

THE STUDY MAGAZINE – 2024

# trillium



LES EXPÉRIENCES QUI NOUS FAÇONNENT

THE EXPERIENCES THAT SHAPE US



The Study



**TRILLIUM**  
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**COVER**

THE FACE BEHIND THE CAMERA! SABRINA (XINYI) HU '26  
HELPED US GET THE PERFECT COVER SHOT.



←  
LAPEL PINS SHOW SOME  
OF THE LEADERSHIP  
EXPERIENCES STUDENTS  
HAVE HAD WHILE  
AT THE SCHOOL.

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Experiences, both within and beyond the classroom, are key in the development of well-rounded individuals. Recognizing this, the Board has made experiences one of the six pillars of our *Strategic Direction 2021–2026*. We understand that it is through these real and diverse experiences that our students unfold their full potential, equipping them with the skills and resilience needed for the future.

As part of the experiences pillar, we also promise to value the school's formidable history and honour its traditions in today's world. It is fitting then, that in this issue, we are shining a light on our alumnae. These women are an integral part of our school's rich history, and demonstrate the lasting impact of a Study education.

When I reminisce about my own time at the school, I remember the awe-inspiring presentations delivered by the older girls during assemblies. Their vivid accounts of worldly travels and professional endeavors left a mark on me and my classmates. Though initially distant dreams, those experiences soon became our own reality as we stepped into their shoes.

I would like to thank my fellow Board members for their support this year, as well as our Head of School, Kim McInnes, for her enthusiastic leadership, and finally our teachers, who are such a key part of the school experience.



*Erika Flores Ludwick*

Erika Flores Ludwick '88  
Chair of the Board of Governors / Présidente du conseil des gouverneurs

Les expériences, tant à l'intérieur qu'à l'extérieur de la salle de classe, sont essentielles au développement de jeunes filles et femmes équilibrées. C'est pourquoi le conseil des gouverneurs a fait des expériences l'un des six piliers de son *orientation stratégique 2021–2026*. Nous comprenons que ces expériences d'apprentissage, réelles et diverses, apportent les compétences et la résilience nécessaires pour l'avenir et permettent à nos élèves de développer leur plein potentiel.

Dans le cadre du pilier « expériences », nous promettons également de valoriser l'histoire exceptionnelle de l'école et de faire rayonner ses traditions dans le monde d'aujourd'hui. Il est donc tout à fait approprié que, dans ce numéro, nous mettions en lumière nos anciennes élèves. Ces femmes font partie intégrante de la riche histoire de l'école et témoignent de l'impact durable d'une éducation à The Study.

Lorsque je me remémore mon propre passage à l'école, je me souviens des présentations impressionnantes faites par les élèves les plus âgées lors des assemblées. Leurs récits enchanteurs de voyages de par le monde et de projets professionnels ont laissé une marque indélébile sur mes camarades de classe et sur moi-même. Bien qu'il s'agisse au départ de rêves lointains, ces expériences sont rapidement devenues notre propre réalité lorsque nous nous sommes glissées dans leur peau.

J'aimerais remercier mes collègues du conseil d'administration pour leur soutien cette année, ainsi que notre directrice générale, Kim McInnes, pour son leadership enthousiaste, et enfin nos enseignantes et enseignants, qui jouent un rôle essentiel dans l'expérience scolaire.

# EXPÉRIENCES



MS. MCINNES AND ELISSA PIAZZA '34

Every year at Graduation, as I listen to our students speak about their time at The Study, it strikes me that the strongest memories they often recount are of experiences when they were students here. At The Study, we believe that experiences are the cornerstone of a girl's educational journey, providing avenues to discover passions and strengthen the connection between classroom learning and the real world. Our commitment to offering exceptional opportunities reflects our dedication to nurturing well-rounded women.

We are excited to continue expanding our students' horizons, through experiences like the Grade 3 printmaking studio visit, the Grade 9 mathematical adventure in Paris, and our All Girls' Leadership Conference.

In this edition of *Trillium*, you will read about not only some of the experiences we are creating within the school but will also hear from our Old Girls about how these special moments shaped them into the accomplished women they are today.

I am grateful for our Board of Governors, Foundation Trustees, current and past parents, faculty, staff and alumnae, who allow us to keep expanding our students' horizons through relevant and enriched opportunities. I also appreciate the opportunity to work in close collaboration with our Board Chair, Erika Flores Ludwick '88, whose leadership has helped ensure the continued success of The Study.

Chaque année, lors de la remise des diplômes, j'écoute nos élèves parler de leur passage à The Study et je suis frappée par le fait que leurs souvenirs les plus marquants sont reliés à des expériences scolaires. À The Study, nous croyons que les expériences constituent la pierre angulaire du parcours éducatif des filles, car elles permettent de découvrir des passions, d'élargir les horizons et de renforcer les liens entre l'apprentissage en classe et le monde réel. Notre engagement à offrir des opportunités d'apprentissage exceptionnelles, tant au niveau local que mondial, reflète notre volonté de former des jeunes femmes épanouies.

Nous sommes ravies de continuer à élargir les horizons de nos élèves grâce à des expériences telles que la visite d'un studio de gravure en 3e année, l'Aventure mathématique de la 9e année à Paris et la Conférence sur le leadership de notre école.

Dans ce numéro de *Trillium*, vous découvrirez non seulement quelques-unes des expériences que nous créons au sein de l'école, mais vous entendrez aussi nos anciennes élèves raconter comment ces moments spéciaux leur ont permis de devenir les femmes accomplies qu'elles sont aujourd'hui.

Je tiens à remercier les membres de notre conseil des gouverneurs, les administrateurs de la Fondation, les parents d'élèves qui fréquentent et ont fréquenté l'école, nos enseignantes et enseignants, les membres de notre personnel ainsi que les anciennes élèves, qui nous permettent de continuer à élargir les horizons de nos élèves grâce à des opportunités pertinentes et enrichissantes. J'apprécie également de pouvoir travailler en étroite collaboration avec la présidente du conseil, Erika Flores Ludwick '88, dont le leadership contribue à la réussite à long terme de The Study.

*Kim McInnes*

Kim McInnes  
Head of School / Directrice générale

# PIONEERING PATHS

## REFLECTIONS ON RESILIENCE, AMBITION, AND FINDING YOUR PURPOSE

### A CONVERSATION BETWEEN OLIVIA LI '94 & SARAH MORGAN '12

While Olivia and Sarah didn't cross paths during their time at The Study, it was the school that first brought them together. They met as volunteer mentors at SOGA's Speed Mentoring event back in January this year. During the pre-event luncheon they were seated at the same table, and—though they work in different fields and graduated almost 20 years apart—Olivia and Sarah found that they shared many similar experiences post-graduation.

Olivia is a seasoned AI and technology executive with over 20 years of experience in the startup and tech innovation space. Sarah is a senior mechanical design engineer at Medtronic, a biomedical engineering company, working on pioneering treatment options for atrial fibrillation. This conversation is a continuation of that first lunchtime discussion.



NOS ANCIENNES



OLIVIA LI '94 (L) AND SARAH MORGAN '12 (R) ENJOYED RECONNECTING AND REMINISCING IN THE EVE MARSHALL LIBRARY.

**You both have found success in fields that are typically male-dominated (technology and engineering). What was that like at the start of your careers as you worked to establish yourselves?**

SARAH: I had the challenge of being a woman and being young. I manoeuvred around that, and I think going to The Study gave me that confidence at the beginning, which definitely helped. I knew that I was doing the best that I could, and I just took it one day at a time—which I think I also learned at The Study.

OLIVIA: Similar to you Sarah, I would walk into meeting rooms and be asked, “Did you bring some water?” I was assumed to be the assistant when I was actually the software architect.

SARAH: At the beginning, there were times I thought, “They must have just picked me because I’m a woman.” Then I started to realize, maybe the door was opened, but I still had to go through it and perform like anyone else. The success that I have is not because I’m a woman, but because I took an opportunity and showed what I could do.

**You both share the experience of having reached some pretty major milestones relatively early in your careers. Sarah, you built a medical device that’s in use in patients, and Olivia, you started two companies before you were 30. How did you navigate that experience and how is it shaping what you do next?**

SARAH: I’m figuring it out now. I met my goal—at least a portion of it. I got my dream job and my dream career path. A medical device with a section I designed was released and is currently in use. That happened within a year or two after I started working. Then I got promoted very quickly. It was defi-

nately a shock. I didn’t know what to do or what my next goal should be. I’m trying to figure it out now! I don’t think my career should end before I’m 30. I want to accomplish more, but I think it’s just shifting that goal now. The Study taught us very well to accomplish our goals and to set our sights high. It’s amazing when it happens, and I give 100% credit to The Study.

OLIVIA: One thing I can credit to my experience at The Study is that there was never a sense that something was out of reach or impossible. It was all a matter of breaking down the problem, setting the right goals, and then plan-

ning a path to it. We each came out with our approach to accomplishing things our way.

Some people go down a professional route and become doctors, dentists, or lawyers. There are very clear steps in that path. I took a more entrepreneurial path in a space that was less defined, and I found myself still in the place where I felt like my goal was just to prove myself successful. And I did that early on. I had my second company before I was 28. I was successful at a startup, raised millions, travelled, opened offices in the Valley, and lived a lot of things I never imagined—a lot earlier than I was expecting.

“I think that the entrepreneurship seed started at The Study for me.” – OLIVIA LI '94



I was able to achieve and accomplish goals because I had that recipe already. At The Study, nothing was impossible, but it wasn’t easy either. We were taught to push ourselves and how to understand our limits, stretch ourselves, and seek it.

**Olivia, how did you move to that next stage and figure out what comes after 30?**

OLIVIA: (laughs) I think it’s kind of like the hero’s journey. You go through another forest of disenchantment where you wonder if anything is worth doing anymore. But if you ever think you’re running out of goals, just go and find deeper meaning in your purpose.

SARAH: One of the things The Study taught me is that I don’t have to just be one thing. I played sports, I did the plays, I did concert band (that I was terrible at) but I did it! That stuck with me. I’m an engineer, but I also ran for my town council. Even at work, sure I’m working full-time, but I’m also doing a master’s full-time because I never felt like I needed to just pick one.

OLIVIA: I’m super curious, what are you doing a master’s in?

SARAH: It’s a master’s in applied sciences so that I can get a PhD later if I want. I’m looking at using cryotherapy to treat uterine fibroids. I’m building a medical device, but there’s no mechanical model, which is an extra challenge, so I’ve made a mechanical model for the fibroids.

OLIVIA: How did you come up with the idea?

SARAH: My aunt has fibroids. I asked, “Why don’t you just freeze them? We freeze other tumors.” And she said that such a treatment doesn’t exist. So I started researching and I real-

ized there was potential. I got funding through work to develop a device and then I thought since I’m doing this work, I might as well get a master’s or a PhD out of it.

OLIVIA: Were you always inventive like that, even as a child?

SARAH: I don’t think so. I don’t find myself very creative or inventive, but I’m a great problem solver. If you give me a problem, I’ll solve it. But I won’t create something from scratch.

OLIVIA: That’s creative problem solving! That is definitely creative problem solving.

SARAH: We’ll see where it goes. My company is supportive so I want to finish my master’s, and then we’ll see. Maybe a startup. Maybe something completely new. I’ve been successful up to now, and a huge part of that is thanks to The Study.

**What stands out from your time at The Study?**

OLIVIA: I think that the entrepreneurship seed started at The Study for me. If I had an idea for something, I was always encouraged towards it. I don’t think at any other school I would have done yearbook, and all the sports, and music, plus start the school newspaper—even though it was a complete flop! I worked on it really, really hard for a year and it was a complete flop. But nobody held me to shame for it. I was well supported and I was encouraged to learn from it, and use that as an experience. And I think that’s what fostered my audacity to take an entrepreneurial approach to life.

SARAH: For me it was something similar, I mean the amazing teachers—

OLIVIA: Yes! Me too!

SARAH: —amazing memories, but I think it was just the fact that if we wanted to do something, the school would help us and support us. I organized a robotics tournament in Grade 11 and the teachers helped me. I got sponsors and invited schools from across Canada to come to The Study on a Saturday. If we wanted to do something, they would help us find a way to do it.

OLIVIA: People talk a lot about grit and resilience and The Study created a good foundation for that. I was able to experience as much through failures as through the accomplishments that we learned to reach for. 🍷



# AT THE INTERSECTION OF MEDICINE & ART

**Dr. Tamara Pokrupa-Nahanni '05** is a remarkable woman, whose story blends arts and science, individual and community. From her early years at The Study to her current role as a family doctor, Tamara is driven to seek experiences that create meaning and connection.

She grew up in a home that highly valued education and cultural heritage. Her mother was part of the *Líídlıı Kúé* First Nation and became the first woman from the Northwest Territories to receive a master's degree. Her father, the son of Czechoslovakian immigrants, is a retired brain surgeon. The Study was the perfect place for her to spend her formative years, and provided a nurturing environment from Kindergarten to Grade 7 before her family relocated to Kingston.

After high school, Tamara chose to do a degree in biology because she had many meaningful experiences in nature. She wanted to be an ally for nature conservation. When she finished, she felt like she still needed to have a strong emotional experience to become an adult—and that meant leaving Kingston and her family behind. Inspired by her family's artistic legacy and a Study teacher's encouragement in Grade 7, Tamara decided to complete a second bachelor's degree in new media at Toronto Metropolitan University (formerly Ryerson University).



ABOVE TAMARA AND HER HUSBAND HAVE MADE THEIR HOME IN MOOSE FACTORY, ON. FACING PAGE TAMARA AND HER DAUGHTER, IN WHOM SHE WANTS TO INSTILL A SENSE OF WELL-ROUNDEDNESS AND WORLDLINESS.

Art had always been something that was deeply emotional for Tamara. She remembers being brought to tears by the *chiaroscuro* in a painting during a childhood visit to the Frick Collection. “My mom passed away when I was 12 and art was a really healthy way to explore my identity and explore my childhood,” Tamara says. “Arts provided a way to explore my Indigenous heritage too.”

Her path took another turn though, when she realized that a career as a professional artist didn't align with her aspirations for stability and impact. Encouraged by her stepmother, herself a doctor, Tamara applied to medical school at the University of Ottawa. She chose to specialize in family medicine because it focused on relationships. “I had done a lot of reflection in my fine arts degree, and I felt like I could meaningfully contribute to people at different times in their lives: through hardship, through loss, and as they grew up,” she says. “You're a valued part of someone's life, from cradle to grave.”

During their residencies, she and her husband (who is also a family doctor) had the opportunity to work in Moose Factory, Ontario. This small community located near the mouth of James Bay provides medical services to the Cree people of the eastern James and Hudson Bay coasts. Tamara felt at ease in the fresh air and huge, bright skies. She and her husband enjoyed the adventure and decided to come back after residency to make Moose Island their home.

As a family physician, Tamara is deeply fulfilled by her work, entering into people's lives at critical moments and connecting with not only her patients, but their families and communities. She recognizes the power of medicine to alleviate pain and extend life. Yet she acknowledges its limitations, particularly in addressing mental health and intergenerational trauma, both of which impact Indigenous communities especially hard.

“The great thing about family medicine is that you get to zoom in on specific lab results, but also zoom out to the community,” Tamara says. “You can go even further to the invisible forces that shape communities, like the historical and current policies that influence the social determinants of health on First Nation reserves. It's fascinating.”

Reflecting on her time at The Study, Tamara acknowledges the school's role in nurturing her ambition and confidence as a woman. “The Study cemented the expectation that I would become a professional. I never questioned that I would go to university and that, as a woman, I couldn't be in a leadership position. Ambition was the norm,” she says. The emphasis on arts, music, and physical education instilled in her a sense of well-roundedness and worldliness, values she now strives to impart to her own children.

Tamara's journey exemplifies the profound influence that experiences can have in shaping our paths. As she moves through the worlds of science, art, and medicine, her story underscores the power of embracing the different facets of ourselves on the journey to personal growth. 🌿

# INNOVER



Celles et ceux qui ont eu le plaisir d'enseigner à **Hyunwoo Park '22** disent qu'elle sera un jour cheffe d'entreprise et qu'elle est déjà sur la bonne voie pour le devenir. Hyunwoo Park a commencé à fréquenter The Study en 9e année et, malgré son hésitation à l'idée d'être nouvelle à l'école, elle a sauté à pieds joints dans tout ce que The Study avait à offrir. Elle a été entre autres déléguée de classe pour le bazar et présidente du comité de la Conférence de leadership, mais c'est à l'occasion de concours tels Technovation et les Olympes de la Parole que sa passion et son esprit d'entreprise se sont éveillés.

« Technovation a été l'occasion pour moi de créer ma première startup et de développer avec ma partenaire, **Emma (Yi) Luo '22**, ma première application, appelée UBored », se souvient Hyunwoo. « Nous l'avons lancée pendant la pandémie pour aider les gens à rester actifs et en bonne santé, en leur proposant des défis quotidiens tels que dessiner ton meilleur ami ou inventer un nouvel étirement du corps. Nous avons remporté un prix du jury lors du concours et nous avons toutes les deux convenu que nous voulions continuer à améliorer notre application au cégep ».

UBored n'est pas la seule application créée par Hyunwoo pendant son séjour à The Study. Sa deuxième application, BreatheGreen, a été créée avec son équipe des Olympes de la Parole. BreatheGreen facilite l'identification des espaces urbains dépourvus de couvert forestier, en collaboration avec des organisations caritatives qui plantent des arbres. L'application a suscité l'intérêt de l'un des arrondissements de Montréal et Hyunwoo et son équipe ont même été invitées à présenter leur produit à la mairie de la ville à ce sujet.

Après avoir obtenu son diplôme, Hyunwoo a continué à chercher des programmes et des expériences qui lui permettraient d'élargir ses horizons comme à The Study. Elle a pris part au Wharton Global Youth Program, ce qui lui a permis de suivre des cours à la célèbre école de commerce. Elle a choisi des cours sur les principes de gestion, jetant ainsi les bases d'une future carrière. L'été dernier, elle a participé au programme LaunchX, parrainé par le MIT, étant attirée par le défi que présentait le programme, à savoir créer et financer une startup en seulement cinq semaines. En collaboration avec des coéquipiers turcs, chinois et américains, elle a créé une application appelée Diacare, qui permet aux jeunes patientes et patients de gérer leur diabète de manière ludique.

Dans le tourbillon de ses activités entrepreneuriales, Hyunwoo reste enracinée dans la communauté de The Study et apprécie profondément l'environnement de soutien et les possibilités offertes par l'école. Elle est toujours en contact avec des enseignantes comme Mme Liogas, Mme Senécal et Mme Turcot DiFruscia, et elle discute toujours avec d'anciennes camarades de classe qui étudient à Montréal, ailleurs au Canada et aux États-Unis.

« Je suis reconnaissante d'avoir profité pleinement de toutes les possibilités offertes par l'école. Au cégep, il n'est pas aussi facile de trouver de telles opportunités. Le fait que The Study les ait mises en place pour nous a été très précieux », dit-elle.

Alors qu'elle termine ses études en sciences pures et appliquées à Marianopolis et qu'elle s'apprête à débiter l'université, Hyunwoo demeure engagée dans son cheminement de croissance et de développement personnel. Qu'elle choisisse de faire carrière dans la technologie, dans les affaires ou une combinaison des deux, elle est déterminée à faire avancer significativement le monde qui l'entoure. 🌱



Téléchargez  
l'application  
BreatheGreen ici!

# POUR AVANCER

# Le droit mène à tout

**Sarah Fortin '10** est une représentation vivante de l'adage « Le droit mène à tout ». Alors qu'elle envisageait initialement une carrière de professeure d'anglais, Sarah s'est orientée vers le droit lors d'un semestre d'échange à l'université d'Amsterdam. Tandis qu'elle suivait des cours de politique internationale et de sociologie, Sarah a été frappée par les implications pratiques du droit, en particulier après avoir assisté à un procès à la Cour pénale internationale et effectué un travail de terrain sur l'impact des réglementations municipales sur les entreprises locales.

Cette expérience a fait prendre conscience à Sarah qu'elle souhaitait poursuivre une carrière lui permettant d'apporter des changements positifs dans la vie des gens. « C'est une chose d'avoir la volonté d'aider les gens, mais il faut avoir les outils pour le faire, explique-t-elle. J'ai donc décidé de faire des études de droit pour me doter d'une boîte à outils ».

Elle s'est inscrite à la faculté de droit de l'Université de Montréal, attirée par son environnement francophone et par son programme pratique. Sarah savait que le français serait un élément important de sa pratique en tant qu'avocate au Québec, mais son éducation en tant qu'élève bilingue à The Study lui avait déjà inculqué l'importance des deux langues pour servir une société diversifiée. « Je crois vraiment que le droit est une profession de service. On n'est pas là pour soi. On est là pour les autres, pour la société et pour le système judiciaire. Pour ce faire, il faut à la fois le français et l'anglais au Canada », dit-elle.

Après avoir passé les examens du Barreau, Sarah a passé deux ans dans un cabinet privé en droit de la famille, représentant des clients devant les tribunaux. Tout en étant reconnaissante de cette expérience de première main avec le système judiciaire, elle s'est rendu compte que sa véritable

passion était l'éducation — quelque chose qui résonnait en elle depuis ses années de secondaire.

Aujourd'hui, en tant que coordonnatrice de la Clinique juridique de l'Université de Montréal, Sarah s'efforce de soutenir la prochaine génération de professionnelles et professionnels du droit, tout en favorisant un meilleur accès à la justice. Le double objectif de la clinique correspond parfaitement aux valeurs de Sarah, lui permettant d'avoir des effets tangibles en organisant des services juridiques gratuits pour celles et ceux qui en ont besoin.



« C'est pendant mon séjour à The Study que j'ai commencé à vouloir redonner à la société », explique Sarah. En tant que présidente du comité Girls for the Cure, Sarah a pu contribuer à l'organisation d'événements menant à des résultats concrets pour une communauté. Cela a éveillé sa passion pour la coordination des efforts en vue d'apporter des changements positifs dans la société, passion qu'elle canalise maintenant dans son travail à la clinique juridique.

La clinique offre un accès à la justice dont la portée dépasse l'île de Montréal. Grâce aux vidéoconférences et

à une unité mobile, les étudiantes et étudiants de l'UdeM fournissent des informations juridiques à des communautés partout au Québec, y compris dans des régions éloignées comme Rouyn-Noranda, en Abitibi-Témiscamingue. Sarah considère que son travail ne consiste pas seulement à donner les ressources nécessaires pour résoudre des différends, mais aussi à améliorer des vies et à façonner un monde plus juste — une quête inspirée par ses années formatrices à l'école The Study. ✎





# Confidence

## *Takes Flight*

You'd never know it from talking to her now, but **Caroline Kouri '18** wasn't always so self-assured. When she first started at The Study, she felt like she was in the shadow of her two older sisters, who would both go on to become Head Girls. But that changed for Caroline in Grade 3.

"It started with the Greek mythology project in Ms. Anne's [Heenan '88] class. I was fascinated by the topic. It sparked my love of learning. I remember going home and asking my Mom to buy me books so I could keep learning more," Caroline says.

As the year went on, her confidence started to grow. The students had to write essays to determine who from the class would be selected to attend a conference. Caroline was the one selected. She remembers it as one of the most impactful experiences from her time at The Study. "I was so proud of myself and my accomplishment. That's when I started to believe in myself."

Caroline is now at McGill University majoring in chemical engineering with a minor in software engineering. She chose engineering because she was motivated by her love of math and problem solving, as well as her passion for sustainability. She's certainly not afraid to take on a challenge.

"The other day we were choosing a project and my teammates all wanted to choose the easiest option, but I was really interested in the hard microgravity options," she says. "To me, school is an opportunity and everything can be a learning experience. The Study helped me realize how privileged I am to learn."

Outside of the classroom, you're likely to find Caroline riding her motorcycle or flying planes. "For a long time I wanted to be an astronaut, and I actually still do! I thought I might as well get my pilot license. I love flying so much," Caroline says. She's fascinated by aviation and aerospace engineering, but also conscious of the industry's notoriously high carbon footprint. So, when she saw an internship opportunity to work on sustainable fuels at Pratt & Whitney, it felt like a perfect fit.

"It's so important to decarbonize," she explains. "A lot of people think electrification is the solution for vehicles on the ground, but in the air, it's going to be sustainable fuels."

When she graduates next fall, Caroline's not sure what her next move will be. She's considering graduate school in either chemical engineering or aerospace engineering. One thing she does know she wants to do though is build her own plane. "They sell kits, almost like IKEA," she says with a laugh. "The parts are pre-welded and then you build the rest. I'm hoping I can make my own sustainable fuel for it too, because my capstone project is making biofuel from algae collected from wastewater." Whatever she decides to do, with her confidence, the sky is truly the limit! 🚀

# The Magic of Myth

ANNE HEENAN '88

I had been teaching Grade 5 at The Study for three years when I changed to Grade 3. A bit lost as to where to start planning, my colleague Doris Lewis kindly shared two of her favourite units with me: Shakespeare (in Grade 3!) and Greek mythology.

As I started to explore the Greek myth materials, I immediately flashed back to my own experience as a student at The Study learning about Greek gods and goddesses with Mrs. Ronsley. The copy of *D'Aulaires' Book of Greek Myths* in the library had opened my eyes to a whole new universe. I was fascinated by the images of Zeus' face surrounded by lightning bolts and the gruesome stories of Cronus consuming his children.

Suddenly, I was rediscovering the myths again through the eyes of my students. To get them even more engaged, we decided that Zeus (my alter-ego) should host a banquet. Each student chose a mythical figure to dress up as and was asked to give a speech from their character's point of view. Snacks included a variety of mythical-themed treats, like grapes for Dionysus, goldfish crackers for Poseidon, and pomegranates for Persephone.

Over the years at the banquet, I have laughed as Hercules appeared with tennis ball muscles, or Poseidon's cotton ball beard slipped sideways. Hermes' tricks always reduced the class to giggles, and Aphrodite frequently used her role as an excuse to wear lipstick to school. The creativity often spilled over into the playground, with students inventing mythology-inspired games to play during recess.

Thanks to this unit, the students learn the key to unlocking the secrets of paintings, monuments, and stories around the Western world. They can now play NTGG (Name that Greek God) in the rooms of Versailles, identify statues on the Athenian Acropolis, or understand the subtle jokes in the Percy Jackson books.

Every year, I think back to my friend Doris Lewis who was the inspiration for all of this. Thank you, Doris, for the gift that keeps on giving! This unit doesn't just teach our students facts about the ancient world, it sparks a fire of curiosity that keeps them exploring and discovering new things for years to come. 🍷



FACING PAGE: (TOP RIGHT) ANNE HEENAN '88, THE GREEK MYTH BANQUET  
THROUGHOUT THE YEARS (CLOCKWISE FROM TOP LEFT) 2023, 2015, 2015, 2012, 2012.

# LA BOÎTE DE TROUVAILLES

Dans le cadre de leur cours d'univers social de la 3<sup>e</sup> année, mes élèves devaient explorer l'une des régions naturelles du Québec lors du long weekend pour observer les différentes composantes géographiques que nous étudions : l'hydrographie, le relief, la végétation et le climat. Elles devaient construire une boîte contenant des trouvailles représentant ces différents éléments du territoire. Cette activité les a amenées à se rendre partout au Québec, des Basses-terres du Saint-Laurent au Bouclier canadien, et même jusque dans les Appalaches!

Dans sa boîte de trouvailles, Weiyue Miao '32 avait cette photo que je considère magnifique. Weiyue s'est rendue à Charlevoix et on la voit sur la photo avec un échantillon d'eau du fleuve Saint-Laurent. Cette photo représente exactement ce que nous souhaitons développer chez nos élèves : un sentiment de fierté envers le territoire, mais aussi la capacité d'observer, d'apprécier et de comprendre un milieu naturel.

Charlène Leblanc  
Enseignante, 3<sup>e</sup> année

WEIYUE MIAO '32 ET SA  
BOÎTE DE TROUVAILLES  
À CHARLEVOIX.



## « ON A MESURÉ LA TOUR EIFFEL! »

XINYI ZHANG '26 ET AVA-MALU NAJMAN '26 UTILISENT DES INSTRUMENTS DE GÉOMÉTRIE POUR MESURER LA TOUR EIFFEL



### QUAND APPRENTISSAGE RIME AVEC VOYAGE

« Déterminez la hauteur du bâtiment  $x$  à partir des distances entre la base du bâtiment et deux points de mesure au sol situés à angles différents. » Voilà un problème de géométrie classique sur lequel bien des élèves se sont échinés dans l'histoire de l'enseignement des mathématiques. Voilà aussi un problème qui, lorsque résolu sur les pages d'un cahier scolaire, a probablement suscité davantage de bâillements que de passion pour les idées de Pythagore.

Mais lorsque le bâtiment  $x$  du problème devient la Tour Eiffel, juste devant soi, et que les points de mesure sont capturés au sol de l'esplanade du Trocadéro avec des instruments de géométrie tirés des valises des enseignantes, de surcroît dans le cadre d'un rallye mathématique à travers la ville de Paris, alors le simple problème de maths se transforme en expérience signifiante d'apprentissage, dont la résolution demeurera gravée aussi durablement dans la mémoire des élèves que le souvenir des macarons savourés plus tard à Saint-Germain!

Au cœur de l'Aventure mathématique à Paris, voyage-signature offert depuis deux ans aux élèves de 9<sup>e</sup> année, l'apprentissage expérientiel prend vie dans une alliance dynamique entre mathématiques, culture et plaisir en français.

Alors que les élèves complètent un rallye mathématique conçu par Mme Joujou, Ms. DeCicco et Mr. DeGasperis à travers la Ville Lumière, chaque problème intègre la découverte des trésors artistiques, culturels et historiques de Paris.

L'apprentissage expérientiel repose sur le principe que les leçons apprises en contexte sont mieux assimilées et plus pérennes. En explorant les concepts dans des environnements réels, les élèves en développent une compréhension approfondie. Immergées dans des situations concrètes, elles sont amenées à réfléchir de façon critique, à collaborer et à appliquer activement leurs connaissances. Les expériences hors classe deviennent ainsi des extensions naturelles du processus d'apprentissage, et elles s'inscrivent en continuité avec l'enseignement théorique quotidien.

Les élèves-voyageuses ont ainsi consolidé des notions qu'elles réinvestiront avec succès en contexte scolaire. Elles ont de plus vécu des apprentissages interdisciplinaires lorsqu'elles ont déterminé la formule de disposition des tuiles du Panthéon, ordonné dans le temps les grandes oeuvres du Louvre, cartographié Montmartre, marché dans les traces de Marie Curie, expérimenté la réalité holographique au Musée des mathématiques, ou mesuré leur rythme cardiaque après les manèges de Disneyland.

Ceci dit, les apprentissages réalisés au cours d'une expérience comme l'Aventure mathématique à Paris ne se limitent pas aux dimensions académiques. Les élèves ont appris à s'orienter dans le métro parisien, ont découvert la gastronomie locale, se sont exposées aux variations de la langue française et ont observé une société différente de la leur. Elles ont aussi approfondi leurs relations avec leurs amies et leurs enseignants, tout en apprenant à vivre en groupe. Ces apprentissages intensifs ne se traduisent pas immédiatement en savoirs scolaires, mais ils développent des compétences essentielles.

L'Aventure mathématique à Paris incarne la philosophie éducative de The Study. L'apprentissage rigoureux devient une quête passionnante et immersive. En offrant aux élèves l'opportunité de combiner l'exploration culturelle avec des défis intellectuels stimulants et amusants, l'Aventure démontre que l'apprentissage par l'expérience est une manière de cultiver une compréhension profonde et durable des savoirs scolaires, en répondant aux besoins de chacune. Ce voyage a permis aux élèves qui « adorent » naturellement les maths de se réaliser, et à celles qui sentent moins d'affinité avec cette matière de s'y plonger avec plaisir. Comme l'a crié une élève du haut de la Tour Eiffel: « J'adore les problèmes de maths! » À Westmount comme à Paris, chaque formule mathématique devient une aventure, et chaque aventure, une leçon inoubliable! 📖

## THE STUDY OFFERS MANY OVERNIGHT EXPERIENCES EACH YEAR STARTING IN GRADE 4

### GRADES 4-11

+ Overnight retreats at the start of the school year

### GRADE 5

+ Night at the Cosmodôme

### GRADES 5 & 6

+ Leadership camp

+ Voyage dans une ville canadienne (Trois-Rivières, Québec, ou Ottawa)

### GRADES 7-11

+ Band trip & band camp (this year, New York)

+ Various athletic tournaments (soccer, basketball, etc.)

+ Duke of Edinburgh trip

+ Debate tournaments

### GRADES 7 & 8

+ Expédition géopoétique aux Îles de la Madeleine

### GRADE 9

+ Aventure mathématique à Paris

+ Parlement des jeunes à Québec

### GRADES 9-10

+ Student exchanges in Australia and the UK

### GRADES 10 & 11

+ Community service trip to our sister school in Nicaragua

+ Discovering Evolution: Scientific Voyage to the Galapagos Islands

+ U.S. college tour

+ Ontario university tour

+ Model UN (this year, Chicago)

+ Waterloo Math Competition

+ Grade 11 graduation trip



GAUCHE JOANAYE CHRISTIE-MITCHELL '25 ET CHARLOTTE FELTHAM '25 S'INFORMENT À PROPOS DU GÉNIE MÉDICAL.

EXTRÊME GAUCHE KARIN OLIVER '96 EST MÉDECIN TRAITANT À LA DIVISION D'OPHTALMOLOGIE DU CENTRE UNIVERSITAIRE DE SANTÉ MCGILL ET CHARGÉE DE COURS À LA FACULTÉ DE MÉDECINE ET DES SCIENCES DE LA SANTÉ DE L'UNIVERSITÉ MCGILL.

## MENTORAT EXPRESS DE LA SOGA

Alors que les élèves de l'école secondaire de The Study se préparent à la vie au-delà de la salle de classe, il n'y a pas de meilleure façon de se faire une idée des chemine-ments de carrière possibles que de profiter de l'expérience directe de nos anciennes élèves. En janvier, vingt-quatre généreuses anciennes élèves ont consacré leur après-midi à l'événement Mentorat express de la SOGA pour établir des liens avec des élèves de la 9e à la 11e année désireuses d'explorer diverses professions. Le mentorat express fait partie d'un programme plus large d'orientation profes-sionnelle offert à The Study, qui se poursuit même après l'obtention du diplôme.

L'événement a permis à nos élèves d'interagir avec des femmes accomplies issues de divers domaines, notamment le droit, l'édition, la mode, la psychologie, l'ingénierie et la politique. Chaque ancienne élève a offert un point de vue

unique et des informations précieuses sur la manière dont elle avait trouvé sa voie, ce qui a permis aux élèves de poser des questions sur leur domaine d'intérêt et d'en découvrir de nouveaux en cours de route.

En encourageant ces liens significatifs et en fournissant des informations sur les opportunités post-secondaires, la SOGA joue un rôle crucial et aide les élèves à franchir la prochaine étape de leur parcours académique et profes-sionnel avec confiance et clarté. Quel que soit le stade de sa carrière, une ancienne élève peut toujours compter sur le réseau des anciennes SOGA pour la guider. Le réseau des anciennes est une force de notre communauté The Study et nous sommes reconnaissantes envers toutes les an-ciennes élèves qui ont généreusement donné de leur temps et de leur expertise pour soutenir la prochaine génération de diplômées. ☺



**ERIKA FLORES LUDWICK '88**, présidente du conseil des gouverneurs, explique pourquoi elle a voulu devenir mentore.



## THE STUDY PARENT EXPERIENCE: BUILDING OUR HOME AWAY FROM HOME

For those of us with family members who live all over the world, the idea of home isn't based on geography. People, experiences, and meals can all provide comfort and connection no matter where in the world we are. As we become parents, the concept of home takes on new meaning as we build our own families and pass on cherished traditions.

The Study boasts itself as a "home away from home" for our students. It's not just their familiarity with the physical space, they feel comfortable to be themselves here. They know they'll be greeted with a smile or a hug, a card on their birthday, and that there's always a snack for them in Mrs. McInnes' office. We are their community and we want them to feel a sense of belonging and purpose every time they walk through our doors.

A space becomes your home when you feel that you belong. At this year's first ever Lunar New Year Celebration, we witnessed our community come together and create space for everyone, regardless of cultural background. In preparation, families decorated the Mary Liistro Hébert Performance Hall with the same care that they would their own homes and cooked food like luó hàn zhāi (罗汉斋) just like their grandmothers used to. The smell of dumplings, the bright colours of the lion dance, and sounds of the pipa – whether familiar from childhood or encountered for the first time – made everyone feel like they were celebrating with family.

It was an honour to share in our community's celebration and stories of home. These experiences make us stronger as a school and more importantly, enrich the student and parent experience at The Study. Moving across cultural spaces helps everyone feel like they belong.

Our parent community creates spaces of home for our students and families. Our parent buddies help new families settle into The Study's routines and rhythms, whether



“Our parent community creates spaces of home for our students and families.”

they're new to Canada or have rich histories in Quebec. If you are in the school reception area in March, you will certainly see a table carefully prepared by Study parents with the important elements of Nowruz. In December, you might smell sag-amité, an Iroquoian soup, cooking in an Elementary School

classroom. At our Special Person Breakfast, you might meet a grandparent, uncle, or cousin with a background different from your own, yet you connect over a meal.

Our alumnae return to the school, their second home, as guest speakers, student mentors, and even as new parents at our newly created Book Nook activities for their little ones. We also can't forget Homecoming in October—a true moment of reconnection for The Study family.

We are lucky to have a community rich in stories and driven to make The Study a place of belonging. There are still so many more stories to discover in our parent community and we promise to continue making spaces to share them. ☺

ABOVE RIGHT (L TO R) LINDSAY WOODS, ASSOCIATE DIRECTOR OF ADVANCEMENT; KIM TURCOT DIFRUSCIA, DEPUTY HEAD OF SCHOOL; KIM MCINNES, HEAD OF SCHOOL; WENDY CHUI, BOARD MEMBER AND CHAIR OF THE BOARD ADVANCEMENT COMMITTEE; ERIKA FLORES LUDWICK '88, CHAIR OF THE BOARD OF GOVERNORS.

# 5 MINUTES

with Head Girl  
Goldie Gilmore '24



**What inspired you to run for Head Girl?**

GOLDIE: When I was younger, I looked up to the older girls. The Head Girl was the symbol of what The Study embodied for me and I was inspired by that. I wanted to be that person for the younger grades, because for me, that is what really pushed me to succeed.

**What are you going to miss the most about The Study?**

GOLDIE: I have been with these people since I was seven. Even the teachers in the Elementary School—I walk by them and still feel that connection. I remember the relationship we had, and the support they gave me to grow and work harder. When I leave the school, it is going to be different. I am not going to have the same safety net. But that is also something I am looking forward to, because even though I am leaving one support system, I am going to get another support system in the alumnae community.

**Quels sont les meilleurs souvenirs de ton séjour ici ?**

GOLDIE : Il y a tellement de moments que j'ai aimés, mais ce qui ressort,

ce sont les petits moments de la vie quotidienne à l'école, comme lorsque vous passez simplement du temps avec vos enseignantes, enseignants et amies. Vous avez peut-être l'occasion de retrouver, dans un cours commun, une amie que vous ne voyez pas d'habitude et vous pouvez alors vous détendre, parler, vous laisser aller et être vous-même.

**Qu'est-ce que le fait d'être présidente de conseil d'étudiant a signifié pour toi ?**

GOLDIE : J'ai remarqué que j'étais devenue un modèle pour beaucoup de petites filles. Elles sont ravies de me voir et de me parler, ce qui me fait vraiment plaisir, car c'est le genre d'enfant que j'étais. C'est agréable de voir la différence que l'on fait et l'influence que l'on a.

**What is next for you?**

GOLDIE: I am going to Dawson for visual arts. I really like sculpting and being able to turn something that I picture in my head into a 3D form. It is very, very cool to me. I was really inspired by the design schools we visited on the US college tour too, so I am keeping an open mind. ☺

MYRIAM AZIZA ZITOUNI '31 PREND LES RÈNES DE LA PRESSE À IMPRIMER DANS L'ATELIER DE L'ARTISTE SARAH GALARNEAU.



ABOVE KARINA PANDA KOSARAJU '31 EXAMINE SON IMPRESSION. RIGHT ISABELLE (HANYU) QIN '31 MONTRE SON TRAVAIL.



## EXPLORER L'ART DE LA GRAVURE

Pendant le cours d'arts plastiques, les élèves ont exploré le monde de la gravure et ont essayé diverses techniques afin de créer des œuvres d'art uniques pour leur propre livre d'artiste. S'appuyant sur leurs expériences de classe, les élèves ont participé à un atelier passionnant dirigé par Sarah Galarneau, graveuse et relieuse professionnelle, afin d'approfondir l'art de la gravure et d'en apprendre davantage sur les pratiques de la reliure.

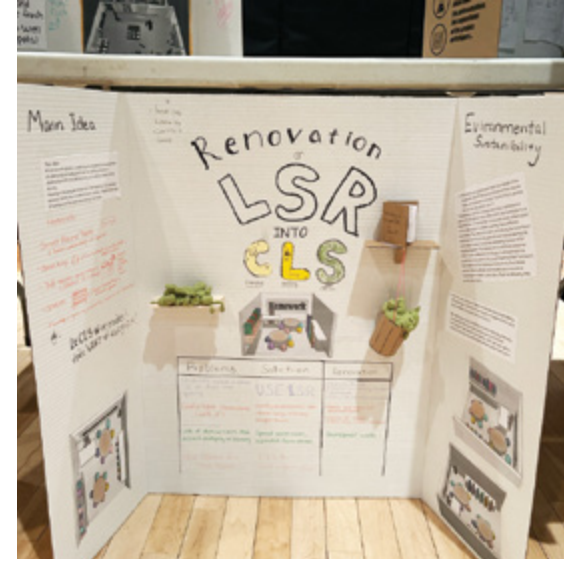
Dans l'atelier de Sarah, nos élèves ont eu l'occasion de pousser leur créativité plus loin avec une véritable presse d'imprimerie, acquérant ainsi une expérience pratique avec des outils et des processus qui ne sont généralement pas disponibles dans les salles de classe. Elles ont également pu se mettre dans la peau d'une artiste et entendre parler du parcours créatif et de la pratique artistique de Sarah, reliant ainsi le travail qu'elles ont effectué en classe au monde de l'art en général.

Cette expérience immersive a aidé nos élèves à mieux apprécier le processus créatif et à grandir en tant qu'artistes. Les filles ont pu développer leurs compétences et libérer leur potentiel créatif, tout en explorant de nouvelles techniques sous la direction d'une artiste chevronnée. 📖

## HANDS-ON DESIGN WITH MARIANNE MCKENNA '68

As part of our Study Speaker Series, we were proud to welcome back world-renowned architect and Officer of the Order of Canada **Marianne McKenna '68**. The Speaker Series introduces our students to inspiring women who are making an impact in their chosen fields. Their speeches are followed by special activities that give students the opportunity to try out first-hand what they've learned.

Ms. McKenna spoke about how people are at the centre of all architecture design. Excellent design comes from the ability to respond to the purpose and need of each building. To be successful, you have to think about what she called, "the me, the we, and the world." In other words, consider who you are, how you can collaborate with others, and how you can use that to make a better world. She left our students with the message that while the architecture field is still dominated by men, women's creativity is needed to find solutions for the future.



HANNAH GOLD, VICTORIA LOTHING, CHARLOTTE (JUNRAN) HU, AND ESTELLE PARADIS (ALL '28) PROPOSED TURNING THE LIBRARY SEMINAR ROOM INTO A CREATIVE LEARNING SPACE.

After the speech, each grade took part in an activity designed to explore different ideas from Ms. McKenna's speech. Kindergarten and Grades 1 and 2 explored magnets and puppets, while Grades 3 to 5 tinkered with light and reflection. The Senior School students worked in small groups to tackle a design challenge. They had just three hours to develop a proposal for "The Study of the Future." Students showed how their design met the needs of the students and school, while also being sustainable. Three teams won the opportunity to pitch their proposals to The Study's facilities improvement team. 📖



MARIANNE MCKENNA '68 (R) SPEAKS WITH DEPUTY HEAD OF SCHOOL KIM TURCOT DIFRUSCIA AT A RECEPTION BEFORE HER SPEECH. PHOTO BY SASHA DIMOCK '25.

« Être active aujourd’hui jette les bases  
d’une vie active à l’âge adulte. » – CHELSEA NOONOO '24

# Game On!

CATCHING UP WITH SPORTS CAPTAIN CHELSEA NOONOO '24

## Why did you decide to run for Sports Captain?

CHELSEA: I truly love sports. It was a way for me as a kid to get out the immense energy I had. Sports gave me an outlet for the good and bad things that happened in life. And I always knew I wanted to be on the student council. I am a lifer and it is really full circle when you go from being a Kindergarten kid hugging a Grade 11 girl that you look up to, to getting to be that person for someone else.

## What sports in particular played a big role in your life?

CHELSEA: I have been doing karate since I was seven or eight. My goal is to get my black belt by the end of CEGEP. I really enjoy horseback riding—soccer too! I do not think there should be stress around being good at a sport, because that is not always necessary. Sports should give you joy. They are a way to have fun with your friends and let loose a bit from sitting at a desk.

## Pourquoi le sport est-il un élément important de l'expérience scolaire globale ?

CHELSEA : Le sport vous offre non seulement un exutoire, mais aussi une communauté. Si vous rejoignez une équipe sportive, vous nouez des liens avec des personnes qui ont la même passion que vous et qui vous comprennent d’une manière différente. Et le fait d’être active aujourd’hui jette les bases d’une vie active à l’âge adulte.

## Quels sont les meilleurs souvenirs sportifs des douze années que tu as passées à The Study ?

CHELSEA : Le nombre de fois où je me suis foulé les doigts en jouant au basket-ball... Le tournoi de soccer de l’an dernier à Stanstead aussi... Nous avons gagné un match sur un tir de pénalité, et c’est devenu le point tournant du tournoi. À la fin, nous avons fait un grand rassemblement et tout le monde a couru sur le terrain.

## What is next for you?

CHELSEA: I am looking at commerce programs. I want to continue with karate and get my black belt. I want to get more into horseback riding and advance my skills. And I still enjoy soccer and want to keep playing in pick-up teams in CEGEP. 🍷







En août 2024, les élèves de 7e et de 8e année embarqueront pour une nouvelle aventure éducative : une expédition géopoétique aux Îles de la Madeleine. Ce voyage fusionnera la poésie, la géographie, la découverte de la culture québécoise et la sensibilisation aux changements climatiques. Au cœur de cette initiative, se trouve un engagement profond des enseignantes de français et d’histoire-géographie, mesdames Arsenault et Lemay, qui, motivées par une passion pour l’éducation holistique, se lancent avec détermination dans l’organisation de cette expérience unique.

Élaborer un tel voyage va bien au-delà des tâches habituelles des enseignants. Cela implique des mois de planification minutieuse, de coordination logistique et de recherche approfondie pour garantir que chaque aspect du voyage contribue de manière significative à l’apprentissage et au bien-être des élèves. Alors, pourquoi les enseignantes de The Study

investissent-elles autant d’efforts et de temps supplémentaire dans la création d’une telle expérience?

Il y a d’abord la conviction profonde que l’apprentissage s’étend hors des murs de l’école. En exposant les élèves à un environnement riche en poésie, en géographie vivante et en culture locale, les horizons éducatifs s’élargissent et les savoirs prennent vie. Lorsque les élèves analyseront l’érosion des berges, cartographieront la végétation des dunes, intervieweront des artistes madelinots ou qu’elles liront leurs poèmes à la radio locale, l’expédition rendra réels et personnels les enseignements vécus en classes de français et d’histoire-géographie.

Le choix des Îles de la Madeleine n’est pas anodin. Cet archipel, tissé de paysages pittoresques et de traditions authentiques, offre un cadre idéal pour comprendre la géographie, l’histoire, la langue et la culture du Québec. Ainsi, chaque activité, chaque rencontre deviendra une fenêtre ouverte sur l’apprentissage interdisciplinaire.

Organiser une expérience de cette envergure représente un défi colossal, mais pour les enseignantes de The Study, c’est une autre opportunité d’élargir les horizons des élèves et de renforcer le sentiment de communauté de notre école. C’est l’engagement envers une éducation qui transcende les manuels scolaires, façonnant des futures citoyennes curieuses, ouvertes d’esprit et prêtes à embrasser le monde qui les entoure. Dans chaque étape de cette expédition, comme dans toutes les expériences offertes à The Study, les enseignantes tracent le chemin vers un enseignement inspirant qui répond aux manières d’apprendre des élèves du 21e siècle.

Photo by Louis-Philippe Poitras on Unsplash

# DE LA CLASSE À LA MER

UNE NOUVELLE EXPÉRIENCE-SIGNATURE AUX ÎLES DE LA MADELEINE

## CELEBRATING 20 YEARS OF TEACHING & LEADERSHIP

It’s always a pleasure to recognize staff members who are marking significant milestones at The Study. For the past two decades, Paula Böggild and Anna-Maria Palumbo’s passion and commitment have made an impact on the students, staff, and families in our community. We are grateful for their dedication to our school and their shaping of The Study experience.



Paula Böggild

**As the Director of Finance and Operations, Paula Böggild’s keen eye for detail has played a pivotal role in The Study’s financial management and operational efficiency for 20 years.**

During her long administrative career at The Study, Paula has overseen a range of vital school functions, from budget planning and financial reporting, to facilities management and strategic operations. Paula is always willing to lend a hand where it is needed—especially if it’s on the basketball court! She is an indispensable part of the leadership team.

Belinda Hummel, a close colleague and friend for over 30 years describes Paula as “generous, self-sacrificing, strong, and someone who cares deeply about the school.” She continues, “I am amazed at all the time, talent, and dedication she puts into all that she undertakes, be it work, her family, her soccer, or hobbies.”

There is no doubt that Paula’s meticulous approach has ensured that The Study is on solid financial footing and operating at a high standard of excellence.



Anna-Maria Palumbo

**For the past 18 years, The Study’s Science Department has been led by Anna-Maria Palumbo, who is celebrating 20 years at The Study this year.**

In the classroom, Anna’s depth of scientific knowledge is unmatched, showcasing an understanding that enriches the educational experience of her students. During class hours and beyond, Anna ensures that she remains accessible to her students to offer guidance and encouragement whenever needed. She truly makes every student feel supported and valued.

Anna is known for her signature laugh, a trait that embodies her warmth and approachability, and makes her a beloved figure among students and colleagues. Sarah Howard, fellow science teacher, attests to Anna’s exceptional character. “Not only is she a great colleague, but also a great friend. The Science Department is very lucky to have her as our lead,” she says.

Anna’s legacy of dedication, knowledge, and compassion will continue to inspire students and educators for years to come.

# CLASS OF 2023



Congratulations to the Class of 2023 on their acceptance into the post-secondary institutions of their choice! These future leaders are following their passions in the fields of commerce, social sciences, law, and health sciences, to name a few.

Félicitations à la promotion 2023! Les diplômées ont été acceptées dans de prestigieuses institutions post-secondaires. Ces futures leaders suivent leurs passions dans les domaines du commerce, des sciences sociales, du droit et des sciences de la santé pour n'en citer que quelques-uns.

**Elizabeth Andriopoulos**, Marianopolis (Health Science)  
**Alexa Campeau**, Pearson College UWC, Vancouver  
**Vivian (Wing Kei) Chui**, Marianopolis (Arts & Science)  
**Alisa Rose Franco**, Marianopolis (Law, Society & Justice with Math)  
**Lou Guyot**, Marianopolis (Commerce)  
**Isobel Emily Hamilton**, Lower Canada College  
**Aerin Handa**, Marianopolis (Honours Health Science)  
**Yaretzi Hernandez Aviles**, Lower Canada College  
**Ava Iasenza**, Marianopolis (Health Science)  
**Ella Ibrahim**, Marianopolis (Social Science)  
**Chloe (Wing In) Lai**, Lower Canada College  
**Eva (Xiaoyun) Ling**, Marianopolis (Pure & Applied Science)  
**Sabrina (Qianqi) Ling**, Marianopolis (Honours Pure & Applied Science)  
**Sofia Lopez**, Marianopolis (Health Science)

**Bianca Mac Habée**, Collège Sainte-Anne (sciences pures et appliquées)  
**Simone Maheu**, Marianopolis (Health Sciences)  
**Clara Marcoux**, Lower Canada College  
**Julia Melatti**, Marianopolis (Commerce)  
**Geneva Pham**, Vanier College (Health Science)  
**Alisa (Luofei) Shi**, Marianopolis (Arts & Science)  
**Aileen (Yitong) Wang**, Marianopolis (Honours Health Science)  
**Sophie (Qiansu) Wang**, Marianopolis (Health Science)  
**Olivia (Yian) Wu**, Marianopolis (Honours Pure & Applied Science)  
**Gloria (Jiuhe) Yang**, Dawson College (Environmental Science)  
**Anaïs Yeates**, Dawson College (Psychology)  
**Jiayang Zhang**, Dawson College (Commerce)  
**Zhilu Zhang**, Marianopolis (Honours Health Science)  
**Emmanuelle Zyto**, Marianopolis (Social Science with Math)



LEFT REPRESENTATIVES OF THE CLASS OF '73 AT HOMECOMING. BACK ROW DEBORAH PENTON AND BARBARA GREENWOOD. FRONT ROW GILLIAN (STIKEMAN) DELPLACE, ANNETTE NICHOLSON, DIANA WICKHAM, AND WENDY (CRYER) FRANK.

# Founder's Day & Homecoming 2023

It is a story that every Study girl knows well: In 1915, a young Englishwoman named Margaret Gascoigne established a small school for six students in the study of her home—the modest but aspiring beginning of what would eventually become The Study. Although the school has changed in the past 108 years, The Study has remained true to the values upon which it was founded: teaching things that really matter.

Founder's Day is a very special day in the school calendar, where we not only bring our community together to celebrate the legacy of Margaret Gascoigne, but we also award the Judy Elder Alumna Award to an Old Girl who has distinguished herself in her chosen field. This year's winner was celebrated playwright **Annabel Soutar '88**. As per tradition, the youngest Kindergarten student and most senior Old Girl in attendance cut the school's birthday cake together, and everyone celebrated with cupcakes.



TOP LEFT FORMER HEAD OF SCHOOL MARY LIISTRO HÉBERT (CENTRE) WAS GREETED BY STUDENT AMBASSADORS (L TO R) VICTORIA DINH '24, AUDREY TURCOTTE-MIAO '24, ELLA ROSE CODERRE '24, ÉLÍCIA HÉBERT '25, EMLIE SCODRAS '25, AND AMY (XIWEN) GUO '25 AS SHE ARRIVES FOR THE FOUNDER'S DAY ASSEMBLY

ABOVE ALUMNAE PREFECT VIOLETTE LUMBROSO '24 (L) AND MATTHEW ELDER (R) (BROTHER TO JUDY ELDER '71), PRESENTED ANNABEL SOUTAR '88 (C) WITH THE JUDY ELDER ALUMNA AWARD LEFT GRADE 2 STUDENTS NANCY ZHANG, OLIVIA ST-JACQUES NOURAIE, ANGELINA FONG, AND ADÈLE OLIVIER (ALL '33) SHARED SOME SCHOOL HISTORY FACTS DURING THE ASSEMBLY.

We are always thrilled to welcome Old Girls back to The Study—especially for Homecoming. This year's event was a family affair, with alumnae invited to bring their children, spouses, and friends along to share in the memories of their time at The Study.

The day started with the SOGA Annual General Meeting led by Co-Chairs **Amanda Eaman '97** and **Rachel Cytrynbaum '98**. New this year was an alumnae band session, where current Senior Band students and alumnae practiced a fun selection of retro tunes. Past and present faculty and staff dropped by to catch up with their former students during the reunion brunch.

As is tradition, the class of 2013 gathered to open the time capsule they made as Grade 11 students 10 years ago. They shared a private moment together to read the letters from their teenage selves and reflected on the women they've become.



ABOVE DURING OUR ALUMNAE BAND SESSION, OUR STUDY MUSICIANS JAMMED ALONG TO "FUNKY TOWN" AND A MEDLEY FROM SHREK.

BELOW LEFT OLD GIRLS ADRIENNE WOLFE '01 AND MANNA CHAN '01 BROUGHT THEIR DAUGHTERS CHARLOTTE, MEILI '31, AND NAOMI '33 ALONG TO THE EVENT.



SAVE THE DATES FOR FOUNDER'S DAY & HOMECOMING 2024

**FRIDAY, OCTOBER 25<sup>TH</sup>**

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

**SATURDAY, OCTOBER 26<sup>TH</sup>**

SOGA Annual General Meeting, Reunion brunch for all classes, particularly those with milestone celebrations (years ending in 9 and 4), Student-guided tours, Class of 2014 time capsule

SOGA EXECUTIVE 2023-2024

**CO-CHAIRS**

Amanda Eaman '97 and Rachel Cytrynbaum '98

**SECRETARY**

Syera Monet Del Bello '20

**TREASURER**

Lauren (Rudolph) Heselton '05

**ALUMNAE PREFECT**

Violette Lumbroso '24

**ALUMNAE OFFICERS**

Emily (Beckerleg) Ritchie '90, Elisa Del Balso '06, Nadine Chalati '10, Sabrina Daoud '20 and Isabella Gualtieri '22

**PAST PRESIDENT**

Erika Flores Ludwick '88

**PAST VICE-PRESIDENT**

Paulina (Flores) Rutenberg '90

**ASSOCIATE DIRECTOR OF ADVANCEMENT**

Lindsay Woods

# Annabel Soutar '88



At our Founder's Day assembly in October, Annabel Soutar '88 was awarded the Judy Elder Alumna Award. Annabel Soutar is a Montreal-based playwright, theatre producer and mother of two Study girls who has made ground-breaking and notable contributions to the Montreal, Quebec, and Canadian theatre landscapes.

Annabel was recognized at The Study for excelling at whatever she focused on, whether as Sports Captain or as yearbook editor. An off-campus theatre moment as an undergrad at Princeton University created a juncture in Annabel's life, pivoting her focus from math, history and economics to a career in creative storytelling. During her Founder's Day speech, she highlighted how her Grade 10 English teacher Ms. Biggs pushed her to confront her fear of public speaking and helped her find her voice.



The Study



“Maybe sharing my experience will give them the courage to get up and share a great story that the world really needs to hear.” – ANNABEL SOUTAR '88

“I had one very pronounced Achilles heel as a student: I was terrified of public speaking. It remains one of my phobias today. When I was in Grade 10, our English teacher, the extraordinary Ms. Kathy Biggs, observed that whenever I got up in front of the class to make a presentation, my hands and knees would tremble. I would turn bright red and I had trouble keeping my voice steady.

So what did Kathy Biggs do to help me deal with this fear? She decided to select me as one of two students from the class to recite a poem in front of the whole school. I'll never forget you for that Ms. Biggs—not sure if I'll ever forgive you either!

But Kathy Biggs was, and is today, a wise lady. She knew that I had things to say to the world and that if I didn't face my fear of public speaking while I was in high school, I may never be able to communicate to my fullest potential later in life. She essentially threw me into the deep end to prove to me that I could swim.

I want to conclude by telling you the end of my story about that terrifying poetry recital in 1987. I got up in front of the whole school and my knees were knocking. My face turned bright red, and my voice was shaking kind of like it is now. I stuttered through my poem. The other kids laughed and whispered about my performance when I started, but I kept going.

As I progressed with my poetry recital, my voice got a bit steadier, and as it did I could feel that my fellow students were actually rooting for me to succeed because they knew what the experience was costing me. I didn't win the prize—that would have been the nice Hollywood ending to the story—but I didn't lose my nerve to keep on public speaking.

I've taken Ms. Biggs' advice forward into my life, to keep facing my fear. I've made many speeches and public presentations since. Sometimes I manage my phobia okay. Sometimes it gets the better of me. But when it does, I just think to myself, maybe there's someone in the audience today who has the same fear as me. And if so, maybe sharing my experience will give them the courage to get up and share a great story that the world really needs to hear.”

BELOW (L TO R) ANNABEL'S DAUGHTERS, BEATRICE IVANOVICI '22 AND ELLA IVANOVICI '20, ALONG WITH GOOD FRIEND SARA BRADEEN '87, WATCHED ON AS SHE RECEIVED HER AWARD.



# THERE IS NO GREATER GIFT THAN THE GIFT OF EDUCATION

This sentiment rings true with our entire community and it is why parents choose The Study for their daughters. There is no better way to show this belief than by making a commitment to increase access.

The new *Great Women of Tomorrow* bursary fund is a powerful manifestation of the belief in the transformative power of education.

This bursary fund was initiated with a \$500,000 gift from the Claudine and Stephen Bronfman Family Foundation, long-standing champions of our school. The bursary aims to offset financial barriers, allowing students with the most to gain from a Study education to say yes when they receive their acceptance letter. The Molson Foundation matched the gift, contributing \$500,000 in recognition of the generations of Molson women who have benefited from a Study education.

The bursary fund will open doors for families who might not have considered our school within reach. It will enrich our student body with diverse viewpoints, cultivating a sense of equity among our girls and preparing them for life ahead.

“Montreal is a vibrant city because of the range of communities that have settled here. Exposing all our children to this diversity can only improve their chances of building a better society for us all,” says Claudine Blondin.

This is only the beginning. We are calling on more members of our community to join in supporting the *Great Women of Tomorrow* bursary fund. The commitment is to grow this fund by an additional \$2 million to ensure it can have an impact for many years to come. The Study, powered by the Claudine and Stephen Bronfman Family Foundation and The Molson Foundation, believes that together, we can create a brighter future for all students.

THE CLAUDINE AND STEPHEN BRONFMAN FAMILY FOUNDATION

The Bronfman family includes 3 generations of alumnae.



THE MOLSON FOUNDATION

The Molson family's roots at The Study span over 100 years, from 1918 to today.



The Molson Foundation  
Fondation Molson



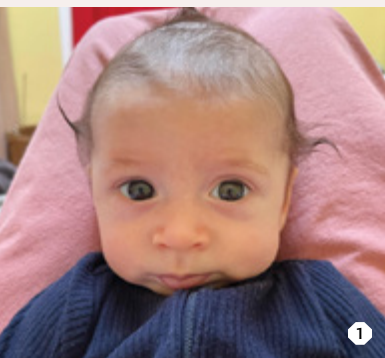


# Class Notes

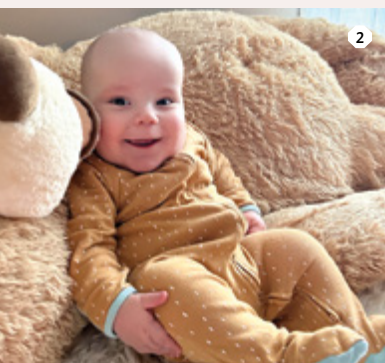
We want to hear from you!  
Please share your news  
with us at  
communications@thestudy.qc.ca

## BIRTHS

**KAITLYN RIORDAN '99** and her partner Steve Dalrymple welcomed their son Julius Timothy Dalrymple-Riordan on December 18, 2023. They are smitten. **Photo 1**



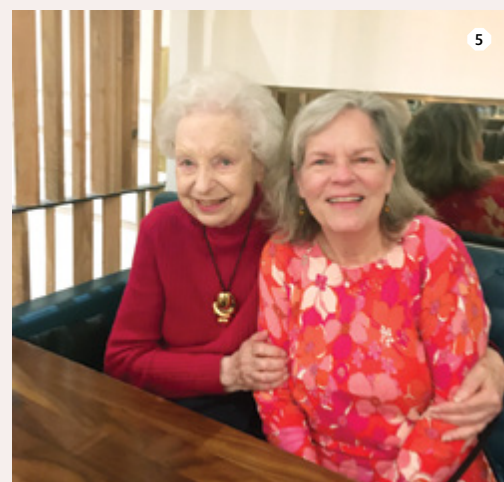
**LAUREN RUDOLPH '05** and her husband Trevor Heselton welcomed baby boy Conrad Walker Heselton on January 8, 2024. Conrad joins big sister, Summer, to complete their family of four. Lauren currently serves as Treasurer of SOGA.



**MIA MARTINEAU-KUZMICKI '07** and her husband Anthony Barrette welcomed Luke on August 22, 2023. He was 8lbs 7oz at birth and is now a whopper of a boy in the 99th percentile for his age. He's an affectionate, easy going baby with a big smile for anyone who makes eye contact. His older brother, Owen, is now 4 years old and is madly in love with Luke. **Photo 2**

**SARAH NEMEC '08** and her husband Patrick Guest welcomed baby William to their family, which includes big sister Ava, on December 31st, 2022. They couldn't have asked for a better way to end 2022 and kick off 2023!

**Photo 3**



## WEDDINGS

**SARAH LAZURE '07** married Olivier Bouvier Johnson at the Hermitage Club on Lac Memphrémagog on a spectacular spring weekend in May. Sarah met her husband Olivier while studying law at Université de Montréal.

**Photo 4**

## KEEPING IN TOUCH

**KATY WILLIS-O'CONNOR '74** met up with her favourite former Study teacher, Ms. Hazel Perkin in Toronto this February to celebrate Ms. Perkin's 91st birthday. Throughout the years, Katy and Ms. Perkin stayed in touch. "She has been an incredible mentor for many girls over her lifetime career in teaching and administration," Katy says. **Photo 5**

**REGINA FLORES '93** was the founder of the Environmental Club during her Study days and has continued her love of the environment by dedicating her career to protecting our wildlife. She's currently the Private Sector Engagement Manager at World Animal Protection, advising financial institutions and corporations on how to improve their animal welfare policy in wild-life and food systems issues.

**CLAUDINE MOLSON-SELLERS '93** grew up picking berries and cooking up homemade jams, which led her to start her own health food business called Strive Foods. She's happy that her entrepreneurial endeavour has helped people experience the restorative powers of our natural world.

Sisters **ADRIENNE WOLFE ('01)** (left) and **JACQUELINE PERRON-SMITH ('13)** (right) met up with Olympian **ANDRÉANNE MORIN ('98)** (centre) who now lives in Paris with her three young children. This impromptu international Study Old Girls reunion reminds us that the Study truly is one big family! **Photo 6**

**EMILY ORMOND '04** released her debut novel, *Mauvaise foi*, in October 2023. The English version, *Bad Faith*, will follow. Emily credits The Study and her teachers with helping make this achievement possible. "I was fortunate



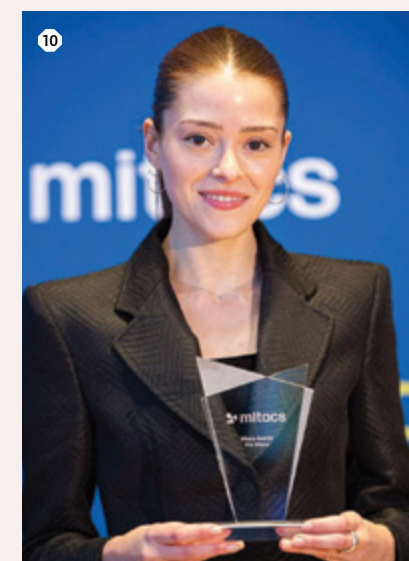
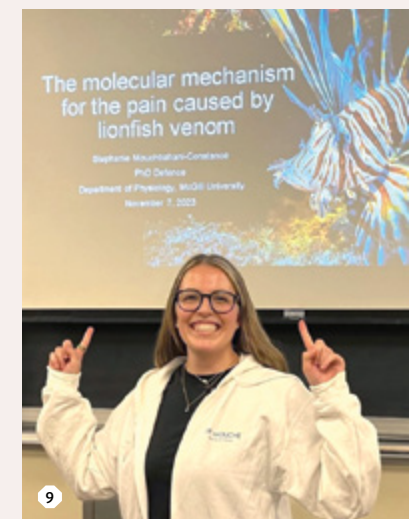
enough to have Ms. Swiderski as my Grade 9 English teacher and later as my independent study mentor for the entire Grade 11 year," she says. "Ms. Swiderski was the first teacher who ever told me that I had potential, and that I ought to seriously pursue my talent in writing."

**Photo 7**

**MADISON MCLEOD '09** received her PhD from the University of Cambridge. Her dissertation was entitled *An Initial Foray into the Digital Mapping of London in Children's and Young Adult Literature*. By combining geographic information science, binary coding, literary mapping software, and children's literature scholarship, Madison has developed a system of annotation that allows her to digitally map the movements of protagonists to answer questions about how place functions in fantasy fiction set in London and, by extension, cities more generally. **Photo 8**

**STÉPHANIE MOUCHBAHANI-CONSTANCE '13** received her PhD from McGill University. Her research focused on lionfish venom and uncovering the molecular mechanisms behind the pain it causes. Now, Stephanie has embarked on a new adventure in venture capital, focusing on investments in science startups. **Photo 9**

**HANNAH SOUSA-FRONENBERG '14**, a doctoral researcher in the Department of Physics at McGill University, has been awarded the Mitacs Award for Outstanding Innovation (International) for her contributions to advancing our understanding of the formation of stars, galaxies, and planets in the post Big Bang era. She is developing an innovative technique that allows us to delve deeper into the universe than previously possible. By examining frozen-in-time sound waves, her research contributes significantly to the foundational understanding of the cosmic evolution immediately following the Big Bang. Hannah recently came back to The Study to speak to our students ahead of the total solar eclipse on April 8th. **Photo 10**





# Class Notes

## PASSAGES



**'38**  
**JESSIE MAR (STIRLING) DOLEZAL** passed away at 103 in her Freedom Village, California home. A Beta Lambda House Head in her graduating year, she remained loyal to The Study as a generous giver for over 25 years and as SOGA Vice-President. Starting at the Red Cross, she later became an event planner for Pan American World Airlines, where she met her late husband, Chevron chemical engineer Frank Dolezal. Living globally, they settled in Leisure World in 1975, staying active in the community with a shared passion for music and the arts. Jessie will be remembered for her energetic and humorous nature.



**'42**  
**MARGARET "CLAIRE" (FISHER) KERRIGAN** passed away peacefully at 98 in Knowlton, QC. She was a beloved mother, foster mother, aunt, and grandmother. She will be deeply missed by her sisters, **Sydney Duder '36** and **Martha Hallward '48**; her nieces **Annabel Hallward-Golden '80**, **Faith Paterson '76**, and **Margaret Hallward '74**; and her daughters **Lucy Kerrigan '70** and **Carolyn Kerrigan '68**. A former Head Girl at The Study, Claire stayed connected to the school as a member of the Board of Governors and SOGA President. She worked tirelessly to found Tempo Lac-Brome, a community newspaper which is still in print today. Her legacy encompasses generosity and community service.



**'42**  
**PATRICIA (CARLISLE) STATES** passed away on June 10, 2022 at 97. A devoted wife, mother, and medical professional, Pat served as an ambulance driver during the Second World War and later became a skilled medical researcher. Known for her tireless volunteerism, she was a Board member of the Vincent Memorial Hospital where she raised significant funds for medical research. Patricia will be deeply missed by beloved family and friends.



**'46**  
**CYNTHIA "TINK" CHURCHILL-SMITH** peacefully passed away on February 7, 2024, at 95, surrounded by family. Tink, a devoted grand-

mother to 11 grandchildren and 10 great-grandchildren, never missed a birthday or anniversary. An accomplished golfer and tennis player, she actively participated in Mount Bruno Country Club and Hillside Tennis Club. She generously supported the Montreal General Hospital through over 70 years of volunteering. Her legacy encompasses love and unwavering community commitment.



**'46**  
**MARGARET WELLS (LITTLE) EVERSON** peacefully passed away at 95 on June 22, 2023. She is survived by her loving daughters **Carolyn Everson-Irwin '77**, **Jennifer Everson-Ryley '76**, and **Constance Everson '73**, along with her niece, **Marguerite Bates '66** and grandchildren. Known for her warmth and elegance, Margaret cherished time with family and friends in Montreal, Dunany, Naples, and Toronto. She served as treasurer and committee member of SOGA. Margaret's memory invites a cup of tea with the good china.



**'49**  
**SONIA "JILL" ST.B. CROSSEN-SARGENT**, a pioneering Canadian artist, passed away at 92 in Toronto on April 17, 2023. Born in 1930, she began her artistic journey at the School for the Museum of Fine Arts in Boston in 1949. Jill's innovative non-representational works, utilizing discarded materials from MIT computer labs, garnered recognition. In 2004, the Art Gallery of Ontario honored her Construction Series. Her distinguished 50-year career left an indelible mark. Jill, inherently an artist, found purpose and happiness in both her craft and family.



**'60**  
**PRUDENCE "PRUE" ELIZABETH (HEWARD) MORGAN** died peacefully at her home in the UK on June 8, 2023. She studied at the École des Beaux-Arts in Montreal, then moved to London to study for three

years at the Holborn Central School of Arts and Crafts. Prue was an artist and fondly remembered being taught by Miss Ethel Seath, The Study's first art teacher. She will be missed by her brother and children.



**'66**  
**SUSAN ROSE** peacefully passed away on August 23, 2023 at 75. A Montreal native and Head Girl at The Study, she earned a B.A. from Queen's University. Transitioning from a 25-year career in market research to a natural health practitioner, Susan cherished her work. Residing near Magog, Quebec for the past decade, she cultivated a lush garden. A multi-talented and energetic woman, she wrote poetry, published books, took captivating photographs, skied, and sang in a choir.



**'73**  
**JANE ELIZABETH YUILE** passed away on May 6, 2023, in Adelaide, Australia, leaving an enduring legacy. Survived by husband Ian Little, she was born to **Libby O'Brien '44** and was a cherished sister to **Ann Campbell '68**.

With over 40 years in business, Jane served as State Chair of ANZ Bank, South Australia, Chair of ReturnToWork, and Director of Adelaide Airport. Despite a tragic accident, she emerged as a recovering quadriplegic, drawing inspiration from a powerful resilience speech and earning the Judy Elder Alumna Award in 2018.

Described as humble, her legacy lies in unwavering bravery, stoicism, and dedication to positive impact. Jane's life, marked by resilience and leadership, will be remembered for years to come.



**'78**  
**WENDY ELIZABETH COUGHLAN** passed away on February 12th, 2024, in North Ferrisburgh, Vermont. While at The Study, she was successful in both academics and in the creative arts. Wendy was also head of Khappa Rho, just like her mother **Mary E. Coughlan '49** and sister **Suzannah Coughlan '76**. Wendy dedicated her teaching career to the Lake Champlain Waldorf School. Devoted spouse to Bet Dews, Wendy created a loving blended family. An active member of the Vergennes Congregational Church, she served as a Deacon. She poured love into her fiber arts and crafted awe-inspiring gifts for her family. Wendy's philosophy of treasuring the quiet rituals and everyday beauty of life will be sorely missed.



# Class Notes

STUDY COMMUNITY PASSAGES



**SHEILA CONSTANCE MCCALL** peacefully passed away on January 17, 2024 at 87, surrounded by her family. As a former Chair of the Board of Governors, Sheila was not only mother to three Study Old Girls (**Cynthia McCall '78**, **Sandy McCall '85**, and **Martha McCall '87**) but aunt to **Vicky Stikeman '78** and **Gillian Delplace '73** and daughter-in-law of **Dolly McCall '21**.

Born in Windsor, Ontario, Sheila excelled in athletics at Walkerville Collegiate and continued at McGill, earning accolades. She completed her B.A. in political science and economics in 1957 and graduated from the Harvard-Radcliffe College Business Administration program in 1958. Sheila worked at Simpsons in Toronto before settling in Montreal and marrying David McCall on June 4, 1960. They enjoyed traveling, hosting lively parties, and embracing their love for sports and the outdoors.

Sheila was a loyal supporter of The Study with a legacy of over 25 years of giving. She was also generous with her time, serving in various leadership positions at the school for over 25 years. She progressed from member of the Board, to Treasurer, Vice-Chair, and finally Chair of the Board of Governors. She was active in the Study Foundation as a Trustee and on both governance committees' membership lists.

We are touched by her dedication and inspired by her commitment to empowering our girls over so many years by the impact of her great generosity.



**JOHN WEATHERALL** passed away peacefully at 91 on January 20, 2024. He was a generous community member of his "adopted city" of Kingston, Ontario and, most notably, a cherished member of the Study family alongside his wife **Diana St. B (Harrison) Weatherall '52**.

## PLANNED GIVING SOCIETY

Whether you are a parent of the class of 2034 or an alumna who just celebrated her 70th reunion, you can appreciate the importance of maintaining the high standards of our distinguished institution. Old Girls and future generations of students alike, benefit from the continued recognition of excellence and prestige that comes with The Study name.

We want to ensure that we always have the means to uphold that legacy.

A planned gift is more than a donation. It is an expression of your desire to make a difference both here and globally. It is an endorsement of the positive impact that The Study has on the world.

Thoughtful gift planning can also offer many tax and financial benefits and enables you to make a lasting statement about who and what is important to you as you create your legacy. Making philanthropic decisions about your estate and financial plans is a wonderful way to honor your relationship with The Study, while also benefiting you and your family.

Discover how you can design a gift that meets your personal circumstances and strengthens our ability to shape the next generation of great women.

Many Study families and alumnae have joined—will you?

Visit [www.thestudy.qc.ca/giving/planned-giving](http://www.thestudy.qc.ca/giving/planned-giving) to learn more.



## A message from The Study School Foundation

As The Study School Foundation examines the long-term financial, structural, and educational impact of the pandemic, we remain committed to being stewards of this institution. A healthy endowment ensures a lasting legacy, providing a solid foundation for future generations of Study students. The sustained growth of our endowment reflects our dedication to securing the long-term mission of our Board: to "Get. Guard. Grow."

Enhancing the quality of the student experience is the cornerstone of our collective impact—and made possible by key philanthropic initiatives. We are the school we are today because of a legacy of innovation, ambition and philanthropy.

The Foundation's Board of Trustees can walk the halls and mark when each addition has been built. We take pride in knowing that through our families' generosity, we have expanded our footprint and enhanced our academic offerings.

## Un message de la Fondation de l'école The Study

Alors que la Fondation de l'école The Study examine les répercussions financières, structurelles et éducatives à long terme de la pandémie, nous demeurons déterminés à être les intendants de cette institution. Une dotation saine assure un héritage durable, fournissant une base solide aux futures générations d'élèves de The Study. La croissance soutenue de notre fonds de dotation reflète notre engagement à assurer la mission à long terme de notre conseil des gouverneurs : « Cumuler. Conserver. Croître. »

L'amélioration de la qualité de l'expérience des élèves est la pierre angulaire de notre impact collectif et est rendue possible par des initiatives philanthropiques clés. Si nous sommes l'école que nous sommes aujourd'hui, c'est grâce à un héritage d'innovation, d'ambition et de philanthropie.

Le conseil des gouverneurs de la Fondation peut se promener dans les couloirs et marquer la date de construction de chaque bâtiment. Nous sommes fiers de savoir que, grâce à la générosité de nos familles, nous avons étendu notre empreinte et amélioré notre offre académique.

F. William Molson

Chair, The Study School Foundation  
Président, La Fondation de l'école The Study

### GET. GUARD. GROW.

The Study School's Foundation exists to support the school's mission to guide each student to reach her fullest potential. The Foundation's Board of Trustees is comprised of current parents, Old Girls, and past parents, each of whom are dedicated and committed to the long-term sustainability of the school. The Board of Trustees' role is to continue to raise funds, be good stewards, and grow financial gifts through careful planning and investing.

### CUMULER. CONSERVER. CROÎTRE.

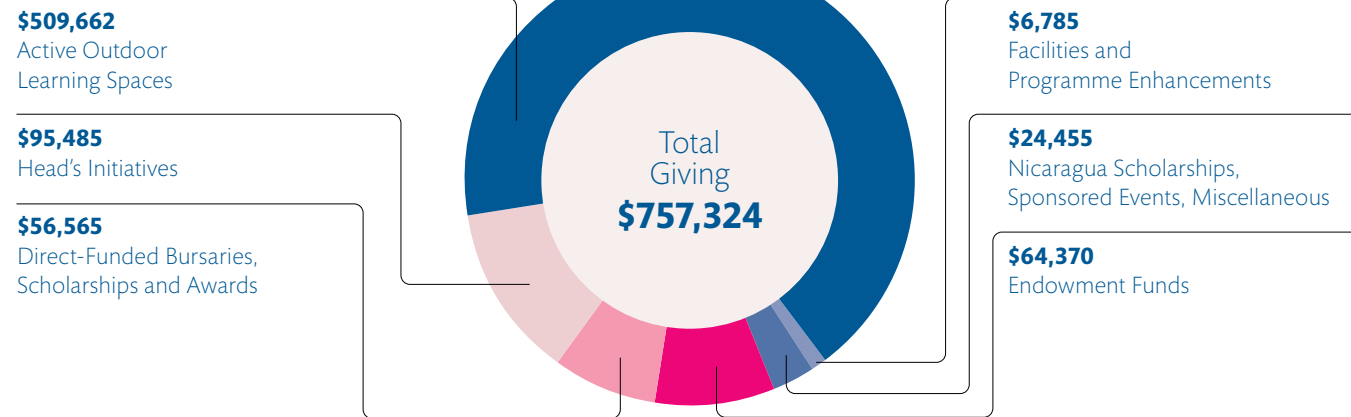
La Fondation de l'école The Study existe pour soutenir la mission de l'école qui consiste à guider chaque élève afin qu'elle atteigne son plein potentiel. Le conseil d'administration de la Fondation est composé de parents actuels, d'anciennes élèves et d'anciens parents, tous dévoués et engagés dans la viabilité à long terme de l'école. Le rôle du conseil d'administration est de continuer à collecter des fonds, d'être un bon gestionnaire et d'accroître les dons financiers par une planification et des investissements prudents.



# A YEAR IN NUMBERS

For Fiscal Year July 1, 2022 – July 30, 2023

## Your Gift Designations



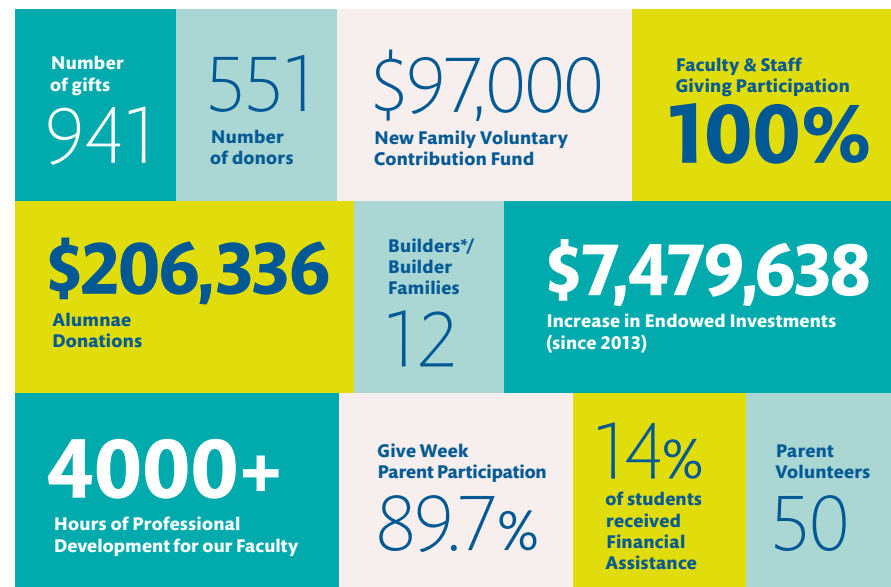
## New Beginnings: A warm welcome from Lindsay Woods, our Associate Director of Advancement

I feel the urge to begin my welcome message with a huge THANK YOU. Thank you to The Study community for embracing me with open arms. I am grateful for the opportunity and feel particularly challenged to build on the considerable accomplishments of my predecessor, **Katie Kostiuik '96**, who dedicated ten amazing years to the school. My vision for the future is a school that not only educates but inspires, and is a place where children don't just dream about their future but have the tools to shape it.

## Annual Giving Fund

An annual giving fund campaign holds significant importance as it serves as a foundation for financial stability, providing a consistent source of income that aids in effective planning and resource allocation. These funds contribute to the enhancement of academic programs and extracurricular activities, fostering a high-quality and comprehensive educational experience.

## Impact of Funds



\* A Builder of The Study is an individual or group whose leadership, generosity and dedication over many years has helped to shape the school and has left a permanent mark on life at The Study.

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## THE TRIBUTE GIFTS PROGRAM

The Tribute Gifts Program provides the opportunity to honour a family member, friend or colleague, or to remember a loved one.

Includes tributes from July 2022 to February 2024

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\*Every effort has been made to ensure the accuracy of this report. If, however, there are any errors or omissions, please accept our sincere apologies and notify Lindsay Woods, Associate Director of Advancement at [lwoods@thestudy.qc.ca](mailto:lwoods@thestudy.qc.ca)

SOPIA WITH OUR DIRECTOR OF IT, AMALIA LIOGAS, DURING A VISIT TO THE STUDY THIS YEAR.



# How Travel Sows the Seeds of Change

**THERE'S ALWAYS A MOMENT** when you're traveling where, if you leave your comfort zone, you'll start to experience something you know you'll never forget. It's in that one small moment that you realize you are forever changed.

When **Sofia Essayan-Perez '11** was just 12 years old and visiting family in Nicaragua, she noticed that insufficient infrastructure prevented young Nicaraguan women from accessing quality education. Instantly, the glaring injustices awoke Sofia's inner social activist. She knew that she was going to find a way to help these girls. With the support of Ms. Liogas, the partnership with the Diria Institute was born.

When our students and staff prepare for our biennial Nicaragua Service Trip, they prepare their minds, bodies, and souls. As anyone who has ever made the trip to the Diria Institute can tell you, it is an experience that reshapes how you see day-to-day life at 3233 The Boulevard.

The way that the sun beats down on the warm Granada paths in Nicaragua is forever etched in Sofia's mind. The way that the homes of our scholarship recipients have evolved from dirt floors with walls made of garbage bags, to tiled flooring and secured cement structures, has impacted our program founder in ways that we will truly never be able to measure.

What we can measure are the branches of our extended family tree. As each new Diria student is awarded a scholarship, a new branch sprouts off of our steady trunk and we build the ever-growing canopy of this program's legacy. With 25 recipients so far, we can clearly see the significant impact of Sofia's first-ever family trip to Nicaragua, which, without exaggeration, has permanently altered the world.

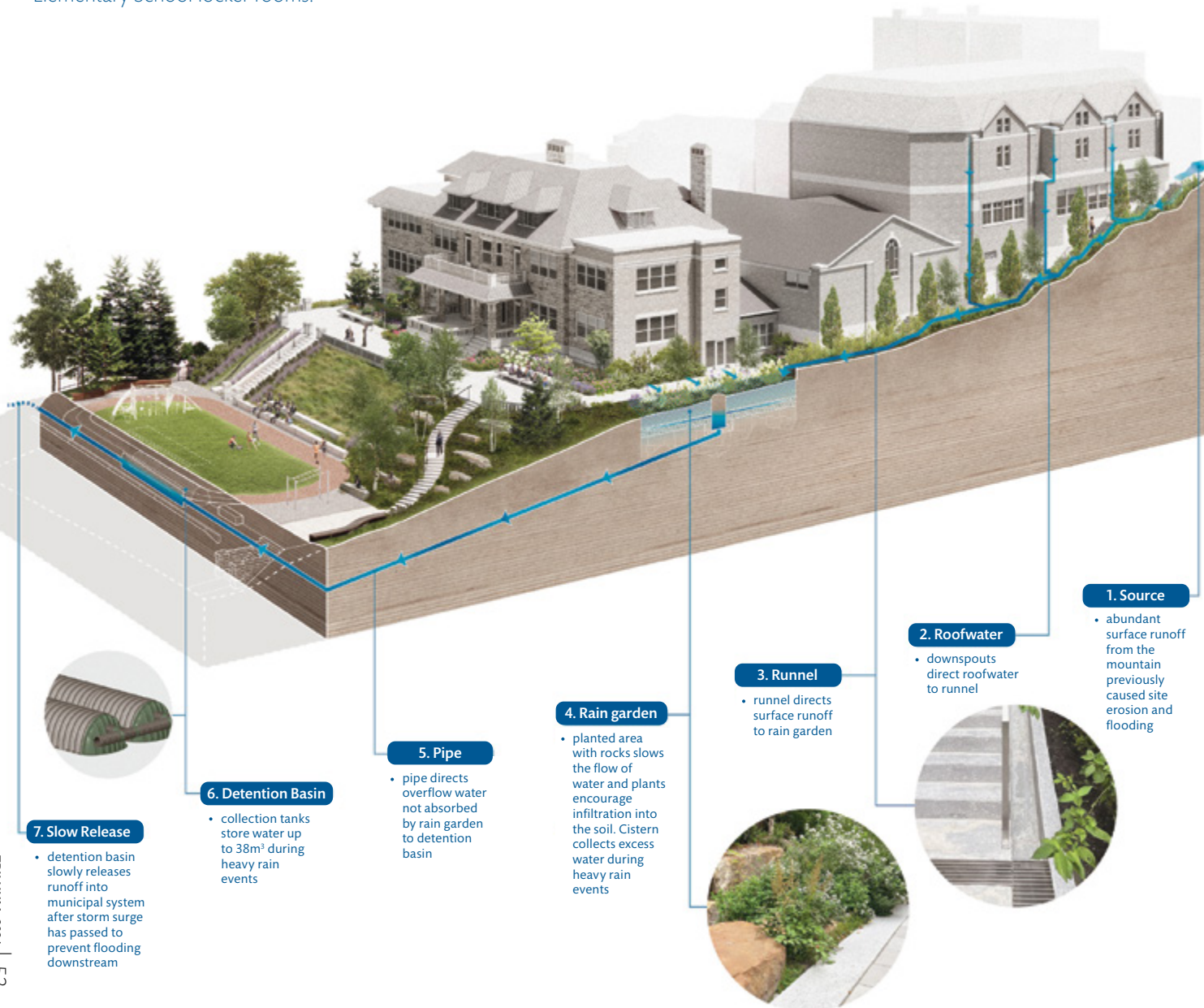
# Did You Know?

**THE ACTIVE OUTDOOR LEARNING SPACES PROJECT** has not only made our campus larger by adding more usable spaces, but more aesthetically pleasing by beautifying our landscape and most importantly, has integrated the use of innovative planning, such as our rainwater garden and catchment basins, to ensure that excess water is captured, treated, and gradually released, promoting a more balanced and sustainable water cycle.

These systems are meant to redirect the abundant stormwater runoff that flows down the mountain, which is causing stress on our municipal systems, erosion to our building structures and flooding within key areas of the school, including the Senior School and Elementary School locker rooms.

Through the AOLS project, rain water collection and in-ground pipes, stormwater runoff is now directed into retention basins which slowly release water into the municipal storm system. By helping to avoid flooding downstream, we will not only be preserving the integrity of our building's foundations but contributing positively to the environmental sustainability of our city.

This project, supported by **Samantha Hayes '86**, has been uniquely designed to encourage our students to benefit from the natural environment, inspire their creativity, encourage physical activity, and continually propel them to be forward thinkers and stewards of the environment.



## PLANT THE SEEDS OF PHILANTHROPY AT ANY AGE

Instilling social awareness and charitable giving in childhood cultivates empathy and fosters compassion. Early exposure to philanthropy teaches the value of helping others, while promoting a sense of responsibility. These foundational lessons shape individuals to actively contribute to building a more caring, equitable, and socially-conscious world.

Here are a few fun ways to spark philanthropy at home with your children.

### AGES 4-11 CRAFTS FOR A CAUSE

Engage your children in craft projects that serve a charitable purpose. For example, create handmade cards for nursing home residents, make blankets for animal shelters, or design artwork that can brighten up hospital rooms. This hands-on approach allows children to see the direct impact of their efforts.

### KINDNESS ROCKS PROJECT

Decorate rocks with positive messages or drawings and place them in public spaces for others to find. This creative and uplifting activity sprinkles joy while instilling the idea of giving without expecting a reward.

### COMMUNITY VOLUNTEER DAY

Organize a family or community volunteer day. Select a local charity or community service project suitable for children, such as hosting a gently-used toy drive, packing food baskets, or assisting at an animal shelter. Hands-on volunteering provides a tangible way for children to understand the significance of their actions.

### AGES 12+ DOCUMENTARY MOVIE NIGHT

Grab your teens and watch a documentary that highlights social issues and the impact of philanthropy. Afterward, discuss the topics presented and encourage your teen to share their thoughts on how they can contribute positively to similar causes. It's an educational and thought-provoking way to instill empathy and awareness.

### FAMILY GIVING CIRCLE

Establish a "family giving circle" where everyone contributes a small amount of money to a collective fund. Decide together on a charitable cause or organization to support. This collaborative approach empowers teens to take an active role in philanthropic decision-making.

### SKILL-BASED VOLUNTEERING

Identify the unique skills and interests of your high school-aged children, and then find volunteer opportunities that align with those skills. Whether it's tutoring, graphic design, or event planning, involving them in skill-based volunteering makes the experience more enjoyable and fulfilling.



ADÈLE OLIVIER '33 MAKES A CARD.

#### BACK COVER

BACK ROW (L TO R) RACHEL CYTRYNBAUM '98, JESSICA PEARCE '30, EMILY PEARCE '28, JANICE GOODFELLOW '71, KARIN OLIVER '96, VIOLA MARIANNA BERNER '31, CAMILLA ARAE '34, CHLOE ARAE '30, ZAINAB JAMALI '93, OLIVIA GYOPAR '27, ALEXANDRA GYOPAR '24, AND JESSICA LAPOINTE '97 MIDDLE ROW (L TO R) AMANDA EAMAN '97, CLEMENTINE CASTLE '28, EMILY RITCHIE '90, CATHERINE RITCHIE '25,

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# Your legacy is here, de mère en fille.

SEND YOUR DAUGHTER TO THE STUDY AND WATCH HER  
FALL IN LOVE WITH THE SCHOOL LIKE YOU DID.

CONFIEZ VOTRE FILLE À THE STUDY ET VOYEZ-LA ADORER  
L'ÉCOLE AUTANT QUE VOUS, AUTREFOIS.



**The Study**

THE WORLD NEEDS LE MONDE A BESOIN DE  
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