



trillium
THE STUDY MAGAZINE

Rising
BOLDLY

L'art de se
SURPASSER



The Study

2018



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COVER GRADUATES OF THE STUDY ARE GIRLS RISING
BOLDLY WITH RESILIENCE AND HOPE — PICTURED HERE
ON GRADUATION DAY ARE MORGANE-MARIE DACKIW
AND EMMA DUBROCA (BOTH '17).

FSC LOGO
HERE

ENERGETIC & HAPPY

(L TO R) Addison Gillespie,
Cirine Benflis and Ksenia
Boudko (all '26) enjoy
running together during
the annual Terry Fox Run.

2018

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BOLD & BRIGHT FUNDRAISER

“**T**he World Needs Great Women.” Today, more than ever, this statement resonates strongly. All over the world, brave, bold women are coming forward to embrace their rightful place in society, the workplace, the family and the world. The Study has a strong tradition of educating and shaping girls and young women who will lead the charge in making a difference and in making the world a better place. Our students are groomed to be catalysts for improvement, ambassadors for betterment and leaders in whichever path they choose.

NO GIFT IS TOO SMALL TO MAKE A DIFFERENCE.

I am delighted to begin my mandate as Chair of the Board of Governors of The Study with such a vibrant and diverse student body and dedicated staff and faculty. Ms. Nancy Sweer continues to embody confidence, strength and strong leadership, steering The Study into its second century of academic excellence, whilst embracing innovation and cutting edge pedagogical methods. Our excellent teaching staff continues to be the anchor of our strong academic program, ensuring that each girl reaches her full potential and develops a lifelong love of learning.

Our Dare to Dream Campaign makes me proud as it continues to be a great success. We have raised nearly \$7.4 Million towards our goal of \$8.75 Million. So many parents and members of our community have come forward to support our campaign because they believe in the School’s mission and vision. A special acknowledgement goes to the Campaign Cabinet for their commitment to making this campaign the success it is. My heartfelt thanks goes out to all those people who, through their financial support, make it possible for The Study to continue to be one of the top girls’ schools in the country. As we enter the home stretch of the campaign, I’d encourage everyone to contribute so that we may not only meet, but exceed our goal. No gift is too small to make a difference.

I would like to convey my gratitude to my colleagues on the Board of Governors, the members of the School’s Foundation Board, and The Study’s faculty and staff for the important role they each play in the School’s success. Finally, I’d like to conclude by thanking all the tireless parent volunteers, who donate their time, expertise and knowledge to The Study. I am humbled to serve alongside these dedicated parents and friends. I look forward to the rest of the year.

« **Le monde a besoin de femmes formidables** ». De nos jours, cette déclaration résonne plus fort que jamais. Partout dans le monde, des femmes courageuses et audacieuses s’apprêtent à occuper la place qui leur revient dans la société, au travail, dans la famille et dans le monde. The Study maintient une longue tradition dans l’éducation et la formation des filles et des jeunes femmes qui changeront le cours des choses et construiront un monde meilleur. Nos élèves, formées pour devenir ambassadrices du changement en mieux, seront des chefs de file dans les carrières de leur choix.

En tant que président du Conseil des gouverneurs de The Study, je suis ravi de commencer mon mandat avec un effectif scolaire dynamique et diversifié et une équipe administrative et enseignante dévouée.

Mme Nancy Sweer continue d’assurer une direction responsable et énergique. Alors que l’école entre dans son deuxième siècle d’excellence, Mme Nancy Sweer continue d’assurer une direction responsable et énergique, en prônant l’innovation et les méthodes pédagogiques de pointe. Un personnel enseignant exceptionnel continue d’être le point d’ancrage d’un solide programme pédagogique, s’assurant que chaque élève atteigne son plein potentiel et nourrisse un goût du savoir qui l’accompagnera tout au long de sa vie.

Notre campagne Osez rêver continue d’être un grand succès, ce qui me remplit de fierté. Nous avons recueilli près de 7,4 millions de dollars en approchant ainsi de notre objectif de 8,75 millions de dollars. Le soutien apporté par tant de parents et de membres de notre communauté à cette campagne démontre leur confiance dans la mission et la vision de l’école. Je tiens à mentionner spécialement la mobilisation du cabinet de la campagne qui a assuré le succès de cette collecte de fonds. Mes sincères remerciements vont à toutes ces personnes qui, grâce à leur soutien financier, permettent à The Study de continuer à être l’une des meilleures écoles de filles du pays. Alors que nous entrons dans la phase finale de la campagne, je vous encourage tous à contribuer afin que nous puissions non seulement atteindre, mais dépasser notre objectif. Même un don modeste peut changer le cours des choses.

Je tiens à exprimer ma gratitude à mes collègues du Conseil des gouverneurs, aux membres du Conseil de la fondation, au personnel enseignant et administratif pour leur impressionnante contribution à la réussite de l’école. Enfin, j’aimerais conclure en remerciant tous les parents bénévoles et infatigables pour leur temps, leur expertise et leurs connaissances. C’est un honneur pour moi que de servir aux côtés de ces parents et amis si dévoués. J’entrevois avec enthousiasme les mois à venir.



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



At 3 a.m. one morning, not so long ago, seventeen Study girls and four teachers left Montreal for a community service trip to Nicaragua. This bi-annual trip is a life-changing experience for our students and faculty. For ten days, the girls become teachers, learners, philanthropists, coaches, and mentors to the students at our sister school in Diria, Nicaragua. Our students arrive, bringing suitcases filled with many learning materials, helping students at The Diria Institute to grow, to be inspired and to reach for their passion. Ultimately, our girls discover that their gift of philanthropy, their love of giving and sharing, has had a transformational effect on their lives as well.

Many of our girls are continuing a journey of discovery that began here at The Study some time ago. Our shared goal for all students is to help them to develop insights and to think deeper and more critically about their ability to have impact on the world.

Everything we do at The Study focuses on guiding girls to be exceptional people as they reach for their personal best, to rise boldly, to have confidence in their voices and discover their place in this world as individuals and as valued members of a global community.

Each school year, Study students are given many opportunities to develop their philanthropic character, to take action on issues that are important to them. Our secondary school girls recently reflected on the impact of philanthropy as they developed a gratitude video, depicting the many ways in which our school inspires them to think beyond one’s self and one’s immediate surroundings. Their compassionate and humanitarian contributions, both globally and locally, inspire school pride, pride in self, and pride in each other’s accomplishments.

As a Study community, you have inspired our students to realize and appreciate the impact that your philanthropy has had on their development as responsible young women. Our Trillium Tribute Wall is one testament to your ongoing belief and commitment to our girls.

I have great pride in all of our stakeholders for your constant support of the Study’s ongoing pursuit of excellence in girls’ education.

Il n’y a pas si longtemps, à trois heures du matin, dix-sept élèves de l’école et quatre professeures se sont envolées pour accomplir un service communautaire au Nicaragua. Ce voyage, tous les deux ans, est une expérience marquante pour elles et aussi pour leurs enseignantes. Pendant dix jours, les filles se transforment en éducatrices, apprenantes, philanthropes, entraîneurs et mentors auprès des élèves de l’école de Diria au Nicaragua, avec laquelle nous sommes jumelées. Elles apportent dans leurs valises tout le matériel pédagogique pour aider les élèves de l’Institut Diria à progresser, à trouver de l’inspiration et à exprimer leurs passions. Au bout du compte, nos élèves découvrent que la philanthropie, le don et le partage transforment également leur vie.

Beaucoup d’entre elles poursuivent un voyage de découverte, amorcé plus tôt, à The Study. Pour toutes nos élèves, l’objectif commun est d’acquérir une meilleure compréhension et des enjeux modiaux de réfléchir à leur propre capacité d’avoir une influence dans le monde.

Tout ce que nous faisons ici, à l’école, vise à accompagner les élèves afin qu’elles deviennent des personnes exceptionnelles, atteignent leur plein potentiel, fassent preuve d’audace, s’expriment avec confiance et découvrent leur place dans le monde en tant qu’individus et membres estimés de la communauté à l’échelle mondiale.

CHAQUE ANNÉE SCOLAIRE, LES ÉLÈVES ONT DE NOMBREUSES OCCASIONS DE DÉVELOPPER LEUR CÔTÉ PHILANTHROPE, ET D’INTERVENIR SUR LES QUESTIONS QUI LEUR TIENNENT À CŒUR.

Les filles du secondaire ont récemment réfléchi aux retombées de la philanthropie en produisant une vidéo où elles expriment leur gratitude envers l’école. Elles montrent comment l’école les a amenées à se dépasser et à réfléchir au-delà de leur environnement immédiat. Leurs contributions sur le plan humanitaire et leur compassion, tant à l’échelon local qu’international, suscitent des sentiments de fierté pour l’école, d’amour propre et de respect pour les réalisations de chacun d’entre nous.

Tout comme la communauté de The Study, vous avez incité nos élèves à prendre conscience de l’influence de la philanthropie sur leur développement en tant que jeunes femmes responsables. Notre Mur des fleurs de trille témoigne de toute votre confiance en elles et de votre fidèle engagement.

C’est avec fierté que je pense à vous tous, les intervenants, et que je salue votre soutien indéfectible dans notre quête d’excellence dans le domaine de l’éducation des filles de The Study.



NANCY LEWIS SWEER
HEAD OF SCHOOL
DIRECTRICE DE L’ÉCOLE

PREPARING for the FUTURE, Celebrating Differences



KIM WOLFE, M.ED., Senior School Counsellor

Diversity allows us the opportunity to acquire different perspectives and gain a deeper understanding of the world around us. Students who attend schools with a diverse population can gain an understanding of different backgrounds, which in turn allows them to navigate a multi-cultural, multi-ethnic and diverse world. Students learn to celebrate differences and get along with others and interact with individuals who may think differently based on their life experiences.

Diversity is complex and multi-layered. Its meaning varies from one person to the next. Part of diversity is how we view the world and how we recognize differences in others and in ourselves. The other key component is acceptance, respect and realizing that each individual is unique.

It is common that when we think about diversity, we tend to focus on race, ethnicity, cultural background, religion and gender. We are less likely to consider political leanings, life experiences, background, education, sexual orientation and socioeconomic status. We are even less inclined to think about physical and mental health.

VALUING DIVERSITY PROMOTES INCLUSION

If we are not accepting, respecting and promoting inclusion, we are discriminating. Discrimination can have harmful psychological effects on a person's overall well-being, such as feelings of loneliness, emptiness, low self-esteem and self-worth, as well as poor social relations.

We have all heard the words: "just be yourself" but what does that mean? We live in a society where being your true self may be difficult. We avoid behaving in certain ways in fear of being criticized, alienated and isolated. We want to feel liked and connected to others. While there is nothing wrong with wanting to fit in and belong, we allow our fears to prevent us from fully expressing who we are and what makes us different and special. The only way this can happen is in a safe, nurturing and accepting environment.

FROM MEANING WELL TO DOING WELL

At The Study, we promote inclusion by valuing diversity and seeing it as a strength. We take active steps to create an environment in which our families, students, faculty and staff are appreciated, respected and celebrated for their individuality.

As a message of inclusion, students and staff at The Study initiated a Gay-Straight Alliance club, which brings together LGBTQI+ and straight students to support one another. The club provides a safe, positive and nurturing environment for students to meet, socialize, discuss issues, and organize events.

Student workshops seek to teach students empathy, to be inclusive and kind to one another. Students learn to assert themselves responsibly, to be sensitive to their actions, to stand up for others and to become problem-solvers and critical thinkers. School Counsellors create a safe place to teach students to accept themselves and others. Adrienne Frank, Elementary School Counsellor and I, Senior School Counsellor, adjust our practice to the needs of each Study student so that that everyone feels included, respected, valued and accepted.

Professional development for faculty and staff that focuses on diversity. This year, Tara Ramiengar, Admissions Officer at The Study, has been sharing her passion for the subject by creating workshops to sensitize faculty and staff to the challenges some students may have and how that translates into the classroom, assessments and interactions with one another.

IN DIVERSITY THERE IS BEAUTY AND STRENGTH

Parents are influential role models for their children. Demonstrate that you are accepting and tolerant. Reflect on your own beliefs, be cautious about making generalized statements and seek out cultural activities that allow you to try new things. Maya Angelou stated: "It is time for parents to teach young people early on that in diversity there is beauty and there is strength."

Let's take the time to listen to each other's stories. Knowing where people are coming from will help us understand different communication styles and expectations. We must reflect on our own experiences, assumptions and biases. Only when we are able to identify our assumptions and biases are we able to make positive changes.

We are living in an increasingly diverse world where it is important to value differences and learn from others rather than discriminate against what makes us uncomfortable. These differences allow for greater problem solving, collaboration and stronger interpersonal connections. 🌈

"THE STUDY BELIEVES THAT BY PROVIDING AN ENVIRONMENT IN WHICH ALL PEOPLE FEEL VALUED, RESPECTED AND HAVE THE SAME OPPORTUNITIES, WE ARE SUSTAINING THE CORE OF OUR MISSION AND PEDAGOGICAL VISION. THE STUDY'S ALL GIRLS' VIBRANT EDUCATIONAL ENVIRONMENT IS ENHANCED BY OUR DIVERSE COMMUNITY, IN WHICH RACE, ETHNICITY, GENDER, LANGUAGE, SOCIOECONOMIC LEVEL, SEXUAL ORIENTATION, PHYSICAL ABILITY, FAMILY STRUCTURE AND RELIGION CREATE BOTH BREADTH AND DEPTH IN OUR UNDERSTANDING OF THE GLOBAL WORLD, PREPARING OUR STUDENTS TO BE LEADERS WHO WILL CONTRIBUTE TO THE COLLECTIVE REACH OF HUMANITY."

The Study's Diversity & Inclusion Statement

RELEVER DES défis STIMULANTS

KIM MCINNES, directrice du primaire

À notre école, la préparation en vue de la 7^e année est un processus soigneusement planifié qui commence au primaire puisque les élèves commencent à acquérir les compétences nécessaires pour réussir dès la maternelle.

Bien que l'on donne, chaque année, des défis à relever aux élèves, c'est pendant le 3^e cycle, et plus particulièrement en 6^e année, que les élèves découvrent vraiment les nombreuses avenues qui s'ouvriront bientôt à elles. En travaillant sous la supervision étroite de leurs enseignants, les élèves de 6^e année suivent un programme unique et bien pensé et relèvent des défis de plus en plus complexes, que ce soit sur le plan scolaire ou dans un domaine comme le leadership.

L'excellence scolaire est l'un des piliers du plan stratégique de l'école The Study 2015–2020, et l'organisation de l'enseignement en 5^e et 6^e année rend compte de l'importance des enseignants spécialisés, non seulement pour les matières comme la musique, les arts plastiques, l'éducation physique, les sciences, la technologie et la robotique, mais aussi pour les matières obligatoires. Grâce à la grande expertise des spécialistes des matières de base (anglais, français et mathématiques), les élèves sont bien préparées à suivre un programme d'études secondaires très exigeant.

Les mathématiques sont enseignées à l'école The Study selon une philosophie qui valorise la croissance et l'apprentissage coopératif et qui insiste sur l'importance de prendre des risques, de faire des erreurs et d'acquérir une compréhension approfondie de la matière. En mettant l'accent sur l'apprentissage plutôt que sur la rapidité d'exécution des exercices, il devient évident que tout le monde peut atteindre un niveau supérieur en mathématiques. Toutes les élèves participent au



concours pancanadien de Mathematica Centrum, auquel elles obtiennent des résultats exceptionnels.

Au 3^e cycle, les enseignants collaborent étroitement et les projets transversaux occupent une grande place. On peut penser au *Projet de médecine* en 6^e année, qui permet de conjuguer le français à la science. Le projet se termine par une visite de parents et de professionnels de la santé de la communauté, qui viennent partager leurs connaissances et leur expertise avec les personnes présentes. La boutique S.O.S. de la 6^e année permet aux élèves d'acquérir une expérience pratique en mathématiques, puisqu'elles y apprennent la gestion des stocks, l'établissement de prix unitaires, etc. en vendant des fournitures scolaires. Les profits sont réinvestis dans la Francozone pour acheter des jeux en français au bénéfice de toutes les élèves.

ABOVE DEDICATED ELEMENTARY SCHOOL MATH TEACHER LISA LORENZETTI ENSURES THE NEW MATH CONCEPT IS FULLY UNDERSTOOD BY EACH OF HER GRADE 6 STUDENTS (**L TO R**) LAUREN LEONARD, AND INES OLIVIERI (BOTH '23). **RIGHT** ALL GIRLS IN GRADES 5 & 6 PARTICIPATE IN A YEARLY OVERNIGHT LEADERSHIP RETREAT AT AN OUTDOOR EDUCATION CENTRE WHERE THEY ARE CHALLENGED TO STEP OUTSIDE OF THEIR 'COMFORT ZONE' THROUGH CO-OPERATIVE GAMES. WORKING WITH OTHERS THE STUDENTS LEAVE WITH IMPROVED SELF-AWARENESS, AN UNDERSTANDING OF THE IMPORTANCE OF TEAMWORK AND A CLOSE SENSE OF COMMUNITY. (**L TO R**) MYLIE LUDWICK, TABITHA PENNER (BOTH '24), ELIZABETH ANDRIOPOULOS, ALISA ROSE FRANCO (ALL '23) AND AVA HUGHES '24 ASSIST ONE ANOTHER DURING A TEAM BUILDING EXERCISE.

« des filles qui ont de l'assurance et de l'audace, capables de saisir les occasions et à la belle et forte personnalité »

ABOVE RIGHT GRADE 6 STUDENT AMBASSADORS PLAY A VISIBLE ROLE AT THE SCHOOL, PICTURED HERE IS STUDY WALKER ELIZABETH ANDRIOPOULOS '23, KINDLY WALKING KINDERGARTEN STUDENTS AYA HASHIM AND AMNA ALMAHMEED UP BRAESIDE DURING MORNING DROP-OFF.



Dans le même ordre d'idées, le programme d'anglais a arrimé l'apprentissage en rédaction de textes persuasifs aux techniques du marketing et de la publicité. On a invité les parents actifs dans ce secteur à venir parler aux élèves et les séances d'études hebdomadaires du 3^e cycle sont intégrées à l'horaire pour que les élèves aient accès à tous les enseignants des matières de base et qu'elles puissent leur poser des questions sur leurs matières respectives.

L'enseignement de la robotique au 3^e cycle marque une autre différence entre les classes de ce niveau et les classes inférieures, puisqu'un cours y est entièrement consacré sous la supervision d'un enseignant spécialisé. Ce cours offre la possibilité d'adhérer au club de robotique de la FIRST LEGO League, afin de participer au concours annuel et de se mesurer ainsi à d'autres écoles de la province.



SUIVRE UN PROGRAMME UNIQUE DE LEADERSHIP

Outre l'importance accordée au travail en classe, le *Leadership*, un autre pilier de notre plan stratégique, est un élément important du programme de 3^e cycle. Une enseignante expérimentée et dévouée en leadership, Mme Beatrice Bousser, donne des cours structurés sur le leadership, ce qui est unique à notre programme. Grâce à cet apprentissage, nos jeunes filles acquièrent une plus grande confiance en soi et deviennent des leaders à l'école, hors de l'école et par la suite, dans leur vie personnelle et professionnelle.

Toutes les filles participent à une retraite de leadership de deux jours dans un centre d'éducation en plein air, où elles sont incitées à sortir de leur « zone de confort » à l'aide de jeux coopératifs et de défis de plein air. En travaillant avec d'autres et en sortant des sentiers battus, les élèves repartent avec une conscience de soi plus profonde, une meilleure compréhension de l'importance du travail d'équipe et un plus grand sens de la camaraderie et de la solidarité.

Les élèves peuvent être élues préfètes et faire partie de la « Mini-Force », des rôles qui les amènent à exercer leurs compétences en leadership en mettant sur pied des activités spéciales dans les classes et en aidant les enseignants à organiser la fête des finissantes de 6^e année. Les ambassadrices des élèves de 6^e année remplissent des fonctions visibles lors d'activités scolaires, comme les journées portes ouvertes et l'arrivée à l'école du matin.

EFFECTUER UNE TRANSITION RÉUSSIE

Les communications entre les enseignants du primaire et du secondaire se traduisent par une meilleure préparation et plus de continuité, non seulement sur le plan scolaire, mais aussi dans le domaine du leadership. À l'automne de la 6^e année, les élèves passent une journée à l'école secondaire, où elles participent activement dans diverses classes. Ce sont sans nul doute des « filles qui ont de l'assurance et de l'audace, capables de saisir les occasions et à la belle et forte personnalité » qui émergent de notre programme d'études et de leadership du 3^e cycle pour faire la transition de l'école primaire à l'école secondaire. 🌸

GIRLS THAT LOVE THE GAME

“Somewhere behind the athlete you’ve become and the hours of practice and the coaches who have pushed you, is a little girl who fell in love with the game and never looked back... play for her”.

— **MIA HAMM**
two-time Olympic Gold medalist, women’s soccer.

BACKGROUND
DETERMINED SOCCER PLAYER TESSA HASON '20 KICKS THE BALL UP THE PITCH WITH TEAMMATE LOLA GILMORE '19 CLOSE AT HAND KEEPING A WATCHFUL EYE ON NEARBY OPPONENTS.

RISE ABOVE & GO BEYOND

being active



Michelle Antoniazzi, Sports Captain



CHANTALE LEWIS, ATHLETIC DIRECTOR

Character knows no boundaries. It is demonstrated in what we do, how we do it, and why we do it. Year after year, our student athletes exemplify the importance of treating others with respect, on and off the court. Sportsmanship at The Study is clearly a priority. The numerous Sportsmanship Banners awarded to our school by the Greater Montreal Athletic Association (GMAA), serve as a reminder to our students and to our guests, the value we place on treating each other with respect.

The resilience of our student athletes is a direct reflection of the philosophy of our Athletics Programme, which emphasizes the importance of character. Our program is committed to providing every student with the opportunity to learn the value of discipline, participation, competition, sportsmanship, dedication, perseverance, and teamwork; and to develop self-esteem, loyalty, leadership, excellence and pride.

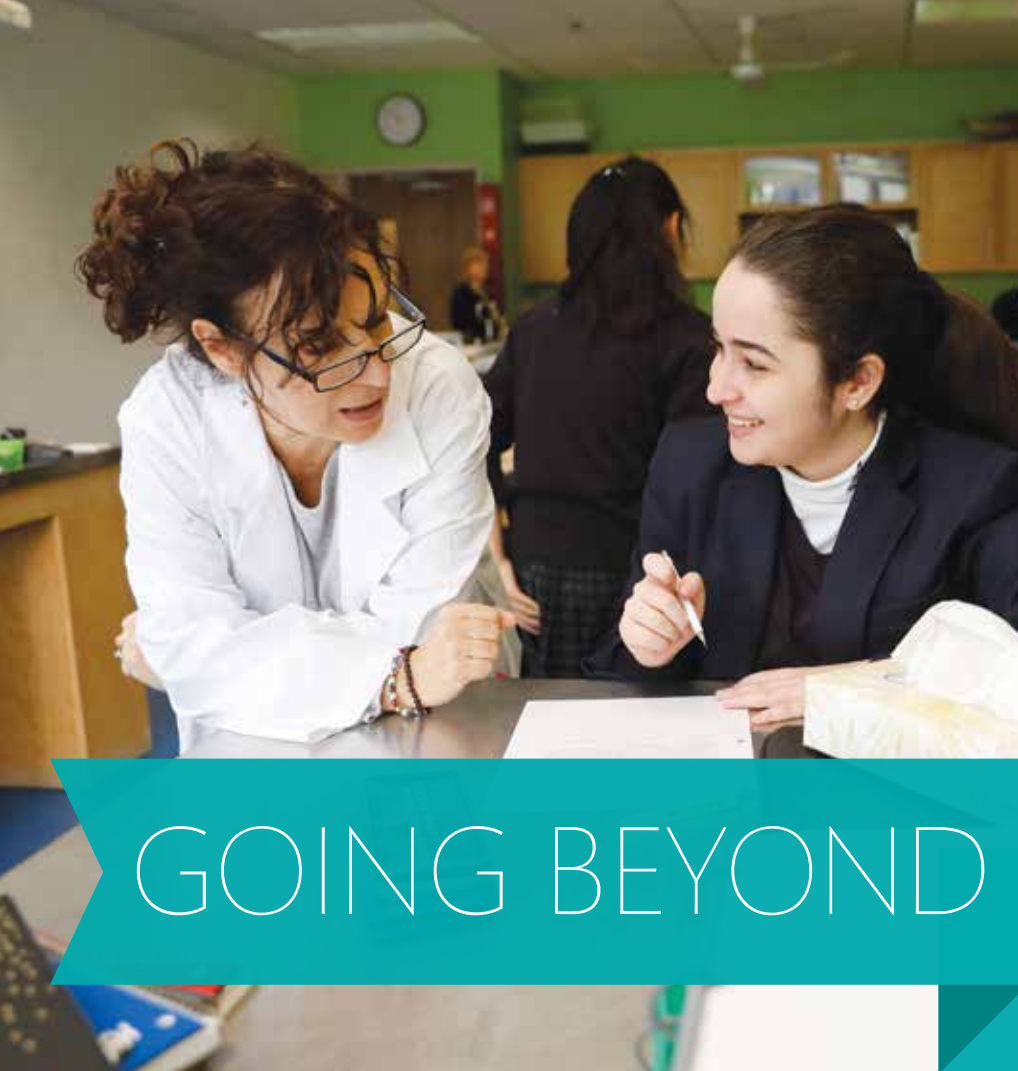
Character is also how we recover. Our students learn how to “work their way back” when they fall, and gain the strength of integrity from what they experience in sport. In the gymnasium, students from kindergarten through grade 11 are continuously pushing and testing their limits, whether it’s overcoming an injury, or learning how to score a layup with their non-dominant hand. If our girls cannot tolerate the discomfort involved in competition, they cannot improve on situations that are difficult on the court, on the ice, on the field, and in life.

Girls who “rise above” and go beyond, are able to tolerate the challenges competition in sports will bring. We strive to teach each student about taking on challenges by supporting them in establishing their goals, and guiding them towards results that are successful. 📌

PHOTO 1 HOCKEY PLAYERS (L TO R) JULIET LEFEBVRE '24, CHARLOTTE LEBON '22 AND INAARA ABUANI '24. PROUD TO BE IN THEIR NEW JERSEYS AND ON THE ICE AT THE WESTMOUNT ARENA. **PHOTO 2** (L TO R) LOLA GILMORE '19, SPORTS CAPTAIN MICHELLE ANTONIAZZI AND LOLA GOMEZ-RIBEIRO (BOTH '18). **PHOTO 3** JUVENILE BASKETBALL TEAM (TOP L TO R) COACH AIESHA ROBINSON, SOPHIE BOULOS, MICHELLE ANTONIAZZI, LAUREN MCKENZIE, VIVIAN MAAS, LOLA GOMEZ-RIBEIRO, LOLA GILMORE, LILOU DELAS, TALAYAH MINTO RATTRAY AND COACH AND STUDY ENGLISH TEACHER JESSICA MARRONE (**BOTTOM L TO R**) CAROLINE KOURI, MORGAN GEYER, MARCELLA DA SILVA, JAMIE SHORE, EMILY SOFIN AND NATASHA YANG. **PHOTO 4** GRADE 5 VOLLEYBALL TEAM (**TOP L TO R**) TENI KESHISHIAN GHARGHANI, CAROL ANNE STE-MARIE, ARIANA GUALTIERI, JULIET LEFEBVRE, CHLOÉ DESJARDINS, (**BOTTOM L TO R**) VICTORIA DINH, ADELIADE HUGÉ, ALAINA MUKHERJEE AND TARALHIE BONNET. **PHOTO 5** STUDY ROWER SYERA MONET DEL BELLO ENJOYS PRACTICING ON THE OLYMPIC BASIN. **PHOTO 6** MINI OLYMPICS IN THE TWO-PERSON BOBSLEIGH EVENT IN GRADE 4 PHYS ED CLASS. (**L TO R**) LAURENCE CASTONGUAY, CRISTINA COMITO GET A GREAT START FROM ELICIA HEBERT.



Congratulation!
The Study repeatedly receives GMAA Sportsmanship banners



Every year, as we proudly send our graduates on to the next leg of their academic journey, we remind them that they will always be welcome back at their “Home on the Hill”, and encourage them to visit and share their experiences. It is always a special treat when graduates take us up on this offer and drop in with updates on their most recent adventures. Invariably, one of the first things they share is how incredibly well-prepared they feel in their chosen post-secondary programs, and how this preparation has given them great confidence in facing new academic and social challenges.

GOING BEYOND

Preparing well for post-secondary

PATRICIA BRIAND, Senior School Director

INSIDE THE ENRICHED CLASSROOM

The enriched academic program in the Senior School challenges all students to move well beyond required content. We encourage every student to have a growth mindset; the belief that approaching learning with curiosity, hard work, and dedication will result in increased success. Enthusiastic dedicated teachers bring innovative strategies to the classroom and new programs to life. Our stellar French program offers Enriched French and Langue Maternelle (LM) options. The LM program allows students the opportunity to explore literature more deeply and asks students to perform advanced analysis of texts. Students who choose to perform at this level are also held to a higher level of grammar and spelling in other courses offered in French, such as Histoire.

The Study currently offers four different Advanced Placement (AP) programmes: Calculus,



Psychology, French and Chemistry. These programs allow students to study first-year college courses in the final year of high school, and potentially achieve college and university credits in the process. Pursuing greater understanding of math and science concepts requires students to prepare Science Fair projects in grades 8 and 10, and Math Fair projects in grade 9. In the grade 11 Integrated Project class, students are asked to use a variety of skills learned throughout their high school careers to write a research paper about a topic of their choosing and then create a product

in the classroom

that demonstrates their learning. Past projects have included a Quebec parliamentary proposal to ban microbeads in the St. Lawrence River, a documentary about female stereotypes, and a one-act play about the history of The Study. The end result of all of these academic endeavours results in students displaying pride in their accomplishments.

ENRICHED LEARNING OUTSIDE THE CLASSROOM

We all recognize that learning happens all around us, and it is essential that our students have the opportunity to expand their knowledge through enriched, authentic learning outside of four walls. In the age of globalization, we recognize that we are enriched by language, and our 3rd language program gives all students a choice between Spanish and Mandarin. Recently, a group of Mandarin students toured Montreal’s Chinatown with different eyes—exploring the history of the neighbourhood, visiting a Chinese library, and of course ordering lunch in one of the many restaurants. Having investigated various forms of media and communication in their French classes, grade 11 students travelled to the Radio Canada/CBC studios downtown to write, film, and direct their own newscast.

Sometimes, instead of students leaving the building, enriched learning means bringing outside resources to our students. Through a collaboration with the National Theatre School (NTS), our Drama students were visited by a group of senior students from the NTS to share deeper insight on the different areas of the theatre world such as design, technical crew, direction, and stage management. Following the study of Elie Wiesel’s novel “*Night*”, a grade 11 class visited the Montreal Holocaust Museum and had an interview with a World War Two Holocaust survivor, giving deeper meaning to the messages in the book.

A LIFELONG LOVE OF LEARNING

Throughout their years at The Study, students are asked to reach higher and delve deeper to fully embrace their learning opportunities. As a result of these enriched academic experiences, they carry on their studies with confidence and a continued thirst for knowledge. Our “Home on the Hill” may be where it all begins, but it is the beginning of a lifelong love of learning. 📖

TOP MARKS FOR THE STUDY, all of its 2017 grads were accepted into the post-secondary institution of their choice.

Class of 2017 in alphabetical order, Olivia Ardila-Archambault, Maya Bedjaoui, Shilloh Brathwaite, Alexandra Brisebois, Gabriela Carrara, Morgane-Marie Dackiw, Emma Dubroca, Tatiana Ferst, Emma Hason, Joséphine Hugé, Elisabeth Jacob, Julia Johnson, Maria Kametani, Alexandra Kouri, Deschanel Li, Bonnie Luk, Lindsay Mazliach, Lisa-Marie Melatti, Isabella Mignacca, Layla Razek, Lauren Santoro, Michaela Simon-Novy, Zoe Wong,

Zoe Wong wins the Governor General’s Academic Medal, one of the most prestigious medals that a student in a Canadian school can receive.



Class of 2017

ABOVE GRADE 11 PHYSICS STUDENT TEYA FINAN IS PLEASED TO LEARN THAT SENIOR SCHOOL SCIENCE TEACHER AND DEPARTMENT HEAD ANNA-MARIA PALUMBO APPROVES OF HER UNDERSTANDING OF THE NEW PHYSICS CONCEPT. RIGHT AS PART OF THE GRADE 9 MANDARIN COURSE, STUDENTS VISIT A CHINESE LIBRARY IN MONTREAL’S CHINATOWN (L TO R) CATHY LI, LEA MONTY, TAYA ISMAIL, MIA CALANDRIELLO, ANNIKA WASCHKE, SYERA MONET DEL BELLO, SARIT KANG-AUGER, YASMINE ELAIMANI AND MANDARIN TEACHER YAPING LIU (BOTTOM) AND MEENAKSHI DE.



AUDIO VISUAL CLUB MEMBERS LOLA GILMORE AND SYDNEY KELLY (BOTH '19) IN THE MAKERSPACE, WORKING WITH ELECTRIC CIRCUITRY FOR THEIR PROTOTYPE WALL FROM THE TV SHOW *STRANGER THINGS*.

in the classroom

NEXT GENERATION of INNOVATORS

AMALIA LIOGAS, IT DIRECTOR

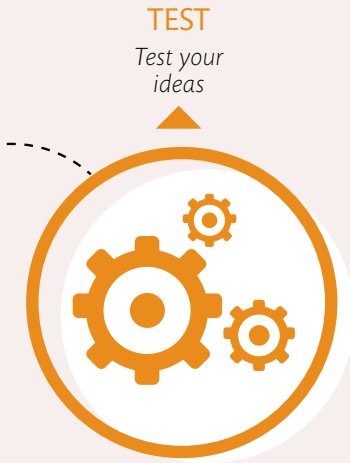
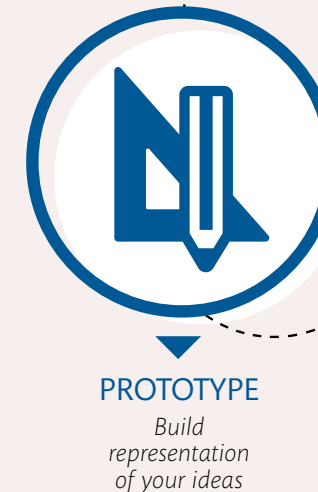
FIVE YEARS AGO, WE INTRODUCED CODING AND ELECTRONICS INTO THE STUDY'S TECHNOLOGY CURRICULUM, AT ALL GRADE LEVELS, WITH ONE GOAL IN MIND: FOR THE STUDENTS TO BE CREATORS AND NOT JUST CONSUMERS OF THE TECHNOLOGY THAT SURROUNDS THEM – THE NEXT GENERATION OF INNOVATORS. SINCE THEN, BUILDING AND CODING HAVE BECOME EVERYDAY WORDS IN THE HALLWAYS OF THE STUDY.

DESIGN THINKING 5 STAGES

Students experience the engineering design process and design thinking when they are asked to learn about the audience, define a problem, brainstorm solutions, prototype and test. This approach supports higher order thinking skills as well as creative critical thinking skills necessary for the 21st century learner.

Starting in kindergarten, students learn the concepts of algorithms by controlling robots to do various tasks. Grade 1 students learn circuitry and build cars with motors as well as flashlights. Grade 3 creates games and interactive narratives using the language Scratch. Grade 5 uses code to create artwork that is then printed on the laser cutter. Grade 7 builds and programs circuits using the Arduino and a simplified form of the programming language C. By the time students reach grade 10, they are forming startup companies whose goal is to create an app that solves a community-based problem.

To make technology more relevant for the students, we have community partnerships with various programmers and engineers who join us in class as visiting lecturers. We are also firm believers that students learn best when they play and explore on their own. The Study has several different clubs that students can join. Members of the Audio Visual Club, for example, are building robots, walls straight out of the TV show *Stranger Things*, developing programming skills for artificial intelligence devices and enjoying testing our virtual reality glasses.



TRANSFORMATION OF THE TRADITIONAL CLASSROOM

The Makerspace is the home for all tech and robotics classes in both the Elementary and Senior Schools. The Makerspace features a laser cutter, 3D printers, a 3D scanner, a CNC Mill, Arduinos, Raspberry Pis, Makey Makeys, as well as materials for e-textiles. Various saws, metal presses and tools also aid in building projects. The space features writable walls, projection on the floor, fibre optic star field lights in the ceiling, robotics tables embedded in walls and moveable furniture so that the space can be best used to fit the needs of a class.

Our goal is to inspire the next generation to have creative confidence, to not only innovate but to dream that the impossible can very well be accomplished one day. ✨

ENGAGED LEARNING SPACES

To support this kind of learning and exploration, students have two labs at their disposal: the Innovation Lab and our Makerspace. The Innovation Lab is a place where students can drop in and work on personal projects ranging from circuitry, robotics, soldering and e-textiles to name a few. Projects developed in the Innovation Lab are fuelled by personal interest and growth. Some of the projects students have worked on include building a radio, building a talking robotic head, cooking up some squishy circuits, playing with the mind-controlled helicopter, as well as building and electrically wiring a doll house.

GRADE 1 GIRLS THOROUGHLY ENJOYING LEARNING TO CODE USING THEIR IPADS (L TO R) AAHANA ROY, KATRIN VIDARSDOTTIR AND PRIYA HOSTAKOVA-BURNS (ALL '28)



CYNTHIA VAN FRANK, PROFESSEURE D'ARTS PLASTIQUES, NOUS COMMUNIQUE SA PASSION POUR L'ART ET LA SATISFACTION QUE LUI PROCURENT LES RÉALISATIONS DE SES ÉLÈVES.



(L TO R) AUDREY KATNE AND ANAÏS YEATES (BOTH '23) IN THE ART ROOM FOCUSED ON THE DELICATE ARTISTIC ARRANGEMENT OF THEIR 'DREAM BED' PROJECT.

L'ART ou L'EXPRESSION DE LA CRÉATIVITÉ

LILY MAGNY '18 CREATES HER FINAL ACRYLIC PAINTING ON CANVAS OF A FANTA SODA AD AS PART OF HER ART COURSE REQUIREMENT.



L'enseignement de l'art, par sa nature même, aide à promouvoir un apprentissage en profondeur qui favorise l'expression concrète des idées. Dès le primaire, les élèves apprennent à développer des idées, à laisser aller leur imagination et à déployer leur curiosité.

Quel que soit le niveau ou le projet, elles exercent leur créativité en apprenant comment développer et exprimer des idées visuellement.

Au primaire, l'accent est mis sur l'acquisition d'expressions artistiques au moyen de bricolages et de jeux. C'est en créant que les élèves acquièrent les techniques, en commençant par un croquis, puis en cherchant comment traduire leur vision. À chaque étape, elles raffinent leurs conceptions et expérimentent les contraintes d'un média pour exprimer leur créativité.

En 3^e année, les élèves créent des papillons en trois dimensions ainsi que leur milieu de vie qui sert à la mise en scène des nombreux récits de leur invention. Les élèves de 4^e année construisent des oiseaux et des nids en 3D pour s'en servir comme objets de jeu. En cours d'arts plastiques, elles apprennent à concrétiser leurs idées en deux comme en trois dimensions. Les élèves de 5^e année conçoivent et cousent de petits monstres en feutre, écrivent des scénarios et réalisent des toiles de fond à utiliser dans des films en "stop motion." Cette année, le cours d'art de 6^e année porte sur le thème du rêve et les élèves imaginent des lits «surréalistes». Chacune travaillant sur son propre projet, la salle de classe se transforme alors en atelier effervescent, un lieu d'échanges animés entre les filles tandis qu'elles créent dans l'enthousiasme.

the arts

GRADE 11 STUDENT JIAYI LI CREATES GRATITUDE DRAWINGS OF FLOWERS FOR PEOPLE WHO HAVE SUPPORTED HER THROUGH DIFFICULT TIMES IN HER LIFE AS PART OF HER 'TRANSFORMATIVE POWER OF ART' PROJECT.

Le programme d'arts visuels du secondaire se concentre principalement sur l'acquisition de compétences artistiques au moyen de la peinture acrylique sur toile. Les élèves apprennent à observer, à dessiner, à développer une pensée critique, à résoudre des problèmes et à acquérir des techniques picturales tout en maîtrisant le médium. Au cours de ce processus, elles ont l'occasion d'étudier les œuvres des grands maîtres de la peinture ancienne et contemporaine, pour s'en inspirer dans leurs propres réalisations. L'autoréflexion sur le processus créatif et sa progression occupent une place importante dans le programme et les élèves créent des vidéos en "stop motion" pour souligner l'évolution de leurs travaux.

CONFIANCE CRÉATIVE

En fin d'études, les élèves apprennent par l'expérience que l'art peut changer le cours des choses, remettre en cause nos façons de penser et nous aider à appréhender des idées complexes. Dans un monde plein de défis, la future génération doit disposer des outils techniques et de la confiance créative voulus pour exprimer ses idées originales et novatrices. Les filles de 10^e et 11^e années sont prêtes à explorer l'énergie transformatrice de l'art pour créer des projets qui deviennent des arguments persuasifs visuels, en se servant de tous les moyens technologiques possibles. Elles veulent s'exprimer, communiquer leurs passions et leurs idées sous un format visuel et personnel et permettre à leur public de pénétrer dans leur propre univers.



JENNY VALÉRY-ARCHAMBAULT '18 CREATES HER FINAL ACRYLIC PAINTING ON CANVAS OF A HINDI WOMAN AS PART OF HER ART COURSE REQUIREMENT.

ALL THE WORLD'S A STAGE

The arts have been entrenched in The Study's curriculum ever since the beginning, notes Nancy Sweer, The Study's Head of School. Our arts programme also includes music, drama and dance. Nurtured by an encouraging environment, Study girls become courageous in their work, as they take the stage and perform for an audience, be it singing, playing in the band, dancing or acting.

Recently applauded Study drama productions starring students in grades 9, 10 & 11 and performed to the delight of all in our professional 200-seat concert venue.

- 2018 Mary Poppins
- 2017 Alice in Wonderland
- 2016 Annie
- 2015 Pride and Prejudice
- 2014 The Music Man



RISING BOLDLY

with
RESILIENCE
& HOPE

"OUR
TEACHERS
HELP OUR GIRLS
TO REACH, THEY
ALLOW THEM TO FAIL
AND THEN TRY AGAIN.
THEY ENCOURAGE
THEM TO CREATE,
TO INNOVATE.

VISITORS TO NEW
YORK'S FINANCIAL
DISTRICT WERE TREATED
TO A NEW PIECE OF PUBLIC
ART THIS PAST YEAR WHEN
FEARLESS GIRL, A BRONZE WORK
BY SCULPTOR KRISTEN VISBAL, WAS
INSTALLED DIRECTLY IN FRONT OF
THE IMPOSING CHARGING BULL
STATUE THAT HAS STOOD ON
WALL STREET FOR NEARLY
THREE DECADES.

THE UNMISTAKABLE
MESSAGE OF RESILIENCE
AND HOPE BEHIND
THIS IMAGE OF A GIRL
BOLDLY FACING THE BULL IS A
FAMILIAR ONE AT THE STUDY, FOR
IT HAS BEEN A PART OF THE
SCHOOL'S PHILOSOPHY
FOR MORE THAN
A CENTURY.

HEAD OF SCHOOL NANCY SWEER
ENJOYS A FEW LAST MOMENTS WITH
EXCITED AND PROUD STUDY GRADS
BEFORE THE CLOSING CEREMONIES
BEGIN. (L TO R) EMMA DUBROCA,
HEAD OF SCHOOL NANCY SWEER,
LAYLA RAZEK, ELISABETH JACOB
AND DESCHANEL LI.

“THE TERM ‘FEARLESS’ IS AN INTERESTING ONE,” HEAD OF SCHOOL NANCY LEWIS SWEER MUSES WHEN DISCUSSING VISBAL’S STATUE IN RELATION TO STUDENTS AND STUDY OLD GIRLS. “IT’S ABOUT TAKING EDUCATED RISKS, AND OUR GIRLS DO THAT. THEY’RE NOT AFRAID TO USE THEIR VOICE; THEY’RE NOT AFRAID TO TRY SOMETHING NEW, NOT AFRAID TO EXPRESS AN OPINION OR IDEA.”

INSPIRING STUDY OLD GIRLS

Nowhere is this sense of fearlessness more evident than in The Study’s long list of notable alumnae — a veritable Who’s Who of Canadian women who have gone on to make their mark in many traditionally male-dominated fields.

“We have a very long list of distinguished graduates, including prominent doctors, scientists, lawyers, architects, artists, athletes, and other professionals — women who have made tremendous headways into research and the global world,” Mrs. Sweer says, citing Justice **Sarah E. Pepall ’69** of the Ontario Court of Appeal and Olympic

silver-medalist **Andréanne Morin ’98** as just two examples of women whose fearlessness propelled them forward. “It’s an indication of our girls having been able to discover their passion, feel good about their passion, and make it happen.”

That list of distinguished alumnae also includes pioneering scientist **Dorothy (Osborne) Xanthaky ’26**, modern artist **Marian (Dale) Scott ’25**, educator and curator **Isabel (Barclay) Dobell ’26**, architect and philanthropist **Phyllis (Bronfman) Lambert ’44**, and pianist **Janina Fialkowska ’67**. These women — and countless other Study graduates — stand as shining examples of how fearlessness can bring about success. They all rose boldly and seized opportunities, often in the face of daunting challenges, to reach their fullest potential.

Long after graduation, The Study’s graduates still have plenty of opportunities to inspire current students, and pass on that sense of fearlessness. “Our involvement with our alumnae is very strong,” says Mrs. Sweer. “We know that as soon as a girl leaves The Study she is taking many qualities and characteristics of the great women that we want them to be. Old Girls are always invited back into the school; they have many opportunities to share what their career path has been.”

CONFIDENTLY ADDRESSING A FULL SCHOOL ASSEMBLY (L TO R) SIMRAN AHLUWALIA, SARA GRECOFF AND LAURENCE CASTONGUAY (ALL ’25).

Founder’s Day, which takes place each October to honour Margaret Gascoigne — founder of The Study in 1915 — is just one occasion when Old Girls are invited back. “It’s amazing to see how many alumnae from so many generations are drawn back to their school,” says Mrs. Sweer.

Career Day is also a well-attended annual event for which alumnae return to speak to students. They offer advice on the various paths that a student can take on her way to a fulfilling career. Study Old Girls also have a chance to inspire students through a popular activity called Speed Mentoring, another alumnae event. “It’s similar to speed dating,” Mrs. Sweer says. “Alumnae sit at tables and our grade 10 and 11 girls go from table to table and listen to our alumnae share what they’ve done in their lives.”

DEDICATED FACULTY AND STAFF

While The Study’s students can be positively influenced by the accomplishments of their predecessors, much of that inspiration and love of learning begins in the classroom with their teachers — dedicated educators who see each girl as an individual. “One of the most important qualities of our dedicated staff and faculty is that they know all of the girls,” says Mrs. Sweer. “We have 385 students, and they are all unique. Their teachers know and understand each one of them.”

Familiarity with each student’s individual strengths enables teachers to help them to push forward. “Our girls are encouraged to explore whatever they are passionate about,” says Mrs. Sweer. “Our teachers help them to reach, they allow them to fail and then try again. They encourage them to create, to innovate. What I love most is that our girls learn to use their voices — and they’re proud of their ability to speak their minds.”

feature

RIGHT (L TO R) VICTORIA HASON, JULIA CAPOLICCHIO AND JULIANNA FARIAS (ALL ’20) ENJOY A MOMENT OF LAUGHTER TOGETHER ON THE FRONT LAWN PLAYGROUND.

Faculty and staff also give much time to enrich the students’ experience at The Study through extracurricular activities such as Robotics competitions, Model UN programs, and athletic events — all of which contribute to the girls’ sense of empowerment. “Our faculty and staff are present for the girls,” says Mrs. Sweer. “Their weekends are often involved with the girls — in fact we’re almost like a boarding school!”

INTERNATIONAL EXPERIENCES

Another exceptional student experience that empowers and inspires our students are the service trips to The Study’s sister school in Nicaragua, which take place every two years. These 10-day trips expose the students to a unique culture, and our girls often describe their experience as a life-changing experience.

“This is not a touring trip,” says Mrs. Sweer. “Our girls and their teachers arrive in Nicaragua prepared to teach the students a variety of subjects, including helping them in science, in English, and many other areas. In addition to that, the students in Nicaragua bring their cultural knowledge to our girls. So there’s a real transformational exchange in that 10-day service trip.”

Familiarity with other cultures can add to the students’ sense of fearlessness, and The Study emphasizes the importance of learning several languages. “The Study is recognized as the most francophone of anglophone schools,” says Mrs. Sweer. “And we’re very proud of that!” Mrs. Sweer is quick to add that Mandarin and Spanish are also taught, starting as early as grade 5. “This year our Mandarin teacher took the girls to a regional public speaking contest. Whether or not they won wasn’t the goal; it was about being able to speak publicly and confidently in Mandarin. That experience itself was inspiring for the girls.”

International experiences at The Study also include student exchange trips to England and Australia — with more destinations in the works — and, at the national level, athletic tournaments where our students stay with families in other parts of Canada.

“YOU WILL LOSE 100 PERCENT OF THE TIME IF YOU DON’T TRY.”

“I think fearlessness is mainly about resilience and hope,” says Mrs. Sweer. “I’m proud to say that our Study graduates are always confident and hopeful. Our girls are always positive, and if something doesn’t work the first time they try it, they know they’re allowed to try again — and that’s what makes you fearless. You will always lose 100 percent of the time if you don’t try at all.”

“At a school like The Study, anytime there is a leader in a role, it is a girl,” Mrs. Sweer concludes. “It’s always going to be a girl who rises.” 🌸

Collaboration,
critical thinking
& real world
situations



ENRICHING OUR STUDENTS' EXPERIENCES

Education has changed in many ways over the last few decades. When one hears that, one may assume we are referring to the use of technology in the classroom. While the use of technology as a tool is ever-evolving, there are other changes that have come into effect that include students using critical thinking in lieu of memorization and rote learning. Indeed, schools and communities now intersect far more than ever to provide opportunities that allow for more authentic critical thinking, as well as exceptional student experiences. We are very fortunate, at The Study, to participate in several community partnerships that allow for authentic experiences that help to develop students' critical thinking skills.



community partners

ANTONIA ZANNIS, Deputy Head of School

One of these activities is the University Women's Club of Montreal (UWCM) *Olympes de la Parole* project that students in the grades 10 and 11 Le Droit class are participating in this year. The Study was approached and asked to participate in this international project that originated in France. The topic about which the students are doing research and will eventually produce a video and research paper is about the role of technology and how it can enhance the lives of indigenous women. Students had the opportunity to personally meet with the Mayor of Iqaluit, Madeleine Redfern, and ask her questions based on their research. Her answers helped them to develop even more questions. Two student representatives also spoke about the project at a recent UWCM press conference and were quite eloquent when responding to questions from the media. The opportunity to do this research with a team of faculty advisors, a mentor from the UWCM and eventually presenting their project publicly, serves to provide the exceptional student experience that we value at The Study, as well as enrich the students' critical thinking skills.

Some of The Study's educational partnerships with the community are long-term arrangements, while others are one-time events that have a lasting impact on the students. Our global experience in Nicaragua continues to give students opportunities to learn outside of the classroom in real world situations, whether it is serving on the scholarship selection committee or preparing classes to teach in Nicaragua. Our grade 6 students benefit from the expertise of parents who are physicians and come in to the school to help broaden the students' knowledge as they prepare their final grade 6 science project.



Students in grade 11 had the opportunity this year to participate in the "Art of Leadership" conference, where they were able to hear speakers, such as former U.S. Vice-President Joe Biden, present invaluable information about leadership that the students could subsequently reflect upon. Our annual participation in the Parlement des jeunes gives students the opportunity to see firsthand how our provincial government functions and participate in authentic parliamentary experiences. The students who participated in the UNESCO Pink Hard Hat Challenge are part of the movement to have one million girls involved in STEM activities. Indeed, from robotics, to Technovation, there are so many opportunities for enriching experiences for all our students.

VALUE OF COLLABORATION

Great activities take place in all Study classrooms each day. In addition to all of this valuable learning, we have the benefit of additional opportunities for our students that allow for real-life critical thinking situations. All of these opportunities and partnerships stress the value of the collaborative approach between the school, families and the community in educating our young girls of today to be great women of the future. 🌸

FACING PAGE, TOP
STUDENTS PARTICIPATE IN THE PRESS CONFERENCE TO LAUNCH THE UNIVERSITY WOMEN'S CLUB OF MONTREAL (UWCM) OLYMPES DE LA PAROLE PROJECT. FACULTY ADVISORS MARIE-FRANCE SENEAL (L) AND BEATRICE BOUSSER (R) JOIN STUDENTS MIA STRACK VAN SCHYNDEL '18 AND DELILA FARIAS '19 (L TO R) AT THE ATWATER CLUB HOSTED EVENT. **FACING PAGE BOTTOM** MAYOR OF IQALUIT MADELEINE REDFERN SHARES STORIES ABOUT THE CHALLENGES FACED BY YOUNG INDIGENOUS PEOPLE OF IQALUIT WITH SENIOR SCHOOL GIRLS IN THE LIBRARY AS PART OF THE UNIVERSITY WOMEN'S CLUB OF MONTREAL OLYMPES DE LA PAROLE PROJECT. **ABOVE** AT THE NATIONAL ASSEMBLY IN QUEBEC GRADE 9 STUDY STUDENTS (L TO R) SARIT KANG-AUGER, AMEL MELANSON, ORLAITH BURGARD AND MIA CALANDRIELLO MEET WITH JACQUES CHAGNON, PRESIDENT OF THE NATIONAL ASSEMBLY AND WESTMOUNT MR ON HIS DAY OFF ALONGSIDE UNIVRS SOCIAL TEACHER MARIE-FRANCE SENEAL AND HISTORY AND GEOGRAPHY TEACHER KARINE LEMAY.

20
ANS

LINE BENOIT, 20 ANS... DÉJÀ!

L'École The Study rend hommage à une enseignante dévouée qui, de plus, est une bonne amie pour moi. Cette année, Mme Line Benoit a atteint 20 années de service au sein du groupe professoral. Au fil des ans, elle a toujours travaillé avec passion et plaisir. L'enseignement est sa vocation, elle nous l'a prouvé sans l'ombre d'un doute.

Line est arrivée à l'école The Study en 1998. Riche de son expérience au Grand Nord et de ses années en garderie, elle aspirait au poste d'enseignante à la maternelle en français. À cette époque, l'école était à la recherche d'une personne



SUZANNE RODIER,
Enseignante en première année

capable d'implanter le programme bilingue, qui n'existait pas encore à la maternelle. Mme Gisèle Thibault, alors directrice au primaire, a vu en cette candidate les qualités requises pour relever ce grand défi. Elle a reconnu en Line une personne responsable, organisée, créative avec un beau talent artistique. Pendant les premières années, Line a formé avec sa partenaire anglophone, Mme Philippa Vikander, un duo dynamique et enjoué. Au cours des ans, différentes enseignantes ont eu la chance de travailler à ses côtés. Toutes ont apprécié sa gentillesse, sa sensibilité, sa rigueur et son rire bien distinctif.

Depuis vingt ans, Mme Line procure des moments inoubliables et marquants dans la vie des jeunes filles du Study. Nombreuses sont les élèves plus âgées qui reviennent la saluer afin de se remémorer des instants de bonheur et des moments magiques vécus dans sa classe. Pour cette enseignante chevronnée, le bien-être de ses élèves passe avant tout. L'apprentissage se fait souvent dans le rire et le partage, car pour elle, créer un lien affectif avec ses petites élèves est essentiel. Nous souhaitons ardemment que Mme Line continue à créer des souvenirs indélébiles dans le cœur des élèves du Study pendant bien longtemps. 20 ans déjà mon amie... Le temps passe, mais ton feu sacré demeure, car la flamme brille toujours dans les yeux de tes élèves de la maternelle. 🌸



CELEBRATING HER 20TH YEAR OF TEACHING AT THE STUDY, KINDERGARTEN TEACHER LINE BENOIT PICTURED HERE WITH (L TO R) JADE HÉBERT, LILY SAKKAS, EMILY CHEN, RAYYANA ABUALSAUD, ELLA RIZK AND INÈS DES ROSIERS.

with distinction

YOU ONLY GET ONE CHANCE TO MAKE A FIRST IMPRESSION... PATTIE EDWARDS HAS BEEN GETTING IT RIGHT FOR 30 YEARS.

I well remember the day I met Pattie Edwards in August of 1994. I was a young teacher, new to The Study, arriving to set up my classroom and get organized for the exciting challenge ahead. Full of enthusiasm and trepidation, I was greeted by Pattie's signature welcome and warmth, which quickly put me at ease. There began a cherished friendship that has spanned almost twenty-five years.

First impressions for me did not deceive, nor did they for others. For several years Pattie was the first person encountered when visiting or calling the school. She was energetic, helpful, and ever professional. I felt an instant admiration for her ability to organize and charm. Throughout my years at The Study, I witnessed these qualities, be they in the greeting she extended to students and parents, or in her interactions with teachers and staff. I know that I am not alone in my appreciation of her skills or my trust of her good counsel — Pattie has continued to impress The Study community for thirty years and maintains close friendships with old girls, parents and colleagues alike.

Over the years, Pattie's titles and responsibilities have been varied: School Receptionist, Secretary to Headmistress Eve Marshall, Registrar, Admissions Director and Director of Alumnae Relations. The breadth

TOP RIGHT GETTING IT RIGHT FOR 30 YEARS, DIRECTOR OF ALUMNAE RELATIONS PATTIE EDWARDS WITH THE 2017-2018 ALUMNAE PREFECT MORGAN GEYER '18.



of her knowledge and her understanding of others is remarkable and no doubt the reason she has been successful in all her roles. Years of experience and the variety of her responsibilities have allowed Pattie to garner and share an institutional memory of the school, effectively linking the past, present and future.

Her current position as Alumnae Director is the culmination of years of relationship-building and genuine interest in her "Old Girls". Her ability to remember the names of students is uncanny. Today, alumnae of all ages can rely upon her to welcome them back to the school with her trademark enthusiasm and affection. It goes without saying that with Pattie's wit and warmth, she interacts as effortlessly with kindergarten students as with seasoned alumnae.

Pattie concedes that The Study has been "her school." As she states, "it's been my education too. What an honour to grow and learn from teachers, colleagues, students and alumnae all these years." 🌸

30
YEARS



JOSEPHTE MCNAMARA,
former Study English,
French and Drama teacher

2017



Homecoming 2017

OCTOBER 20 & 21, 2017



CLASS OF 2007, FRONT ROW (SEATED L TO R) ROWAN BOVAIRD, VIOLAINE SAINT-CYR, KIEVE PAUZÉ-HUANG AND SHENNEL HUNTE. **MIDDLE ROW (L TO R)** FAFÁ KHAN, TIFFANY AZIZ, REGINA KIU, ADRIANNA KRUYT, SAMANTHA RUDOLPH, OLIVIA CALDARERI, FANNY DVORKIN, LYLA BUSSIÈRES, EMILY COFFEY, STÉPHANIE RÉGIMBAL, CAROLINE SMISEK, KATELYN GOOD, AND IONA GALBRAITH. **BACK ROW (L TO R)** OHSHENNENHÁ-WI HILL, AMANDA SANTACHE, SARAH LAZURE, MIA KUZMICKI, ALICIA GADLER, REBECCA HOOTON AND OLIVIA (BLATCHFORD) JETTE



(L TO R) OLIVIA (BLATCHFORD) JETTE '07 WITH SAMANTHA RUDOLPH '07

FOUNDER'S DAY & THE JUDY ELDER ALUMNA AWARD

The Study celebrated its **102nd Birthday** on October 20 with the annual **SOGA Tea, Founder's Day** assembly and **Birthday Cake Reception**. We welcomed over 40 guests including the **2017 Judy Elder Alumna Award** recipient **The Rev. Prof. Dr. Patricia Kirkpatrick '72**. Patricia was the first woman to graduate from Oxford University with a Doctor of Philosophy degree in Hebrew Bible. At McGill University for more than 33 years, she was the first woman to join the faculty as an Anglican priest and Hebrew bible scholar, and is currently Professor of Hebrew Bible and Old Testament Studies. For over 25 years, Patricia devoted endless hours to the Auberge Madeleine, a not-for-profit women's shelter for homelessness, and worked to establish La Fondation Auberge Madeleine.

Learn more about this distinguished alumna at www.thestudy.qc.ca/alumnae/judy-elder-alumna-award



REUNION BRUNCH

It was a beautiful day on Saturday, October 21 to welcome Study Old Girls and current and former teachers to The Study for the annual **Reunion Brunch** in The Eve Marshall Library. Alumnae from **1970, 1977, 1982, 1988, 1990, 1994, 1997, 2002, 2006, 2007, 2008, 2012 and 2013** enjoyed reconnecting and reminiscing with each other and their teachers before taking a tour of the school. The **Class of 2007** opened their Time Capsule in celebration of their 10th Reunion; the very first Time Capsule to be opened in The Study's history!

RIGHT REUNION BRUNCH GROUP PHOTO **BELOW LEFT (CLASS OF 1997, L TO R)** CELEBRATING THEIR 20TH REUNION WERE CHLOE BARNABE, JESSICA LAPOINTE, AMANDA EAMAN, NADIA NIRO, GIULIA EL DARDIRY, VALERIE SCHOOF, SAMANTHA HOFMAN AND HEATHER TERNOWAY **BELOW RIGHT (CLASS OF 1977, L TO R)** CELEBRATING 40TH REUNION JENNIFER ALBU, ROY HIRSHKOWITZ (SPOUSE OF PAMELA CARTER) AND KAREN (EMMETT) COLEMAN



SAVE THE DATES HOMECOMING 2018

FRIDAY, OCTOBER 19

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

SATURDAY, OCTOBER 20

SOGA Annual General Meeting, Reunion Brunch for all classes, particularly those with milestone celebrations (years ending in 3 and 8), Student-guided tours, Class of 2008 Time Capsule.



RIGHT THE ELDEST ALUMNA AT ASSEMBLY, JOAN (FRASER) IVORY '51, CUTS THE BIRTHDAY CAKE WITH THE YOUNGEST KINDERGARTEN STUDENT IVY SUN '29 **LEFT** MEMBERS OF STUDENT COUNCIL 2018 SERVED TEA TO OUR GUESTS **(L TO R)** LILY MAGNY, LAUREN MCKENZIE, MICHELLE ANTONIAZZI, ALUMNAE PREFECT MORGAN GEYER, CAROLINE KOURI, CHLOÉ MALIKOTSIS, VIVIAN MAAS AND CHLOÉ MONTY






102st

WOMEN of COURAGE




DR. ANNE HOSPOD '01 SHARES
HER JOURNEY TO IRONMAN AS A
TYPE 1 DIABETIC






SPRINT TRIATHLON

-  750m swim
-  20m bike
-  5km run

HALF IRONMAN

-  1900m swim
-  90km bike
-  21km run

IRONMAN

-  3800km swim
-  180km bike
-  42.2km run

“Ten years ago, while in medical school, I started running long distances to clear my mind and to relieve the stress of a demanding academic program. Even though I had never participated in a race longer than 5km, I decided to sign up for the New York City Marathon and raise money for diabetes research. Crossing the finish line made me realize that we all need to dream big! Having always admired triathletes, I then wondered if I could become one too. You can accomplish anything if you are determined and work hard. As a Type 1 diabetic, managing my disease is an essential part of my life, so I started small with a sprint triathlon in Toronto in 2012. Eventually I was drawn to half Ironman races. The learning curve was steep. I didn't finish my first Half Ironman race because my blood sugars were sky high, and I needed to

FEARLESS



get off the bike to regain strength. That night, I made notes and tweaked my management. A few weeks later I completed my first half Ironman and then signed up, and finished, a few more in New Hampshire, Mont-Tremblant, and Muskoka. The more challenging the course, the stronger I became as an athlete, and the better I could manage my condition.

I became very knowledgeable about how the various sports could influence my medication and nutritional needs. Interestingly, having Type 1 diabetes lead me to understand my body and my needs in a whole new light. Aiming even bigger, I signed up for the Mont-Tremblant full Ironman in 2016. Although my blood sugars were cooperating, and I was feeling mentally ready to tackle the race, I was forced to stop three-quarters through the bike ride. Torrential rain and wind gusts slowed me down considerably; I had never trained or raced in such conditions before. After an emotional night, I decided to try once again, and I signed up for the 2017 Ironman.

I trained all year to gain strength and to have more confidence to succeed. After years of admiring Ironman athletes and aspiring to become an Ironman, I reached the finish line! It was a day to remember. My diabetes management was as close to perfect as it could be, my nutrition was on point, and I was elated to cross that goal off my list. Now, to figure out what to tackle next! If you are interested in learning more about my journey, please contact me at amhospod@gmail.com.

TOP RIGHT DR. ANNE HOSPOD '01 IS A PUBLIC HEALTH CONSULTANT AND THE DIRECTOR OF HER OWN MEDICAL CLINIC IN TORONTO. SHE IS PASSIONATE ABOUT PREVENTIVE MEDICINE AND RUNS "THE HEALTH CLUB", A CHRONIC DISEASE AND EXERCISE MANAGEMENT CLINIC. TOP LEFT ANNE HOSPOD '01 AT IRONMAN 2017

alumnae profiles

LIZETTE GILDAY '65 SHARED HER
VISION WITH PATTIE EDWARDS,
DIRECTOR OF ALUMNAE
RELATIONS



PROACTIVE

Lizette's educational and professional background prepared her well for dreaming boldly. With a Bachelor of Science in Physical Therapy and a Master's in Educational Counselling, both from McGill University, the major part of her career was spent as a Guidance Counsellor, first at the Montreal Women's Centre, then with Adult Education at the English Montreal School Board. Presently she is a psychotherapist with the employee assistant programme at Morneau Shepell.

In 2010 Lizette had the opportunity to visit her friend and Study alumna **Barbara (Birks) Wybar '64**, Founder and Executive Director of the Bududa Learning Centre, in Uganda. Lizette's desire to contribute to the greater good had her thinking about helping in Africa and for the next five years, she was the International Coordinator of the Children of Bududa Sponsorship Program which helps support AIDS orphans and vulnerable children. She travelled to Uganda each winter. While in Uganda, she had witnessed firsthand the urgent need for women and girls to learn about family planning and birth control, and to acquire the necessary skills to take better care of their lives and those of their children.

With her obvious skill set, the excellent mentorship from Barbara, her unique experiences in Africa and a background working at the Montreal Women's Centre, Lizette started to dream of the possibilities. At a workshop in Uganda, Lizette met Benter Obonyo, a social worker, who, like Lizette, wanted to help change women's lives. In February 2015, going on faith

and using her own funds, Lizette boldly founded the Visionary Women's Centre, a Kenyan Community Based Organization (CBO). She hired her new friend Benter to act as Director and social worker. In Lizette's words, "I took a step off the edge and knew it would be fine."

Now in its fourth year of operation, the Visionary Women's Centre has supported mothers and grandmothers through their Mothers' Support Groups with kitchen gardens, family planning and more. It has taught Life Skills in schools to adolescents, provided financial support to girls for school fees, supplies and uniforms, given out micro-loans for women



to start a business, provided money for emergency support to women in distress, counselled more than 300 women and girls on a wide range of issues and so much more! This year, Visionary Women's Centre is implementing a poultry project as well as a climate change resilient organic gardening project. Lizette's long-term goal is for the Centre to be financially self-supporting in five to seven years. For more information: www.visionarywomenscentre.org or contact her at lizettegilday@gmail.com.

TOP LIZETTE GILDAY '65
BOTTOM LIZETTE GILDAY '65
WITH CLIENTS AT THE VISIONARY
WOMEN'S CENTRE



**JUSTICE SARAH
'SALLY' PEPALL '69,
THE COURT
OF APPEAL FOR
ONTARIO**



Ask an Old Girl

real estate, and intellectual property. With so many horizons to explore, it is a profession that stimulates both the intellect and the imagination. Law, however, is an experience-based profession. Put differently, the more experience one has, the more proficient and accomplished one is likely to be. However, experience does not grow on trees; it is rooted in hard work. I sometimes think that television and movies have overly glamorized the practice of law. I have worked on cases that have taken months to resolve, instead of the hour or two they take on shows such as *The Good Wife*, or for more senior viewers, *Perry Mason*. Thorough preparation, careful attention to detail and a certain dogged persistence take time, but often bear fruit in the form of a successful outcome. This is not always exciting; don't expect the work to be boredom-free! But it will be rewarding because at its core, law is a profession that aims to help others.

Q Why Law?

A Although I did not always plan a career in law, I did aspire to a career in public service. The Study undoubtedly influenced my choice. As students, we diligently worked on events such as the annual Bazaar, the proceeds of which went to support the work of the Unitarian Service Committee of Canada led by Dr. Lotta Hitschmanova. Dressed in her distinctive uniform and cap, she spoke to us in assembly about the important humanitarian work of her organization. Her words inspired us (and our mothers) to bake fudge, knit potholders, and make jams and jellies to sell at the Bazaar — all in the service of others. These efforts to contribute to society and to make the world a better place are reflected in the careers of so many of my classmates, who are now scientists, volunteers, doctors, journalists, educators, and artists. It is this same motivation that led me to choose law.

Q What kind of expectations should young people have about pursuing a career in law?

A A career in law offers many professional opportunities and caters to a variety of interests. Legal training can lead to positions in private practice in a large or small law firm, government service, academia, business, and international work with an NGO. Areas of specialization are numerous, including corporate, commercial, environmental, litigation, criminal, human rights,

Q What is something surprising you learned?

A After serving as a judge on both the trial and appellate courts for over 18 years, the thing that has surprised me the most is that I continue to be surprised. The human condition is so multifaceted, and like fingerprints, everyone's story is different. The unexpected is often the norm.

Q Do you have any advice for becoming successful like yourself?

A I have three pieces of advice. First, work hard. Second, speak out for what you believe in. Silence does not mobilize people. Third, remember what matters. For me, while my work is important, my family has always been more important. As Hillary Clinton who herself is a lawyer so wisely said, "don't confuse having a career with having a life." 🌸



ACCESS TO EXCELLENCE

ANDRÉANNE BEAUDOIN '08

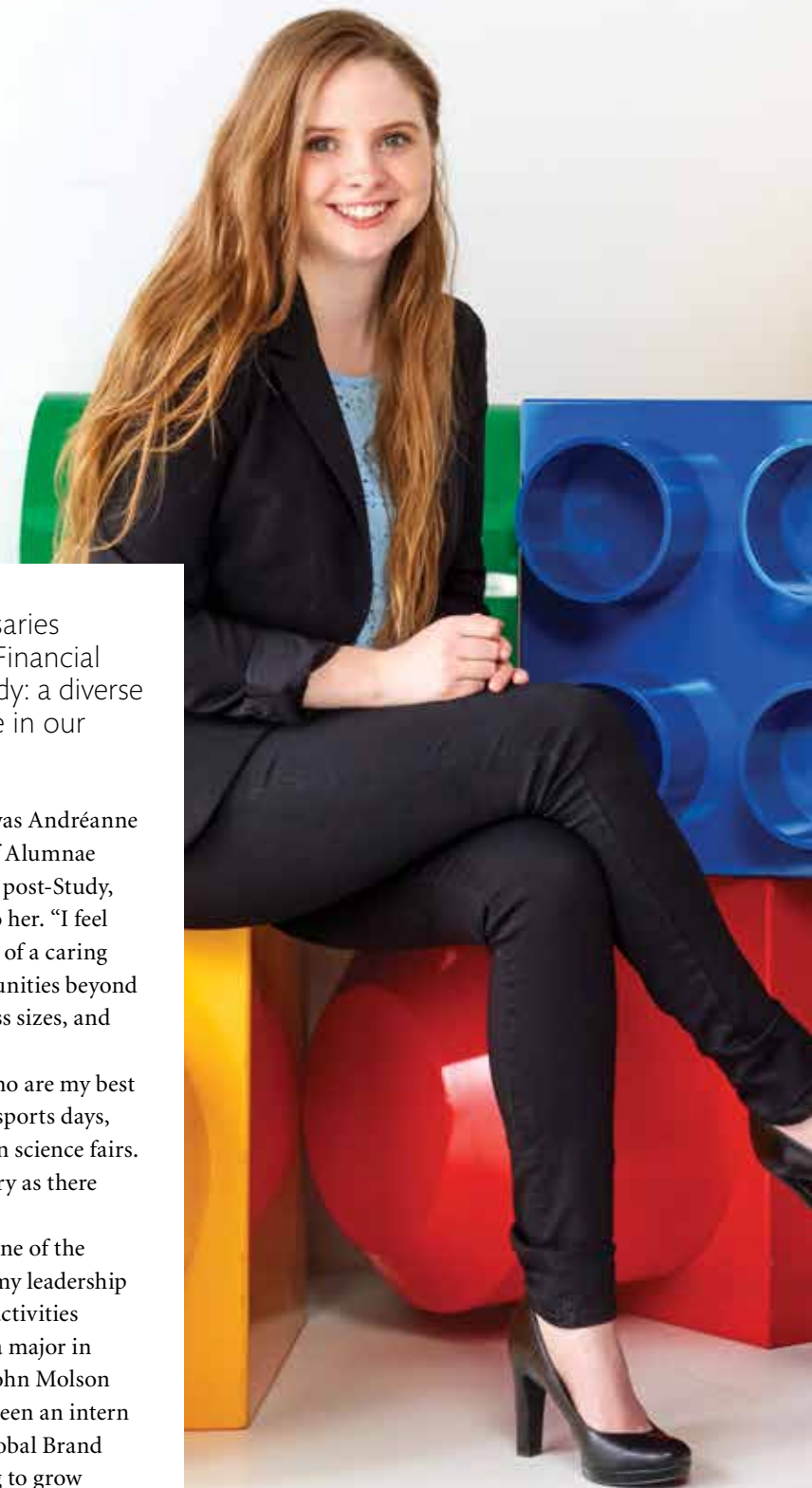
Each year, The Study offers scholarships and bursaries to approximately twenty percent of its students. Financial awards support a key strategic priority for The Study: a diverse and promising student population who will thrive in our enriched curriculum.

One of those students who thrived at The Study was Andréanne Beaudoin. Recently, Pattie Edwards, Director of Alumnae Relations, caught up with Andréanne, ten years post-Study, and asked her to share what The Study meant to her. "I feel very fortunate to have had a Study education, to be a member of a caring and supportive community, and to have had so many opportunities beyond the classroom. I am thankful for the twelve years of small class sizes, and the personalized attention I received from excellent teachers.

As an only child, The Study gave me many sisters, some who are my best friends today. I have fond memories of attending assemblies, sports days, talent shows, reading outside on nice days and participating in science fairs. Looking back, it's hard to pick out a singular favourite memory as there were so many.

Being elected a Class Prefect almost every year, as well as one of the Alumnae Prefects in my graduating year, helped me develop my leadership skills, just as participating in sports and other co-curricular activities gave me the confidence to go after my goals. After obtaining a major in International Business with a minor in Marketing from the John Molson School of Business, I was hired at Mega Brands, where I had been an intern throughout my studies. I was promoted last year to Senior Global Brand Marketing Associate, and I am looking forward to continuing to grow within the company.

None of this would have been possible without The Study's financial support. I have enjoyed giving back to The Study as a cross-country running coach, love returning to The Study for Homecoming and know how important it is to stay connected to The Study as an alumna." 🌸



TOP LEFT ANDRÉANNE BEAUDOIN '08
AT HOMECOMING WITH RETIRED
ENGLISH TEACHER WANDA SWIDERSKI
ABOVE ANDRÉANNE BEAUDOIN '08

MCCALL & STIKEMAN

Lucky Thirteen

Dolly (Davidson) McCall '21
Mary (Gurd) Stikeman '35
Shirley (McCall) Stikeman '46
Virginia "Ginny" Stikeman '59
Elizabeth Stikeman '65
Ann (Stikeman) Garland '65
Jane (Stikeman) Ekers '68
Gillian (Stikeman) Delplace '73
Cynthia McCall '78
Victoria Stikeman '78
Sandy McCall '85
Roben Stikeman '86
Martha McCall '87

Dolly (Davidson) McCall '21 was one of The Study's first pupils. Could Dolly have suspected then about her own legacy? Years later, Dolly continued the tradition by sending her own daughter **Shirley (McCall) Stikeman '46** to The Study.

When Shirley married Richard Stikeman, she married into another Study family. In addition to their two daughters **Gillian '73** and **Victoria '78** attending The Study, so did their sister-in-law **Mary (Gurd) Stikeman '35** and her daughter **Jane (Stikeman) Ekers '68**, as well as many other nieces: **Virginia Stikeman '59**, twin sisters **Ann**

(Stikeman) Garland '65 and **Elizabeth Stikeman '65** and **Roben Stikeman '86**.

Conveniently living next door to The Study on Clarke Avenue, Dolly's son David McCall and his wife Sheila opted to enrol their three girls **Cynthia '78**, **Sandy '85** and **Martha '87** in The Study.

That's thirteen Study women! Not only a legacy family in name, Study parents Heward Stikeman and Sheila McCall reinforced their legacy by contributing their valuable time to the Board of Governors and The Study School Foundation, helping with fundraising and making their own gifts, important elements in building The Study of the future. 🌸

THESE LEGACY OLD GIRLS SHARED THEIR MEMORIES AND REFLECTIONS ABOUT THEIR STUDY EDUCATION WITH PATTIE EDWARDS, DIRECTOR OF ALUMNAE RELATIONS.

"I enjoyed studying the African continent. I went on to work in Burkina Faso and got involved in education for developing countries."
ANN '65

"One of my fondest memories is Mrs. Finley reading to us in grade 2. I believe The Study gave me a solid foundation in English literature and composition, history and Latin."
ROBEN '86

"I remember playing 'God be in My Head' at Friday morning services. Music has remained a major part of my life – today I am a freelance cellist."
GILLIAN '73

"The Study gave me the best foundation I could ask for – today I am a senior executive coach with vast business experience in marketing strategy and branding/communications."
VICTORIA '78

"I remember art classes with Miss Seath and playing hockey on the rink behind the old school on Seaforth Avenue," recalls **GINNY '59**. "The Study had very good French instruction because of Madame Gaudion."

"I felt my mother allowed me to do 'my own thing,' and I felt The Study allowed me to do so, as well!"
SHIRLEY '46

"I gained a lot of confidence from public speaking and poetry competitions. Also, I really got the sense that being female has no limitations."
CYNTHIA '78

"I attribute my continuing friendships with my classmates Tracy Brennan, Gill Riley, Tania Martin and Gillian Talacko to The Study. Thirty-three years later, we still reminisce and celebrate with each other."
SANDY '85

"I loved the Bazaar! My mother donated endless jars for the jams and jelly contest so that Mu Gamma could win."
MARTHA '87

PHOTO 1 (L TO R) GILLIAN (STIKEMAN) DELPLACE '73 AND VICKY STIKEMAN '78

PHOTO 2 SHIRLEY (MCCALL) STIKEMAN '46, DAUGHTER OF DOLLY (DAVIDSON) MCCALL '21

PHOTO 3 (L TO R) MCCALL SISTERS: SANDY '85, MARTHA '87 AND CYNTHIA '78

In a Class of Their Own

KEEPING IN TOUCH

'38 When **JESSIE (STIRLING) DOLEZAL** received her Trillium magazine last May, she thought we would like to hear from 'a really old' Old Girl. Indeed, we did. Jessie remembers her many happy years at The Study with Miss Gascoigne and fondly recalls that each student knitted a square in the school colours to make an afghan for her. Jessie moved to England in 1954 and married her husband Frank in 1960. From there, the couple moved to Lebanon for three years and the Philippines for eight years and India for four years. Frank was a chemical engineer with Chevron for 44 years. After a wonderful life of travel and learning, they retired to California in 1975 and spent summers with her parents at St. Paul Ile aux Noix near the American/Quebec border.

PHOTO 1 JESSIE (STIRLING) DOLEZAL '38

'47 There was a retrospective exhibition of **ELIZABETH (MARSHALL) IMRIE** (1930–2013) "What Elizabeth Saw" in April 2017. A professional medical illustrator, Elizabeth was a signature member of the American Watercolor Society, the Canadian Society of Painters in Watercolour, la Société Canadienne de l'Aquarelle, both the Canadian and American Association of Medical Illustrators, and was founder of the Department of Medical Illustration and Photography at the Montreal General Hospital. Elizabeth studied with Study art teacher Ethel Seath, and according to her daughter, Anne, that was the primary reason she attended The Study, as she decided at a young age that she wanted to be a medical illustrator.

'55 Congratulations to **JUDY (DARLING) EVANS** who was inducted into the Canadian Golf Hall of Fame last year! During her competitive career, Judy was a dominant force in Quebec and Canadian women's amateur golf with a resume that includes three Quebec Junior Girls' titles (1953, 1956 & 1957); six Quebec Women's Amateur titles (1957–1961, 1972); and a Quebec Women's Senior title (1988); three Quebec interprovincial team titles; a Canadian Junior Girls title (1957) and a pair of Canadian Women's Amateur victories (1960–1961). She also represented Canada at the 1959 and 1963 Commonwealth Games and in 1998, her accomplishments were recognized with induction into the Quebec Golf Hall of Fame.

PHOTO 2 JUDY (DARLING) EVANS '55 INDUCTED INTO CANADIAN GOLF HALL OF FAME

'57 The **CLASS OF 1957** decided to celebrate their 60th Reunion in Okanagan wine country on September 4, 2017. In attendance were **Wilsie (Baxter) Mann**, **Ann (Van Alstyne) Frothingham**, **Lesley (Gray) Bohm**, **Wendy (Stevenson) Cameron** and **Audrey (Hamilton) Pady**. They hiked, swam, sipped wine and reconnected with each other for four wonderful days.

PHOTO 3 CLASS OF 1957 (L TO R) WILSIE (BAXTER) MANN, ANN (VAN ALSTYNE) FROTHINGHAM, LESLEY (GRAY) BOHM, WENDY (STEVENSON) CAMERON AND AUDREY (HAMILTON) PADY. MISSING FROM PHOTO ARE LYNDIA (SOUTHAM) KATZ, WENDY (TIDMARSH) BETTS, BABA (L'ANGLAIS) MCAVOY AND LYNDIA MELLING.

PLEASE NOTE

WE WANT TO HEAR FROM YOU! Please email your news to pedwards@thestudy.qc.ca or update your profile in the SOGA Directory by logging onto: www.thestudy.qc.ca/alumnae/connect



'58 **ANNE (HALE) WONHAM** and the Class of 1958 reunited in Montreal June 6 and 7, 2017 for a weekend of activities. They enjoyed dinner at **Caroline “Topsy” (Doyle) Gillespie’s** place, attended the Chagall: Colour and Music exhibition at the Montreal Museum of Fine Arts, enjoyed dinner at **Sally (Thornton) Tingley’s** place and a glorious afternoon having a guided tour of Old Montreal.

PHOTO 4 CLASS OF 1958 (L TO R) CAROLINE “TOPSY” (DOYLE) GILLESPIE, VERONICA BUTLER, SONIA STAIRS, ELSPETH (MCGREEVY) HOUGH, SALLY (THORNTON) TINGLEY, ANNE (HALE) WONHAM, MARILYN (MAUGHAN) FIELD-MARSHAM AND CAROLINE (WHITE) LENTZ. MISSING FROM PHOTO ARE LYNDA (SOUTHAM) KATZ, ELSILYN BERRILL, JANE MACFARLANE, MARTHA (MCMASTER) MATOSSIAN AND JANET (MONTGOMERY) MCCLAIN.

'66 **JANICE HAMILTON** contributed to and co-edited “Beads in a Necklace: Family Stories from Genealogy Ensemble”, a collection of family stories written by nine Montreal-area genealogy buffs. These historically accurate stories with a heart describe the lives of merchants and military men, society ladies and filles du roi, reverends and rogues, each of whom was related to one of the book’s authors.

'67 Last fall, The Study welcomed sisters **JILL MOLL** and **JOAN (MOLL) KELLETT '68** for a visit. Jill was preparing a presentation for the National Gallery of Canada on a professional female artist, who was famous in an era when male painters were the norm, was one of the founders of the Beaver Hall Group, and who was also Jill’s very own Art teacher at The Study: Miss Ethel Seath. Touring the school reminded Jill of how Miss Seath loved painting murals on the walls, covering ugly pipes with colour and hanging art work everywhere. Today, Miss Seath’s paintings are proudly displayed throughout the school.

PHOTO 5 JILL MOLL '67 DOING RESEARCH IN THE LIBRARY SEMINAR ROOM AT THE STUDY. A ROOM, HER SISTER JOAN (MOLL) KELLETT '68, RECALLS BEING THEIR GRADE 4 CLASSROOM.

'88 Living in the Caribbean has its ups and downs as Hurricane Maria reminded **ELISE JOHNSTON** this September. While her home is

reparable, it will take a long time for Dominica to recover its agriculture and tourism industries. Elise has taken the opportunity to give her children more Canadian experiences, staying with her parents in Nova Scotia. They always wanted snow!

'92 **CASSILS** has achieved international recognition for a rigorous engagement with the body as a form of social sculpture and was listed as “one of ten transgender artists who are changing the landscape of contemporary art” by the Huffington Post. Cassils is the recipient of a 2018 United States Fellowship, a 2017 Guggenheim Fellowship and a 2015 Creative Capital Award. Some recent solo exhibitions include Ronald Feldman Fine Arts, NY, Philadelphia Academy of Fine Arts and School of the Museum of Fine Arts Boston. Cassils is also recipient of the inaugural ANTI-Festival International Prize for Live Art, the Museum of Transgender Hirstory (MOTHA) award and several grants from Canada Council for the Arts.

'06 Congratulations to **STEPHANIE BIBEAU**, Strategist and Copywriter at TANK, who in this past year, was named Top 30 under 30 by Infopresse, was recognized by The Globe and Mail Young Lions Print Awards, receiving Gold with her colleague, Art Director Étienne Goulet, and was named one of the top five Gray Group stars in North America. Steph remembers having to create a 30-second ad in her economics class at The Study and thinking “This is the best assignment in the world!”

'12 Congratulations to **JORDANA SERERO** who graduated with Honours from Microbiology and Immunology from McGill University. Jordana also received an award for the highest overall GPA. She was accepted into three medical schools and chose to study at McGill.

PHOTO 6 JORDANA SERERO '12

class notes



BIRTHS

'00 **JESSICA BERGER** and her husband Jon Buset are pleased to announce the birth of their son, Samuel Americo Buset, on February 19, 2017 in Santa Clara, CA. Sam was a whopping 9lbs 5.2oz at birth! His aunt is Study alumna **Katharine Berger '04**.

PHOTO 7 SAMUEL AMERICO Buset

'01 **MADELEINE ‘MADDY’ ARSENAULT-COOPER** and her husband Danu Mandlsohn were overjoyed to welcome their daughter Pearl Lucille Mandlsohn into the world on August 10, 2017. Pearl’s proud aunt is **Evelyn Arsenault-Cooper '06** and great-aunt, retired Study Art teacher Joanne Arsenault.

PHOTO 8 PEARL LUCILLE MANDLSOHN

'03 **ERICA PIMENTEL** and her husband Ben Albright welcomed their son William Albright into the world on November 4, 2016.

PHOTO 9 WILLIAM ALBRIGHT

'05 **AMELIA HASKELL** and her husband Dylan Sheper were blessed to welcome their son, Leo, on January 28, 2017.

PHOTO 10 DYLAN SHEPER WITH BABY LEO

WEDDINGS

'06 On September 26, 2017, **STEPHANIE BIBEAU** married Max Craig in Tuscany, Italy. Her bridal party consisted of her childhood best friends and Study girls (Class of 2006) Brittany Molson, Samantha Baizer and Caroline Srebrnik, and Jacqueline Desmarais' daughter Gaia was her flower girl.

PHOTO 11 STEPHANIE BIBEAU '06 AND MAX CRAIG

'04 **KATY YACOVITCH** married Kevin Gardner Gregory in a magical ceremony in Orlando, FL on January 5, 2018. Her sister **Leah Yacovitch '06** was the maid of honour and other attendees included her classmate **Heather (Galbraith) Melvin '04** and four of Kevin’s cousins, **Chloe Thevenoz '04**, **Julia Gregory '01**, **Kristina Gregory '04** and **Laura Gregory '08**.

PHOTO 12 (L TO R) CHLOE THEVENOZ '04, LEAH YACOVITCH '06, KRISTINA GREGORY '04, HEATHER (GALBRAITH) MELVIN '04, KATY YACOVITCH '04, LAURA GREGORY '08 AND JULIA GREGORY '01



LEGACY GIVING

PASSAGES

'38 **ETHEL (ENDERBY) GOULD** passed away on August 19, 2014 at the age of 93 in Kingston, ON. Mother of **Leslie (Gould) Wilson '67**, **Kathleen (Gould) Lundy '68** and Bill Gould. Before moving to Kingston, Ethel and her late husband Pierce lived on their beloved farm "Clonleigh" in North Hatley, QC.

'40 **SHEILA (MAPPIN) ARTHUR** passed away on November 3, 2017 at the age of 94. She was married to Gérard Arthur and is the mother of two and has two grandchildren. Sheila's sharp wit and brilliant mind led her to be recruited while studying at McGill University in 1942 as a lieutenant in the Women's Royal Canadian Naval Services during the war. She was part of the elite team of Canadian codebreakers. Upon her return, Sheila worked at The Gazette as a reporter and while raising her family, she wrote educational bilingual radio and then TV scripts and was later appointed French book critic for The Gazette.

PHOTO 13 SHEILA (MAPPIN) ARTHUR '40 AT THE STUDY'S CENTENNIAL HOMECOMING IN 2015

'44 **BARBARA (MILLER) TITTERINGTON** passed away on February 17, 2017 in Brockville, ON. Barbara was the great-granddaughter of famed photographer William Notman and mother of six and grandmother of seven.

'45 **ROSLYN (ROBERTON) BILSBARROW** passed away on April 15, 2016 in her 90th year. Sister of **Adele (Roberton) Porteous '38**, aunt to **Clare (Porteous) Safford '68** and **Patricia Porteous '74**. Roslyn had three children, two stepchildren and four grandchildren, and she lives on in the hearts of many friends and family.

'47 **BARBARA (WALES) MEADOWCROFT** died peacefully at the age of 87 on April 15, 2017. Barbara was a woman of many accomplishments, an intellectual and published author, avid skier, world-traveller, and bird-watcher. While raising her three sons, she earned a Masters in English Literature at l'Université de Montréal and a Ph.D. from McGill

University. For many years, Barbara was a Research Fellow at Concordia University's Simone de Beauvoir Institute. She is well known in The Study community for her book "Painting Friends: The Beaver Hall Women Painters."

PHOTO 14 BARBARA MEADOWCROFT AT A SPEAKING ENGAGEMENT FOR HER BOOK "PAINTING FRIENDS: THE BEAVER HALL WOMEN PAINTERS"

'60 **LYNNE (PARISH) LYON** passed away peacefully on December 10, 2016. She was married to John for 59 years and was a mother, grandmother and great-grandmother. Lynne's adventurous outlook on life consisted of non-stop world travelling and appreciating life to the fullest. She helped found the Kingsway Platform Tennis Club, was a successful Real Estate agent and owned a small business. Lynne's sister is Study alumna **Judy Parish '64**.

'75 **ANNE ELIZABETH SEYMOUR** passed away on January 24, 2017. Sister to **Susan Seymour '78**.

STAFF & FRIENDS

Study teacher, **DEBORAH BERGER**, and husband Jonathan welcomed Benjamin Knopp on October 15, 2017. Big sister Sophie is thrilled.

Enrichment Specialist, **BRIGITTE WEIL**, her husband Glen, and big sister Gabriella were thrilled to welcome George Barwith on June 7, 2017.

GILLIAN ALLAN passed away in Ste-Agathe, QC at the age of 88 following a brief illness. Gill and her husband Jimmy raised three children: Gordon, Bruce and **Sarah Allan '84** and were grandparents to Jordan. Gill was a consummate educator who loved reminiscing about her rewarding career of 27 years at The Study. During her time at the school, she was a caring teacher, a supportive colleague and became Head of the Junior School. She is remembered by all for her wonderful sense of humour, and her former students have fond memories of "story time with Mrs. Allan."

PHOTO 15 GILLIAN ALLAN

PAYING IT FORWARD

Melissa Phillips '78 has planned a Legacy Gift — a bequest — to The Study that she hopes will generate a legacy of empathy for the next generation of women whom she hopes will continue the important work that she is doing now.

For Melissa Phillips '78, focusing on the bottom two rungs of Maslow's Hierarchy of Needs has been her life's guiding giving principle, both in volunteer time and financial support. Through active strategic and direct involvement in elderly care, food banks, homeless shelters, and healthcare for the needy, Melissa supplements her monetary support with daily immersion.

SO WHY IS THE STUDY ONE OF HER LEGACY CHOICES?

"To me, it's the incredible dedication The Study has to female empowerment. Through relevant and sound education, and with deep engagement in real-world experiences, Study girls become equipped to take on the challenges of the world's biggest problems. The world needs healing and, I believe by supporting The Study into the future, we are emboldening our women of the next generation to use empathy, knowledge and the capacity to change our global society in drastic and much-needed ways. By supporting The Study with a legacy gift, I'm certain to be passing on this Courage for The Future".

PHOTO TOP RIGHT MEMBERS OF THE CLASS OF 1978: TOP ROW (L TO R) MELISSA PHILLIPS, MARY-ANNE KAVANAGH. BOTTOM ROW (L TO R) WILLA FARRELL, JENNIFER PEPALL.



THE 1915 PLANNED GIVING SOCIETY

Planned giving demonstrates long-term thinking and sets the example for others by highlighting the importance of preserving our legacy of excellence for generations to come. It 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 and to be part of The Study's vision for the future, to establish a 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

RUTH E. TAIT '70, Head Girl and aunt of **Chloé Tait '09**, remembered The Study in her Will, bequeathing a generous amount to The Study last year. Ruth was a graduate of both Harvard University and Oxford University. She had a distinguished business career and she was also a gifted writer. We thank her deeply for planning for her school.

PHOTOS (L TO R) RUTH TAIT '70

SOGA EXECUTIVE 2017–2018

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
Morgan Geyer '18

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

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

OFFICER
Lynn (Grunberg) Cohen '90
(mother of Sara '20 and Cayla '19)

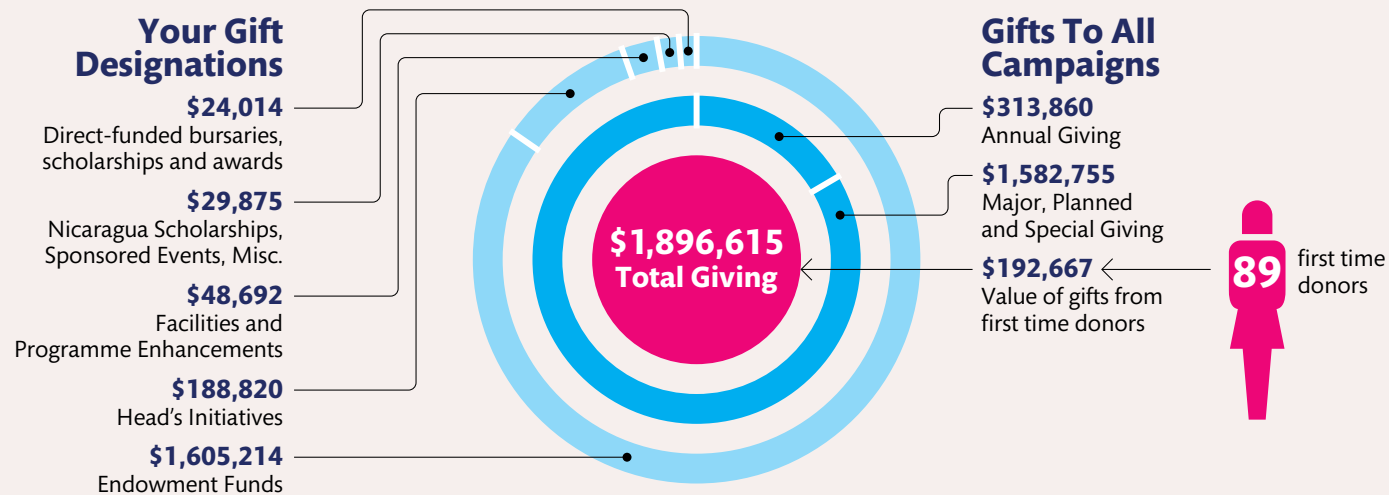
OFFICER
Nadia Hammouda '02

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

ADMINISTRATION
Pattie Edwards
Director of Alumnae Relations

Katie Kostiuk '96
Director of Advancement





WHY DO YOU 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:

“

I give back to The Study because my daughter is so lucky to have the kind of diverse educational opportunities on a regular basis — I see how this is helping to shape her character, build her confidence, and allow her to grow.”

— **FREDERIC LATREILLE**, parent of Catherine Latreille '27

“

I continue to give back because I really believe in the exceptional education that The Study offers — both for my daughters, and now for my granddaughter — it has never changed, we are true to our mission.”

— **DEBBI EAMAN**, parent of Amanda '97 and Sarah '92 and grandparent of Clementine '28

“

En offrant mon appui à The Study, j'ai la ferme conviction de soutenir, non seulement ma fille, mais aussi une cause plus globale qui me tient à coeur : l'accessibilité à une éducation exceptionnelle et complète, basée sur des valeurs humaines, telles l'inclusion et la diversité.”

— **GENEVIÈVE ALLARD**, parent of Kellyssa '26

“

I support The Study because I want to give my students the same incredible experience that I was lucky to have.”

— **MONA BOSNAKYAN '02**, Teacher and Student Life Coordinator

“

I give because it makes me feel connected to others.”

— **BEATRICE BOUSSER**, Student Leadership Teacher and parent of Ana '20 and Mia '22.

“

Even though I left The Study at age 12, I have given consistently to the school over the years because of the lifelong friendships formed and maintained for over fifty years! It doesn't matter how much one gives; I am thankful for my Study friendships.”

— **BARBARA (BRUCE) BISHOP '55**

“

I would say that the reason I give to The Study is because it gave to me. I gave because I wanted to support the arts and music programs — programs that I enjoyed. It's important when you grow up to have these opportunities available to you, to try different things, and to find your place. These are crucial years during which we try to find ourselves, and school is a big part of this.”

— **SARAH FORTIN '10**

What's your reason for supporting The Study? Share your story here kkostiuk@thestudy.qc.ca or give today at thestudy.qc.ca.

Foundation

BUILDER'S AWARD

(L TO R) Study Builder James McDonald with his daughter Jessica McDonald '14.

9th Annual Builder's Award

This year, James McDonald (Jim), recent Past Chair of The Study's Board of Governors and father to **Jessica '14**, has been awarded the Builder's Award. Jim will celebrate his 16th year as a loyal member of The Study family and a passionate and loyal supporter of the school and its vision.

Jim's commitment to The Study began in 2002 when his daughter Jessica started Kindergarten. As Jessica grew and flourished in The Study's nurturing environment, Jim's relationship with the school grew with it. In 2009 Jim became a member of the Board of Governors and, with a strong background in investment banking as well as in product and business development, Jim rose to the occasion, bringing insight and rigour on a number of Board committees including the Finance, Governance and Nomination Committees.

By 2010, Jim took on the role as Treasurer of the Board, helping to prepare the framework for financial autonomy. In 2013, Jim became Chair, and, over an unprecedented period of four years as Board Chair, Jim continued to lead the school through one of the most significant

and transformational periods in its history — financial autonomy from the government.

Jim's leadership, marked by his quiet certitude, and his careful and measured decision-making style, instilled confidence and unwavering support amongst those working closely with him, as the school, entering its second century of excellence in education, was successfully steered into a position of strength and sustainability.

Not only has Jim McDonald given much of his time and expertise as a volunteer leader, his generous financial support and commitments over more than a decade have been significant for the school.

Always willing to give valuable advice, support an initiative, speak at an event, make an important 'ask', Jim McDonald is truly a Study Builder, as his leadership, generosity and dedication has, indeed, spanned many years, having left an indelible mark on life at The Study.

Congratulations to Jim and his family and a heartfelt thank you from the entire Study community! 🎉

"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 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
 *Remembered fondly

Small Gifts Inspiring BIG Change

THE IMPACT OF YOUR ANNUAL GIFT



advancement

"A bursary from The Study has enabled our daughter to benefit from a high quality education at an outstanding institution. Our daughter loves her school, the small class sizes and nurturing environment thanks to a faculty who is dedicated and caring. The Study is a true home away from home, and for us, an education at The Study never would have been possible without a bursary. Thank you."

— **Parent of a Bursary Recipient**, Senior School

\$188,820

TOTAL THAT THE STUDY RAISED FOR HEAD'S INITIATIVES IN THE LAST FISCAL YEAR (2016-2017).

Annual Giving supports our greatest opportunities and immediate needs. 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 spent on enriching student activities, enhancing facilities, and supporting professional development.

Here are some ways in which Head's Initiatives supported our exceptional student experiences:

- + Unforgettable, eye-opening **trip to New York City for a Model UN**
- + Provocative conversations sparked by **guest speakers** at Study-hosted annual All-Girls' Leadership Conference
- + Learning how to blend technology and visual arts via **new art graphic tablets**
- + Exploring cultural elements, in comfort, thanks to **new air-conditioning** in the Francozone
- + Fresh, fun and dynamic dance choreography from a **professional choreographer** for Glee Club members

PROFESSIONAL DEVELOPMENT THROUGH HEAD'S INITIATIVES

One of the most profound and impactful ways that our Head of School can support our exceptional student experiences is by providing our faculty and staff with outstanding professional development opportunities. Last year, over \$39,000 was spent on professional development alone through Head's Initiatives. Teachers Anna Kasirer and Lisa Jacobsen were amongst those who were given the opportunity to represent The Study at a workshop on inquiry-based learning pedagogy — a new pedagogical approach that is designed to help nurture a child's natural curiosity about the world.

"These new pedagogical approaches recognize the importance of valuing both the individual and the group, of being part of a community and environmentally-minded, of using the hands, mind and emotions in learning, and of building on and nurturing the instinctual curiosity of children. As such, this professional development aligns very well with our school mission."

— **Lisa Jacobsen**, Teacher and Pedagogy and Technology Integration Specialist.

FINANCIAL ASSISTANCE: DIRECT-FUNDED BURSARY PROGRAM

The Study is committed to removing the barriers of accessibility. We recognize that the most outstanding young minds and great spirits deserve the chance to participate in all of the wonderful opportunities that they are given, despite their families' financial circumstances. **This is where The Study's Direct-funded Bursary Programme comes in — to step in and transform a possibility into a reality.**

ABOUT FINANCIAL ASSISTANCE AT THE STUDY

The Study offers merit-based scholarships and need-based bursaries aimed at making a Study education as accessible and affordable as possible. Both programmes are considered grants which are applied to tuition fees, and are not loans.

NEED-BASED BURSARIES

At The Study, the decision to award a bursary is based on a family's demonstrated financial need, as determined by an independent third-party assessment. The process for providing financial aid is thorough and confidential.

WHAT IS THE PROCESS?

- + Parents complete an online application with a third-party provider, Apple Financial Services (Financial Aid for Canadian Students (FACS))
- + FACS analyzes your family's financial situation and ability to contribute towards the school's tuition
- + The Study is part of a network of Canadian Schools that work with FACS

WHO MAKES THE FINANCIAL AID DECISION?

- + FACS makes a recommendation to our Head of School on a confidential basis
- + The suggested amount in financial aid is based on your current year's projected income and assets
- + All applications are analyzed and carefully considered
- + Since personal financial situations vary from year to year, FACS applications are re-evaluated on an annual basis

WHERE DOES THE FUNDING COME FROM?

- + The offer of assistance comes from The Study and together with The Study School Foundation provides the funding, not FACS
- + Funding for financial assistance is raised through the generosity of our donors who believe in removing the barriers of accessibility to a Study education

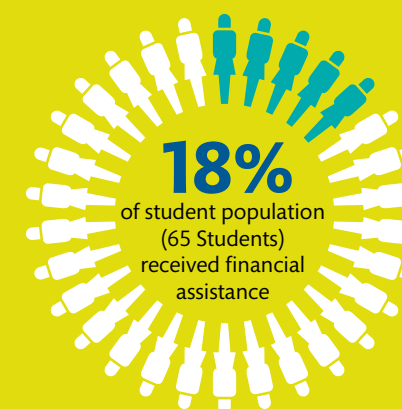
Financial Assistance Awarded*

(INCLUDING BURSARIES, SCHOLARSHIPS AND AWARDS)

\$390,275
granted



of which
\$24,014
was raised for direct-funded financial assistance through Annual Giving



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.

* 2016-2017



BOTTOM LEFT DELEGATES AT THE STUDY'S ALL-GIRLS' LEADERSHIP CONFERENCE PARTICIPATE ON-STAGE WITH MOTIVATIONAL SPEAKER LUCA "LAZYLEGZ" PATUELLI. **TOP RIGHT** JOSÉPHINE HUGÉ '17 REPRESENTING THE DOMINICAN REPUBLIC AT THE MODEL UN IN NEW YORK.



foundation

"THE CAMPAIGN
AIMS TO INCREASE...
THE STUDY'S
ABILITY TO ATTRACT
ANY MISSION-
APPROPRIATE
STUDENT WHO
WISHES TO ATTEND
THE SCHOOL."

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

Fundraising in support of our Dare to Dream Campaign has continued to engage donors in our community. As of January 2018, \$7,355,594 or 84% of our goal has been raised towards \$8,750,000.

DONOR PROFILE

WENDY CHUI

This article profiles Wendy Chui, parent of **Chelsea Noonoo '24**, whose profound belief in female empowerment and education for women, combined with her gratitude and passion for The Study have led her to pledge a major gift towards the Campaign:

Q YOU ARE VERY SUCCESSFUL IN THE FINANCE INDUSTRY – TYPICALLY A MALE-DOMINATED INDUSTRY. TELL US ABOUT HOW YOU, AS A WOMAN, FOUND A VOICE FOR YOURSELF.

A In my case, it began with the support, love and commitment of my family which allowed me to blossom at work while also giving me the ability to be a present mother and wife at home. This helped me build my confidence and my work ethic because I believe that to truly succeed in my business (as in many other businesses!), hard work is key.

Q WHAT INSPIRED YOU TO SUPPORT THE CAMPAIGN, AND HOW DO YOU ENVISION YOUR GIFT MAKING A DIFFERENCE?

A I love what the school is doing for my daughter, and for all its students. I know that without a doubt, my gift will go to empower the next generation. I'm a die-hard feminist – a strong believer in how education is at the root of female empowerment, both for this generation and for all future generations. My philosophy is that if we all support our daughters by giving to the school today, we are all guaranteed a stronger future, not just for women, but for the world.

Q WHAT IS THE MOST GRATIFYING THING ABOUT THE DARE TO DREAM CAMPAIGN?

A Everyone will benefit from this Campaign. To me, this Campaign represents hope, love, empathy, and legacy. The tagline "Dare to Dream" speaks for itself – this campaign inspires us all to dream – to dream big and to dream bold for our daughters. 📖

PHOTO WENDY CHUI WITH HER FAMILY (L TO R) WENDY'S HUSBAND CLIFFORD NOONOO, WENDY, DAUGHTER CHELSEA '24, AND SON CHRISTOPHER.

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



84%

\$8,750,000
Campaign Goal

\$7,355,594
Current Campaign
Commitments
and Gifts
(as of January 2018)

To make your Campaign
gift, or for more
information, please
contact:

Katie Kostiuk '96
Director of Advancement
kkostiuk@thestudy.qc.ca
514 935 9352 x 224

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Net proceeds to support The Study's Scholarship & Bursary Program.

* Visit thestudy.qc.ca

DATE Wednesday, October 24, 2018

LOCATION New City Gas, in the heart of Griffintown

ADDRESS 950 Ottawa St, Montreal

Sponsorship opportunities available.
Contact Katie Kostiuk '96, Director of Advancement
kkostiuk@thestudy.qc.ca

WE'RE MAKING HISTORY HERSTORY

THE FUTURE BELONGS TO HER

#herstory



The Study

THE WORLD NEEDS
GREAT WOMEN

PRIVATE SCHOOL FOR GIRLS WITH AN ENRICHED BILINGUAL MOTHER TONGUE PROGRAMME
CERTIFICATE OF ELIGIBILITY FOR ENGLISH INSTRUCTION NOT REQUIRED (K-11)

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8:30AM TO 10AM AND 4:30PM TO 7:30PM



THESTUDY.QC.CA