

THE STUDY MAGAZINE – 2025

trillium



LE LEADERSHIP QUI NOUS DÉFINIT

THE LEADERSHIP THAT DEFINES US



The Study



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FRONT COVER MARGAUX FONLUPT '36
JOANAYE CHRISTIE-MITCHELL '25

→
CLASS OF 2030 BECOMES
THE FIRST CLASS
TO LEARN OUTDOORS
AT THE SEMINAR TABLE.



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**“We make a living by what we get;
we make a life by what we give.”**

— WINSTON CHURCHILL

At The Study, we believe that education is about more than academics. It is also about nurturing compassionate, responsible, and engaged citizens.

As a Board of Governors, we are reaching out to encourage a spirit of philanthropy within our community that fosters financial sustainability while setting a powerful example for our daughters.

Philanthropy is more than financial support; it is an act of generosity that strengthens our school's ability to provide exceptional opportunities for every student. In a world often marked by division, philanthropy develops understanding and connections. Each act of kindness, no matter how small, contributes to a larger tapestry of support, compassion, and resilience.

The true measure of our humanity lies not in what we possess, but in what we give. United, through meaningful support and compassion, we can shape a brighter future for all, leaving behind a legacy of kindness that encourages others to do the same.

When we come together as a community, we secure the financial future of our school and teach our children the lifelong value of generosity.

As a Board, we invite you to join us in this mission. As a community, we can ensure The Study continues to thrive and provide an outstanding education for generations to come.

I sincerely thank my fellow Board members for their unwavering dedication and commitment. I would also like to extend a heartfelt thank you to our Head of School, Kim McInnes, for her outstanding and passionate leadership.



“ Nous gagnons notre vie grâce à ce que nous recevons, mais nous faisons notre vie grâce à ce que nous donnons. »

— WINSTON CHURCHILL

À l'école The Study, nous croyons que l'éducation ne se limite pas aux études, mais qu'elle vise également à former des citoyennes compatissantes, responsables et engagées.

En tant que conseil des gouverneurs, nous cherchons à encourager un esprit de philanthropie au sein de notre communauté — un esprit qui favorise la viabilité financière de l'école tout en donnant un excellent exemple à nos filles.

La philanthropie est plus qu'un soutien financier ; c'est un acte de générosité qui renforce la capacité de notre école à offrir des opportunités exceptionnelles à chaque élève. Dans un monde souvent marqué par la division, la philanthropie favorise la compréhension mutuelle et les échanges. Chaque acte de gentillesse, aussi petit soit-il, contribue à une courtepoinde de soutien, de compassion et de résilience.

La véritable mesure de notre humanité ne réside pas dans ce que nous possédons, mais dans ce que nous donnons.

Ensemble, par des actes de générosité et de compassion, nous pouvons construire un avenir meilleur pour tous, en laissant un héritage de bonté inspirant pour les générations futures.

Lorsque nous nous rassemblons en tant que communauté, nous assurons non seulement l'avenir financier de notre école, mais nous enseignons également à nos filles la valeur de la générosité tout au long de leur vie.

En tant que conseil des gouverneurs, nous vous invitons à vous joindre à nous dans cette mission. Ensemble, nous pouvons faire en sorte que l'école The Study continue de prospérer et d'offrir une éducation exceptionnelle aux générations à venir.

Je remercie sincèrement mes collègues du conseil des gouverneurs pour leur dévouement et leur engagement indéfectibles. J'aimerais également remercier du fond du cœur notre directrice générale, Mme Kim McInnes, pour son leadership exceptionnel et passionné.

Wendy Chui
Chair of the Board of Governors /
Présidente du conseil des gouverneurs

LEADERSHIP



ABOVE MS. MCINNES AND VIVIENNE HALPRIN '31

Leadership is in the bricks and mortar of The Study. Our founder, Margaret Gascoigne, had a vision of “teaching things that really matter.” Embracing the culture of Quebec and the French language, the first teacher Miss Gascoigne hired was Mme Marcelle Gaudion. The Study placed a high value on the learning of French to thrive and contribute to Quebec society; a demonstration of visionary leadership among Quebec English schools which began in 1915.

We continue to embrace a bilingual school culture while instilling the skills and qualities needed for exemplary leadership in our students today, as well as model them through the values and actions of the continued exceptional leadership of our Board of Governors, Study School Foundation, leadership team and faculty and staff. This issue of Trillium attests to the importance of different types of leadership at The Study, from that found at the broad strategic level to a more hands-on type of leadership as seen in the classroom.

At all levels, the intent to develop girls who have the capability to lead is deliberate at The Study. Although their chosen fields will vary greatly, our emerging leaders share the goal of making a positive difference in the world through both excellence in their profession and through contributing both in Quebec and globally.

I am appreciative of our Board of Governors, Foundation Trustees, current and past parents, faculty, staff and alumnae, who work closely with us to ensure that our students continue to have a unique and enriched learning experience. I am also grateful for the dedication of our new Board Chair, Wendy Chui, whose vision will help ensure the prosperity of The Study.

The world needs great leaders and visionary leadership starts here.

Le leadership se trouve dans les briques et le mortier de The Study. Notre fondatrice, Margaret Gascoigne, avait pour vision « d'enseigner les choses qui comptent vraiment ». Embrassant la culture québécoise et la langue française, la première enseignante embauchée par Mme Gascoigne fut Mme Marcelle Gaudion. L'école The Study accordait une grande importance à l'apprentissage du français pour s'épanouir et contribuer à la société québécoise ; une démonstration de leadership visionnaire parmi les écoles anglaises du Québec qui a débuté en 1915.

Nous continuons de valoriser une culture scolaire bilingue tout en inculquant à nos élèves d'aujourd'hui les compétences et les qualités nécessaires à un leadership exemplaire, et en les modelant grâce aux valeurs et aux actions du leadership exceptionnel et continu de notre conseil des gouverneurs, de la Fondation de l'école The Study, de l'équipe de direction, du corps enseignant et du personnel. Ce numéro de Trillium témoigne de l'importance des différents types de leadership à The Study, qu'il s'agisse d'un leadership stratégique ou d'un leadership plus pratique, comme on le voit dans les salles de classe.

À tous les niveaux, l'intention de former des filles capables d'ouvrir la voie est une démarche réfléchie à The Study. Bien que les avenues professionnelles choisies par nos élèves varient considérablement, elles, en tant que leaders en émergence, partagent l'objectif commun de laisser une marque positive sur le monde, par l'excellence dans leur domaine et par leur engagement, ici, au Québec, comme à l'international.

Je suis reconnaissante envers notre conseil des gouverneurs, les fiduciaires de la Fondation, les parents actuels et anciens, le corps enseignant, le personnel et les anciennes élèves, qui travaillent en étroite collaboration avec nous pour s'assurer que nos élèves continuent de vivre une expérience d'apprentissage unique et enrichissante. Je suis également reconnaissante du dévouement de notre nouvelle présidente du conseil des gouverneurs, Wendy Chui, dont la vision contribuera à assurer la prospérité de l'école The Study.

Le monde a besoin de grandes leaders — et c'est ici qu'elles prennent racine.

Kim McInnes
Head of School / Directrice générale

CREATIVITY MEETS THE

As a PhD candidate at the Trottier Space Institute at McGill University, **Hannah Sousa-Fronenberg '14** develops and studies new statistical tools to uncover insights about the early universe. Her passion for science was confirmed in her Grade 11 science class at The Study, where she developed a deep fascination with the BIG questions surrounding the natural world, the universe, and the fundamental nature of reality. She explored those concepts by bringing her questions to her teachers, emphasizing that, “they really nurtured that curiosity, which I am always grateful for. My math and science teachers let us go beyond the curriculum and explore other interests, and that’s when things took off.”

A philosophy course, where Hannah was encouraged to learn and discover through argumentation, solidified her interest in critical thinking and complemented her need to be imaginative. Although it may not be a term often used to describe scientists, Hannah insists that an innovative outlook is key to scientific discovery. “I hope to contribute with my creativity, in the way I approach problems and connect concepts or tools developed for a separate field but that could be applied in my work,” she explains, “Innovation is the result of original thinking, and I am just so grateful to all my teachers at The Study, who gave me space to learn, explore the subjects I was interested in, and be creative. It was a gift.”

In 2024, Hannah was awarded the prestigious Mitacs Award for Outstanding Innovation-International, recognizing her significant achievements in research and development. She continues to make remarkable strides and has recently defended her PhD thesis on ‘Unveiling our early universe using cross-correlation analyses of multiple

cosmological probes.’ Her curiosity and sense of wonder may have got her started, but her hard work and perseverance are what got her to the finish line. “I think that discipline is so important. To sit down, do the work every day, learn something new and not give up — that’s really what will get you through a PhD,” she says.

Hannah’s journey from The Study to the forefront of astrophysics showcases her dedication, intellectual curiosity, and passion for discovery, qualities she first honed as a leader within the school community. Whether engaging with classmates and teachers or visiting families during Open House events, Hannah cherished the moments when she could share her love for school, science or sports. “I think leading happens on an individual level, through building trust, being open and welcoming people into an environment that may be intimidating. I built those skills at The Study, both as an ambassador for many years and then as Head Girl,” says Hannah.

Today, Hannah serves as Outreach Coordinator at the Trottier Space Institute, organizing public science initiatives and community events. What attracted her to the role was the opportunity to engage with others authentically, sharing a mutual love of science. She believes her time at The Study helped her develop the interpersonal skills needed to thrive in the role — learning how to connect with people, helping them feel at ease in new environments, and creating an atmosphere of openness and warmth. ✨

HANNAH SOUSA-FRONENBERG '14 MAKES
A JOYFUL RETURN TO
THE STUDY'S BIOLOGY LAB.

COSMOS





OUR ALUMNAE

SEMER LE CHANGEMENT



ABOVE CHLOÉ TRUDEAU '06

Lorsque Chloé Trudeau '06 a obtenu son diplôme de The Study en 2006, elle n'aurait jamais imaginé diriger l'une des fermes agro-écologiques les plus influentes du Québec. À l'aube de son dixième anniversaire à la Ferme des Quatre-Temps, son impact en tant que leader est indéniable: elle qui réinvente l'agriculture, fait la promotion du développement durable et inspire les générations futures.

En repensant à ses années de formation à The Study, Chloé souligne l'importance de l'école dans le développement de ses compétences en leadership. « The Study représente une part si importante de mon éducation », se souvient-elle. « C'est probablement l'endroit de ma vie où j'ai acquis le plus de compétences, plus que lors de mes études au cégep ou à l'université. »

Une enseignante se démarque particulièrement : Mme Amalia Liogas, son enseignante d'informatique et aujourd'hui directrice des technologies. « Mme Liogas nous a appris les principes de base du marketing: comment créer une présentation qui se lit facilement et comment utiliser les polices de manière efficace. Ces premières leçons ont pris tout leur sens lorsque j'ai joint la ferme et que j'ai pris en charge les responsabilités liées à la stratégie de

marque et au marketing — des compétences que j'attribue entièrement à ma formation à The Study. »

Après avoir étudié l'urbanisme à l'Université Concordia, elle s'est retrouvée confrontée à un marché du travail saturé à la fin de ses études. Ce défi inattendu l'a poussée à explorer d'autres avenues en accord avec ses valeurs environnementales. C'est grâce à l'invitation d'une ancienne camarade de classe de The Study, Jacqueline-Ariadne (Desmarais) de Croÿ '06, qu'elle a découvert la Ferme des Quatre-Temps. « La conversation n'a même pas commencé comme un entretien d'embauche », explique Chloé. « Elle m'a simplement dit de venir [à la ferme] et voir où ma curiosité me mènerait. Cette visite s'est rapidement transformée en mon rôle de directrice générale. »

Chloé attribue sa capacité d'adaptation et son sens de l'organisation directement au programme d'études varié de The Study. « Nous avons suivi tellement de cours différents, du journalisme au mandarin en passant par l'orchestre de jazz. Cela m'a permis de découvrir rapidement ce que j'aimais et ce que je n'aimais pas. C'est stressant de choisir une carrière, mais au moins cela m'a permis d'éliminer ce que je ne voulais pas. »

En tant que directrice générale, elle a positionné la ferme comme une leader en agriculture durable grâce à des méthodes de culture bio-intensive et à des pratiques régénératrices. La double mission de produire des aliments d'exception et de former la relève agricole trouve un écho profond. « Neuf ans après le lancement du programme, on a déjà fait germer 26 nouvelles fermes », partage Chloé avec fierté.

Son approche du leadership reflète ses expériences éducatives. « À The Study, nous étions traitées comme des adultes et encouragées à assumer des responsabilités », souligne-t-elle. « J'essaie d'accorder le même respect à tous les employés de la ferme. J'encadre nos chefs



CHLOÉ TRUDEAU '06 AT FERME QUATRE-TEMPS, WHERE INNOVATIVE FARMING IS SHAPING A SUSTAINABLE FUTURE



GREENHOUSES ENABLE YEAR-ROUND ORGANIC FARMING, PROVIDING FRESH, SUSTAINABLE PRODUCE.

d'équipe pour leur donner les moyens de jouer leur rôle. » La présence de la Ferme des Quatre-Temps au marché Jean-Talon souligne son engagement envers les systèmes alimentaires locaux et les pratiques durables. Chloé décrit le marché comme un lieu de commerce et un lien vital avec la communauté. « Vendre au marché Jean-Talon nous permet d'établir des relations directes avec les consommateurs et de les éduquer sur l'alimentation saisonnière et locale », explique-t-elle. « Ces interactions nous aident à mieux comprendre les besoins de la communauté et renforcent notre mission de durabilité. »

En tant que femme dirigeant une industrie traditionnellement dominée par les hommes, Chloé reste franche quant aux défis à relever. Cependant, elle attribue sa confiance à l'environnement stimulant de The Study.

« Je n'ai jamais pensé que je ne pouvais pas faire quelque chose parce que j'étais une femme. L'école mettait l'accent sur la notion de « femmes fortes aux avenir forts ». Cet état d'esprit ne m'a jamais quittée. »

Pour ce qui est de l'avenir, son rôle de leader à la ferme reste consacré à la promotion de pratiques de consommation durables. « Je veux que les Québécois sachent qu'il est possible de manger localement et bien, tout au long de l'année », dit-elle avec passion. Son engagement va au-delà de la gestion opérationnelle : il s'agit de changer la façon dont les gens pensent et consomment les aliments.

En réfléchissant à son parcours, Chloé relie continuellement son style de leadership et son succès à sa formation de base. « Le fait de me voir confier des responsabilités très tôt à The Study m'a aidée à comprendre comment m'organiser efficacement », dit-elle. « C'est une compétence qui m'a servie tous les jours depuis. »

Alors que Chloé célèbre ses dix ans à la Ferme des Quatre-Temps, son histoire illustre magnifiquement le pouvoir de l'éducation dans le développement des compétences de leaders qui inspirent des changements significatifs. ☺

Sur la voie de la médecine

AMEL MELANSON '20

Pour **Amel Melanson '20**, le rêve d'une carrière en médecine a débuté dans la classe de sciences de l'école primaire de The Study. Ce qui avait commencé comme une passion pour les mathématiques a pris une tournure inattendue lorsqu'Amel a assisté à une présentation en classe où des médecins parlaient de leur métier. C'est à ce moment-là que la voie d'Amel vers la médecine est devenue évidente. Une rencontre fortuite avec un parent conférencier — un chirurgien plasticien qui lui a montré comment le théorème de Pythagore pouvait être utilisé dans les procédures chirurgicales — a tout changé.

Déterminée à explorer cette nouvelle passion, Amel s'est inscrite en mathématiques avancées au secondaire, un cours difficile qui l'a poussée dans ses derniers retranchements. Dans ses moments de doute, son enseignante, Mme Joujou, est devenue une mentore essentielle, lui rappelant qu'elle était tout aussi capable que n'importe qui d'autre. « La communauté des enseignants, des élèves et des parents de The Study a nourri ma curiosité et m'a encouragée dès le début à explorer la médecine », se souvient Amel. « Cette expérience a changé ma vie et a forgé mon parcours ainsi que ma confiance en soi. »

Même si le secondaire avait son lot de défis, Amel a trouvé sa motivation dans une simple citation affichée près des vestiaires : « Le succès n'est pas définitif, l'échec n'est pas fatal, c'est le courage de continuer qui compte. » Cette citation de Winston Churchill est devenue une

affirmation quotidienne, renforçant sa résilience. Combinée à la communauté très unie de The Study et aux encouragements de ses enseignants, Amel a acquis la confiance en elle qui l'a menée jusqu'aux études postsecondaires.

Après le secondaire, elle a poursuivi des études en sciences de la santé au Collège Marianopolis avant de se tourner vers le prestigieux programme préparatoire en médecin (Med-P) de l'Université McGill, dont le taux d'acceptation n'est que de 7 %. Non seulement a-t-elle été admise, mais elle s'est sentie prête à affronter le rigoureux processus de demande d'admission : entrevues, présentations et documentation. « Les rôles de leadership que j'ai occupés à The Study m'ont aidée à développer des compétences clés comme la confiance, le travail d'équipe, l'adaptabilité et l'écoute, des qualités qui étaient essentielles pour ma demande d'admission au programme Med-P », explique-t-elle.

Maintenant en deuxième année de médecine, Amel trouve encore le temps de donner de son temps. Elle fait partie du Conseil des étudiants et de la société des étudiants en médecine en plus d'occuper le poste de responsable des espaces étudiants. Elle est également mentore pour l'immersion académique et la santé, aidant les étudiants défavorisés à se familiariser avec les professions de la santé. Son dévouement s'étend à l'hôpital Shriners, où elle fait du bénévolat chaque semaine. Elle a fondé le Shriners Children's Hospital Club à Marianopolis et est représentante de l'Association of Women Surgeons pour leurs collectes de fonds.



MORE MEMBERS OF THE CLASS OF '20 ADMITTED INTO MED-P

Tara Seirafi '20
2nd year McGill
Medicine

Julia Capolicchio '20
2nd year McGill
Medicine

Sarit Kang-Augur '20
2nd year Université de
Montréal, Medicine

Avec un horaire aussi chargé, on pourrait se demander si elle a le temps d'avoir une vie sociale. La réponse est « Oui, absolument ! » Elle attribue à The Study le mérite de l'avoir poussée à faire preuve de leadership dès son jeune âge. « Dès la sixième année, j'ai fait partie du club de mathématiques, j'ai été capitaine d'une équipe sportive, j'ai participé à des services communautaires et j'ai assumé des rôles de leadership comme celui de la vice-présidente du Conseil des élèves. Ces occasions m'ont permis de m'habituer à prendre des responsabilités et m'ont donné la confiance nécessaire pour relever de nouveaux défis sans hésitation. »

Grâce à ses stages médicaux et à son expérience en salle d'opération, Amel a découvert une passion pour la chirurgie, particulièrement pour le traitement des patientes atteintes de cancer du sein. Elle espère combler les lacunes dans les soins et poursuivre la recherche sur les prédispositions génétiques au cancer du sein. « J'aime l'idée de soigner avec mes mains, d'être celle qui modifie la physiologie et guérit la maladie par la chirurgie », confie-t-elle. Elle met l'accent sur des soins centrés sur le patient, en travaillant en collaboration pour atteindre les objectifs. « Il s'agit vraiment d'aider les patients à être aussi sains et heureux qu'ils le peuvent. »

Le mentorat et la générosité demeurent des priorités absolues. Amel continue de revenir à The Study pour participer à des événements comme *Cupcakes and Connections*. « Il est extrêmement important pour moi d'inspirer les jeunes femmes à faire carrière dans le domaine de la santé. Je veux les encourager à assumer des responsabilités, à s'impliquer et à explorer les possibilités qui s'offrent à elles. Si mon histoire peut aider ne serait-ce qu'une seule élève à croire en son potentiel, ça en vaut la peine. »

CLASS OF 2024



Congratulations to the Class of 2024 on their acceptance into the post-secondary institutions of their choice! These future leaders pursue their passions across various fields, including commerce, social science, health science, and visual arts.

Félicitations à la promotion de 2024 pour leur admission dans les établissements postsecondaires de leur choix ! Ces futures leaders poursuivent leurs passions dans divers domaines, tels que le commerce, les sciences sociales, les sciences de la santé, les arts visuels, entre autres.

Inaara Abuani, Marianopolis (Health Science)
Ella Ajmo, Marianopolis (Law, Society & Justice)
Ella Rose Coderre, Marianopolis (Honours Law, Society & Justice with math)
Victoria Dinh, Marianopolis (Commerce)
Maria Ermilov, Dawson College (Education, Family & Childhood Studies)
Eliana Gasparrini, Marianopolis (Honours Health Sciences)
Goldie Gilmore, Dawson College (Visual Arts)
Ariana Gualtieri, Dawson College (Arts & Culture)
Alexandra Gyopar, Marianopolis (Commerce)
Jida Jalbout, Marianopolis (Health Science)
Mischa Jalbout, Sacred Heart (Grade 12)
Maria-Christina Kalliabetsos, Marianopolis (Health Science)
Teni Keshishian Gharghani, Marianopolis (Health Science)
Lausanne Ko, Marianopolis (Arts & Science)
Maria Krym, Vanier College (Wildlife Management)
Runxin Lan, Lower Canada College (Grade 12)
Kaiyuan Li, Lower Canada College (Grade 12)
Mylie Ludwick, Marianopolis (Social Science)
Violette Lumbroso, Collège Brébeuf (Health Sciences, IB)

Mila Martin, Dawson College (Liberal Arts)
Nicola Mèche, Marianopolis (Commerce)
Alaina Mukherjee, Marianopolis (Law, Society & Justice with math)
Gabriella Nolan, Marianopolis (Commerce)
Chelsea Noonoo, Marianopolis (Commerce)
Diane Pelletier, Marianopolis (Pure & Applied Science)
Katarina Robinson, Marianopolis (Law, Society & Justice)
Allison Schwartz, Marianopolis (Core Social Science)
Ava Seirafi, Marianopolis (Health Science)
Elle Sotiriou, Marianopolis (Commerce)
Huiyi (Ella) Sun, Dawson College (Liberal Arts)
Sophie Tin, Marianopolis (Arts & Science)
Audrey Turcotte-Miao, Marianopolis (Law, Society & Justice)
Tianyi (Alice) Wu, Lower Canada College (Grade 12)
Shuhan (Alice) Yin, Marianopolis (Honours Commerce)
Wenjia (Camila) Zhao, Marianopolis (Commerce)
Yuxuan (Cathy) Zheng, Dawson College (Enriched Science)
Yixuan (Dora) Zhong, Marianopolis (Commerce)

DEMANDEZ À Rosie

THE STUDY PRÉSENTE UN MODÈLE
DE LANGAGE DE GRANDE TAILLE (MLGT)

Ce printemps, la communauté scolaire de The Study a commencé à interagir avec un nouvel élément fascinant de son expérience éducative: IA Rosie. Ce modèle d'apprentissage linguistique sur mesure est le fruit du travail d'Amalia Liogas, directrice des technologies de l'information et d'Alex Somma, ancien enseignant de The Study et mentor, qui se sont intéressés de près à l'intelligence artificielle bien avant qu'elle ne devienne monnaie courante. Alors que le monde n'a découvert ChatGPT qu'il y a moins de deux ans, Mme Liogas explorait déjà le potentiel de l'IA depuis des années.

« Pour ceux d'entre nous qui travaillent dans le monde de la technologie, nous pouvions voir que c'était écrit dans le ciel », explique Mme Liogas. Comprenant que l'IA jouerait inévitablement un rôle crucial dans l'éducation, elle a commencé à présenter les premières variantes aux enseignants et au personnel, en montrant son potentiel en tant qu'outil d'apprentissage. Au cours de ces premières étapes, son objectif était de s'assurer que les éducateurs se sentaient à l'aise avec cette technologie émergente.

Contrairement aux moteurs de recherche génériques ou aux modèles d'IA standard, Rosie est conçue pour refléter les besoins et les valeurs de la philosophie éducative de The Study. Par exemple, si une élève demande « Pourquoi le ciel est-il bleu ? », Rosie ne se contentera pas de fournir une réponse directe. Elle analysera de façon critique les connaissances inhérentes à la compréhension de la réponse, en expliquant la composition de la lumière du soleil, la diffusion des couleurs et les longueurs d'ondes. Cette fonction

est conçue pour aider les élèves à comprendre le processus de raisonnement de l'IA, en « levant le voile » sur la pensée critique et la manière dont l'IA génère des réponses.

L'une des principales caractéristiques d'IA Rosie est qu'elle fonctionne sur un serveur privé hébergé dans notre bureau informatique. Cela garantit la confidentialité des données des élèves, du personnel et des enseignants, qui sont effacées à la fin de chaque année scolaire, une mesure de protection essentielle à une époque où la confidentialité des données est une préoccupation croissante.

Rosie est progressivement intégrée au cadre pédagogique de The Study afin d'améliorer les expériences d'apprentissage. Les enseignants reçoivent des formations personnalisées, en anglais et en français, ce qui leur permet d'élaborer des plans de cours attrayants et efficaces. Bien que Rosie soit encore en pleine évolution, elle s'est déjà avérée être un outil pédagogique puissant.

Par exemple, le club de 1re secondaire a récemment participé à un concours Astro Pi, qui demandait aux élèves d'écrire un code Python pour une expérience à réaliser sur la Station spatiale internationale. Rosie ayant été préprogrammée avec les directives spécifiques du concours, les élèves ont pu saisir leur grille d'évaluation et recevoir une évaluation personnalisé de leur code. Certains pourraient se demander si une telle utilisation de l'IA serait considérée comme un avantage injuste, mais Mme Liogas fait valoir que la technologie fait déjà partie intégrante de notre monde. L'objectif n'est pas d'encourager les raccourcis, mais d'apprendre aux élèves à utiliser l'IA de manière éthique et responsable.

Les élèves des groupes avancés de 5e secondaire utilisent déjà Rosie pour développer leurs propres modèles d'IA. En intégrant l'IA dans l'apprentissage, les élèves peuvent expérimenter, faire des erreurs et développer leur esprit critique. « L'IA va façonner notre avenir et seulement 11 % des femmes travaillent actuellement dans ce domaine, » souligne Mme Liogas. « Si nos élèves ne la comprennent pas, n'apprennent pas à l'utiliser et à la contrôler, nous les privons d'une opportunité significative. »

À l'avenir, Mme Liogas espère que les élèves intéressées par l'IA acquerront les compétences nécessaires pour construire ou coder leurs propres MLGT. Pour les plus jeunes, l'accent est dorénavant mis sur la maîtrise de l'ingénierie rapide. L'école The Study est l'une des rares écoles au Canada à avoir développé son propre modèle d'IA.

Quelle est la prochaine étape pour Rosie ? Mme Liogas souhaite faciliter l'apprentissage collaboratif, introduire des fonctions d'accessibilité et aider les élèves ayant des difficultés d'apprentissage.

IA Rosie offre un outil puissant pour l'apprentissage qui assure une expérience éducative engageante, innovante et dynamique. 



We Can and We Did

LEADERSHIP AU FÉMININ

The leadership of our Educational Administration team is at the heart of what makes The Study a place of excellence. Through their philosophy of education, they shape the future of our students and foster an environment where leadership thrives. Here, they share their insights on guiding our school and inspiring tomorrow's leaders.



KIM
MCINNES

HEAD OF
SCHOOL

The Study has exemplified leadership throughout its history. Today, our unique bilingual maternal language program is an example of our leadership in preparing girls to thrive in and contribute to Quebec society, and the world.

KIM
TURCOT
DIFRUSCIA

DEPUTY HEAD
OF SCHOOL

For me, learning to lead begins with joy. The joy of learning, pushing the boundaries of one's curiosity, and discovering one's strengths. At The Study, we awaken in girls the desire to become leaders and to commit to transforming the world with courage and conviction.

MARIE-
FRANCE
SENÉCAL

SENIOR SCHOOL
DIRECTOR

Ma vision du leadership est de créer un milieu inspirant où chaque élève explore, apprend et se surpasse. En cultivant curiosité, confiance et excellence, The Study prépare ses jeunes filles à devenir des citoyennes éclairées, engagées et prêtes à relever les défis de demain.

AMANDA
LISTE

ELEMENTARY SCHOOL
DIRECTOR

Leadership is about guiding and inspiring others with authenticity and integrity. For me, it's rooted in strong character, being relatable, and true to our values. By modelling the school's mission through our actions, we can build trust and create an environment where others are motivated to follow and reach common goals.

OUR LEADERSHIP JOURNEY

AT THE STUDY, LEADERSHIP IS CULTIVATED INTENTIONALLY AND AT EVERY STAGE OF A STUDENT'S JOURNEY. THROUGH THOUGHTFULLY DESIGNED EXPERIENCES—RANGING FROM PUBLIC SPEAKING AND PEER MENTORSHIP TO EVENT PLANNING AND COMMUNITY ENGAGEMENT—STUDENTS ARE EMPOWERED TO TAKE INITIATIVE, COMMUNICATE WITH CONFIDENCE, AND LEAD WITH PURPOSE. THESE OPPORTUNITIES FOSTER A SENSE OF AGENCY AND COLLABORATION, PREPARING STUDENTS TO CONTRIBUTE MEANINGFULLY WITHIN AND BEYOND THE SCHOOL'S WALLS.

VOIX AUDACIEUSES, AVENIRS BRILLANTS

GRADE 5 STUDENTS BROUGHT STORIES TO LIFE DURING THEIR VISIT TO GRADE 1.



ÉCOLE PRIMAIRE | Programme paires-lectrices pour les élèves de 5e et 6e années

À The Study, les élèves sont encouragées à jouer des rôles importants dès leur plus jeune âge. Dans le cadre du programme de paires-lectrices des 5e et 6e années, les élèves plus âgées font la lecture à leurs camarades de la maternelle et de 1re année, une expérience qui favorise la confiance, la communication et les liens entre les groupes d'âge. C'est un moment de responsabilité tranquille qui laisse une impression durable à la fois sur la lectrice et sur l'auditrice.

ABOVE RIGHT JULIANNE BROCK '10 RETURNS TO THE STUDY TO SHARE HER JOURNEY FROM STUDENT TO BRAND DIRECTOR AT L'ORÉAL.

ANCIENNES ÉLÈVES | Journée carrières

Lorsque les anciennes élèves reviennent pour la journée carrières, elles partagent avec générosité leurs expériences du “monde réel”. Par le biais de conversations, de tables rondes et de séances de questions-réponses, elles aident les élèves à envisager l'avenir avec clarté et curiosité. Ces conversations rappellent que le développement de soi se poursuit longtemps après l'obtention du diplôme et que le pouvoir d'influence se mesure souvent à l'aune de la volonté de partager son histoire.



L'ÉCOLE SECONDAIRE | Assemblées dirigées par les élèves

Les assemblées mensuelles entièrement organisées par les élèves de l'école secondaire constituent un forum dynamique permettant aux élèves de prendre des initiatives, d'exprimer leurs idées et de façonner le rythme de la vie scolaire. Qu'il s'agisse de sensibiliser, de célébrer des réalisations ou de susciter des conversations, ces assemblées reflètent une culture où la voix des élèves est entendue et valorisée.

RAMA ALHASHEMI, WILLA GARSCHAGEN, JOUMANA BENDJEDID, XIWEN (AMY) GUO, DEVYN HANDA, JULIETTE MARCOUX, SOPHIE HUNT (ALL CLASS OF 2025).



SEE HER / BE HER



JUNIOR SCHOOL | Mini Force

In the Junior School, students begin to understand the joy and responsibility that come with taking initiative. The Mini Force — a team of elected students from Grades 4 through 6 — plays an active role in shaping the rhythm of school life. From organizing festive celebrations for Halloween, Valentine's Day, and Hanukkah to coordinating Sports Day and leading charitable efforts like clothing drives and card-making for local organizations, these young changemakers help foster a sense of belonging and fulfillment. Along the way, they learn to collaborate, think creatively, and bring their ideas to life.



(L TO R) ISABELLA '28 AND OLIVIA '25 BRONFMAN.

ALUMNAE | Speed Mentoring

For many Study students, inspiration comes full circle. At Speed Mentoring, alumnae return to offer perspective, guidance, and a glimpse into life beyond the classroom. Through intimate conversations, they help current students imagine their next steps with clarity and confidence. For **Taylor Geyer '15**, Litigator at London firm DKLM LLP, specializing in high-value property disputes, this year's event was both reflective and empowering. “Mentors matter,” she shared. “One alumna inspired me to pursue law and showed me the power of networking.” Today, she pays that moment forward — encouraging students to ask bold questions, seek out new connections, and stay open to conversations that just might change everything.

SENIOR SCHOOL | Kahsennénhawe Sky-Deer Speaker Series

Growth happens not only through doing, but also through listening — especially to those who challenge, inspire, and expand our view of the world. The Study's Speaker Series invites students to engage with voices from across industries and disciplines, offering real insight into lives led with purpose. Earlier this year, students had the privilege of hearing from Kahsennénhawe Sky-Deer, former Grand Chief of the Mohawk Council of Kahnawà:ke. As the first woman — and the first person who identifies as 2SLGBTQ+ — elected to that role, she shared a deeply personal account of courage, identity, and community. Her message encouraged students to speak with conviction, act with compassion, and never underestimate the impact of being authentically themselves.

OUR LEADERSHIP JOURNEY



GRADE 6 STUDENTS ENCOURAGE COMPOSTING.

PRISES AU SERIEUX

ALUMNAE |

Programme de bourses pour le Nicaragua

Certaines initiatives laissent un héritage durable. En 2009, **Sofia Essayan-Perez '11**, alors élève de 9e année, a proposé un partenariat avec l'Institut Diriá, une école rurale au Nicaragua. Ce qui n'était au départ qu'une simple connexion s'est transformé en un solide programme de bourses soutenant les élèves de l'Institut Diriá et finançant les améliorations de l'école. Aujourd'hui soutenu par les anciennes élèves, les familles et l'ensemble de la communauté de The Study, le programme reflète les valeurs que nous espérons inculquer à chaque élève : l'empathie, la citoyenneté mondiale et la conviction qu'un changement significatif commence souvent par une simple idée – et par le courage d'agir en conséquence.

STUDENTS FROM THE STUDY DURING THE 2024 TRIP TO NICARAGUA.



ÉCOLE PRIMAIRE |

Initiative de compostage

À The Study, les élèves sont habilités à transformer les idées en actions, et ce, dès leurs premières années d'études. L'initiative de compostage de l'école primaire est un exemple parfait de la façon dont un concept simple peut susciter des changements significatifs. Inspirés par le désir de réduire les déchets et de soutenir le développement durable, les élèves ont proposé un système de compostage pour l'école et ont pris la responsabilité de son fonctionnement quotidien. Du tri à la surveillance, en passant par l'éducation de leurs camarades, ils ont relevé le défi avec enthousiasme et attention, apprenant que la préservation de l'environnement commence par de petits efforts constants mais collectifs vers la poursuite d'objectifs communs.



ÉCOLE SECONDAIRE |

All Girls' Leadership Conference

La All Girls' Leadership Conference réunit plus de 400 élèves de Montréal pour une journée de collaboration, de créativité et d'échanges. Organisé entièrement par les élèves de l'école The Study, l'événement comprend des ateliers, des panels et des activités en petits groupes qui explorent des thèmes comme l'inclusion, l'identité et le pouvoir d'une culture scolaire positive. L'événement n'est pas seulement une occasion de planifier et d'organiser une journée d'envergure, c'est aussi une célébration de la voix, de la vision et de la force collective des jeunes femmes qui travaillent ensemble pour susciter le dialogue et bâtir une communauté.

OUT IN THE "REAL" WORLD



ZINA LEANNE HABASH '25

SENIOR SCHOOL | Global Political Awareness

The Senior School students are invited to think deeply and express themselves with purpose. Voices of Olympia Canada / Olympes de la Parole is a project-based experience that encourages critical thinking, global awareness, and persuasive communication. Framed around themes of gender equity and social justice, the program challenges participants to research, debate, and reflect on the lived realities of girls and women around the world, bringing students to present their project to the United Nations Commission on the Status of Women. The result is a compelling blend of advocacy and scholarship that broadens perspectives and sparks action.

ELEMENTARY SCHOOL | Climate March

At The Study, students are encouraged to engage with the world around them, translating curiosity into action. One meaningful example is their leadership in the Climate March – an experience that brings together learning, activism, and community. In the lead-up to the event, students and teachers explore the science behind climate change, create posters, and learn chants, connecting classroom discussions with real-world issues. Marching alongside their peers, they gain confidence, practice collaboration, and discover the power of standing up for what matters.

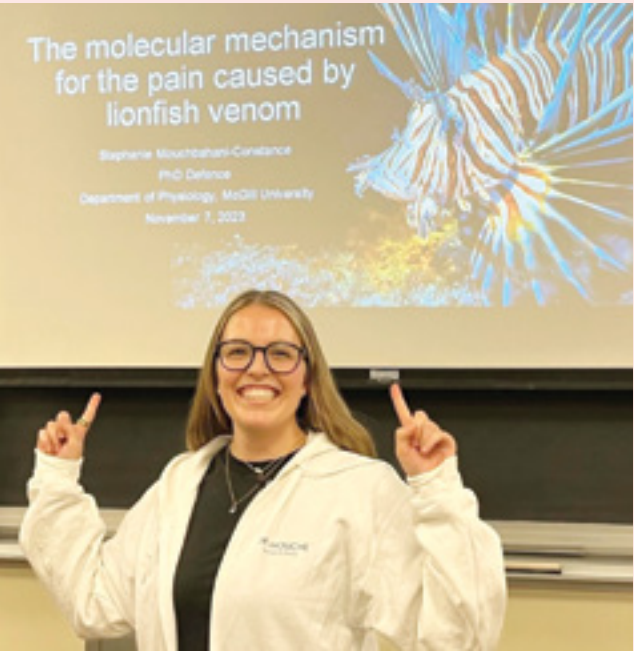
AS CO-HOST THE STUDY MARCHED WITH OUR ENTIRE ELEMENTARY SCHOOL STUDENT BODY.



ALUMNAE | Business leadership

Stephanie Mouchbahani-Constance '13 PhD embodies what it means to take bold ideas and run with them. As co-founder and former CEO of PteroTech, she launched a biotech startup during her PhD in physiology, bringing an innovative product from the lab to market in under a year. After successfully selling the company, she turned her focus to mentoring health tech entrepreneurs and now works in venture capital with Kli Capital. Her journey reflects a fearless spirit, a passion for innovation, and a readiness to lead from the front – qualities shaped, in part, by the foundation built at The Study.

STEPHANIE DEFENDED HER PHD IN 2023.



5 MINUTES WITH HEAD GIRL Rama Jamal Alhashemi '25

How have the bonds you have built over the years helped you in life and at school?

RAMA JAMAL ALHASHEMI / Since Kindergarten, I've always had endless support from my teachers, and I made friends right away. I'm continually cultivating close bonds with staff and faculty, which helped me grow as a person, because I was always very shy and never expected to be Head Girl. But, the amazing faculty, staff and everyone at The Study helped me become more confident, be proud to be where I am today, and become the best version of myself.

What does the opportunity to be Head Girl mean to you?

RJA / I've always looked up to the Head Girl since Elementary School, and I still remember her. At the time it was **Hannah Sousa-Fronenberg '14** (see page 4). I wanted to inspire other young girls the same way she and other Head Girls inspired me. In Senior School, I realized that I enjoyed taking on leadership roles and helping people, so I decided to run. My math teacher, Ms. De Cicco, was a key mentor who I always went to for advice, and who provided endless support and encouragement.

How has the support offered at The Study shaped you?

RJA / The biggest thing I learned by participating in Student Council is to not underestimate myself. To take on the important responsibility of leading the student body and bringing everyone together showed me that I have the capabilities and can carry that in future leadership roles and my day-to-day life. I also learned how to work on a team, in harmony, with six amazing people that I can rely on. That's something incredible to know, that I don't have to put so much pressure on myself when others are happy and willing to help me out.

What are the top five leadership skills you've developed at The Study?

RJA / Confidence, responsibility, humility, communication and kindness.

Quel conseil donnerais-tu à ta successeuse ?

RJA / Apprécie pleinement ton temps au sein du Conseil des élèves et ne laisse pas le stress — qui peut parfois se faire sentir — te faire oublier le plaisir et la fierté d'être une leader.

Qu'est-ce que tu aimes le plus en tant qu'élève à The Study ?

RJA / Les élèves et les enseignants! Je suis tellement reconnaissante d'avoir tissé des liens profonds avec elles et eux !

Quelles sont les occasions créées par The Study qui t'ont aidée à développer tes compétences en leadership ?

RJA / On nous encourage toujours à participer à une foule d'activités de leadership. Je m'efforce constamment de grandir, de devenir une meilleure version de moi-même et de tirer profit de ces occasions. Et si on a besoin d'aide, il y a toujours quelqu'un sur qui on peut compter.

Peux-tu donner un exemple d'opportunité de leadership que tu as eue à l'école primaire ?

RJA / J'ai été préfète de classe en cinquième et en sixième année, jouant le rôle de lien entre le Conseil des élèves et les enseignants. Mon rôle était de soutenir les élèves de ma classe et de m'assurer qu'elles étaient bien informées des événements à venir.

What is the legacy you want to leave behind once you graduate?

RJA / I am a quiet leader, and that both differentiates and defines me as Head Girl. I want to be remembered for always being available to help, for bringing everyone together and for taking care of our community.

What are your plans when you graduate?

RJA / I will attend Marianopolis College in the Honours Health Science program and hopefully continue my studies in the health sciences, either dentistry or medicine.

What leadership roles do you want to engage in after The Study?

RJA / I'd like to join the Student Council and the ambassador program at Marianopolis. ☺

THE IMPACT OF PARTNERSHIP



KARINE LEMAY, SENIOR SCHOOL HISTORY TEACHER AND KIM MCINNES, HEAD OF SCHOOL, WITH OUR STUDENTS DURING COMMUNITY SERVICE DAY.



COMMUNITY SERVICE DAY AT THE GREENE AVENUE COMMUNITY CENTRE



GRADE 9 ENGINEERING CLASS VISITS BOMBARDIER



ABOVE AND RIGHT STUDENTS GAIN NEW PERSPECTIVES ON STORYTELLING THROUGH A WORKSHOP WITH L'OPÉRA DE MONTRÉAL. PHOTO BY: THIBAUT CARRON



ARTS

OPÉRA DE MONTRÉAL

Notre partenariat avec l'Opéra de Montréal est à la fois unique et grandement apprécié, puisqu'il offre à The Study une occasion exceptionnelle d'initier les élèves à des expériences culturelles enrichissantes. Récemment, nous avons eu le privilège d'accueillir Jennifer Szeto, directrice de l'Atelier Lyrique, ainsi que les artistes Justine Ledoux, Ian Sabourin et Jerome de los Santos. Grâce à cette collaboration, nos élèves ont découvert le parcours musical de ces artistes, la discipline requise, ainsi que les réalités du milieu artistique professionnel.

Les élèves ont également pris part à des ateliers de maquillage, de conception de costumes, de vocalisation et d'écriture de livrets d'opéra, leur offrant une immersion directe dans les multiples facettes d'une carrière dans les arts.

Ce partenariat permet non seulement d'élargir les horizons artistiques de nos élèves, mais aussi de soutenir l'une des institutions culturelles les plus respectées de Montréal. Dans le cadre de notre initiative « The Study à l'Opéra », plus de 160 élèves, parents et membres du personnel ont assisté à une représentation de *L'Enfant et les Sortilèges* de Ravel et *La Bohème* de Puccini à la Place des Arts, des moments marquants qui ont captivé des familles de tous âges au sein de notre communauté.

En encourageant ce type de collaboration culturelle, nous cultivons un environnement d'apprentissage dynamique qui prépare les élèves à leurs études postsecondaires, à leur future carrière et à leur rôle de citoyennes mondiales. En investissant dans ces relations, nous contribuons au développement global de nos élèves tout en renforçant la mission de notre école : former de jeunes femmes confiantes, engagées et ambitieuses.

« Au cours des dernières années, l'Opéra de Montréal a démontré que l'opéra peut aussi raconter des histoires nouvelles, des histoires ancrées dans le présent et tournées vers l'avenir, qui mettent en valeur la richesse de notre communauté. Nous croyons que sa créativité, son esprit d'innovation et son leadership sont des modèles inspirants pour aider à propulser les élèves de The Study vers de nouveaux sommets, » Vickie Zhao, membre du comité de philanthropie

At The Study, we believe that the foundation of a transformative education is built on meaningful partnerships that extend beyond the classroom. Our strategic collaborations with some of Quebec's most esteemed institutions — Bombardier in STEM, the Opéra de Montréal in the arts, and the Greene Avenue Community Centre in philanthropy — serve as a testament to our commitment to providing our students with unparalleled opportunities. These partnerships are not just about access to world-class expertise, they are about immersing our students in real-world experiences that challenge, inspire, and prepare them for the future.

From hands-on engineering projects with Bombardier's leading aerospace engineers to the chance to engage with acclaimed artists at the Opéra de Montréal, our students are afforded unique, once-in-a-lifetime experiences that most young learners can only dream of. These collaborations expand the scope of their education, elevate their skill sets, and open doors to a future full of possibility reinforcing our vision of nurturing confident, capable young women poised to make a lasting impact on the world.

PHILANTHROPY

GREENE AVENUE COMMUNITY CENTRE

Our partnership with the Greene Avenue Community Centre reflects The Study's deep commitment to service, philanthropy, and community impact. This collaboration not only expands our students' understanding of civic

responsibility but also encourages them to approach philanthropy with the mindset of “giving starts close to home” recognizing that meaningful change starts close to home and ripples outward.

The Greene Avenue Community Centre is an essential resource in our local community, offering recreational, social, and cultural programs that foster inclusivity and engagement. Through this partnership, our students have the opportunity to connect with these initiatives and gain firsthand experience in making a difference.

Last November, The Study's Bazaar raised significant funds for the centre and, this winter, our Grade 7 and 8 students contributed to Community Service Day by volunteering to pack lunches and assist with a strategic reorganization of the centre's materials, which led to an audit of its resource needs. By establishing a sustained partnership with the centre, our students are able to see the tangible impact of their contributions over time, witnessing firsthand how their efforts translate into real, lasting change. Through these efforts, we are not only giving but engaging and creating meaningful, long-term connections between our students and the causes they support.

“It is significant for students not only to see, concretely, where their philanthropic efforts are going but also to learn how to become deeply involved in an organization over the long term. By developing lasting human relationships, we develop a true philanthropic spirit,” Kim Turcot DiFruscia, Deputy Head of School

SCIENCES, TECHNOLOGIE, INGÉNIERIE ET MATHÉMATIQUES

BOMBARDIER

Depuis 2022, notre collaboration avec Bombardier a permis d'intégrer l'expertise d'ingénieurs aérospatiaux de haut niveau dans notre programme d'ingénierie de 9e année, offrant aux élèves la chance de travailler avec des ingénieurs de l'une des entreprises les plus respectées du Québec. Ce partenariat témoigne de notre engagement à offrir des expériences éducatives enrichissantes tout en consolidant les bases de notre programme d'ingénierie. Un exemple frappant de son impact durable est celui de **Isabella Walter '19**, qui, après avoir effectué un stage chez Bombardier, est revenue pour encadrer les élèves actuelles, renforçant ainsi la relation entre notre école et ce leader mondial de l'industrie.

Grâce à des projets comme la conception d'une unité agricole mobile pour notre école soeur au Nicaragua, la construction d'un kart électrique pour notre assemblée finale, et la création d'un pont en bâtons de bois, les élèves acquièrent une expérience concrète du monde réel et approfondissent leur compréhension de l'ingénierie.

Depuis l'introduction des cours d'ingénierie il y a plus de dix ans, nous avons observé une augmentation significative du nombre de diplômées de The Study qui poursuivent des études en génie, un accomplissement qui reflète le succès de notre approche pratique. Ce partenariat illustre notre engagement à fournir aux élèves des liens significatifs et des expériences d'apprentissage uniques, les préparant ainsi à réussir dans le monde en constante évolution de l'ingénierie.

MARKING 20 YEARS OF INNOVATION, GUIDANCE & SERVICE

We are always happy to recognize the commitment of our faculty and staff, who make The Study a better place for all. For the past twenty years, Lisa Jacobsen and Carlos Gomez's contributions have helped shape The Study into the vibrant, welcoming, and academically excellent school it is today. We are so thankful for Lisa and Carlos and how they have enriched our community.



Lisa Jacobsen

Lisa Jacobsen's journey at The Study began as a maternity leave replacement, but her impact over the past 20 years has been anything but temporary.

As a lifelong learner, Lisa continuously pushes herself, whether by learning a new discipline or reimagining traditional approaches to education. Her love of learning is infectious, and she serves as a model for our students to develop intellectual curiosity. As a Grade 5 and 6 home-room and technology teacher, Lisa brought innovation into the classroom, fostering a dynamic and engaging learning environment. As our Pedagogical Advisor and Accreditation Coordinator, she has upheld academic excellence and co-organized interdisciplinary projects that challenged teachers to think in new ways.

While these projects pushed many outside their comfort zones, Lisa's ability to connect people, foster collaboration, and inspire confidence ensured their success. Her dedication to education and talent for bringing out the best in others have left a lasting mark on our community.



Carlos Gomez

Carlos Gomez has brought warmth, joy, and energy to The Study throughout his 20 years of service. He embodies the heart of our community, whether he is salsa dancing through the corridors, greeting everyone by name (and remembering their birthdays!), or sharing his passion for soccer.

A true citizen of the world, he speaks a little bit of many languages and is always ready with a friendly word or a cheerful joke. His enthusiasm is infectious, and his positive spirit makes The Study a brighter place daily. A former sailor, Carlos brings stories from around the globe, connecting with students and staff in a way that makes everyone feel seen and valued.

His dedication and kindness create a lasting impact on our school, and we are incredibly grateful for his years of dedication to "our girls" as he so fondly calls them.

ATHLETICS

FUEL FOR THE FUTURE



The Elementary School's *Foundation of Movement* initiative is more than just physical activity, it's about developing leadership qualities in our young students. By engaging in a structured athletic program, the girls cultivate confidence, resilience, and collaboration skills. Developing teamwork is essential to becoming strong, capable leaders.

"This new extracurricular sports option is a fantastic addition to the Elementary School, offering the girls a fun and engaging way to stay active while building teamwork and discipline. Integrating these opportunities into the school day not only supports their physical and mental well-being but also creates space for them to grow as leaders, gain confidence, and develop valuable life skills in a supportive environment," says Amanda Liste, Elementary School Director.

With early morning and after-school sports offerings, this initiative provides students with opportunities to challenge themselves, set goals, and take responsibility for their own growth and character development. This fall, they built perseverance and determination through skating, while learning to embrace setbacks as stepping stones to success. This winter they tackled rock climbing, an activity that requires problem-solving, trust and planning. This spring, our girls will try tennis, where they will strengthen discipline, adaptability, and sportsmanship.

Through these experiences, the girls learn to lead by example, support their peers, and develop the confidence to take initiative. Through play, the *Foundation of Movement* fosters early leadership, encouraging students to step up, take risks, and embrace a lifelong commitment to health. ☺

HOCKEY NIGHT OUT: CHEERING ON THE PWHL'S BEST

The Study's Hockey Night Out was one for the books! Our students, parents, and staff came together to watch the Montreal Victoire take on the Toronto Sceptres in an electrifying Professional Women's Hockey League (PWHL) matchup, celebrating the power and presence of elite women's hockey in our city.

We were beyond proud to witness these world-class female athletes take the ice in front of a packed arena of

passionate fans. The energy was electric, the game was fast-paced, and the message was clear – girls' sports belong on the big stage.

Our Montreal PWHL players are true leaders, inspiring the next generation with their skills, grit, and determination. Watching them compete at the highest level reminded us just how far women's hockey has come – and how much further it will go with young athletes like ours dreaming big. ☺

OUR STAFF ENJOYED CHEERING ON THE VICTORY



L'IMPACT
DURABLE
DE MADAME
JOUJOU

ENSEIGNER AU-DELÀ DES ÉQUATIONS

L'histoire de **Mme Ghina Joujou** avec les mathématiques n'a pas toujours été linéaire – et c'est justement ce qui a façonné l'éducatrice qu'elle est aujourd'hui. Autrefois une élève brillante qui a connu des difficultés lorsque la matière s'est complexifiée, elle se souvient encore de la douleur ressentie face à des enseignants qui ont baissé les bras trop rapidement. « Ils ne m'ont pas expliqué mes erreurs. Ils ont supposé que j'avais atteint mes limites », raconte Mme Joujou. Cette expérience a ravivé en elle une flamme : non seulement pour aimer les mathématiques, mais surtout pour les enseigner autrement.

Aujourd'hui, en tant que cheffe du département de mathématiques à The Study, Mme Joujou mène avec une mission claire : s'assurer que chaque élève se sente vue, soutenue et mise au défi. Sa salle de classe est un espace où les erreurs ne sont pas simplement tolérées – elles sont célébrées. « Les erreurs sont précieuses dans mes cours », affirme-t-elle. « Elles ouvrent la porte à une compréhension plus profonde. »



A SCHOOL THAT LEADS

Sa méthode est à la fois rigoureuse et humaine. Elle pousse ses élèves à réfléchir de manière critique et à dépasser leurs limites, tout en leur offrant une présence constante : elle répond aux questions des filles tard le soir et encourage chacune au moment où elle en a le plus besoin. « Je ne donne pas les réponses facilement. J'accompagne. Je pose encore plus de questions. Je veux qu'elles s'approprient leur savoir. »

Ayant enseigné dans quatre systèmes éducatifs internationaux – dont le Baccalauréat français, le programme du Baccalauréat International (BI), Le College Board américain (AP) et le Certificat International Général de l'Enseignement Secondaire (IGCSE) – Mme Joujou apporte à ses élèves une perspective globale et une expertise approfondie. Elle a contribué à l'élaboration des examens provinciaux du ministère de l'Éducation, animé des ateliers sur des outils comme GeoGebra, et dirigé des départements dans deux pays. Mais c'est sa philosophie de l'apprentissage qui laisse l'empreinte la plus durable.

« J'enseigne comme j'aurais aimé qu'on m'enseigne », dit-elle. « Avec patience, avec foi en l'élève, et avec la conviction que les mathématiques du secondaire sont accessibles à tous – avec le bon accompagnement. »

Les élèves disent souvent que ses cours ressemblent plus à des conversations qu'à des leçons. « Chaque question était la bienvenue. Chaque erreur devenait un moment d'apprentissage », a partagé une élève. « Mme Joujou a fait aimer les maths à celles qui les détestaient, et encore plus à celles qui les adoraient. »

Son enseignement ne se limite pas à la salle de classe. Lors de l'Aventure mathématique annuelle à Paris, voyage dont elle a eu l'initiative, les élèves résolvent des problèmes originaux ancrés dans l'architecture et la culture de la ville : elles calculent les surfaces de formes géométriques au Panthéon, résolvent des

énigmes liées à la Tour Eiffel ou étudient l'aspect appliqué des mathématiques à Euro Disney. Ces moments font des mathématiques une aventure, brouillant la frontière entre la théorie des manuels et la découverte quotidienne.

Au sein de The Study, Mme Joujou entretient le même esprit de curiosité et de collaboration avec ses collègues. « Nous partageons tout, des stratégies aux difficultés, pour que toutes les élèves, à tous les niveaux, puissent en bénéficier », explique-t-elle. Elle a instauré une culture où l'apprentissage est vivant, les erreurs font partie du processus, et les élèves progressent ensemble.



Mme Joujou ne prétend pas atteindre chaque élève, mais elle s'assure qu'aucune ne quitte sa classe découragée ou négligée. « Elles n'aimeraient peut-être pas toutes les mathématiques », dit-elle, « mais elles ne les détestent jamais à cause de la façon dont elles ont été traitées. »

Par son mélange de bienveillance, d'exigence et de profond respect pour le potentiel de ses élèves, Mme Joujou forme non seulement de meilleures mathématiciennes, mais aussi des jeunes plus confiantes, curieuses et capables. Elle n'enseigne pas simplement les mathématiques. Elle prépare ses élèves à affronter les défis de la vie avec clarté, créativité et résilience. 🌟



“My dad always used to tell me, “You want to be an agent of peace and grace in the world,” and that’s what I hope my legacy is. I want to bring people together and make them feel less alone.”

— SOPHIE HUNT '25

Leadership & A Legacy

A Q&A WITH OUR ALUMNAE PREFECT SOPHIE HUNT '25

This year, the Alumnae Prefect role is part of the Student Council for the first time. What does it mean to you to be the inaugural student to take this on?

SOPHIE HUNT / It means a lot to me. By officially including this role in the Student Council, it shows that The Study values the idea of fostering a link between present and past students. It’s been amazing! In the SOGA executive meetings, I see these incredible women giving back to the school and providing opportunities to other alumnae and students. I’ve also made friends, like **Amanda Eaman '97** and **Rachel Cytrynbaum '98**, the SOGA co-chairs, who have been incredible to me.

What is the legacy you want to leave behind?

SH / I want to leave a legacy of inclusion and empathy because those traits have been prioritised through The Study and my family. They are what I most respect in others and myself. My dad always used to tell me, “You want to be an agent of peace and grace in the world,” and that’s what I hope my legacy is. I want to bring people together and make them feel less alone.

As-tu occupé d’autres rôles de leadership pendant tes années à The Study ?

SH / L’occasion de leadership la plus marquante a été le voyage de service communautaire au Nicaragua. J’en avais entendu parler dès ma première année, et j’avais envie d’y participer depuis. Ce voyage m’a énormément appris sur ce que signifie le leadership en matière d’altruisme et de respect envers les autres. Bien que nous soyons allées

dans une autre partie du monde où les gens vivent des difficultés, nous ne savions pas ce qui était le mieux pour cette communauté. Nous étions là pour les soutenir et les accompagner dans la réalisation de leur potentiel. Pour moi, cela a transformé ma vision du leadership: il ne s’agit pas d’avoir toutes les réponses, mais d’être présente pour aider les autres à réaliser leur potentiel.

Quelles sont les principales compétences en matière de leadership que tu as développées ?

SH / L’écoute respectueuse, la prise de risques, la défense des autres, l’empathie et la capacité à soutenir autrui.

Are you looking forward to taking on other leadership roles after The Study?

SH / It will always be important to me to get involved in whatever community I become a part of. Also, I’ve been told that I will be the SOGA representative of my year for eternity! I always want to be involved, help lift other people’s voices, and create a culture of empathy and kindness.

How will you use your leadership to connect with other Alumnae Prefects and foster your community within the SOGA network?

SH / Knowing that I can take a risk and be the first to reach out will be so helpful in creating the relationships and links I want to build within the SOGA community and student body. Also, empathy is the foundation of any relationship; it allows me to build trust and put myself in the other’s shoes. So, I think this skill will serve me the best in my life. 🌸



Learning By Design

What began as a straightforward maintenance solution has evolved into one of The Study’s most forward-thinking initiatives: our Active Outdoor Learning Spaces (AOLS) project. Officially launched this fall, AOLS is not just a transformation of our physical campus; it reflects our values, vision, and commitment to reimagining what is possible in education.

More than a green space, AOLS is a testament to the power of purposeful design and a community united by a shared vision. At The Study, we do not have the luxury of physical expansion of our building, but we do have the imagination to re envision spaces through innovation and intention. Every inch of our city center footprint matters. So we ask: How can this space better serve our students?

AOLS is our bold answer.

AOLS is not simply a recreational area but an intentional classroom extension, blending academic learning, physical activity, unstructured play, and community building. Designed with great precision and care, from the planting of native flora to the lengths of amphitheatre seating, student experiences are enriched beyond the regular curriculum.

RIGHT THE STUDY’S MASCOT, BOOMER, ENJOYING A HUG AND A HIGH-FIVE DURING OUR GRAND OPENING.



“We didn’t just want more green space. We wanted a purposeful space to reflect how students learn, move, and connect today. That’s what AOLS represents: strategic, student-focused learning.”

— LINDSAY WOODS, Director of Advancement

The Study has always pioneered bold ideas. AOLS is proof that with a collaborative and thoughtful approach even a drainage infrastructure challenge can spur beneficial innovations.

Our community made this transformation possible. Every donor, visionary supporter who believed in doing more with less, faculty who embraced new possibilities, and internal staff and leadership teams who championed the project every step of the way. Thank you! Your support has laid the groundwork for generations of inspired outdoor learning.

The launch of AOLS is not the end of a project; it is the beginning of a mindset that says ‘Let’s lead with what we have. Let’s rethink before we rebuild. Let’s use every corner of our campus and every ounce of creativity to prepare students for a future that demands thoughtful, agile, and resilient leadership.’

LEAD DONORS (\$100,000+)

Diana St. B Weatherall '52
The Claude and Stanley D.K. Ma Family
(Ma-Benzacar Family)
Wendy Chui and Clifford Noonoo
Dr. Connie Tse-Wallerstein and
Dr. Avi Wallerstein

LEFT CLEMENTINE CASTLE,
ÉLISE ROSE MORIN,
SOPHIA YARED, CHLOE
NAHUM (ALL CLASS OF 2028).
BELOW DEENA PATEL
TEACHING AN OUTDOOR
ENGLISH CLASS.

MAJOR DONORS (\$10,000 – \$99,999)

Anne-Sophie Barette and Randy Kelly
Paula Bonta and Prof. Christopher Manfredi
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Rong Yun and Yucong Wang
Natacha Zénié and Jean-François Marcoux
Vickie Yuchan Zhao and Alex Ionescu

LEADING BY EXAMPLE

HOW ONE FAMILY'S GIFT IS SHAPING THE STUDY'S FUTURE

When the Ma-Benzacar family first visited The Study during Open House in the Fall of 2022, they were exploring options for their eldest daughter, Sydney '29. But by the end of the tour, it was their youngest, Charlie '32, who made the boldest decision. Without hesitation, she declared, "This is my school." Though the idea of moving their then seven-year-old to a new environment brought understandable hesitation, the warmth and attentiveness of student ambassadors, faculty, and staff quickly put the entire family at ease. "Everyone we met was so engaged and inclusive," Katherine recalls. "It left a lasting impression."

As they settled into school life, opportunities to engage more deeply with the community came naturally. What began as informal conversations evolved into meaningful involvement, whether supporting the Lunar New Year fundraiser or asking how they could help bring a major capital project across the finish line. Katherine and Marc hadn't set out to take on leadership roles, but the more they connected with fellow parents and learned about the school's vision, the more inspired they became. "It just made sense to give back," Katherine shared. "Being part of something where people show up so willingly is really motivating."

That shared commitment to community is part of the Ma family's DNA. Led by patriarch Stanley Ma, who immigrated to Canada in 1968 with just \$100 and went on to build a thriving business, the family has long prioritized giving back. Alongside his wife Claude St-Pierre, Stanley has supported hospitals and community organizations across Canada, and now, The Study. Their philanthropy reflects a belief that strong communities are shaped by shared investment and purposeful action.

The Claude and Stanley D.K. Ma Family Foundation's \$500,000 leadership gift to the Active Outdoor Learning Spaces (AOLS) project is a powerful reflection of their values.

With children who each approach learning in their own way, Katherine and Marc were drawn to AOLS as a symbol of The Study's inclusive, student-centered approach. "It celebrates the idea that there isn't just one way to learn or one path to success," they shared.

For the Ma-Benzacar family, leadership means listening, showing up, and helping to build something lasting. Their support of AOLS isn't just helping shape a physical space, it's helping shape a culture. One that reflects creativity, empathy, and the limitless potential of young learners when their school community believes in them. 🌱

“We felt the need to give back to the school because we feel the school has given so much to us.”

— KATHERINE MA



THE MA-BENZACAR
FAMILY: MARC BENZACAR,
KATHERINE MA, SYDNEY
BENZACAR '29 AND
CHARLIE BENZACAR '32

BUILDING THE NEXT CHAPTER IN SOGA'S LEGACY



SOGA ALUMNAE
ASSOCIATION
CO-CHAIRS,
(L TO R) AMANDA
EAMAN '97
AND RACHEL
CYTRYNBAUM '98



SOGA EXECUTIVE BOARD:
(L TO R) ARIANA GUALTIERI '24,
RACHEL CYTRYNBAUM '98,
LAUREN RUDOLPH
HESELTON '05, PAULINA
FLORES-RUTENBERG '90,
EMILY RITCHIE '90, AMANDA
EAMAN '97, ELISA DEL
BALSO '06

MISSING FROM PHOTO:
TIFFANY ASSALY '16, SABRINA
DAOUD '20, SYERA DEL
BELLO '20, ISABELLA
GUALTIERI '22 AND ERIKA
(FLORES) LUDWICK '88.

Study Old Girls' Association (SOGA) Co-Chairs, **Amanda Eaman '97** and **Rachel Cytrynbaum '98**, have been instrumental in strengthening the alumnae community, driving financial success, and fostering a culture of giving back. Both with daughters currently attending the school (Clementine Castle '28, Emily Pearce '28, and Jessica Pearce '30), they balance their roles as parents and alumnae to propel SOGA's growth and positive impact on past and present students.

Their vision is to build a vibrant, multigenerational community where alumnae connect meaningfully — through dynamic social events, impactful professional networking, and even as a supportive mother's network that fosters deeper ties. "As a parent, I've come to appreciate the true value of SOGA even more. My eldest, now in Grade 8, is starting to ask thoughtful questions about her future — who she wants to be, and what path she might take. Through this network, she has the opportunity to connect with alumnae who can offer real-world insight and inspiration," says Rachel.

They were enthusiastic to take on this role, one thoughtfully revived by the Flores sisters, **Erika Flores Ludwick '88** and **Paulina Flores-Rutenberg '90**, who brought a renewed sense of alumnae community with them. Inspired by their leadership, Amanda and Rachel have continued to grow the alumnae experience with warmth, creativity, and a deep sense of connection.

In 2021, to generate philanthropic momentum, they kicked off fundraising with new SOGA-exclusive merchandise. The first-ever SOGA hoodie was a wildly successful venture

that tapped into unexplored potential. "We're both highly goal-driven and work exceptionally well as a team. When we see an opportunity, we act," says Rachel. Amanda adds, "The Study has truly empowered us to try new things and cleared the path for us to make them happen."

SOGA's mission is to support the school's philanthropic initiatives and champion their own fundraising efforts. When a funding gap emerged for our annual scholarship at The Study's sister school in Nicaragua, the Co-Chairs stepped in. "It was a no-brainer," says Amanda. "When an opportunity arises to make a difference, we jump in!"

Their most exciting recent initiative was the new SOGA Legacy Scholarship, a one-time merit-based award for an incoming Kindergarten student who is the daughter of a legacy family. Celebrating generational bonds within The Study community, it reflects SOGA's commitment to supporting future lifelong learners. "It's so exciting, and I think this is our legacy to SOGA," says Amanda.

In collaboration with our Advancement Department, Amanda and Rachel are also launching the SOGA Network, a platform designed to strengthen alumnae-school connections.

The SOGA Network app promotes mentorship, networking, and lifelong engagement. "It's a community within a community," says Rachel. "It allows for a deeper exchange between past and present students who share the same core memories and values. The Study experience is an instant conversation starter." Amanda adds, "The more you put into it, the more you'll get out of it."

They've also created a welcoming environment across generations by consistently attending events and building relationships. "We want to be inclusive and encourage people to attend events dedicated to their age bracket but also come out for other networking events," says Rachel. The open leadership style of the SOGA co-chairs continues to engage and strengthen the alumnae community. 📖

Learn more about the SOGA Network by flipping to the inside back cover



ABOVE ARIANA HOLOWKO '36 CUTS THE STUDY'S 109TH BIRTHDAY CAKE ALONGSIDE OUR OLDEST ALUMNA, MIRIAM TEES '40. THERE ARE NEARLY 100 YEARS BETWEEN THEIR GRADUATING YEARS!

RIGHT (L TO R) AMANDA EAMAN '97 AND RACHEL CYTRYNBAUM '98, SOGA CO-CHAIRS, UNDERLINED THE STRENGTH OF THE STUDY'S COMMUNITY, ESPECIALLY ITS ALUMNAE NETWORK.

Founder's Day & Homecoming 2024

Founder's Day is a special occasion on our school calendar to honour Miss Gascoigne's legacy and the enduring traditions on which The Study was built. In 1915, Miss Gascoigne founded a small school for six pupils in the study of her home—a humble but ambitious beginning for what was to become The Study. Dissatisfied with the girls' schools of the day, she envisioned a different kind of education, "teaching things that really matter," where learning extended beyond the classroom and girls were exposed to the world's vast possibilities.

Like the women who paved the way for her, Miss Gascoigne broke down barriers and generations of Study girls flourished thanks to her innovative teaching philosophy. She was a strong, visionary woman, driven by her convictions and determination to provide a unique education for girls. On Founder's Day, our community gathers to honour and celebrate her legacy.



Many trailblazers have passed through our doors over the school's 109 year history, and many have been recognized on Founder's Day with the prestigious Judy Elder Alumna Award. This year's recipient was **Dr. Lucie Opatrny '91**, the first female President and Executive Director of the McGill University Health Centre.

As per tradition, the youngest Kindergarten student and most senior Old Girl in attendance cut the school's birthday cake together, and everyone celebrates with cupcakes.

LEFT SOPHIE HUNT '25, ALUMNAE PREFECT; KATHY ELDER '75, SISTER OF JUDY ELDER; DR LUCIE OPATRNY '91, JUDY ELDER ALUMNA AWARD WINNER; RAMA JAMAL ALHASHEMI '25, HEAD GIRL; AND KIM MCINNES, HEAD OF SCHOOL AT OUR FOUNDER'S DAY ASSEMBLY.



ABOVE CLASS OF 2004 SHOWED UP STRONG FOR A WARM AND FRIENDLY HOMECOMING, WITH EVEN A BABY IN TOW!

BELOW ALUMNAE AND STUDENTS CAME TOGETHER FOR THE ANNUAL HOMECOMING ALUMNAE BAND SESSION.

What a wonderful Homecoming weekend! We were thrilled to welcome large gatherings from the classes celebrating their 10th and 20th reunions. The Class of 2014 had a special moment as they opened their 10-year time capsule, while the Class of 2024 enjoyed bonding time as they decorated their own time capsules. We were also delighted to celebrate the Class of 1974's 50th anniversary with a heartwarming walk down memory lane, sharing their yearbook photos and memorable blurbs. It was truly a weekend full of connection, nostalgia, and celebration!



BELOW CLASS OF 1974 CELEBRATING THEIR 50TH REUNION. (L TO R) CATHERINE OLIVER, ANDREA (PATCH) SMITH, JULIE (TURNER) BRENNAN, CARRIE MCDUGALL, KATHARINE MUNRO, BARBARA AMSDEN.



SAVE THE DATES FOR FOUNDER'S DAY & HOMECOMING 2025

110th ANNIVERSARY

FRIDAY, OCTOBER 3RD

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

SATURDAY, OCTOBER 4TH

SOGA Annual General Meeting, Reunion Brunch for all classes, particularly those with milestone celebrations (years ended in 5, 0), Student-guided tours, Class of 2015 Time capsule opening

SOGA EXECUTIVE 2024-2025

CO-CHAIRS

Amanda Eaman '97 and Rachel Cytrynbaum '98

SECRETARY

Syera Monet Del Bello '20

TREASURER

Lauren (Rudolph) Heselton '05

ALUMNAE PREFECT

Sophie Hunt '25

ALUMNAE OFFICERS

Erika Flores Ludwick '88
Emily (Beckerleg) Ritchie '90
Paulina (Flores) Rutenberg '90
Elisa Del Balso '06
Nadine Chalati '10
Tiffany Assaly '16
Sabrina Daoud '20
Isabella Gualtieri '22 and Ariana Gualtieri '24

DIRECTOR OF ADVANCEMENT

Lindsay Woods

PINK TEA : LE THÉ DE L'ÉGALITÉ HONORER L'ACTION COLLECTIVE

Nos élèves et leurs parents se sont réunis dans les nouveaux espaces d'apprentissage actif en plein air pour un événement tout spécial : le Pink Tea, organisé pour souligner le 95e anniversaire de l'affaire « personne », un moment crucial de l'histoire du Canada. Plus qu'un simple après-midi festif, ce moment de rencontre a permis à notre communauté de réfléchir à la défense des droits des femmes, à l'égalité des genres et au pouvoir de l'action collective.

Nos élèves de 4e et 5e secondaire se sont glissées dans la peau des Célèbres Cinq — Emily Murphy, Nellie McClung, Louise McKinney, Irene Parlby et Henrietta Muir Edwards, les femmes courageuses qui ont lutté pour que les femmes soient reconnues comme des « personnes » au sens de la loi canadienne. Vêtues de costumes d'époque, elles ont animé une captivante chasse au trésor pour nos plus jeunes élèves, tout en partageant les luttes et les victoires de ces pionnières.

« pour réfléchir à la façon dont la lutte pour l'égalité se poursuit encore aujourd'hui. »



OUR MINI FORCE STUDENTS TOOK THE LEAD AT THE PINK TEA (L TO R) CATHERINE MAIETTA '31, HANYU (ISABELLA) QIN '31, ENHE (ANGELINA) KUANG '31

SOCIAL STUDIES STUDENTS DRESSED IN ERA-APPROPRIATE OUTFITS (L TO R) XIWEN (AMY) GUO '25, GABRIELLE TESSIER '26, INGRID GANTT '26, SOPHIE HUNT '25



L'événement a permis aux parents et aux élèves de vivre l'histoire autrement et de réfléchir à la façon dont la lutte pour l'égalité se poursuit encore aujourd'hui.

L'orchestre de l'école a joué ses plus grands succès en direct, ajoutant une touche musicale et festive à l'événement pendant que les invités dégustaient du thé rose et des biscuits. Ce moment marquant a aussi été l'un des tout premiers rassemblements tenus sur notre nouvelle façade du campus inférieur, un espace magnifique et accueillant, parfait pour une occasion aussi mémorable. 🍵



ALICIA YANG '22 shares reflections on finding her footing again after two years away from dance, and how her time at CLI Conservatory in South Hampton, Massachusetts, has shaped her personal and professional growth.

The CLI experience is a challenging yet rewarding personal and professional growth journey, one I've been able to navigate thanks to the strong foundation and skills I developed at The Study. Training with world-renowned choreographers pushes me physically and mentally, especially after spending two years at Pearson College UWC (United World College), isolated in the woods without dance classes. Every morning,

I stretch my body beyond its comfort zone, connect with my soul, take risks, and expose myself to a talented group of dancers – an undeniably challenging but transformative experience.

Dancing alongside the industry's next stars has sparked moments of intense stress, where I questioned my love for dance and even my purpose. But showing up matters most, and at times, I've cried tears of joy, grateful for the opportunity to be exactly where I am. Being surrounded by talented, like-minded, and hardworking dancers is both exceptional and inspiring.

At CLI, I've grown not only as a dancer but also as a person. I've worked to shift my competitive mindset, learning to appreciate the uniqueness of others and discovering my own voice. By mastering my thoughts, I've developed the confidence to believe in myself, even when others don't. I've learned to perform under pressure and to care for my well-being, always keeping in mind that we're humans first and dancers second. It's only now that I truly appreciate how much The Study shaped that mindset – looking back, I can see how well it prepared me to navigate these kinds of demanding experiences with confidence and clarity. This has allowed me to rest and explore other facets of myself, fueling my craft. Most importantly, I've learned to shape my vision for my future career. 🍷

Dr. Lucie Opatrny '91



Dr. Lucie Opatrny '91, the first female President and Executive Director of the McGill University Health Centre, has spent her career breaking barriers and making a lasting impact. Her path in leadership roles in health services began in 2012 when she became the youngest – and first woman – director of Professional Services at St. Mary's Hospital, a role that marked the start of her trailblazing journey. →



“The school is a support system that builds self-awareness while teaching humility,... It tells you, ‘You can do this,’ and is always there to catch you if you fall.”

— DR. LUCIE OPATRNY '91



KINDERGARTEN STUDENTS JOYFULLY SING HAPPY BIRTHDAY, A BELOVED FOUNDER'S DAY TRADITION.

A proud Study Lifer, Lucie recently received the Judy Elder Alumna Award at Founder's Day, a moment made even more meaningful by the presence of retired teachers who had shaped her journey. “The fact that they took the time to come back to see me speak was incredibly unique and special,” she reflects. “It made me feel like I must have meant something to them, too.”

Lucie's academic foundation began at The Study, where forward-thinking programs, including early access to computers in the 1980s, sparked her curiosity across disciplines. “The personalized teaching at The Study opened doors for me to envision myself in any field,” she recalls, noting how exposure

to subjects ranging from fine arts to medicine shaped her mindset. That broad approach led to her MD at McGill, MSc in Epidemiology and Biostatistics at McGill and a Master's in Health Care Management from Harvard University. “I've always sought roles that challenge me to think critically and reflect,” she says.

Her approach to influence and innovation, rooted in transparency, integrity, and collaboration, has been central to navigating the complexities of healthcare administration. “Leading by example, being honest with your values, and empowering your team are critical to fostering an environment where new ideas can thrive,” she explains. These values were instilled early on at The Study, where teachers often went above and beyond. She fondly remembers how, when she had to choose between history and science in Grade 10, her teacher created a lunchtime study group to keep her passion for history alive.

During Quebec's COVID-19 response, her ability to unite teams across the province proved invaluable in her role as Associate Deputy Minister and National Medical Director of Pre-Hospital Emergency Services. When we welcomed Lucie back to campus for Founder's Day, she shared her journey with our students, encouraging them to believe in their potential. “You can do great things,” she told them — words that reflect not only her own path but also the confidence instilled in her at The Study. “The school is a support system that builds self-awareness while teaching humility,” Lucie shared. “It tells you, ‘You can do this,’ and is always there to catch you if you fall.”

Today, Lucie works to create environments where people feel valued, supported, and empowered to do what once seemed impossible. When asked what drives her success, she points to her belief in the power of the collective: “My goal is to make it possible for my team to feel that we can do great things together.”

A true Study girl at heart, Lucie reminds us all that anything is possible when we lead with purpose and passion. 🌟



Class Notes

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

BIRTHS

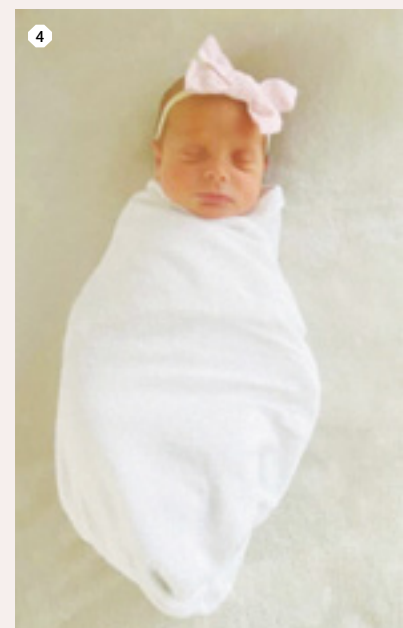
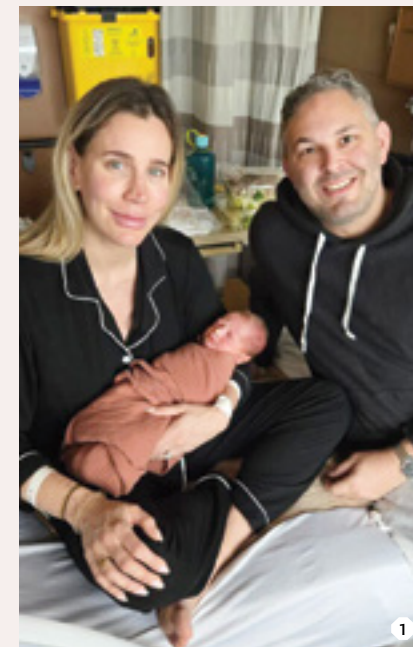
NATALIE MONGEAU '03 and her husband, Michael Doctor, welcomed their son Cooper Davis Doctor on January 29, 2025. Aunts **Heidi Doctor '92** and **Jill Doctor '95** are thrilled as is grandmother Susan Orr-Mongeau, The Study's retired Director of Communications.

HAYLEY (SHANNON) ADLER '04 and her husband, Justin Adler, celebrated the arrival of their son, Easton Anders Adler. Though he made an early entrance, he was a strong 6 lbs 13 oz. His big brother, Leif, has embraced his new role with love and care, making their growing family even more special. **Photo 1**

CAROLINE MORGAN '06 and **ARIELLE MORGAN '08** each had babies just two weeks apart. Cousins Felix (Caroline's son) and Sophie (Arielle's daughter) recently celebrated their first birthdays. Though they live in different cities, Arielle and Caroline have been swapping stories and comparing notes from afar. The whole family enjoys the happy chaos when everyone gets together. **Photo 2**

IONA (GALBRAITH) MITCHELL '07 and her husband, Nick Mitchell, welcomed their son, Theo, on August 29, 2024. Born six weeks early, Theo spent a month in the NICU before joining his family at home. Now thriving, he is adored by his big sister, Isabel. **Photo 3**

KELLY DAVID '09 and her husband, Mark-Andrew, are thrilled to welcome their first child, Rêve, born on February 18, 2025. This little bundle of joy has already brought so much love and excitement into their lives. Rêve dreams of becoming a Study girl one day! **Photo 4**





Class Notes

WEDDINGS

AUDRÉE GERVAIS '07 married Etoile Imama last May, surrounded by cherished Study friends. **Lyla Bussi res, Kieve Pauz -Huang, Violaine Saint-Cyr,** and **Marta Cybulsky,** all class of '07, were all there to share in the joy of her special day. **Photo 1**

SARAH FORTIN '10 and Nicolas (Nico) Crevier were married on September 14, 2024, in Montreal. Among those celebrating their special day was one of Sarah's bridesmaids — a lifelong Study friend since their kindergarten days in 1998. **Photo 2**



KEEPING IN TOUCH

MIRIAM TEES '40 celebrated an incredible milestone — her 102nd birthday — with a special visit from The Study's admin team, honouring her legacy and connection to our community.

Photo 3

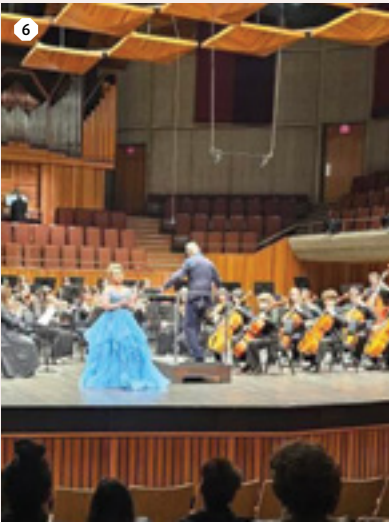
AMANDA EAMAN '97 is a Montreal-based stylist with a sharp eye for fashion and a passion for helping clients feel their best. After studying Fashion Marketing, she built her own client base, "I love learning about each client's needs and lifestyle to offer personalized recommendations that fit their budget and style." Amanda continues to grow her career, offering expert styling to clients of all backgrounds.

KIEVE PAUZ -HUANG '07 has been successfully running her artisanal jewellery business since 2019. Her maternity keepsakes honor the mother-child bond, while her bold, feminist designs spark conversation. Fresh from showcasing at Toronto's One of a Kind Show, she's now focused on expanding her engagement ring line and creating more custom pieces. **Photo 4**

MARIAN BENNETT '08 celebrated her baby shower with a special "Stud Hut reunion." It was a fun-filled gathering, perfect for reconnecting and reminiscing. Joining her were **Daphne Pungartnik, Julia Balit, Emilie Johnsson, Andr anne Beaudoin, Laura Gregory,** and **Danielle Hum,** all class of 2008. **Photo 5**

OLIVIA HANCINSKY-CHARETTE '14 took center stage for her master's graduate recital in voice performance on April 3rd at the University of Victoria. A soprano coloratura, she was a featured singer in Pacific Opera Victoria's Coloratura Series and performed in the chorus of Osvaldo Golijov's Spanish opera *Ainadamar*.

Photo 6



TAYLOR GEYER '15, a qualified lawyer and barrister (UK), has joined the esteemed London commercial firm DKLM LLP as a litigator specializing in high-value commercial and residential property disputes. She got engaged on March 31, 2024, in Vienna. After celebrating in Montreal, they plan a civil marriage in October 2025 at London's Old Marylebone Town Hall, followed by wedding celebrations in Tuscany, Italy, in May 2026. **Photo 7**

TIFFANY ASSALY '16 has taken a bold step this year by launching her own creative agency! Passionate about empowering female entrepreneurs, Tiffany now helps wellness businesses amplify their brands through strategic social media. With a focus on the lifestyle space, she is dedicated to supporting and elevating women-owned businesses, creating lasting impact and driving growth. **Photo 8**

MIKAELA LUDWICK '16 and Luca Saputo are excited to announce their engagement, which took place in November in Milan. The couple currently resides in Bologna, Italy, and will divide their time between Montreal and Bologna. They are looking forward to celebrating their wedding in June 2026.

Photo 9

STEPHANIE TRENHOLME '91 is celebrating an exciting milestone! Her second children's book, *Little Lola Frenchie Bakes a Cake*, has recently been published. **Photo 10**

SYERA MONET DEL BELLO '20 is training for her third marathon. As she wraps up her third year at the University of Toronto Mississauga, her running club is collaborating with Red Bull for the Wings for Life race; a fundraiser for spinal cord research! **Photo 11**

ABIGAIL RITCHIE '20, a 2025 graduate of Smith School of Business at Queen's University, is eager to return to Montreal. She will travel to Australia for a month with **Isabella Rutenberg '20** before joining National Bank. Abby looks forward to reconnecting with fellow Old Girls in Montreal and embarking on this exciting new chapter.



Class Notes

PASSAGES



'36 SYDNEY (FISHER) DUDER passed away peacefully in March 2025 at 103. As our eldest alumna, she was part of a family deeply connected to the school's legacy — sister to the late **Claire Kerrigan '42*** and **Martha Hallward '48**, and aunt to former trustee **John Hallward** and several Study alumnae, including **Dr. Carolyn Kerrigan '68**, **Lucy Kerrigan '70**, **Peggy Hallward '74**, **Dr. Faith Paterson '76**, **Annabel Hallward-Golden '80** and **Laura Hallward '11**. Sydney dedicated over 70 years to McGill University, earning multiple degrees and teaching at the School of Social Work for nearly five decades. A pioneer in program evaluation and quantitative methods, she inspired generations of students with her passion for research and education. Sydney's kindness, intellectual curiosity, and commitment to learning will be remembered, and her enduring legacy will continue to shape future generations.

** sadly predeceased*



'48 MARIGOLD JEAN (SAVAGE) HYDE passed away peacefully at 93 in Montreal. Marigold remained closely connected to the school throughout her life, attending many events and becoming a familiar face to longtime faculty and staff. Her legacy at The Study continued through her daughters, **Susan (Hyde) FitzPatrick '76** and **Cynthia (Hyde) McCoubrey '81**, and her granddaughters, **Amanda (McCoubrey) Floyd '08** and **Meghan McCoubrey '10**. Marigold's lifelong dedication to education, research, and volunteerism left a meaningful impact on her community. She will be remembered for her warmth, generosity, and enduring ties to The Study family.



'53 DOROTHY (MCINTOSH) WATERSTON died peacefully in Toronto on November 25, 2024. A dedicated Study alumna, Dorothy remained dedicated to the school long after graduation. As a loyal parent to two Study graduates, **Elizabeth (Waterston) Fanjoy '83** and **Heather (Waterston) Felton '89**, she strengthened her bond with the school by serving as a Director and Secretary on the Board of Governors from 1979 to 1984. Dorothy's kindness, warmth, and tireless support of The Study community left a lasting impact. She will be remembered for her leadership and unwavering belief in the values of education, family, and service.



'64 DIANA STEPHENS passed away on April 1, 2024, in British Columbia. Diana's lifelong creativity and adventurous spirit were reflected in her love of art, travel, and exploration. She found joy in sculpting with marble, alabaster, and bronze and painting seascapes inspired by her beachcombing adventures. Diana's legacy at The Study also lives on through her sisters, **Mary Pat (Stephens) Hebert '65** and **Caroline (Stephens) Marshall '68**. She will be remembered for her artistic passion, compassion, and warm-hearted nature that touched all who knew her.



'65 PENELOPE JOYCE GOLT DOLMAN, born April 6, 1948, peacefully passed away in 2024. Penelope, part of a legacy family, carried forward her family's connection to the school with pride. After graduating from The Study, she earned a degree in Mathematics from Concordia University. She later pursued a Master's in International Business Management at The Thunderbird School of Global Management in Arizona. An accomplished photographer, she co-founded Hot Shot Photography in the 1980s, capturing Arabian horses, Arizona sports teams, and marketing campaigns for the Phoenician Hotel. A passionate animal lover, Penelope was a dedicated supporter of the Canine Companions charity. She will be remembered for her sharp intellect, creativity, and compassionate spirit.



'78 DOROTHY (DURNFORD) SUTTON passed away on July 13, 2024, after a courageous battle with cancer. Dorothy earned her PhD from McGill University and had a distinguished career at Environment Canada, where her scientific brilliance and dedication left a lasting impact. She will be remembered for her leadership, generosity, and unwavering commitment to education and science.



'08 LAURA MEI SILVIUS was born on 2 April 1991 in Changzhou, China, and died at 33 in Montreal. A "lifer," Laura spent 12 years at the school, forming lifelong friendships and creating cherished memories. Her warmth, vibrant spirit, and unwavering advocacy for mental health and the empowerment of young women left a lasting impression on those who knew her. After The Study, Laura earned a B.A. in Sociology from Concordia University. She enjoyed beach walks, sunsets, and time with her beloved cats, Fred and Fan-Fan. Laura's kindness, humour, and deep love for her family will be remembered by those fortunate to have known her.



GEORGE HUCAL peacefully passed away on September 11, 2024, surrounded by his beloved family. Father to Study alumnae **Andrea Hucal '96** and **Katrina Hucal '99**, he was a devoted supporter of The Study for 17 years. His leadership as Treasurer of the Board of Governors and The Study School Foundation was instrumental in the school's growth, including the Gymnasium's construction. A McGill graduate, he had a distinguished career in investment banking. Known for his wit, kindness, and dedication, he will be deeply missed.



HUGH DAVID JAMES GREGORY peacefully passed away at home at 91. A loving father to **Victoria (Gregory) Scott '76**, **Diana Gregory '79**, and **Pamela Gregory '81**, he was a cherished member of The Study community. As a past parent, former Chair of the Board of Governors, and Former Trustee, his leadership shaped the school's growth. A McGill Law graduate, he practiced in Montreal for nearly 50 years. Above all, he treasured family time at Lake Memphremagog.



Leading with Purpose

A LEGACY OF VISION AND STEWARDSHIP

Leadership is about foresight, responsibility, and the courage to make decisions that shape the future. The Study School Foundation’s role has always been to ensure the long-term financial well-being of this important institution, allowing it to support girls’ education for generations to come.

Nine years ago, when The Study took the bold step toward independence, the leadership of our Board of Governors and Foundation Trustees laid the groundwork for a successful transition. Recognizing the need for financial security, we have built a robust endowment to ensure the school’s stability and autonomy.

Our guiding principle, *Get. Guard. Grow.* reflects our commitment to fiscal responsibility. We continue working to Get the resources through strategic fundraising and strong donor partnerships, Guard these assets with care, and Grow our financial resources to continually invest in initiatives that enhance the student experience.

A key example of this leadership is our support for innovative initiatives like the AOLS Project, which is enriching students with forward-thinking learning experiences. By funding projects that push educational boundaries, we ensure The Study remains a leader in academic excellence.

Looking ahead, we remain committed to protecting and strengthening The Study’s financial health, ensuring our school remains a place where young women grow into tomorrow’s leaders.

GET. GUARD. GROW.

The Study School 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 role of The Trustees is to continue to raise funds, be good stewards, and grow financial gifts through careful planning and investing.

Ambition et Intention

UN HÉRITAGE DE VISION ET DE GESTION RESPONSABLE

Le leadership, c’est la prévoyance, la responsabilité et le courage de prendre des décisions qui façonnent l’avenir. À la Fondation de The Study, notre rôle a toujours été d’assurer la santé financière à long terme de notre institution, afin qu’elle prospère pour les générations à venir.

Il y a neuf ans, lorsque The Study a franchi l’étape audacieuse de l’indépendance, le leadership de notre Conseil des gouverneurs et des fiduciaires de la Fondation a préparé le terrain pour une transition réussie. Conscients de l’importance de la sécurité financière, nous avons constitué un solide fonds de dotation pour assurer la stabilité et l’autonomie de l’école.

Notre principe directeur, «Cumuler, Conserver, Croître», reflète notre engagement envers la responsabilité financière. Nous continuons à travailler pour obtenir des ressources grâce à une collecte de fonds stratégique et à des partenariats solides avec des donateurs, protéger ces actifs avec soin et accroître nos ressources financières afin d’investir continuellement dans des initiatives qui améliorent l’expérience des élèves.

Un exemple clé de ce leadership est le soutien que nous apportons à des initiatives innovantes telles que le projet AOLS, qui permet aux élèves de vivre des expériences d’apprentissage tournées vers l’avenir. En finançant des projets qui repoussent les limites de l’éducation, nous nous assurons que The Study demeure une leader en matière d’excellence académique.

Quant à l’avenir, nous restons déterminés à protéger et à renforcer la santé financière de The Study, en veillant à ce que notre école demeure un lieu où les jeunes femmes deviennent les leaders de demain, tout en garantissant son héritage pour les générations futures.

F. William Molson

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

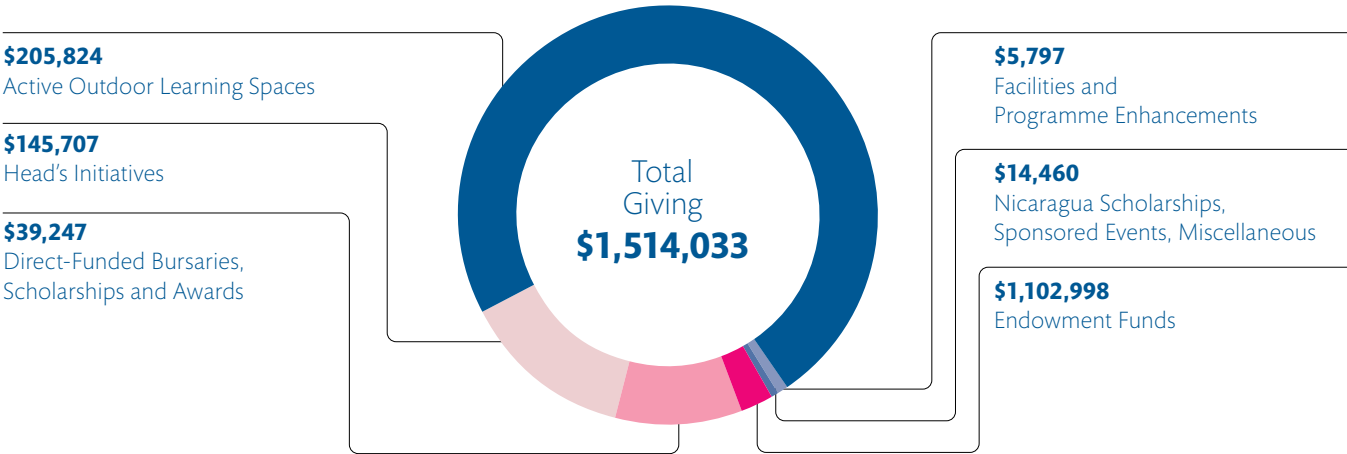
CUMULER. CONSERVER. CROÎTRE.

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, 2023 – June 30, 2024

Your Gift Designations

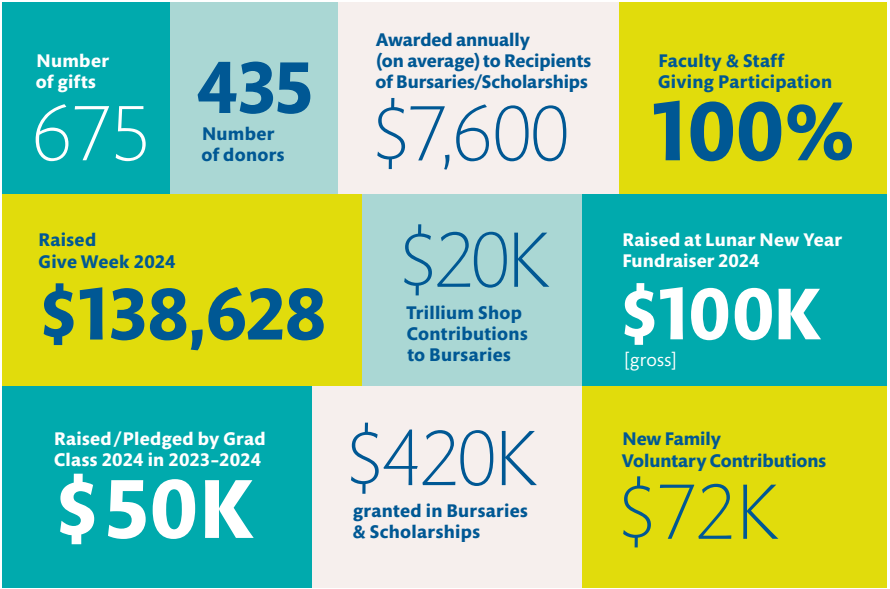


Annual Giving Fund

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 enhancing academic programmes and extracurricular activities, fostering a high-quality and comprehensive educational experience.

Philanthropy in Action

Primary Facts include:



Great Women of Tomorrow Bursary

Established in 2024, by the Claudine and Stephen Bronfman Family Foundation and supported by The Molson Foundation, the Great Women of Tomorrow Bursary embodies the visionary leadership and foresight required to create a lasting legacy that ensures access to The Study for young women from diverse socio-economic backgrounds. We are thrilled to award its first recipients for the 2025-2026 academic year, marking a pivotal moment in our commitment to fostering inclusivity and excellence in education.

Establishing this bursary is a testament to the leadership it takes to proactively address the need for diversity, creating opportunities where there once may have been barriers. By opening the doors of our institution to a broader range of voices and experiences, we are enriching our community and providing our students with the opportunity to lead in a world that values diverse perspectives.

As we look to the future, we aim to raise an additional \$2 million to secure this fund in perpetuity, ensuring that the Great Women of Tomorrow Bursary continues empowering future generations of women leaders. We call upon our community to join us in this endeavour, and together, we can shape a future defined by inclusive leadership, innovation, and progress.

If you know a family who would be an excellent fit for this bursary, please share this message with them. For more information, please scan the QR code.



Thank you to our donors

MERCI À NOS DONATRICES ET À NOS DONATEURS

LIFETIME GIVING

Lifetime Giving celebrates not how much one gives but the simple act of giving, year after year. You, our lifetime donors, understand The Study's mission and vision and have supported our school over many years. Thanks to your show of confidence, long-term commitment, and philanthropic leadership, our students have remarkable opportunities. We are proud to honour and celebrate your loyalty.

This list includes gifts made to all campaign years where information was readily available. It excludes sponsorships, auction purchases, event participation fees and dues.

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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 is associated 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.

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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 included The Study in their estate planning—will you?

Scan here to learn more





GRADUATING CLASS OF 2024 LEAVES A MARK

CLASS GIFT OF \$50,000

A POWERFUL FIRST-TIME ACT can spark a tradition that inspires and unites future alumnae. With the 2024 Grad Class Fund (over \$50,000 dedicated to Greatest Needs) the Class of 2024 proudly sets the stage for others to follow.

This act of philanthropic leadership and appreciation by the graduates' families and initiated by a dedicated group of parents, exemplifies their commitment to shape a legacy that will benefit future generations of students.

As part of their gift, 10% of funds raised in its inaugural year were allocated to the Music Department, as chosen by the graduates themselves. This thoughtful contribution reflects the class's commitment to supporting the programmes that have enriched their educational experiences at The Study.

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**remembered with appreciation*

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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 2023 to February 2025

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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, Director of Advancement at lwoods@thestudy.qc.ca



Wherever life takes you, you're never far from another Study Girl.

SOGANetwork.com

The SOGA Network is an online space to reconnect, uplift, and grow – together. Whether you're exploring new career paths, offering guidance from years of experience, or simply reaching out for travel recommendations, this is where shared stories spark new possibilities.

Across generations, cities, and career paths, our alumnae show up for each other – as mentors, collaborators, champions, and friends.

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