



**trillium**  
THE STUDY MAGAZINE

*Aller de*  
**L'AVANT**

*Moving*  
**FORWARD**



The Study

2020





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### COMMITTED TO THE ENVIRONMENT

Trillium is printed using vegetable-based ink on Chorus Art Silk, an FSC-certified paper which contains 50% recycled content including 25% post-consumer waste.

**COVER (FRONT TO BACK)** YI YIN (ELLA) QU '23,  
BIANCA MAC HABEE '23, YIAN WU '23 AND  
SYERA MONET DEL BELLO '20 ROWING  
AT THE OLYMPIC BASIN.

### GRADE 5 & 6 FRIENDS

**(L TO R)** Mia Jalbout, Alizée  
Fleurent, Eva-Rose Varin  
and Cristina Comito  
deep in conversation  
on the front lawn.



2020

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ACTIVE OUTDOOR  
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With the end of the school year not too far off, we feel blessed to have had another successful year at The Study. It is with mixed emotions that we will end the year as we will be saying goodbye to our beloved Head of School, Nancy Sweer, who is retiring. Nancy has been a transformative force at The Study and placed the school in an enviable position. We have been very fortunate to have her as our Head of School over the last nine years and she will be truly missed. After conducting an international search, we believe that we have found a wonderful successor in Kim McInnes who will be returning to The Study after a brief absence. We believe that Kim possesses all the qualities required to move the school forward.

Plans for the Active Outdoor Learning Spaces are being finalized and we hope to begin construction on the first phase shortly. If you have not seen the plans, they are available on the school's website and on page 36 of this issue of *Trillum*. I invite you to have a look. I also encourage each and every one of you to support this project financially as it is a major commitment and will require a concerted effort by the whole community to see it through to fruition.

## NANCY SWEER: A TRANSFORMATIVE FORCE

of Governors, it has been my pleasure to serve with you. To Nancy Sweer and her remarkable staff, my heartfelt thanks and to all the teachers, you make The Study great, so thank you.

Lastly, I wish to thank all those who have supported the school so generously and helped our daughters reach their full potential.

As my term as Board Chair draws to a close, I wish to thank all those who have made the last three years so rewarding. To the members of the Board

Nous entrevoyons maintenant la fin de l'année scolaire, et nous sommes ravies d'avoir connu une autre belle année à The Study. C'est toutefois avec des sentiments partagés que nous terminerons l'année, puisque nous dirons au revoir à notre directrice bien-aimée, Nancy Sweer, qui partira à la retraite. Nancy a été une force de transformation à The Study, et elle a su placer l'école dans une position enviable. Nous avons eu beaucoup de chance de l'avoir comme directrice au cours des neuf dernières années; elle nous manquera beaucoup. Après avoir mené une recherche à l'échelle internationale, nous savons que Kim McInnes sera une nouvelle directrice parfaite pour remplacer Nancy. Kim nous revient après une brève absence et nous savons qu'elle possède toutes les qualités requises pour que l'école continue d'évoluer avec bonheur.



Les plans des aires d'apprentissage actif en plein air sont presque finalisés, et nous espérons amorcer bientôt les travaux de construction de la première phase. Si vous n'avez pas vu les plans, vous pouvez les consulter sur le site Web de l'école et à la page 36 du présent numéro de *Trillum*. Je vous invite à y jeter un coup d'œil. J'invite également chacun et chacune d'entre vous à appuyer financièrement ce projet, car il s'agit d'un engagement majeur qui nécessitera un effort concerté de toute la communauté pour être mené à bon port.

Alors que mon mandat de président du conseil d'administration touche à sa fin, je tiens à remercier tous ceux et celles qui ont rendu ces trois dernières années si enrichissantes. Aux membres du conseil des gouverneurs, sachez que ce fut un réel plaisir que de siéger à vos côtés. À Nancy Sweer et à son remarquable personnel, veuillez recevoir mes remerciements les plus sincères, et à tous et toutes les enseignant.e.s, rappelez-vous que c'est grâce à vous que The Study est une telle réussite. Merci.

Enfin, je tiens à remercier tous ceux et celles qui ont soutenu l'école avec tant de générosité et qui ont aidé nos filles à atteindre leur plein potentiel.

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



**T**he Study has always been a place in which looking behind at our traditions and history have served us well as we springboard into the future. Looking back over the last nine years, I have been impressed by our ability to maintain our focus on the present, while embracing the past, and all the while, forging a path that will help our girls evolve into great women. We have been mentors, facilitators, teachers and learners, encouraging our students to dare greatly, boldly, to imagine, to create, and to dream. Our past parents, alumnae, and former staff and faculty have served as our anchors. Our teachers have given our girls the tools to succeed, and our Study parent community has supported our wisdom. Such an impressive triumvirate!

Much is on the horizon in the Study's future. In reflecting on the many ways in which our girls learn, brainstorm, and innovate, we are encouraged to look to the future, and to create ways in which tomorrow's leaders can reach and achieve. Our physical space, a place in which tradition and innovation intersect, will soon incorporate outdoor learning spaces, giving more breadth to the creative energies of our students. Our teachers continue to provide an inspiring learning environment for our students. A new Strategic Plan is in formation, and with the thoughtful feedback we have received from parents, students, staff and faculty, The Study's future path is assured.

The Study remains in good hands. With an extremely supportive Board of Directors, a focused Foundation and a quintessential collaborative team of Directors and Educators, The Study's future abounds. There is no greater gift to a school than to be surrounded by passionate individuals who love what they do, and who support The Study philosophy.

Assuredly, The Study will continue to create the great compassionate and brilliant leaders of tomorrow. I am proud to be able to say that I have been part of the evolution.

À The Study, nous nous sommes toujours appuyés sur nos traditions et notre histoire, en nous en servant comme d'un tremplin pour nous propulser vers l'avenir. Quand je contemple les neuf dernières années, je vois notre capacité à rester les pieds ancrés dans le présent tout en embrassant le passé et en ouvrant la voie qui permettra à nos filles de devenir des femmes formidables. Nous avons joué les rôles de mentor, de facilitateur, d'enseignant et d'apprenant, en encourageant nos élèves à oser avec audace, à ouvrir les vannes de leur imagination, à créer et à rêver. Les parents de nos anciennes élèves, comme ces dernières ainsi que tous ceux et celles qui ont déjà fait partie de notre personnel et de notre corps enseignant, forment l'assise à partir de laquelle nous déployons nos ailes. Nos enseignant.e.s ont donné à nos filles les outils nécessaires pour réussir, et nos parents d'élèves nous ont soutenus avec sagesse. Cette merveilleuse communauté n'a jamais cessé de m'impressionner!

**L'AVENIR DE THE STUDY EST TRÈS PROMETTEUR. NOS FILLES APPRENNENT, RÉFLÉCHISSENT ET INNOVENT DE DIVERS FAÇONS, NOUS ENVISAGEONS L'AVENIR AVEC OPTIMISME ET VOULONS OFFRIR AUX LEADERS DE DEMAIN DES MOYENS DE S'ÉPANOUIR ET DE RÉUSSIR.**

Notre aires physique est un lieu où tradition et innovation se rencontrent, et on y retrouvera bientôt des aires d'apprentissage en plein air, dans lesquelles l'énergie créative de nos élèves pourra prendre de l'ampleur. Nos enseignant.e.s continuent d'offrir un milieu d'apprentissage inspirant à nos élèves. Un nouveau plan stratégique est en cours d'élaboration, et à la lumière des judicieux commentaires que nous avons reçus des parents, des élèves, des membres du personnel et des enseignant.e.s, l'avenir de The Study se dessine clairement.

The Study demeure entre bonnes mains. Grâce à un conseil d'administration qui nous appuie sans réserve, une fondation dont les objectifs sont clairs et une équipe à la direction et dans les classes pour qui la collaboration est le mot clé, nous savons que l'avenir de notre école est assuré. On ne peut rêver d'un meilleur contexte pour une école que de pouvoir compter sur des gens passionnés qui aiment ce qu'ils font et qui soutiennent la philosophie de l'établissement.

À The Study, nous continuerons de former les leaders brillantes et bienveillantes de demain. Je serai toujours fière de pouvoir dire que j'ai contribué à cette histoire.



NANCY LEWIS SWEER  
HEAD OF SCHOOL  
DIRECTRICE DE L'ÉCOLE



# REDEFINING SUCCESS

EMBRACING MENTAL HEALTH &  
WELL-BEING TO INCREASE STUDENT  
LEARNING & ENGAGEMENT

**MARLA PINSLER**, M.Ed., M.S.o.c. Senior School Counsellor, Post-Secondary Advisor

The better we feel, the better we do. We have no doubt heard this expression many times, but what does it *really* mean for us at The Study? There are copious amounts of research which prove that a focus on mental health and well-being within an academic setting has a constructive impact on academic performance. That alone should be reason enough to implement a culture of care and well-being at a school, but it is the other numerous benefits and lessons which have a more profound impact on the individual, their learning and their future self.

POSITIVITY ABOUNDS, AS SCIENCE STUDENTS (L TO R) MAXINE KANG-AUGER AND ISABELLA GUALTIERI, CONFIDENTLY ABSORB THE LATEST IN GRADE 9 CHEMISTRY.

## MENTAL ILLNESS & YOUTH, A STARTING POINT: WHAT WE KNOW & WHERE DO WE GO FROM HERE?

In any given year, 1 in 5 Canadians experience a mental illness and 70% of all mental health problems have their onset during childhood or adolescence. (Mental Health Commission of Canada, 2013) And so, how do we address this and help our children?

Understanding the issues around mental illness and what contributes to our children's high levels of anxiety is essential. Pressure to perform academically and to excel in an extracurricular activity, coupled with the public information about the difficulties surrounding admission to top universities all add to major stressors for most students. With the use of social media and the pressures and time this has come to represent, added to some regular teenage "angst" and possible familial challenges, one can now easily see the reasons for the 1 in 5 and 70% statistics.

## A CALL FOR WELLNESS & SELF-CARE

Dr. Denise Pope's (Senior Lecturer, Stanford University School of Education) main research focus is on academic stress and its consequences for mental and physical health and engagement within learning. As a co-founder of *Challenge Success*, she and her team work with schools and families to implement research-based strategies for student wellness. Some of her recommendations for a calmer school climate include no bells (or a softer chime sound) between classes, revising current schedules (E.G: block scheduling and later start times), no homework weekends, modifying exam schedules to allow for breaks between exams, test calendars to best coordinate test dates and workloads for students. She encourages families to "unplug", have family time and downtime and resist the urge to overschedule.

It is reassuring to see that The Study is already doing much of what Dr. Pope suggests. We currently have a wellness committee with faculty and staff representation to discuss areas of concern and improvement for both students and staff. Next year, we will incorporate the student voice and perspective as we create a new leadership role; a "Wellness Prefect". Recently, during Spirit Week, we had a "Wellness Wednesday" with activities promoting self-care and the value of downtime in conjunction with #BellLetsTalkDay. To monitor our students' study schedules and workloads with a wide lens, we have a common assessment calendar for faculty. The Study has no homework weekends on our yearly calendar and we are currently experimenting with less bells throughout the day and a movement towards a chime sounding bell or no bells at all!

Wellness is a large "umbrella term" for self-care relating to one's mental and physical health. It involves social and emotional learning, an awareness of self and others, as well as an understanding that an emotionally healthy mindset lets you be your best self. It leads to a sense of empowerment that we all want our girls to have; a strong self-confidence with a mantra of "I Have Value" throughout their lives. Positive mental health and wellness begins with every student feeling listened to and heard, being accepted for who she is, and teaching her to know that she has a voice to express herself. Mental health and wellness programming can increase a student's self-esteem and strength of character, level of resilience and as a result have positive effects on academic excellence... *the better we feel, the better we do.* 📖

### SOME STUDY WELLNESS INITIATIVES:

Wellness Prefect: a new leadership role is being created;

Wellness Wednesday: activities promoting self-care and the value of downtime;

A common assessment calendar for faculty to monitor work-load;

No homework weekends;

Fewer bells



# CREATING AUTHENTIC LEARNING EXPERIENCES

**AMANDA LISTE**, Elementary School Director

TO BUILD A CULTURE WHERE RISK-TAKING IS ENCOURAGED FOR STUDENTS, WE NEED TO BE WILLING TO TRY NEW THINGS. BY TAKING RISKS, WE DEMONSTRATE THAT NOT EVERYTHING WORKS AS PLANNED AND PROVE THAT WE CAN BE RESILIENT IN ANY SITUATION. UNFORTUNATELY, STUDENTS DO NOT ALWAYS HAVE THIS MINDSET. MANY BELIEVE THEY NEED TO SUCCEED IMMEDIATELY AND THAT ANY FAILURE THEY ENCOUNTER WILL BE DEVASTATING. THIS VIEWPOINT CAN HINDER LEARNING.

At The Study, we have always enjoyed bringing new techniques, methodologies and tools into the classroom; a combination of risk-taking and excitement sometimes followed by fears of the teachers and the girls! Sometimes our fears get the best of us, but we are constantly working on finding a balance between the love and fear of taking risks.

As part of the National Coalition of Girls' Schools annual conference, Dream, Dare, Do: Girls as Makers, Inventors, Engineers, and Entrepreneurs, we learned that it is important to name your fears in order to gain perspective. Low student engagement, reactions from parents and decreased test scores are just a few of the fears that plague all teachers. Having these conversations



(L TO R) Inventors in the making, Kindergarten girls Meili Tittley and Béatrice Dumas-Frappier working diligently and without hesitation in the elementary school science lab.



"If we want to do better things for students, we have to become the guinea pigs and immerse ourselves in new learning opportunities to understand how to create the necessary changes. We rarely create something different until we experience something different."

**GEORGE COUROS**, *The Innovator's Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity*

with colleagues helps define fears and change one's mindset; instead of asking ourselves what will happen if it doesn't work, reframing the question to what can happen if it does work? More often than not, the hope of what can happen is much more enticing than the fear of what might not.

The Study's commitment to risk-taking and innovation was the motivation behind our first ever Inspiration Week, held February 17th to February 21st, 2020. We were proud to pilot an innovative week where girls in kindergarten to grade 6 set aside the traditional classroom schedule and immersed themselves in a week-long passion project. We are intrigued by the resulting possibilities. Our goal is to empower the girls with their own impossibilities and passions.




## FARM TO TABLE

Forego the traditional classroom schedule and immerse yourself in a week long passion project. Elementary school students did just that, seen here are the results of the Kindergarten themed week long project as the girls created a Market in their Farm to Table project. Leading up to their proud cumulating results and as part of their inspiration week project the girls enjoyed a hands-on market experience as they visited the local Atwater market, spoke with local farmers and learned about the produce that was popular. They also spent a morning with Study alumna Chloé Trudeau '06 who, for the past four years, has been the Managing Director of Ferme des Quatre Temps. The girls were fascinated to learn about the variety of vegetables and animals on the farm.

Each grade, along with the guidance of their teachers chose a general theme, ranging from creating a new country, building a movable learning pod and creating a start-up company. The girls had the advantage of being mentored by specialists in the field, listening to inspirational speakers, partaking in a variety of field trips and learning about themselves and what they can accomplish in even a week's time. This interdisciplinary, bilingual project allowed The Study to work with community partners, continue to incorporate diversity in learning and most of all creating a safe space to take risks.

During Inspiration Week, The Study celebrated victories big and small. Teachers, mentors and the girls alike made an active choice toward their own personal growth when taking risks, elevating all of our potential for high achievement and strong leadership.

However threatening risk-taking can be, The Study is committed to continually cultivating an emotionally safe environment. As professional lifelong learners, it is important we continue to ask the question, what is best for the girls, in order to help them to develop and become the leaders and learners of today and the future. Taking risks in our practice is not only encouraged, but necessary.

While the hardest thing about committing to innovation is that it's never-ending, this is just one of the many ways that The Study continues to differentiate itself. We focus on creating authentic learning experiences and building relationships so that we can help the girls grow all the while knowing that we support them. 



**TOP RIGHT** KINDERGARTEN PRESENTING THEIR INSPIRATION WEEK PASSION PROJECT 'FARM TO TABLE' (L TO R) MEILI TITLEY, NAELLA SEHIC, SUXUAN (MANDY) LIU. **BELOW LEFT** (L TO R) CHLOE NAHUM AND WENYUE XIANG (BOTH '28) HAPPILY ENGAGED IN A SELF-DISCOVERY MODE.

# BUILDING A FOUNDATION: EXPLORING ARTIFICIAL INTELLIGENCE






**AMALIA LIOGAS, IT DIRECTOR**

OVER THE LAST FEW YEARS, TECHNOLOGY HAS EVOLVED AT AN EXPONENTIAL RATE. COMPUTERS KEEP GETTING SMALLER AND FASTER AND WHAT THEY CAN DO IS EVER-CHANGING. FIFTEEN YEARS AGO, WE WENT TO OUR LOCAL BLOCKBUSTER TO RENT A VIDEO, CARRIED A WALKMAN, POSTED ON MYSPACE AND HAD A COUPLE OF QUARTERS IN OUR POCKETS IN CASE WE NEEDED TO USE A PUBLIC PAYPHONE. TODAY, WE GRAB AN UBER, BINGE WATCH A SERIES ON NETFLIX AS OUR SMART WATCHES TRACK OUR HEART RATE. TECHNOLOGY SHAPES OUR LIVES AT EVERY TURN.

**A**t The Study, we are preparing the girls not to be afraid of change or of technology but rather to embrace both. The reality is that 65% of school-aged children will graduate into a job market with jobs that don't currently exist. Part of our focus is to empower our girls to rise to any challenge. It is essential that they know about the technology that will impact their lives and livelihood so that they can be a part of the conversation that will, with certainty, shape their future.

One of the key technologies that will impact us, in the coming years, is Artificial Intelligence. Today AI is found in our personal assistants (Siri, Alexa, Google), predictive analytics (Amazon and Netflix) and medical diagnostics. Facial recognition at airports will soon become a standard. In that vein, the theme of the grade 9 Engineering class this year is Artificial Intelligence. Students are learning how AI works, how data is used to train systems, what a neural network is, as well as discussing the ethical use of Artificial Intelligence. In order to manipulate various libraries and APIs (Application Programming Interface), the girls are learning Python; which currently happens to be the fastest-growing programming language. In the United States, 70% of introductory University programming courses now teach Python.

Study students embrace technology, understand its strengths and weaknesses and are engaged in shaping the future of technology. It's not enough for our girls to state, "I have seen the future and it works". The proclamation for Study girls is, "I have seen the future and I will take part in its shaping". I am confident that our students, with the skills and confidence we instill in them, will definitely take a leadership role in shaping the future. 

**RIGHT** HIGHLY FOCUSED GRADE 9 ENGINEERING STUDENTS (L TO R) LAURENCE CHEVALIER AND RUOYI LI (BOTH '22) IN THE MAKERSPACE\* AS THEY PROGRAM IN PYTHON AND EXPAND THEIR SKILLS IN MACHINE LEARNING.

\*ALL STUDENTS HAVE ACCESS TO THE MAKERSPACE, WHICH INCLUDES A ROBOTICS LAB AND A BUILDER'S ROOM, VARIOUS AUDIO VISUAL EQUIPMENT, A WIDE SCREEN PRINTER, A PHOTOGRAPHY STUDIO, SEVERAL 3D PRINTERS, A LASER CUTTER, A CNC MILL, A VINYL CUTTER, A MOULD MAKER, VARIOUS SAWS, DRILL PRESSES, A VIDEO IP CONFERENCING UNIT AND STATE-OF-THE-ART TECHNOLOGY IN THE CLASSROOM

## INNOVATIVE PARTNERSHIPS

The IT department continues to encourage unique community partnerships in that they offer highly-skilled expertise to our students as well as present the girls with new technologies and new ideas. These types of meaningful partnerships offer our students opportunities to explore solutions to real world problems and to develop skills needed to be confident in the ever-expanding world of technology. Our current partnerships include Playful Invention, Robot in a Can and the Freedom from Poverty Foundation.



## ATHLETICS OFFERED

- 🏸 BADMINTON
- 🏀 BASKETBALL
- 🏃 CROSS COUNTRY  
RUNNING
- 🏌 GOLF
- 🏒 HOCKEY
- 🚣 ROWING
- ⚽ SOCCER
- 🏊 SWIMMING
- 🎾 TENNIS
- 🏈 FLAG FOOTBALL
- 🏊 TRACK & FIELD
- 🏐 VOLLEYBALL

EMBRACING MOVEMENT

FORMIDABLE SENIOR  
BASKETBALL FORWARD,  
SOPHIA DI GENOVA '21.  
SHE IS ALSO A SPORTS  
FLEX STUDENT.






## JULIA CAPOLICCHIO, SPORTS CAPTAIN, REFLECTS

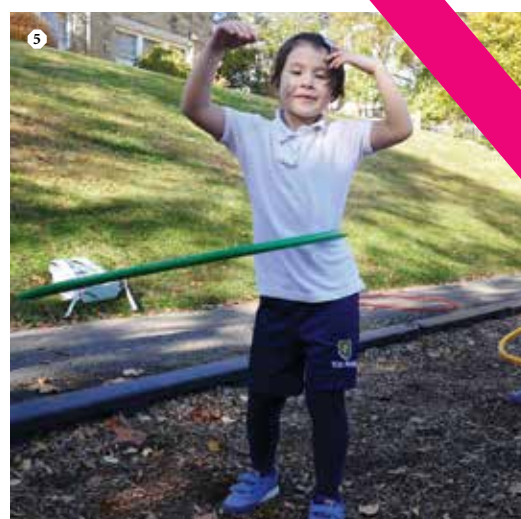
**Q** What do you enjoy about coaching younger students?

**A** I love seeing the girls improve, using the skills I've taught them and watching them enjoy themselves during the process.



**MONA BOSNAKYAN '02**, Director of Athletics (Interim)

**M**oving Forward. Forward Motion. Progress. This is at the core of Athletics at The Study. Year after year we actively seek out ways to not only bring movement to our students but encourage them to embrace movement that speaks to them; be it on a sports team or through our classes. The very definition of wellness is *to be in good health*, which is why our ultimate goal for our girls is to instill in them a love for active living. Our students are unique and deserve a program that is as diverse as they are which is why we offer a wide variety of athletic outlets. Beyond the traditional sports we serve up at school, some of our outdoor activities range from rowing along the water in the historic Olympic Basin, to skating and sliding in our beautiful backyard on Mount Royal. Indoors, we scale rock climbing walls and push to improve our personal fitness levels. Students tee off on the golf course in the fall months and spend time swimming in the pool and skating on the ice during winter months. Wellness is not for a short term, but a commitment to a way of life. We strive to instill the skills, knowledge and passion for our girls to commit to a healthy active lifestyle, so their overall well-being continues to improve well beyond their time at The Study. 



**PHOTO 1** BANTAM SOCCER TEAM (TOP ROW, L TO R) JULIA MELATTI '23, ISOBEL HAMILTON '23, ANNABELLE DUFFAR-CALDER '23, SARAH RITCHIE '22, ALEXANDRA BRONFMAN '22, ALICIA YANG '22, MEGAN HIGGINS '22, CHARLOTTE LEBON '22, OPHELIA PENNER '22, SOCCER COACH AND ASSISTANT TO THE SENIOR SCHOOL DIRECTOR MS. LORIANN DAIGLE. (BOTTOM ROW, L TO R) CLARA MARCOUX '23, AERIN HANDA '23, ALISA ROSE FRANCO '24, SOFIA LOPEZ '23, MIRKA COUTURE-ZIKOVSKY '23, LAURENCE CHEVALIER '22, ALEXA CAMPEAU '23 AND ISABELLA MICHEL-DECKER '22. **PHOTO 2** (L TO R) SPORTS CAPTAIN JULIA CAPOLICCHIO '20 SHARES SOME SOCCER TIPS WITH BIANCA GUYOT '25, AND ISABELLE PARASKEVAS '25. **PHOTO 3** ELEMENTARY VOLLEYBALL TEAM **PHOTO 4** GOLF (L TO R) ISABELLA DENNIS '21, JACQUELINE HAYES-BABCZAK '22, LAURENCE CHEVALIER '22, VICTORIA MO '22 JUSTINE MERCIER '21, FLORENCE HENRICHON-GOULET '22, FRÉDÉRIQUE SAVARD '20 AND OPHELIA PENNER '21 GMAA BRONZE TEAM WINNERS OF GOLF TOURNAMENT. **PHOTO 5** ANGELINA QU '31 THOROUGHLY ENJOYS KINDERGARTEN OUTDOOR PHYS. ED.

# Every Girl Can Learn to Lead



Head Girl Julianna Farias '20 addresses a crowd of over 500 at The Study's Founder's Day Assembly with ease and grace.

**PATRICIA BRIAND**, Senior School Director

RESEARCH IS CLEAR THAT GIRLS' SCHOOLS PREPARE GIRLS WITH CONFIDENCE, EMPOWER GIRLS' VOICES, AND INSPIRE GIRLS TO LEAD. WITH LEADERSHIP AS ONE OF FOUR PILLARS OF THE STUDY'S CURRENT STRATEGIC PLAN, WE MAINTAIN A COMMITMENT TO CULTIVATING THE POWER OF LEADERSHIP POTENTIAL IN EVERY STUDENT. THE HARVARD GRADUATE SCHOOL OF EDUCATION'S "MAKING CARING COMMON PROJECT" OFFERS A CHECKLIST FOR QUALITY GIRLS' LEADERSHIP PROGRAMS THAT INCLUDES 5 MAJOR COMPONENTS: EXPOSURE, SKILL DEVELOPMENT, COLLABORATION, MENTORSHIP, HIGH EXPECTATIONS AND MEANINGFUL OPPORTUNITIES. AT THE STUDY, GIRLS BENEFIT FROM A CULTURE THAT CREATES A POWERFUL LEADERSHIP EXPERIENCE.

## EXPOSURE

*"Leadership programs should expose girls to a wide range of professions. Even when girls are provided leadership opportunities, they commonly lack exposure to leadership in certain fields."*

Activities like Speed Mentoring for grades 9 and 10 introduce students to Study Old Girls who are now leaders from a wide variety of fields, including business and politics where women are often underrepresented. Students explore a variety of professions through our Career Education classes in grades 10 and 11, and participate in events such as the *ShadowHer Science Exploration Day*, coordinated by a Study graduate now pursuing her PhD in neuroscience at McGill University. We believe *'when students see it, they know they can be it'*.

## SKILL DEVELOPMENT

*"Girls' lack of confidence appears to be one of the strongest factors deterring them from pursuing leadership, and skill development can boost girls' confidence."*

Visitors to The Study commonly remark on the ease and confidence with which our students speak. Whether it is at the podium during full school assemblies or performing in a drama production, students consistently demonstrate effective and assertive communication. These skills are honed in our academic program through annual Public Speaking competitions and regular presentations, as well as in our co-curricular programs such as Debating. Other leadership skills such as conflict resolution, problem solving and goal setting, are taught through experiential learning in our Leadership classes, embedded in the curriculum from grades 5 through 11.





(L TO R) ENTHUSIASTIC HOUSE HEADS, BETA LAMBDA HOUSE HEAD ELLA IVANOVICI, MU GAMMA HOUSE HEAD ISABELLA RUTENBERG, DELTA BETA HOUSE HEAD SABRINA DAOUD AND KAPPA RHO HOUSE HEAD ABIGAIL RITCHIE (ALL '20) WITH THEIR HOUSE MASCOTS.

## COLLABORATION

*"Collaboration and teamwork are not only essential skills for today's workplace, these experiences can help girls develop perspective-taking, social awareness, and respect."*

In-class group work helps to develop students' abilities to problem solve and understand how to get things done, and it also helps students to better understand their individual strengths and appreciate the strengths of their peers. Outside of regular classes, students have a wealth of opportunities to collaborate: as teammates in athletics, as members of Model United Nations delegations, as engineers in Robotics competitions, as musicians and singers in our Concert Band and Choir, to name a but a few. These relationship-building experiences are invaluable as students grow their emotional intelligence and gain respect for diversity of opinion and cultures while building friendships that will last a lifetime.

## MENTORSHIP

*"Leadership programs should connect girls with older, respected girls and women who can model and inspire them to seek out leadership and guide them in navigating barriers they face to pursuing leadership."*

Study students benefit from many formal and informal opportunities for mentorship. Our House System sees students in the Senior School guiding and celebrating those from the Elementary School. Senior students paired with Elementary girls participate in our Helping Hands homework assistance program, where they offer academic help and encouragement. The Study's annual Student Leadership Conference allows our student conference organizers to share their experience and gently encourage their young attendees to get involved. Finally, upon graduation, The Study Old Girl's Association (SOGA) ensures that students understand the value of the network that alumnae provide as they continue their educational journey.

## HIGH EXPECTATIONS & MEANINGFUL OPPORTUNITIES

*"Girls will develop confidence and the desire to pursue leadership when they take on problems that are meaningful to them."*

There are so many teams, clubs and committees in the school, we are confident that every student has the opportunity to devote time to an activity she will enjoy. At the same time, students are always encouraged to bring forward their ideas for new initiatives and projects that matter to them. The ongoing affiliation with our sister school in Nicaragua is a great example of a student-led initiative that has changed the lives of students and

families in Nicaragua as well as igniting a passion for humanitarian programs in our own students and staff.

We offer students opportunities that will help them develop the skills necessary to be confident, compassionate leaders of tomorrow. We believe that every girl can learn to lead. 🌸

### References:

*Women Graduates of Single-Sex and Coeducational High Schools: Differences in Their Characteristics and the Transition to College.* 2017. National Coalition of Girls' Schools.

*Making Caring Common.* Harvard Graduate School of Education. Copyright © 2018. The President and Fellows of Harvard College.



(L TO R) Earth Club advocates Mirka Couture-Zikovsky '23, Jacqueline Hayes-Babczak '22 and Leyla Assabghy '22 enjoy tending the outdoor garden.





MOVING

FORWA





## NANCY SWEER FIRST LOOKS BACK

THE FIRST DAY OF SCHOOL IS ALWAYS CHARGED WITH THE SPIRIT OF A FRESH NEW BEGINNING. NO ONE KNOWS THIS MORE THAN NANCY SWEER, WHO BEGAN HER ROLE AS HEAD OF SCHOOL BY STANDING ON THE SIDEWALK IN FRONT OF THE STUDY, GREETING STUDENTS AND PARENTS AS THEY ARRIVED.

“really enjoyed that,” Mrs. Sweer says of that morning in 2011. “I was confident that it was going to work out well at The Study because it seemed like an excellent fit — and my communication with parents was very important on that first day.”

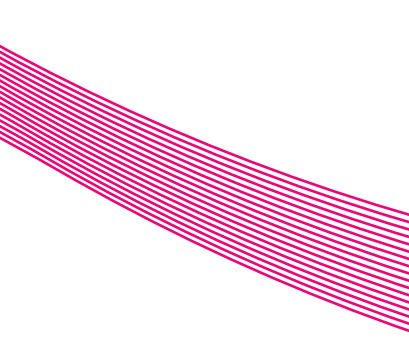
Nine years later, as The Study continues to move forward, Mrs. Sweer has announced her retirement. She is confident that The Study is well positioned to move forward on many fronts and that the girls of The Study will have the same feeling she had back on that first morning in 2011, “all is going to work out really well.”

### MOVING FORWARD: COMMITTED TO INNOVATIVE LEARNING

Over the years, maintaining The Study’s leading-edge pedagogy has been a big part of Mrs. Sweer’s mandate.

“We’re always researching and looking for ways to improve the practices of teaching and learning,” she says. “A teacher is a teacher but also a learner; a student is a learner but also a teacher in many ways. What are the best ways to help every girl reach her potential?” For some it’s listening, for some it’s doing, for some it’s imagining and creating. Instead of saying, “This is what I want you to do,” you’re saying, “How do you imagine you can get there?” We like to give those opportunities, and I feel we’ve continued to do that.” ▶

HEAD OF SCHOOL NANCY SWEER PROUDLY SHARES EARLY RENDERINGS OF THE ACTIVE OUTDOOR LEARNING SPACES PROJECT WITH STUDENT COUNCIL MEMBERS (COUNTER CLOCKWISE) EMMA GOUCHER, EVA PAYEN, JULIA CAPOLICCHIO, JULIANNA FARIAS AND AMEL MELANSON.



As a member of the Canadian Accredited Independent Schools (CAIS), The Study must be re-accredited every seven years, and its ongoing commitment to creative learning has earned high marks.

“A visiting team comes in and looks at everything you do according to a set of standards, from academics to finance to building safety,” Mrs. Sweer says, proudly adding that for the 2019 assessment, “(CAIS) were so incredibly impressed by the improvements over the past seven years that we were re-accredited with flying colours!”

Mrs. Sweer attributes the glowing re-accreditation to the ongoing support she receives from The Study’s Board of Governors and in particular from Board Chair Mr Phil Nolan and The Study’s commitment to a nurturing environment that strengthens the health and wellbeing of students, faculty and staff. She goes on to explain, “when you have a school that is well and balanced and everyone feels well and balanced—that’s when all the best learning takes place.”



### MOVING FORWARD: GROWING CONNECTIONS

Understanding the value of partnerships, The Study continues to forge ties with other schools around the world. “We recently aligned ourselves with the Academy Notre Dame de Namur—an all girls English school with a French name—in Villanova, Pennsylvania,” says Mrs. Sweer. “Because we share the same tenets and ideals, the goal was to create an entente whereby we develop unique exchange programmes for teachers and students in all girls schools.” She goes on to add, “teachers meet to exchange the latest in research-based learning practices—how girls best learn—while students participate in leadership conferences. This summer, Study teachers will be participating in the Academy Notre Dame de Namur, Science, Technology, Engineering, Art and Math (STEAM) Conference—a terrific professional development exchange opportunity.”

The Study already has a sister school in Nicaragua, and this entente with Notre Dame de Namur and its other

sister schools significantly expands The Study’s connections within a wider global network of schools, from China to Brazil.

The Study also maintains innovative partnerships with external organizations that support advanced STEAM learning for girls such as Playful Invention and Robot in a Can.

Mrs. Sweer is quick to point out that as Head of School her connections with the girls is important. What is on their minds? What are their concerns? How do they feel about their school, what improvements could be made? She meets with student council members over lunch several times per year, this is where she has the opportunity to discover first-hand insights and the girls have the opportunity to be part of a thoughtful leadership process. The girls are very vocal, there is no hesitation in coming forward with their thoughts and they thoroughly enjoy the delicious salads from Mandy’s. “We keep the lines of communication open,” she says, pointing out that initiatives in reducing waste and recycling have resulted. “There’s a large impetus among the girls to get on board with environmental issues.”

CA<sup>+</sup>IS

Canadian Accredited Independent Schools

RE-ACCREDITED  
WITH  
FLYING COLOURS!



**LEFT** MRS. SWEER SHARES A MOMENT WITH HER MUCH APPRECIATED STEADFAST SUPPORTER, MR. PHIL NOLAN, DEDICATED CHAIR OF THE STUDY'S BOARD OF GOVERNORS AND FATHER TO TWO STUDY GRADUATES, SABRINA '12 AND EMILY '14 AND CURRENT STUDY STUDENT GABRIELLA IN GRADE 7.

## MOVING FORWARD: OUTDOOR LEARNING SPACES

One of the latest projects developed under Mrs. Sweer is The Study's Active Outdoor Learning Spaces—a facilities enhancement project designed to stimulate creativity and encourage students to venture beyond the conventional classroom environment. This project reflects the working-world trend whereby employees are encouraged to step outside their offices to stretch their legs and recharge.

"A few years ago, I visited Shopify in Ottawa," Mrs. Sweer recalls. "In one room I saw little racing cars, and I said, 'Oh, are these for the children of the employees?' The person in charge said, 'No, these are for the employees because sometimes they have to get in their little racing cars and run around the track so they can stimulating their thinking.'"

As a result, The Study's Active Outdoor Learning Spaces will include, among other elements, non-conventional collaborative learning spaces, a track on which the girls can walk around while thinking and sharing ideas, as well as individual spots where they can think independently. The ambitious fundraising project will cost \$2.5 million.

Now, as Mrs. Sweer prepares to continue forward, she fondly reflects on that first morning back in 2011. "I wanted the girls to have the feeling that all was going to work out really well," she says. "And it did!" 📌

## IN CONVERSATION WITH HEAD OF SCHOOL NANCY SWEER

AS NANCY MOVES FROM THE STUDY INTO RETIREMENT, SHE SPOKE ABOUT SOME OF HER FAVOURITE QUOTES (AS WE KNOW, NANCY USES QUOTES FREQUENTLY IN HER HEADS MESSAGE) WHY THEY RESONATE WITH HER AND WHAT THEY MEAN TO HER.

*"I never teach my pupils; I only attempt to provide the conditions in which they can learn."*

— ALBERT EINSTEIN (AUG 2012)

**NS** I was completely drawn to this quote — it resonates with my philosophy of service leadership. If we provide our girls optimum conditions in which to learn, to fail, to reach and to achieve, we are helping them to move in the direction of self-confidence, resiliency and personal achievement as teachers, and mentors.

*"Whatever idea I have, when I put it in front of my team, it will get better."*

— JAIME CASAP, GOOGLE GLOBAL CHIEF EDUCATION EVANGELIST (AUG 2017)

**NS** This quote really provided me with an aha! moment when I first heard it. It speaks to the philosophy of collegiality, trust and confidence in your team. There are always ideas and innovations that enhance your initial thoughts as a leader. We have to listen to our experts, and if we have created excellent relationships, we hear the and accept the various dilemma's that surround possibilities. The team that works together on behalf of the school is extremely empowering. We equip our great young women to lead, learn and lean-in.




Nancy Lewis Sweer, a proud moment at The Study's 100th Gala, May 2016.

*"Empowering women is key to building a future we want"*

— AMARTYA SEN (JUNE 2019)

**NS** At The Study, we provide our girls with the very definition of empowerment; the confidence to be in control of their lives and to claim that which rightfully belongs to them. I have been blessed to work in an environment of faculty, staff and parents who embrace that tenet, who understand that our girls are the ones who will create the paths for an abundant and enriching future. We give them the tools, and they become the builders of tomorrow. 📌



(L TO R) Grade 7 musicians Ava Seirafi, Maria Ermilov, Audrey Turcotte-Miao and Goldie Gilmore (all '24)

# BUILDING A SENSE OF COMMUNITY WITH MUSIC-MAKING

**IONNA PAPAMIHAKIS**, Senior School Music and Band Teacher

One of the first things you might hear on a visit to The Study is the sound of girls' voices or of a band wafting down from the beautiful arched windows above the front door. Study girls benefit from a variety of musical experiences and the opportunity to develop as well-rounded musicians. Their musical journey begins in kindergarten with a choral program.

From kindergarten to grade 5, students develop their aural skills through singing in choir. They learn to match pitch and sing in harmony, all while learning about vocal expression, blend and developing their sense of musicality. Starting in grade 6, students embark on the adventure of learning a musical instrument. Grade 6 students have a choice of various woodwind, brass and percussion instruments. Students choose from: flute, clarinet, saxophone, trumpet, trombone, euphonium, tuba or percussion, which includes mallets (xylophone, glockenspiel), snare drum, bass drum, drum kit and auxiliary percussion (triangle, crash cymbals, etc.). In later years, students are given the option to try instruments such as the oboe or bass clarinet. Band continues in grades 7 and 8, students learn decoding skills, fine-motor skills and interpretive skills. They learn the importance of effective practice, perseverance and the ability to work with others to achieve a common goal. Each member of the band has a specific role in which they learn many skills that may apply to everyday life, and in which they can feel a sense of pride and accomplishment.

In later years (grades 9–11), students can choose music as an option. At this stage, some students choose to develop their musical proficiency on piano, drums, bass or guitar. Students are exposed to a variety of musical styles, from Big Band, Bebop, Funk, and Latin jazz styles with a greater emphasis placed on solo performance. Often, these students become section leaders in the optional co-curricular Senior Concert Band and are offered the opportunity to collaborate with other departments on special projects. This year, many of these students will be given the opportunity to play as part of the pit band, for The Study's Theatre Department's production of *Matilda*.

**BELOW** (L TO R) SENIOR CONCERT BAND MEMBERS SOPHIE GÉLINAS '21, ISABELLA GUALTIERI '22, TENI KESHISHIAN GHARGHANI '24 AND LÉA MONTY '20.





RIGHT SWEET YOUNG VOICES, SOPHIE NOBAKHT '27 IN FOREFRONT.



## MULTISENSORY MAGIC OF MUSIC

In addition to the in-school music program, students in grades 7 to 11 are encouraged to participate in the co-curricular Senior Concert Band or the Senior School Choir. Both ensembles participate in a variety of school events as well as music festivals and competitions. This year, 51 students traveled to Boston, Massachusetts for the WorldStrides Heritage Music Festival. For many, this trip is the highlight of their year. Music trips offer students a chance to explore the culture of a new city, connect with other band and choir students from around the world and work with world-class artists and musicians. These trips also allow students to further develop their sense of fellowship within each ensemble, further strengthening each group's musical connectivity. In both groups, students are encouraged to reach for their fullest musical potential and to explore their sense of artistic expression through the art of music-making. Not only are these trips educational, they sure are fun! Often students come back with many cherished memories of these outings.

Whenever possible, our students do their best to give back and share the joys of music-making beyond the walls of The Study. One of The Study's pillars of success is towards strengthening community outreach and community partnerships. Both our grade 5 choir and our Senior School Choir take time to visit the Fulford Residence and share their voices with the wonderful residents who live there. One of the most touching moments of the girls' year this year was singing for these wonderful women.

LEFT PAINTING IN PROCESS AS MILLICENT PENNER '20 PREPARES HER WORK TITLED MIDDLEBURY TULIPS FOR THE VERNISSAGE AT THE E.K. VOLAND ART GALLERY.

## FLOURISHING ART SCENE

"Grade 7 to 11 students produce a high level of painting talent", proudly notes Ms Van Frank, Head of The Study's ARTS department. As she goes on to highlight a first this year, "Senior school art option students celebrated their painting talent with a noteworthy vernissage at the E.K. Voland Art Gallery—showcasing their high progression of learning." 🌸

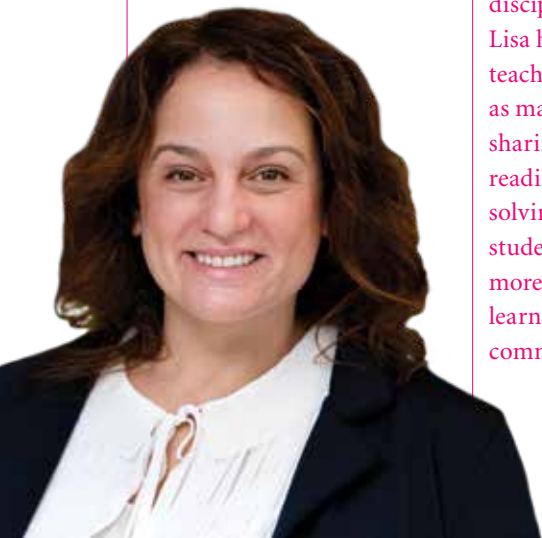


20  
YEARS

## Lisa Lorenzetti, born with a teacher's heart

**BARBARA PAPIUS**, retired Study  
Elementary School teacher

**A** teacher is not made but is born. Although time, and years of experience, has allowed Lisa Lorenzetti to hone her skills and develop her techniques, she was born with her teacher's heart. Her instinctual understanding of how students learn and her dedication to whatever she takes on were always part of the person who chose teaching as a profession. I have appreciated and admired these qualities in Lisa over the twenty years that I have been a colleague and friend of Lisa's at The Study. I have marveled at her ability to give so much of herself to her students while also balancing her role as a wife and mother of three beautiful boys.



Making sure that mathematics is taught well and that girls in particular do not turn away from it has always been a priority for Lisa. She has been open to new ideas, be they in the realm of pedagogy or technology, and ready to implement strategies that enhance the classroom experience of her students.

As a QAIS elementary math representative for many years and a member of the Steering Committee for the Math Focus Team for the past five years, Lisa has demonstrated her dedication to the professional development of all English school board math teachers in Quebec. Her collaborative nature drives many of her professional quests to the great advantage of her colleagues.

Back in the multi-disciplinary classroom this year, Lisa has rekindled her love of teaching other subjects as well as mathematics and she enjoys sharing her enthusiasm for reading, talking and problem-solving with her fortunate students. I wish her many more years of happy teaching, learning and contributing to the community where she thrives.

## Anne Heenan '88, her curiosity is infectious



**LISA JACOBSEN**, Technology teacher, Pedagogy and Technology specialist

**T**he Study has been so lucky to have Study Old Girl Anne Heenan '88 as a faculty member and natural leader for the last 20 years, and as a Study parent of Sarah '22 and Sophie '25 for the past five years. She is valued by her colleagues for her incisive analysis, her creative initiatives, her professionalism, and her exuberant sense of play. Students love her history-inspired projects, and parents know their daughters are in good hands.

As a new teacher, I learned a lot from Ms. Anne. She was the first to explain to me the importance of role modelling over other teachers' duties. We couldn't have a better role model than Anne with her strong values, her intelligence and curiosity, her respectful and considerate treatment of others, and her commitment to having students learn resilience through "non-life-threatening mistakes".

Her passion and curiosity are infectious, and her students benefit immensely from her breadth of knowledge and life experience: she speaks Spanish and she has lived in Tunisia, Colombia, and Mexico. Ms. Anne tirelessly seeks opportunities to open the students to the world. She exposes them to works of art and literature, budgeting and the stock market, the etymology of words, Greek mythology, and different historical periods. They even recreated a Medieval feudal system in her classroom and launched items with a catapult!

Anne is a leader among the faculty; she initiates participation in the Talent Show and Halloween, mentors new faculty, writes songs to honour departing staff, and invites us to play and laugh in the staffroom. I've often wondered what we've done to deserve her unfailing commitment to our school. May she continue to share her magical influence for another 20ish years!



## Chapeau bas, Julie Caron

**MARIE-FRANÇOISE JOTHY,**  
The Study's retired Director  
of Admissions and former Head  
of the French Department

C'était il y a vingt ans. Tu t'es présentée pour l'incontournable entrevue d'emploi. L'un des exercices consistait en la rédaction d'un texte court qui n'avait d'autre but que celui de s'assurer des compétences du candidat en langue écrite. Je n'oublierai jamais les lignes magnifiques, étranges, énigmatiques et tellement audacieuses que tu as écrites. Telle était Julie.

Tout ce que tu as fait depuis a justifié et alimenté ce que j'avais pressenti : tes multiples talents. En 20 ans, c'est une avalanche qui s'est déferlée. De l'expo-photos devenue vlog St-Henri au jeu d'évasion, de l'analyse d'une scène de crime à un festival de films poétiques, d'un cours littéraire sur l'évolution du roman à un

autre cours portant sur les romans-feuilletons du XIXe siècle et les téléseries d'aujourd'hui... tu suis ou devances l'air du temps avec enthousiasme. Créer, innover, structurer, soutenir, partager, lire, écrire, collaborer... voilà autant de tes plaisirs ! Qu'y ajouter ? Mais oui, bien sûr, celui de suivre attentivement les progrès de tes élèves avec un enseignement rigoureux et personnalisé. Et de leur assurer d'excellents résultats aux examens ministériels et à ceux, bien exigeants, de AP!

Julie n'est pas seulement celle dont je viens de parler, elle est autre aussi. Il y a l'artiste. Celle qui joue du piano, qui tâte du violoncelle. Celle qui danse le tango dans les belles « milongas » de Montréal. Celle qui passe l'été à Buenos Aires pour apprendre, comprendre la danse. Celle qui compose, la musique du tango en particulier. Tout la fascine et l'intéresse. Et maintenant, le mandarin... pour être plus proche de ses élèves. Chapeau bas, Julie.



## Teaching the whole child, paramount to Mme Mélanie



**LISA LORENZETTI,** grade 5 English and Math teacher

When Mélanie Beaudette began her career, she came with many accolades — a World Cup Champion synchronized swimmer, a former cast member of an international Cirque du Soleil inspired show, and a teacher with an incredible vision. Creativity and teaching the whole child are paramount to Mélanie's teaching practice. From papier-maché hot air balloons to incredible animal clay projects, Mme Mélanie's students explore their artistic talents in a myriad of ways. Her infectious laugh makes each one of her students feel welcome, thus allowing her to develop close bonds with each child. Mélanie has used her creativity and compassion to differentiate her teaching methods to meet the needs of all her students.

First language immersion in French is a priority for Mélanie. Upon entering Grade 2, she established the "Café de Mme Mélanie", wherein once a week students were invited to play and draw all the while conversing in French. This passion also translated into her creation of a comprehensive Francisation program. As leader of this program for two years, she developed a dynamic FLS curriculum to support new Study students.

Mélanie truly believes in The Study's outstanding curriculum and the varied opportunities that are part of our culture. It was an easy decision for her to enroll her daughter, Ella Rose Coderre '24, in our school. She cannot say enough about the outstanding experiences that Ella Rose receives. Ella Rose has been guided into becoming a strong and independent young learner.

I would be remiss if I did not mention my appreciation of Mélanie as a dear and special friend, offering me careful and instructive advice, thank you Mélanie. ☺



# Congratulations to the Class of '19



## MORE GREAT WOMEN

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

**THE STUDY'S 2019 GRADUATING CLASS** (in alphabetical order, and where they chose to attend their post-secondary education) along with (L to R) their homeroom teacher Jessica Marrone and Senior School Director Patricia Briand.

**KRYSTAL ASSALY** | John Abbott College (Science), **TIANA BEAULIEU** | Marianopolis College (Social Science: Law, Society & Justice Profile), **SONIA BLINDERMAN** | Collège Jean-de-Brébeuf (ALC – Arts & Design Profile), **SOPHIE BOULOS** | Marianopolis College (Honours Social Science), **RACHEL CAYLA COHEN** | Marianopolis College (Social Science), **LILY CREAGHAN** | Marianopolis College (Pure & Applied Science), **MARCELLA DA SILVA** | Marianopolis College (Pure & Applied Science), **DELILA FARIAS** | Marianopolis College (Health Science), **SYDNEY FERST** | Marianopolis College (Social Science), **LOLA GILMORE** | Marianopolis College (Arts, Literature & Communication), **JOCELYN HA** | Marianopolis College (Pure & Applied Science), **YANG HAN** | Marianopolis College (Honours Health Science), **HALIE MEI JENSEN** | Lower Canada College (Pre-University), **SANDRA JOHNSON** | Lakefield College School, **SYDNEY KELLY** | Marianopolis College (Arts & Science), **ELLEN KHARLANOV** | Marianopolis College (Honours Commerce), **CATRIONA LAROUCHE** | Marianopolis College (Commerce), **JULIANA LYNCH-STAUTON** | Bishop's College School, **ISABEL MACDONALD-PALMER** | Marianopolis College (Commerce), **SHIYUN (ALICE) QIN** | Marianopolis College (Honours Social Science), **JAMIE SHORE** | Marianopolis College (Social Science – Psychology Profile), **EMILY SOFIN** | Marianopolis College (Arts & Science), **SYLVIA TAN** | University of Ottawa (Honours Commerce/Management), **ELOISE VALASEK** | Lower Canada College (Pre-University), **ISABELLA WALTER** | Marianopolis College (Pure & Applied Science), **ELIANA-RUOBING ZHANG** | Marianopolis College (Honours Health Science), **CHENGYUE (MELISSA) WU** | Marianopolis College (Honours Pure & Applied Science).

## ISABELLA WALTER '19 RECEIVES TOP HONOURS

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





ANNABEL SOUTAR '88

# Ask an Old Girl

**ANNABEL SOUTAR '88**  
PLAYWRIGHT,  
ENTREPRENEUR  
STUDY PARENT

## **Q** *Why documentary theatre?*

**A** Documentary theatre seems like an oxymoron because documentary is 'real world' whereas theatre is largely a fictional space. What we see on the stage in theatre is a performance by actors where they are pretending to be in the moment, but they've actually rehearsed everything. I love the genre because, in a way, we are looking at a reality in a fictional space and asking the question "isn't all of reality a bit of construct?" When I was at Princeton University, I had a 'eureka' moment when I saw my first documentary theatre production. Documentary theatre offers a space where one can reflect on current events more deeply, by tapping into one's emotions and into a narrative that could lead to public discourse.

## **Q** *Did someone inspire you to follow a career in the arts?*


**A** My biggest inspiration came from Anna Deavere Smith, an African American playwright and actor. Her documentary play, "Twilight: Los Angeles, 1992," about the Los Angeles riots when police officers' were acquitted in Rodney King's police brutality case, was exceptional in that it wasn't a piece of propaganda. Anna could have written it from one point of view, pointing fingers

at the police officers. Rather, her play was an even-handed account trying to understand the conflict from different points of view. I took my cue from her — she creates a forum for specific engagement through her writing and acting.

## **Q** *What is the most interesting project you have worked on and why?*

**A** When I'm in the middle of a project, that one is always the most interesting. I am currently in the middle of developing "The Assembly", a play co-written with my husband and actor Alex Ivanovici and actor Brett Watson. We piloted it in Montreal first, and it had so much resonance around the world because everyone experiences polarization. So "The Assembly" is no longer one play, but a series of plays. We have done one in Maryland, USA and plans are in the works for Germany, Brazil and France. Meeting the challenges of creating custom content specific to that region is compelling as we've never done this in the past—it's devised documentary—we are not doing one story but creating the conditions in which documentary language is recorded and reported back in theatre.

## **Q** *What is something surprising that you learned that you didn't know about in your career?*

**A** When you make a decision to become an artist, I don't think you expect to be called upon to be a manager, a producer and a businessperson. I've had to learn many skills that I didn't expect I needed, and I'm glad I had a few math skills, thanks to Ms. Fry. Also, learning how to write very good prose at The Study has helped me to write the many grant applications and sales pitches needed to finance and sell our shows. Artists also have to be entrepreneurs to get their art out there. The company Porte Parole Productions that Alex and I founded in 2000 is celebrating its 20<sup>th</sup> anniversary this year. Keeping a company alive for this long is not easy. We now have nine people working with us, so being able to manage people is definitely another skill set one might need. 

# CANADA'S TOP 40 UNDER 40

## VISIONARY



“My life-long friendships and my journey of learning, self-discovery and maturation were instrumental in shaping my career path and the person I’ve grown to become today.”


### DR. CYNTHIA QIAN '01 MDCM, FRCSC, DABO

Cynthia had a great opportunity at the beginning of her career to develop and participate in a program that was just being launched at the Université de Montréal, the first of its kind in Canada. The program is known as the “Bionic Eye”, a retinal prosthesis that can be implanted in the retina of eligible patients with inherited retinal diseases to restore vision. After Cynthia’s training in medicine at McGill University, she chose ophthalmology as her subspecialty. She did her residency at the Université de Montréal, where she was chief resident in her final year and graduating Valedictorian. Her first fellowship was at Harvard Medical School in surgical retina followed by a second fellowship at the University of Michigan in genetic diseases of the retina. Equipped with this specific training, Cynthia excitedly began her career in ophthalmology and helped to set up the Bionic Eye program and the inherited retinal diseases clinic at the Université de Montréal in 2015, with its first patient in 2016. Since then, Cynthia and her colleague successfully implanted the first Bionic Eye in the province of Quebec, and she is currently one of only three surgeons in Canada to perform this surgery.

Another aspect to the program is genetic testing. Rare eye diseases such as retinitis pigmentosa often run in families, so it is not uncommon for Cynthia to see multiple members of a family at her clinic. As a retinal specialist, Cynthia pays particular attention to diseases of the retina, where she can often diagnose and detect the first signs of other systemic generalized

diseases such as diabetes or high blood pressure. She vividly remembers one of her patients who came in for a regular eye examination, and when Cynthia looked at the back of her eye there was a clear indication that her patient had signs of systemic leukemia. Cynthia urged her to see a hematologist-oncologist as soon as possible. Being able to detect some very dangerous diseases at its first visible signs resulting in the saving of lives is one great perk of what makes Cynthia’s work so very meaningful.

Cynthia is Vice President of the Canadian Retinal Society and has been recognized for her work as a leader in medicine. She was named a rising star in ophthalmology by the Young Physicians Leaders Program at the World Health Summit and was named Young Professional of the Year by the Young Chamber of Commerce of Montreal. In 2019 Cynthia was recognized as one of Canada’s Top 40 Under 40.

Cynthia looks forward to a treatment coming to Canada that will help treat the loss of vision in children with the goal of stopping vision loss before it advances to a terminal phase, thus preserving vision in adulthood. Cynthia is also excited about a diabetic initiative with artificial intelligence that uses algorithms to analyze thousands of images of the back of the eye. Her team at the Université de Montréal is collaborating with the Montreal Institute for Learning Algorithms (MILA) at the Quebec AI Institute by building a data bank of images that can aid in the prediction of various diseases of the eye. 

TOP RIGHT DR. CYNTHIA QIAN,  
ASSISTANT PROFESSOR AT  
THE UNIVERSITY OF MONTRÉAL  
ABOVE DR. CYNTHIA QIAN (PHOTO  
COURTESY OF LA PRESSE)



PROACTIVE

# ENTREPRENEUR WORK-LIFE BALANCE

**DAHLIA CHALATI '06,**  
LL. B, D.D.N, LL.M  
**NADINE CHALATI '10,**  
LL. B, J.D, LL.M

In December, Pattie Edwards, Director of Alumnae Relations, interviewed Dahlia and Nadine Chalati about their career paths, entrepreneurship and working together.

As a student at The Study, Dahlia had always enjoyed writing and languages which ultimately led her to study law at Université de Montréal. During her legal studies, Dahlia was drawn to the practice of notarial law, a specialized discipline in private contractual law. While obtaining her professional civil notary license from the Chamber of Notaries of Quebec, Dahlia completed a Master of Laws at the Université de Montréal with a focus on notarial law and the security of new technologies. Upon graduation, Dahlia founded a modern legal practice, Chalati Notary, in successions and commercial law. Her more recent initiatives pertain to the development of a Quebec Notarial Blockchain.

Nadine, four years younger, had always been interested in business, entrepreneurship and enjoyed writing and public speaking. While a student at John Abbott College, her sister, Dahlia, piqued her interest in law school. Following in her sister's footsteps, Nadine obtained her Bachelor of Laws at the Université de Montréal and then took the Quebec Bar. After passing the exam, Nadine completed her articling in litigation, spending her days in court rooms. Once a lawyer, Nadine decided to obtain her Juris Doctor and Master of Laws, while simultaneously joining her sister Dahlia to start her firm, Chalati Lawyer. Like Dahlia, Nadine was interested in the evolution of law and focused her Master's on

the civil responsibility and liability attributed to artificially intelligent machines. After obtaining her Masters, Nadine has been growing her legal practice with a specialization in corporate and commercial law. While running her practice, Nadine also films daily legal videos and more recently has started a podcast on self-growth.

Dahlia and Nadine, although very different, both believe in adapting their businesses to a modern world. Dahlia's business philosophy is axed on the principles of accessibility and proactivity while Nadine's, on the other hand, is to provide value. Being sisters with a similar work ethic has greatly enhanced their brand and resulted in their business growth. These sisters love to learn and aim to continuously adapt their methodology, knowing that the success of their firm results not only from the quality of their work but from the quality of their self-development.

Although being business owners can be a challenging task, these sisters have found their harmony in work and life. For Nadine, meditating, practicing gratitude and working out daily have allowed her to hone her focus and shift her mindset. As for Dahlia, she is a true renaissance woman and likes to expose herself to new disciplines like learning new languages, budokon and pottery. Both sisters are also members of the SOGA Young Alumnae Chapter committee.

"It was a pleasure to speak with these two modern women who are finding the right balance between their entrepreneurial business and their active personal life," remarks Pattie Edwards. ✨



(L TO R) DAHLIA CHALATI '06  
AND NADINE CHALATI '10



# Homecoming 2019

OCTOBER 25 & 26

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

On Friday, October 25, SOGA welcomed Old Girls, current and former Faculty and Staff, along with special guests to a beautiful **SOGA Tea** in the Performance Hall. Following the Tea, The Study celebrated its 104th Birthday and the **Judy Elder Alumna Award** recipient, **Corry Terfloth '74** at the **Founder's Day** assembly. Like **Judy Elder '71**, Corry has always led naturally with her heart, driven by her passion for, and commitment to, developing and supporting healthy and effective organizations within a strong community. **Diana (MacKenzie) Dunlap '70** introduced Corry, however, due to a very recent kidney transplant, Corry was unable to join us at the assembly. She spoke to the audience via a pre-recorded video about her life of activism and philanthropy in the health and educational fields.

Learn more about this distinguished alumna at [www.thestudy.qc.ca/alumnae/profiles-stories-awards](http://www.thestudy.qc.ca/alumnae/profiles-stories-awards)



**TOP** SOGA TEA IN THE MARY LIISTRO HEBERT PERFORMANCE HALL **LEFT (L TO R)** DAPHNE (MACKENZIE) SPINDLER '71, JUDY ELDER ALUMNA AWARD WINNER CORRY TERFLOTH '74 AND DIANA (MACKENZIE) DUNLAP '70 AT CORRY'S HOUSE **BELOW LEFT** STUDENT COUNCIL AND ALUMNAE PREFECT SERVED TEA TO OUR GUESTS **(L TO R)**: VICTORIA HASON, EMMA GOUCHER, EVA PAYEN, AMEL MELANSON, ABIGAIL RITCHIE, JULIANNA FARIAS, JULIA CAPOLICCHIO AND TESSA HASON **BELOW RIGHT** THE ELDEST ALUMNA IN ATTENDANCE, JOAN (FRASER) IVORY '51, CUTS THE BIRTHDAY CAKE WITH THE YOUNGEST KINDERGARTEN STUDENT, CHARLOTTE MEGENS (CLASS OF 2031)

# 104<sup>th</sup>







CLASS OF 1959 (L TO R) MARGARET (JAQUES) ROSS, PENELOPE (HUGMAN) WILKIE, SALLY (MEAKINS) JACKSON, DIANA (KING) TIMMINS, GINNY STIKEMAN AND VIRGINIA (MATHIAS) LEMOYNE



CLASS OF 2004 (L TO R) EMILY ORMOND, JENNY CILIBERTO, LEILA AMIRI, CHLOE THEVENOZ, MONICA CHACKAL, CARMEN HOLMES, DAHLIA ABRAMOWICZ AND CANDACE ROSCOE-RUMJAHN WITH HER DAUGHTER VIOLET DUNE.

## REUNION BRUNCH

We were thrilled to welcome Study Old Girls, current and former Faculty/Staff for the **Reunion Brunch** on Saturday, October 26. Classes 1959, 1989, 1994, 1999, 2004, 2009 and 2014 celebrated milestone reunions and enjoyed reconnecting and reminiscing with each other over brunch with mimosas. The **Class of 2009** shared much laughter and sentimental moments when they opened their Time Capsule in celebration of their 10<sup>th</sup> Reunion. The day ended with a Dodgeball Game in memory of the late Mrs. Eileen Balfour.

**BELOW RIGHT CLASS OF 1994 (L TO R) MYRIAM FREDETTE AND JAMEELA JEEROBURKHAN CHATTING WITH SOGA VICE PRESIDENT PAULINA FLORES RUTENBERG '90**  
**BELOW LEFT CLASS OF 2009 (L TO R) JILLIAN LI ON WING, MARIA-OLIVIA CASTELLANO, JOSIE DI LILLO, KELLY DAVID, ANNIE SALEH AND ADRIANNA MODAFERRI**



# 2019

## SAVE THE DATES HOMECOMING 2020

### FRIDAY, OCTOBER 23

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

### SATURDAY, OCTOBER 24

SOGA Annual General Meeting, Reunion Brunch for all classes, particularly those with milestone celebrations (years ending in 5 and 0), Student-guided tours, Class of 2010 Time Capsule



CLASS OF 1999 (BACK ROW L TO R) VANESSA CAMPBELL, DAISY GIAGKOS, KAITLYN RIORDAN, CHE MERIALES AND ISABEL CHAN (FIRST ROW L TO R) RACHEL LEIDER, ELIZABETH DEMPSEY, OLIVIA MASKOF, MITZY MAINO AND SAMANTHA CLEYN







# 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)

**'36** Congratulations to **DR. SYDNEY (FISHER) DUDER** who retired from McGill University last year. Sydney has been a part of the McGill University community for more than 70 years. She taught quantitative research methods with an emphasis on program evaluation at the School of Social Work since 1972, and completed her BSc, MSW and PhD degrees at McGill.

**'68** In early August, fifteen classmates from one of the graduating classes of 1968 had a wonderful day getting together at **KATHY STEWART'S** house in the Laurentians.

**PHOTO 1** CLASS OF 1968 (L TO R) ALIX (NERCESSIAN) HADAYA, MADIE (RIDER) MARTIN, CAROLINE (STEPHENS) MARSHALL, DEBBIE CASEY, CAROLYN KERRIGAN, ROXANE SHAUGHNESSY, VERIAN (LAXTON) FARNSWORTH, CAROL HANNAFORD, ELSPEETH MCKAY, KATHY (GOULD) LUNDY, DAGMAR (GRAY) MAGUIRE, ANN (YUILE) CAMPBELL, DEBORAH (DIXON) LEAVITT AND KATHY STEWART. TAKING THE PHOTO WAS GAIL (MURPHY) PEROWNE.

**'86** On April 5, 2019 some members of the **CLASS OF 1986** caught up with each other in Montreal.

**PHOTO 2** CLASS OF 1986 (L TO R) JANET FAITH, JESSICA RUBINGER, SAMANTHA HAYES, SHARMELLE (SHAPIRO) SILVA AND RACHEL YATES

**'88** Thank you to **ERIKA FLORES LUDWICK '88** for arranging a Dodgeball Game during Homecoming Weekend in memory of the late Mrs. Eileen Balfour. Thank you to **Mona Bosnakyan '02**, Interim Athletics Director, who lead the games.

**'99** **CHE MERIALES**, life coach, has just returned from the Philippines where she coached with "Voice of the Free," an NGO known for innovations in addressing modern-day slavery, especially human trafficking and the exploitation of domestic workers. For more information on "Voice of the Free," please visit [www.chemeriales.com/voice-of-the-free-project](http://www.chemeriales.com/voice-of-the-free-project)

**'07** Artist and sommelier, **PATRICIA KLEOPATRA BRIGHT**, is proud to share that this past year she achieved one of her goals and opened The Five Restaurant in Chania Town, Crete, with her husband Nick. The 'five' relates to the five basic flavour profiles that characterize food and wine: salty, bitter, sweet, sour and umami. "The education I was lucky enough to have at The Study has helped me greatly with public speaking and hospitality, and I consider it to be a huge factor in how I do my job." If any students or alumnae are travelling to Greece, Patricia would love to meet them. Her restaurant information can be found on Facebook and Instagram @thefiverestaurant.

**PHOTO 4** PATRICIA KLEOPATRA BRIGHT WITH HUSBAND NICK OUTSIDE THEIR RESTAURANT CALLED THE FIVE RESTAURANT

**'11** Congratulations to **ANNA CONIDES** who received her Master of Science Degree in Management from the John Molson School of Business, Concordia University. In the summer, she was selected amongst 120 applicants to work for Mercer Management Consulting as a consultant in Montreal.

**PHOTO 5** ANNA CONIDES '11 RECEIVED HER MASTER OF SCIENCE DEGREE



1



2





**PHOTO 3 (BACK ROW L TO R)** JOSEPHTE MCNAMARA, MONICA CHACKAL '04, CARMEN HOLMES '04, DAHLIA ABRAMOWICZ '04, AMANDA EAMAN '97, SHIVANI OBEROI '98, JESSICA LAPOINTE '97, DAISY GIAGKOS '99, LEILA AMIRI '04, CHLOE THEVENOZ '04 **(MIDDLE ROW L TO R)** KAITLYN RIORDAN '99, LAINE ROCZNAK '02, JESSICA MCDONALD '14, ANDRÉANNE BEAUDOIN '08, BIANCA PUNGARTNIK '08, LAETITIA BONALDO '08, BORRA GARSON '82, PATTIE EDWARDS, RACHEL LEIDER '99 **(FRONT ROW L TO R)** OLIVIA MASKOF '99, ELISA DEL BALSO '06, EMILY ORMOND '04, LYLA BUSSIÈRES '07, RACHEL CYTRYNBAUM '98, MONA BOSNAKYAN '02, JULIA TAKACSY '14, ERIKA FLORES LUDWICK '88, PAULINA FLORES RUTENBERG '90 AND JILL TETRAULT '82.

**'12** En 2018, **STÉPHANIE PELLETIER-GOULET** a obtenu sa Licence en droit (LL.L) de l'Université d'Ottawa. Par la suite, elle a réussi avec succès les examens du Barreau du Québec. En juin 2019, elle a fait son stage en droit pour le cabinet d'avocats Pearl et associés, situé au centre-ville de Montréal. À la suite de mois intensifs en recherche et en rédaction juridique en droit civil et administratif, elle s'est jointe au Tableau de l'Ordre des avocats du Québec et a obtenu un poste d'avocate à la firme précitée.

## BIRTHS

**'96** **DENIZ (BARKI) BEVAN** and her husband Ryan Bevan are happy to announce the birth of their son Dylan Thomas Bevan on October 13, 2018. Little brother to Emily Marie Bevan.

**PHOTO 6** DYLAN AND EMILY BEVAN, CHILDREN OF DENIZ (BARKI) BEVAN '96

**'01** **DR. ANNE MARIE (HOSPOD) MACDONALD** and her husband Tim MacDonald welcomed a baby girl, Hannah Genevieve MacDonald on January 4, 2020.

**PHOTO 7** BABY HANNAH, DAUGHTER OF DR. ANNE MARIE (HOSPOD) MACDONALD

**'02** **LAINE ROCZNAK** and her husband Shaun Cameron are happy to announce the birth of their son Elliot on June 21, 2018. Elsie loves being a big sister!

**PHOTO 8** LAINE ROCZNAK WITH HUSBAND SHAUN CAMERON AND SON ELLIOT AND DAUGHTER ELSIE

**'06** **SASHA FIRESTONE** and her husband Joshua Rotman welcomed their son Yale Maxwell Rotman on September 23, 2019 weighing seven pounds.

**PHOTO 9** SON OF SASHA FIRESTONE '06, YALE MAXWELL ROTMAN





## WEDDINGS

**'99 DAISY GIAGKOS** and Michael Tsirigotis were married on November 16, 2019 in Montreal.

**PHOTO 10** THE WEDDING COUPLE, MICHAEL TSIRIGOTIS AND DAISY GIAGKOS '99 LEAVING THE CHURCH (WITH FORMER STUDY PARENTS MR. AND MRS. GIAGKOS IN THE BACKGROUND)

**'06 BRITTANY MOLSON** married Jonathan Sirulnick on Saturday, 21, 2019 in Montecito, CA. She had two of her dearest friends from The Study, **Caroline Srebrnik '06** and **Stephanie Bibeau '06**, in her bridal party. **Annabel Tory '06**, **Geneviève Savard '06** and **Samantha Baizer '06** were also in attendance.

**PHOTO 11** BRITTANY MOLSON '06 MARRIED JONATHAN SIRULNICK IN MONTECITO, CA.



**'10** On August 25, 2019 at the Romanian Orthodox Church of Montreal, **RAQUEL ROTH** married Fernando Hernandez with eleven of her Study classmates in attendance.

**PHOTO 12** FROM THE CLASS OF 2010 (STANDING L TO R) KIRSTEN CRANDALL, ANNA DAI, ANASTASIA JOHNSON, TATIANA CANTAROVICH, SARAH FORTIN, THE BRIDE RACHEL ROTH, STEPHANIE MARIE IACUessa, TAYLOR NAYMAN, DOMINIQUE FERLAND AND LAURA PARRY-BILLINGS (SEATED L TO R) ELIZABETH PELLETIER-GOULET AND CHARLOTTE SAILLANT

## PASSAGES

**'39 JOAN (SHAW) KENT** passed away in Salisbury, UK on December 25, 2018. She is sister to the late **Janet (Shaw) Mactavish '42** and aunt to **Anne Mactavish '72**. Joan led an interesting life as a military wife, living in places like Singapore and Hong Kong before retiring to the UK.

**'40 ISABEL MARGEURITE "PEGGY" (DAVIS) PORTER** passed away at the age of 96 at the Rideau Veteran's Health Centre in Ottawa on September 28, 2019. Peggy was Head Girl at The Study and obtained her Bachelor of Arts at McGill University. She joined the WRCNS in 1943 and was recruited as Wireless Telegraphist Special Operations. She is sister to **Diana Davis '43** and will be greatly missed by her daughter, grandchildren and great-grandchildren.

**'44 ROSEMARY (GRIER) IRVINE**, aged 92, passed away peacefully on September 17, 2018. As the daughter of a fine artist, she frequently applied her innate skills to the work of Interior Design while nurturing her family and meeting the challenges of Navy life as the wife of the late Lieutenant Commander Thomas Irvine.

**'48 ELIZABETH ANN (BUSHELL) JOHNSON** passed away in Toronto on March 9, 2019. Ann obtained her Bachelor of Science at McGill University in 1952 and worked at Dominion Textiles. She married, had three children and seven grandchildren and moved to Toronto for her husband David's work. Ann had a love of sports and the outdoors. She was a top skier in her youth and an avid sailor. She was also a passionate gardener and volunteered at Toronto's Civic Garden Centre for over 25 years.

**PHOTO 13** ELIZABETH ANN (BUSHELL) JOHNSON '48 AT THE STUDY'S CENTENNIAL FOUNDER'S DAY ASSEMBLY IN 2015.

**'49 URSULA WYATT (JOHNSTON) TRUDEAU** died on December 5, 2019 at her residence in Saranac Village at the age of 87. Ursula was the daughter of the late **Beatrice (Lyman) Johnston '22** for whom the House Beta Lambda was named. She graduated from École des Beaux-Arts de Montréal and pursued a career in freelance commercial art, including fashion illustration, hand-painted billboards, costume and set design for both theatre and television, window displays and textile design. Ursula had a long career in painting, exhibiting frequently in Montreal, Lake Placid, Saranac Lake and the Virgin Islands.

**PHOTO 14** URSULA WYATT (JOHNSTON) TRUDEAU '49 AS GRAND MARSHAL AT THE SARANAC LAKE WINTER CARNIVAL IN 2014

**'52 DIANA (HARRISON) ST. BARBE WEATHERALL** passed away peacefully at home in Kingston, ON on November 26, 2019 at the age of 86. See page 32 for more about Diana.

**'53 ZOË ANNE (MOLSON) MURRAY** passed away peacefully at home after a valiant struggle with cancer on August 8, 2019 at the age of 83. She is the daughter of the late Senator Hartland de Montarville Molson. Zoë attended The Study and graduated from the Netherwood School, NB.

**'54 BARBARA (TAYLOR) TRESSIDER** passed away in Thunder Bay, ON on January 20, 2020 at the age of 83. She is greatly missed by her three children, their spouses and her three grandchildren. Throughout her life, Barbara was admired by all for her warmth, her sage counsel, her organizational flair and her steadfast devotion to family and friends.

**PHOTO 15** BARBARA (TAYLOR) TRESSIDER





**'55 ELENA MOLSON (MATHER) HEARD** passed away peacefully on March 29th, 2019 in Toronto, ON surrounded by her loving family. She will be missed beyond words by her eight children, 17 grandchildren and six great-grandchildren. Elena had a flair for gardening and all-round good sport in outdoor pursuits. She was the queen of hospitality and never knew how funny she was.

**'61 HEATHER (MACLEAN) HEAPS** died peacefully on November 10, 2019 at Bridgepoint Palliative Care in her 76<sup>th</sup> year. She leaves behind her husband Frank, their four children and twelve grandchildren. Heather was the loving sister to the late **Joanna (MacLean) Gerdung '63, Sheila MacLean '64 and Daphne MacLean '69**. She is a graduate of Smith College, MA and the University of Toronto, ON. Heather's death will be a profound loss to all who knew and loved her; however, her spirit will remain a positive influence on all their lives.

PHOTO 16 HEATHER (MACLEAN) HEAPS

## STAFF & FRIENDS

Congratulations to retired Study German teacher **RENATE SUTHERLAND** who was recently named a 'Notable Woman' by the Canadian Federation of University Women (CFUW). As part of celebrating its 100 years, the CFUW has identified 100 women across Canada to be named as 'Notable Women'. Renate was recognized for her tireless work and dedication on behalf of so many important causes, along with her warm and caring nature.

PHOTO 17 RENATE SUTHERLAND NAMED 'NOTABLE WOMAN' BY THE CANADIAN FEDERATION OF UNIVERSITY WOMEN (CFUW)

Retired Physical Education teacher and Athletic Director, **EILEEN BALFOUR**, passed away suddenly at home on August 9, 2019, at the age of 75. Her laughter and positive outlook and love of life will be terribly missed by her daughter Sarah, her three grandchildren, her former colleagues at The Study as well as all her family and friends around the world. Sadly, her husband William Balfour, to whom she was married to for 53 years, passed away on December 4, 2019.

PHOTO 18 EILEEN BALFOUR, BELOVED STUDY TEACHER FOR 26 YEARS

Félicitations à **KARINE LEMAY**, enseignante de l'école secondaire, pour la naissance de sa fille Victoria-Rose le 2 décembre 2019. Toute la famille se porte très bien.

PHOTO 19 MME LEMAY'S DAUGHTER VICTORIA-ROSE



## SOGA EXECUTIVE 2019-2020

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

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

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

**SECRETARY**  
Alexandra Cooke '06

**ALUMNAE PREFECT**  
Abigail Ritchie '20

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

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

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

**MEMBER**  
Araxi Markarian '03

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

**ADMINISTRATION**  
Pattie Edwards  
Director of  
Alumnae Relations

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

"SOME OF THE MOST ENJOYABLE  
MOMENTS IN MY LIFE WERE  
SPENT AT THE STUDY AND  
I AM PROUD TO SUPPORT  
THE SCHOOL IN THIS WAY."

## DIANA'S JOY, LOYALTY & LEGACY



### DIANA ST. BARBE WEATHERALL (NEE HARRISON) '52\*

may have been many things to many people, but what shines throughout the fabric of her life was her unfailing positivity, her love of life, friends and family, her commitment to politics and to making a difference. She supported the Fine Arts and she supported The Study. She shone bright and gave of her time, energy and financial support to her endeavors. The Study was one of her enduring relationships, stemming from the happiness she experienced there — "... school became the absolute joy in my life!"

Diana's time at her alma mater began in 1946 in Lower IV (today's grade 7) in Mu Gamma, with her five years at the school having created enough memories to last a lifetime. Her graduating year was marked by this exceptional young woman undergoing brain surgery under the skillful hand of renowned Canadian neuro-surgeon, Dr. Wilder Penfield. The operation left her speechless and paralyzed on her right side and not being present for most of her graduating year. Nonetheless, Diana's 1952 Yearbook has her name sprinkled throughout... Honorary Head

Girl, Honorary Yearbook Editor, and Head of Mu Gamma... she remained connected to The Study from her recovery bed — such was the irrevocable connection between Diana and her school.

Ten years ago, Diana joined The Study's 1915 Society when having shared that she was including a bequest of \$50,000. Diana's loyalty and legacy were further fulfilled in generously supporting the Dare to Dream Campaign with her pledge of \$100,000. Her gifts will have an enduring impact as Study girls can all now discover the same joy Diana found — making and maintaining lifelong friendships that started in grade 7.

The Study School Foundation is grateful to Diana for her generosity. We are reminded, once again, of the impact our Study Old Girls have had in shaping the school over the years. Diana is among a community of alumnae who share a special connection to their alma mater and make us proud of our school's legacy and of the students with whom we have shared part of their journey. 📖

\*Remembered fondly and with appreciation; Diana Weatherall passed away on November 26, 2019



### THE 1915 PLANNED GIVING SOCIETY

Planned giving highlights the importance of preserving our legacy of excellence for generations of Study girls to come. A bequest has the potential to perpetuate something of great value and meaning, and may be the ultimate gift you can make, both in size and finality.

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

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



## BUILDER'S AWARD



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

Jean-Guy Desjardins had a vision for The Study from the moment his two young daughters started kindergarten. His daughters were happy at The Study, learning both languages quickly and easily. But, at the time, The Study and its community were facing challenges associated with Ministry English eligibility restrictions impacting access to our programmes at the secondary level.

Guided by his strong belief in the individual's right to choose, Jean-Guy would become intricately engaged in working towards a solution to ensure that The Study could accept any girl, without regard to English eligibility, enabling the school's mother-tongue bilingual programme to remain robust and to preserve the diversity of the student population.

Jean-Guy's commitment to The Study's long-term sustainability was pivotal for the school. With his deep understanding of organizational behavior and his strong business prowess, he played a critical role as a Trustee and advisor on the Investment Committee for The Study School Foundation, helping to catapult the school towards the decision to become financially autonomous from the government. This decision would allow the school to move towards a sound and sustainable financial model, and to preserve the same quality of education for our students at the secondary level.

The Dare to Dream Campaign, The Study's endowment campaign for the next century, was

launched. This campaign would raise the necessary funds to attain financial autonomy. As a Campaign Co-Chair, Jean-Guy made a \$2 million leadership gift commitment, the largest-ever single gift pledge to The Study. His gesture and sincere generosity buttressed this campaign and injected energy and momentum into this game-changing project.

Early indications from other schools undertaking a shift to financial autonomy suggested that the government-supported staff pension plan would remain intact. The transition towards financial autonomy would prove otherwise — the school would have to provide its own pension plan. Jean-Guy's unequivocal support of the school during this period in providing expertise and guidance to the Board of Governors and Head of School as a member of the pension committee was invaluable — knowing when and how to ask the 'right' questions, offering experienced direction and candid honesty.

Today, Jean-Guy continues to provide his time and advice as a Director on the Board of Governors, offering a fresh perspective and straightforward, no-nonsense leadership.

Jean-Guy Desjardins is truly a Study Builder, as his leadership, generosity and dedication have been pivotal in the school's quest for financial autonomy and long-term sustainability, leaving an indelible mark on life at The Study. 🍷

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

### STUDY BUILDERS

JILL DE VILAFRANCA 2009-2010  
 IAN SOUTAR 2010-2011\*  
 ROBERT W. FAITH 2011-2012\*  
 BARBARA WHITLEY '36 2012-2013\*  
 DEBBI EAMAN 2013-2014  
 F. WILLIAM MOLSON 2014-2015  
 THE HALLWARD FAMILY 2015-2016  
 JEFFREY S.D. TORY 2016-2017  
 JAMES McDONALD 2017-2018  
 THE IVORY FAMILY 2018-2019

\*Remembered fondly

ABOVE LEFT Study Builder 2020  
 Jean-Guy Desjardins  
 ABOVE RIGHT Jean-Guy Desjardins and family

# A YEAR IN NUMBERS

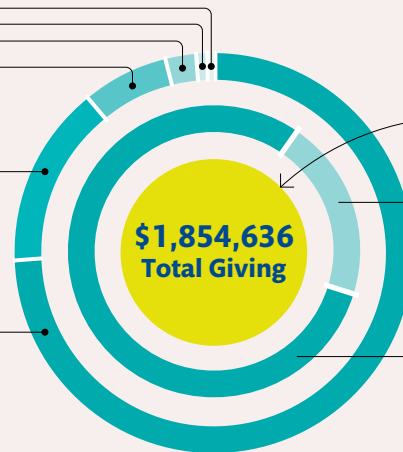
**THANK YOU** FOR YOUR SHARED COMMITMENT TO SUPPORT STUDY GIRLS FROM DIVERSE BACKGROUNDS AS THEY TAKE THEIR NEXT STEPS, WITH RESILIENCE AND CONFIDENCE, LEARNING TOGETHER TO TRANSFORM LIVES AND THE WORLD THAT SURROUNDS THEM.

## THE YEAR IN NUMBERS

FOR FISCAL YEAR JULY 1, 2018 – JUNE 30, 2019

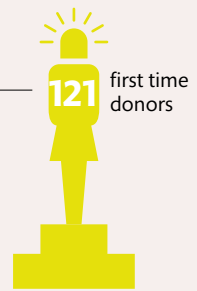
### Your Gift Designations

<b>\$13,307</b>	Direct-funded bursaries, scholarships and awards
<b>\$17,074</b>	Nicaragua Scholarships, Sponsored Events, Misc.
<b>\$45,444</b>	Facilities and Program Enhancements
<b>\$130,039</b>	Head's Initiatives Greatest Needs
<b>\$270,433</b>	Fundraising Events, Gross Revenues
<b>\$1,378,339</b>	Endowment Funds



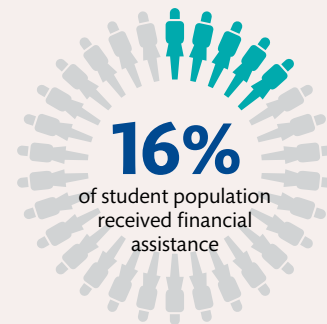
### Gifts To All Campaigns

<b>\$108,679</b>	Value of gifts from first time donors
<b>\$372,751</b>	Annual Giving
<b>\$1,481,885</b>	Major, Planned and Special Giving



### Financial Assistance Awarded

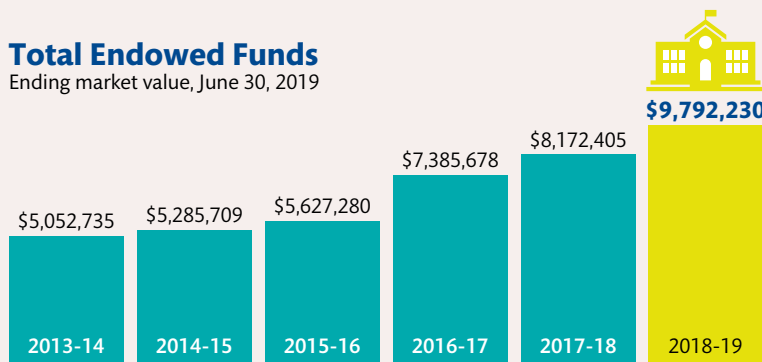
(Including Bursaries, Scholarships and Awards)



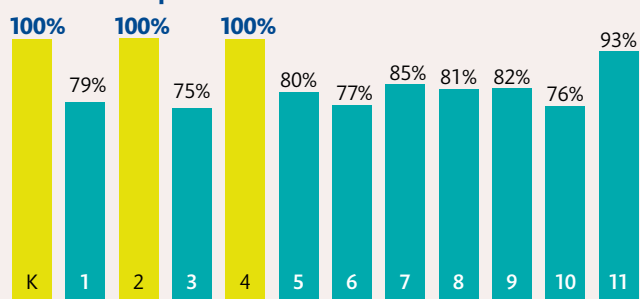
**\$346,431**  
granted

### Total Endowed Funds

Ending market value, June 30, 2019



### Parent Participation



### GIVE WEEK 2019

<b>18</b>	<b>259</b>	<b>83</b>	<b>69,669</b>
Parent Leaders	Families made gifts	Percent participation	Dollars raised in 5 days



## DEAR MEMBERS OF THE STUDY FAMILY,

Over recent years, The Study has undergone transformation in achieving financial autonomy thanks to the support of our Study family. Building on this distinction, the school continues to explore innovative ways to enhance and enrich our students' experience by embracing dynamic and impactful pedagogical approaches.

Run, Jump, Slide, Skip, Dance, Debate, Orate. Enhancing our outdoor spaces responds to these aspirations by transforming our landscape into fun, inspiring, and creative venues to be used by students of all ages. Not all hustle and bustle — they also offer distinct moments for emotional restoration and physical well-being through intimate and immediate immersion and connection with nature.

Our mountainside site offers exceptional untapped potential to define varied spaces nestled into the slope: slides, climbing surfaces, play structures, amphitheatres, running track and shady 'sous-bois' rain garden seating... This is not your standard playground. In keeping with Ms. Gascoigne's desire to 'Teach things that really matter', intertwining and aligning exterior play and pedagogical spaces with the ecology of The Study's rich natural setting, right in the heart of the city, fundamentally supports our educational pillars and sustainable aspirations while ultimately inspiring spontaneous and nature-based curiosity and creativity.

Over the lifeline trajectory in the evolution of a school there are legacy moments that bring the community together to dream and create something larger than the moment itself. This is one of those moments — an opportunity to define and take full advantage of a unique and exceptional aspect of our garden-city setting defining exterior learning grounds to support and inspire the Study girls of today and of tomorrow.

This bold initiative offers much and varied potential to have a profound impact on our students and our community — this is exciting and inspiring to me as a parent, Study Old Girl, and Board member. I hope you will join me in supporting this exceptional expansion project.

Thank You!

SAMANTHA HAYES '86

PROJECT CHAIR FOR THE STUDY'S ACTIVE OUTDOOR LEARNING SPACES

LEARN  
MORE ABOUT  
THE STUDY'S  
ACTIVE OUTDOOR  
LEARNING SPACES  
ON PAGE 36

# ACTIVE OUTDOOR

THE STUDY CONTINUES TO EXPLORE INNOVATIVE WAYS TO ENHANCE OUR STUDENTS' EXPERIENCES BY EMBRACING DYNAMIC, EFFECTIVE AND IMPACTFUL PEDAGOGICAL APPROACHES – INCLUDING HOW WE THINK ABOUT, AND USE, OUR OUTDOORS SPACES.

## OUTDOOR CLASSROOMS, 'CHILL ZONES' & REFLECTION GARDENS

Our new active outdoor learning spaces will:

- + Provide our students and teachers with Outdoor Classrooms
- + Make outdoor "Chill Zones", reflection gardens and natural seating in wooded areas available to our students, providing a much-needed connection to the natural environment and respite from the stimulation of their day
- + Offer age-appropriate play spaces and structures that will fully maximize the advantages of the property's natural topography, helping to inspire creative thinking and independent, self-directed play

## UN PROJET DURABLE

Ce projet mettra notamment en application les principes du développement durable :

- + Gérer les eaux pluviales sur place
- + Protéger et entretenir les lieux culturels et historiques
- + Prioriser les plantes indigènes et mettre l'écosystème en valeur
- + Augmenter le couvert forestier et la santé à long terme des arbres
- + Rétablir l'équilibre affectif, améliorer la santé physique et favoriser l'exercice chez nos filles
- + Assurer une accessibilité et une sécurité optimales du site

\* Pending funding



### PHASE 2\*

Summer & Early Fall  
2021

The school will first aim to solve the existing water drainage challenges on and around the property, the new Lower Outdoor Spaces.

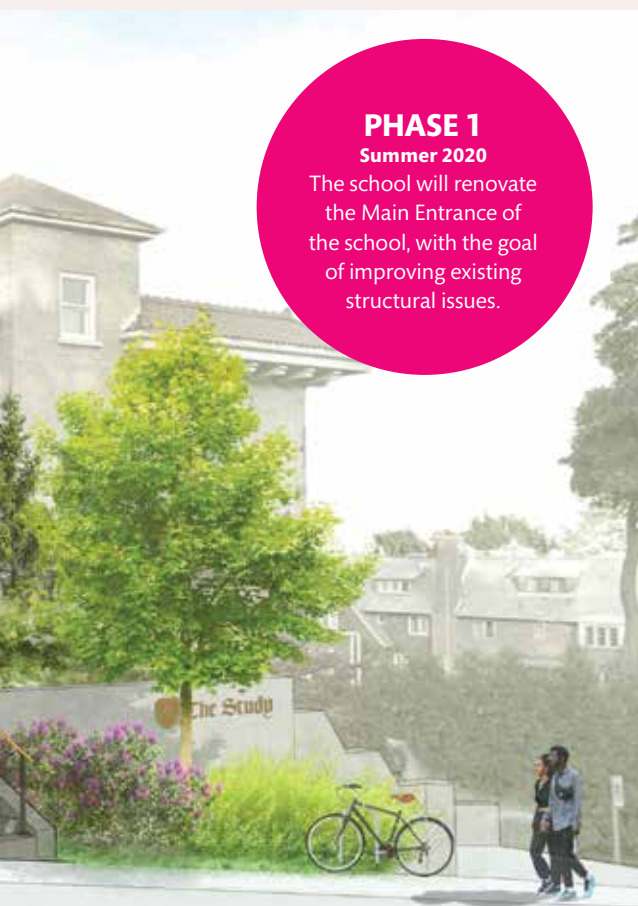


# LEARNING SPACES

## PHASE 1

Summer 2020

The school will renovate the Main Entrance of the school, with the goal of improving existing structural issues.



“I’m excited about this project because of all of the endless possibilities that the space will have to offer our students, and how they will use their creativity and imagination to turn an extraordinary place into a magical space. I can already imagine the girls packing snow into the balustrade to turn the upper terrace into a castle.... I can’t wait to see how the girls use these spaces in ways that we, as adults, have not yet even dreamed of.”

SUSIE LEVESQUE  
PHYSICAL EDUCATION  
TEACHER, ELEMENTARY  
SCHOOL

“Plonger dans l’univers d’un livre, entre ciel et terre. Faire cercle autour d’un arbre pour débattre des enjeux futurs. Passer à l’action et apprendre par le geste. Ouvrir la classe à l’horizon. Construire et tester sur le terrain. S’activer, collaborer, se regrouper en communauté. Voilà un nouvel espace qui multiplie les possibilités.”

JULIE CARON  
ENSEIGNANTE DE  
FRANÇAIS AU SECONDAIRE

## GET INVOLVED

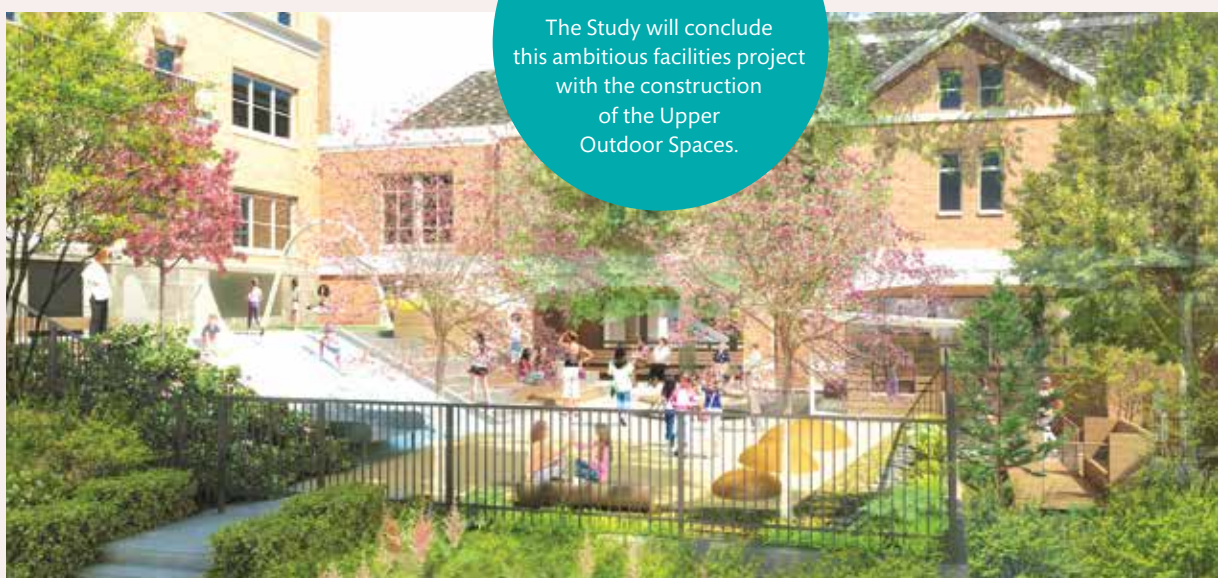
There are many ways to get involved and support this incredible project by making a gift towards this project or fundraise.

For more information or, if you, your family, or your class wish to get together and support this initiative with a charitable gift, please contact our Director of Advancement, Katie Kostiuk '96 at [kkostiuk@thestudy.qc.ca](mailto:kkostiuk@thestudy.qc.ca).

## PHASE 3\*

Summer & Early Fall  
2022

The Study will conclude this ambitious facilities project with the construction of the Upper Outdoor Spaces.



**THANK YOU...** To Samantha Hayes '86, architect, Board Member and parent to Jacqueline Hayes-Babczak '22 for creating and developing the Concept Design for this exciting facilities expansion project, and for continuing to work energetically with the project team.





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

**L'AVENIR SE CONJUGUE  
AU FÉMININ**



## The Study

**LE MONDE A BESOIN DE  
FEMMES FORMIDABLES**

ÉCOLE PRIVÉE POUR FILLES OFFRANT UN PROGRAMME BILINGUE ENRICHİ (MAT – 5e SEC)

**CONNAISSEZ-VOUS UNE FILLE QUI VEUT SE JOINDRE À NOUS?  
APPELEZ LE BUREAU DES ADMISSIONS AU 514 935 9352 X 252 POUR UNE VISITE GUIDÉE  
VENEZ NOUS VISITER AUX PORTES OUVERTES — 3233 THE BOULEVARD, WESTMOUNT  
LE JEUDI 1 OCTOBRE DE 8H30 À 10H ET 16H30 À 19H**



**THESTUDY.QC.CA**

