



trillium  
THE STUDY MAGAZINE



The Study  
2017

*The*  
**FUTURE**  
*is* **BRIGHT**  
*Un*  
**BRILLANT**  
**AVENIR**





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**COVER** STRONG BEGINNINGS, EXCELLENT OUTCOMES.  
STUDY GIRLS ARE CONFIDENT GIRLS, OPTIMISTIC  
ENERGETIC LEADERS OF TOMORROW AND CREATORS OF A  
BETTER WORLD—THE REASON OUR COLLECTIVE FUTURES  
ARE BRIGHT. PICTURED HERE IN THE STUDY'S MUSIC ROOM  
(L TO R) **TOP** SARAH BERGEVIN '23, TATIANA FERST '17,  
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FSC LOGO  
HERE

AERIAL VIEW OF  
OUR GARDEN-CITY  
SCHOOL IN LOVELY  
WESTMOUNT.

Our new drone  
camera is such fun.

2017

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DARE TO DREAM CAMPAIGN

The Study has begun its second century with remarkable energy! Our Mission and Vision are powerful magnets attracting families and students. I am delighted at the passion emanating from our Head of School, Nancy Sweer, faculty and leadership team who continue to spearhead a broad range of world-class initiatives.

I am also very proud of our Dare to Dream Campaign, driven by our dynamic Campaign Cabinet and Foundation, which is approaching \$7 million within view of our \$8.75 million goal! We are profoundly grateful to everyone who has embraced the vision with their support of the Campaign. While much has been accomplished, we must work together to meet (and why not exceed!) our goal.

Providing exemplary girls' education is our "raison d'être", ensuring that Study girls are the strong women of tomorrow who are well-

INNOVATIVE  
PEDAGOGY

equipped for the challenges of a rapidly changing world. I thank Nancy Sweer for her dynamic leadership. I am grateful to her for her ability to steer the school through the process of a transformational change. I'd also like to thank our exceptional faculty and staff, who are leading the way in innovative pedagogy while maintaining a nurturing atmosphere and the traditions of the top all-girls' bilingual school in Montreal.

As I complete my term as Chair, I extend a word of thanks to my colleagues on the Board, it has been a privilege to serve with you. I am grateful for your work on the Board and its various committees. On behalf of the Board I thank all members of The Study family for their generous gifts, for volunteering their time and talents and for their belief in and commitment to, both The Study experience and to our daughters.

It is totally awesome to experience the energy from the growing ranks of past, present and future students — and the parents and faculty and staff who support them — fueling the school's growth in its second century. Although my role will change, I remain excited to be on this journey with you all!

The Study est entré dans son second siècle d'existence avec une énergie débordante! Notre mission et notre vision exercent un puissant magnétisme qui attire familles et élèves. Je suis ravi de constater la passion qui anime notre directrice, Nancy Sweer, nos professeurs et l'équipe de direction, qui n'ont cessé de poursuivre de multiples initiatives de classe mondiale.

Je ressens également une grande fierté en ce qui concerne la campagne Oser Rêver, impulsée par notre dynamique cabinet de campagne et notre Fondation. Nous approchons des 7 millions de dollars, à portée de notre objectif de 8,75 millions! Nous sommes profondément reconnaissants à tous ceux qui souscrivent à cette vision en apportant leur soutien à la campagne. Un long chemin est déjà parcouru, mais nous devons maintenir notre effort pour atteindre et, pourquoi pas, dépasser notre objectif.

Offrir une éducation exemplaire aux jeunes filles constitue notre raison d'être, ce qui garantit que les élèves de The Study seront les femmes fortes de demain, bien préparées pour relever les défis d'un monde en évolution rapide. Je tiens à remercier Nancy Sweer pour son leadership exceptionnel. Je lui suis reconnaissant de la direction qu'elle assure pendant ce processus de changement et de transformation. J'aimerais également exprimer ma gratitude au personnel et à un corps professoral exceptionnels, de véritables chefs de file en matière de pédagogie novatrice, qui savent maintenir une atmosphère chaleureuse et les traditions de cette prestigieuse école de filles bilingue à Montréal.

Au terme de mon mandat à titre de président, je tiens à remercier mes collègues du Conseil d'administration. Ce fut un privilège de collaborer avec vous. Je vous suis reconnaissant pour le travail réalisé au sein du Conseil et de ses divers comités. Au nom du Conseil, je remercie tous les membres de la grande famille de l'école pour leurs dons généreux, pour avoir consacré leur temps et leurs talents, pour leur foi et leur engagement envers The Study et envers nos filles.

C'est vraiment impressionnant de ressentir l'énergie qui se dégage des rangs croissants des élèves passées, présentes et futures — et des parents, des professeurs et du personnel qui les soutiennent — et assurent la croissance de l'école dans ce deuxième siècle. Même si mon rôle est appelé à changer, je demeure enthousiaste à l'idée de poursuivre ce voyage avec vous tous!



JAMES MCDONALD  
CHAIR, BOARD OF GOVERNORS  
PRÉSIDENT, CONSEIL DES GOUVERNEURS



As we move into The Study's second century, it is important to reflect upon the closing of that era, and movement forward. The Study has become a global school, in which mission-appropriate girls have access to a world-class mother-tongue French program, a diverse and inclusive environment, opportunities to seek out the many exceptional student experiences that we offer, and continue to evolve as leaders, both globally and locally.

Moving forward with our strategic initiatives, we are exploring the potential that "place and space" have in influencing pedagogy, and we are looking at initiatives that will further maximize our facilities so that they become the springboard to even more creativity and innovation in a top all-girls' school. The best practices of our faculty are evolving as our students continue to see their teachers as both mentors and facilitators of their learning. We are challenging ourselves to develop new opportunities within our physical environment that enhance the learning experience for all types of inquiry-based learners.

As you will read in this issue, our girls are participating in activities that educate them far beyond the walls of the classroom. With The Study as a base for mentorship, creative experimentation, supportive innovation and building knowledge, they are reaching beyond the world that currently exists, and brainstorming solutions for tomorrow.

With the support of an exceptional Board of Governors, The Study has surpassed its goals for the first century. For the past three years our esteemed Board Chair, James McDonald, has been a grounded force in leading us through the turbulent waters associated with our quest for financial autonomy. His ability to keep his eye on the "main thing" has been essential, and I am very grateful for his support.

It is remarkable to look back on the exceptional achievements of hundreds of Study alumnae, and to look forward to a future in which so many successful Study girls will take their place in the ever-changing world.

Comme nous entrons dans le 2e siècle d'existence de The Study, il est important que nous réfléchissions à la fin de cette ère et que nous pensions à la façon d'entreprendre la suite. The Study est devenue une école ouverte sur le monde où les filles, répondant aux valeurs de notre mission, ont accès à un programme de français langue d'enseignement de qualité, à un environnement diversifié et accueillant, à des occasions de vivre des expériences exceptionnelles et à la possibilité d'évoluer comme leaders, autant sur la scène internationale que locale.

Allant de l'avant avec les initiatives de notre plan stratégique, nous explorons le potentiel "de l'endroit et de l'espace" qui influencent la pédagogie, et nous cherchons des façons de maximiser nos installations afin de devenir le tremplin à encore plus de créativité et d'innovation pour une école pour filles de premier ordre. Les meilleures pratiques de nos enseignants évoluent et nos élèves perçoivent ceux-ci comme des mentors et des facilitateurs de leur apprentissage. Nous nous mettons au défi de développer de nouvelles possibilités au sein de nos installations, afin d'améliorer l'expérience éducative, fondée sur le questionnement, de toutes les apprenantes.

LES ÉLÈVES DE THE STUDY RÉFLÉCHISSENT AUX  
PROBLÉMATIQUES DU MONDE ACTUEL ET FONT  
DES REMUE-MÉNINGS POUR TROUVER DES  
SOLUTIONS AUX PROBLÈMES DE DEMAIN.

Comme vous lirez dans cette publication, nos filles participent à des activités qui les éduquent au-delà de la salle de classe. À travers l'expérimentation créative, le soutien à l'innovation et la construction du savoir, les élèves de The Study réfléchissent aux problématiques du monde actuel et font des remue-ménings pour trouver des solutions aux problèmes de demain.

Avec le soutien d'un Conseil des Gouverneurs exceptionnel, The Study a surpassé ses objectifs pour le premier millénaire. Au cours des trois dernières années, notre très estimé Président du Conseil, James McDonald, a été notre force objective et réaliste qui nous a menés à travers des eaux troubles associées à la quête de notre autonomie financière. Son habileté à garder les yeux sur "l'essentiel" a été primordiale, et je lui suis reconnaissante de son soutien.

C'est remarquable de regarder en arrière et de voir les accomplissements de centaines d'anciennes de The Study. Il est tout aussi remarquable de regarder vers l'avenir où des filles performantes prendront leur place dans ce monde en constante mutation.



NANCY LEWIS SWEER  
HEAD OF SCHOOL  
DIRECTRICE DE L'ÉCOLE



in the classroom

# The AIR TRAFFIC CONTROLLER of OUR BRAIN

BRIGITTE WEIL, M.ED., Enrichment Specialist

Students are expected to take on many responsibilities. These responsibilities start at home before children even start school and build over time. In Kindergarten, students are expected to follow routines and directions, produce work and pay attention. A student's responsibilities grow exponentially over time to high school and beyond when students are expected to plan and organize what, when and how they complete their school work along with their many other extracurricular responsibilities. We are not born with these skills rather we are born with the potential to develop these skills. One's ability to plan, organize and predict what is coming up and how to manage it are all part of the complex skills of Executive Function (EF). Executive Function skills are acquired and take time to develop. In fact, we continue to develop them into early adulthood. We all use these skills on a daily basis and we will each struggle with these skills at one point or another. How children are raised at home and supported at school will either help to enhance or hinder their development of these Executive Function skills.

Executive Function is popularly described as the 'chief executive officer' or 'air traffic controller' of our brain. It is often thought to be our ability to plan and organize, but it so much more than that. In a recent study conducted at Harvard (Jones et al. 2016), it was determined that there are four core cognitive skills of Executive Function which include: response inhibition, attention control, attention shifting and working memory. We then have secondary regulation-related skills which are emotionally and socially charged which include: emotion and behavior regulation, planning, problem-solving, resilience and self-control. These core and regulation-related skills together are what make up Executive Function.

## HOW EF IS INVOLVED IN ACADEMICS

Reading, writing and math, the core academic competencies, all require Executive Function skills. When we read we go through many steps that over time become automatic. For example, we pre-read by looking at the text and determining if it is fiction or not, how it relates to what we already know and what we predict we might learn in the text. We also organize our ideas as we read, connecting new ideas to ones we read previously in the text, and self-monitor and assess our comprehension. These steps are

all part of our Executive Function skills. The same can be said of writing, which includes skills such as planning, organizing and accessing background knowledge. Executive Function is also central to the development of students' math skills. In fact, studies have concluded that early Executive Function skills are predictive of immediate and lasting ability in math.

## WHAT WE DO TO HELP

We are all role models for our students. We provide children with the support and confidence to build their Executive Function skills. The children are the central players and we as a school and parents form a triad with our children and must work as a team to support them to develop these skills.

## AT SCHOOL – A STRUCTURED AND SUPPORTIVE ENVIRONMENT

At The Study we strive to provide a structured and supportive environment that allows for our students to develop their Executive Function skills. This begins with how the school agenda is structured and how teachers prompt students to develop their own planning system to manage their tasks. Our online learning management system, Haiku, helps students to independently access resources such as class presentations, handouts, online resources and homework. Further support is available through our Enrichment and Counselling centres.

## AT HOME – BEST SUPPORT IS AUTONOMY-SUPPORT

This means giving your daughter the space to accomplish a task at her own pace. It is important that your child feels challenged and learns how to use the resources available to her to overcome these challenges. When we help our children too much they become dependent and rely on others to help solve their problems. However, when you step in to guide your child to find the right answer without doing the work for them, you help them to develop their Executive Function skills. For example, help them by thinking out loud, question how you might solve their problem by identifying the tools they might need (a book, class notes etc.) to find the answer to their problem. Help your child to break down tasks into smaller more manageable chunks. Finally, be mindful of when you might be helping your daughter too much or too little. 📚

(FACING PAGE) GRADE 2 STUDENT, MATHILDA MICHEL-DECKER



# Un aperçu sur la 4<sup>ème</sup> année



TOP GRADE 4 MATH STUDENTS WELCOME THE CHALLENGE! ALL THE WHILE THEY'RE LEARNING ABOUT SYMMETRY AND COUNTER-BALANCE WITH THEIR MATH TEACHER AND STUDY ALUMNA ANNE HEENAN '88 (L TO R) AUDREY TURCOTTE-MIAO AND MISCHA JALBOUT. "BUILD THE WIDEST STRUCTURE POSSIBLE — STARTING WITH A BASE OF JUST TWO NARROW KEVA PLANK BLOCKS." ABOVE GRADE 4 STUDENT JULIET LEFEBVRE PROUDLY ADMIRING HER KEVA PLANK BLOCK 3D OCTAGONAL STRUCTURE.

KIM MCINNES, directrice du primaire

Un aperçu sur la quatrième année offre un échantillon d'expériences éducatives exceptionnelles au jour le jour! Grâce au soutien des deux enseignantes titulaires, Kim Turcot DiFruscia (français et univers social) et Anne Heenan (anglais et maths), les points forts et les domaines à améliorer de chaque élève sont parfaitement cernés. En partant de ces éléments, l'équipe enseignante s'assure que chaque élève assimile l'ensemble du programme.

## LE COMMERCE TRIANGULAIRE

Lors d'une récente visite dans la classe de français de la quatrième année, les élèves participaient à un jeu intitulé «le commerce triangulaire». C'était l'occasion pour elles de prendre conscience des difficultés posées par le commerce entre la France, la Nouvelle-France et les Antilles françaises à la fin du XVI<sup>e</sup> siècle, en découvrant et en discutant des difficultés liées à l'extraction des produits destinés au commerce, à l'organisation du transport et à la préservation des articles au cours des longs voyages.

Le manuel scolaire *Escala en Nouvelle-France*, utilisé par les meilleures écoles francophones

à Montréal, a servi de base pour organiser des activités pratiques et interactives. En apprenant par la découverte, les filles ont collaboré à différentes étapes pour mieux s'informer sur les produits commerciaux tels que la mélasse, les épices, le tabac et les textiles, ainsi que sur leurs contrées d'origine. En recourant à des techniques de présentation orale en français, les élèves ont rigoureusement expliqué les produits devant être exportés et elles ont trouvé des solutions créatives pour résoudre les problèmes du commerce à cette époque.

Partant de la réalité économique, le thème a permis d'élargir l'apprentissage et de développer des compétences en lecture de cartes, grâce à la création d'une carte conceptuelle faite avec l'application d'organisateur graphique «Inspiration». Porté par la créativité des enseignantes, un «jeu de société» est venu enrichir le thème dans lequel les élèves ont rencontré des difficultés, comme le fait de découvrir que leur bateau était pris dans une tempête. Sans hésitation, elles ont alors fait appel à leur capacité de résolution de problèmes.

in the classroom

## LA CLASSE MATHÉMATIQUES – APPRENDRE HORS DE LA MÉTHODE TRADITIONNELLE

En poursuivant leur collaboration, les deux professeures ont étendu leur approche pratique à d'autres domaines. Dans la classe de mathématiques, les élèves ont eu l'occasion d'apprendre hors de la méthode traditionnelle du manuel. On a demandé aux filles de résoudre une tâche qui consiste à utiliser des planches de jeux en bois de marque Keva mesurant ¼ de pouce d'épaisseur, ¾ de pouce de largeur et 4½ pouces de longueur. En se concentrant sur la résolution de problème, plutôt que sur la recherche de la «bonne réponse», les filles ont travaillé, à la fois seules et en groupes, en communiquant en anglais.

En partant d'un processus de pré-exploration, pour passer ensuite à un processus d'essai et d'erreur, les élèves ont relevé l'un des défis qui consistait à «construire la plus large structure possible à partir d'une base étroite de deux blocs». Le niveau de difficulté augmentait alors que les filles acquéraient une plus grande expertise dans le maniement des planches et prenaient confiance en leur capacité de trouver des solutions à des problèmes complexes. En développant une perspective stratégique, les filles s'habituèrent à penser, expliquer et communiquer aux autres les stratégies possibles à utiliser, de même que les étapes à suivre éventuellement. Sans se rendre compte qu'elles s'initiaient à des concepts comme la symétrie et le contrepoids, les élèves se sont

concentrées sur les difficultés et ont appris de leurs erreurs. Elles étaient vraiment fières de leurs réalisations.

Dans les deux classes, le niveau d'intérêt élevé découlait de la nature invitante des tâches soigneusement élaborées. Même si les instructions et la communication pour ces deux thèmes se déroulaient dans une langue maternelle différente, la cohérence de la pédagogie fournissait une occasion d'appliquer en continu les capacités de résolution de problèmes dans un contexte différent.

En quatrième année, apprendre en s'amusant, c'est à l'ordre du jour. L'une des leçons les plus importantes que les élèves ont apprises pourrait bien être la valeur de la collaboration pour atteindre un but commun. Le travail d'équipe de deux enseignantes dévouées sert d'exemple aux filles, qui apprennent non seulement le contenu des matières, mais aussi les compétences fondamentales comme la collaboration pour réaliser une tâche de manière créative. ✨

« L'une des leçons les plus importantes que les élèves ont apprises pourrait bien être la valeur de la collaboration pour atteindre un but commun. »



ABOVE USING ECONOMICS AS A STARTING POINT, GRADE 4 FRENCH/ UNIVERS SOCIAL TEACHER, KIM TURCOT-DIFRUSCIA, DEVELOPS HANDS-ON, INTERACTIVE LEARNING ACTIVITIES INVOLVING THE CHALLENGES IN TRADE BETWEEN FRANCE, NEW FRANCE AND LES ANTILLES FRANÇAISES IN THE LATE 1600'S. (L TO R) GABRIELLA NOLAN '24, MME TURCOT-DIFRUSCIA AND ADELIADE HUGÉ '24.

“GO FAST  
ENOUGH TO  
GET THERE,  
BUT SLOW  
ENOUGH  
TO SEE”  
— JIMMY BUFFET

# OFF & RUNNING

## WHAT MAKES A GOOD SPORTS CAPTAIN?

Zoe Wong our  
2016-2017 sports  
captain says...

A **SMILE**  
on your face  
because we've  
tried our best

**SPIRIT & ENERGY**  
including much  
clapping and  
cheering

sportsmanship par  
**EXCELLENCE**

skill  
**KNOWLEDGE**  
as a player

A **LOVE**  
of sports that is  
greater than your  
love of food



being active



Zoe Wong, Sports Captain



**CHANTALE LEWIS**, Athletic Director

**A**lways appreciate what is around you. It's about the journey, not the destination.

Athletics at The Study not only builds the skill level and game knowledge of every student, but we emphasize the development of the mind, body, and spirit.

The sport of running, for example, requires focus and drive. It allows our students to fixate their energy on what is happening in the present instead of on the future or past. When their mind is calm it's easy to think more rationally, make decisions, and solve problems inside and outside of the classroom.

At The Study we aim to develop a sense of pride in winning, but emphasize that wellness of our mind and body is more important. The longer runners practice the art of running, the longer they are able to maintain the exercise, which allows their muscles to increase their capacity to efficiently create energy. Wellness supports our girls in all aspects of their daily lives, both on the running path and off.

As teachers and coaches, through sports, we commit ourselves to building within our students a sense of spirit, pride, and self-esteem which in turn builds confidence. We believe that confidence is a key to happiness and success. Our students' confidence grows with each practice and competition, and we see evidence of their resilience and determination everyday. When they feel confident, they are more willing to take risks, to reach beyond. When the foundation of our students' mind, body, and spirit strengthens, it has a domino effect on all other areas of their life — and they're off and running! 🏃

**FACING PAGE (L TO R)** SARIT KANG-AUGER, ANA GORDON, TESSA HASON, VICTORIA HASON, ELLA IVANOVICI (ALL '20) MEMBERS OF THE RUNNING CLUB DURING AN EARLY MORNING TRAINING RUN ON NEARBY MONT ROYAL. **CLOCKWISE FROM TOP LEFT | PHOTO 1: ROWING TEAM (L TO R)** VICTORIA PETRECCA-BERTHELET, ASHLEE ZITZMANN, KENDRA AKYAA ADDO, SYERA MONET DEL BELLO (ALL '20), ISABEL MACDONALD-PALMER '19, ALEXANDRA KATINE, PAULA RANSANZ RAMIREZ (BOTH '21), EVA PAYEN, EMMA RICHARD POLIDORO (BOTH '20), ENYI LI '21, HALIE MEI JENSEN '19, VICTORIA SILVA AND LILOU DELAS (BOTH '20). **PHOTO 2: (L TO R)** ALEXANDRA BRISEBOIS, SPORTS CAPTAIN ZOE WONG AND MORGANE DACKIW (ALL '17) **PHOTO 3: BANTAM VOLLEYBALL** GMAA BANNER WINNERS **(L TO R)** LIYA BISHOP '21, AMEL MELANSON '20, XING QIAO (CINDY) PAN '21, MILLICENT PENNER '20, TALIA TROTTEBERG '21, EMILIA HARASYMOWYCH, SELENE HINTEREGGER, VICTORIA ROBINSON (ALL '20), SOFIA DARMO-CAVALLÉ, JOYCE CHOI (BOTH '21), ABIGAIL RITCHIE '20 AND STUDY PHYS ED TEACHER AND COACH RIKKI BOWLES. **PHOTO 4: HOCKEY** ISABELLA DENNIS '21, ENTHUSIASTIC HOCKEY PLAYER, ALWAYS A SMILE ON HER FACE WHILE ON THE ICE AT THE WESTMOUNT ARENA. **PHOTO 5: RUNNING** KEEN YOUNG RUNNER, INGRID DE SOUSSA '27. **PHOTO 6: GRADE 5 & 6 SOCCER TEAM (TOP L TO R)** LAURENCE CHEVALIER '23, ALEXA CAMPEAU '23, COACH AND STUDY PHYS ED TEACHER SUSIE LEVESQUE, JACQUELINE HAYES-BABCZAK, OPHELIA PENNER, VICTORIA MO, CHARLOTTE LEBON, ALICIA YANG AND ANNIE HE (ALL '22) **(BOTTOM L TO R)** FLORENCE STEWART, LEYLA ASSABGHY, BEATRICE IVANOVICI, ISABELLA MICHEL-DECKER, ELIZABETH DEEGAN, MEGAN HIGGINS, (ALL '22) GOALIE MIRKA COUTURE-ZIKOVSKY '23.

# AUTHENTIC LEARNING = LEARNING *by* DOING

**PATRICIA BRIAND**, Senior School Director

We live in remarkable times! The Digital Age offers unprecedented access to information as new and ever-expanding technologies allow students to explore the world in ways that we were unable to imagine even a few short decades ago.

As a result, students must now go beyond simply retrieving and understanding content. The skill set of the future no longer necessitates memorization of isolated facts, but rather an ability on the part of students to make meaningful connections in multiple disciplines. Authentic learning opportunities in our Senior School at The Study help students to learn by connecting with the real world, thereby

improving their critical thinking skills, teamwork, creativity, and problem solving.

Authentic learning is learning by doing, where “learning focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice” (Lombardi, 2007). At The Study, this often means that 21st Century skills are integrated and allow students to use the best tools to find and evaluate information and communicate and collaborate to achieve results. Authentic learning happens across the curriculum—it is not limited to one field of study, as we encourage our students to make cross-curricular connections that mimic real-world scenarios.

FRENCH TEACHERS AND SCIENCE TEACHERS ALIGN AS GRADE 8 DISSECTS A MYSTERY NOVEL (L TO R) YASMINE ELAIMANI, EMILIA HARASYMOWYCZ, VICTORIA PETRECCA, BERTHELET AND ALESSIA MELATTI (ALL '20)



in the classroom

Student delegates develop  
LIFE-LONG SKILLS  
of research techniques,  
writing, public speaking,  
conflict resolution,  
compromise, and  
cooperation



## MODEL UNITED NATIONS EXPANDING STUDENTS' UNDERSTANDING OF THE WORLD WE LIVE IN

For months, a dedicated group of student delegates prepares for the Model UN. They spend their lunch hours poring over documents and researching how the international community acts on its concerns about peace and security, human rights, the environment, food and hunger, economic development, and globalization. After thorough preparation, they make the journey to the UN Headquarters in New York City, where they represent one of the many member nations, put forth position papers, and discuss their ideas with students from around the world. In the process, they not only become better global citizens, but they further develop life-long skills of research techniques, writing, public speaking, conflict resolution, compromise, and cooperation.

**ABOVE LEFT (L TO R)** ZOE WONG, MORGANE DACKIW, WITH UNIVRS SOCIAL TEACHER MARIE-FRANCE SENÉCAL, JOSÉPHINE HUGÉ, MARIA KAMETANI, EMMA DUBROCA, LAYLA RAZEK, GABRIELA CARRARA (ALL '17) LUIZA NOGUERIA-COSTA, NATASHA YANG (BOTH '18) AND HISTORY AND GEOGRAPHY TEACHER KARINE LEMAY JUST OUTSIDE THE UNITED NATIONS HEADQUARTERS IN NEW YORK CITY WITH THE INFAMOUS SPHERE WITHIN SPHERE BRONZE SCULPTURE IN BACKGROUND.

## FRENCH NOVEL STUDY MEETS CSI A MODERN DAY “WHODUNNIT”

Walking by the French classroom, one might be a little surprised to see Grade 8 students walking around in lab coats and hovering over microscopes. Having recently read a mystery novel, the French teachers have teamed up with the Science Department as well as a police investigator to present students with a crime that they are challenged to solve. Working in teams, each student is given a role to play: the photographer, the notetaker, the DNA sampler, etc. Students learn to differentiate between facts and inference, to validate clues (both scientific and anecdotal), formulate a reasonable hypothesis, and present their final conclusions to the rest of the class. This simulated crime scene investigation all comes together as teachers compare the process that students undertake with that of the plot of the novel studied in class. Authentic learning means students are engaged in multisensory activities and meaningful tasks that allow them to explore a wide variety of skills. Students learn best by doing. These learning opportunities not only help them to develop essential skills for the future, but also give students the confidence to be active, lifelong learners prepared to find solutions to real-world problems.



## SURGICAL SUITE AN ANATOMY CLASS COMES TO LIFE

Grade 9 students sit on the edge of their seats as they stare intently at the Smartboard at the front of the class. It offers a surgeon's eye view of a total knee replacement, and it is happening live as they watch. A unique program offered by Mount Carmel Hospital in Ohio allows Study students to interact directly with the surgeon and his operating room team. Students are free to ask questions throughout the procedure, which the university hopes will not only help students solidify their understanding of human anatomy, but will also help them better understand careers in medicine.

**ABOVE** GRADE 9 SCIENCE STUDENTS VIEWING A REAL-TIME KNEE REPLACEMENT SURGERY!

SCIENCE MORE  
THAN A BODY OF  
KNOWLEDGE

# A Way of Thinking & Doing

"EXPERIMENTATION — A KEY COMPONENT IN THE APPLICATION OF THE SCIENTIFIC PROCESS WITHIN CLASS CAN ALSO BE CONSIDERED AS A PROBLEM-SOLVING EXERCISE THAT CAN BE APPLIED TO ANY DOMAIN OR AREA OF A STUDENT'S LIFE: FIRST, THE IDEA OR QUESTION, NEXT THE RESEARCH AND TRIAL, FOLLOWED BY ANALYSIS AND MORE RESEARCH, THEN REFINEMENT, AND FINALLY... SHARING WITH OTHERS," NOTES ANNA-MARIA PALUMBO, SENIOR SCHOOL SCIENCE DEPARTMENT HEAD.

Inquiry and experimentation are at the heart of true learning, and that philosophy guides our teaching and curriculum at The Study. The sciences lend themselves naturally to experimentation, of course, and our fully equipped biology and chemistry labs are places where the lessons consistently come to life. From performing chemical reactions to calculating velocities due to gravitational force to planting seeds that may have been exposed to space-like conditions, students are able to witness theory coming to life. This helps students put their learning into context and in so doing, makes the learning authentic so they are able to apply their knowledge to new situations in the future.

## SCIENCE & MATH FAIR LEADERS

Their involvement in various math and science fairs and competitions provides the opportunity to ask themselves questions about the workings of the world around them, and then to test their hypotheses, often with provincial and national success. The girls' deep engagement when sharing results is a testament to the value of their learning. This year alone from making and testing bioplastics in a quest for a viable alternative to petroleum-based plastics to questioning if it is possible to harness sound energy in order to produce sufficient electrical energy, our students have been searching for answers to important questions and learning a lot in the process. 🌟

LEFT (L TO R) JOCELYN HA AND DELILA FARIAS, IN BACKGROUND MARCELLA DA SILVA IN AP CHEMISTRY DILIGENTLY EXPLORING THE PROPERTIES OF ACIDS AND BASES AND, THROUGH THEIR RESULTS, DISCOVERING PATTERNS THAT COULD LATER HELP THEM TO IDENTIFY PARTICULAR ACIDIC AND BASIC SUBSTANCES BY OBSERVING THESE PROPERTIES OR PATTERNS. RIGHT MARIA KAMETANI '17 AIMS TO RETURN TO THE CANADA-WIDE SCIENCE FAIR WITH HER 2017 AWARD WINNING SCIENCE FAIR PROJECT, "SLOWING DOWN TENDINOSIS."



What does a grade 9 Advanced Placement (AP) chemistry lab have to do with elite soccer or for that matter Youth America Grand Prix ballet?

"I love chemistry — I love the inquiry based approach — the critical thinking — the discipline that comes with the science experiment — the same discipline and perseverance that you need to excel in soccer," says grade 9 student and elite soccer player **Marcella da Silva '19**, "I also really enjoy the exhilarated pace of our AP chemistry class — and the small class size — we're a team like in soccer we move quickly, we're traveling together, we're always collaborating."

"Science helps me learn to take risks," adds classmate **Delila Farias '19** an acclaimed ballerina regularly competing in national competitions 'on points.' The symmetry, the balance, understanding the velocity involved in multiple turns — a way of thinking and understanding that helps me with my ballet." Her enthusiasm for science is evident, "my brain cells are more energized every day after a chem lab."



## LA MAGIE MULTISENSORIELLE des ARTS

“

Apprendre à jouer d'un instrument de musique développe la discipline, la confiance et le travail d'équipe (répéter, répéter, répéter!) dans une atmosphère conviviale que les élèves aiment.”



CLOCKWISE: RIGHT ON FLUTE FLORENCE HENRICHON-GOULET AND JENNIFER SHI  
BOTTOM RIGHT SARAH HUNT AND MIA GORDON ON TRUMPET  
BOTTOM LEFT SAXOPHONE PLAYER IS ELIZABETH DEEGAN AND ON TROMBONE IS MEGAN HIGGINS  
BELOW ON CLARINET, LEYLA ASSABGHY, JACQUELINE HAYES-BABOZAK, NOREEN IBRAHIM (ALL '22)

Depuis plusieurs années, parents et enseignants sont témoins du pouvoir des arts et de leur magie multisensorielle sur l'apprentissage et l'enseignement. En 1915, quand Margaret Gascoigne a fondé une école pour filles dans son bureau, sa vision des arts mettait à l'honneur les apprentissages qui *comptent vraiment*. “Nous sommes tellement chanceux qu'elle ait eu ce flair”, dit Susan Orr-Mongeau, directrice des communications à The Study. “Les arts sont enracinés dans notre curriculum depuis lors”. L'enseignement de la musique et des arts commence dès la maternelle et les arts, sous une forme ou une autre, restent une constante tout au long des études primaires et secondaires.

### LA MUSIQUE INSTRUMENTALE COMMENCE TÔT

Dès la sixième année, les élèves se lancent dans l'aventure de l'apprentissage de la musique instrumentale. Les élèves ont pour choix divers instruments à vent, cuivres et percussions. Les élèves choisissent parmi la flûte, la clarinette, le saxophone, la trompette, le trombone, l'euphonium, le tuba ou les percussions qui incluent le xylophone, la caisse claire, la batterie et les percussions auxiliaires (triangles, cymbales, etc.). Plus tard dans leur parcours, on donne l'occasion aux filles d'essayer la clarinette basse ou la guitare basse. L'orchestre continue en 1<sup>re</sup> et 2<sup>e</sup> secondaire et en 3<sup>e</sup>, 4<sup>e</sup> et 5<sup>e</sup> secondaire, les élèves peuvent choisir, parmi les cours optionnels, de poursuivre leur apprentissage musical.

“Apprendre à jouer d'un instrument de musique développe la discipline, la confiance et le travail d'équipe (répéter, répéter, répéter!) dans une atmosphère conviviale que les élèves aiment. Cela construit aussi de fortes habiletés de décodage, de motricité fine et d'interprétation. Les élèves apprennent l'importance de la répétition efficace, de la persévérance et l'habileté à travailler avec les autres afin d'atteindre un but commun,” note Stefanie Schumer, enseignante de musique au secondaire.

Je me suis assise avec Ioanna Papamihelakis, enseignante de musique en 6<sup>e</sup> année et au secondaire, afin d'en apprendre davantage au sujet du programme d'apprentissage précoce de musique instrumentale. ✂

I SAT DOWN WITH IOANNA PAPAMIHELAKIS OUR GRADE 6 MUSIC TEACHER, TO LEARN MORE ABOUT OUR EARLY INSTRUMENTAL PROGRAM.

**Q** How do the grade 6 girls choose their instrument?

**A** They watch videos and listen to excerpts of the instruments, so they can hear the timbre / pitch / sound quality. Then, each student tries the instruments they are interested in. The student then gives me 3 choices. I note which instrument they are naturally successful on. I then assign the students based on their own personal preference and what I believe that they will be initially more successful playing. My philosophy is that if a student sees some immediate success, then she will be more likely to persevere and feel good about playing an instrument.

**Q** What about the drums?

**A** I offer percussion in all grades to girls who are rhythmically solid as an extra. It happens in grade 6–8. By grade 9, when music becomes an option, there is generally one established drummer who will continue to grade 11.

**Q** What pieces do they play?

**A** In grade 6, we focus on fundamentals of playing techniques. Once students develop a base, they can start learning repertoire. I choose a variety of repertoire, especially in the later years, from classical, to traditional concert band repertoire, to jazz and to popular music, film music, etc.

**Q** Tell me about the Concert Band

**A** Concert band is an extra-curricular that students may join starting in grade 7. The most memorable experience has to be the trip. This year we are going to New York for the Heritage Music Festival competition. I have approximately 32 students in the concert band this year. Combined with the senior choir, I have 45 students traveling to New York – they are always very excited about this trip and often we return award winners.

“  
THE

FUTURE

is

Bright!”

“JUST TAKE A CLOSE LOOK AT STUDY STUDENTS – THEY’RE INSPIRED, YOUNG, ENGAGED, OPTIMISTIC, ENERGETIC AND HIGHLY MOTIVATED,” SAYS HEAD OF SCHOOL NANCY LEWIS SWEER. “WE ARE SO PROUD TO BE PART OF THEIR ‘TODAY’ AND THEIR PROMISING FUTURE.”

And this is why there is such a positive buzz around The Study these days, as the school continues to move ahead in implementing its Strategic Plan: Vision 2020. Study girls are collectively pursuing their passions, expanding their horizons, and sharing in exceptional student experiences.

These exceptional experiences are now enhanced by the fact that we can now determine our own future. “For the last three years we’ve been working on financial autonomy, and we have accomplished that goal,” says a proud and delighted Mrs. Sweer.

#### DEMYSTIFYING OUR NEW AUTONOMY

To preserve its mother-tongue bilingual education program, unique to English schools in Quebec, The Study officially became financially autonomous from the Quebec government as of July 15, 2016. This means that students no longer need an English-education eligibility certificate, and The Study can continue to maintain a strong and diverse student body from elementary school to the end of high school while remaining true to its mission and its vision: to *build on a rich tradition of innovation to be the top bilingual all-girls school in Montreal.*

“For over 100 years, The Study has been a leading Montreal school where we ‘teach things that really matter’” says Mrs. Sweer. “What really matters for The Study is that we continue to provide an education that prepares young women to be at their best in both Quebec and global society — whatever their chosen passion.”

LEFT HEAD OF SCHOOL NANCY SWEER MEETS WITH STUDENT COUNCIL TO EXPLAIN THE MANY BENEFITS OF OUR NEW FINANCIAL AUTONOMY (L TO R) ISABELLA MIGNACCA, ZOE WONG, SHILLOH BRATHWAITE, MORGANE DACKIW, ALEXANDRA BRISEBOIS, ALEXANDRA KOURI AND MARIA KAMETANI.



ABOVE WORKING DILIGENTLY WITH THE NEW DRILL PRESS IN THE SCIENCE & TECH WORKSHOP IS ELLEN KHARLANOV '19. RIGHT (L TO R) ALICIA YANG, VICTORIA MO AND SARAH HUNT (ALL '22) TOTALLY ENGAGED IN BUILDING THEIR ROBOT IN THE MAKERSPACE AS THEY PREPARE TO COMPETE IN THE FALL REGIONAL.

## ENRICHED FRENCH *and* ENGLISH MOTHER-TONGUE PROGRAM

“There were government restrictions on us, as an English private school, in terms of who may attend our school and how much French we are allowed to teach,” Mrs. Sweer explains. “There’s an eligibility component of the provincial Bill 115 and a points program that restricts your ability in some cases to offer a large part of your program in French if you’re an English school. At this point we can teach as much French as we like.”

“We’re often cited as the most francophone of all English schools,” Mrs. Sweer says proudly. “The Study absolutely adores its enriched French curriculum; our program compares favourably to that of the best French schools in the province, and we want to continue to offer it — and do what we love.”

## EXCEPTIONAL STUDENT EXPERIENCES

The Study’s five-year VISION 2020 Strategic Plan was founded on four pillars: Academic Excellence, Innovation, Leadership and our newest pillar, Exceptional Student Experiences. These



exceptional experiences range from academic to extra-curricular and include an array of innovative technology programs. For example, grade 7 students are building microprocessors, grade 4 students are making art with code, and grade 8 students are building with drill presses.

Mrs. Sweer cites the continued expansion of the school’s Makerspace — the designated area that’s home for all tech and robotic classes, with the addition of a new CNC Mill to the arsenal of other tools, as quintessential for all students to continue to be able to experiment with new ideas. This is just one example of The Study continuing to build environments that support innovative approaches to learning.

## PARTNERSHIPS ENHANCE EXPERIENCES

The school has also developed partnerships with McGill University’s Departments of Architecture and Educational Psychology, both of which offer exceptional experiences for students and teachers alike. “We welcome *stagiaires* into our school. There is much interaction and differentiated learning going on,” says Mrs. Sweer. Other examples include partnering with Artificial Intelligence experts working on training computers to “think”, and with the Playful Invention Company, which specializes in developing the latest in learning environments for children.

moving ahead

## NICARAGUA PARTNERSHIP

Another exceptional student experience is The Study’s ongoing partnership with its sister school in Nicaragua. Every second year since 2010, students in grades 10 and 11 are given the opportunity to spend ten days in March at the Diria Institute, where they help teach the local students English and engage in a cross-cultural exchange. “It’s an intensive community service trip,” Mrs. Sweer points out. “It’s a humanitarian, experiential opportunity that continues to build year after year.”

Not only does this give the girls hands-on teaching experience, it also exposes them to a completely different lifestyle. “Many of our students return to The Study after the trip exclaiming that this experience has forever changed their lives,” says Mrs. Sweer. “Our girls consistently repeat that one of the most important lessons they have learned is that happiness and positivity is not dependent upon material possessions. Dirian life stresses the importance of family, the importance of relationships, and the importance of learning. The girls return to The Study with a greater understanding of philanthropy and the importance of “giving back” to evolving communities.

“Another positive result of our partnership with our sister school is the ongoing scholarship program. Study students raise funds each year in order to send one deserving female student from our sister school to the University of Managua. Not only do the girls raise the funds that are needed, they also participate in the selection of the deserving candidate and obtain frequent updates about her educational path.”

The Study graduates exude natural confidence and positivity, largely as a result of programs like these. They feel empowered by their experience to be future leaders of positive social and global change.

## MOVING AHEAD

While The Study’s strategic path is centered in pedagogical change and innovation, Mrs. Sweer emphasizes the importance of preparing our girls to assume their place in a rapidly evolving world.

“The face of education is changing; we can no longer be a content-driven environment because our girls can find content wherever the Internet is available. We are no longer information centers.

“*Teaching*  
IS LESS ABOUT  
imparting content  
& MORE ABOUT

MENTORING, FACILITATING  
& COACHING”

Teaching is becoming less about imparting content and more about mentoring, facilitating and coaching students to engage in the best learning practices,” she says.

Study students are encouraged to ask their teachers questions and try something new. The process of learning includes the development of resilience and “stick-to-itness.” “Students do not enter the school with a perfect set of skills — they enter with a passion for learning, and a willingness to try again should the first outcome be unsuccessful.” “They get to try again, and again — and our capable teachers guide them along the way.”

This, Mrs. Sweer believes, is all part of the ‘magic formula’ for The Study’s continued success. “It’s up to us as educators to develop a place and a philosophy that meet technological advancements,” she says. “The future is promising, and we expect our girls to take their place with a great understanding of the world they are leading.”



**CHOICES ARE VAST**

Students are fortunate to hear from graduates during Career Ed classes — some who have followed a straight path to their careers and others who had to do more exploration before finding their current career. Each graduate shares her experiences and knowledge with the students, providing them with tools to help them with the future. In addition, speakers join us, in person or via Skype, to discuss different post-secondary educational options. It is so important for students to broaden their horizons and understand that they have so much choice — they cannot just say they want to be a doctor or an engineer — choices are vast and exploration is the key to helping them to narrow down their choice.

Through activities, speakers, skill development and presentations in Career Education, the goal is for students to start to find their passions, start to create paths they may follow and give them the resources they need to advocate for themselves and further support their resilience, creativity and willingness to learn. 📖

**IVY LEAGUE  
TOUR  
TESTIMONIALS**

"I am so grateful that I got to go on the Ivy League tour this year. It really changed my perspective on American universities and I learned a lot about the application process to go to these schools."

— **Teya Finan**, Grade 10

"The best part was hearing all the personal experiences from Study graduates or other students who gave us a tour of their university. It gave me a deeper connection to the school instead of only hearing facts. For instance, I always imagined that all Ivy League students knew exactly what classes they want to take and what they're going to do later on. As it turns out, a lot of them use the first year to take a variety of classes and choose later on which path they want to pursue."

— **Lily Magny**, Grade 10

31 senior school students visit Yale University's Beinecke Rare Book and Manuscript Library — one of the five stops on their four-day Ivy League University tour. Taking it all in at the bottom of the stairs is Natasha Yang '18, walking up the stairs are sisters Lara '18 and Maya Bedjaoui '17.



“

Miss, how will I know when I have chosen THE right program???”

“

Miss, I am the only one who doesn't know what I want to do with my life!!”

“

Miss, I have to apply to this program so I won't close any doors in my future!!”

THESE THREE COMMENTS ARE HEARD OFTEN IN CAREER EDUCATION CLASSES — STUDENTS TAKE THESE CLASSES IN GRADES 10 AND 11 AND AFTER HAVING SPENT AT LEAST TEN YEARS IN SCHOOL, MANY DON'T KNOW EXACTLY WHAT THEY WANT TO DO IN THE FUTURE.

# Oh the PLACES you'll go...\*

**ANTONIA ZANNIS**, Deputy Head of School

Often, to their surprise, when they worry about not knowing what exactly they should do in the future, my response is: “That’s okay — most people don’t.” Indeed, according to a Stats Can survey, less than 7% of 25 year olds have the same career aspirations as they had at 17! Indeed, choices must be made when applying to post-secondary institutions, but it is fine not to know *exactly* what you want to do in the future, or, better yet, it is acceptable to change your mind during your post-secondary studies.

ANTONIA ZANNIS, DEPUTY HEAD OF SCHOOL, ENCOURAGES HER GRADE 11 CAREER EDUCATION CLASS TO CAREFULLY CONSIDER ALL THE ELEMENTS NEEDED IN A COMPELLING RESUME.

\* The title of a book by Dr. Seuss



“He is a gifted carpenter and there is nothing that he would not challenge himself to create or build. He built a stunning and very credible three-piece southern neighbourhood for the play ‘To Kill a Mockingbird’. Without his support, I would never have been able to produce professional quality productions.”

— KATI KEMENY, STUDY DRAMA TEACHER.

Most people know that Roland is a HUGE hockey fan. During NHL playoff season he can be seen sporting his HABS jersey with great pride. He has volunteered to co-coach The Study’s hockey team, and he played goalie for more than ten years. Roland also helped coach football with the late Mr. Lochtie and then later with current Study teacher and alumna, Ms. **Mona Bosnakyan ’02**.

Roland was here for the building of the gymnasium in 1999 and the conversion of the old gym into the Performance Hall in 2001. As the school grew over the years, so did his responsibilities. With more space, more students and more events, it was clear that he needed help. Today he is the Maintenance Supervisor of an essential and caring three-person custodial team.

When asked what it is about The Study that has kept him with us for over 20 years, he easily replied, “because it’s home.” He has enjoyed getting to know the students, watching them grow up and seeing them return for visits. He clearly remembers helping **Rachel Cytrynbaum ’98** cross the street and now he ensures her daughter **Emily Pearce ’28** safely crosses each and every day. 🐾

TOP LEFT KEEPING A WATCHFUL EYE OUT, OUR LONG-TIME MAINTENANCE SUPERVISOR ROLAND BIENVENU



PATTIE EDWARDS,  
Director Alumnae Relations

## SERVING OUR COMMUNITY FOR OVER 20 YEARS!

When Headmistress Eve Marshall hired Roland Bienvenu in November 1995, it was clear he brought with him a passion for helping people, fixing and building things, as well as providing a safe and secure environment for The Study community.

Roland’s services were in great demand, from being our crossing guard, managing all building repairs and renovations, to shovelling snow off the school’s roof! He has built sets for Ms. Kemeny’s drama productions and he is the school’s go-to person for fire drills, figuring out the heating and air conditioning, and always ensuring the safety and security of Study students and staff above all else.

with distinction

## ANNA, CREATOR OF A MAGICAL KINDERGARTEN SPACE



PHILIPPA VIKANDER,  
former Study kindergarten teacher

I remember so clearly the first time I met Anna Kasirer over 20 years ago when she applied for a position as a second kindergarten teacher at The Study. I was already working as a kindergarten teacher and Mrs. Marshall, the Headmistress, asked me during the interview if I had questions for Anna. We started talking and almost immediately found that we shared the same philosophy, approach, ideas, enthusiasm; almost everything, it seemed. We could have gone on talking all day and I always remember Mrs. Marshall’s humorous comment: “why don’t we just leave Philippa and Anna to it?”

We taught in tandem for some years until kindergarten became part of the bilingual programme and required a team of an English and a French teacher. Anna then spent some years teaching the middle grades. She returned to kindergarten when I retired and has been there ever since.

Anna’s personal rapport with the children is extraordinary, a real gift. Her face lights up when she’s talking with them and this is reflected back in how they feel about her. She makes each one feel very special. She appreciates their individuality and takes delight in their idiosyncrasies. She creates a magical space which you feel as soon as you enter the room. It might be a world of fairy tales, a voyage under the ocean, a bird-watching post or a paper-making operation; but it is always a child-centered place of exploration and integrated learning. She instills

in the children a love of life-long learning and has told me of the excitement she feels when she sees them start to develop their own self-expression and independence in different ways.

I think every kindergarten teacher has had the experience of children going home at the end of the day and being asked by parents what they did at school. Often they reply that they played all day which can be rather disconcerting. But this reply is a great testament to Anna’s skills as a teacher. She is a master at creating a stimulating learning environment, based on sound pedagogical principles, where the children learn through play.

I feel so fortunate to have worked with you, Anna and I know how lucky the children are who have passed through your hands. You’ve been an inspiration to me both while I was teaching at The Study and in the years since then. 🐾

“She instills in the children a love of life-long learning and has told me of the excitement she feels when she sees them start to develop their own self-expression and independence in different ways.”



ABOVE CELEBRATING HER 20<sup>TH</sup> YEAR OF TEACHING AT THE STUDY, KINDERGARTEN TEACHER ANNA KASIRER PICTURED HERE WITH (L TO R) ÉLISE ROSE MORIN AND CLEMENTINE CASTLE

# WE'RE MAKING HISTORY 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)

**DO YOU KNOW SOMEONE WHO WOULD LIKE TO JOIN US?**  
**CALL ADMISSIONS AT 514 935 9352 X 252 FOR A PERSONAL TOUR**  
VISIT OUR OPEN HOUSE — WEDNESDAY, OCTOBER 11TH  
8:30AM TO 10AM AND 4:30 TO 7:30PM



THESTUDY.QC.CA

alumnae events

## OLD GIRLS **GIVE BACK**



### SPEED MENTORING

Every spring, the Alumnae Office hosts a unique event based on the popular concept of speed dating. Study students in grades 10 and 11 are linked with talented and successful Old Girls from a variety of backgrounds in business, medicine, media, arts, law, science and other sectors. Students have the opportunity to speak face-to-face with alumnae about their post-secondary experiences and discover careers which they might not have otherwise considered. We are so fortunate to have a network of professionals available to inspire and encourage the next generation.

SARAH LAZURE '07 (ON THE RIGHT) SPEAKS WITH STUDENTS ABOUT LAW, WHILE SAMANTHA HAYES '86 (IN BACKGROUND) SPEAKS ABOUT ARCHITECTURE

### SOGA LUNCH & SEND-OFF

Each year, Study Old Girls are invited to participate in the annual SOGA Lunch & Send-Off for the graduating class. During this ceremony, the graduates are welcomed into The Study Old Girls' Association with a 'pinning of the SOGA pin', are read unique quotes and messages from other students, and are presented with a plush SOGA blanket to comfort them during their post-Study adventures. After a delicious lunch shared with their mothers, teachers and alumnae, everyone enjoys what has become a new tradition: the SOGA Sundae Bar!

(L TO R) SOGA VICE-PRESIDENT PAULINA FLORES RUTENBERG '90 PINS GRADUATE SARAH IACOBACCI '16



### JUDGING *at* SCIENCE & MATH FAIR

All alumnae are invited to judge at The Study's annual Science & Math Fair held every February. No experience is necessary to participate and the students truly appreciate having the opportunity to share their projects with former Study girls.

(L TO R) ANA GORDON '20 SHARES HER SCIENCE PROJECT WITH ALUMNA CHLOÉ TRUDEAU '06

SOGA  
EXECUTIVE  
2016–2017

#### PRESIDENT

Erika Flores Ludwick '88  
(mother of 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

Lindsay Mazliach '17

#### OFFICER

Emily Beckerleg Ritchie '90  
(mother of Abigail '20)

#### OFFICER

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

#### OFFICER

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

#### OFFICER

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

#### ADMINISTRATION

Pattie Edwards  
Director of  
Alumnae Relations

Katie Kostiuk '96

Director of Advancement



2016



# Homecoming 2016

OCTOBER 21 & 22, 2016



LEFT REUNION BRUNCH GROUP PHOTO

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

The Study celebrated its **101st Birthday** on October 21. SOGA welcomed over 30 guests to the **SOGA High Tea** and to the **Founder's Day** assembly. The **2016 Judy Elder Alumna Award** was presented to **Dr. Astrid Guttman '82** for her extensive work at the Hospital for Sick Children in Toronto (SickKids) and the Institute for Clinical Evaluative Sciences (ICES), her evaluation of Ontario's Mental Health Strategy and her contributions to the Provincial Council for Maternal and Child Health. More about this distinguished alumna at <http://www.thestudy.qc.ca/alumnae/judy-elder-alumna-award>



## DR. GUTTMANN MET WITH SENIOR SCIENCE STUDENTS

*"Thank you for taking time to answer all our questions. You showed us that there isn't always a clear career path; however, if you keep walking you will get to where you need to go."*  
— Emma Hason '17

*"What stuck with me the most was that Dr. Guttman didn't succeed at first, having failed some of her first exams. However, she continued to work hard and was very successful later on in life."*  
— Layla Razek '17



ABOVE HEAD OF SCHOOL NANCY SWEER WITH STUDY ALUMNA BARBARA WHITLEY '36 WHO JOINED US FOR THE BIRTHDAY CAKE RECEPTION AFTER ASSEMBLY LEFT ASTRID GUTTMANN '82 WITH ALUMNAE PREFECT LINDSAY MAZLIACH '17



ABOVE LEFT CLASS OF 2006 (L TO R) ALEXANDRA COOKE AND DAHLIA CHALATI ABOVE RIGHT CLASS OF 2006 (L TO R) CAROLINE MORGAN AND SUSY XU RIGHT CLASS OF 1966 (L TO R) RAEZELLE 'RICKI' ZINMAN AND SUSAN ROSE

BELOW CLASS OF 2006 (L TO R) SASHA FIRESTONE, SAMANTHA BAIZER AND STEPHANIE BIBEAU SHARE A LAUGH WITH THEIR FORMER TEACHER LAWRENCE HARRIS

## REUNION BRUNCH

It was great fun on October 22 at the Reunion Brunch in The Eve Marshall Library. Old Girls from milestone reunion classes as well as current and former faculty, enjoyed connecting with each other over mimosas and nibbles. Afterwards, the Class of 2006 toured around the school and were treated to a special viewing of their graduation video, lovingly put together by their teacher Ms. Liogas in 2006.



101<sup>st</sup>

ABOVE LEFT THE ELDEST ALUMNA AT ASSEMBLY, SHEILA MAPPIN ARTHUR '40, CUTS THE BIRTHDAY CAKE WITH THE YOUNGEST KINDERGARTEN STUDENT OCEANA SUN '28 ABOVE RIGHT SOGA TEA IN THE MARY LIISTRO HEBERT PERFORMANCE HALL



## SAVE THE DATES: HOMECOMING 2017

**FRIDAY, OCTOBER 20** Student-guided tours, SOGA Tea, Founder's Day Assembly & Judy Elder Alumna Award presentation, Birthday Cake Reception.

**SATURDAY, OCTOBER 21** SOGA Annual General Meeting, Reunion Brunch for all classes, particularly those with milestone celebrations (years ending in 2 and 7), Student-guided tours.





## MUTUAL ADMIRATION *runs DEEP*

Elizabeth Wall-O'Brien '77,  
Nina Wall '79 &  
Amy Wall Lerman '82

When **Nina Wall '79** answered our call to share news for the Class Notes section in the Trillium, she didn't write to share her news, rather to share the news of her successful sister, **Amy Wall Lerman '82**, proudly remarking, "since she will never toot her own horn!"

When Amy learned what her sister had done, and what she had said about her, she was incredibly flattered. After all, she looked up to Nina and wanted to be like her. Since Amy was equally proud of Nina's phenomenal career and accomplishments, she decided, "I am going to have to get her back for this one! And now is a good time!"

Meanwhile Nina contributed even more news, this time about her older sister **Elizabeth Wall O'Brien '77**. "My sister is a very special person," remarked Nina, "not only is she a gifted poet, artist

and musician, she dedicated 19 years as a psycho-therapist in private practice; serving people who had no insurance, offering affordable care to women who survived trauma, and basically accepting whatever the individual could afford to pay."

Thus begins the inspiring story of three talented and successful women, with clear mutual admiration for each other, not only as sisters, but as lifelong friends.

### ADVOCATES FOR OTHERS

Before moving to New York where Elizabeth is currently working at Hunter College as an academic advisor for the scholar program, she lived next door to Nina for many years in Chadds Ford, PA. They raised their children together, who were more like siblings than cousins. Elizabeth's daughter Tara is gifted, so when Elizabeth was winding down her private practice, she became an advocate for individualized education for a diverse group of learners. She also taught psychology to educators with a focus on teaching to multiple intelligences.

At the same time, one of Nina's two sons, Matthew, was diagnosed with autism. Nina has devoted her life to fighting for the rights of children and adults with autism, allowing them to secure necessary supports. According to younger sister Amy, "She is a force to be reckoned with when it comes to the rights of people with disabilities."

Indeed, Nina has some impressive credentials. Nina was the first in her community to start a parent support group, and later a network of advocates. She was a pioneer when she put Matthew into Applied Behavioural Analysis (ABA); something new and controversial in the early 1990's, though common practice now. Then in 2005 she was recruited by the incoming

### alumnae profiles

Governor to establish and head Pennsylvania's Bureau of Autism Services. This was the first state level office dedicated to addressing the needs of individuals with autism. While working and raising her two boys, Nina obtained her Master's in Social Work from Bryn Mawr College in Philadelphia, PA, where she graduated with honours and significant respect from her professors and peers. Today, Nina continues to make it her personal mission to educate and inform the public about autism in an effort to bolster understanding, awareness and support. She is currently the Director of Autism Services for the State of Pennsylvania.

### SOCIAL AWARENESS

Like Nina, "Amy is also a force to be reckoned with," oldest sister Elizabeth claims. "Amy is a wonderful and dedicated individual who uses her talents as a writer to educate and raise awareness of a variety of social issues."

In 1986, while Amy was in college, she was hired by CBS in New York City to research High Definition Television for the Engineering Department, a job that Nina actually helped her to get. With a foot in the door, Amy found her way over to the news division in 1988. Starting at an entry level, she slowly made her way up the career ladder. Amy spent the next 25 years dealing with breaking news and working with CBS affiliates in the United States and with international broadcasters all over the world. She was a Senior Producer from 2004 to 2014 and managed a newsroom staff of 30 people. Amy made the move to CBS Sunday Morning with a short-term contract to produce a version of the program for The Smithsonian Channel—all the while hoping she would be hired as a full-time producer. Then in April 2015, her dream came true and she became a Producer of CBS Sunday Morning! This past fall, Amy celebrated 30 years at CBS. Her sister Nina shared, "Amy continues to write and produce incredible news pieces, and we are all very proud of her."

"It has been a pleasure to learn about these three amazing Study sisters," commented Pattie Edwards, Director of Alumnae Relations. 🌸



(L TO R) Amy Wall Lerman '82, Nina Wall '79 & Elizabeth Wall-O'Brien '77 together in 2002



(L TO R) ELIZABETH WALL-O'BRIEN '77 ON GRADUATION DAY in 2003 WITH NINA WALL '79



CBS SUNDAY MORNING PRODUCER  
AMY WALL LERMAN '82

# THE FAB FIVE

## WHERE ARE THEY NOW?

In April 2008, five talented grade 11 physics students, along with their dedicated physics teacher Dr. Kelly Miller\*, captured first place in Quebec then journeyed to the prestigious Weizmann Institute Worldwide Physics Tournament in Rehovot,

Israel as the only all girls' team, and won first place! Recently, we had the occasion to follow up with the 'fab five', now in their mid-twenties, about their Study opportunity and to find out what they are doing now.



### JULIE D'Aoust

ARTS & SCIENCE,  
MARIANOPOLIS COLLEGE;  
PRE-MED AND MEDICAL  
SCHOOL, MCGILL  
UNIVERSITY

Participating in the tournament helped Julie to develop her ability to problem solve and manage stressful situations. "I remember opening our safe in Israel for the first time and praying that the baggage handlers hadn't been too enthusiastic!" She is incredibly grateful for the opportunities she was given at The Study that brought her and her teammates to an international stage while in high school. Julie is currently doing her residency in Internal Medicine at both the MUHC and the Jewish General Hospital. She will be applying for a Rheumatology fellowship later this year.



### LARA DE STEFANO

HEALTH SCIENCES,  
MARIANOPOLIS COLLEGE,  
WHILE WORKING  
PART-TIME AT  
ST. MARY'S HOSPITAL IN  
HEMATOLOGIC-ONCOLOGIC  
RESEARCH AND SANTA-  
CABRINI HOSPITAL IN  
OUTPATIENT CLINICS.  
BACHELOR OF PHYSIOLOGY,  
MCGILL UNIVERSITY;  
MEDICINE, ST. GEORGE'S  
UNIVERSITY IN NEWCASTLE,  
ENGLAND, IN GRENADA,  
WEST INDIES AND  
IN NEW YORK, NY.

Lara recalls the the pressure of the physics competition and the challenges of working as a team, and is thankful for the skills she learned along the way that are helping her today. "It was a great adventure that helped build character and expose both my intellectual and creative sides." Lara is in her final year of Medicine in New York.



### CAROLINE JO

ARTS & SCIENCES,  
MARIANOPOLIS COLLEGE;  
ENVIRONMENTAL STUDIES  
& EAST ASIAN STUDIES,  
MAJORED IN WOODROW  
WILSON SCHOOL OF PUBLIC  
AFFAIRS, PRINCETON  
UNIVERSITY;  
MPHIL IN ENVIRONMENTAL  
POLICY, UNIVERSITY  
OF CAMBRIDGE, UK.

"It was eye-opening and incredible fun to work with Dr. Miller and my teammates to build our safe. Dr. Miller had a 'why not?' attitude that was contagious and instilled much natural curiosity." Caroline learned the merits of thinking outside the box - and what fun that could be. Recently she joined PowerGen, a renewable energy company that provides electricity through solar micro-grids to rural off-grid communities in Kenya and Tanzania.



### TIFFANY MADON

GRADE 12 EQUIVALENT,  
NEUCHÂTEL JUNIOR  
COLLEGE IN SWITZERLAND;  
BACHELOR IN MECHANICAL  
ENGINEERING, WITH  
HONOURS, MCGILL  
UNIVERSITY (INCLUDING  
EXCHANGE PROGRAM  
IN HONG KONG)

Tiffany's memories of travelling to Israel will last a lifetime. She is confident the international experience she gained is helping her in her career today: working in Cologne, Germany at a chrome-plating and mold manufacturing company in the automobile industry. Tiffany is a technical project manager responsible for the company's expansion in Asia which requires frequent trips to Shanghai, Beijing and Hong Kong. She plans to do her MBA at an international university in the coming years.



### AMANDA (MCCOUBREY) FLOYD

PURE & APPLIED SCIENCE,  
MARIANOPOLIS COLLEGE;  
BACHELOR OF ENGINEERING  
PHYSICS, MINOR IN  
ELECTRICAL ENGINEERING,  
QUEEN'S UNIVERSITY

One of Amanda's favourite Study memories was being a part of the team, designing and building the safe which was the first time she experienced the value and power of applying scientific theory learned in the classroom to create something new. Amanda is currently working in Toronto, at Bombardier Aerospace as an Aircraft Cost and Maintenance Engineering Analyst for the QSeries (propeller) aircraft, while completing the requirements for her professional engineering license. Amanda is also married and plans to start a family in the near future.

\* Kelly Miller obtained her Ph.D. at Harvard University and was immediately hired to teach undergrad physics there. She is proud that the 'fab five' all pursued science post-secondary and are so successful today!

## ACCESS TO EXCELLENCE

### VALÉRIE SCHOOF '97



VALÉRIE WITH HER  
SOGA SISTER KATHERINE  
CREAMER '97 IN GERMANY

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 **Valérie Schoof '97**. She was a scholarship recipient for her outstanding academic achievement and potential, and was given the opportunity to continue to excel with a needs-based bursary. Valérie remembers visiting The Study for the first time. **Amanda Eaman '97** was her tour guide and the overall experience was very positive. She recalls the small class size and the 'family' feeling evoked by the teachers, support staff, students, and even the building itself. While it was a family decision which school she would attend, Valérie had a great desire to attend The Study. Together with her parents' permission and the financial support offered by the school, Valérie happily enrolled at The Study for high school.

According to Valérie, "The Study was the full package for me. It fostered my academic interests and strengths while encouraging me to be engaged in other areas. The advanced science

stream and self-guided, discovery-based learning, such as Ms. Fry's advanced math class, stimulated my curiosity and developed my ability to answer questions of interest. I recognize this ability, and the confidence in this ability, as critical in my development as a scientist today. Because of the small class size, all students had the opportunity to participate in co-curricular activities and were encouraged to do so. I became more self-confident through participation in sports, extramurals and a peer mentoring program. Thanks to the financial support from The Study, I was able to join my classmates at French camp, participate in a singing competition in Toronto and travel to Germany, twice!" In addition to the academic benefits reaped from attending The Study, Valérie remains in contact with a number of her classmates, including her SOGA sister **Katherine Creamer '97**.

Confident and prepared post-Study, Valérie was accepted in First Choice Health Science at Dawson College followed by Biology at Queen's University, Kingston, ON. After her B.Sc.H, Valérie obtained a Masters and Ph.D. in Anthropology at Tulane University, New Orleans, LA. Currently she is an Assistant Professor in the Bilingual Biology Program, Multidisciplinary Studies Department at York University's Glendon College in Toronto, and a member of Faculty of Graduate studies, Biology at York University. 📖



### FINANCIAL ASSISTANCE AWARDED IN 2015-2016

(Including bursaries,  
scholarships and awards)

## \$456,634

which represents:

## 41%

growth in dollars  
awarded since  
2011-2012

## 20%

of the student  
population received  
financial assistance

## 65

students received  
financial assistance



# In a Class of Their Own

KEEPING IN TOUCH

## PLEASE NOTE

### WE WANT TO HEAR FROM YOU!

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

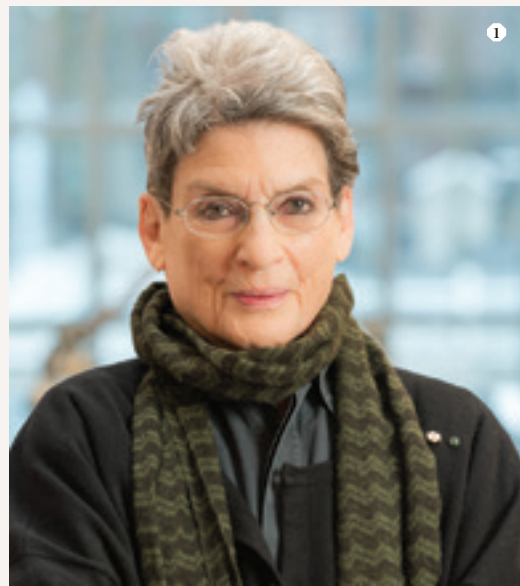
**'44** In honour of **PHYLLIS (BRONFMAN) LAMBERT**'s ninetieth birthday this year, the Canadian Centre for Architecture (CCA), which Phyllis founded in 1979, is hosting an exhibition highlighting her impact in architecture for six decades. "Phyllis Lambert: 75 Years At Work" offers an autobiographical glimpse into her visionary ideas and work, beginning with paintings and sculptures she made as a teenager, continuing through her work as an architect and her extensive involvement in bettering cities and saving historic structures. The exhibit runs at the CCA until June 4, 2017.

**PHOTO 1** PHYLLIS LAMBERT, FOUNDING DIRECTOR EMERITUS OF THE CANADIAN CENTRE FOR ARCHITECTURE, 2017 © CCA, MONTREAL

**'44** In November, **BARBARA (MILLER) TITTERINGTON\*** and **Catherine Anne (Notman) Fetherstonhaugh '47** were in Montreal for the opening of the William Notman show at the McCord Museum. Both of these alumnae are descendants of this visionary artist who became the first Canadian photographer with an international reputation during the nineteenth-century.

\*remembered fondly

**PHOTO 2** DESCENDANTS OF WILLIAM NOTMAN (FRONT ROW SEATED L TO R) CATHERINE ANNE (NOTMAN) FETHERSTONHAUGH '47 AND BARBARA (MILLER) TITTERINGTON '44. PHOTO COURTESY OF MCCORD MUSEUM — ELIAS TOUIL



**'53** **ELIZABETH (VALE) BORDEAUX** was recently honoured for her lifetime of volunteering in the equestrian world by being inducted into the Jump Canada Hall of Fame as a Builder of the Sport of Show Jumping. Thanks to two Study alumnae, **Faith (Heward) Berghuis '53** and **Barbara Kemp '30**, Elizabeth started on the path that culminated in this award. Her serious volunteering began with the Pan American Games in Winnipeg in 1967, followed by the Montreal Olympics, and serving on multiple committees for the National Equestrian Federation. For almost 20 years, Elizabeth served on Jump Canada as Rules Chair, Board Chair and Chair of the Finance Committee. Elizabeth shared, "Being involved in the equestrian world has enriched my life enormously."

**PHOTO 3** ELIZABETH (VALE) BORDEAUX '53 HOLDING PHOTOGRAPH OF HER FATHER FOR WHOM A STUDY PRIZE IS NAMED AND PRESENTED ANNUALLY TO A GRADE 11 STUDENT

**'65** **LYNN (MARKHAM) BEEBE** happily shared that she had a very successful liver transplant at the Mayo Clinic in Jacksonville, FL on September 10, 2016 (her birthday!) and recently returned from her follow up with a 100% clean bill of health. Lynn is living proof that organ donation works.

**PHOTO 4** LYNN BEEBE '65 SPORTING HER "100% LIVING PROOF THAT ORGAN DONATION SAVES LIVES" T-SHIRT

**'74** **ELAINE (DOGHERTY) DAVIDSON** swam the English Channel as part of a relay team on July 26, 2016. The team she captained, called the Crazy Canucks, swam it in 13 hours and 47 minutes in tough conditions with gale force winds, jellyfish stings and half the team suffering with seasickness. According to Elaine, "Canadian grit got us through!"

**'82** **ANNE HALLWARD** was awarded the 2016 American Women in Psychiatry's Jeanne M. Spurlock Social Justice Award in recognition for her work creating "Safe Space Radio" a radio program and podcast that offers a respectful forum for courageous conversations about difficult subjects. She also received the Dr. Ulrich B. Jacobsohn Lifetime Achievement Award by the Maine Association of Psychiatric Physicians for her extraordinary and tireless efforts on behalf of those with psychiatric disorders.

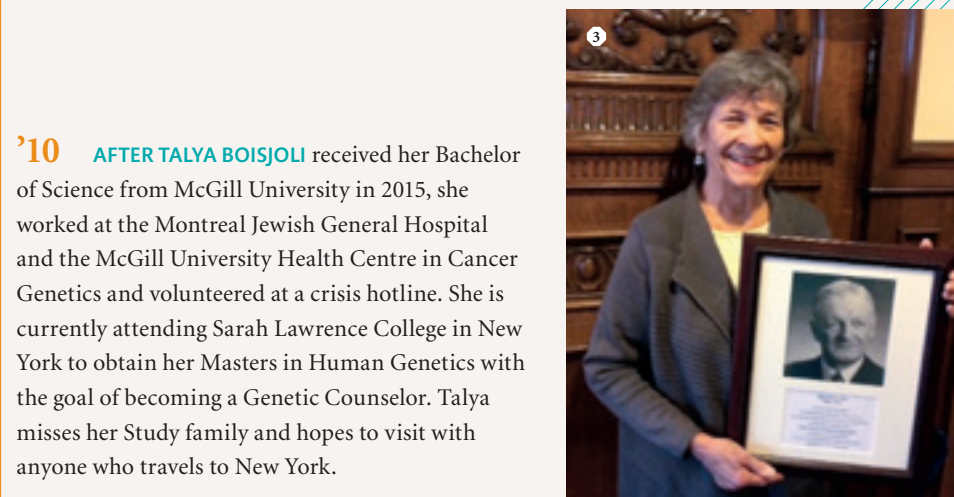
class notes

**'86** **TASHA KHEIRIDDIN** was honoured as one of Canada's Top 100 Most Powerful Women by the Women's Executive Network (2016) for her work as president of TJK Communications. She is also a weekday afternoon host of her own show on AM640, writes for the National Post and iPolitics.ca and is a sought-after public speaker. When asked what would it take to increase gender equality in her industry, Tasha replied, "More women's voices on air, in print and in the boardroom."

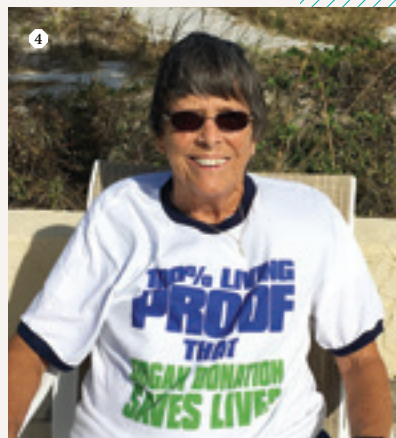
**'91** **STEFANIE TRENHOLME** was recognized as one of the top 20 Best Speech Pathologists (2017) in Los Angeles, CA. She specializes in children with Autism Spectrum Disorders, learning disabilities, executive functioning deficits, Apraxia of Speech and Myofunctional disorders. Stefanie involves her dog Little Lola Frenchie in therapy with children to improve their physical, mental, emotional and social state.

**'03** **CHRISTINE CONNOLLY** completed her Master of Business Administration from HEC Montréal in 2014. A self-admitted foodie, Christine is now the director of celebrity chef Chuck Hughes' branded goods company. In collaboration with Chuck's favourite farmers and producers, they've developed a line of gourmet food products which can be found in grocery stores nationwide. She also manages the Montreal-founded mobile app, DINR, which allows last minute diners to snag same day reservations at the best restaurants throughout Canada.

**'03** Since graduating from Dalhousie University, **CHRISTINE KLINKHOFF** completed her Masters in Psychology at The New School for Social Research in New York, NY. She then pursued her doctorate in clinical psychology at the Philadelphia College of Osteopathic Medicine. Christine is currently in New York in her final training year. She defended her dissertation, "Effects of Social Networking Use on Social Connectedness and Friendship Quality among Adolescents" in April and was fortunate to have had senior students at The Study take part in her research project.



**'16** **MELISSA LU** was named one of 12 Canadians as "Women of the Year" by Chatelaine magazine for the research she did for her Science Fair project last year. She was mentored by Dr. Koren Mann at Lady Davis Institute at the Jewish General Hospital while a grad student worked with her in the lab. Melissa learned why some patients with non-Hodgkin's lymphoma don't respond to treatment, a finding that will be later followed up by the Institute. Needless to say, in her final year at The Study, Melissa received numerous awards at the Montreal Regional, Provincial and Canada-Wide Science & Technology Fairs.





## BIRTHS

**'98** **ANDRÉANNE MORIN** and her husband Joseph von Maltzahn welcomed their son Louis Joseph Theodore von Maltzahn on October 19, 2016. “The Study connections began early in Louis’ life as we had a special visit from **Rachel Cytrynbaum ’98** at the hospital who came to spoil us with a delicious picnic and rocked Louis back to sleep on day one!”

**PHOTO 5** ANDRÉANNE MORIN '98 WITH BABY LOUIS JOSEPH THEODORE VON MALTZAHN

**'99** **ALETA (BROTT) MOHER** and her husband Kerry Moher welcomed their third daughter, Nora Max on October 12, 2016. Proud big sisters are Sophie (age 5) and Olivia (age 3). Aleta shared, “Life is busy with three girls, but I couldn’t be happier!”

**PHOTO 6** ALETA'S DAUGHTERS (L TO R) SOPHIE, NORA AND OLIVIA

**'04** **HEATHER (GALBRAITH) MELVIN** and her husband Allan Melvin welcomed their son Ryker Allan Melvin on June 5, 2016. Ryker’s grandmother **Phyllis (Montgomery) Galbraith ’71** and aunt **Iona Galbraith ’07** are thrilled with the new addition to the family.

**PHOTO 7** RYKER ALLAN MELVIN

**'05** **EMILIE WAXMAN** and her husband Brahm Mauer welcomed a happy and healthy baby boy, Myles Spencer, two weeks earlier than expected, on February 18, 2016 at the Jewish General Hospital.

**PHOTO 8** EMILIE WAXMAN '05 WITH MYLES SPENCER MAUER

## WEDDINGS

**'04** **HAYLEY SHANNON** married Scott Henry Carson in a beautiful ceremony on October 22, 2016 at The Royal Conservatory of Music in Toronto. There were seven Study alumnae in attendance: two bridesmaids **Monica Chackal** and **Dahlia Abramowicz**, **Keenan Goddard-Donovan**, **Carmen Holmes**, **Kristina Gregory**, **Candace Roscoe-Rumjahn** (all Class of 2004) and aunt **Celia Rhea ’76**. Hayley is very happy to announce that they are expecting a baby in July 2017.

**PHOTO 9** HAYLEY SHANNON '04 AND HER HUSBAND SCOTT HENRY CARSON

**'06** **KIRSTIN (LAWYER) BROWN** married Curtis Brown on September 20, 2016 in Rutland, VT. Despite the forecast for rain, the sun came out in time for her to walk down the aisle! Study classmate **Elisa Del Balso ’06** was one of her two bridesmaids and **Julia Cronin**, **Evelyne Arsenault-Cooper**, **Caroline Morgan** and **Elizabeth Santillo** (all Class of 2006) were in attendance.

**PHOTO 10** KIRSTIN (LAWYER) BROWN '06 WITH HER HUSBAND CURTIS BROWN

**'07** On April 30, 2016 **OLIVIA (BLATCHFORD) JETTE** married Ben Jette in a lovely ceremony in Woodstock, VT. Many Study girls attended (see photo 11). Currently Olivia and Ben are living in Boston, MA where Olivia is an account executive in the fashion industry.

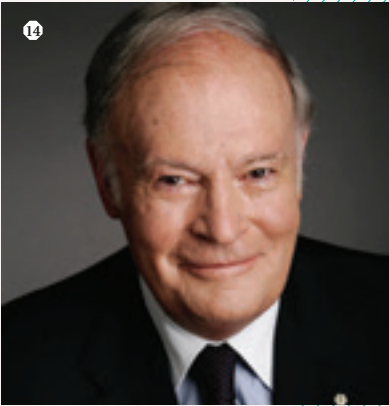
**PHOTO 11 (L TO R)** TIFFANY AZIZ '07, ALEXA KRUYT '11, EMILIE JONES '19, ALEXA TERFLOTH '11, OLIVIA (BLATCHFORD) JETTE '07, ROWAN BOVAIRD '07, ANNA JONES '17, STEPHANIE TERFLOTH '07, ADRIANNA KRUYT '07 (MISSING FROM PHOTO) CHLOÉ BLATCHFORD '11 AND OLIVIA CALDARERI '07  
**PHOTO 12** OLIVIA (BLATCHFORD) JETTE '07 WITH HER HUSBAND BEN JETTE

## PASSAGES

**'35** **MARGARET (PATCH) BALDWIN** passed away in Ottawa on December 6, 2016. Sister of **Mary (Patch) Clark ’44** of Victoria, BC, the late **Alice (Patch) Swift ’36** and the late **Frances (Patch) Waugh ’47**. She is greatly missed by her children, grandchildren and great-grandchildren.

**'37** **FAITH DOROTHY ROSWELL (LYMAN) FEINDEL** passed away in Montreal on June 16, 2016 at the age of 96. She attended The Study briefly, studied to become a Registered Nurse in Kingston, ON and worked at the Montreal Neurological Institute where she met her husband Bill. After raising six children, Faith trained as a psychiatric nurse and worked at the Montreal General Hospital and later the Allan Memorial Institute until she reluctantly resigned at the age of 90.

**'58** **ANNE BRUCE** passed away on February 12, 2016. She attended all grades at The Study prior to graduating as a Registered Nurse from the Royal Victoria Hospital. Anne pursued graduate studies in Hospital Administration and had a long career as a Director of Nursing. Upon retirement, Anne spent her free time crafting and travelling. She leaves behind many friends and her brother Robert and family.



**'00** **KRISTIN JOHNSTON** tragically passed away in Halifax, NS on March 26, 2016 at the age of 32. She is mourned by her mother Vicki Connolly and step-father Thomas Bourne, her father Robert Johnston (former Chair of The Study’s Board of Governors), her adored siblings Kimberly ’95 and Michael, her beautiful niece Hannah, as well as many friends and relatives. Kristin lived life to the fullest: from hiking in the Himalayas, skydiving in New Zealand, snorkeling in Fiji, and salmon fishing in Tofino, to energetically running a hot yoga studio in Halifax. She is greatly missed by Study family and others who knew and loved her well.

**PHOTO 13** KRISTIN JOHNSTON '00

## STAFF & FRIENDS

On Saturday, October 15, 2016, Enrichment Specialist **SAMANTHA SCHNEIDER** married her best friend and high school sweetheart, Jonathan Thorburn. They shared their wedding vows among their closest family and friends at Manoir Rouville-Campbell in Mont St-Hilaire, QC.

Spanish teacher **YULY GONZALEZ** and her husband Alexander Bayona welcomed a baby girl, Isabelle, on June 25, 2016.

English teacher **KIM HAMILTON '95** and her husband Micah Sookman welcomed their second child Eowyn Rose on January 15, 2017. Big sister Freya and family are over the moon!

We are sad to say goodbye to **DR. ROBERT FAITH** who was an important member of our community. Bob was father to **Janet ’86**, Board Chair, Foundation Chair and Study Builder in 2012. Please see page 37 for more information.

Former board member **ROY HEENAN** passed away on February 3, 2017, husband of Rae, former Study ukulele teacher, father to **Louise Heenan ’84**, Study teacher **Anne Heenan ’88** and **Claire Heenan ’91**, grandfather to **Sarah Hunt ’22** and **Sophie Hunt ’25**.

**PHOTO 14** ROY HEENAN

BUILDER’S AWARD



LEFT (L TO R) Olivia Tory '11 with father and Study Builder, Jeff Tory, at a recent Study event in Montreal.

8th Annual Builder’s Award

This year, Jeff Tory, Vice Chair of The Study School Foundation and father to Jessica '00, Annabel '06, Olivia '11 and Robin '15, has been awarded the Builder’s Award. In 2016, Jeff celebrated his 20th anniversary as a loyal member of the Foundation and committed and passionate supporter of the school and its mission.

Jeff’s involvement at The Study began in the mid 1990’s just as his daughter Jessica began her time at the school. It was not long before his keen interest in wanting to help preserve and develop what he quickly identified as a “world-class institution”, combined with his business acumen in the world of wealth management, that he became a vocal member of the Foundation.

Jeff rapidly rose to the occasion, bringing insight and ambition. In 2000, Jeff became Foundation Vice Chair, and continued to lead the Foundation through significant periods of growth during both tumultuous and prosperous economic times.

More recently, during the school’s quest for financial autonomy, Jeff has played a visionary role, being one of its earliest supporters and quick to recognize the multitude of benefits that the school would enjoy from financial autonomy.

Jeff’s candid personality and passion for the school has helped to elicit and secure some of the most transformational philanthropic gifts in the Foundation’s history, and Jeff continues to actively support and advocate for the Foundation’s Dare to Dream Campaign for financial autonomy.

Always willing to offer valuable advice, or support an initiative, Jeff Tory is truly a Study Builder, as his leadership, generosity and dedication has spanned decades, having left an indelible mark on life at The Study.

Congratulations to Jeff 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\*  
BOB FAITH 2011-2012\*  
BARBARA WHITLEY '36 2012-2013  
DEBBI EAMAN 2013-2014  
BILL MOLSON 2014-2015  
THE HALLWARD FAMILY 2015-2016  
\*remembered fondly

foundation

RIGHT ANTONIA TRINIDAD RIVERA LAGOS, GRADE 2, PRACTICES GRATITUDE WITH SENIOR STUDENT JOSÉPHINE HUGÉ, GRADE 11.



We Are So Grateful

THE “GRATEFULNESS” PROJECT

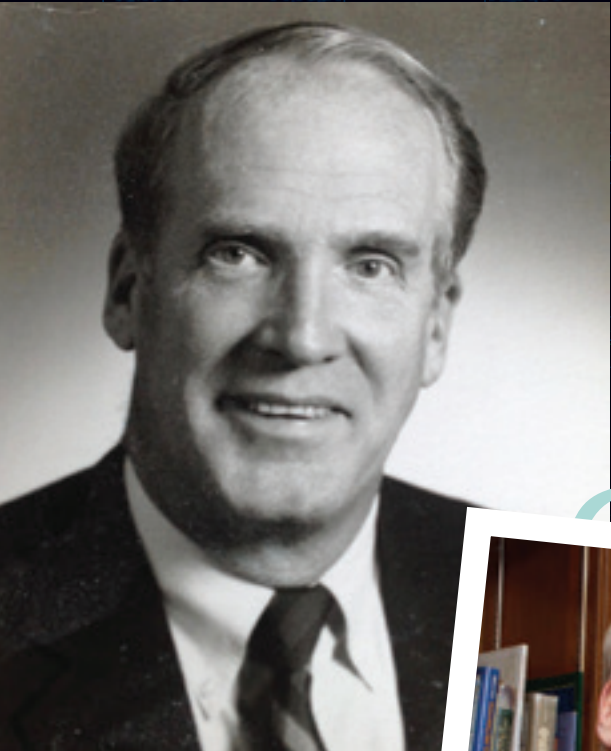
As part of our mission to teach our students about the importance of community, every year our students engage in community work and fundraising initiatives that support dozens of charities ranging from health, youth and education, peacekeeping and war-time initiatives, disaster relief and animal care. Last year, Study girls raised and donated close to \$20,000. In the fall, however, in an effort to remind our girls that giving and getting involved begins at home, Study girls celebrated Thanksgiving with the “Gratefulness Project”, a school-wide initiative that invited all students to think about what they are grateful for. This fun and thought-provoking activity resulted in hundreds of ‘Thank You’ notes created for The Study’s donors as a way of thanking them for their loyalty, support and generosity. So, the next time you make a gift of any size to The Study, don’t be surprised when you receive one of our girls’ gratefulness notes just for you.

GRATEFUL FOR YOUR YEARS OF SERVICE

The Study’s Board of Governors and The Study School Foundation Board comprise parents, past parents, Old Girls, retired faculty and friends who have devoted their valuable time, energy and financial resources working to keep the school at the cutting edge of education. Recently, a few of our Board members have stepped down to pursue other challenges.

We wish to take this opportunity to thank them for all that they do.

JOAN IVORY '51	BRENDA BARTLETT '76	SARAH (IVORY) STEWART '78
Foundation Trustee	Board of Governors Member	Board of Governors Member
1980 – 2016	2007 – 2016	2008 – 2016



Robert W. Faith

STUDY BUILDER ROBERT W. FAITH (1932 - 2016) PASSED AWAY ON DECEMBER 27, 2016. He was a passionate and steadfast man, devoted husband of Heather Mackenzie, and adoring father of Janet Faith '86 (Scott Feltham) and Derek Faith (Samantha Mitra). Fiercely loyal to those whom he loved and admired, and deeply committed to his family and his community, The Study will miss Bob’s intense determination and unwavering generosity with his time and wisdom.



THE DARE TO DREAM CAMPAIGN  
HAS BEEN A GAME-CHANGER FOR THE STUDY.

“...I [wanted] to ensure my daughters’ accessibility to The Study’s secondary school.”  
– JEAN-GUY DESJARDINS, Campaign Co-chair

“...making the school accessible to a diverse group of students means that our daughter’s education becomes more well-rounded and relevant to the world around her.”  
– SCOTT JONES, Campaign Co-chair

“...The Study is uniquely positioned in Montreal as an attractive option for the daughters of ex-patriot business leaders who tend to seek an academically challenging program offering mother-tongue instruction in two languages.”  
– RANDY KELLY, Campaign Co-chair

DARE TO DREAM:  
▶ BEHIND THE SCENES ◀

THE STUDY’S CAMPAIGN FOR THE SECOND CENTURY

While the Campaign will help to provide the resources The Study needs to remain at the cutting edge of education, the Campaign’s story has meant different things for different people. Our Campaign Co-chairs sat down with us to talk about why they got involved in the Campaign. This is what they said:



JEAN-GUY DESJARDINS,  
CAMPAIGN CO-CHAIR  
FATHER OF OLIVIA ’23 AND CHLOÉ ’24

“I agreed to Co-chair this Campaign because I couldn’t bear the idea of having to send my daughters elsewhere for secondary school. My daughters have been very happy at The Study since they started in Kindergarten – not only have they made wonderful friends and are surrounded by the best teachers, they are working towards mastering both official languages with the mother-tongue bilingual program. Since this Campaign is heavily focused on the school’s financial autonomy from the government, which involves removing the English-language eligibility requirements for students entering the secondary school, I felt I needed to help lead this Campaign in order to ensure my daughters’ accessibility to The Study’s secondary school.”



SCOTT JONES,  
CAMPAIGN CO-CHAIR  
FATHER OF EMILIE ’19

“I agreed to Co-chair this Campaign because my wife Sophie and I value how the school’s vision for the future is that of an organization which can, with financial autonomy, determine its own path towards another 100 years of excellence. The school now has the power and flexibility to finally accept any mission-appropriate student, not because of her socio-economic or English eligibility status, but because she has the talent, the drive and the passion to succeed. In fact, making the school accessible to a diverse group of students means that our daughter’s education becomes more well-rounded and relevant to the world around her.”



RANDY KELLY,  
CAMPAIGN CO-CHAIR  
FATHER OF SYDNEY ’19

“I agreed to Co-chair this Campaign for two reasons. First, my daughter loves the school and is often heard saying “girls rule, boys drool!” – she’s happy, she’s being challenged, and she’s often given the chance to try new experiences. The second reason I agreed to get involved is because the Campaign is helping to create the right conditions for student diversity – both linguistically and socio-economically – so that the school is a true reflection of Montreal’s cultural reality. Not only this, as a CEO of an international investment firm who often recruits from abroad, I found that The Study is uniquely positioned in Montreal as an attractive option for the daughters of ex-patriot business leaders who tend to seek an academically challenging program offering mother-tongue instruction in two languages.”

IMPORTANT CAMPAIGN  
ANNOUNCEMENT

NAMING OF THE SOUTAR SCIENCE AND PERFORMING ARTS PAVILION

This fall, The Study co-hosted two evenings to celebrate the legacy of the late Ian Soutar, grandfather to Ella ’20 and Beatrice ’22, and long-time Study supporter. The evenings were both co-sponsored by Pembroke Management and Formula Growth, private wealth firms shaped by Ian’s entrepreneurial spirit and innovative approach to business. Guests who knew and loved Ian were invited to a performance of The Watershed, by celebrated Canadian playwright Annabel Soutar ’88, daughter to Ian. Ian’s legacy as a passionate entrepreneur, respected industry leader and dedicated philanthropist was celebrated with a precedent-setting naming announcement. Thanks to the generosity of a committed group of donors, who, together, made a significant philanthropic gift to The Study School Foundation in Ian’s honour, the school’s main pavilion will be named the **Soutar Science and Performing Arts Pavilion**.

A big thank you to everyone who came together to celebrate Ian Soutar and his family’s legacy!

LEFT (L TO R) ANNABEL SOUTAR ’88, HELGI SOUTAR, ADAM SOUTAR RIGHT (L TO R) SOUTAR FAMILY FRIENDS MARJORIE (PITBLADO) TAYLOR ’59 AND SCOTT TAYLOR



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, Scott Jones, 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





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

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

## 1<sup>ST</sup> PILLAR

DARE TO DETERMINE OUR OWN FUTURE WITH FINANCIAL AUTONOMY

### HOW CAN THE DARE TO DREAM CAMPAIGN HELP?

The Dare to Dream Campaign aims to support The Study's transition into becoming financially autonomous, allowing the school to move into a sound and sustainable financial model. This model will enable the school to offer students and their families the same quality of education at competitive tuition rates, without requiring supplemental funding from the government.

## 2<sup>ND</sup> PILLAR

DARE TO INNOVATE — EMPOWERING OUR WORLD-CLASS FACULTY AND STAFF

### HOW CAN THE DARE TO DREAM CAMPAIGN HELP?

The Dare to Dream Campaign will fund the growth of a supportive and encouraging environment for all faculty and staff by providing the necessary tools to empower them, and to hone their professional skills, both for the next year, and the next generation. We want to make it possible for The Study to attract, retain and inspire the very best teachers.

## 4<sup>TH</sup> PILLAR

DARE TO ENHANCE OUR LEARNING ENVIRONMENT — IMPROVING OUR EDUCATIONAL SPACES

### HOW CAN THE DARE TO DREAM CAMPAIGN HELP?

The Dare to Dream Campaign will enable the physical grounds of the school, including classrooms, extra-curricular and outdoor spaces to be adapted to address the changing nature of schools and The Study's educational innovations.

## 5<sup>TH</sup> PILLAR

DARE TO CHAMPION TODAY'S OPPORTUNITIES FOR TOMORROW'S SUCCESSES — SUPPORTING TODAY'S STUDENTS THROUGH ANNUAL GIVING

### HOW CAN THE DARE TO DREAM CAMPAIGN HELP?

While the Dare to Dream Campaign is transformational, and its impact will be felt for generations, it is the Annual Giving Campaign that is a vital source of important annual revenue. This annual revenue supports new opportunities and emerging needs in all areas of our institution, including academics, athletics, arts and science, direct-funded financial aid, professional development, and student life.

## 3<sup>RD</sup> PILLAR

DARE TO ENRICH OUR DIVERSITY — PRESERVING SOCIO-ECONOMIC DIVERSITY WITH SCHOLARSHIPS AND FINANCIAL AID.

### HOW CAN THE DARE TO DREAM CAMPAIGN HELP?

The Dare to Dream Campaign aims to increase the school's endowment fund so that the scholarship and bursary program is robust, ensuring The Study's ability to attract any mission-appropriate student who wishes to attend the school.



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  
thestudy100.org

ALEX KOURI, THEN & NOW



**LEFT** Alex Kouri, this year's Head Girl, at the podium addressing a full school assembly on Founder's Day.

**ABOVE** Alex Kouri, in The Study's kindergarten, learning to take risks, preparing to take center stage.

# The Annual Fund

FROM THE TIME YOUR DAUGHTER STARTS HER JOURNEY AT THE STUDY... TO THE DAY SHE STANDS AT THE PODIUM AND ADDRESSES THE WHOLE SCHOOL SHE IS TAUGHT TO EMBODY THE SCHOOL'S CORE VALUES...

*Respect of self and others, collaboration & altruism, a 'green' view, innovative thinking, high academic quality and effort and honour and pride in her school.*

*Des valeurs fondamentales... Le respect de soi et des autres, la collaboration et l'altruisme, une approche écologique, une réflexion novatrice, de grandes attentes au niveau des résultats scolaires et des efforts qui les accompagnent, la fierté de l'école et le maintien de ses traditions.*

Every gift, no matter the amount, makes a difference. When you give to The Annual Fund, you give directly to every Study girl.

**BECAUSE EVERY GIRL BENEFITS EVERY YEAR FROM THESE FUNDS.**

Our Annual Fund supports a wide variety of initiatives: faculty development & programs, financial assistance for deserving students, optimal learning environments with ongoing classroom and lab renovations.