



**trillium**  
THE STUDY MAGAZINE

## CONNECTEDNESS COMPLICITÉ

THE ETHOS  
OF A NURTURING  
ENVIRONMENT



The Study

2019





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**COVER** STUDENTS FROM THE STUDY SUPPORT EACH  
OTHER WITH KINDNESS AND RESPECT THROUGHOUT  
THEIR EDUCATIONAL JOURNEY — PICTURED HERE IS  
HEAD GIRL DELILA FARIAS '19 WITH GRADE 4  
STUDENT NAIER (CHANEL) CHEN.

FSC LOGO  
HERE

### KINDERGARTEN PALS

**(L TO R)** Jessica Pearce  
and Sophie Lacasse,  
both daughters of  
Study alumnae.

2019

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In our increasingly challenging world, there is a small haven at the top of the hill where young girls learn to be Great Women. In the nineteen years that my family and I have been associated with The Study, I have seen countless young women graduate from The Study and go on to achieve great things. When I look at my two older daughters who both graduated from The Study, as well as their classmates and see the success that they are having, I feel justifiably proud of my association with the school.

From the dedicated and talented faculty and staff, to the leading administrators that we are fortunate to have guiding the school, to the devoted Board that is so engaged, we are all indeed privileged to have our daughters being educated at this fine school. Everyone involved in your daughters' education strives relentlessly to provide a warm and nurturing environment for learning and growing while employing leading edge pedagogy, all within a bilingual environment.

In fact, we have just completed the CAIS re-accreditation visit and the initial feedback received from the on-site coordinator of the visiting team during the exit interview was extremely positive. We will receive the written report later this spring, but the indications are positive. The exercise of preparing for the CAIS visit was a demanding one for everyone involved and I thank all who contributed to this success, most notably Nancy Sweer for her usual amazing oversight of The Study, and particularly to Antonia Zannis, who was in charge of overseeing the process and who ensured that the visit went off without a hitch.

As we prepared for the CAIS visit, I had the opportunity to see, the inner workings of the school and the interconnectedness amongst the staff and faculty, the nurturing teachers, and overwhelming passion that goes into making The Study the place that it is. This interconnectedness is further enhanced with SOGA and its leadership, ensuring that Alumnae remain engaged and connected to the school.

Finally, we are completing our very successful Dare to Dream campaign and the decisions that we have made over the last few years, including becoming an autonomous institution, have placed the School in a strong and enviable position to pursue its mission of creating great women and allow the connectedness that is lived at the School to benefit your daughters and future students for years to come.

Dans notre monde qui présente de plus en plus de défis, il existe un petit refuge au sommet de la colline où les jeunes filles apprennent à devenir des femmes formidables. Au cours des dix-neuf années durant lesquelles ma famille et moi avons été associés à The Study, j'ai vu un grand nombre de jeune femmes obtenir leur diplôme et réaliser de grandes choses. Lorsque je regarde mes deux filles aînées, de même que leurs cohortes, qui ont toutes obtenu leur diplôme de The Study, je me sens, avec raison, fier de mon association avec l'école.

Avec des professeurs et des membres du personnel dévoués et talentueux, des administrateurs de premier plan, et un conseil d'administration dévoué dont les membres se donnent sans compter, nous sommes tous privilégiés de voir nos filles recevoir leur formation à cette école fantastique. Tous ceux qui participent à la formation de nos filles cherchent sans cesse à leur fournir un environnement chaleureux et propice à l'apprentissage et à la croissance tout en utilisant une pédagogie d'avant-garde dans un contexte de bilinguisme.

En fait, nous venons tout juste de terminer la visite de réaccréditation du CAIS. Les commentaires du coordinateur de l'équipe de visite durant l'entrevue finale ont été extrêmement positifs. L'exercice de préparation à la visite du CAIS a demandé beaucoup de chacun et je remercie tous ceux qui ont contribué à ce succès, notamment, Nancy Sweer pour son travail admirable de gestion de The Study et Antonia Zannis, qui s'est chargé de gérer le processus et qui a fait en sorte que la visite se passe sans anicroche.

Au cours de notre préparation à la visite du CAIS, j'ai eu l'occasion d'observer le fonctionnement interne de l'école et la complicité entre le personnel et les membres du corps professoral, le soin et l'engagement des enseignants et la grande passion qui amène The Study à être ce qu'elle est. Cette complicité est en outre renforcée par SOGA et sa direction, qui font en sorte que les anciennes élèves demeurent engagées envers l'école et gardent le contact avec celle-ci. Parallèlement, nous complétons ensemble notre campagne "Oser rêver", qui connaît beaucoup de succès.

Finalement, les décisions que nous avons prises au cours des dernières années, y compris celle de devenir une institution autonome, ont placé l'école dans une position forte et enviable pour poursuivre sa mission de former des femmes formidables et faire en sorte que la complicité qui est un mode de vie à l'école profite à nos filles et aux élèves futures pour de nombreuses années à venir.



PHILIP NOLAN  
CHAIR, BOARD OF GOVERNORS  
PRÉSIDENT, CONSEIL DES GOUVERNEURS



In reflecting upon our recent CAIS re-accreditation visit, I have observed the connections that have been built among staff and faculty members, Board members, directors, administrative assistants, maintenance workers, alumnae, and parents in our community. The feeling of connectedness, emanating from working together for a common goal, has resulted in a collective understanding of each other's "story", of each other's challenges, and of each other's goals. Throughout the last year and one-half, we have taken the opportunity to reflect on our practices, and make recommendations in areas that we would like to further develop as a team, as a school, and as a community. In addition, this experience has proven to be a reaffirmation of what we already know—that our connectedness is primordial to student success.

There is much research to support a relationship between student to teacher connectedness and academic success. At The Study, our faculty and staff members know the girls, know their interests and help them to achieve. Study students know that they are cared about, and that they learn in a safe environment in which they can innovate, fail, and try again, without judgement. In addition to the rapport that exists between teachers and students, our directors have created opportunities for our girls to develop skills in Leadership and Technology, Marketing and Communications, Fundraising, and Alumnae Relations. Our Study Old Girls' Association is dedicated to fostering the connections that they are developing with our Senior School girls, in helping them to learn about career paths.

OUR NURTURING APPROACH AND PHILOSOPHY OF CONNECTEDNESS HELP OUR GIRLS TO REALIZE THAT THEY ARE NOT ALONE, AND THAT WE ARE HERE TO SUPPORT THEM, BOTH AS STUDENTS AND THROUGHOUT THEIR LIVES AS STUDY OLD GIRLS.

We often say that The Study is a second home for students, faculty, staff and parents. The Study provides a sense of security and comfort, we care about how our students feel, and listen to what they need. Our community connectedness creates the best learning environment, proven by our faculty and our students' long-standing notable achievements on many fronts.

En réfléchissant à notre récente visite de ré-accréditation du CAIS, j'ai pu constater la force des liens qui se sont tissés entre nous : membres du personnel et du corps enseignant, membres du conseil d'administration et de la direction, adjoints administratifs, membres du personnel d'entretien, anciennes élèves et parents de notre communauté. Notre complicité, fortifiée au fil des ans par notre collaboration vers l'atteinte de buts communs, nous a permis de comprendre collectivement l'histoire de chacun et chacune, ainsi que nos défis et nos objectifs personnels. Au cours de la dernière année et demie, nous avons pris le temps de réfléchir à nos pratiques et de formuler des recommandations dans les domaines que nous aimerions développer davantage en tant que communauté. De plus, cette expérience a permis de confirmer ce que nous savions déjà : les liens et la complicité qui nous unissent sont fondamentaux pour assurer la réussite de toutes nos élèves.

Beaucoup d'études démontrent la corrélation entre le lien qu'entretient une élève avec son enseignant(e) et sa réussite scolaire. Les membres du personnel et du corps enseignant connaissent les filles et leurs intérêts, et les aident à réaliser leurs aspirations. Nos filles savent que nous nous soucions d'elles et qu'elles ont l'opportunité d'apprendre dans un milieu sûr où elles peuvent essayer de nouvelles choses, rater leur cible, réessayer avec une autre approche, et ce, sans aucun jugement. Outre un rapport privilégié entre les enseignantes et les élèves, les membres de la direction offrent à nos filles des occasions de développer leurs compétences en leadership, en technologie, en marketing et communications, en financement et en réseautage avec les anciennes élèves. L'Association des anciennes élèves de l'école The Study (SOGA) travaille à consolider les liens avec les élèves de la fin du secondaire.

Notre approche bienveillante et notre philosophie axée sur la complicité font que nos filles savent qu'elles ne sont pas seules et que nous sommes là pour les appuyer, comme élèves et comme anciennes élèves, tout au long de leur vie.

Nous disons souvent que The Study est la seconde maison de nos élèves, de nos enseignants, de nos membres du personnel et de nos parents. Nous nous soucions du sentiment de bien-être de nos élèves, et nous sommes à l'écoute de leurs besoins. La complicité et le sentiment d'appartenance qui unissent les membres de la communauté de The Study créent le meilleur environnement d'apprentissage qui soit, comme en témoignent les réalisations remarquables de nos enseignants et de nos élèves dans plusieurs domaines, et ce, depuis longtemps.



NANCY LEWIS SWEER  
HEAD OF SCHOOL  
DIRECTRICE DE L'ÉCOLE



# THE CREATIVE BRAIN

WE ARE LIFELONG LEARNERS.  
WE ARE BORN WITH  
A NATURAL SENSE OF  
CURIOSITY & CREATIVITY.

BRIGITTE WEIL, M.Ed., Head Enrichment Specialist

in the classroom

At The Study's Enrichment Centre we help our girls to understand their unique learning strengths and weaknesses. Our girls are lifelong learners. We are all born with a natural sense of curiosity and creativity. As young children, we do not need to be told to 'think outside the box' as we live in a world where empty toilet paper rolls can be telescopes, microphones or magic wands. We are driven to explore and make sense of the world around us, to take risks, to try new things. From the informal learning that takes place in our earliest years, through our formal and structured learning that takes place in school, we are always learning, however what we do with that information and the expectations that are placed on us change over our lifetime.

Our brains are constantly developing, neural connections are strengthened and others weakened through practice both during our formal and informal learning, regardless of our age. When tasks are repeated in a specific way we strengthen the same particular neural pathways. This is why novel tasks seem more difficult at first, but become more automatic with practice. When we learn how to complete tasks in creative and varied ways with different approaches other neural pathways are created. The creative brain can therefore find unique solutions to problems that other pathways may not.

The degree to which we tap into and use our creativity varies between individuals. Researcher Roger Beaty and his research team from Harvard University (2018) recently published a study in which they scanned the brains of people who were performing creative tasks and we now understand that creative thinkers' brains are wired differently. In fact, these creative thinkers tend to engage parts of their brains that others do not. In this study, people were asked to find novel uses for regular objects. The more creative ideas, meaning more creative uses for regular objects, were linked to more engaged brain networks.

## CREATIVITY AT SCHOOL AND IN THE WORKPLACE

Learning becomes formalized when we begin to attend school. Learning in school is structured as there are specific expectations for the progression of our learning. Lessons are designed to achieve a specific result. As students, we learn how to acquire information and use that information to meet the specific requirements of tasks and achieve the prescribed goals. In other words, we learn how to answer questions and to get the 'right' answers. Unfortunately there is often little room for creativity in this process. In fact, the creative response in many cases is the wrong answer.

And why do we go through this formal structured education? Ultimately, to have the skills necessary to be successful in our chosen careers after our schooling is completed.

Interestingly, creativity is becoming an increasingly important and sought after quality by employers. Companies are beginning to recognize the value of 'out-of-the-box' thinking. Businesses, such as Google, recognize that allocating time to their employees for creative projects leads to new ideas and ways to grow and expand their business.

The challenge for schools then becomes how to meet the expectations of the mandated ministry curriculum while still finding opportunities to foster students' curiosity and allow room for creativity.

## CURIOSITY IS VALUED

When we explicitly place value on the process and not simply the results of the academic tasks that we expect of our students, we highlight the importance of curiosity and value their creativity. There are many ways that creativity is woven into the academic experience at The Study. One of these ways is with backwards design, where the teacher begins by thinking about the learning objectives of their course, including the skills they wish their students to have acquired. Assessments are then built with these objectives in mind, and finally the lessons are created. In this model, creativity is built into the girls' learning objectives.

## CREATIVITY IS FOSTERED IN THE ENRICHMENT CENTRE

When working individually with students, The Study's Enrichment Centre helps them to understand their unique learning strengths and weaknesses. When students learn to understand themselves better as learners, they can become more capable and confident to tap into their creativity and find unique ways to complete the academic tasks they are presented with. In continued collaboration with teachers, The Study's Enrichment Centre helps to identify learning objectives and develop projects that support students' personal interests and reflect their way of learning — *support for students* — a key component of The Study's nurturing environment. ☘





# CONNECTIONS THROUGH INTERDISCIPLINARY LEARNING

DEVELOPING  
THE PASSIONS  
& CURIOSITY  
OF EVEN OUR  
YOUNGEST  
LEARNERS

AMANDA LISTE, Elementary School Director

At The Study, we know our girls often make connections naturally in many different ways in order to understand the world around them. Our ever-changing world also motivates all of our teachers to educate and empower our girls while integrating subjects in new and creative ways. We recognize that we all use critical thinking skills every day and how they help us to make good decisions, understand the consequences of our actions and solve problems. As our students become more critical in their thinking, they successfully integrate multiple perspectives to understand complex issues and ideas, helping them strive for excellence.

Interdisciplinary learning focuses learning on life skills such as critical thinking, collaboration, creativity, innovation, and problem-solving. Study teachers not only strive for the students to master subject content but simultaneously

encourage curiosity, learning from others, and the development of problem-solving skills. Here, at The Study, we observe this approach to teaching and learning as early as Kindergarten, integrating a multitude of subjects in order to develop the passions and curiosity of even our youngest learners. This year, our grade 2 girls are participating in the LEGO® Education Solutions project providing them engaging, hands-on experiences. Throughout this project, the girls explore core STEAM (science, technology, engineering, art and math) concepts and link them to real-life learning situations. We have taken this already incredible interdisciplinary project and have also integrated French and English, as part of our bilingual, mother-tongue program in the Elementary School.

For this project, the theme our grade 2 teachers have chosen this year is Space. Within their own classes, teachers organically explore

in the classroom

AT THE STUDY,  
THE SHARED JOY  
OF DISCOVERY IS  
AT THE HEART OF  
ALL THAT WE DO

this theme and exploit the necessary skill sets while discovering how science, technology, engineering, art and math affect their everyday life. This also serves to complement their exposure to robotics, coding, and their experiences in the Makerspace, as part of our already embedded technology curriculum.

## MISSION MOON

Specifically, the challenge was “Mission Moon”. This team project allowed our grade 2 students to stimulate their creativity and develop various skills across subjects. Guided by their teachers, the girls explored several facets of the theme. This project coincides with the first mission of Canadian Space Agency local Montreal astronaut David Saint-Jacques, who flew to the International Space Station to conduct a series of scientific experiments, robotic tasks and to test new technologies. This highly piqued the curiosity of our girls and their level of commitment to this project has exceeded our expectations and their motivation to accomplish their tasks has been limitless. These budding scientists impressed us with their creativity, their ingenious ideas for solving various problems and the relevance of their questions. For the survival of the astronauts on the moon, they imagined robots that could extract water and oxygen escaping into the moon’s ground. A lot of enthusiasm, fun and involvement in this educational project ensued.

FACING PAGE (L TO R) ENGAGED GRADE 2 LEARNERS, EMILY PEARCE, PRIYA HOSTAKOVA-BURNS AND PENELOPE CROOK IN THE STUDY’S MAKERSPACE DEVELOPING CODING SKILLS WITH “MY BLUE ROBOT NAMED DAISY”.  
RIGHT (L TO R) RUBY SAN AND JADE HÉBERT (BOTH '29) SHARING THEIR LOVE OF READING IN JUNIOR SCHOOL LIBRARY.

ELEMENTARY SCHOOL SCIENCE  
TEACHER, JAMILA OUALLA IN THE  
ELEMENTARY SCHOOL SCIENCE LAB.



## ENSEIGNANTES SPÉCIALISÉES À L'ÉCOLE PRIMAIRE

L'excellence académique et la création d'un environnement inspirant dans lequel les filles peuvent exceller sont deux priorités de The Study, qui se concrétisent grâce à nos enseignantes spécialisées de l'école primaire. Les spécialistes contribuent grandement aux résultats de nos filles dans des domaines tels que les arts, science, l'éducation physique, les mathématiques et la technologie, pour ne citer que quelques exemples.

Nos spécialistes répondent ensemble aux besoins des filles de The Study en fournissant un curriculum enrichi et efficace, tout en explorant leurs intérêts. Nos enseignantes sont dévouées à partager leur amour pour leur domaine et à guider les filles vers différentes passions. Nos enseignantes incitent les filles à avoir confiance en elles et à se préparer à des opportunités sans précédent.







## THE MAKERSPACE

is the home for all technology and robotic classes in both the Elementary and Senior Schools. Since 2014, the Makerspace has featured 3D printers, a 3D scanner, a CNC Mill, Arduinos, Raspberry Pis, Makey Makeys, as well as materials for e-textiles. Our Epilog Laser Cutter allows students to cut and engrave in wood, steel or glass to name a few. In essence, it's a 21<sup>st</sup> century machine shop. This year, we have added an additional room to our Makerspace; one that facilitates the building process. Along with an Oculus Rift, we also added a classroom set of virtual reality glasses, a Nikon KeyMission 360 camera and unity 3d software so that students can not only immerse themselves in educational virtual reality worlds but also create the content for these devices.

DEBUG

& PLAY

COLLABORATE

THINK

CREATE

**LISA JACOBSEN**, Pedagogy & Technology Integration Specialist, Technology Teacher

DO YOU REMEMBER PLAYING HIDE AND SEEK AS A CHILD? RECALL THE EXCITEMENT OF HIDING AND LISTENING TO THE SOUNDS OF THE SEEKER APPROACHING? OUR GRADE 6 STUDENTS ARE GETTING TO EXPERIENCE A 21<sup>ST</sup> CENTURY VERSION OF THIS GAME THROUGH PROGRAMMING AND MICRO:BIT CONTROLLERS.

ABOVE GRADE 6 STUDENT ADÉLAÏDE HUGÉ FOCUSED ON PROGRAMMING HER MICRO:BIT AS SHE LEARNS ABOUT PROGRAMMING AND ELECTRONICS IN THE MAKERSPACE. LEFT (L TO R) LÉA HOUBOUBATI AND CHLOE ARAE (BOTH '30) DELIGHTED WITH THEIR PROGRESS AS THEY WORK ON THEIR ELECTRICAL CIRCUIT BOARD DURING THE KINDERGARTEN TECHNOLOGY CLASS IN THE MAKERSPACE. FACING PAGE LISA JACOBSEN THE STUDY'S PEDAGOGY AND TECHNOLOGY INTEGRATION SPECIALIST IN THE MAKERSPACE WITH (L TO R) ALAINA MUKHERJEE, UMA KIK AND TARALHIE BONNET (ALL '24) AS THEY COLLABORATE ON THE PROGRAMMING THEIR MICRO:BITS IN THE MAKERSPACE.



*world, people of all ages must learn to think and act creatively and the best way to do that is by focusing more on imagining, creating, playing, sharing, and reflecting, just as children do in traditional kindergartens\*.*

Laughter is pervasive in the Makerspace, where part of The Study's STEAM curriculum, Technology and 21st Century Learning, are taught as core courses from Kindergarten to grade 8 and as an option from grades 9 to 11. Students have the freedom to try new things, create, share, fail, and play. The students are driven to see their ideas come to life; they ask the questions, they find the solutions, they rebound from failures, and in the end, they enjoy the satisfaction of creating something fun to share with people they care about.

All members of the future workforce, even those not working as software engineers, will benefit from a basic understanding of code because technology is omnipresent, increasing in complexity, and needs to be programmed: whether it's website creation for your fashion house, search engine optimization (SEO) to help customers find your business, the integration of Augmented Reality to help your clients visualize the house they wish built, or the use of Artificial Intelligence in safer, more efficient transportation. Tech applications are boundless, and Study girls are gaining the confidence and skills required to create and leverage the technology they will use to thrive. 📱

\*The above quote is from Resnick's 2018 book: Lifelong Kindergarten: Cultivating Creativity through Projects, Passion, Peers, and Play

**G**rade 6 students have been programming a set of micro:bits to send out signals on a particular radio frequency that a second set of micro:bit controllers can detect when in close proximity. The first set can be hidden and the second set are the seekers; the display shows a series of three possible images to indicate how close seekers are to the hiding micro:bit emitters.

This learning activity beautifully encapsulates our philosophy of technology at the school. Students get to collaborate, create, think, debug, and play!

Mitchel Resnick, Director of the Lifelong Kindergarten group at MIT's Media Lab, who led the team that created Scratch, a programming platform used in grades 3 and 4 at The Study explains that: *to thrive in today's fast-changing*





## STUDY ATHLETES COACHED TO BE ON THE PATH OF PERSISTENCE

"I'm someone who will push you beyond all reasonable limits. Someone who will ask you not to just fulfill your potential but to exceed it. Someone who will expect more from you than you may believe you are capable of."

— PAT SUMMITT,  
Former Head Coach of  
Women's Basketball,  
University of Tennessee

FOCUSED, SKILLED, DETERMINED

SOCCER GOAL KEEPER MIRKA  
COUTURE-ZIKOVSKY '23  
FOCUSED ON PREVENTING  
THE OPPOSING TEAM FROM  
SCORING.



being active



CHANTALE LEWIS, Director of Athletics

Our student athletes have great potential and our coaches develop that potential in four ways: training them, challenging them, connecting with them and ensuring they stay focused and alert. We are fortunate to have a group of highly skilled coaches; some are faculty and staff, some are alumnae and some are from within the Montreal sports community. Study coaches have a variety of athletic backgrounds, a wide range of local, national and international experiences but they have one thing in common, a commitment to their athletes.

Being a great coach is no easy feat. Our coaches not only know the ins and outs of their respective sports, they also know to make alertness a habit as they think ahead and make the necessary adjustments on and off the court, the field, the ice, the pitch, all the while providing a nurturing and safe environment for the girls. The ultimate goal of a Study coach is not a perfect winning record. In fact, far from it. Study coaches aim to foster an environment of team cohesiveness as they teach our athletes to push through challenges and connect with each other while maintaining a kind, respectful, and supportive team environment — invaluable skills.

Call it focus, determination or relentlessness, we ask our coaches to make certain your team doesn't wander off the path of persistence. Losing focus, giving a half-hearted effort, or just simply giving up—these are hallmarks of those who will find it difficult to acquire success not only in sport, but more importantly, in life. Study athletes work hard, and they are coached to be at their best, when their best is needed. Most importantly, our athletes and their coaches enjoy and embrace the athletic challenge together.

**PHOTO 1** JUVENILE VOLLEYBALL TEAM (L TO R) ALEXANDRA KAINÉ, SOFIA DARMO-CAVALLÉ, LIYA BISHOP, SOPHIE BOULOS, TALAYAH MINTO RATTRAY, JULIETTE PARASKEVAS, SYDNEY FERST, KRISTAL ASSALY, JAMIE SHORE, EMMA RICHARD-POLIDORO AND ABIGAIL RITCHIE WITH ATHLETICS DIRECTOR AND COACH CHANTALE LEWIS. **PHOTO 2** DETERMINED BADMINTON PLAYERS (L TO R) LIYA BISHOP AND SOPHIA DI GENOVA (ALL '21) WITH THEIR EYE FIRMLY ON THE BIRDIE. **PHOTO 3** GOLF TEAM THIRD PLACE GMAA WINNERS (L TO R) VICTORIA MO, LAURENCE CHEVALIER, JACQUELINE HAYES-BABCAK (ALL '22), TALIA TROTTEMBERG '21, FLORENCE HENRICHON-GOULET '22, ISABELLA DENNIS '21, OPHELIA PENNER '22 WITH DIRECTOR OF COMMUNICATIONS AND COACH SUSAN ORR-MONGEAU. **PHOTO 4** GRADE 5 AND 6 BASKETBALL TEAM DURING PRACTICE (L TO R) FAYE HOSTAKOVA-BURNS, ARIELLE DE GASPÉ-BEAUBIEN, JOUMANA HALIMA BENDJEDID, ÉLIE HÉBERT, YASMINE BOUKADOU AND ZIYU GUO (ALL '25). **PHOTO 5** SPORTS CAPTAIN, LOLA GILMORE '19, SHARING A FEW ON ICE TIPS WITH INAARA ABUANI '24.

## SPORTS CAPTAIN LOLA GILMORE REMEMBERS

I have had countless remarkable Study coaches. One who stands out for me is Aiesha Robinson, my grade 10 basketball coach. Practices were never easy. In fact, it's fair to say they were quite hard. As much as everyone disliked getting back into shape after the vacation, Ms. Robinson quickly taught us that the work we put in now would only make us better when the competitive season started. The end of practice was always tough. When the word "baseline" was spoken, it was understood as the time to run sprints. We each had to finish a number of wind-sprints in under a minute, in this exercise we were one. Ms. Robinson taught me to be better on, and off, the court. Her insight and wisdom will stick with me forever.



# CULMINATING GRADE 11 CAPSTONE PROJECT

PATRICIA BRIAND, Senior School Director

## CONNECTING ACADEMIC EXCELLENCE WITH PERSONAL PASSION

In addition to having a strong academic foundation, students moving forward on their educational paths are being increasingly asked to show greater creativity, collaboration, and communication skills.

Throughout their Senior School years, Study students are given a variety of opportunities to build these aptitudes, culminating in the grade 11 course, Integrative Project. Also known as a “capstone project,” the integrative project

closely resembles the “personal project” of the International Baccalaureate Programme, and is designed to provide students with the opportunity to apply all that they have learned in their previous four years of high school to a personal project of their choice which extends their learning and challenges their abilities. The work of the integrative project consists of four major pillars: the proposal, a formal research paper, a product or performance, and a final presentation.



INTEGRATIVE PROJECTS ARE ENTIRELY BASED ON EACH STUDENTS' PERSONAL INTERESTS AND PASSIONS. STUDENTS FOLLOW A FOUR STEP PROCESS:

1

Select a topic in the first month of the school year, present a proposal on the topic to their teacher who responds with suggestions and approval.

2

Conduct research for a formal research paper on the subject using academic databases commonly used at the university level, such as Academic Search Complete.

3

Create a final product that demonstrates their learning acquisition. Because each project is entirely individual, the possibilities for the final products are endless.

4

Give an oral presentation on the project to a panel of teachers, experts, and/or community members who collectively evaluate its quality.

in the classroom



(L TO R) ELLEN KHARLANOV AND SYDNEY FERST (BOTH '19) ENGAGED LEARNERS SHARING THEIR THOUGHTS WITH THEIR CLASSMATES IN THE LIBRARY SEMINAR ROOM.

## EDUCATIONAL GOALS OF THE INTEGRATIVE 'CAPSTONE' PROJECT

THE BROAD-BASED ENRICHED LEARNING OBJECTIVES ARE MANY, AND INCLUDE:

### INCREASING STUDENT MOTIVATION & ENGAGEMENT

It is clear that when students are given an opportunity to investigate and create projects based on their own personal passions, they are fuelled by intrinsic motivation—they want to share the efforts of their work with an audience and they are proud of their personal accomplishments.

### IMPROVING STUDENT CONFIDENCE

Seeing a project through from start to finish gives students a sense of accomplishment and boosts self-esteem. These senior students are often role models for those in younger grades, showing that concerted efforts result in tangible outcomes. (Hanover Research, 2013; McGill 2012; Schwering, 2015).

### INCREASING EDUCATIONAL & CAREER ASPIRATIONS

Integrative projects give students the opportunity to explore fields of study that might spark interests for post-secondary planning and goal-setting.

## AUTHENTIC, PROFICIENCY-BASED LEARNING

We know that the learning students do inside the classroom is always enhanced by the real-world experience, or authentic learning. The integrative project is designed to encourage students to think critically, solve challenging problems, and further develop complex skills such as public speaking, research skills, media literacy, teamwork, planning, self-efficacy, and goal setting. In most cases, the projects are also interdisciplinary and require students to apply skills or investigate issues across many different subject areas or domains of knowledge. Study students often connect their projects to community issues or problems, and integrate outside-of-school learning experiences, including

activities such as interviews, scientific observations, or job-shadowing internships.

As students prepare for the final presentations of their integrative projects in May, they are also preparing to take to the stage to celebrate their time at The Study and prepare for the next step of their educational journey. The quality and variety of the projects presented is testimony to the academic excellence they have achieved. The possibilities for their culminating grade 11 Integrative Capstone Project are truly endless, limited only by the imagination and passions of our students — which of course, we know, is limitless! 🎨

**FACING PAGE** GRADE 11 STUDENTS (L TO R) ISABEL MACDONALD-PALMER AND ISABELLA WALTER PROUDLY DISCUSSING THEIR INTEGRATIVE PROJECT PROGRESS WITH SENIOR SCHOOL DIRECTOR, PATRICIA BRIAND. ISABEL'S PASSION PROJECT ADDRESSES BOTH HER INTEREST IN SCIENCE AND ART AS SHE EXPLORES THE GREEK MYTHOLOGY OF THREE CONSTELLATIONS AND THEN CREATES

A VISUAL REPRESENTATION OF EACH IN THE FORM OF A WATER COLOR PAINTING. ISABELLA'S INTEGRATIVE PROJECT, 'TRACK RECORD', ADDRESSES HER PASSION FOR MUSIC, TECHNOLOGY AND ART AS SHE ARRANGES AND RECORDS THE MUSICAL SCORES FOR SIX SONGS USING VARIOUS INSTRUMENTS, INCLUDING THE ELECTRIC GUITAR WHICH SHE IS LEARNING TO PLAY FOR THIS PROJECT.



# CONNECTEDNESS

## THE ETHOS OF A NURTURING ENVIRONMENT

'I AM  
KNOWN'

FROM A STRONG SENSE OF BELONGING TO BEING KNOWN AND SUPPORTED BY YOUR TEACHERS — IT'S ALL PART OF THE POSITIVE NURTURING ENVIRONMENT CREATED BY THE STUDY'S EXTENDED FAMILY.

"WE NURTURE WITH GREAT PURPOSE," SAYS HEAD OF SCHOOL, NANCY SWEER, AS SHE PROUDLY POINTS OUT THAT THE STUDY NURTURES ITS GIRLS THROUGH FOUR INTERTWINED ELEMENTS: SAFETY OF THE LEARNING ENVIRONMENT, ENGAGEMENT, CONNECTEDNESS, AND SUPPORT. ►

HEAD OF SCHOOL  
NANCY SWEER ENJOYS  
A MOMENT WITH EAGER  
GRADE 3 STUDENTS.  
(L TO R) FIONA WANG,  
CATHERINE LATREILLE,  
DAPHNE KEMPKENS AND  
OLUWATOBI KOLAPO



"WE KNOW EACH GIRL,  
WE KNOW THEIR  
INDIVIDUAL PASSIONS  
AND WE HELP THEM  
TO UTILIZE THEIR  
STRENGTHS."

### ENGAGEMENT, STUDENT-CENTERED

Describing The Study as an "academically rigorous school," Mrs. Sweer cites the close interaction between students and teachers as the basis for a learning environment where each girl is encouraged to develop in her own way, based on her strengths and passions.

"We are student-centred," she says. "We know each girl, we know their individual passions and we help them to utilize their strengths. Our teachers know how to engage each student in learning, and use creative strategies to help students achieve success."

"Study girls love being challenged; they always want to know more. And when we realize what makes them tick it helps us to engage them further. Because we are flexible and open to creative practices in teaching, we can help each girl to forge her own path. This philosophy connects to the ethos of the nurturing environment because students never feel judged for what they are trying to learn. They feel encouraged because they have been supported along the way."

**LEFT** SPORTS FLEX COORDINATOR AND PHYSICAL EDUCATION TEACHER, RILEY HUMBERT MEETS WITH ELITE STUDENT ATHLETES TO ENSURE THEY HAVE THE SUPPORT NEEDED TO INTEGRATE THEIR PASSION FOR THEIR SPORTS DISCIPLINE WITH THEIR ACADEMIC EXPERIENCE. (L TO R) NATIONAL BADMINTON CHAMPION ELIANA-RUOBING ZHANG '19 AND RILEY HUMBERT **BELOW (L TO R)** SOPHIE HIGGINS AND EMILIA HARASYMOWYCZ (BOTH '20), SCHOOL FRIENDS HAPPILY ON THEIR WAY TO CLASS TOGETHER.

### SAFETY, WELL BEYOND PHYSICAL SAFETY

While providing a safe environment for students has always been a core value at The Study, the concept extends well beyond physical safety. It includes the feeling of well-being that comes with that sense of belonging.

"We are a family within a family," says Mrs. Sweer. "Safety always begins with knowing all of our girls and knowing their families. It begins with having their parents and siblings know that they are part of The Study family, and that they are always welcome at our school."

This sense of safety is felt in every aspect of school life. "The girls have to feel safe every day when they come to school," Mrs. Sweer points out. "Our school philosophy is one that engulfs them in a nurturing and comforting feeling of safety, so that they can be bold, try new ideas, and learn without judgement. They know that when they feel uncomfortable, for whatever reason, they can come and speak to anyone at the school, particularly their teachers. Directors and administrators also have an open-door policy that allows our girls to express themselves. That helps them to feel safe."

Mrs. Sweer adds that kindness plays a key role in creating that sense of safety, which enhances the girls' learning environment. "We have a tone that exudes kindness," she says. "Tone setting is probably one of the most important things a Head of School can do, and consistently modeling a tone of kindness and acceptance enhances learning and academic achievement".



### CONNECTEDNESS, A LASTING SENSE of BELONGING

A strong sense of connectedness runs through all aspects of life at The Study. Nowhere is this more evident than in the lifelong bonds formed by the network of alumnae, teachers, staff, and current students. Our alumnae identify strongly with the "Once a Study girl, Always a Study girl" mantra.

This sense of belonging extends well beyond the classroom, and Mrs. Sweer sees the strong relationship between Old Girls and current students as a perfect example. Boasting a long list of accomplished Study graduates—from judges and architects to Rhodes scholars and Olympic champions—there is no shortage of inspiring role models for current students, and connecting with them is a valuable part of their education.

"Our Study alumnae care so much about the path that each girl is taking," she says. "They come to the school at various times for specific events and they talk to the girls about what they're doing now and what the world looks like beyond The Study". The Old Girls are also part of the strong sense of inter-connectedness within the school, created through regular interaction between older and younger students. "Our Old Girls engage with our graduating girls and our senior girls engage with our junior girls," says Mrs. Sweer.

The Study's House System reinforces each girl's sense of connectedness and belonging. All students, from kindergarten through grade 11, are members of one of four "houses". That, and our small class sizes, Mrs. Sweer says, "confirm the feeling of connectedness".

### SUPPORT, A POSITIVE CULTURE of CARING

Mrs. Sweer's contagious sense of optimism has helped to inspire a positive school climate at The Study, where students know they are supported by faculty and staff. They are taught to believe that anything is possible and are encouraged to always reach further.

"When you're reaching and encouraged to dare to be bold, you tend to extend your reach," says Mrs. Sweer. "The positive school climate says we accept where you're going and we'll help you get there. It's a positive culture of caring."

While students are supported by faculty, staff, and alumnae, their parents in turn support what's being done for their daughters. They voice that support every two years through the school's Parent Survey. Last year, our survey yielded numerous positive comments about student engagement, "The school has instilled a passion for learning," "... delivers what it promises,... a thirst and joy for learning," and "... best school in the province."

Mrs. Sweer sees the whole idea of nurturing at The Study as part of a much bigger picture. "When you are a learner, it is important to understand that you are not just learning for your own benefit—you are learning to benefit the rest of the world," she says. "Our girls are the great women who will inherit tomorrow's world, and our philosophy of nurturing with purpose helps them to get there." ✂

**ABOVE LEFT** ENGAGED GRADE 4 LEARNERS WITH DEDICATED ELEMENTARY ENGLISH AND MATH TEACHER ANNE HEENAN '88. (L TO R) MATHILDA MICHEL-DECKER '26, ANNE HEENAN '88 AND KSENIA BOUDKO '26. **RIGHT** LAUREN RAHAL AND ROSSELLA GUZZO (BOTH '27) ROCKING THE NEW STUDY TROUSERS WITH THE STUDY TARTAN STRIPE.

### EVOLUTION OF THE UNIFORM

For the past few years a number of enthusiastic students requested that a pant be added to The Study uniform options. We listened and we reflected.

The Study is a progressive, forward-thinking school rooted in tradition. As we watched the world of 'great women' unfold, it was clear that a pant option is one that moves us in that direction. With a need for a more comfortable learning environment, being warm in Montreal winters, and a desire to give students greater latitude, a pant option was seen as contributing to The Study's philosophy and values.

The new Study trouser, with elegant and appropriate Study branding, was introduced this past December to the delight of many students, parents and alumnae. But there was no change whatsoever to the Full Dress Uniform. Many girls, including those who have no desire to wear the pant are proud their school took such a progressive step forward, joining other prestigious girls' schools around the world that have also chosen to include this option in their uniform.







# DRAMA: SO MUCH MORE THAN ACTING

"WE MUST ALL DO THEATRE, TO FIND OUT WHO WE ARE, AND TO DISCOVER WHO WE COULD BECOME."

JENNIFER ROSENBAUM, Drama teacher

Although many people think Drama consists only of acting and entertaining on stage, this is only one of the many aspects of this wonderful art. Just like our students, who have many sides to them, our program allows for a variety of learners to find their passion. Many of our students have passions which span across the academic spectrum, bridging subjects such as Science and Technology to the Performing Arts. By creating a space in our drama program for all students, we're able to reach learners with diverse skill sets, creating a wealth of knowledge and experience for all involved.

Drama is a way for students to make meaningful connections between themselves, their world, and the dramatic form but it should not be unique to students who are comfortable onstage. Our school itself creates an environment in which students can discover what they are interested in and then pursue that very passion. Why shouldn't a drama program give students the same opportunity? The goal for this program has been to give students a chance to find out about different areas of theatre, explore new expertise and open them up to new options in the world of drama.

## PARTNERSHIP WITH NATIONAL THEATRE SCHOOL OF CANADA

These efforts have led us to establish a partnership with the National Theatre School of Canada, one of the top Art schools in the country. Throughout the year, senior students from NTS come to The Study for workshops with our students on Set and Costume Design, Directing, Playwriting and Acting. Students create long-lasting connections through these visits as they gain knowledge, advice and guidance with leaders in their different fields of dramatic study.

BELOW DRAMA TEACHER JENNIFER ROSENBAUM DISCUSSING PLAYWRITING WITH MARCELLA DA SILVA '19, ONE OF THE THREE DIRECTORS OF THE ACCLAIMED STUDENT-LED GRADE 7 & 8 PLAY 'CINDERELLA AND THE SUBSTITUTE FAIRY GODMOTHER'. TOP OF PAGE MEMBERS OF SENIOR SCHOOL DRAMA PRODUCTION TEAM (L TO R) MIA CALANDRIELLO '20, LORA MACDONALD-PALMER '21 AND MEENAKSHI DE '21 SHARING IDEAS FOR THE COSTUME MAKING FOR THE SENIOR SCHOOL PLAY 'PETER AND THE STARCATCHER'.



the arts

RIGHT GRADE 7 & 8 PLAY 'CINDERELLA AND THE SUBSTITUTE FAIRY GODMOTHER'—HILARIOUS PERFORMANCE (L TO R) EMMANUELLE ZYTO '23, GABRIELLA ISSA '22, LEYLA ASSABGHY '22 AND YULIA BUDKO '23



## COLLABORATIVE PIECES OF PERFORMANCE ART

One of the many beautiful things about The Arts is how it brings people together. The Study offers unique co-curricular drama experiences in which students can find their place in the theatre as creators, crew, designers, directors, stage managers and of course, actors. Our students are able to take what they've learned in other courses and apply this to the process of putting on a performance.

This year, the school drama productions are truly collaborative pieces of performance art. First we have graduating students mentoring and directing their younger Study Sisters for the junior play, which is performed by students in grades 7 and 8. Then we have students in the Elementary School supporting the Senior School by helping to create costumes and pieces of the set for the senior play. For both plays, we have established a theatre tech team who have taken on leadership roles managing props, stage crews, assistant directing, and designing costumes. The creativity and innovation needed to overcome the challenges which arise during this prickly process demonstrate how very appropriate it is that we have knighted our girls with the praises that they are ready for everything and anything. Perhaps it takes a few tries for failures to transition to lessons learned, but the resilience earned leaves them with everlasting understanding. As the Brazilian Drama Theorist Augusto Boal said, "We must all do theatre, to find out who we are, and to discover who we could become." By giving girls the comfort of knowing there is a space within the theatre for all, they are truly able to pursue their passions and be a part for something spectacular. ✨

## UN ART APAISANT

« Je vois de plus en plus les arts comme un moyen pour nos jeunes de trouver la sérénité, de s'exprimer et de se découvrir. L'anxiété et le stress font partie de notre monde, mais, lorsque mes élèves entrent dans la classe d'arts plastiques, je les vois se détendre et évacuer leur stress », dit Mme Van Frank, l'enseignante d'arts plastiques de The Study.

## LE SOUFFLE DE LA PEINTURE

Mme Van Frank poursuit en expliquant que la peinture est une activité qui permet d'accéder au calme intérieur, surtout chez les élèves du secondaire. Les filles commencent à peindre en secondaire 1. Comme pour beaucoup d'autres projets, elles veulent arriver au produit final le plus rapidement possible. Toutefois, grâce aux cours d'arts plastiques, elles changent graduellement leurs habitudes. « Je constate que plus les élèves peignent, plus elles prennent leur temps et se concentrent sur les détails de leurs projets. Elles travaillent minutieusement, tendrement et attentivement », souligne Mme Van Frank. On entend souvent dire que l'on doit profiter de l'instant présent. Peindre devient pour les élèves de l'école The Study un moyen de se détendre, de reprendre leur souffle et d'être entièrement absorbées par leurs créations. Cela leur permet de se découvrir de manière authentique.

Sophia Di Genova '21 calmly focused on her painting in The Study's Art Room.





20  
YEARS



France Gauthier

## LEADING BY EXAMPLE, FRANCE GAUTHIER IS A MASTER

If one of the best teaching practices is to lead by example, then France Gauthier is a master. Dedicated and reliable, she is especially valued for her humour, organization and vision. She is a teacher who has creative ideas and makes them a reality.

When France started at The Study twenty years ago, she had moved from the Saguenay with her family and, although she had worked in Montreal for a few years, she had limited English. The passion that she brought for the French language contributed greatly to The Study's French program, and she served as French Department



ANNE HEENAN '88,  
grade 4 teacher

Head for many years. She was instrumental in starting La Francofête, a day where the students celebrate French culture, and eventually La FrancoZone, a room dedicated to French. She believed in the importance of a dual language program at The Study where French is valued equally with English.

Whether due to her love of technology or her love of change, every year she seeks out new opportunities. During a sabbatical year spent in Sweden, she dedicated herself to learning English. When she moved from grade 6 to grade 5, she created a unit on graphic novels and invited a novelist in to inspire her students. When she wanted to experiment with the new iPads, she started an animation club and took her students to visit a local animation studio. Her latest adventure is the grade 6 web radio that celebrates the French culture in her classroom.

Her desire to lead by example has led her back to school. Working on her Étude de deuxième cycle en littérature jeunesse pour approcher la langue écrite, she has integrated the latest teaching methods into her classroom and enriched the lives of her students. But France's interests are not limited to school! Her love of the outdoors, theatre, renovations and her family allow her to maintain a healthy balance in her daily life. Her mastery of how to juggle work and home sets an excellent example for her colleagues to follow as well. Always there to support and lend a hand, I look forward to learning and laughing with France for many years to come! 🍷



## JEANNIE LOO 25 YEARS

Congratulations to Jeannie who has worked diligently for 25 years in the Business Office, currently as Assistant to the Director of Finance and Operations. As we all know, her competency, resourcefulness and quiet attention to detail contribute greatly to our efficient Business Office. Jeannie has a great sense of humour, likes fashion, loves shoes and never ever complains. Those who work alongside Jeannie are grateful for her sweet tooth — she often makes truffles — and she always has a stash of chocolates for sharing. Jeannie and her husband David have raised two wonderful children — Valerie and Brandon. Thank you Jeannie for all that you do to make The Study great!

with distinction

## AMALIA LIOGAS PASSIONATE ABOUT TECHNOLOGY

Amalia Liogas is celebrating twenty years at The Study... Twenty years of dedication to her students, commitment to student activities, creativity and strong vision for technology.

The focus for Amalia has always been her students. Through her creative teaching, she has helped countless students identify their passion (not just in technology), find the courage to address their fears and she has also helped scores of students fill up their lunch hours with activities that challenge and enrich them.

While many students will remember Ms. Liogas for leading the Geek Club, shouting out their last names, coaching basketball (yes, that's true!), Technovation club, or CRC robotics tournaments (remember the red room!), her greatest contribution to co-curricular activities has been and continues to be her dedication to human rights. From guiding Sophie Johnsson '05 as she began The Study's "Free the Children" chapter, to helping students with the blog "Peaces of the World", to our latest initiative in Nicaragua, her passion for helping others, and helping our students see the injustices in the world, has changed the lives of many, both inside and outside the walls of The Study.

Of course, Amalia's passion for her students and for helping others is matched by her passion for technology, for reaching out to the future and helping to keep The Study at the forefront of the technology scene. When Aleissia Laidacker from Ubisoft was speaking to the students during our Centennial Speaker series, she asked the students how many knew how to code. When all the students in the audience raised their hands, she was so excited that she couldn't help herself but turn around and take a selfie with the crowd! This is but one example of the impact Amalia has had on our tech program... always thinking ahead, always using cutting edge tools... be they the thinking skills necessary to code or build, or the actual tools needed to do that.

Ms. Liogas has been busy touching the lives of so many over the course of the last twenty years at The Study, through her teaching, through helping others, through innovation, through Nicaragua, through TV News, through her end of year videos (that usually included an alien or two!)... and so much more. Thank you, Amalia, for all your hard work and dedication. We look forward to more exciting technology, activities and creative ideas in the years to come! 🍷

20  
YEARS



ANTONIA ZANNIS,  
Deputy Head of School



Amalia Liogas

FACING PAGE, TOP LEFT CELEBRATING HER 20TH YEAR OF TEACHING AT THE STUDY, FRANCE GAUTHIER, WITH 'LA BANDE DES 6E' RECORDING AN EPISODE FOR THEIR RADIO SHOW 'LES MICROPHONES ALLUMÉES'. (L TO R) ADÉLAÏDE HUGÉ AND TARALHIE BONNET (ALL '24). RIGHT IT DIRECTOR, AMALIA LIOGAS SAFEGUARDING THE PROMINENT ROLE OF TECHNOLOGY AT THE STUDY FOR THE PAST 20 YEARS.





# Congratulations to the Class of '18

**THE STUDY'S 2018 GRADUATING CLASS** (in alphabetical order, and where they chose to attend their post-secondary education) along with (L to R) their homeroom teacher Jessica Marrone and Senior School Director Patricia Briand.

**MICHELLE ANTONIAZZI** | Marianopolis College (Pure & Applied Sciences), **SIMONE ASLAN** | Dawson College (Visual Arts), **LARA BEDJAOU** | Neuchâtel Junior College (Pre-University Program), **MICHAELA CAPOLICCHIO** | John Abbott College (Science), **CAROLANNE CARR** | John Abbott College (Science), **TEYA FINAN** | Marianopolis College (Health Sciences), **MORGAN GEYER** | Dawson College (Social Science), **LOLA GOMEZ-RIBEIRO** | Dawson College (Arts, Literature & Communications: Cinema Communications), **JUSTINE HENRICHON-GOULET** | Collège Jean-de-Brébeuf (Sciences Humaines), **BIANCA IACOBACCI** | Marianopolis College (Honours Commerce), **CAROLINE KOURI** | Marianopolis (Pure & Applied Sciences), **JIAYI (CORINNE) LI** | Marianopolis College (Honours Health Sciences), **VIVIAN MAAS** | Marianopolis College (Arts, Literature & Communications & Jazz Music), **LILY MAGNY** | Lower Canada College (Grade 12), **CHLOË MALIKOTSIS** | Philips Exeter Academy (Prep School—Grade 11 & 12), **LAUREN MCKENZIE** | Marianopolis College (Social Science: Law, Society & Justice), **CHLOË MONTY** | Deerfield Academy (Prep School—Grades 11 & 12), **LÉA MORIN** | Neuchâtel Junior College (Pre-University Program), **ÉLODIE PETRECCA** | Marianopolis College (Health Sciences), **CAMILLE POULIN** | Hotchkiss (Prep School—Grades 11 & 12), **MIA STRACK** | Marianopolis (Social Science: Law, Society & Justice), **JENNY VALÉRY-ARCHAMBAULT** | Marianopolis (Health Sciences), **NATASHA YANG** | Marianopolis (Arts & Sciences), **MINYI (MAGGIE) ZHANG** | Marianopolis College (Health Sciences), **QIANQIAN (CHELSEA) ZHOU** | Marianopolis College (Honours Health Sciences).

**MORE GREAT WOMEN**  
*about to pursue their passion for commerce, creative arts, design, education, international relations, languages, law, media, music, health sciences, social sciences and other fields with offers from a number of post-secondary institutions.*

## QIANQIAN (CHELSEA) ZHOU '18 RECEIVES TOP HONOURS

The Governor General's Academic Medal, one of the most prestigious medals that a student in a Canadian school can receive was awarded to Chelsea (last row third student on the left).

## Ask an Old Girl

**SAMANTHA HAYES '86**  
ARCHITECT,  
STUDY PARENT &  
BOARD MEMBER



### Q Why architecture?

**A** At the base of it—I feel it is a fundamental part of me. As a child I was perpetually creating, editing, manipulating objects and spaces around me, making things and making places—tents, forts, objects, clothing—I guess I never grew out of it. Scholastically, my intense interest in both the arts and the sciences seemed at odds until our Study Career Day. After a bit of research, these aptitudes came together under 'architecture' of which I knew little. Rather than sending me to an architect's office, the school instead gave me the pleasure of spending an animated day in the architecture studios at McGill University with a student 'host' observing studio work, model making, collaboration, presentations, critiques and classes—a kind of microcosm of the engaging multiplicity of the profession. I never looked back.

### Q Did someone inspire you to follow a career in architecture?

**A** From first year studio at the University of British Columbia School of Architecture, then as my thesis advisor and on through my internship and early career, Patricia Patkau (a talented internationally renowned architect) was a thoughtful, engaged and challenging mentor. Patricia instilled a sense of the importance and responsibility of making buildings of lasting

relevance—by recognizing and taking full advantage of the particularities of a site and the potential culture of a proposed building, and rigorously iterating and defining the organization, the form and the materiality of a design. After my internship I had the privilege of working as an architect in the Patkau Architects studio for eight years. I still hear Patricia's deep and intentional questioning as I work today.

### Q What's the most interesting project you worked on and why?

**A** Being part of the winning design team from Vancouver in the international competition for the design of the Grand Bibliothèque du Québec, here in Montreal, was meaningful on many levels. A cultural building of this importance, an open browsing public library for Quebec, on a site critical to the rejuvenation of a neighbourhood, in my hometown, was an opportunity you could not have concocted. From the first offer of services, through the competition design, design development and ultimately construction, I was involved in the project at an intimate level. It was immensely rewarding to see such a large institution wholeheartedly adopted by the community of a city.

### Q What advice would you give someone considering a career in architecture?

**A** Beyond the specific academic requirements through education, internship and licensing, I would suggest that a most valuable pursuit is to live, and to investigate your interests fully—in the arts, science, technology, environment, travel, etc. Architecture has so many avenues for engagement and specialization; ultimately one brings her interests and talents to the field. Architecture is often thought of as organizational and technical "problem-solving", however the overlaying of intentions regarding the creation of place, experience of light, of the site and the creation of the setting for living, learning, collaborating, making and healing all comes from personal direct experience and observation of people, cultures, buildings and environments. As with all Design Thinking, architectural intention begins with empathy and thoughtful understanding.





# CONNECTED COMMUNITY

## PASSIONATE

### FAITH (HEWARD) BERGHUIS '53

In early 2019, Pattie Edwards, Director of Alumnae Relations was in touch with Faith (Heward) Berghuis '53 to learn more about Faith's lifetime dedication and notable achievements in the Canadian equestrian community.

"In the summer of 1939, when I was a young girl of about four years old, my two great-aunts who had lived on a farm near Brockville, ON, visited my family at our cottage. They arrived in their Lincoln Zephyr and when they opened the back door, out jumped a pony! His name was Brucie. I absolutely fell in love and spent the entire summer with him. Although my parents were quite strict and originally thought the pony was just a 'summer thing', they agreed to let me go to riding school."

Faith's passion for horses was firmly cemented as a child. She joined the Montreal Pony Club where she started to ride more seriously and began competing — her first serious competition was the inaugural Inter-City Pony Club Rally at The Seigniory Club near Ottawa, ON in 1948 where she placed second overall and the top girl in the competition. The district commissioner of the Pony Club at that time was Study Old Girl **Barbara Kemp '30\***. Barbara became a mentor to Faith and to many Study girls. It was at the Pony Club where Faith and Study student **Beverly (Mellen) Sofin '51\*** became the first girls to attain A-Level status, the top classification for young riders.

Study Headmistress Katharine Lamont was Faith's academic mentor and urged her to continue her studies at Radcliffe College, the female coordinate institution of the then all-male Harvard University. Faith decided to study English History at Radcliffe and temporarily gave up competitive riding to focus on her academics — at that time she didn't think one could do both. She graduated from Radcliffe in 1957 Magna Cum Laude and Phi Beta Kappa. Faith met her husband Bill at Harvard, and they eventually settled in Toronto, raising their

four children. In Toronto, Faith became involved in many equestrian organizations and was the District Commissioner of the Leitchcroft Pony Club where she mentored many young riders and shared her joy of riding.

Faith recognized very early on that many of the talented riders who graduated from the Pony Club had Olympic potential but could not afford quality horses, so she started forming syndicates to support them. Thanks to Faith and other investors, including many Study alumnae, their first syndicate "Canadian Show Jumpers Inc." supported iconic Canadian Show Jumper Ian Millar and his great horse, Big Ben. They won back-to-back World Cup Championships, Nations Cup victories, Pan American double gold medals and over 50 major Grand Prix titles. Faith is also passionate about dressage and her syndicates have supported many accomplished dressage riders like Olympic medal winners Gina Smith and Ingrid Klimke, the latter refers to Faith as her 'Canadian Mother'. Today, Gina Smith is Head Trainer at Faith's family's farm in Brockville, ON, where both Gina and Faith continue to inspire and support the next generation of equestrians.

Faith's vision, leadership and exceptional contributions to the Canadian equestrian community have not gone unnoticed. In 1995 she was Jump Canada Owner of the Year, in 2007 Dressage Canada Owner of the Year, and in 2013, Faith was recognized by Equine Canada with the Lifetime Achievement Award.

"If I can help others to enjoy Equestrian Sport in Canada, my mission is complete." 🌸

\*remembered fondly



ABOVE RIGHT PAINTING OF FAITH (HEWARD) BERGHUIS '53 AND THE PONY BRUCIE. PAINTED BY FAITH'S AUNT PRUDENCE HEWARD OF THE BEAVER HALL GROUP OF MONTREAL. BELOW FAITH (HEWARD) BERGHUIS '53



## alumnae profiles

## LEARNERS

### LEAH VINEBERG '87 & LYLA BUSSIÈRES '07: LIFELONG LEARNERS CROSS PATHS

In January, Pattie Edwards, Director of Alumnae Relations spoke with two Study Old Girls about their unexpected collaboration together and the bond they now share.

In 2017, two Study Old Girls decided to further their education.

Leah Vineberg '87 had been working as a consultant and raising her daughter, Svetlana, when she decided to apply to a Master's program at Concordia University. She had obtained her Bachelor of Arts in Theatre from Bennington College, VT and worked professionally in the theatre, both writing and directing for 15 years. Her next career was in wellness; she facilitated workshops and retreats in mindfulness, somatic practices and conscious communication. In 2017, Leah felt that she had reached the limits of the opportunities associated with her professional skill-set and wanted to further her credentials for the work with groups, organizations and communities she now wanted to focus on doing.

Lyla Bussièrès '07 graduated from McGill University with a Bachelor of Commerce and had been working her way up at Gildan in Montreal for almost six years in Human Resources when she started exploring different programs that would help further her career. When she discovered an interesting Master's program called Human Systems Intervention at Concordia University, she decided to apply. In order to be accepted into the program, Lyla had to participate in an intensive week-long training workshop in the month of May of 2017, with a cohort of 20 diverse individuals from a variety of professional backgrounds.

At the workshop, the cohort was divided into two groups for a more intimate sharing of themselves. "It was the most intense and enlightening workshop I've ever experienced," remarked Lyla. "One in which 'you're all in'. We had to be fully committed to the process and it required all of our energy. I discovered things about myself that I did not know. I also learned a great deal about the members of my group. I partnered with another student, and we worked really well together. We were both accepted into the program and would attend another week-long intensive training week in August."

It was during the August workshop that Lyla and Leah discovered that they were both Study Old Girls. In such a small group, what were the chances of them both being graduates of The Study? After all, Leah graduated in 1987 before Lyla was even born. From that moment onwards, they chose to collaborate on several projects together, even co-designing and co-facilitating a professional program for an organization in Ottawa. "We are quite different from each other, but I think we balance each other's strengths beautifully," Leah observed. I think discovering we were both Study girls truly allied us, and endeared us to one another. We are coming to the end of the program soon. We have both gained so much in this often confronting and rigorous program; we are more confident and have a clearer picture of where we are headed individually. We love working together and are bonded for life, so who knows what future collaboration may be ahead for us." 🌸

As the Director of Alumnae Relations I am so delighted to hear stories of shared experiences among our alumnae. Please be in touch with me should you have a connected alumnae story to share.



ABOVE (L TO R)  
LEAH VINEBERG '87  
AND LYLA BUSSIÈRES '07

—Pattie Edwards



2018



# Homecoming 2018

OCTOBER 19 & 20, 2018



## FOUNDER'S DAY & THE JUDY ELDER ALUMNA AWARD

On Friday, October 19, SOGA welcomed Old Girls, current and former Faculty and Staff, along with special guests to a beautiful **SOGA Tea** in the Performance Hall. Following the Tea, The Study celebrated its 103<sup>rd</sup> Birthday and the **Judy Elder Alumna Award** recipient, **Jane Yuile '73** at the **Founder's Day** assembly. Jane with more than 40 years' experience in business, is State Chair of ANZ Bank in South Australia, Chair of ReturnToWork, Director of Adelaide Airport, and Director of the Art Gallery of South Australia. Like **Judy Elder '71**, she is dedicated to public service, mentorship and philanthropy. While Jane could not join us at the assembly, she sent a powerful and inspirational acceptance speech by video. She spoke about how the memory of Judy inspired her to "get back on the horse" after her tragic accident last fall, and how she continues to work despite rehabilitating as a quadriplegic.

Learn more about this distinguished alumna at [www.thestudy.qc.ca/alumnae/judy-elder-alumna-award](http://www.thestudy.qc.ca/alumnae/judy-elder-alumna-award)



## REUNION BRUNCH

We were thrilled to welcome Study Old Girls, current and former Faculty/Staff for the **Reunion Brunch** on Saturday, October 20. Classes celebrating milestone reunions – **1953, 1978, 1988, 1998, 2008 and 2013** – enjoyed reconnecting and reminiscing with each other over brunch with mimosas. Many took advantage of their visit to tour the school, interested in some changes and touched by the things that remain exactly the same. The **Class of 2008** shared laughter, hugs and happy tears when they opened their Time Capsule in celebration of their 10<sup>th</sup> Reunion.

## SAVE THE DATES HOMECOMING 2019

### FRIDAY, OCTOBER 25

Student-guided tours, SOGA Tea, Founder's Day Assembly & Judy Elder Alumna Award presentation, Birthday Cake Reception

### SATURDAY, OCTOBER 26

SOGA Annual General Meeting, Reunion Brunch for all classes, particularly those with milestone celebrations (years ending in 4 and 9), Student-guided tours, Class of 2009 Time Capsule



CLASS OF 2008 WITH THEIR TIME CAPSULE **BACK ROW (L TO R)** TIFFANY MADON, DAPHNE PUNGARTNIK, CLARA HASKELL, SARAAH-ELISE HICKS AND LAETITIA BONALDO **MIDDLE ROW (L TO R)** SABRINA GENTILE-GRASSI, CASSANDRA PILLA, MARIAN BENNETT, VANESSA PAYETTE, VÉRONIQUE ROSS, ANDRÉANNE BEAUDOIN AND ARIELLE MORGAN **FRONT ROW (L TO R)** CLAUDE-ALICIA GUÉRIN-ROY, LEILA GHAEMI, BIANCA PUNGARTNIK, ALINA-MIHAELA DITTMANN AND JOANNA MICELI.

103<sup>rd</sup>



**TOP REUNION BRUNCH GROUP PHOTO** **ABOVE LEFT (L TO R)** CLASS OF 2013: VALERIE HLADKY AND SARA ORDONELLI **BELOW LEFT CLASS OF 1978 (STANDING L TO R)** VICKY STIKEMAN, SARAH IVORY, CARO CREIGHTON, SHIRLEY (PACKER) NADELL, LYS HUGGENSEN, JENNIFER (PEPLER) QUINN AND TEACHER DIANE (CROSS) FRY **(SEATED L TO R)** MARTHA SHORE, SUSAN SEYMOUR AND CYNTHIA MCCALL **RIGHT CLASS OF 1998 (STANDING L TO R)** CHRISTINA (REMOND) SOLARIS, STEPHANIE (JARRY) LAVIGNE, ADRIANA VALERA AND RACHEL CYTRYNBAUM **(SEATED L TO R)** SHIVANI OBEROI, DALIA KACHEF AND ANDREA HECKLER







# In a Class of Their Own

KEEPING IN TOUCH

**'64** **MARTHA "MARTY" TROWER** welcomed **Barbara "Bubby" (Birks) Wybar '64** and **Caroline "Cab" (Henwood) Hoen '64** to her home on Chebeague Island in Maine for a wonderful mini-reunion for three days last fall.

PHOTO 1 CLASS OF 1964 (L TO R) BARBARA "BUBBY" (BIRKS) WYBAR, MARTHA "MARTY" TROWER AND CAROLINE "CAB" (HENWOOD) HOEN

**'73** In 2015 and 2016, **JENNIFER GODDARD** studied classical painting at Studio Escalier in Paris and in Argenton Les Vallées, France. In addition, she was honoured to complete two portrait commissions for the McGill University Faculty of Engineering. In May 2018, Jennifer held an exhibition of both her poetry and paintings at ERGA Gallery in Montreal and was delighted to see classmate **Diana Wickham '73** at the vernissage. That event included Jennifer's self-published book of art and poetry, "Obligate Seeder" which is available to view at [blurb.com](http://blurb.com). Jennifer continues to freelance in advertising as Creative Writer/Director, balancing computer time with studio time in preparation for her next show in April 2019 at Victoria Hall Gallery in Westmount. You can reach Jennifer at [jenagodd@videotron.ca](mailto:jenagodd@videotron.ca)

PHOTO 2 COMMISSIONED PORTRAIT OF DONORS LES AND JUDY VADASZ BY JENNIFER GODDARD '73

**'76** In January, **BRENDA BARTLETT** travelled to Tignes, France to reunite with classmate **Marian Cameron-Drolet '76** to celebrate her birthday in the French Alps. They enjoyed spectacular skiing and stunning views at Val d'Isère.

PHOTO 3 BRENDA BARTLETT '76 AND MARIAN CAMERON-DROLET '76 IN FRANCE

**'81** After her two short yet memorable years at The Study, **TANIA JEBALI** lived in Paris for eight years where she started her career in the travel business and had her beautiful daughter. She has been living

in Tunisia for the past 27 years, surviving what was called The Jasmin Revolution in 2011 and currently working as General Manager for American Express Global Business Travel in Tunis. Tania is a member of Mowgli Mentoring for Women in Business IBERD program, helping new entrepreneurs build their businesses. "One of the best things I learned at The Study is that we should, at every stage of our life, help others to grow. I try to do this even after all these years!". Tania would love to hear from her classmates and can be reached at [jebalitania@gmail.com](mailto:jebalitania@gmail.com).

**'91** After spending the first ten years of her career in clinical medicine and research at the McGill University Health Centre, **LUCIE OPATRNY** went on to get a Masters of Health Administration at Harvard in 2011. She was the Director of Professional Services at St. Mary's Hospital until 2015, and then at the CISSS de Laval until February 2018 when she was named by the Conseil des ministres as Associate Deputy Minister of Health for Quebec. Lucie is the first woman to hold this position which oversees all of specialized and primary care medicine and university affairs. She believes we are at an incredible time in health care in Quebec where the stars are aligned to make big and positive changes in the system. Lucie is fortunate to be supported by her incredible husband and two daughters in this intensive role.

**'10** Thank you to **TALYA BOISJOLI** who shared that the Class of 2010 had a mini-reunion with two newly engaged classmates, **Natasha Marvento '10** and **Amelia Hirst '10**.

PHOTO 4 CLASS OF 2010 (L TO R) BACK ROW : DOMINIQUE FERLAND AND RAQUEL ROTH MIDDLE ROW: SARAH FORTIN, NADINE CHALATI, ELIZABETH PELLETIER-GOULET, LARA PERRY, TALYA BOISJOLI AND ALEXANDRA GOLDBLOOM FRONT ROW: JULIANNE BROCK, JESSICA MCKNIGHT, AMEILA HIRST AND NATASHA MARVENTO

**'10** Congratulations to **JOANNA-ROSE SCHACTER** who recently obtained her Masters in History at

## PLEASE NOTE

### WE WANT TO HEAR FROM YOU!

Please email your news to [pedwards@thestudy.qc.ca](mailto:pedwards@thestudy.qc.ca) or update your profile in the SOGA Directory by logging onto: [www.thestudy.qc.ca/alumnae/connect](http://www.thestudy.qc.ca/alumnae/connect)

class notes



McGill University. Her thesis was titled "World War Two and the Holocaust in Black South African Discourse". She is currently studying at Cornell Law School where she has become involved in the Tax Law Society, the Women's Law Coalition and the Cornell University Mock Trial competition. Joanna is also a pro-bono legal aid for the Uncontested Divorce Project for underprivileged and underserved persons.

**'12** Congratulations to **MALIKA KARASEK-BEREZA** who moved to Chicago in September to pursue her Masters in Arts Management at Columbia College in Chicago, IL. She received a scholarship and a paid graduate assistant position in this very competitive program. Malika is also doing an internship at the Lookingglass Theatre Company where she is gaining experience in development and fundraising.

## BIRTHS

**'93** **ALEX ROURKE** and her husband Alan very happily welcomed a little girl on July 30, 2018. Despite arriving earlier than expected, Josephine James is healthy and her parents are thrilled. Alex also wants her fellow Montrealers to know that despite being born in Toronto, "Jojo" will be a Habs fan!

PHOTO 5 JOSEPHINE JAMES, DAUGHTER OF ALEX ROURKE '93

**'02** **JENNIFER PATTERSON** and her husband Patrick welcomed their baby girl, Charlotte Adele Trotter, on June 2, 2018, and she is the light of their lives.

PHOTO 6 CHARLOTTE TROTTER, JEN PATTERSON '02 AND PATRICK TROTTER

**'03** On February 23, 2018 **BRIANNA (LABELLE) JARIS** and her husband Dan welcomed their baby girl Olivia Grace Jaris.

PHOTO 7 DAUGHTER OF BRIANNA JARIS '03, OLIVIA GRACE JARIS







WEDDINGS

**'03** **ARAXI MARKARIAN** married Julian Giosan in a beautiful ceremony on November 17, 2018. Her Study classmates **Christine Connolly '03** and **Miriam Groom '03** were her bridesmaids.

PHOTO 8 NEWLYWEDS ARAXI MARKARIAN '03 AND JULIAN GIROSAN

**'08** **SARAH NEMEC** married her wonderful husband, Patrick Guest, on August 4th, 2018. Their wedding took place in Knowlton on Sarah's grandparents' property. Standing by her side were Study Old Girls **Julia Nemic '13**, **Michèle-Anne Vennat '08** and **Olivia Anassis '08**.

PHOTO 9 NEWLYWEDS SARAH NEMEC '08 AND PATRICK GUEST

PASSAGES

**'36** **BARBARA JANE WHITLEY** passed away at home on May 18, 2018 in her 101st year. Barbara will be remembered for her steadfast support of numerous Montreal institutions, her love of theatre, her captivating storytelling and her remarkable sense of humour. Read more on page 32.

**'47** **GRACE ELSPETH ANGUS** died peacefully on May 30, 2018 at Chateau Westmount. Elspeth received both a Bachelors and Master's in Science from McGill University. After obtaining her degrees, she lived in England and then returned to Montreal to work in the Department of Pathology at McGill University. Elspeth had many achievements in her lifetime including being instrumental in preserving the mission of the Royal Victoria Hospital property and providing leadership in archival work at the Church of St. Andrew and St. Paul. She was the impetus behind the exhibit "WAR Flowers: a Touring Art Exhibition" which was on an international and pan Canadian tour. Her sister is **Beatrice (Angus) Eastcott** from the Class of 1944.

**'47** **ANN (ARMSTRONG) HANNAN** passed away in Ottawa, ON on September 7, 2018. Ann obtained a Bachelor of Arts degree from McGill University. She married in 1951 and for many years, she and her children joined her husband Claude on his international postings. Ann's passion for life included travel, hiking, cycling, aqua fit, skating,



8



9



10



11



12



13



14

class notes

cross-country skiing, snowshoeing and food. She was an active member of the Canadian Federation of University Women, the community at St Matthew's Church, the Friends of English Theatre, the Ottawa Women's Club, the Ottawa Newcomers Alumni Club and countless book clubs.

**'53** **ELIZABETH (VALE) BORDEAUX** passed away on November 18, 2018 in White Rock, BC. A graduate of The Study (an avid member of the debate team!), Elizabeth received her Bachelor of Arts from McGill University. She went on to receive teaching certification at the University of Toronto in 1958 and Simon Fraser University in 1978. As a teacher, mentor, steward or judge, Elizabeth touched countless lives with her honest, always caring, considered opinions and instruction and will be missed by all. Recipient of many awards and commendations, perhaps her proudest were those with Equine Canada and Jump Canada Hall of Fame. The Vale Prize for Academic Achievement in the name of her father, a former Chair of The Study Board of Governors, is awarded to a grade 11 student on an annual basis.

PHOTO 10 ELIZABETH (VALE) BORDEAUX, CLASS OF 1953

**'56** **JANET (SAVAGE) BLACHFORD** died peacefully at the Royal Victoria Hospital on February 12, 2018. A graduate of The Study, Janet received her Bachelor and Master's in English Literature from McGill University where she taught Advanced Composition and The Faculty Course in the 1960s. Later, she volunteered at McGill as Board Member and President of The Friends of the Library. She was also a Board Member of the Quebec Writers' Federation. Janet enjoyed choral singing in different choirs, gardening and writing fiction. Janet published two novels, "Rehearsal" in 2007 and then "Blue Lake", which she finished in the months following her diagnosis. Janet is from a Study legacy family as her mother **Nancy (Johnson) Savage '27**, her sister **Nancy Savage '67**, her daughter **Leith Blachford '85** as well as many cousins and nieces attended The Study.

PHOTO 11 JANET (SAVAGE) BLACHFORD, CLASS OF 1956

**'57** **MARGUERITE "BABA" L'ANGLAIS M'AVOY** died peacefully on October 22, 2018 in Ste-Thérèse, QC. Baba was an excellent student at The Study and

later studied art at the Montreal Museum of Fine Arts. A woman of many talents, she held positions in the fashion industry and interior design as well as having an active career as an artist in the Laurentians where she lived and taught art. Baba had a great sense of humour and her infectious laugh and lively spirit endeared her to those who knew and loved her. She was a loving mother and grandmother, and a dear sister to **Connie (L'Anglais) Barnes '55** and **Anne (L'Anglais) Rosiak '65**.

PHOTO 12 BABA L'ANGLAIS, CLASS OF 1957

**'64** **PATRICIA (DAVIDSON) SCOTT** passed away on February 26, 2018 in Toronto, ON. After she graduated from The Study and received her Bachelors in Art History from McGill University, Patricia moved to Toronto where she held administrative positions at the University of Toronto. Her greatest loves were her children and grandchildren, and their happiest times were at the family cottage in Georgian Bay, ON. "Pat" cared deeply about the environment, had an enduring intellectual curiosity and interest in current events, and had a remarkable sense of humour. She was determined and brave until the end.

STAFF & FRIENDS

Former Study German teacher **JOANNA BOTTENBERG** passed away February 8, 2018. Joanna lived a life of courage, passion and beauty, producing scholarly works on opera and teaching German to high school and university students, making her own pottery, raising orphaned raccoons and traveling through dozens of countries. She will be missed by many friends in many places.

PHOTO 13 JOANNA BOTTENBERG, FORMER GERMAN TEACHER AT THE STUDY.

School receptionist **ELLEN YAMBOURANIS** and her husband Kevin Thiruchelvam welcomed Elizabeth Isla on April 27, 2018. Elizabeth is a very happy and animated baby.

PHOTO 14 ELIZABETH ISLA THIRUCHELVAM, DAUGHTER OF MS. ELLEN

Congratulation to Study math teacher **KIERA PANNELL** who married David St-Hilaire on August 18, 2018. They are the happy parents of three children, Émile, Florence and Clara.



SOGA EXECUTIVE 2018-2019

**PRESIDENT**  
Erika (Flores) Ludwick '88  
(mother of Mikaela '16 & Mylie '24)

**VICE-PRESIDENT**  
Paulina (Flores) Rutenberg '90  
(mother of Isabella '20)

**TREASURER**  
Suzanne Barwick '79  
(mother of Emma Goucher '20)

**SECRETARY**  
Alexandra Cooke '06

**ALUMNAE PREFECT**  
Isabel MacDonald-Palmer '19

**OFFICER**  
Emily (Beckerleg) Ritchie '90  
(mother of Sarah '22 & Abigail '20)

**OFFICER**  
Rachel Cytrynbaum '98  
(mother of Jessica '30 & Emily Pearce '28)

**OFFICER**  
Amanda Eaman '97  
(mother of Clementine Castle '28)

**OFFICER**  
Miranda Mok '88  
(mother of Isabella Walter '19)

**ADMINISTRATION**  
Pattie Edwards  
Director of Alumnae Relations

Katie Kostiuk '96  
Director of Advancement  
(mother of Sophie Lacasse '30)



# CHAMPIONING A LEGACY



## THE 1915 PLANNED GIVING SOCIETY

Planned giving highlights the importance of preserving our legacy of excellence for generations of Study girls to come.

A bequest has the potential to perpetuate something of great value and meaning, and may be the ultimate gift you can make, both in size and finality.

We invite you to join the 1915 Planned Giving Society, to help uphold The Study's vision for the future of our girls, to establish a meaningful legacy for yourself and your loved ones, and to deepen your connection to The Study.

For more information on becoming a 1915 Society member: Katie Kostiuk '96, Director of Advancement, [kkostiuk@thestudy.qc.ca](mailto:kkostiuk@thestudy.qc.ca)

## A LEGACY OF KINDNESS & SERVICE TO OTHERS

**The Kristin Johnston Self & Society Award**, created this year in memory of **Kristin Johnston '00** by her family and classmates, is a reflection of Kristin's values and her commitment to helping individuals develop to be their best selves while giving back to community.

This year's award recipient, **Sabrina Daoud '20**, was accorded a cash prize in the amount of \$400 for a charity of her choice, *The Friendship Circle*. The symbolic re-gifting of this award is a true reflection of Kristin's passion for helping the world around her.



Sabrina Daoud '20



Barbara Whitley '36

## IT IS A PRIVILEGE & HONOUR TO CELEBRATE THE LEGACY OF MISS BARBARA JANE WHITLEY '36,

who passed away on May 18, 2018 in her 101<sup>st</sup> year. Barbara was a beloved and devoted Study Old Girl, and a tireless and visionary fundraiser and supporter of the school for many years, helping to co-establish the school's Foundation in 1974.

A proud Study alumna, Miss Whitley was a lifetime active member of the Westmount and Montreal communities having served with the Canadian Red Cross during World War II, holding leadership roles within the Women's Canadian Club and Junior League, and supporting numerous other charitable causes such as St. James the Apostle Church, McGill University, the MUHC Foundation, the Centaur Theatre and Geordie Productions. Additionally, in honour of her father Ernest Whitley, Barbara established The Whitearn Foundation which supports research of diseases of the human eye.

Although she never sought recognition, Barbara received many honours and awards for her generosity. In 1992 she received an honorary doctorate from McGill University, in 2004 the Governor General's Caring Canadian Award, in 2013 The Study's prestigious Builder's Award, in 2013 the Queen Elizabeth II Diamond Jubilee Medal, and in 2016 a Lifetime Achievement Award from the McGill University Hospital Centre for her 70 plus years of service to the Montreal General Hospital.

Barbara, always supportive of The Study's fundraising initiatives, remembered The Study in her Will, bequeathing a generous amount to The Study last year. We thank her deeply for planning for the well-being of her alma mater. Her memory lives on at The Study. 🌸

advancement

## BUILDER'S AWARD

(L TO R) Sarah (Ivory) Stewart '78 with mother Joan (Fraser) Ivory '51.

## 10<sup>th</sup> Annual Builder's Award

This year, the Ivory Family, a Study legacy family enjoying three generations of Study girls, will be honoured as the 2018–2019 Study Builders. **Caroline '16** is daughter to **Sarah Ivory '78** and Guthrie Stewart. Sarah is daughter to **Joan (Fraser) Ivory '51** and Neil Ivory.

Joan, whose commitment to The Study began in the early 1970s, has been an active and constant supporter. Her initial role as President of The Study Old Girls' Association shifted to the school's newly established Endowment Fund, becoming Vice-Chair and eventually Chair of The Study School Foundation. Joan has continued to maintain her support of, and membership with, the Foundation ever since.

When asked why it was important to support The Study, Joan replied: "When my daughter Sarah was born, **Martha Hallward '48** (Study Builder 2015-2016) telephoned me and said, "I hear that you've had a daughter. Congratulations! It's not too early to start helping The Study, so I've added you to our money-raising committee and I'll expect you at the meeting at my house next Tuesday morning."

Joan's daughter Sarah followed in her mother's footsteps. Sarah's passionate and loyal support of her alma mater and its vision was consistently reflected in how she channeled her time as an invaluable member of The Study's Board of Governors, assuming roles on various Board committees\*, and being elected as the Board's Secretary and eventually as Vice-Chair of the Board in 2011.

Not only has the Ivory Family given of their time and expertise as volunteer leaders, the family's generous financial support over many decades, impacting two major campaigns, has been significant.

Always willing to offer valuable advice, remind others of the importance of the school's history with a hilarious anecdotal story, lend a hand, attend an event, or support an initiative, the Ivory Family truly represent Study Builders, as their leadership, generosity and dedication has, indeed, spanned decades, having left an indelible mark on life at The Study.

**"A BUILDER OF THE STUDY IS AN INDIVIDUAL OR GROUP WHOSE LEADERSHIP, GENEROSITY AND DEDICATION OVER MANY YEARS HAVE HELPED TO SHAPE THE SCHOOL AND HAVE LEFT A PERMANENT MARK ON LIFE AT THE STUDY."**

### STUDY BUILDERS

**JILL DE VILLAFRANCA 2009-2010**  
**IAN SOUTAR 2010-2011\***  
**ROBERT W. FAITH 2011-2012\***  
**BARBARA WHITLEY '36 2012-2013\***  
**DEBBI EAMAN 2013-2014**  
**F. WILLIAM MOLSON 2014-2015**  
**THE HALLWARD FAMILY 2015-2016**  
**JEFFREY S.D. TORY 2016-2017**  
**JAMES McDONALD 2017-2018**

\*Remembered fondly

\*SARAH WAS A MEMBER OF THE MARKETING COMMITTEE, CHAIR OF THE BUILDINGS & GROUNDS COMMITTEE, AND CHAIR OF THE ADVANCEMENT COMMITTEE.



# THANK YOU

THANK YOU FOR YOUR SHARED COMMITMENT TO SUPPORT STUDY GIRLS FROM MANY BACKGROUNDS AS THEY TAKE THEIR NEXT STEPS, WITH RESILIENCE AND CONFIDENCE, LEARNING TOGETHER TO TURN THEIR DREAMS INTO REALITIES.

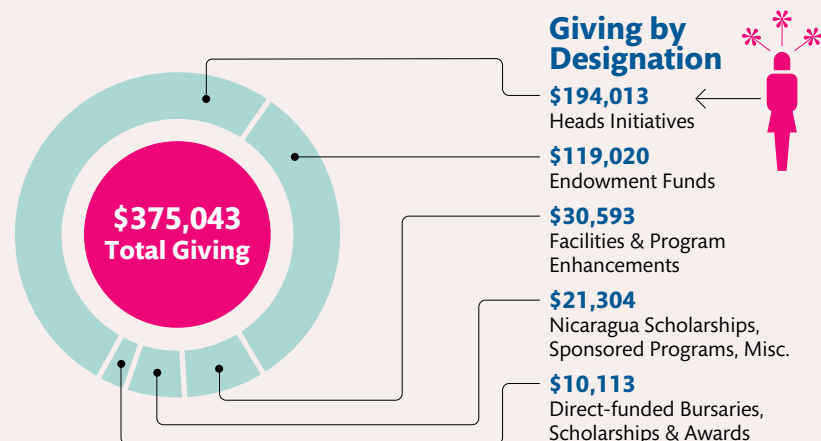
TOP MONTREAL-BASED MOTIVATIONAL SPEAKER, PERFORMING ARTIST AND MODEL AISHA ROBINSON AT THE STUDY'S 2018 ALL-GIRLS LEADERSHIP CONFERENCE.



## Annual Giving Campaign 2017–2018

### HOW WAS MY ANNUAL GIFT USED?

Thanks to your gifts to the Annual Giving Campaign, The Study is empowered to boost financial assistance, increase our investment in our faculty and staff, and enhance academic, athletic, art and student life programming.



### HEAD'S INITIATIVES FUND

Your gift to Head's Initiatives gives our Head of School, Nancy Lewis Sweer, the power to respond with flexibility to opportunities and needs as they arise in order to enhance

learning in all areas. This fund is depleted every year and is used to enrich student activities, enhance facilities, and support professional development.

HERE ARE SOME WAYS IN WHICH HEAD'S INITIATIVES SUPPORTED OUR EXCEPTIONAL STUDENT EXPERIENCES:

#### Mary Poppins Theatre Production

Our Senior School theatrical production of Mary Poppins was a huge success, with professional choreography, enhanced audio-visual equipment and exceptional promotional material.

#### Grade 1 Classroom Improvement

The dynamic of teaching was changed with a successful pilot project in the grade 1 classroom by offering our young students a variety of seating options to enhance their learning.

#### 2018 All-Girls' Leadership Conference

The Study's annual all-girls' leadership conference has become a highly-anticipated event. Thanks to your support, the school was empowered to host top-notch event speakers for over 300 young delegates from across the province.

#### Stand-up Desks for Staff

Stand up desks were procured for an increasing number of staff, in recognition of the importance of optimal staff health and wellness.

#### Professional Development

Exceptional student experiences are derived from providing our staff and faculty with outstanding professional development experiences, supported generously through your contributions to Head's Initiatives.

advancement

## WHY I GIVE TO THE STUDY

EVERY MEMBER OF OUR STUDY COMMUNITY HAS A UNIQUE AND INSPIRING STORY THAT, WHEN SHARED WITH OTHERS, CREATES CONNECTION AND A SENSE OF BELONGING, BUILDING OUR COMMUNITY ONE STORY AT A TIME.

YOUR REASONS FOR GIVING TO THE STUDY ARE AS EQUALLY PERSONAL AS THEY ARE INDIVIDUAL, AND OFTEN VERY DIFFERENT FROM THOSE OF OTHERS. SOME OF YOU SHARED YOUR REASONS FOR GIVING HERE.

CLOCKWISE FROM TOP LEFT (L TO R) AMANDA EAMAN '97 PARENT TO CLEMENTINE '28 AND RACHEL CYTRYNBAUM '98 PARENT TO EMILY '28 AND JESSICA '30. PATTIE EDWARDS, DIRECTOR OF ALUMNAE RELATIONS. VICKI AJMO PARENT TO ELLA '24 AND LEILA '27. PROFESSEURS DE FRANÇAIS (L TO R) SOPHIE CHAMPAGNE, LOUISE PAQUIN, MARIE-FRANCE SENEAL. BEATRICE BOUSSER TEACHER AND PARENT TO ANA '20 AND MIA '22.



THANK YOU FOR YOUR GENEROSITY!



# DARE TO DREAM: THE STUDY'S CAMPAIGN FOR THE SECOND CENTURY

THE DARE TO DREAM CAMPAIGN HAS BEEN A GAME-CHANGER FOR THE STUDY, PROVIDING IMPORTANT RESOURCES NEEDED TO REMAIN AT THE CUTTING EDGE OF GIRLS' EDUCATION.

Our community has continued to be actively engaged through various fundraising initiatives, projects and events in support of our Dare to Dream Campaign. Among such initiatives are the annual **parent-led Give Week**, **alumnae challenges**, **Annual Giving**, the **Trillium Tribute Wall** and the **2018 Bold & Bright Fundraiser**. These 'mini-Campaigns' have allowed the breadth of our community to partner with us in this transformational Campaign at varying participation levels, and in ways that are meaningful to each individual in our Study community.

We are pleased to announce that 989 supporters to the Campaign have made gifts and commitments ranging from \$5 to \$2,000,000! WOW!

THANK YOU!



**IN HONOUR OF THE DARE TO DREAM CAMPAIGN CABINET**, led by Co-Chairs Jean-Guy Desjardins (father of Olivia '23 and Chloé '24) and Randy Kelly (father of Sydney '19), we are pleased to announce the creation of The Dare to Dream Scholarship which will be awarded to up to two students in grade 8. Each candidate will be asked to make a presentation to a panel of judges that addresses the question: "If you could change the world, what would you do that would have a positive impact in your community?"

The first Dare to Dream Scholarship will be awarded in Spring 2019.



## BOLD & BRIGHT

**ON OCTOBER 24, 2018 THE STUDY HOSTED ITS BOLD & BRIGHT FUNDRAISER** at New City Gas **raising over \$169,000 in net proceeds** for the Dare to Dream Campaign in support of our Scholarship and Bursary Campaign Pillar. MERCI BEAUCOUP to everyone who attended and supported this memorable evening, including our committee, guests, event sponsors, partners, auction donors and volunteers!

BELOW EVENING HEADLINER DAVID GARIBALDI PAINTING CANADIAN MUSIC LEGEND GORD DOWNIE, AND LATER AUCTIONED OFF FOR OVER \$10,000.

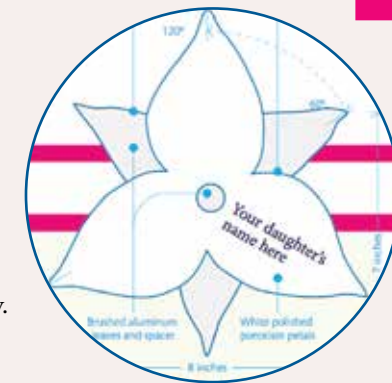


## THE TRILLIUM TRIBUTE WALL

**DID YOU KNOW...** That you can still leave a meaningful legacy, a tribute, for someone you love or wish to honour while supporting our Dare to Dream Campaign?

The Trillium Tribute Wall is an initiative that allows you to leave a profound and tangible mark within The Study's history by purchasing a beautifully brushed metal and porcelain Trillium emblem. Centrally located in the Soutar Science and Performing Arts Pavilion, the Trillium Tribute Wall is an exquisite expression of beauty, history, discovery and tradition that continues to inspire our students, staff, and faculty every day.

Thank you to those who have supported the Dare to Dream Campaign in this way.



## CAMPAIGN BY NUMBERS

989

Participating donors in our community

70%

Of participating parent community

16

Extraordinary Campaign Cabinet members

126

Trillium Tribute emblems installed on our Trillium Wall

393

People involved in our Bold & Bright Fundraiser as supporters, donors, partners & guests

\$169K

Raised at our Fall Fundraiser in support of the Campaign's Scholarship & Bursary Pillar

305

Trillium petals inscribed

### CAMPAIGN LEADERSHIP

We are truly grateful to all of the members of our Dare to Dream Campaign Cabinet – The "Dream Team" – for all that they have done. Thank you.

### CAMPAIGN CABINET

#### CO-CHAIRS

Jean-Guy Desjardins  
Randy Kelly

#### MEMBERS

Brenda Bartlett '76  
Wendy Chui  
Jill de Villafranca  
Kevin Leonard  
Erika (Flores) Ludwick '88  
Christopher Manfredi  
James McDonald  
F. William Molson  
Jean-Sébastien Monty  
Michael Shannon  
Mark Smith  
Ian Soutar\*  
Nancy Lewis Sweer  
Jeffrey S.D. Tory  
\*Remembered fondly

If you wish to support the Dare to Dream Campaign, please contact Katie Kostiuk '96 Director of Advancement at [kkostiuk@thestudy.qc.ca](mailto:kkostiuk@thestudy.qc.ca)



# JE, TU, ELLE, NOUS, VOUS, ELLES

L'AVENIR SE CONJUGUE  
AU FÉMININ



## The Study

LE MONDE A BESOIN DE  
FEMMES FORMIDABLES

ÉCOLE PRIVÉE POUR FILLES OFFRANT UN PROGRAMME BILINGUE ENRICHİ (MAT – SEC V)

EST-CE QUE VOUS CONNAISSEZ UNE FILLE QUI VEUT SE JOINDRE À NOUS?  
APPELEZ LES ADMISSIONS AU 514 935 9352 X 252 POUR UNE VISITE GUIDÉE  
VENEZ NOUS VISITER AUX PORTES OUVERTES — 3233 THE BOULEVARD, WESTMOUNT  
LE JEUDI 3 OCTOBRE DE 8H30 À 10H ET 16H30 À 19H



THESTUDY.QC.CA

