

LOWER CANADA COLLEGE

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LION



LCC PERSPECTIVES

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LCC LION

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Par Christopher Shannon (Pre-U '76), directeur général

Au cours de l'été qui a suivi ma 11e année, je me suis rendu en France avec un organisme appelé *Experiment in International Living*. Après une formation de base sur la culture française, j'ai vécu pendant un mois avec une famille vietnamienne qui avait immigré en France dix ans plus tôt pour fuir le chaos de la guerre du Vietnam.

Ce voyage a constitué un tournant décisif pour l'adolescent canadien que j'étais, car il m'a offert la possibilité de quitter le confort de mon foyer et de m'exposer à des perspectives nouvelles et différentes. Des années plus tard, j'estime que les expériences de ce genre font partie intégrante du parcours éducatif de nos élèves à LCC.

Je pense qu'il est essentiel d'exposer nos élèves à la diversité le plus rapidement possible, d'une manière qui soit adaptée à leur âge. Nous vivons dans l'une des sociétés les plus multiculturelles au monde, dans laquelle les différences ethniques, religieuses, socioéconomiques et liées au genre, entre autres, offrent de nombreuses et diverses perspectives. Nos élèves doivent devenir à l'aise et enthousiastes à l'idée de partager des points de vue et d'envisager des dimensions qui peuvent différer des leurs. LCC est bien placé, au sein de notre ville bilingue et multiculturelle, pour jouer un rôle de chef de file en embrassant ces différences et en les mettant en valeur.

De nombreux exemples témoignent de l'intégration de cette philosophie dans notre école. L'automne dernier, nous avons accueilli des participants de partout dans le monde pour la conférence internationale *Round Square*. Quelque 300 délégués de près de 60 écoles et de plus de 20 pays ont visité notre campus et ont été hébergés par les familles des élèves de LCC. Nos élèves, leurs parents et les membres de notre personnel ont été des hôtes chaleureux, et notre communauté est sortie grandie de cette expérience. ►

ÉLARGIR LES PERSPECTIVES ET S'OUVRIR AUX DIFFÉRENCES

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

In the summer after grade 11, I travelled to France with an organization called the Experiment in International Living. After some initial cultural training, I lived for a month with a family that had immigrated to France from Vietnam a decade earlier, fleeing the chaos of the Vietnam War.

As a teenager from Canada, that trip was a critical turning point, providing an opportunity to leave the comforts of home and gain exposure to new and different perspectives. Years later, I believe that these types of experiences are an integral part of our students' educational journey at LCC.

Starting at the youngest age possible, it is essential to expose our students to diversity in age-appropriate ways. We live in one of the world's most multicultural societies where ethnic, religious, socioeconomic and gender differences, among others, offer many varying perspectives. Our students need to become comfortable with and excited about sharing and encountering views that may differ from their own. At LCC, we are well positioned in our bilingual and multicultural city to serve as leaders by embracing and celebrating these differences.

There are many examples of this philosophy in action at our school. Last fall, we hosted the world at the Round Square International Conference. Almost 300 delegates from close

“STARTING AT THE YOUNGEST AGE POSSIBLE, IT IS ESSENTIAL TO EXPOSE OUR STUDENTS TO DIVERSITY IN AGE-APPROPRIATE WAYS.”



ROUND SQUARE CONFERENCE IN ARGENTINA



BROADENING PERSPECTIVES & OPENING TO DIFFERENCES

DUKE OF EDINBURGH GOLD TRIP TO COLOMBIA



SEXUALITY AND GENDER ACCEPTANCE CLUB (SAGA)



LCC ROUND SQUARE CONFERENCE SEPTEMBER 2018

to 60 schools in more than 20 countries visited our campus and were welcomed by LCC families into their homes. Our students, staff and parents were gracious hosts and our community grew from the experience.

In another initiative, LCC's faculty members received professional development training on the depth and complexity of the contributions of Canada's Indigenous Peoples to our country's rich history. This was in response to the recommendation of the national Truth and Reconciliation Commission that all Canadians do more on this front. We have committed to conducting a deeper, ongoing conversation at our school. With greater intentionality, teachers are enhancing curriculum units so we can appreciate Indigenous perspectives and influences on the national landscape.

In recent years, we have furthered our conversations and initiatives around gender as a key aspect of being an inclusive coed school. This is particularly important for students as they reflect on the reasons behind the rise of initiatives like the Me Too Movement and shifting norms around identity and sexual orientation. Our curriculum is now more progressive and our Sexuality and Gender Acceptance (SAGA) club is an important voice in our school community. Gender-neutral washrooms,

LCC HAS ENCOURAGED CULTURAL LEARNING FROM EARLY ON...



SCOTLAND & ENGLAND TRIP, 1955
SEE PAGE 20

“MORE THAN ANY GENERATION, [STUDENTS] WILL BE DEFINED BY THEIR CAPACITY TO BE OUTWARD-LOOKING AND OPEN TO DIFFERENCE.”

Dans le cadre d'une autre initiative, les membres du corps professoral de LCC ont reçu une formation à des fins de perfectionnement professionnel sur la contribution profonde et complexe des peuples autochtones du Canada à la riche histoire de notre pays. Cette formation faisait suite à la recommandation de la Commission de vérité et de réconciliation du Canada, qui souhaiterait que la population canadienne soit plus sensibilisée à cet enjeu. Dans notre école, nous nous sommes engagés à tenir une conversation plus réfléchie à long terme. De plus en plus, les enseignants font un effort conscient pour améliorer leurs programmes afin que nous puissions comprendre les perspectives autochtones et leurs influences sur le paysage national.



GRADE 3 STUDENTS VISIT THE DROULERS-TSIIONHIAKWATHA ARCHAEOLOGICAL SITE INTERPRETATION CENTER

Ces dernières années, nous avons fait progresser nos conversations et nos initiatives en faveur de l'égalité des genres, puisqu'il s'agit, selon nous, d'un élément essentiel au sein d'une école mixte et inclusive. Cet effort est particulièrement important pour les élèves, à qui nous demandons de réfléchir aux raisons qui expliquent la popularité d'initiatives telles que le mouvement #MoiAussi et l'évolution des normes en matière d'identité et d'orientation sexuelle. Notre programme d'études est maintenant plus progressiste, et notre club SAGA sur la sexualité et l'acceptation des



SEXUALITY AND GENDER ACCEPTANCE CLUB (SAGA)

modifications to our school uniform, and a broader focus on gender affirmation have helped to make us a healthier environment in which to live, work and learn.

This year, we also provided intercultural training to our faculty and staff, encouraging reflection on how best to appreciate and celebrate difference in our daily activities. Harvard professor Fernando Reimers asserts that the teaching of global competency is perhaps the most important curriculum initiative we can offer our students if we are to truly be a fully inclusive school. Whether it is the Quebec government pushing for restrictions in the name of secularism, or the US tightening its borders and limiting its roles and responsibilities in the world, sensitive topics related to diversity touch us all.

For our students, developing an appreciation of diverse perspectives is more important now than ever before. More than any generation, they will be defined by their capacity to be outward-looking and open to difference. This compares to a time when attitudes and experiences were much more defined or even entrenched. Here at LCC, we must embody the spirit of diversity and inclusion and, in so doing, we must be open and live the growth mindset we teach our students to embrace at school and beyond. ■



« PLUS QUE TOUTE AUTRE GÉNÉRATION, LES JEUNES D'AUJOURD'HUI SERONT JUGÉS PAR LEUR CAPACITÉ À SE TOURNER VERS LE MONDE ET À ÊTRE OUVERTS À LA DIFFÉRENCE... »

genres est une voix importante au sein de notre communauté scolaire. Les toilettes non genrées, les modifications apportées à l'uniforme de notre école et le plus grand intérêt que nous portons à l'affirmation de l'identité de genre ont contribué à faire de notre école un environnement plus sain où les élèves peuvent vivre, travailler et apprendre.

Cette année, nous avons également offert une formation sur les échanges entre les cultures aux membres de notre corps professoral et de notre personnel de soutien afin de susciter une réflexion sur la meilleure façon de reconnaître et de mettre en valeur la différence dans nos activités quotidiennes. Fernando Reimers, professeur à l'Université Harvard, affirme que l'enseignement des compétences globales est sans doute le bagage le plus important que nous puissions offrir à nos élèves dans le cadre de nos programmes d'études si nous voulons véritablement faire de notre établissement une école pleinement inclusive. Qu'il soit question du gouvernement du Québec qui exerce des pressions pour la mise en place d'interdictions de port de signes religieux au nom de la laïcité ou des États-Unis qui souhaitent resserrer les frontières du pays et limiter leurs rôles et responsabilités dans le monde, les sujets délicats liés à la diversité nous concernent tous.

Il est plus important que jamais que nos élèves acquièrent une meilleure compréhension de divers points de vue. Plus que toute autre génération, les jeunes d'aujourd'hui seront jugés par leur capacité à se tourner vers le monde et à être ouverts à la différence, contrairement aux jeunes d'une autre époque, durant laquelle les attitudes et les expériences étaient beaucoup plus définies, voire ancrées dans la tradition. Ici, à LCC, nous devons incarner l'esprit de la diversité et de l'inclusion et, ce faisant, nous devons être ouverts et embrasser l'état d'esprit axé sur la croissance personnelle que nous enseignons à nos élèves et que nous leur demandons d'adopter, à l'école comme dans la vie. ■



JOURNEY THROUGH THE PAST:

TOWARDS A MORE INCLUSIVE PRESENT

By Dana Kobernick, LCC Communications Manager

JUNIOR SCHOOL TEACHERS RACHEL ARMSTRONG, MARGARET ROPER AND SARAH KINGSLEY ARE REGULARLY TRYING TO ENHANCE THEIR PROGRAMS IN ORDER TO BRING DIVERSE PERSPECTIVES AND IDEAS INTO THE CLASSROOM. TO THIS END, THEY ARE BROADENING THE SCOPE OF THEIR GEOGRAPHY, HISTORY AND CITIZENSHIP CURRICULUM. THEY ARE EXPLORING WAYS TO CREATE MORE INCLUSIVE COURSE CONTENT WITH A FOCUS ON CANADA'S INDIGENOUS HERITAGE. ▶

ABOVE GRADE 3 STUDENTS VISIT THE DROULERS-TSIONHIKWATHA ARCHAEOLOGICAL SITE INTERPRETATION CENTER. FACING PAGE STUDENTS INVESTIGATE NEW FRANCE AND ITS INHABITANTS IN 1645 AND REPRESENT THEIR UNDERSTANDING IN VARIOUS FORMS INCLUDING MODELS, POSTERS AND SCRIPTS.





“WE WOULD LIKE TO
CONNECT OUR STUDENTS’
LEARNING OF THE PAST
TO THE PRESENT.”

LAST SUMMER, WITH A PROFESSIONAL DEVELOPMENT BURSARY FROM THE SCHOOL, THE TEACHERS CONDUCTED RESEARCH THAT HELPED THEM RESTRUCTURE THE SCOPE AND SEQUENCE OF THE CURRICULA ACROSS GRADE LEVELS AND BUILD A BANK OF CREDIBLE RESOURCES.

“We have two goals,” says Ms. Armstrong. “First, we hope to find more relevant, age-appropriate resources for our respective grades and, second, we are working toward introducing a perspective that is largely overlooked by the current provincial social sciences curriculum.”

The teachers say that they had to go through their own learning process, which included gaining increased comfort in discussing these topics in a way that was more open than in the past. They received valuable assistance from Dr. Carlana Lindeman, Education Program Director at the Martin Family Initiative (MFI), an organization mandated to provide “support for the education, health, and well-being of Indigenous youth and their communities.” Dr. Lindeman introduced them to online resources curated by the MFI and offered ideas as to how they could educate themselves.

“The work we did over the summer gave us a stronger foundation,” says Ms. Roper. “With guidance from Dr. Lindeman, we researched a number of resources needed to build a collection of professional guides for educators, grade-appropriate texts, and literature that would enable us to broaden our curriculum. We worked together to see the connections from grade to grade as we began this process.”

This school year, each teacher began to introduce new materials and activities in class. In grade 3, Ms. Roper shared stories about the creation of Turtle Island, the way in which many Indigenous Peoples refer to the continent of North America. The aim was to strengthen student understanding that well-established societies and cultures existed prior to European contact.



In their study of history, grade 4 students began the year by examining what history is, who writes it and who has deemed that a given event is important to learn. Whereas Ms. Kingsley used to focus mostly on the French perspective of the founding of New France and the establishment of the seigneurial system, students are now also exploring the First Nations of the time, how they perceived the French settlers and how they, in turn, were perceived.

While learning about Confederation, Ms. Armstrong’s grade 6 students examined the iconic *Fathers of Confederation* painting (Robert Harris, 1884) and noted that only a white male presence is depicted. Their conclusion is that the history and message of this painting dismissed the contributions of women, Indigenous, and other racial and cultural groups who lived in Canada at that time. Ms. Armstrong recognizes that students have become more aware of national and global events as a result of such discussions. “Our students have transferred their critical eye to the examination of current events, politics and social situations,” she says.

These activities — and others — have opened up a dialogue and inspired students to question what they learn and identify potential biases. Ms. Kingsley says this is the ultimate goal. “We are focusing on critical thinking and encouraging students to explore different perspectives. We are continuing to teach history as we know it, but we want the children to realize that there may be gaps in the story and that they should ask questions.”

Ms. Armstrong, Ms. Roper and Ms. Kingsley are encouraged by how this project has evolved this year and feel that strides have been made in their students’ abilities to be more open to stories and perspectives that may differ from their own. The teachers’ next goal is to contact a school in the Indigenous community and build a relationship. “We would like to connect our students’ learning of the past to the present by introducing them to an authentic voice,” says Ms. Kingsley. “That’s the missing piece.”

“WE ARE FOCUSING ON
CRITICAL THINKING AND
ENCOURAGING STUDENTS
TO EXPLORE DIFFERENT
PERSPECTIVES.”



FACING PAGE, CENTRE LEFT MODEL IN PROGRESS FOR PROJECT-BASED LEARNING ACTIVITY TO CONSTRUCT MODELS OF THE LONGHOUSE. TOP RIGHT STUDENTS DISCUSS *THE FATHERS OF CONFEDERATION* PAINTING. BOTTOM RIGHT THROUGH RESEARCH AND LITERATURE, STUDENTS ADOPT PERSPECTIVES OF THE INHABITANTS OF NEW FRANCE IN 1645, INCLUDING THE JESUIT PRIESTS, AS SHOWN HERE.

FROM SOUTH AFRICA TO CANADA



EVE MASHAMBA

IS IN HER FINAL YEAR AT THE OPRAH WINFREY LEADERSHIP ACADEMY FOR GIRLS IN SOUTH AFRICA. HER GOAL IS TO STUDY MEDICINE, WITH A FOCUS IN ORTHOPEDIC SURGERY.

A STORY OF PASSION & DETERMINATION



ABOVE
COUNSELLING VIA SKYPE
WITH LCC DIRECTOR OF
UNIVERSITY ADVISING
KIM TULLOCH

By Dana Kobernick, LCC Communications Manager

Eve Mashamba may have lofty ambitions, but with a stellar academic record, demonstrated leadership, and an unwavering commitment to planning her future, she is certain to succeed. The 17-year-old high school student is in her final year at the Oprah Winfrey Leadership Academy for Girls (OWLAG), a school in South Africa where admission is based on academic performance and financial need. Her goal: to study medicine with a specialization in orthopedic surgery.

It was the principal of Eve's primary school who applied to OWLAG on her behalf, and when she was accepted — after having initially been rejected despite her high academic standing — she had a small sense of what lay in store. “Until that point, I had never seen my father cry,” she says. “But as soon as I saw his tears, that’s when I realized the magnitude of the opportunity I had in my hands.”

Since entering OWLAG in grade 8, it has been, in Eve's words, a roller-coaster ride. As one of 60 students accepted from among 6,000 applicants, Eve felt a sense of obligation to her family, as well as great pressure to excel in an environment where expectations are high. After a tumultuous grade 8 year, she regained her confidence and did well academically due to her own hard work, extraordinary teachers, and the support structures in place.

During her five years at OWLAG, Eve has taken advantage of the countless opportunities the school offers its students. Last September, she attended the Round Square International Conference at Lower Canada College, and it was this trip that might very well change the course of

her life. “My time at LCC and in Canada was eye-opening, with students from different places and backgrounds who have different perspectives on global issues,” she says. “The issues that we may face in South Africa or in China, for example, are the same, but our solutions and approaches are not. That is what made the conference so interesting. And the people in Canada were so warm and welcoming.”

Eve was sufficiently impressed by her experience here that she has set her sights on Canadian universities. Not knowing where to start in the research process, she reached out to LCC alumna Meghan Fersten '18 (Pre-U '19), with whom she had stayed during the conference. Meghan put Eve in contact with Kim Tulloch, Pre-University coordinator and director of university advising, who, in the spirit of *Non Nobis Solum*, gladly picked up the ball.

“Professionally, it was interesting for me to learn about the South African curriculum, and to research scholarship and financial aid opportunities for students in Eve's position,” she says. “But, most importantly, helping her was the right thing to do.”

The process is ongoing, and Eve is now considering US universities as well. Regardless of the outcome, it is clear that she will do both her family and Oprah proud. When she and her classmates ask Oprah what they can do to repay her for all that she has done for them, Oprah's only request is that they believe in themselves and in their dreams. “Mom O tells us that she takes girls with broken wings and repairs them through the school. Then they can fly.”

Looks like Eve is going to soar. ■

Leadership Lessons in LCC's Junior School

By Dana Kobernick, LCC Communications Manager

Miriam D'Amico '24 recognizes why seeing and understanding the perspectives of others is an important life skill. As a member of Junior School Pride, a student leadership group that organizes a variety of activities and events for the Junior School, she knows the value of participating on a team where her peers may have divergent opinions and different points of view.

"Leadership positions prepare students for the future because we learn how to handle many situations," she says. "We need to have important qualities, such as respect for others and an ability to collaborate with anyone. In life, you may have to work with people whose opinions are different from yours."

Student Council, another Junior School group, also provides valuable learning opportunities in leadership. Through this forum, elected homeroom representatives discuss the suggestions and concerns of their fellow classmates, and determine what action needs to be taken.



JUNIOR SCHOOL PRIDE MEETING

Béatrice Beauger '25, a grade 5 class representative, tries to look at issues from all angles. Some student suggestions, she acknowledges, may not be realistic or financially viable. While these will be discussed at student council meetings, a decision can be made not to pursue them. Other proposals, however, may be retained for further exploration.

"We thought that a special play area was needed in the schoolyard for the grade 3 students, because we were afraid that they would get hurt or frustrated playing with the grade 4s," she says. "We decided to send a letter to Ms. Wearing and we are waiting for her response."

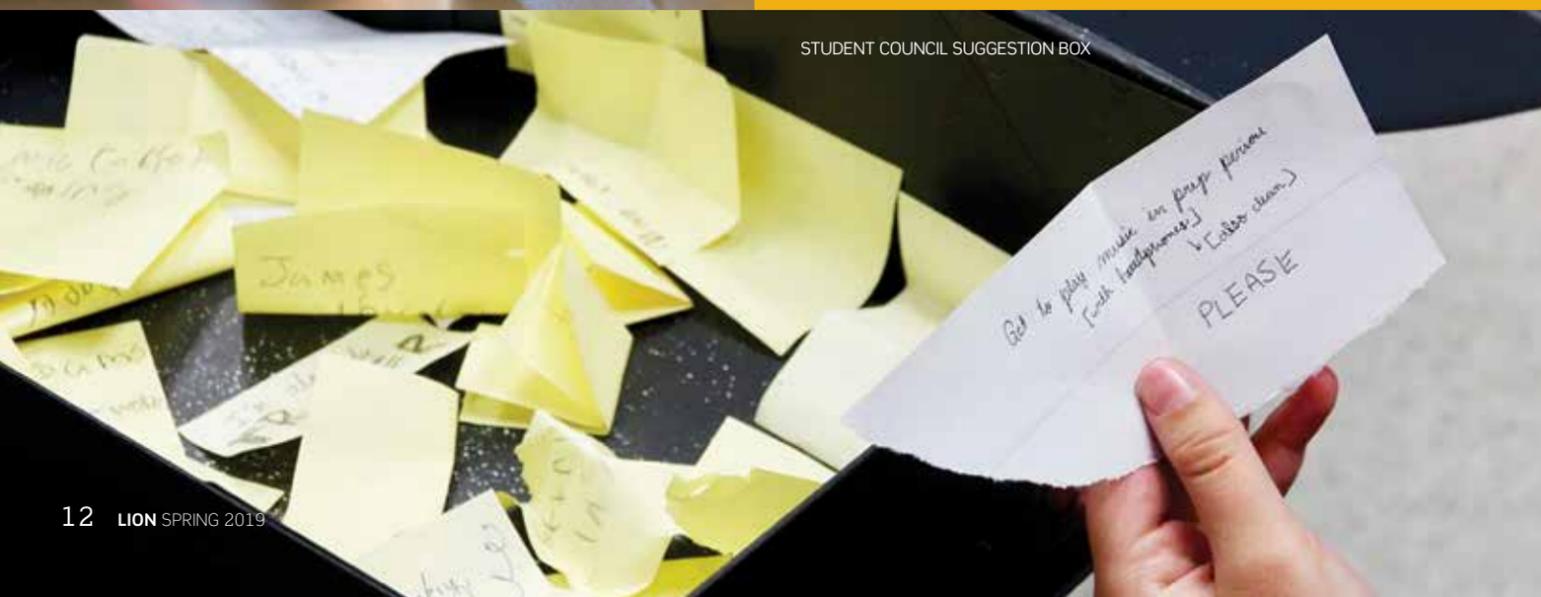
The process allows for greater mutual understanding. When a Junior School sleepover was requested and ultimately denied, for example, students were able to appreciate the reasoning behind the decision because it was shared with them.

Béatrice's classmate Matthew Turner '25, also a grade 5 class representative, agrees that it is important to take into account other people's perspectives. "It helps you to become

a better person in the future and have more empathy," he says.

Both Junior School Pride and Student Council, as described by Junior School Director Alison Wearing, help the students build relationships with peers, learn to collaborate, and serve as positive role models. "The goal is for these students to recognize the power of their voice and their ability to effect change," she says. "At the same time, they realize that they are representing an entire group and not just those who share their personal perspectives, so they have to learn what it really means to listen to others," she says.

Miriam's experience perfectly reflects these goals. Showing tremendous insight, she applies her leadership experience to a more global context. "In today's society, people seem to have trouble accepting the ideas of others," she says. "It's important to respect other points of view and opinions." ■



STUDENT COUNCIL SUGGESTION BOX



JUNIOR SCHOOL STUDENT COUNCIL MEETING

SAGA Advocates **LGBTQ+** ACCEPTANCE & UNDERSTANDING

By Wayne Larsen, Writer

From rainbow flag stickers on teachers' laptops to gender-neutral washrooms and modifications to the school's dress code, LCC is nurturing an LGBTQ+ -friendly environment where students can focus on learning, understanding and discovery. This is thanks, in part, to a small group of students and their staff advisors.

LCC's Sexuality and Gender Acceptance club (SAGA) began meeting four years ago, and has since grown into a regular gathering for Middle and Senior School students who spend one lunch-time per week with science teacher Ettore Zuccheroso and school counsellor Veronica Kost '09.

"We average about 15 students from Middle School, and 10 Senior School students," Ms. Kost says of the informal drop-in sessions which are open to all. They offer a safe, welcoming environment for students to discuss gender and LGBTQ+ issues without fear of judgment or bullying.

She proudly points out that SAGA's advocacy has led to changes in LCC's dress code policy. "There are rules about hair length and makeup, but our students asked for change so that the policy is now gender-neutral," she says, adding that the uniform is no longer gender-based and students are free to choose the formal dress code that most appeals to them.

SAGA has three primary goals: to support, advocate and educate. "We're here to support our students — whether they identify as LGBTQ+ or not — and offer them a safe space to connect with each other," says Ms. Kost. "We also advocate for their needs and try to educate by asking questions such as 'What does LGBTQ+ mean?' or making an announcement on Trans Visibility Day." ►

LEFT SAGA 2018-2019



“The world is moving toward a more progressive state of mind.”

Mr. Zuccheroso believes the welcoming nature of SAGA meetings can mean a lot to students looking for a safe space to openly discuss their sexuality, and that can help their academic performance.

“Students should have the right to speak openly about their struggles with identity and gender issues,” says Mr. Zuccheroso, who got involved with SAGA last year when he shared his own coming out story. “I would have loved to have had something like this when I was a kid.”

Instead of leading the group, both staff members see their roles primarily as facilitators. “They talk and I listen,” Mr. Zuccheroso says.

The group is based on the concept of inclusivity, and some members are not part of the LGBTQ+ community. “I don’t identify as LGBTQ+ myself, but I’ve been around the subject for a long time so I figured I would come and join just to see what it was all about,” said a Middle School student who now attends regularly.

While SAGA continues to make its mark on campus, its message is being heard beyond the school. Earlier this year, a group of SAGA members wrote a screenplay for Interligne’s “Take Action Against Bullying!” contest, which called for short screenplays “that would help fight bullying based on sexual orientation, gender identity and gender expression.”



LCC’s entry, written by Middle School students about the benefits of support groups, was one of five scripts chosen from schools across Quebec to win the Grand Prix Desjardins.

“I didn’t do this to win the contest,” says one student who co-wrote the script, which was professionally produced as a three-minute video in March. “I just thought it was a cool idea because it let me express the stories of others with my personal touch.”

“It’s nice that our group thought of including a trans male in this script because I think that’s what made us stand out from other groups,” added another student. “We should include more trans awareness in our society.”

The students agree that a big part of winning this contest is the chance to educate the world about bullying and LGBTQ+ issues, which reflects the general mandate of SAGA. “This school is very progressive,” says another student who attends SAGA meetings. “The world is moving toward a more progressive state of mind.” ■

LEFT MIDDLE SCHOOL SAGA MEMBERS: WINNERS OF THE “TAKE ACTION AGAINST BULLYING!” CONTEST



NEEDS, WANTS & WISHES: Preparing Students For Life Beyond LCC

By Richard Andrews, Writer

DIGITAL TECHNOLOGY, GLOBALIZATION AND SEISMIC SOCIAL SHIFTS ARE TRANSFORMING THE WORKPLACE AND TRADITIONAL CAREER PATHS. LCC ACADEMIC ADVISORS, KIM TULLOCH AND MAGGIE OWEN, OFFER THEIR PERSPECTIVES ON WHAT STUDENTS NEED AND HOW THEY CAN PREPARE FOR THEIR FUTURE. ►



ADVISING WITH
KIM
TULLOCH

Q IN YOUR OPINION, WHAT SKILLS DO STUDENTS NEED FOR UNIVERSITY APPLICATIONS AND THE CHANGING WORLD IN WHICH WE LIVE?

M. Owen: These days, students require more than just academic qualifications; they need technical knowledge, transferable skills and the ability to communicate effectively. Self-advocacy is also important. LCC students need to represent themselves well and ask thoughtful, pertinent questions. Part of our role is to provide an opportunity to practice through meetings with university representatives and industry professionals.

K. Tulloch: Students should develop problem-solving skills and be adaptable. It is also important to demonstrate leadership qualities, not just through visible leadership roles, but as role models, by engaging in community and school life. Many universities are looking for these characteristics when reviewing applications.

MITCH GARBER AT THE LCC CAREER SPEAKERS SERIES



Q WHAT ARE STUDENTS' MOST COMMON CONCERNS WHEN IT COMES TO UNIVERSITY APPLICATIONS?

K. Tulloch: They often ask: "Will I get into university?" Many students like to explore options but sometimes become fixated on a particular path without sufficient knowledge about whether or not it's realistically achievable and if a given university is suitable for them. Ms. Owen and I gather a lot of information by visiting universities, meeting with representatives and conducting our own research in order to give students a realistic picture. But first, students must determine their individual needs, wants and wishes, which is a process we navigate together through the academic advising course and workshops offered to our students.

Q HOW DO YOU ADVISE STUDENTS WHICH UNIVERSITY PROGRAM THEY SHOULD CHOOSE?

M. Owen: We work with a developmental model rather than a prescriptive approach. The student's interests, classes, academic progress and co-curriculars are used to identify areas to pursue and define goals. We determine what skills and steps are needed to make their goals

ACADEMIC ADVISOR MAGGIE OWEN

a reality. Then we look at the expectations of a given university to determine suitability for admission.

Most importantly, we emphasize the idea of fit. University is not just about attending classes; it's about being part of a greater community of learners and engaging with it. Students have to feel that they belong and know how to recognize opportunities that will enhance their learning and life experience. Many universities offer excellent programs and our job is to help students find the environment where they will grow and thrive.

K. Tulloch: It's important for students to avoid comparing their path with the one taken by friends because every student is unique. The end goal for the students is the same — to gain admission to university. However, what that looks like is a very individual process in terms of program choices, extra-curricular opportunities and the universities a student chooses to apply to.

Q HOW DO YOU SUPPORT STUDENTS THROUGH THE UNIVERSITY APPLICATION PROCESS?

K. Tulloch: Applying to university today is more involved and more competitive than it used to be, so we try to offer students as much guidance as possible. LCC's "Common App" Wednesdays, for example, is an optional university application workshop, where our grade 11 students are given step-by-step instructions on how to prepare applications for the US, Canada and the UK. We also help guide them in developing a list of universities so that students have many good choices.



Q WHAT OTHER ACTIVITIES DO YOU OFFER?

M. Owen: In addition to the one-on-one advising sessions and workshops, we also plan initiatives to connect students with the community, which can help inform their decisions. A student-run career speakers series, university tours, information sessions with universities and CEGEP admission representatives, as well as guest speakers who present on a variety of topics, are just a few examples.

Q SHOULD STUDENTS PREPARE FOR THEIR ACADEMIC ADVISING SESSIONS?

K. Tulloch: Before meeting with one of us, it's helpful for students to research their options and ask themselves: "What do I want? What will make me happy?" Parents also need to set their parameters, define expectations and determine their budget.

M. Owen: We visit classes and have an online classroom with plenty of resources to help prepare for a meeting.

K. Tulloch & M. Owen: Read, read, read! Research, research, research! Counselling is a collaborative endeavour. ■

“ These days, students require more than just academic qualifications; they need technical knowledge, transferable skills and the ability to communicate effectively. **”**



LEARNING THROUGH

With a commitment to experiential learning, LCC offers a host of opportunities to broaden perspectives. Students and faculty participate in a wide range of travel ventures to learn first-hand about cultures and different ways of thinking and living. LCC first introduced trips overseas for small groups of students in 1924, and later in 1950 and 1955, with visits to England and Scotland. Annual trips to Britain in the early 1970s to 2003 were a highlight of spring break. Students have also enjoyed exploring our own country, beyond Montreal, through athletics and cultural opportunities. ▶

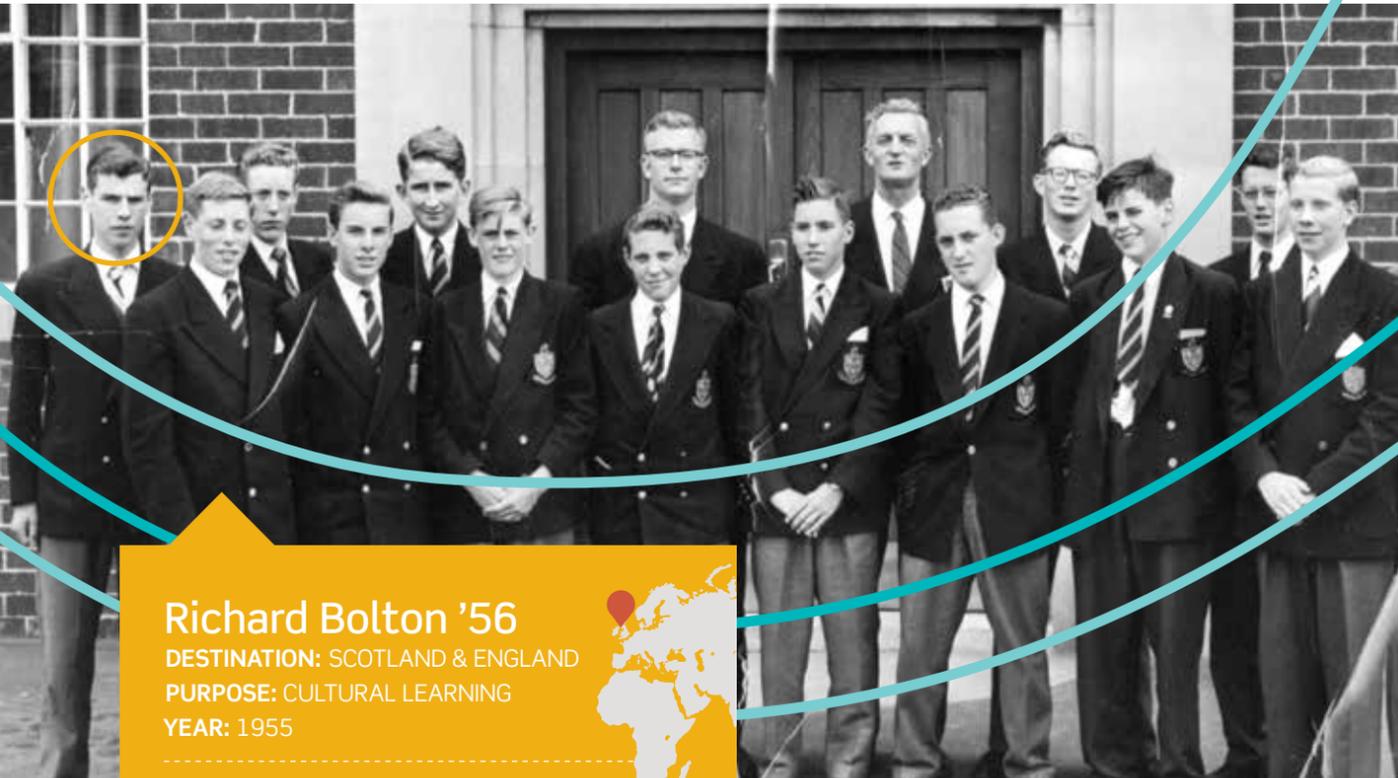


TRAVEL

ABOVE 2018-2019
DUKE OF EDINBURGH
GOLD TRIP TO COLOMBIA

OVER THE PAST DECADE, the number and scope of travel ventures to far-flung destinations has mushroomed, with students typically engaged in active learning or community service during their visits.

We asked alumni, students and faculty about their experiences. While not fully reflective of the array of the many travel opportunities, here is what was shared with us.



Richard Bolton '56

DESTINATION: SCOTLAND & ENGLAND
PURPOSE: CULTURAL LEARNING
YEAR: 1955



"We sailed on the TSS Captain Cooke from Montreal to Glasgow, and visited many cities in both Scotland and England. This was my first trip to Europe, where I met some relatives in Gloucestershire."

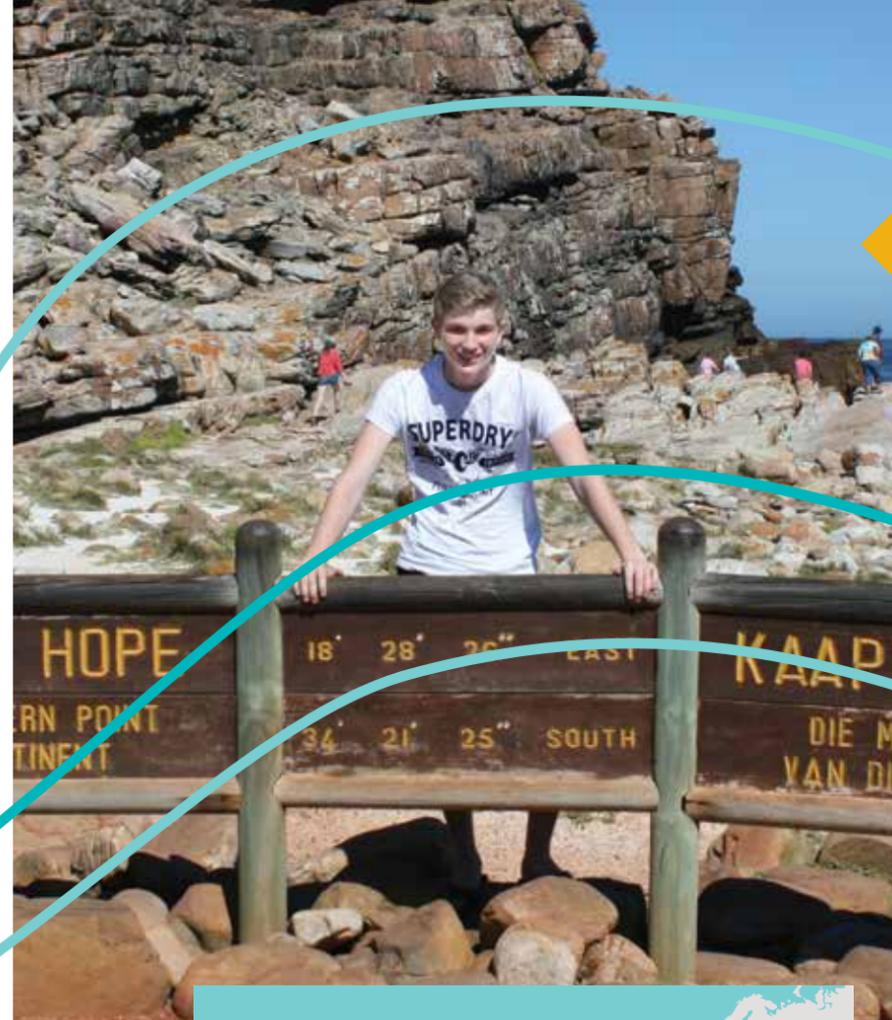
Note: More information about this trip can be found in the Spring/Summer 2013 issue of the *LION*, page 22.

Michael Attas '69

DESTINATION: STRATFORD, ONTARIO
PURPOSE: CULTURAL LEARNING
YEAR: 1968



"During this road trip with four or five students, we camped near Stratford and went to a couple of plays. They made a huge impression on me at the time, despite my lack of interest in the arts. I was taken out of my comfort zone (largely consisting of books) and, to my surprise, I had a great time. Seeing the teacher as a person with passions of his own, seeing the other students as more well-rounded, all opened my eyes to possibilities. And I continue to love Shakespeare."



Meghan Fersten '18 (Pre-U '19)

DESTINATION: CAPE TOWN, SOUTH AFRICA
PURPOSE: ROUND SQUARE INTERNATIONAL CONFERENCE
YEAR: 2017



"The conference took place at three different high schools, but delegates from all schools spent a few days together in Cape Town for the opening ceremonies and keynote speakers. We then went to Bridge House School where we discussed the speakers and their messages and listened to more speakers. We also had service and adventure days in the surrounding communities.

Being surrounded by students from different cultures exposed me to new perspectives on important world issues. They opened my mind to different ways of thinking and I am so grateful to have had the opportunity to meet them. In addition, by describing our conference that would be held the following year [at LCC] and voicing my opinion on certain issues, my leadership and public speaking skills improved immensely."

Adam Vandenbussche '17 (Pre-U '18)

DESTINATION: SOUTH AFRICA
PURPOSE: STUDENT EXCHANGE
YEAR: 2015



"I was hosted by a family living in Johannesburg. When I wasn't busy experiencing all that South Africa has to offer, I attended St Stithians Boys' College.

It is really hard to pick a single greatest memory, but one that has stuck with me over the years was stopping at a roadside stand near the Cape of Good Hope National Park and meeting a woman who was selling local crafts. In broken English, she asked me where I was from. When I told her I was from Montreal, she beamed and exclaimed, "*Nous partageons une langue!*" In French, she explained to me that she was originally from the Congo but had to flee her country with her family, leaving everything behind, because of increased violence. Her story, which I only got to hear because of our connection over a common language, really marked me.

Stories like that, and of the countless other people I met, opened my eyes to society's inequalities. Until that point, I had never really witnessed poverty and sacrifice to the extent that I did in South Africa. I felt extremely fortunate for all that I had and I acquired new perspective. To this day, I still reflect on my time on exchange and am beyond grateful for the experience." ►





Irene Assimes '19

DESTINATION: INDIA
PURPOSE: COMMUNITY SERVICE,
CULTURAL LEARNING & TOURING
YEAR: 2017



"LCC students set up an eye camp clinic in Indore, India, during which we screened over 7,000 patients who otherwise wouldn't have been able to afford the eyewear they needed. Our jobs included screening patients with the few Hindi sentences we had learned, counting inventory, and handing out glasses. We were in India during Holi, the festival of colour, where we were immersed in the culture and learned about the significance of the holiday. After leaving Indore, we embarked on many road trips to see sites such as the Sanchi Buddhist Monuments, the Shri Maheshwar Fort, the Jama Masjid Mosque and the Qutub Minar. We ended the trip with a rickshaw ride through the spice markets of New Delhi.

I'm so grateful for this experience because I was exposed to an entirely new part of the world. Not only did I learn about the culture of India, I also had the opportunity to interact with locals from rural areas. It was moving to see first-hand how many lives we helped change in such a short amount of time. The international service experience allowed me to come home with a completely new perspective and I felt so lucky to have access to basic necessities. It's definitely a trip I will cherish and I hope to go back someday."

Camila Araya Meier '19

DESTINATION: INDIA
PURPOSE: COMMUNITY SERVICE,
CULTURAL LEARNING & TOURING
YEAR: 2017



"We volunteered at an eye clinic in Indore helping people with eye diseases. After the five days, we went to the Bhimbetka caves, Bhopal, the City of Lakes, and Mandu, to see temples, forts and many other landmarks. The days of touring ended in New Delhi where we visited a mosque and had delicious traditional Indian dinners.

My greatest memory from this trip is not necessarily a happy one, but it changed me as a person. We had landed in Indore during the most beautiful sunset and were driving down the rural streets of India to get to our resting spot. I was shocked by the living conditions of these people, but what struck me the most was that they all had smiles on their faces. At the eye clinic, every person had a smile on their face as well. This made me feel grateful, and realize that a small act of kindness can go a long way."



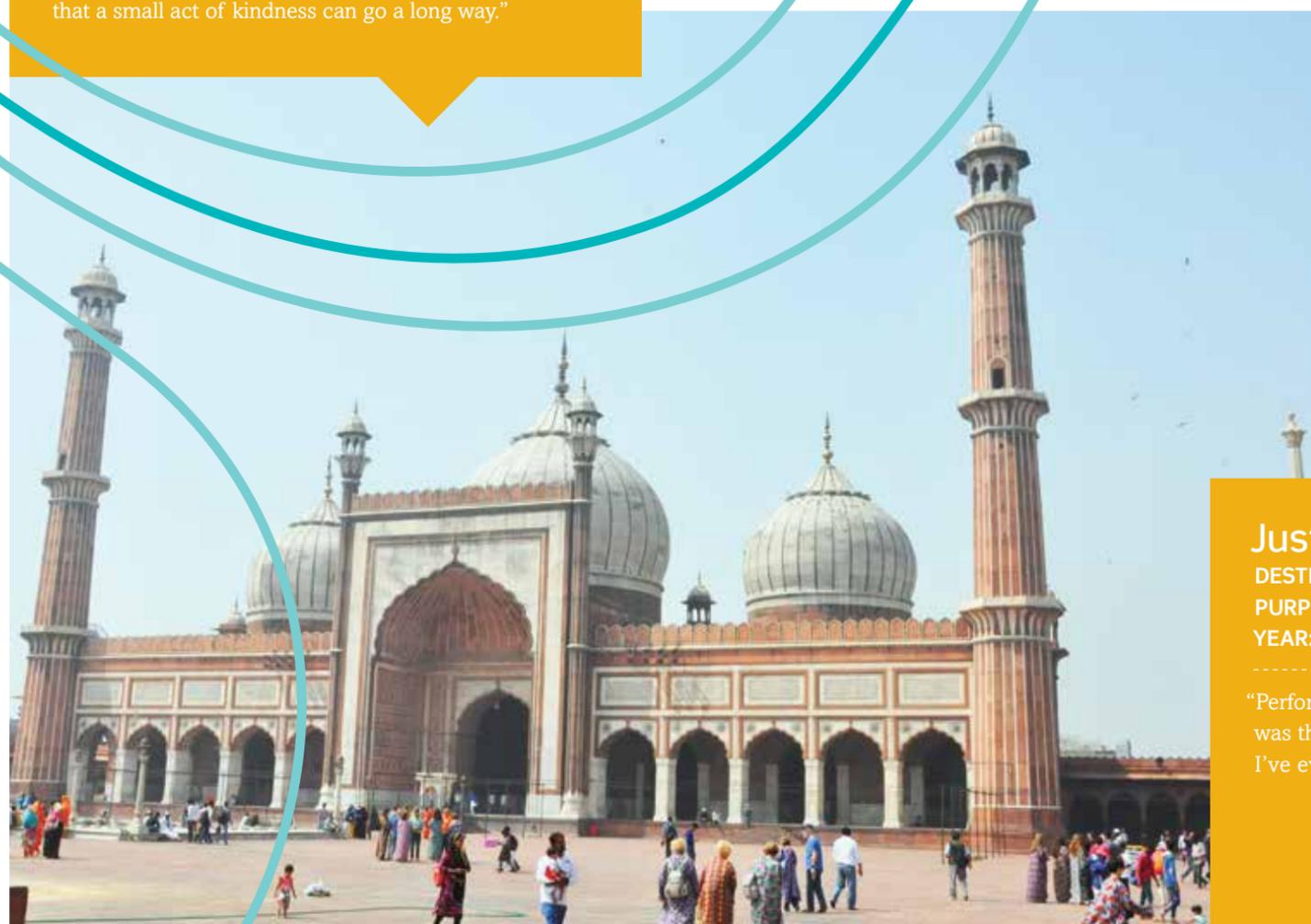
Andrew Vandebussche '19

DESTINATION: ECUADOR
PURPOSE: COMMUNITY SERVICE
YEAR: 2018



"On my trip to Ecuador, I worked with a group of 50 students from around the world to build a community centre and fence for a daycare. In the morning, we hammered nails into bamboo, mixed cement by hand, dug holes, laid bricks, and more. In the afternoon, we played soccer with the kids in the local village or lounged around in hammocks next to our cabins. We also went on other exploration trips to learn about Ecuador's history and nature.

During a visit to the small fisherman's port of Puerto Lopez, I purchased a recorder made from wood in the Manabi province of Ecuador. That night, at our campsite, I was playing it for the children in the community. One of them took it right out of my hands and ran away with it. I playfully chased him around the village, until he climbed up a tall tree, which I couldn't climb myself. He got so much joy playing it and, coming from such an impoverished community, the recorder was more valuable to him than it was to me. He returned it to me, but I wish I hadn't taken it. The recorder still sits on my desk as a reminder of that child's happiness."



Justin Fisher '20

DESTINATION: PRAGUE, VIENNA, BUDAPEST
PURPOSE: BAND PERFORMANCES
YEAR: 2018



"Performing at the St Nicholas Church was the most breathtaking experience I've ever had as a musician." ▶



Ella Jangl '21

DESTINATION: COLOMBIA
PURPOSE: ROUND SQUARE INTERNATIONAL CONFERENCE
YEAR: 2018

"Bogotá, Guatavita, The Gold Museum, a graffiti tour, the lagoon, attending conferences and presentations, doing leadership activities and spending a weekend with our billets... The whole experience was life changing. I learned to be more open to cultures, ask questions, be more outgoing, and less afraid of meeting new people. Still today, I use what I learned from this experience when visiting new countries or meeting new people here in Montreal. I'm still good friends with those I met in Bogotá. Colombia was one of the best experiences of my life."



Clara Hamilton '21

DESTINATION: HALIFAX, NOVA SCOTIA
PURPOSE: SOCCER TOURNAMENT
YEAR: 2018

"I played a lot of soccer and bonded with my teammates. Going to an escape room* made me a better soccer player because we had to solve problems together."

*A puzzle-solving adventure game



FACULTY

Stephen (Steeve) Lee
DESTINATION: UK & IRELAND
PURPOSE OF TRIP: RUGBY, TOURING
YEARS: 1992, 1996, 1999

"Students toured in England, Scotland, Wales and Ireland, usually billeted, sometimes in hotels, and participated in training sessions with rugby pros, and games against clubs and schools. My greatest memories: Getting on the tour bus, and a student excitedly says: "Sir! My billet is a fisherman!", attending a Scotland vs. Ireland International match in Edinburgh, and seeing a quince shelter on the 18th fairway of Royal St. Andrew's Golf Club, built by Canadian international students attending St. Andrew's University.

On this trip, I learned more about the value of getting to know students outside of classes, and the importance of students getting to travel with friends."



STEPHEN LEE'S CLASS IN THE UK & IRELAND

FACULTY

Julie Poirier
DESTINATION: PRAGUE, VIENNA, BUDAPEST
PURPOSE: BAND PERFORMANCES
YEAR: 2018

"I was a trip chaperone, supervising and accompanying students on the tour. We visited these beautiful cities, went to concerts and the students performed.

As a ballet fan and theatre maniac, standing at the side of the Wiener Staatsoper (Vienna State Opera) stage was a magical moment for me. It is enormous: 88 feet high and, behind the curtain, it is four times the dimensions of the auditorium. Fun fact: there are 70 productions every year and the same performance is never repeated two nights in a row. The students were stunned to see how much I knew about it and how excited I was just standing there, in awe, looking at every detail from as many angles possible.

This trip strengthened the bonds I already have with many of the students. They saw me in a different light and I saw them differently too."



FACULTY

Sylvia Tracy
DESTINATION: DOMINICAN REPUBLIC
PURPOSE: COMMUNITY SERVICE
YEAR: 2012, 2013

"The purpose of my first trip was to help improve or build elementary schools in small communities in the Dominican Republic. We travelled with other schools from Montreal and worked as a team. We also brought many items to give away to needy families and helped out at a medical clinic. On my second trip, we worked in a very poor Haitian slum, building showers and painting a community centre. I also taught art and English to the Dominican students who were displaced while their school was being built.

I enjoyed the camaraderie that developed quickly among the students from the different schools, and was inspired by their willingness to work hard. The warmth and joyfulness of the Dominicans were also very contagious. I attempted to teach art with a few Spanish phrases and a lot of gestures. The process was very entertaining and especially enjoyable for these children who did not normally have access to art supplies.

Since this trip, I have never taken running clean water for granted. It also strengthened my resolve to do more volunteer work and opened my eyes to the results of systemic racism."



CLASSES ACTS

By Dana Kobernick, LCC Communications Manager

Jess Dutton '89 (Pre-U '90)
Sophie Splawinski '02 (Pre-U '04)



“I had some tough teachers, but they inspired me to do more, to dream, and to believe that nothing is unattainable.”

Jess Dutton '89 (Pre-U '90) Canadian Ambassador Offers the Global Perspective

As current Canadian Ambassador to Egypt, Jess Dutton knows the importance of developing a global perspective and understanding world issues from an early age. He was fortunate to have travelled to England and Wales as a grade 7 student, and recognizes that attending LCC today, with its focus on global education, is an enviable experience.

“The world has changed a lot and we are all interconnected,” Jess says. “The international programs at LCC will be of great benefit to students, no matter what career they pursue.”

After graduating from LCC, Jess earned a bachelor's degree and then pursued a master's degree in public administration, both at Queen's University. In the following decade, he worked in the office of the Minister of Canadian Heritage, after which

he joined the Department of Foreign Affairs and International Trade. In that capacity, he was posted to countries all over the world, including South Korea, Afghanistan, India and, most recently, Egypt.

As Canadian Ambassador to Egypt, Jess works to advance Canadian interests in the country — commercial, development, human rights and others. He works with key partners to support Egypt's development and security.

“My appointment by the prime minister and governor general as an ambassador has been a great honour,” Jess says. “In particular, my involvement in Kandahar as Director of the Provincial Reconstruction Team back in 2009–2010 was, while difficult, a significant achievement for me.”

Throughout his career, Jess has visited many schools in developing countries and recognizes what a privilege it was, and is, to attend a school like LCC. “I had some tough teachers, but they inspired me to do more, to dream, and to believe that nothing is unattainable,” he says. “The students should never forget just how lucky they are with the quality of teachers and the opportunities offered to them at LCC.”

BELOW RIGHT JESS DUTTON
PRESENTING CREDENTIALS
TO EGYPTIAN PRESIDENT
ABDEL FATTAH EL-SISI



ALUMNI NEWS



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“Learning to overcome obstacles, believing in myself and persevering after having failed, have all been teachable moments.”

and in the air for over 50 different airports across Eastern Canada, including Toronto and Montreal. During her demanding 12-hour shifts, Sophie monitors significant weather across all airspace and takes part in conference calls every three hours with the commercial aviation players. She describes it as an intricate process that is highly rewarding.

Sophie says that who she is today was largely shaped by her time at LCC. She began at the school during its first year of coeducation and was one of seven girls in grade 5. She played many sports and was on the athletic honour roll. Her journey was not without its bumps along the way, primarily from a social perspective, but she has positive memories and many of her LCC friendships are still going strong. As a competitive skier, Sophie was away from school a great deal of the time, and she is particularly grateful to the teachers whose support allowed her to keep up with the material and, ultimately, to graduate.

Although Sophie knew from a young age that she would eventually have a career in meteorology, she acknowledges that many people take more time to define their course. “It’s okay not to know,” she says. “My best advice would be to keep options open, talk to people, and learn what the various fields are like. And, don’t focus exclusively on the GPA. Marks are important, but when I was at McGill, my involvement with student council and participation in conferences and research went a long way to helping me stand out when looking for a job.”



Sophie Splawinski '02 (Pre-U '04) From Star Athlete to Aviation Forecaster

As is often the case, Sophie Splawinski’s path has been characterized by many successes, alongside failures and challenges. But for Sophie, those same failures have become significant accomplishments. “My greatest achievement is not one event,” she says. “Learning to overcome obstacles, believing in myself and persevering after having failed, have all been teachable moments.”

A professional skier until the age of 21, Sophie is most proud of placing 12th and 14th in the World Cup in Sweden. There were many more impressive finishes but, in 2005, a severe knee injury quashed her dreams of going to the Olympics. While heartbreaking at the time, and with difficulty processing the identity shift, the decision then to retire from skiing allowed her to pursue her current vocation as an aviation forecaster.

A self-proclaimed weather enthusiast, Sophie knew that she wanted to be a meteorologist when, at eight years old, she witnessed a tornado. Today, she is an aviation forecaster at Environment Canada, where she is tasked with forecasting the weather both on the ground

40s

JOHN FRY '47 was inducted into the Canadian Ski Hall of Fame in November 2018. John was editor-in-chief of *SKI Magazine* and founding editor of *Snow Country Magazine*. He founded both the FIS Nations Cup, which annually ranks the performance of the world’s alpine ski teams, and NASTAR (National Standard Ski Race), rating the ability of recreational skiers at US resorts. John is the author of *The Story of Modern Skiing*, covering the revolution in technique, equipment, resorts and competition that transformed the sport after World War II. He is the chairman of the non-profit International Skiing History Association and lives in Katonah, NY. **(Photo 1)**

50s

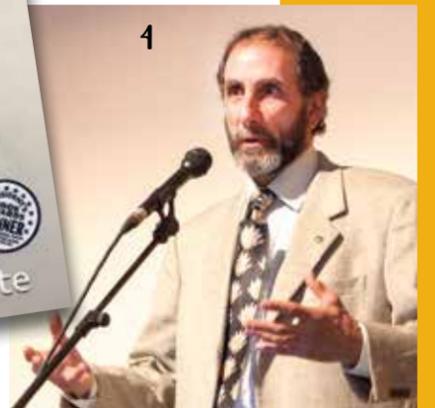
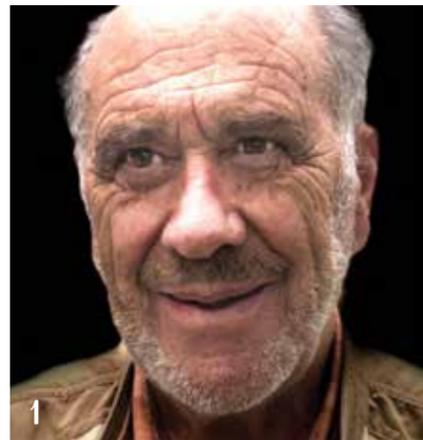
PIERRE COUPEY '59 has current exhibitions at the Seymour Art Gallery, Griffin Art Projects and Gordon Smith Gallery of Canadian Art in North Vancouver. He recently received the designation of faculty emeritus for his service to Capilano University and his ongoing contributions to Canada’s literary and artistic communities. **(Photo 2)** PHOTO CREDIT: ANGELA HUBBARD

60s

RICHARD BONTE '67 attended LCC from 1959-1964, until grade 8, and then moved with his family to California when his father was transferred to San Francisco. He recalls: “I skipped into grade 10 at age 14 in California because of my great LCC preparation and graduated from grade 12 in 1967.

I wanted to attend the 50th anniversary at LCC in 2017 but thought I was a 1968 LCC graduate instead of 1967, due to confusion with the American system, so I missed it.” He has written a book titled *Curmudgeonly Yours*, available on Amazon. **(Photo 3)** CURMUDGEONLY YOURS (2018, AMAZON)

LOUIS MARINOFF '68 published an article on Thomas Hobbes which was featured in the *Times Literary Supplement* as part of a series called *Footnotes to Plato*: www.the-tls.co.uk/articles/public/thomas-hobbes-footnotes-to-plato. **(Photo 4)** PHOTO CREDIT: RAVI JUNEJA



70s

PAUL KAVANAGH '70 received the prestigious Distinguished Service Award from the Canadian Dental Association. The award is given to dental professionals who demonstrate outstanding contributions to dentistry and committed service. Dr. Kavanagh has practiced dentistry for 40 years and is the founder of Operation Veteran, a national program that honours our veterans. **(Photo 5)**

ROBERT RUTLEDGE '77 and his family enlisted last summer with the ME to WE organization to assist remote communities in Africa. They helped build a school, carried water on the 1 km trail from the river to the village for the local “mamas”, learned how ME to WE’s five-pillar development model is impacting child poverty, and interacted with local communities. The trip provided insight, was engaging and emotional. They

combined their volunteer initiative with a memorable safari experience.

(Photo 6) ROBERT'S SON ANDY, MEETING WITH LOCAL CHILDREN IN A REMOTE VILLAGE

90s

ALEXANDER KAREN '99 moved to Bangkok, Thailand, in the summer of 2017 to help open the Canadian International School of Thailand. Currently in his second year of teaching, Alex is working hard to ensure the success of the school while also enjoying the rugby and travel opportunities available in Southeast Asia. All members of the LCC community in the region are welcome to contact him at 882alex@gmail.com.

(Photo 7) FIRST DAY OF SCHOOL

2000s

KATHLEEN POLSINELLO (HEBERT) '01, together with husband Brian and three-year-old daughter

Sophie, welcomed son Henry Martin Polsinello on December 22, 2018, in Toronto. Everyone is doing well and adjusting to life as a family of four.

(Photo 8)

KRISTINA ASHQAR '02 was appointed partner at PSB Boisjoli LLP in January, after 10 years in a full-time role in the audit and assurance department. This appointment makes her the second female partner at the firm and third female partner in the firm’s history. **(Photo 9)**

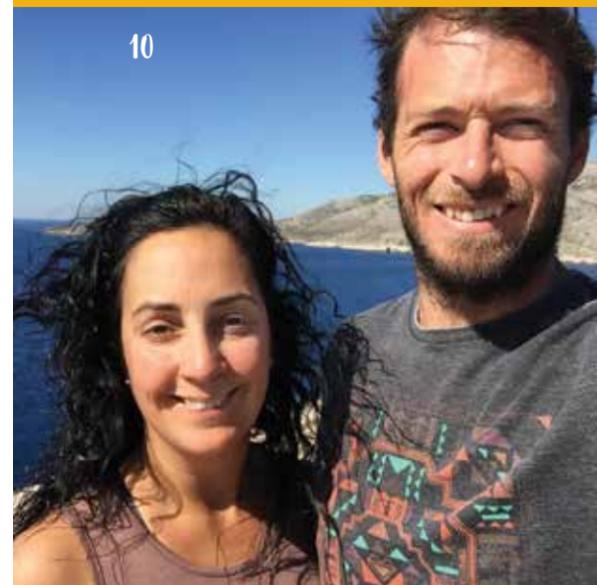
KRISTA MCNALLY '02 lives by the beach in Nova Scotia with her husband Stephen and dog Kali. She recently started a service-based co-op, Women in Dharma, which has five team members and active sectors in Halifax, Toronto, Vancouver and online. They offer uplifting experiences, including leadership coaching and personal development, for women who want to positively con-

tribute to the world. They welcome LCC alumni who value growth, connection and beautiful adventures to join them at their events and retreats.

(Photo 10)

MATTSON GRIFFITHS '07 received the Lieutenant Governor’s Medal for academic excellence in the Farm Management and Technology program at Macdonald College. **(Photo 11)**

Former Head Boy **ALY GUINDO '18** ran into two LCC alumni while attending Admitted Students Day events at Yale University. **Eze Dike '16** is majoring in economics and is on the Yale Basketball team. **Aissa Guindo '16 (Pre-U '17)** is majoring in cognitive science and just had her Yale directorial debut with the musical *Passing Strange*. **(Photo 12 & 13)**



MOVING?

DON'T MISS OUT ON UPCOMING ISSUES OF THE LION MAGAZINE! Let us know if you have a change of street or email address.

CONTACT US AT advancement@lcc.ca

WOMEN IN LEADERSHIP: KRISTINA ASHQAR IS PSB BOISJOLI'S NEWEST PARTNER

Since joining the firm in 2005, Kristina Ashqar has shown unparalleled passion and professionalism. Every day, she distinguishes herself through her work in the Audit and Assurance department, and now she occupies an important strategic position within the firm. Congratulations for this well-deserved promotion!



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LIONFEST

October 12 & 13, 2018

LCC's annual homecoming weekend took place October 12–13 with over 270 people in attendance. The dining hall was full of chatter and camaraderie as alumni from the last 65 years gathered to celebrate and reminisce. Tours of the school were given, bagpipes were played, *Non Nobis Solum* was sung with pride, and countless stories were shared.

On Saturday, the field was full of action as four teams played in the annual alumni soccer tournament, organized by former Middle School Director Rob Tipney.

Thanks to all those who came out and made the weekend so memorable. Special mention to alumni in the celebratory reunion years from the classes of 1958, 1963, 1968, 1973, 1978, 1983, 1988, 1993, 1998 and 2008.

(Photos 1, 5 & 6)

WHISKY & WINE IN MONTREAL

November 2018 & February 2019

The chill of a cold November night was abated for a few hours when over 30 Montreal alumni gathered in the Burgundy Lion's cozy garden conservatory and warmed up over a few whisky samples. Once again, graciously hosted by the owner of the restaurant, Toby Lyle '94, the group was educated on the world of whisky.

A few months later, thanks to LCC parent Pino Forgiore of Ristorante Beatrice, and former parent Leo Rabinovitch of Leanto Wines, a beautiful wine tasting event was enjoyed by over 40 alumni. It was a great opportunity to mingle and enjoy fine imported wine and tasty food pairings.

Thanks to former and current faculty and staff Vic Badian '61, Kristine Jones (Pre-U '93), Gillian Shadley, Mark Salkeld, Chris Shannon (Pre-U '76), Nancy Smith and Rob Tipney who joined the guests. Both evenings were delicious successes, and we look forward to hosting more.

(Photos 3 & 4)

WINTER FUN

Several alumni activities took place over the course of the long winter months, keeping the LCC community active and engaged.

The second annual Skate with Santa event in December, hosted by the Alumni Executive Committee, was opened to the entire LCC community, all for a good cause. Ten boxes of toys were collected and donated to the Montreal Diet Dispensary. Thanks to Sandy Milroy '74 for coordinating the donations and our Santa for the day!

For the younger alumni, the annual pub night, hosted at LCC, was again a great way to kick off the holiday season and have the gang from 2009–2018 back for some cocktails, food and catch-up.

Winter wouldn't be winter without a little hockey tossed into the mix. Alumni enjoyed a fun hockey weekend at the 20th annual Alumni League Hockey Tournament. Eight teams played in two divisions with games Friday through Sunday in January. The All Blacks defeated the Staff 4-2 to capture the Wood-Barrett Division, while Team Cornforth won for the fourth consecutive year in the Heward Division, defeating Team Wong 5-2. As always, the Saturday luncheon was a highlight, and the previous recipients of the

G.B. Maughan '59 Memorial Award for commitment to LCC and Alumni Hockey pulled a fast one on our Head of Hockey & Alumni Ambassador, Kirk LLano, presenting him with the award when he thought he was presenting it to someone else!

Thanks to the more than 25 former and current faculty and staff who attended.

(Photos 2, 8 & 9)

OUT-OF-TOWN REUNIONS

Where in the world will we be next? London, Ottawa, Boston, New York, Toronto, Vancouver, Calgary...

Seven cities over four months, hundreds of alumni and countless memories shared... Great turnouts and enjoyable evenings featured in all our out-of-town reunion events this spring!

Special thanks to Basil Papachristidis '61 for hosting the annual London Alumni Reunion at the Royal Ocean and Racing Club, Tim Hayman '65 in Vancouver, and Tim Churchill-Smith '73 in Calgary for their help in coordinating the events in their respective cities.

Alumni happily connected with the following former and current faculty and staff members who joined several of these events: Vic Badian '61, Chris Shannon (Pre-U '76), Gillian Shadley, Nancy Smith, Geoff Kalil '92, Kirk LLano, Rob Tipney, Denys Heward '64 and Trevor Smith.

(Photo 7)

For more photos and information about reunions and events: lcc.ca/alumni

IN MEMORIAM

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



ALUMNI

H. GRANT MURRAY '49
CROYDON L. SNOWDON '49
PETER IRWIN '50
R. JAIME PLANT '54
GERALD BURKE '58
LARRY C. BOWEN '60
TIMOTHY STAFFORD '65
JACQUELINE AZIZ '12

FACULTY

KATHERINE JOHNSON-BURKE

ALUMNI

H. Grant Murray '49 on January 24, 2019, in Montreal, QC. He is survived by his sons **Hugh '80** and **Andrew '84**.

Croydon L. Snowdon '49 on February 8, 2019, in Ormstown, QC.

Peter Irwin '50 on January 26, 2019, in Toronto, ON. He was predeceased by his father **Selwyn (1927)** and is survived by his brothers **Fred '52**, **Michael '56**, **John '61** and nephew **Chris Irwin '86**.

R. Jaime Plant '54 on November 11, 2018, in Sutton, QC. He was predeceased by his brother **Patrick '49** and is survived by his brother **Hugh '46**.

Gerald Burke '58 on September 3, 2018, in Montreal, QC.

Larry C. Bowen '60 on September 28, 2018, in Oakville, ON.

Timothy Stafford '65 on November 5, 2018, in Salt Spring Island, BC. He is survived by his twin brother **Tom '65**.

Jacqueline Aziz '12 on January 9, 2019, in Montreal, QC. She is survived by her parents **Randy '77** and **Lynn**, former LCCPA chair, her brother **David '07** and sister **Laura '09**.

FACULTY

Katherine Johnson-Burke on April 23, 2019, in Montreal, QC, spouse of the late **Gerald Burke '58**. Katherine was a Junior School teacher at LCC from 1999–2012.



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