinary year, our boys excelled at the Selwyn House Juvenile Tournament as our A team finished first, one point ahead of our second place B team. And, the Girls Midget A Tennis team captured the city championship.

Perfect from Tip-off to the Buzzer

Our Bantam Girls Basketball team captured their second consecutive GMAA title this year. The team has not lost a GMAA game in two years, an incredible feat.



Volleyball Dominance

Our volleyball teams continued to excel this year. All three teams made it to the finals. For our Bantam team, this was the third consecutive year in the finals. As for the Juvenile girls, it was their second trip to the finals in two years.

Midget Boys on the Right Track

The Midget Boys Track and Field team dominated their GMAA championship meet by winning six individual medals. They ended the day with a bang by winning the 4 x 100 relay and the 4 x 400 relay. This championship was a great way for Mr. Tipney to retire from a dedicated career as a track and field coach at LCC.



Honourable Mentions

Our Senior Boys Hockey team was a force to be reckoned with. Although one of the youngest groups we have had in years, the team went all the way to the league semi-finals. They also captured the Alexander Galt tournament title, beating Loyola in the finals. With 17 returning players next year, the team expects to compete for another championship.

It was a great year in football across the board. Our undermanned Cadet squad had an extraordinary playoff run with a very small roster and our Juvenile team was one of the most talented groups we have ever had. An incredible goal line stand propelled them to the playoffs where they lost against Loyola.

Our Rugby 7s team also excelled this year, making the finals at their two tournaments.

CONGRATULATIONS TO ALL OF OUR EXCEPTIONAL ATHLETES FOR AN AMAZING YEAR!

CONTACTS



CLASS ACTS

Falyn Katz '00

Philip Caplan '06

Forging Her Own Path to Success

Falyn Katz '00

By Wendy Helfenbaum, Writer

When Falyn Katz first walked through LCC's doors in 1995, she was already a trailblazer. In addition to being among the first group of girls admitted to the school, Falyn continuously pursued a unique path, and has built a successful career in nonprofit business development and management.

Falyn, 32, notes that her high school years provided a strong foundation for this success, teaching her to become resourceful and persistent.

"LCC played a big part in developing the person I am today," she says. "I'm a strong believer in the combination of nature and nurture. I have had great role models in my parents, and also in my teachers and fellow students. I made incredible friendships with people who continue to inspire me—teachers like Linda Gendron and André Trudel really had an impact on my life. If it wasn't for Monsieur Trudel's etiquette class, who knows how I'd be handling myself in meetings!"

Because Falyn feels she absorbed much more than core curriculum during her years at LCC, she was prepared to tackle challenges in any business situation.

"LCC teaches you a lot about life and how to conduct yourself in real-life situations," she says. "I certainly was not the best student. I think I was most improved student in grade 8, but the athletics curriculum was important to me. I was the first girl to play on the boys' football team, and basketball was a big part of my life. I was captain of the team for a few years. My coaches really helped me develop skills and instilled leadership qualities in me."



"I'm a strong believer in the combination of nature and nurture. I have had great role models in my parents, and also in my teachers and fellow students."

After LCC, Falyn attended Marianopolis College before earning a B.A. in sociology from Concordia University in 2006.

"I felt sociology offered diverse possibilities for a career path," she recalls. "It taught me a lot about people, how they work, how they think, and about their behaviour."

Unlike many businesswomen, Falyn did not seek out an MBA, opting instead for valuable on-the-job training, with work in telecommunications sales for five years at Bell and Rogers dealers, which she began while at university.

Falyn also worked at ADT, and launched two of her own businesses focused on device repairs and wholesale distribution.

"Economic times were not kind to my startup ventures; however, I'm grateful for the experience I gained as an entrepreneur," she says.

During a year as vice-president of sales at Jobbook.com, a website that matches job-searching candidates with employers, Falyn not only increased sales by 100 per cent, but also developed strategic partnerships, created processes for internal and external sales teams and implemented training and onboarding programs.

"It was a cool start-up and a lot of fun," she recalls. "I sold the site to employers, and the Canadian Breast Cancer Foundation was one of them." She ended up accepting a position at the Foundation as Senior Development Officer—Corporate Programs, which led to a promotion roughly a year and a half later to senior manager.



In this position, Falyn led regional and national new business development programs. She moved on to Solutions with Impact in 2015, where she carried out major fundraising events, including the Rally for Kids with Cancer and the KitchenAid Cook for the Cure Culinary Showdown, a program she is intensely proud of.

“The event was created by Solutions with Impact in support of the Canadian Breast Cancer Foundation. I was fortunate enough to work on the event since inception with both the Foundation and SWI. In its third year, I increased sponsorship from two to nearly two dozen. The event raised about \$1 million in 2015 for the foundation, and will be headed to Montreal in 2017 in support of the Quebec Breast Cancer and the Jewish General Hospital Foundations,” she explains.

In her current role as director of partnerships and business development with Prostate Cancer Canada, which she took on earlier this year, Falyn oversees personnel and leads a wide range of national corporate program development activities.

“I’m still in sales; I just sell charitable partnerships, and I feel good about what I do,” she says. “What I’m enjoying most is the opportunity to continue to build and shape the Prostate Cancer Canada brand and develop creative integrated marketing campaigns that bring that brand to life.”

Falyn notes that the nonprofit sector is ideal for professionals seeking work-life balance.

“In the health charity sector, they offer you the ability to grow, both personally and professionally, allowing time for a personal life,” she explains.

To current students, Falyn suggests really enjoying the years in school and all the opportunities being presented.

“Appreciate your teachers, coaches, and the lessons that LCC teaches you, and take them with you as you continue to grow both personally and professionally,” she says. “Cherish the relationships you’re building, as they’re probably friendships that will last a lifetime.” ■



ABOVE WITH FORMER ASSISTANT HEAD OF STUDENT LIFE LINDA GENDRON

“Appreciate your teachers, coaches, and the lessons that LCC teaches you, and take them with you as you continue to grow both personally and professionally...”



Hyperloop

Philip Caplan '06

By Wayne Larsen, Writer

It may be hard to imagine a ground transportation system that carries passengers between Montreal and Toronto in less than half an hour, but that’s just what scientists developing Hyperloop technology are hoping to achieve within a few years.

And one of those scientists is Philip Caplan '06, an LCC grad currently pursuing a PhD in Aerospace, Aeronautical and Astronautical Engineering at the Massachusetts Institute of Technology (MIT). In addition to his doctoral studies, Philip is part of a 30-member research team at MIT working in conjunction with several other teams around the world to make the Hyperloop a reality.

“I’m doing this for fun,” he says of the extracurricular project he and his fellow students got involved in over a year ago—a challenging labour of love that puts them on the ground floor of a revolutionary transportation technology. “I’m not getting course credit or anything for this.”



RIGHT AS A YOUNG STUDENT AT LCC CLOSING CEREMONIES



ABOVE AT MIT

The brainchild of Tesla chief executive Elon Musk, the Hyperloop system proposes to use low-pressure tubes to move passengers and cargo in pod-like capsules at speeds of up to 760 mph—or about the speed of sound. Prototypes are currently being developed and tested in the southwestern US, where scientists hope to have a line running between Los Angeles and San Francisco by 2019.

“I thought the Hyperloop concept was really awesome,” Philip says. “There are some really interesting technologies. It’s not entirely new; the concept of putting a train through a vacuum was proposed a while ago, but when a new technology comes up, you need people to push it forward. Elon Musk is that guy.”

A Montreal native, Philip grew up in Hampstead and Westmount. “I started at LCC in grade 3, so I’m not quite a ‘lifer,’” he recalls with a chuckle. After graduating in 2006, he studied Pure and Applied Science at Dawson College. From there, he decided to follow in his father’s footsteps and pursued an undergraduate degree in mechanical engineering at McGill University.

It was at McGill that Philip found his true calling, blending his lifelong love of math and physics with computer science. Seizing an opportunity to collaborate on a research project with one of his professors, he began working in the area of computational fluid dynamics (CFD), using math to optimize the shapes of aircraft. “It involved a lot of computer programming,” he says. “I really enjoyed

the theoretical and computer science balance; that was when I started to figure out exactly what I wanted to do.”

This experience prompted Philip to enroll for a Master of Science degree in Aerospace, Aeronautical and Astronautical Engineering at MIT, where a professor was working in CFD. “The way it works at MIT is that you don’t have to pay tuition; you find a professor you’d like to do research with and they fund your studies.”

Now, dividing his time between his doctoral studies and his work on MIT’s Hyperloop team, Philip looks forward to a career in the classroom. “I worked for a year after getting my master’s degree, but I realized I wanted to be in academia,” he says. “I’ve always loved the idea of being a teacher.” Looking back at his days at LCC, he credits his teachers for opening his eyes to subjects that would later form the basis of his academic development, citing former physics teacher Chris Olive and chemistry teacher Marguerite Comley as being especially inspirational.

Having played several sports at LCC, as well as serving as a house head, Philip stresses the importance of high school students trying everything in order to find their passion. “Get involved as much as possible,” he advises. “No one at age 16 or 17 is going to know what they want to do, so do everything that interests you. It’s all about coming out as a well-balanced person.”

This, he adds, is especially true of his colleagues at MIT, most of whom are well-rounded and bring to the table a variety of interests and experiences. “You might think it’s all a bunch of nerds, but it’s not like that at all!” ■

“No one at age 16 or 17 is going to know what they want to do, so do everything that interests you. It’s all about coming out as a well-balanced person.”



BRANCHING OUT



01 WINTERFEST
G.B. MAUGHAN AWARD RECIPIENT VICTOR BADIAN '61 (AMBASSADOR FOR THE ALUMNI ASSOCIATION) ALONG WITH FORMER RECIPIENTS

02 LONDON
(L TO R) EMERSON CLARKE '03, EMMA MCLAREN '99 AND MICHAEL VANASELJA '02

03 NYC
LINDA GENDRON (FORMER ASSISTANT HEAD OF STUDENT LIFE) ALONG WITH ALUMNAE IN ATTENDANCE

04 BOSTON
(L TO R) DAVID AZIZ '07, JENNIFER KRAKOWER '07, CAROLINE WAGNER '07, ANITA SVADZIAN '07, ROBERT MORRISSEY '07, AND HEADMASTER CHRISTOPHER SHANNON (PRE-U '76)

05 OTTAWA
(L TO R) PETER BURPEE '53, BILL HINGSTON '62 AND BRIAN STAPLES '70

06 TORONTO
ALUMNAE IN ATTENDANCE ALONG WITH LINDA GENDRON (FORMER ASSISTANT HEAD OF STUDENT LIFE)

Winterfest January 15-17

Alumni from across North America enjoyed a fun hockey weekend at our Winterfest tournament. The popular Saturday luncheon was highlighted by Vic Badian '61, aka Mr. LCC, receiving the G.B Maughan '59 Memorial Award for his outstanding, long-time commitment to LCC and alumni hockey.

London March 15

Close to 40 alumni gathered for our annual London event at the Royal Ocean and Racing Club. Thanks to Basil Papachristidis '61 for hosting us again this year.

New York City April 26

We returned to Blue Smoke for our yearly event and had a tremendous turnout of over 50 people, with alumni from 1947 to 2009 in attendance.

Boston April 28

Our annual event took place at the Back Bay Social Club in the heart of Boston. Kudos to the Class of 2007 for having five members in attendance.

Ottawa May 12

Held in the beautiful Panorama Lounge at the Canadian Museum of History, our Ottawa event brought together alumni from eight decades.

Toronto May 18

Almost 100 people came to our annual event and enjoyed an upbeat evening at Rodney's Oyster House. No Habs playoff game to livestream this year... but the evening was a great success!

Rob Nihon '92 Memorial Basketball Tournament

May 28
Our annual tourney to remember and celebrate Rob, which took place at LCC, featured competition and camaraderie at its best.

The winning squad included Max Segal, Jonah Cohen, Jason Gershonovitch and Michael Hoppmeier, all from the Class of 2010.

Vancouver June 7

Thanks to Tim Hayman '65 who, once again, arranged for us to use the Jericho Tennis Club for this occasion. Not to be outdone by the Ottawa event, there were alumni from the years 1932 to 2011 on hand. John Ellis '32, our oldest alum on record at 101, was in fine form, always the first to ask the headmaster a question during his Q&A.

Los Angeles June 9

Nothing beats an alumni event held at someone's home! Special thanks to Dr. Stuart Gold '76 and his wife Sara for hosting us for the third time in the past five years!

San Francisco June 10

We held our event for Bay Area alums at Sens Restaurant, a terrific location on the pier in SF.

Alumnae Wellness Day June 18

Twenty-six alumnae and 26 current/former female staff and former parents participated in a yoga class given by Katy Palaic '09 and a fitness class by Kelsey Allan '06 and Melissa Belec '09. Food blogger and health expert Jennifer Udashkin '07 was on hand making fruit smoothies and providing healthy eating advice. Nick Melka '10 from Miel MTL shared the healing properties of honey and his professional journey as an entrepreneur.

Alumni Wine Tasting Event June 28

Our inaugural wine tasting event was a great opportunity to mingle, network and enjoy some fine imported wines. Thank you to parent Pino Forgione of Ristorante Beatrice and Leanto Wines' Leo Rabinovitch, parent of two alumni.

07 ROB NIHON TOURNAMENT
(L TO R) MAX SEGAL, JONAH COHEN, JASON GERSHONOVITCH AND MICHAEL HOPMEYER FROM THE CLASS OF 2010

08 VANCOUVER
(L TO R) JOHN ELLIS '32 AND HIS SON ROBERT ELLIS '67

09 LOS ANGELES
STUART GOLD '76 AND HIS WIFE SARA

10 SAN FRANCISCO
(L TO R) LEONARD SCHLEMM '05, LEAH SHANNON '05 AND BLAIR GRIFFITHS '05

11 ALUMNAE WELLNESS DAY

12 ALUMNI WINE TASTING



SHINE IT FORWARD Consider LCC for Your Child

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).

*“LCC IS
THE REASON
I AM WHERE
I AM TODAY.”*

— Michael
Fitzsimmons '09



Lower Canada College
Homestay Programme



Canada Homestay Network

REPORT TO DONORS 2015-2016



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

LCC had another excellent school year with its largest student enrolment ever (785).

Strong demand for places at our school is largely due to our focus and concentration on what we call the LCC CORE: Community, Opportunities, Resources, and a consistent and visible commitment to Excellence.



Having truly outstanding teachers profoundly changes the lives of students for the better, while building strong community connections. Opportunities for students at LCC include involvement in many unique programmes. We build essential learning skills in Junior School, with a deep dive into bilingualism and the arts. Middle School concentrates on refining students' executive functioning skills, while Senior School students have access to exciting international exchange and leadership opportunities, including the internationally recognized IB Diploma Programme in grades 11 and 12. Our resources and facilities are exceptional and our families know that in the hands of the right professionals, this makes a notable difference. Finally, our commitment to excellence is evident in the creativity and passion of our teachers, administrators and support staff throughout the school. Collaborating together, they are our difference-makers.

We live in challenging times and have seen many significant international events over the course of the year. We discussed these developments with our students and our approach was to remain positive, concentrate on developing intelligent young citizens who possess

excellent critical and creative thinking skills, and help them to find solutions in a complex world. We aspire for them to be courageous problem solvers, which means continuing to provide interesting learning opportunities in the classroom and across our rich co-curricular offerings at all grade levels.

This year's one-year Strategic Bridge Plan focused on providing balance and wellness for students in a world that often seems out of kilter. The development of global perspectives and active global learning opportunities was also critical to broadening students' outlooks and sense of understanding of issues rooted in unique cultural and historical traditions. We graduated our second cohort of IB Diploma students in grade 12 and awarded our first set of Certificates of Sustainable Global Leadership to 13 outstanding students in grade 11. We also introduced an Innovation & Design programme, where all participants were required to be persistent problem solvers in a world where textbook learning is no longer enough.

Our new multi-year strategic plan, *Vision 20/20: Global Pathways*, was developed by our Board with input from the LCC Foundation Chairman and in collaboration with the school's senior leadership team. It provides

a host of new strategic objectives, including more than doubling the size of our endowment and providing training and support for faculty and staff to be confident leaders in today's challenging new educational paradigm. These initiatives are essential to sustain our school and preserve our focus on excellence.

Our financial standing is strong and we have maintained fiscal prudence. In an era where government funding at the independent high school level remains uncertain in Quebec, we are prepared to transition to any scenario if necessary, including a fully private option.

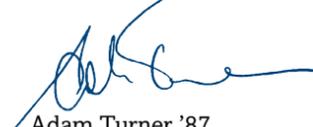
At the end of the year, Board Chairman Adam Turner '87 completed his term after more than a decade of service in a host of Board leadership positions. We would like to formally welcome the Board's new chairman beginning September 2016, Doug Lewin '87. Mr. Lewin served as vice-chair this past year and was a member of the school's Alumni Association Executive and the Capital Campaign Committee. He also served as chair of the Board's Finance Committee and Long Range Planning Committee and currently serves on the Board's Governance Committee. Mr. Lewin has proven himself as a leader and passionate visionary and we know he will be an excellent chairman.

Our thanks to all members of our Board of Governors for their valuable commitment of time, talent and strategic input on funding and all other matters. We are also very grateful to our entire faculty and staff who worked so hard to guide, influence and inspire our students throughout the 2015–2016 academic year. Our congratulations to our graduates who were particularly involved and engaged throughout the year. Their leadership and positive spirit were infectious and clearly motivated younger students to perform to the best of their abilities.

We should all feel blessed to be part of such a dynamic learning community. Let's maintain our commitment to high standards and to each other and great things will continue to happen on Royal Avenue and beyond! ■

Non Nobis Solum,


Christopher Shannon (Pre-U '76)
Headmaster


Adam Turner '87
Chairman, Board of Governors

THE LCC BOARD
OF GOVERNORS
2015–2016

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Adam Turner '87

Members
Amrick Bansal '98
Anne-Marie Boucher
Teresa Fata
Diana Ferrara-Scalia
Geoffrey Heward '79
Doug Lewin '87
David Schwartz '87
Jeff Shamie '79
Adam Shine '84
Marc P. Tellier
Rob Velan '88
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LCC SERVES OVER 850 MEALS EVERY DAY DURING THREE SEPARATE SEATINGS. THE SERVICE REMAINS FAMILY STYLE WITH A VARIETY OF HOT MEAL OPTIONS.



THE LCC DINING ROOM HAS BEEN A GATHERING PLACE AT THE HEART OF THE SCHOOL SINCE 1913.



LCC Dining ROOM

A FUNDRAISING INITIATIVE IS UNDERWAY TO UPGRADE AND MODERNIZE THIS HISTORIC SPACE—ALL WITHOUT COMPROMISING ITS IMPORTANT HERITAGE VALUE.

By Wayne Larsen, Writer

It's been at the heart of LCC life for more than a century, the one room where every student has spent time each day, enjoying a meal in a relaxed atmosphere of camaraderie away from the classroom.

But now LCC's venerated old dining room needs some sprucing up, and a fundraising initiative is underway to upgrade and modernize this historic space—all without compromising its important heritage value.

"It's at a point where it just needs to be renovated and freshened up," Headmaster Chris Shannon says of the project, which he hopes to be completed over the summer of 2017.

Unlike at most other schools, LCC students don't eat in a fast-food, cafeteria-style environment. Instead, they have assigned seats at designated tables and gather for sit-down meals. "It's a dining room—not a cafeteria," Mr. Shannon says, adding that the big room has been there since it was added to the school in 1913. "We have almost 735 students who come together and break bread every day."

Describing the LCC Dining Room as the place where there is a daily merging of history, heritage, social dynamics and nutrition, he points out that all of those facets are being carefully addressed in the refurbishment plans.

One of the first priorities is to make the room larger in order to comfortably serve a growing student population.

"Over March break we removed the stage, which had been there since 1982," Mr. Shannon says. "We have a temporary wall there now, but we will push the room back into that area in order to accommodate an enrolment that is larger than it was some years ago."

The elimination of the stage and adjoining green room has increased the room's size by about 20 per cent.

The walls with their vintage wainscoting, so familiar to generations of LCC students, will be freshened up and integrated into a brighter décor based on the school colours. As well, the historic images on those walls will be preserved and reconfigured into a visually dynamic display. "We have oil portraits of all the former headmasters—I'm the seventh, so there are six of them up there—as well as the names of those who held various leadership positions at the school dating back to the early 1900s," Mr. Shannon says.

The room's acoustics will also be improved by the addition of soundproofing in the ceiling and walls, which will greatly reduce noise reaching the classrooms above, as well as muffling loud clatter in the room itself.

"We also want to modernize our food preparation and presentation," Mr. Shannon says, pointing out that the kitchen will also be enlarged to make it easier to prepare and serve a wider variety of foods—which he sees as a reflection of both the school's diverse student population and shifting nutritional values.

"Back in the day, some of the parents and grandparents of our current students will remember being served meat and potatoes, but things have changed," Mr. Shannon says.

"STUDENTS AND FAMILIES ARE MUCH MORE NUTRITION-CONSCIOUS, AND WE NOW HAVE A WIDER RANGE OF ETHNICITY AMONG STUDENTS, WHICH MEANS FOOD TYPES AND EATING HABITS ARE MUCH MORE DIVERSE THAN IN THE OLD DAYS."

The refurbishment project is not restricted to the LCC Dining Room. The adjoining locker area will also be redone to maximize space and create a warmer and brighter environment for students and staff, as well as facilitate students' access to counsellors, whose offices have been deliberately situated nearby.

Mr. Shannon feels that even after the renovations, the traditions and values surrounding that storied old room will always remain.

"I deal with alumni all over the world and they all remember sitting down with their teachers and sharing meals in our dining room," he says. "In an age where so much changes rapidly, we see the value in actually pausing and sitting down and sharing meals. Many generations of students have done that." ■

To learn more about our plans and how you can make a difference contact Director of Advancement Nancy Smith: nsmith3@lcc.ca.



“... if our gifts make a difference to someone, that makes me happy. What better way to follow LCC’s motto—Not for Ourselves Alone?”

“WHY WE GIVE”

Supporting the LCC endowment fund because ‘it’s the right thing to do’

By Wendy Helfenbaum, Writer

Convincing our community to support capital campaigns to build extraordinary facilities such as an arts centre or an arena isn’t much of a hard sell. After all, parents know that students will benefit enormously from these projects.

But when it comes to investing in educational endowment funds, the challenge looms larger. Why should donors allocate their charitable gifts to initiatives that may not immediately benefit their own children?

“Put simply, it’s a great thing to do,” says Norman Hacker, a longtime donor whose children Chloe ’21 and Dylan ’19 have attended LCC since kindergarten.

“I just like the idea of the school being accessible to kids whose parents can’t afford it.

I always knew LCC to be a terrific school; I grew up playing hockey at the old outdoor arena, and since my kids have been here, it’s become even better, thanks to the capital campaigns. My son is so into sports, and is very aware that you can’t play on the school teams if your grades aren’t there, which is an incredible driving factor for him. My daughter’s more of

an arts and music person, so she really enjoys the Assaly Arts Centre, which is fantastic. I really believe in offering other children the chance for the same excellent education.”

Mr. Hacker’s family foundation, The Gustav Levinschi Foundation—named for his uncle—regularly donates to LCC’s endowment fund. The organization’s mission, which mostly focuses on children and adolescents, falls in line with the school’s strategic plan to increase diversity in its community.

“Through my family, I’ve been taught to do good. We make our children aware of our foundation and what it does, because hopefully they’ll one day sit on our board and be responsible for these decisions,” explains Mr. Hacker.

“We give through our real estate and construction companies as well, and if our gifts make a difference to someone, that makes me happy. What better way to follow LCC’s motto—Not for Ourselves Alone?”

To learn more about how you can make an LCC education a reality for a deserving student contact kllano@lcc.ca.



LCC FOUNDATION

BACK WHEN

PLAYERS WORE WOOL

By Jane Martin, LCC Archivist

There’s something magical about old woollen sports sweaters and jerseys that are so evocative of athletes from long ago.

Two exceptional examples, both in near-perfect condition, came to the LCC Archives this year through the generosity of alumnus and former Board Chair Maurice F. L. (Mo) Jaques ’50.

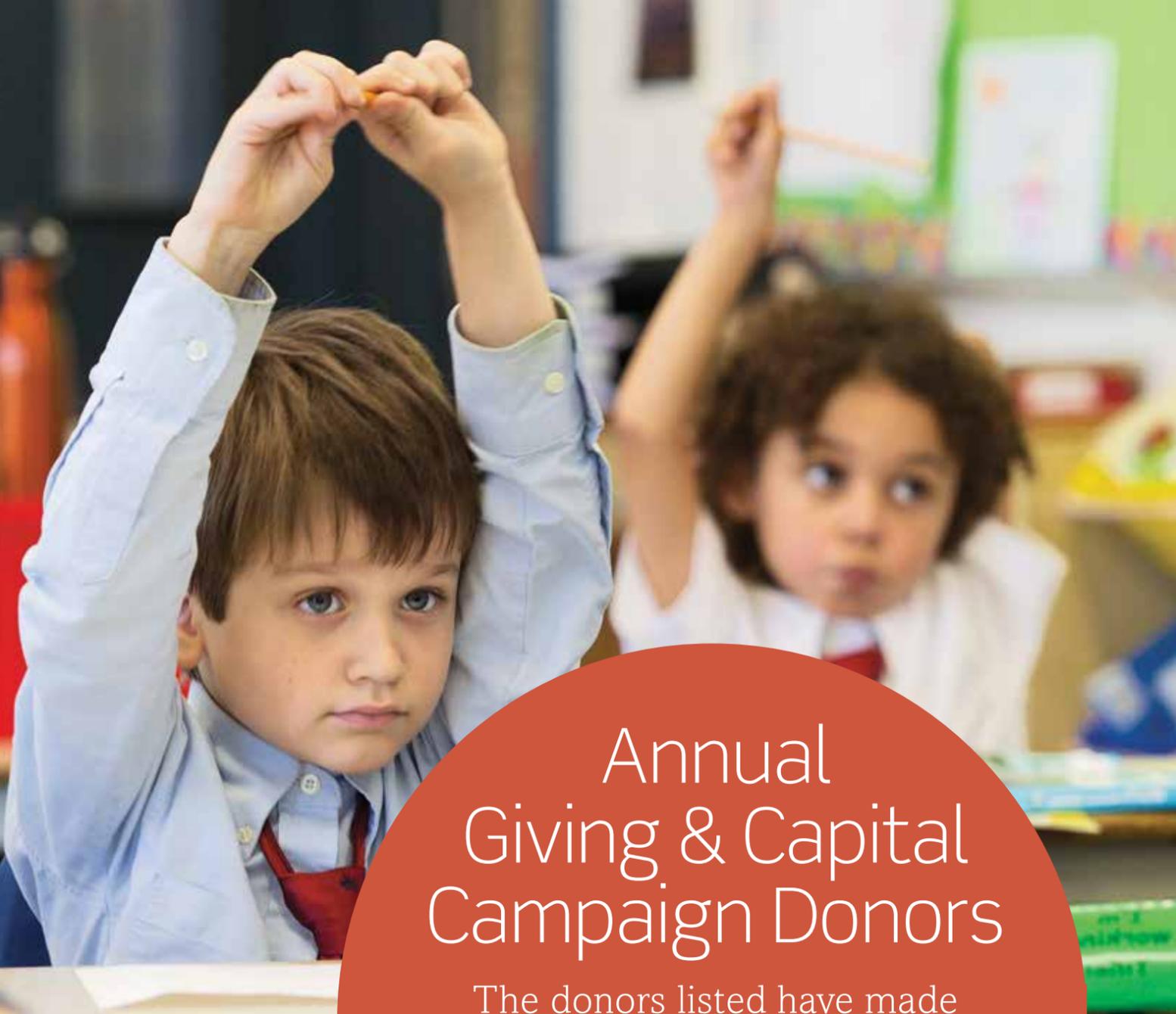
As Mr. Jaques explains, his Senior Hockey and Football jerseys from his junior matriculation year (today’s grade 11) were in such good shape that he reused them for his senior matric year, while preserving his grade 12 set for posterity. There’s a reason these sweaters appear so small by today’s standards. The garments were tight-fitting and, Mr. Jaques says, “good quality leather shoulder pads and a thin belly pad for hockey were the best we had then in the way of protective gear.” A keen athlete, he was assistant captain of his Senior Hockey team and says he has “nothing but good memories” of his sporting days at LCC.

Another unique donation received recently is a woollen LCC hockey sweater that originally belonged to the late John Victor (Jack) Owen ’37. It was given to us by Jack’s son, Victor Owen, through a cottage neighbour in New Brunswick, LCC English Department Head Brian Moore. Its colours still vivid, this sweater is the only example we have of the turtleneck version once commonly worn on frigid outdoor rinks. Its miniature size likely resulted from heavy use and repeated trips to the laundry!

Many thanks to both donors for helping to enrich our archival collection. Their thoughtfulness is truly appreciated.

LEFT MO JAUQUES ’50 DISPLAYS HIS SENIOR HOCKEY GOALIE JERSEY FROM HIS SENIOR MATRIC YEAR (GRADE 12 - 1951). WITH HIM IS DIRECTOR OF DEVELOPMENT AND ALUMNI ENGAGEMENT KIRK LLANO, HOLDING MR. JAUQUES’ SENIOR FOOTBALL JERSEY FROM THE SAME YEAR. RIGHT TURTLENECK VERSION OF LCC HOCKEY SWEATER ONCE WORN BY JACK OWEN ’37 IN THE LATE 1930S.





Annual Giving & Capital Campaign Donors

The donors listed have made either an annual gift or a capital campaign contribution to LCC between July 1, 2015 and June 30, 2016. We extend our deep appreciation for their support and philanthropy. *Non Nobis Solum.*

Centenary Vision Leaders \$100,000 +

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The Azrieli Foundation
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Karyn & Andrew Lassner
R. Howard Webster Foundation

\$10,000 - \$49,999

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Christine Harper & Family
Hamnett Hill '61
In memory of Morgan Hill, from the Hill Family
Rob Jackson '72
The Oringer Family
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Suzanne Crawford
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Council of 1961 \$5,000 - \$9,999

Anonymous (2)
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Council of 1909 \$3,000 - \$4,999

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Jaime Harper '75
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Loren Litwin & Suzanne Reisler-Litwin

Brian Rossy '62
Christopher (Pre-U '76) & Hilary Shannon
Jean-Marc & Cynthia Troquet
Mark & Jacqueline Wiltzer

\$1,500 - \$2,999

Anonymous (3)
Cindy & Bernie Anzarouth
Jorge Araya
A. Victor Badian '61
Dany & Elyse Battat
Ronald Benjamin '75
Hardeep Bhuller



"While my year in the Pre-University programme was truly transformational, giving back to LCC is more than a thank you; it is a show of support to what has become my extended family."

— Gordon C. Allan '77 (and former faculty member from 1983–1995)

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Rony & Mimi Cukier
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Jean Wu & Jeff Shane
Aimin Zhan & Jie Huang
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\$750 - \$1,499

Anonymous (3)
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Chris Bryant '61

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Lindsay Eberts '61
John Ellis '32
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David Flomen & Eden Polansky-Flomen
Paul Fournier '61
Martin Glynn '68
Mark Harland '87
Julien Hutchinson '47
Bruce Jenkins '64
Ted '87 & Stephanie Kalil
Scott Katz & Anna-Marie Racicot
John Kearns '72
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Bruce & Joëlle Kent
Sassoon & Evelyn Khazzam
Fotios Koutroubis & Sylvie Contino
Bill & Claudette Lopez
The Ludwick Family
Nicholas F. Martire '93
Lorne Matalon '72

\$250 - \$749

Anonymous (4)
Frithjof Akerblom '58
Gordon '77 & Yully Allan
Matthew Altman '08
Yair Altman
Senator W. David Angus '54
Geoffrey T. Ashby '85
Christian & Lucy Auclair

John Robert LLoyd McBoyle '71
Sylvain Meloche
Brett & Jeannie Miller
Douglas Millowitz '87
Geoff Molson '87
Neil Morrison '81
Peter & Suzanne Nofz
Amin Noorani '83
Mladen Palaic '81 & Geraldine Chase
Mark '92 & Jean Pascal
George Pereira & Valentina Aguiar
James A. Phills Jr. '77
Hillel Rosen & Liane Feldman
Colin & Alexandra Ryan
Leanne & David Schwartz '87
Robert E. Shatilla '61
Nicole Simard-Laurin
Christopher Spencer '82
Patrick Varin & Ivone Boutros
Thomas Velan '68
John C. Wallace '55
David Winship '49
Gary Zentner '82



"When I think back over all my education, whether high school, university or professional designations, there is no question that the single most influential stage was my time at Lower Canada College. This same opportunity should be available to any child, regardless of financial ability, and I am very happy to give back to the school to help in this mission."

— Ted Kalil '87, LCC Foundation Director & LCC Corporation Member

Randy '77 & Lynn Aziz
Warren Baldwin '68
Adam Balinsky '87
Michael C. Ballard Sr. Michael S. Ballard Jr. '08
Amrick Bansal '98
Don Bartlett '73
Anna & Philip '77 Belec
Mitchell Berbrier & Pamela Ungar
Jeffrey Traer Bernstein '96
Clayton & Cheryl Bertoia
Philip H. Bolton '93

Gregory, Carolyne & Taylor '13 Boyd
Daniel J. Brenhouse '04
Harvey Brinberg & Liz Finney-Brinberg
Claudine & Stephen Bronfman Family Foundation
John Carrique '87
Mark Cornforth '90
Jaysen Cristofaro '94
Stephen David '06
Stephen Dinsmore & Elizabeth Myles
Jonathan Dobrin '06
Philip Dobrin '03
Sandy Dragonas '04
Neil Erlick '96
Terrill Fancott '56
Alistair M. Fraser '57
John Fry '47
Linda & Stan Gendron
H. John Godber '76
Tom Godber '79
Leslie Goldsmith '73
Neal F. Gordon '78
Howard Greenspoon
The Hon. A. Derek Guthrie '53
Gregory Hall '87
Peter Hall '66
David Halpenny '70
Bruce Harper '53
Richard P. Harris '85
Minzhi He & Lijie Cai
David Hebditch '54
Geoffrey Heward '79
Richard C. Hodgson '51
John M. Hofer '68
Albert Israel & Claudia Baruch
Etan Jagermann & Marla Eichenbaum
Paul Keyton '56

Eric Klinkhoff '66
Arianne & Arie Koifman
Dimitrios Kokozos & Ana Nunez
Julie-Anne Lafleur
Pierre Lafond '47
Kai Lamertz & Catherine Bachewich
Michael Lang '72
Michael Laurie '66
Peter Lazenby '47
Ian F. Le Lievre '49
James Le Lievre '84
Stephen Lee
Doug '87 & Brina Lewin
Steven Lingard '71
Barry & Justin '09
Lorenzetti
David Ludmer '84
Julie Manseau
Alan Marcovitz & Gail Adelson and Adam Marcovitz '12
David McKee '59
John McKercher '54
Malcolm '57 & Joan Bond Thorton McLeod
Richard & Shona, Sebastian '08 and Jacob '14 Meltzer
Brian Moore
Shaun Morehouse
R. Sheldon Morgan '73
Debbie & Gilles Mosseri
Elizabeth Neil-Blunden & Daniel Blunden
Irwin & Barbara, Noah '04, Mikey '07, and Spencer '09
Neudorf

Reilly F. O'Connor '10
J. Aidan O'Neil '71
Gabriel Palombaro & Filomena Lucia
Tom Pam '59
Sang Tae Park '89
Patrick Peotto
Alan Perodeau '42
Daniel Perrault & Lucie Des Parois
Lloyd, Joyce & Jordan '11 Prizant
M. Bart Reilly '59
Paul Rolian '61
Ian Rose '63
Daniel Rosenfeld & Susan Abramowitz
Stephen W. R. Sadler '56
The Safi Family
Mark Salkeld
Nazzareno Santache & Anna Schiavi
Matthew Seccareccia '08
Gillian Shadley
Jeffrey Shamie '79
Andrew Shatilla '63
Eric Shatilla '67 & Family
Adam Shine '84 & Brigitte Roy
Roger Shorey '59
Peter R. Slaughter '68
Gordon Smith '53
Dr. Guy Louis St-Arneault '81
William Stavert '52
Lisa & Ronny Steinberg
Neil Sternthal '85
Peter Stuart '60
Marc P. Tellier
Rob Tipney
Neale Tomkinson '70
James Tooley '61

"LCC provided both of us with a solid educational foundation and fond memories. We continue to give back to the school that helped shape us in so many ways; not only for the gratitude we have, but for the future, now that our own children are LCC students and will benefit in immeasurable ways... much like we did."

— Corey '93 & Kristine (Pre-U '93) Velan





"I graduated in '75 and despite soon after moving away, I always kept a sense of lifelong belonging to a great institution. Contributing financially over the years feels like the right thing, to give back, to ensure future generations can enjoy what I enjoyed."

— Geoff Wilson '75

Blue, Grey, Red Society \$100 - \$249

Anonymous (9)
Bobby Anderson '56
Ryan Artola '13
David Aziz '07
Dane Baily '68
Alec Barclay '76
Kevin M. Bianchini '04
Michael Bishop '75
Guillaume Boisset '87
Richard A. Bolton '56
Pierre Boulanger '59
Thomas R. Burpee '55
Bruce Campbell '49
Paul Cappelli '62
Angela Cattle
William Cave '43
François Collins & Gayle Fransham
Ian Cook '63
Dr. & Mrs. Robert E. Cornforth
Leigh Cruess '74
Peter Darling '54
Karl & Nicole David
Lawrence A. Davis '49
Douglas Dawson '58
Anastasia Deligiannis
Adriaan B. DeVries '66
Charles Dillingham '61
Shawn Faguy '93
Dr. Julian Falutz '72
Michael Fitzsimmons '09
Jordan Fraser '09
Kevin Fraser '12
Robert A. Fraser '61
Tim Gardiner '78

George '71 & Janet Tooley
Sylvia Tracy
Alan & Steven '09
Victor
Charles Vineberg '96
Tony Wain '60
Bill Westaway '51
Geoffrey Wilson '75, in memory of Keith Hutchison '75
Elric Winter & Caroline Reinhold
Jay Woollven '60
Kristina Velan '03
Shane Velan '90 & Jill Gasco

William D. Gibb '52
Dr. Alan L. Goldbloom '65
Victor C. Goldbloom '39, CC, OQ, KSS, MD
John C. Gubany '81
Edward Hague '49
Claus Hamann '68
Peter Hannen '52
Alain Hébert
Edward P. Hoffer '60
Ross Howard '64
Eric J. W. Hyde '41
Brian Jacobs & Charleen Schurman
Peter Johnson '57
Dr. Stuart J. Katz '83
Fraser Laschinger '64
John Laschinger '59
William & Nan Lassner
Nathalie Lemelin
Dr. Maurice Levitan '72
John Louson '59
Simon Madore '91
Paul Marchand '58
Michael P. Marks '66
Nicholas Q. Martin '05
Jim Mathewson '63
William McArthur '52
Andrew McCall '81
David McCall '50
Hammy McClymont '61
Ross McGregor '65
Wilson McLean '58
Arthur McMurrich '64
Walter Mingie '43
Robert Morrissey '07
H. Frank Morrison '55

Edward R. Murray '54
Grant Murray '49
Evelyne Orel
Cory '11 & Justin '14 Oringer
Michele Owen
Douglas Pashleigh '47
Hugh Penton '59
David Perlman '95
Fred Pinard '45
Jesse Prupas '95
Douglas Raicek '03
Louis Regimbal & Christine Lennon
Maxine Rupert
Giordano Saputo '13
Adam Schlesinger '97
Allen Seager '70
Dr. Michel Shamy '98 & Family
Andrew P. Shapiro '05
Richard D. Shapiro '05
Thomas Shaw-Stiffel '74
Daniel Sigler & Renee Pearl
Erol Sinmaz '01
Onal & Filiz Sinmaz
Trevor Smith
Nels Sultan '81
David Tait '70
Thomas Trenholme '61
Al Vandenbussche & Dawn Levy
Christian Viau
John Vlahogiannis
Douglas Waterston '82
Philip Webster '63
Earle Wight '50
Kevin Williams '85
John Wilson '51
Ernest '71 & Caroline Wong

Stephen Wong '07
Ronald Wyer '46
Adrianna Zerebecky
Nicholas Zigayer '81

Lion's Pride up to \$100

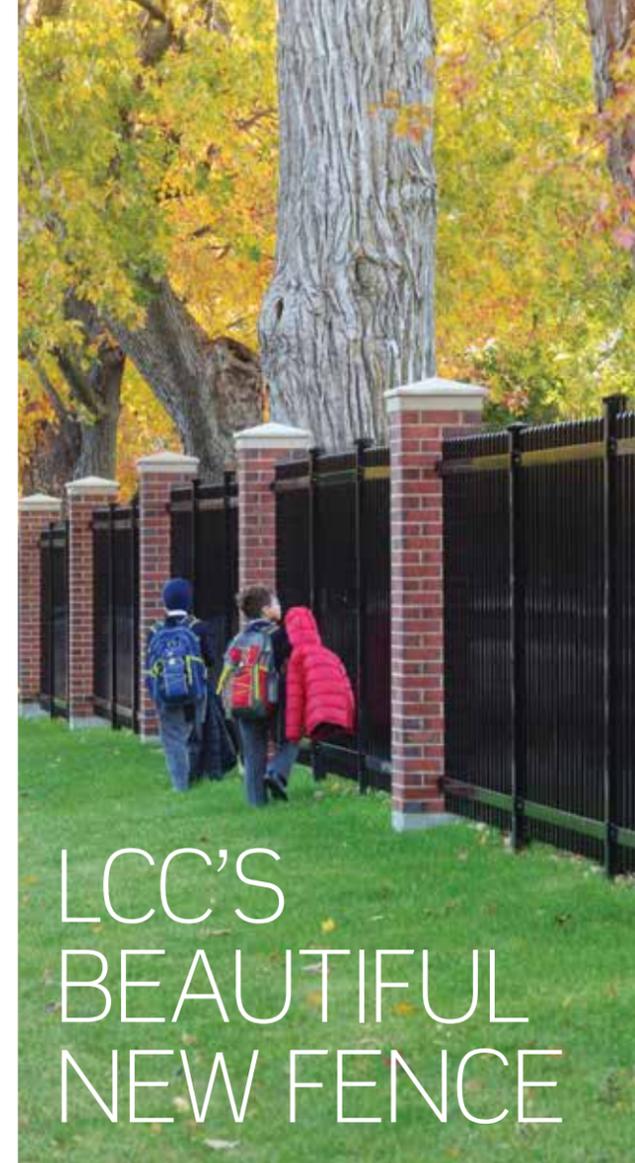
Anonymous (6)
James & Barbara Angelopoulos
John Archer '44
Eric Artola '15
John Badian '56
Madeleine Ballard '06
Christin Bartolo
Robert Bassett '44
Benjamin A. Belec '10
Philippe J. Belec '12

David Bradwell '70
Taylor Carlin '54
Andrew Cruess '78
Jeffrey Dinsmore '76
Gordon & Roz Elkin
Mr. & Mrs. Fred Essner
Michel Fortier '56
Drazen Gardilicic & Priscilla Whitehead
James Douglas Hall '70 & Christine Laberge
Dr. D. Ross Harvey '63
Michael Hayes '51
Joseph Hopmeyer '05
Shannon L. Howes '00
John Hugill '58

Karen Michaud
Don Morrell '52
Matthew Moss '09
Ron Pam '64
René Péron '38
Adam Schouela '96
Steven & Debbie Schouela
Lawrence Schrier '73
Mr. & Mrs. Ronald Singer
Bruce Stavert '57
Alison Wearing
Julian Wise '64
Maciek Wleklinski '69
James Wong '93
Michael Younie '83



REVENUE FROM TUITION FEES COVERS APPROXIMATELY 86% OF THE SCHOOL'S ANNUAL OPERATING EXPENDITURES. GOVERNMENT GRANTS, REVENUES FROM RENTALS AND ANNUAL GIVING MAKE UP THE ADDITIONAL 14% NEEDED TO SUPPORT OUR PROGRAMMES.



LCC'S BEAUTIFUL NEW FENCE

LCC's new fence, bordering the playing fields and parking lot on the east and west sides of Royal Avenue, evokes a true sense of the school's heritage. It was designed to complement the architecture of the rest of the campus.

The fence was entirely funded by four dedicated alumni: Larry Rossy '59, Gregory David '85, Neil Rossy '87 and Mike Shatilla '88. The LCC Alumni Association and Lower Canada College would like to thank them for their invaluable contribution and unwavering commitment to the school. This is a project that truly represents the LCC spirit of *Non Nobis Solum*.



The Record

Achievements in Academic & Co-Curricular Programming for 2015–2016



ACADEMICS

Debating and Public Speaking

- McGill University Tournament, October – quarter-finalists
- Marianopolis Debate Tournament, November – tournament champions, finalists and top speaker
- Eight students qualified to represent Quebec at the Oxford Cup Debate Tournament, November
- Queen's University Debate Tournament, January – quarter and semi-finalists
- McGill University Tournament, February – semi and quarter-finalists
- QSDA Senior Provincial Debating Championships, February – 1st and 2nd place teams and 1st place speaker
- QSDA Junior Provincial Debating Championships, February – 2nd place speaker

- Junior Tournament at ECS, March – 2nd place team
- University of Ottawa Debate Tournament, April – semi-finalist and finalist team
- Represented Quebec at the Senior National Debating Championships, April – quarter-finalists
- Donahoe Cup Debate Tournament, April – quarter-finalists, junior division
- Donahoe Cup Debate Tournament, April – semi-finalists, senior division
- Dawson College Tournament, May – tournament finalists, champions and top speaker
- Represented Quebec at the Junior National Debating Championships, Halifax, May
- QAIS Junior Public Speaking – 2nd place
- QAIS Senior Public Speaking – 2nd place



English

- LCC Reads Programme (11th annual) Entire school read *The Art of Racing in the Rain* by Garth Stein. At the LCC Reads assembly, Mr. Stein spoke to students about his book, creativity and the writing process. He also spoke to a public audience in the evening and worked with grade 8 English students during the day
- Battle of the Books LCC participated for the first time in the Battle of the Books, winning against seven other QAIS schools
- QAIS Public Speaking Competitions Grade 10 student placed second and was awarded the Women's Canadian Club of Montreal Prize
- LCC Literary Magazine Students published one issue

Modern Languages

- Students from grades 7 through 11 took part in the QAIS Art Oratoire Contest – 2nd place finalist (grade 8)
- "Dictée PGL" (kindergarten to grade 8) raised \$1,700 to help students in need in Africa and Haiti
- Participants travelled to Quebec City to participate in the Parlement des jeunes event

Mathematics

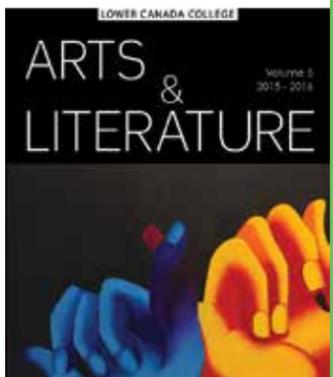
- Over 80% of grade 10 students wrote the high-level math (science) option MEES final exam
- Canadian National Mathematics League (CNML) Grades 7, 8 and 11 teams participated
- American Mathematics Competition (AMC) Grades 10 and 12 participated
- University of Waterloo Sponsored Contests (grades 7 – 12) Canadian Intermediate Mathematics – Provincial Winning Team Canadian Senior Mathematics – Provincial Runner-Up Team and top score (grade 12) Galois (grade 10) – Top team in province Hypatia (grade 11) – Top team in province Fryer, Gauss, Pascal, Cayley, Fermat, Euclid

Science

- FRC Robotics Competition Twenty-six students attended the Montreal Regional (FRC) Robotics competition for the first time
- Grade 9 Crime Scene Investigations (CSI)

Innovations in Teaching and Learning

- Design and Innovation A new grade 10 option course planned over three terms following a past, present and future thematic. A co-curricular club was also initiated. Students presented their projects at an end-of-year showcase in May



- Digital Citizenship
Dr. Alissa Sklar presented on practical guidelines for creative, responsible use of digital tools to Middle School parents and students
- The Hour of Code
Every Junior School student participated in an hour of code in December for a total of 34 hours of coding. Several Middle and Senior School students were also involved

CO-CURRICULARS

Visual Art

- Co-curricular Arts
Students participated in the Art Club, creation of set and props for the Senior School play and the Grade 11 play, provided artwork for Café Cabaret, Pre-U graduation and Founder's Day receptions and participated on the Student Fine Art Committee
- Arts Week
Activities included Art Trivia, Junior School Talent Show, Music Sessions, Café Cabaret, Grade 10, 11 and Pre-U art workshops and Arts Assembly
- Refashionista
Junior School students created and performed their 4th green-themed fashion show in support of environmental awareness
- 4th Annual Student Art Show
School-wide art exhibition held in the Scalia Family Art Gallery and the entire first floor of the Assaly Arts Centre
- 7th Annual Middle School Mural
Sunrise was a tribute to Middle School Director Rob Tipney who retired after 35 years of distinguished service
- Class of 2016 Grad Art Exhibition
Grade 11 and Pre-U art students exhibited their work at a vernissage held at the Alan Klinkhoff Gallery in April

Drama

- Kindergarten Plays: *Le chat et la lune* and *Les 3 Petits Cochons*
- Grade 1 Play: *Bugz*
- Grade 2 Play: *It's a Jungle Out There*
- Grade 3 Play: *Joust!*
- Grade 9 One-Act Plays

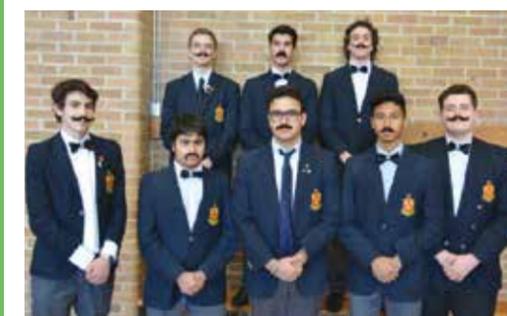
- Grade 10 Play: *Much Ado About High School*
- Grade 11 Play: *The NSA's Guide to Winning Friends and Influencing People*
- Junior School Musical: *Lion King, Jr.*
- Middle School Play: *School Daze*
- Senior School Play: *Radium Girls*

Music

- Concerts & Performances
Open House, assemblies, Staff Appreciation Brunch, Café Cabaret, Winter Holiday Concert & Spring Concert
- Grade 8 Band and Senior Concert Band
Received a Silver Standard at the Ottawa Capital Region Music Festival
- Senior Concert Band Performance Tour
Students travelled to New York City to perform on board the USS Intrepid and participate in musical instruction and 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 winning a record 12 GMAA championships and 6 GMAA finalists
- Once again, LCC was recognized by the GMAA with the top sportsmanship award
- GMAA Champions
Hockey (Senior Girls), Tennis (Juvenile Boys), Tennis (Bantam Boys), Tennis (Midget Boys), Tennis (Midget A Girls), Flag Football (Bantam 3 Girls), Basketball (Bantam 1 Girls), Track and Field (Midget Boys), Soccer (Juvenile 1 Girls), Soccer (Bantam 2 Boys), Spring Soccer (Midget Girls), Spring Soccer (Bantam Boys)
- GMAA Finalists
Volleyball (Bantam Girls), Volleyball (Juvenile Girls), Volleyball (Midget Girls), Tennis (Midget B Girls), Tennis (Juvenile Girls), Rugby (Juvenile 7 Boys), Basketball (Juvenile 1 Boys)
- LCC hosted 12 tournaments that included over 100 teams and 1,000 athletes
- Quebec Foundation for Athletic Excellence
Grade 10 student awarded a \$1,500 bursary from the Montreal Canadiens in partnership with the Quebec Foundation for Athletic Excellence for on-ice and academic achievements



Community Leadership

- Community Service Initiatives
Senior and Middle School students volunteered 11,000 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 5,677 pounds of food for Share the Warmth Christmas baskets
- Duke of Edinburgh
44 Gold Awards, 38 Silver Awards, 64 Bronze Awards
- Annual Terry Fox Run
Raised over \$11,000
- Toskan Foundation's Youth and Philanthropy Initiative
Grade 10 students donated a total of \$11,000 to Generations, JEM, West Island Cancer Wellness Centre 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 \$7,400 in support of the Movember initiative
- Operation Veteran
History students gave a presentation on The King's Own Calgary Regiment in front of 300 students and VIPs from across Canada on Remembrance Day in Ottawa
- Junior School theme "Manners Matter – Les bonnes manières, c'est prioritaire"
Students focused on how their actions and intentions have a profound impact on their experiences and the experiences of those around them
- Jump Rope for Heart
Junior School students raised \$7,400 for the Heart & Stroke Foundation
- TEDxYouth@Montreal
Grade 9 student presented "Faith on the Road to Recovery" at TEDxYouth Future Forward Conference in November at Collège de Montréal
- Pre-U students raised \$934 to sponsor two children through the Foster Parents Plan
- Middle School PROUD
Two issues of this student newsletter were published
- Grade 11 Play
Students donated \$645 to Théâtre Aphasique



International and Global Leadership

- Certificate of Sustainable Global Leadership
The first group of 13 Senior School students earned their certificate in acknowledgement of the significant commitment they have made to experiential global education
- Duke of Edinburgh Gold Trip
Twenty grade 11 students travelled to Colombia 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 Singapore to participate in the conference hosted by United World College
- Participation in the Regional Round Square Conference of the Americas
Five students attended the conference hosted by Chadwick School in Los Angeles, California, participating in a collaborative community service project
- Young Round Square Conference of the Americas
Three students attended the conference hosted by Athenian School in Danville, California, participating in activities which focused on leadership and community service projects
- CAIS Middle School Leadership Conference
Middle School students attended a national leadership conference at Camp Onondaga in Minden, Ontario
- Student Exchange trips
Australia and South Africa. For the first time three grade 8 students participated in mini exchanges with Glenlyon Norfolk School and Saint Andrew's School
- Destiny Quebec Global Issues Conference 2016
The theme of this year's conference was "The Future of Our Planet: The Innovations and

Initiatives Shaping Humanity." Ziya Tong, co-host of the Discovery Channel's Daily Planet, was the opening keynote speaker. The closing keynote speaker was the Honourable Marc Garneau, Minister of Transport and former astronaut

- Model UN
LCC students representing Myanmar at UPenn's Ivy League Model United Nations Conference discussed and resolved issues affecting people from all corners of the world while maintaining an international perspective. LCC hosted its own conference that addressed the issue of terrorism, and students also attended the McGill University conference

Environmental Awareness

- Earth Week
Activities included: Signing of the Earth Flag, Earth Week Assembly, GreenTech Workshop, Building Terrariums, We Are Silent for Animals in support of WWF, Green Café, Vegetarian Cook-off and the Great Canadian Shoreline Cleanup
- Butterfly Garden
LCC students from all grade levels planted a garden in the Assaly Arts Centre parking lot with plants and flowers to attract Monarch butterflies in collaboration with the David Suzuki Foundation
- Compost
Established cafeteria system to decrease garbage output during lunches
- Les amis de la montagne: Semences d'avenir
Junior and Middle School students participated in a tree planting project which collected seeds on Mount Royal to grow in the classroom for a City of Montreal tree nursery

Miscellaneous

- Book Fair "Eureka! I Found a Book!" enriched the library with the addition of new books valued at \$3,585
- The Wire
Students published four issues of the student newspaper

- LCCTV
Senior School students produced four episodes of LCCTV
Middle School students produced three episodes of LCCTV
- Journalism
Two grade 11 students interviewed Prime Minister Justin Trudeau during the 2015 federal election campaign for LCCTV
- SportsDesk
Senior School students produced 10 episodes of LCC SportsDesk and filmed a new introduction with PK Subban
- Prix de Mérite en Histoire
Five grade 11 students received the award in recognition of outstanding academic performance for Quebec students attaining over 95% on the 2015 Grade 10 Ministry history exam

Post-secondary

- Members of the Pre-University class were offered a variety of entrance scholarships and bursaries for universities in Canada and the United States ranging from \$500 to \$25,000 over a four-year period
- One student was the recipient of the prestigious FIRST Scholarship for the School of Science and Engineering at Tulane University, valued at \$80,000 over a four-year period
- One student was nominated for and received the Augsburg/North Country Scholarship for St. Lawrence University valued at \$60,000 over a four-year period
- A total of two scholarships from US universities, and eight major and at least twenty entrance scholarships from Canadian universities were offered to LCC students
- Nineteen students graduated with High Honours (90% plus) and 19 with Honours (85% plus)

International Baccalaureate Diploma Programme (IB DP)

- Twenty-one LCC graduates completed the programme with a 95% success rate in obtaining their diplomas
- IB DP students attained an average score of 33.15, exceeding the global average
- IB DP students received over 87 university offers



GLOBAL LEADERS ARE SIGNING THE NEW CLIMATE AGREEMENT ON EARTH DAY 2016
Sign the Earth Flag to show your support



ALUMNI NEWS



PLEASE KEEP YOUR NEWS COMING!

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

40s

John Fry '47 was inducted into the Laurentian Ski Hall of Fame at St. Sauveur, QC, in October. John is chairman of the International Skiing History Association, and the author of the award-winning *The Story of Modern Skiing*. He was a member of the 1947 LCC Ski Team and winner of the Cochand trophy. He is a member of the Red Birds Ski Club, and raced for McGill. John was elected to the US Ski Hall of Fame in 1995 and is the recipient of a lifetime achievement award for journalism from the Fédération Internationale de Ski.

(Photo 01)

50s

Dr. Robert (Squee) Gordon '55 was appointed as an Officer of the Order of Canada in recognition

of his dedication and commitment to higher education in Canada. He has spent more than 45 years in public post-secondary education. He was president of Dawson College in Montreal before serving as Humber College's president for 25 years. He is also the recipient of the Commemorative Medal for the Golden and Diamond Jubilees of Queen Elizabeth II and the Order of Ontario.

Pierre Coupey '59 had his oil-on-canvas triptych *Untitled XV* installed in the lobby of 745 Thurlow, Vancouver. The artwork, measuring 102" x 222", is quickly becoming a landmark piece in downtown Vancouver. Pierre said the painting's colours are a mix of summer and autumn that recall his family's country place in the Laurentians, QC.

(Photo 02)

John Laschinger '59 had his book, *Campaign Confessions – Tales from the War Rooms of Politics*, published in September 2016.

(Photo 03)

Lawrence (Larry) Rossy '59 was invested as a Member of the Order of Canada in May 2016 in recognition of his contributions to the retail sector in Canada, and for his support of health care and social service organizations. His philanthropy is exemplified in the Rossy Cancer Network, a comprehensive cancer system within the McGill University Health Network. Larry is father to **Neil '87** and grandparent to **Ben '17**.

60s

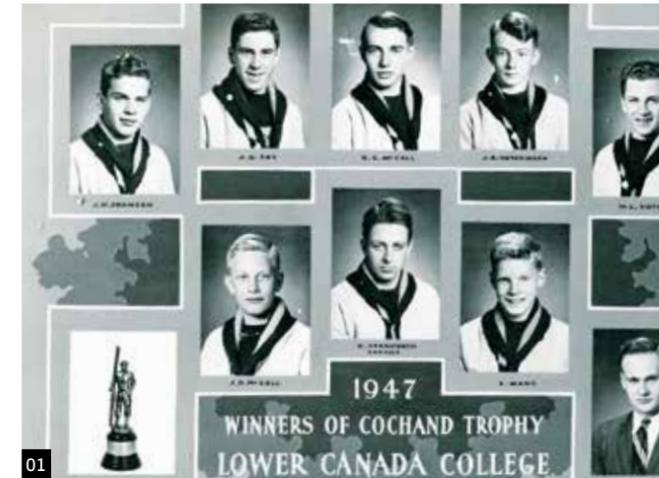
Peter Kingsmill '61 and his wife Valerie have retired and sold their riverboat business in Saskatoon. They live in Hafford, SK,

where Peter is chair of the board of governors of the Redberry Lake UNESCO Biosphere Reserve. Peter also contracts as editor for the Alberta Society of Professional Biologists and consults for the planning, development and management of a regional waste and recycling facility for the surrounding municipalities.

Members of the **Class of '62** Ski Team gathered at Snowmass in Aspen, CO in February 2016. The trip for 2017 will be in Revelstoke, BC, from February 26 to March 5. Those from the Class of '62 who still ski are welcome to join. If interested contact Joe Robb at jnrobb@rogers.com.

(Photo 04)
(L TO R JOE ROBB, GEORGE ORBAN, GORD VIBERG, BOB MARSHALL, WALTER MARKHAM AND BRIAN ROSSY)

Peter Adamakos '63 writes: "Disada Productions' animated film *Home Fires* won the gold award for animation at the American



01



02

Pixel Awards. This is the fifth award Disada has won at festivals in the US over the years and our first from the Academy. I produced and directed the film for Fire Prevention Week 2015."

Peter Wright '63 has retired from a full-time law practice after 44 years. The last 15 years of his career were spent as general counsel to Resource Housing Group (RHG), Inc., an Atlanta-based non-profit developer and operator of low-income housing and memory care facilities. Peter will continue to provide legal services to RHG on a part-time basis. Peter and his wife Mercy expect to divide their time between their home in Atlanta, with the arrival of a granddaughter in August 2016, and Savannah, where they have a second home.

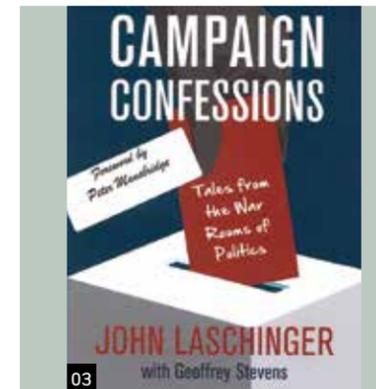
Fraser Laschinger '64 writes: "On May 26, I was elected chairman of the board of directors of The

St. Lawrence Academy, a coed, independent, primary school based in Prescott, ON. I have been on their board for over two years and, at my suggestion, the school initiated an annual leadership award which was inspired by the importance given to fostering leadership at LCC."

Terry Rapoch '64 is working in Dayton, OH, as president of the Wright State Applied Research Corporation, which develops and manages federal and state research contracts.

Julian Wise '64 and Nandita announce the birth of their daughter Maya Olivia Quinn Wise at Oakville Trafalgar Hospital on February 19, 2016. Mother, daughter and father are all doing well!

(Photo 05)



03



04



05

70s

Peter Behrens '71 will be publishing a new novel set in Europe and West Texas during the period of 1910–1938. Read more at www.peterbehrens.org

John Attas '73 moved back to Montreal from Toronto to work for Schneider Electric. John and husband Paul were married in March 2012. He has just completed a renovation of their house in Vieux La Prairie where they currently live with their three cats. He is looking forward to retirement in Mexico in a few years.

(Photo 06)

Peter Dash '74 has written a new novel, *Golden Bear*, which will be available for online purchase this fall.

Len Glickman '75 is a senior partner at Cassels Brock & Blackwell LLP in Toronto, where he practices entertainment and sports law. Len was recently named the chair-elect of the American Bar Association's Entertainment and Sports Law Forum, the first time a lawyer outside of the US has been appointed. *Canadian Lawyer* magazine nominated him in the corporate/commercial category as one of the top 25 most influ-

ential lawyers in Canada. On the family front, Len is thrilled to report that he recently became a first-time grandfather with the birth of his granddaughter, Ayla.

80s

Dr. Kendall Billick '86 writes: "My mid-life crisis has been to go back to school! For the past 16 years, I have practiced travel/tropical medicine, infectious disease and internal medicine on the West Island and at the MUHC. With a lifelong interest in dermatology and to broaden my knowledge base and be a leader in the field, I have decided to pursue further specialized training in dermatology at McGill for three years. Our two youngest children are fully immersed in LCC and our eldest starts college at the School of the Art Institute of Chicago. Changes ahead!"

90s

David Bouskill '93 celebrated his 40th birthday along with his mom Peggy, who turned 80, at the Ritz Carlton Montreal. Fellow alum from the Class of 1993 who joined in the festivities were: Nick Martire, Matthew Feldman, David



Fraenkel, Geoff White, Charles Des Groseillers, Peter Schwartz, Greg Nihon, Nicolas Dauchez, Sean Sutcliffe and Shawn Faguy. On the career front, David has accepted the position of vice-president sales, IA Clarington Investments, and has relocated from Ontario to his hometown of Montreal.

(Photo 07)

Nicholas Martire '93, Jonathan Frankel '90, David Schwartz '87, and colleague Jean-Pierre Genereux, raised over \$200,000 in June 2016 for Two Ten Footwear Foundation. Their four-person ALDO Group team crossed America in RAAM, an ultra-endurance 3,000-mile cycling race, which started in California and finished in Maryland. They are also launching a new Cancer Relief Fund for Two Ten.

(Photo 08)

David Perlman '95 was promoted in January 2016 to head of the Montreal office and managing director for GMP Securities.

Patrick Dussault '97 was honoured with the Canadian Comedy Award for Best TV Writing for *This Hour has 22 Minutes*. He also co-wrote Norm



MacDonald's opening monologue at the 2016 Canadian Screen Awards and wrote for Jeff Goldblum, Carrie Fisher and PK Subban for *The Just for Laughs* galas, of which every word was dedicated to fellow alum **Geoff Molson '87**. Pat is currently a staff writer on the upcoming new Comedy Network series, *The Beaverton*, which premieres this fall.

(Photos 09)

Maité Lagacé '97 was recently engaged to Simon Foucher in Paris. The wedding took place October 8, 2016.

(Photo 10)

John Feifer '98 wrote, directed and edited *Brood or Thought*, a short film that was screened at the International Film Festival

of Cinematic Arts in Los Angeles (IFFCA) in October 2015.

Gabriel Granatstein '98 and his wife Lauren welcomed their daughter, Charlotte Reese Granatstein, into the world on February 24, 2016.

2000s

Charlotte Aynsley '01 and her partner of seven years, Duncan Melville, were married in St. Andrews, Scotland on August 30. After celebrating with their family and friends they moved to Calgary, AB, where both Charlotte and Duncan will be working. They invite any alumni from the LCC family to come visit should they find themselves in Calgary.



(L TO R)
Michael Harper '02, Ken Covo '73, Craig Klinkhoff '06, Nicholas Martin '05, and Steve Courey '06 in Prague, Czech Republic, after playing the final game last March in the Hockey Without Borders 2016 Euro Tour.

Jonathan Dubsky '03 writes: "I've been incredibly fortunate to be working in the field of film and television for the last few years and making a living doing what I love. This year, I've booked the greatest job of my life in a supporting role and have been working as an actor on an incredible video game created by Ubisoft. This involves performance capture, working with quickly evolving technology and will mean some fascinating opportunities down the road... ComiCon to name one."

Marie-Louise Letourneau Capretti '05 and husband Kevin welcomed their daughter, Kira, on April 14, 2016. She was born five weeks early but is doing very well.
 (Photo 11)

Jeremy Zuckerman '06 founder of WINR Games appeared on *Dragons' Den* in October 2015, pitching *Big Time*, a gaming app.

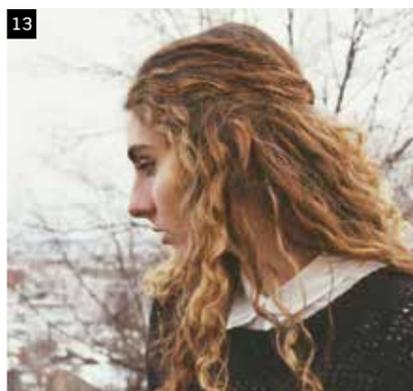
Lisa Mikelberg '07 won a gold medal at the Toronto 2015 PanAm Games for synchronized swimming.
 (Photo 12)

Philip Tabah '08 is founder and editor-in-chief of *The Main* (www.themain-mtl.com), an online magazine that publishes stories about Montreal's people, culture and lifestyle.

Sarah Cook (Pre-U '10) was awarded the Governor General's Caring Canadian Award in July 2015. She received the award in recognition of her work with Sarah's Fund—which she founded after having been

diagnosed with cancer at eight years old—and with the Montreal Children's Hospital Foundation, demonstrating her commitment to helping those affected by cancer and her ability to inspire others to get involved.

Vikki Van Ryswyk '14 (stage name Vikki Gilmore) writes: "My EP, a 6-song album, titled *Where You're From*, was released in March. My music career started at LCC with incredibly supportive teachers and staff who always encouraged me to follow my dreams! The EP is available for purchase and streaming on iTunes, Spotify, and Soundcloud, as are hard copies!"
 (Photo 13)



IN MEMORIAM

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

- | | |
|-----------------------------|----------------------------|
| HILDA PATRICIA BARRY | ERIC PATRICK LARMAN '52 |
| WILLIAM CALDWELL BOSWELL | DR. ROBERT MCLEOD '53 |
| JAMES DOUGLAS DIMOCK | BRUCE J. BISHOP '61 |
| DAVID S. MEYERS | DOUGLAS "JODY" OGILVIE '63 |
| DORA PARSONS | GORDON B. SAVAGE '65 |
| ROBERT POLIQUIN | BRUCE BEGGS '67 |
| T. DENIS JOTCHAM '35 | KENNETH C. HAMPSON '70 |
| GUY PETER SANDILANDS '37 | PETER LYNCH-STANTON '79 |
| DR. VICTOR C. GOLDBLOOM '39 | PETER H. SOLOMON '79 |
| DR. DAVID G. CAPE '40 | KEVIN A. MURPHY '80 |
| COLIN F. MAASS '45 | BRETT SAMPSON '83 |
| JAMES DAVID FLANAGAN '47 | LARRY CANTELLO '86 |
| KEITH M. LAIDLEY '47 | JAMIE STEWART '88 |
| DR. TUDOR JOHNSTON '48 | RICHARD HONG '92 |
| EDWARD M. HAGUE '49 | JUSTIN SOLAK PRE-U '08 |
| JOHN B. KERR '52 | |

STAFF

Hilda Patricia Barry on March 12, 2016, in Mississauga, ON, at the age of 94. Mrs. Barry was secretary to former Headmasters Dr. Stephen Penton (1965–1968) and Geoff Merrill (1968–1984). She retired in March 1984.

William Caldwell Boswell on July 8, 2016. Mr. Boswell was a teacher at LCC in both the Junior and Senior Schools from 1952–1956.

James Douglas Dimock on July 6, 2016, at the age of 84. Mr. Jim Dimock dedicated 32 years to LCC (1959–1991) teaching in the Junior School and Senior

School. He was also assistant director of the Junior School and coached hockey and football. His two sons, **Hugh '76** and **Geordie '77**, are LCC alumni.

David S. Meyers on March 4, 2016, at the age of 71. Mr. Meyers taught in the Junior School from 1972 until his retirement in 1990. He was a football coach who guided the Senior team with co-coach David Morton to championships in 1986, 1987 and 1989.

Dora Parsons on September 20, 2016, in Montreal. Mrs. Parsons taught in the Junior School from 1969 until her retirement in 1991. Together with former teacher Denys Heward '64, she led many memorable LCC student trips to Great Britain over spring break. Dora Parsons' two sons, **Roy '67** and **Ronald '79**, are alumni of the school.

Robert Poliquin on May 2, 2016, in Roxboro, QC, at the age of 91. Monsieur Poliquin was a modern languages teacher at LCC from 1970 until his retirement in 1988, after which he regularly attended LIONfest alumni homecoming banquets.

ALUMNI

T. Denis Jotcham '35 on December 16, 2015, in Highlands, NC. Mr. Jotcham was predeceased by his brother **William (1927)** and is survived by his son **Douglas '65**.

Guy Peter Sandilands '37 on November 9, 2015, in Zurich, ON. He is survived by his nephew **Tim Miedema '66**.

Dr. Victor C. Goldbloom '39 on February 16, 2016, in Montreal, at the age of 92. Dr. Goldbloom was the recipient of the *Non Nobis Solum Award* in 2009. He is survived by his brother **Dr. Richard Goldbloom '41** and nephews **Alan '65** and **David '70**.

Dr. David G. Cape '40 of Pointe-Claire, QC, on December 8, 2015. Dr. Cape was a former member of the LCC Board of Governors. Among his seven children, he leaves behind his son **Ted '67** and **David '72**.

Colin F. Maass '45 on January 18, 2016, at his home in the Laurentians, QC.

James David Flanagan '47 on September 30, 2016, near his home in Arundel, QC. A long-time educator, Mr. Flanagan was the son of early LCC alumnus **Dr. J. Cyril (Flin) Flanagan (1916)**. He is survived by his brother **Peter Flanagan '45**.

Keith M. Laidley '47 in 2016, at the age of 84. Mr. Laidley is predeceased by his brother **Charles '51** and survived by brothers **Wendell '57**, **Brian '59** and **David '63**.

Edward M. Hague '49 on April 27, 2016, in Mississauga, ON. Mr. Hague is survived by his brother **Ken '45** and nephews **John '70**, **Ken '70** and **David '73**.

Dr. Tudor Johnston '48 on August 24, 2016 at home in Knowlton, QC. Dr. Johnston was a distinguished theoretical physicist who retired in 2010.

John B. Kerr '52 of Hudson, QC, on October 10, 2015. He is survived by his brother **Robert '42** and nephew **Stephen Kerr '78**.

Eric Patrick Larman '52 on August 31, 2016, in Kamloops, BC.

Dr. Robert McLeod '53, on August 19, 2016, in Pointe-Claire, QC.

Bruce J. Bishop '61 of Victoria, BC, on May 4, 2015.

Douglas (Jody) Ogilvie '63 on April 16, 2016, in Deep River, ON.

Gordon B. Savage '65, on November 2, 2015, in Victoria, BC.

Bruce Beggs '67 on July 28, 2016, in Oakville, ON. He is survived by his brother **Ian '70**.

Kenneth C. Hampson '70 on July 24, 2015, in Toronto, ON. He is predeceased by his brother **Jack '65**.

Peter Lynch-Staunton '79 on December 4, 2015, in Magog, QC. He is predeceased by his brother **Mark '77** and survived by nephews **Jaryd '22**, **Matthew '22**, and niece **Monique Larivière '24**.

Peter H. Solomon '79 on December 27, 2015, at home in Ottawa, ON. He is survived by his brother **Jonathan '85**.

Kevin A. Murphy '80 on October 24, 2015, in Ottawa, ON.

Brett Sampson '83 on June 26, 2016, in Hamilton, ON. He is survived by his brother **Peter '80**.

Larry Cantello '86 of Pointe-Claire, QC, on February 9, 2014.

Jamie Stewart '88 on June 23, 2015, in Quebec.

Richard Hong '92 on September 23, 2016, in Los Angeles, CA.

Justin Solak Pre-U '08 on February 14, 2016.



▲ GRADE 11 CLASS OF 2016

Post-Secondary Destinations

Dawson College
Marianopolis College
John Abbott College
Vanier College
Collège Jean-de-Brébeuf
LCC Pre-University: Grade 12
LCC IB DP Year 2
Deerfield Academy
Shawnigan Lake School (BC)
Neuchâtel Junior College
Brentwood College
Kimball Union
Upper Canada College

▼ PRE-UNIVERSITY CLASS OF 2016

University Destinations

Canada
Bishop's University
Concordia University
Dalhousie University
McGill University
Queen's University
Ryerson University
Sheridan College
St. Francis Xavier University
University of British Columbia
University of King's College
University of Toronto
Western University
York University

United States
Claremont – McKenna College
Columbia University
Cornell University
Drexel University
Duke University
Fordham University
George Washington University
Loyola Marymount University
North Carolina State University
Northwestern University
St. Lawrence University
University of Alabama – Huntsville

University of California – Los Angeles
University of Chicago
University of Michigan
University of Southern California
Vanderbilt University

Overseas
University of Edinburgh
Sciences Po
Keiko University – Japan





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