THE STUDY MAGAZINE – 2026

trillium





L'HÉRITAGE QUI NOUS FAÇONNE

THE LEGACY THAT BUILDS US

The Study

TRILLIUM
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FRONT COVER AARIA CHAKRABARTI '31

(L TO R) HARPER LOPEZ '37, MARIA GUZZO '32, BAYLEY FINKELSTEIN '33, AND MAÏA ATARA '36



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LEGACY

"Alone we can do so little; together we can do so much."

– HELEN KELLER

As we reflect on the milestone of our 110th anniversary, I am filled with profound gratitude and joy. Since 1915, The Study has been a beacon of empowerment, guided by the enduring belief that "**The World Needs Great Women.**" Today, the strength of our long and beautiful history serves as the vital foundation for everything we continue to build together.

At the heart of our legacy is a story of extraordinary teaching. We owe an immeasurable debt of gratitude to the generations of dedicated educators whose passion, wisdom, and unwavering commitment have shaped thousands of graduates. They are the true architects of this school's success — and their influence echoes far beyond our classrooms, into the lives of every young woman who has walked through our doors.

We are equally grateful for the remarkable generosity of our donors. As a non-profit school, The Study's ability to thrive, innovate, and grow rests squarely on your support. Your gifts are not simply financial contributions — they are investments in the futures of our students, in the excellence of our programs, and in the continued relevance of our mission. Because of you, we remain at the forefront of educational innovation, and our school continues to flourish.

Together — our educators, our donors, our families, and our broader community — we are writing the next chapter of this remarkable institution. I invite each of you to continue this journey with us as we look toward our next century with confidence, purpose, and immense hope.

In closing, my deepest thanks go to my fellow Board members, our Foundation Trustees, and our Head of School, whose tireless stewardship and inspired leadership carry us forward every single day.

With heartfelt gratitude,



« Seuls, nous pouvons faire si peu; ensemble, nous pouvons faire tellement. »

– HELEN KELLER

Alors que nous réfléchissons à l'importante étape que représente notre 110e anniversaire, je suis remplie d'une profonde gratitude et d'une grande joie. Depuis 1915, The Study est un phare d'émancipation, guidé par cette conviction durable : « **The World Needs Great Women** ». Aujourd'hui, la richesse de notre longue et belle histoire demeure le fondement essentiel de tout ce que nous continuons à bâtir ensemble.

Au cœur de cet héritage, se trouve une histoire d'enseignement exceptionnel. Nous devons une immense reconnaissance aux générations d'éducatrices dévouées dont la passion, la sagesse et l'engagement indéfectible ont façonné des milliers de diplômées. Elles sont les véritables architectes du succès de cette école, et leur influence résonne bien au-delà de nos salles de classe, dans la vie de chaque jeune femme ayant franchi nos portes.

Nous sommes également profondément reconnaissants envers la remarquable générosité de nos donateurs. En tant qu'école à but non lucratif, la capacité de The Study à prospérer, à innover et à évoluer repose directement sur votre soutien. Vos dons ne sont pas de simples contributions financières : ils représentent des investissements dans l'avenir de nos élèves, dans l'excellence de nos programmes et dans la pérennité de notre mission. Grâce à vous, nous demeurons à l'avant-garde de l'innovation en éducation et notre école continue de s'épanouir.

Ensemble — nos éducatrices, nos donateurs, nos familles et l'ensemble de notre communauté — nous écrivons le prochain chapitre de cette institution remarquable. Je vous invite tous à poursuivre cette aventure avec nous alors que nous nous tournons vers notre prochain siècle avec confiance, détermination et un immense espoir.

En terminant, j'adresse mes plus sincères remerciements à mes collègues du Conseil des gouverneures aux fiduciaires de la Fondation ainsi qu'à notre directrice générale, dont le dévouement constant et le leadership inspirant nous permettent d'avancer chaque jour.

Avec toute ma gratitude,

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



ABOVE(L TO R) HEAD OF SCHOOL, KIM MCINNES WITH STUDENTS **(L TO R)** STUDENTS HANNA KARIM '27 AND JEANNE DEUTSCH TOMATIS '36

As we celebrate The Study's 110th anniversary, it may seem at first glance that today's school bears little resemblance to Margaret Gascoigne's small classroom in the study of her home. Yet, when our latest Strategic Plan was developed, *Directions 2021-2026*, it became clear that while The Study has grown and evolved — expanding in size and advancing in pedagogy and technology — our mission, values, and purpose remain true to its founding vision.

In a world that continues to change at an unprecedented pace, it is reassuring to know that the principles that unite our community remain constant. Confident, caring and eager to contribute to the world, the values which have been instilled in our girls act as a guide when both opportunities and challenges emerge. Working in partnership with families, our students are bolstered by a strong foundation that enables them not only to embrace change, but to shape it.

This enduring spirit is reflected in our alumnae; a remarkable network of women connected by shared experiences and a common belief in the value of a Study education. I believe Margaret Gascoigne would be inspired by the students of today and would encourage us to remain true to what makes The Study distinctive as we enter the next 110 years of our history.

I am grateful to our Board of Governors and its Chair, Mrs. Wendy Chui; The Study School Foundation and its Chair, Mr. William (Bill) Molson; our parents, faculty, staff, and alumnae, whose partnership and commitment continue to enrich the experience of every Study girl.

Alors que nous soulignons le 110e anniversaire de The Study, il peut être difficile d'imaginer que l'école dynamique que nous connaissons aujourd'hui trouve ses origines dans une petite salle de classe aménagée par notre fondatrice, Margaret Gascoigne, dans le bureau de sa propre maison. Pourtant, lors de l'élaboration de notre plus récent plan stratégique, *Directions 2021-2026*, une évidence s'est imposée : malgré la croissance remarquable de notre école ainsi que l'évolution des approches pédagogiques et les avancées technologiques qui ont transformé notre quotidien, notre mission, notre vision et nos valeurs demeurent profondément fidèles à l'esprit qui a présidé à sa fondation.

Dans un monde en constante transformation, où les repères changent parfois à grande vitesse, il est réconfortant de constater que les principes qui unissent notre communauté restent les mêmes. Confiantes, bienveillantes et résolument engagées à contribuer positivement à la société, nos élèves s'appuient sur les valeurs qui leur sont transmises pour relever les défis de leur époque et saisir les occasions qui se présentent à elles. En partenariat avec les familles, nous leur offrons des assises solides qui leur permettent non seulement de s'adapter au changement, mais aussi de devenir des agentes de changement.

Cet héritage vivant se reflète également dans notre remarquable communauté d'anciennes élèves. Liées par des expériences communes et par la conviction profonde de la valeur d'une éducation à The Study, elles incarnent la continuité de notre mission à travers les générations. J'aime croire que Margaret Gascoigne serait fière des jeunes femmes qui fréquentent aujourd'hui notre école et qu'elle nous encouragerait à préserver ce qui fait l'essence de The Study tout en regardant avec confiance vers l'avenir.

Je tiens à exprimer ma sincère reconnaissance aux membres de notre Conseil des gouverneurs et à sa présidente, Wendy Chui; à la Fondation de l'École The Study et à son président, William (Bill) Molson; ainsi qu'à nos parents, à nos enseignants et enseignantes, à notre personnel et à nos anciennes élèves. Par leur engagement, leur générosité et leur soutien indéfectible, ils contribuent chaque jour à enrichir l'expérience éducative de chacune de nos élèves et à faire rayonner notre école.

Kim McInnes
Head of School / Directrice générale








September





The Year They Begin to Love Learning

THE DEDICATED EDUCATORS WHO HAVE SHAPED THE STUDY'S YOUNGEST LEARNERS FOR NEARLY 30 YEARS.

For nearly three decades, Anna Kasirer and Line Benoît have welcomed The Study's youngest students into their first experience at school. Head up the stairs to their Kindergarten classrooms and you immediately understand why these teachers are greeted around the city with spontaneous embraces from former students and parents alike. They are warm, thoughtful, and make every child feel deeply understood.

Kindergarten today is not what it was 30 years ago. "When we first started teaching, not all children had gone to daycare," Anna reflects. "Now they have all had experience in group and classroom settings before they start Kindergarten. Screens and technology have changed things. Kids are used to immediate gratification and it's sometimes harder to spark creativity because they're less used to puzzling through things on their own."

Rather than resist these shifts, Anna and Line have adapted thoughtfully. Their approach to phonics incorporates the latest science about reading. Technology is used for production and creating, recording the girls' voices or animating a story. Themes have evolved as well, with more open conversations around inclusivity and diversity. "Different families, two moms, two dads, those conversations weren't happening 30 years ago," Line explains. "The girls are much more aware of the world now and as an experienced teacher, I'm also more comfortable talking about these topics and bringing them to their level."

Yet if the tools and conversations have evolved, the heart of the classroom has not. "One thing that hasn't changed is our focus on social and emotional skills," Anna says. "Yes, we teach academics. But most of our program is about social skills, emotional growth, creativity, and learning to trust yourself."

Central to that sense of security is partnership, both between the two teachers and with families. "The link we have with parents is very strong, probably closer than in other grades," Line says. "Because the children can't always express themselves clearly, that relationship with parents is precious." With two teachers, families know their child is supported from multiple angles. "You always have someone beside you to support you," Line adds.

Kindergarten at The Study is not isolated, it is woven into the life of the whole school. The girls attend assemblies with the other students, participate in House Day competitions, and build friendships with their Grade 6 reading buddies. "They love being with older students," Anna says. "There are lots of hugs!" Even at five years old, the students feel a part of the Study community.

For Anna and Line, their shared goal is simple and profound. "Our main goal, and we tell parents this all the time, is that children like coming to school and like learning," says Line. "If they leave Kindergarten with that, we'll be happy." In a world that continues to shift, their classrooms remain steady in what matters most: children who are known, supported, and confident. That sense of being understood helps young learners succeed, not just in Kindergarten, but throughout their education.

FACING PAGE, CLOCKWISE FROM TOP LEFT: ANNA KASIRER WITH NIKI POORALI QOMI '37; LINE BENOÎT WITH MIA MARCIANO '37; RUBY CRISAN-NGANDUI '37; LINE BENOÎT READS TO **(L TO R)** IRIS MOLDOVEANU '37, CLARA SOUTO '37, HARPER LOPEZ '37, SALOMÉ DEUTSCH TOMATIS '37; ANNA KASIRER WITH NIKI POORALI QOMI '37; ANNA KASIRER WITH EVA IBRAHIM '36

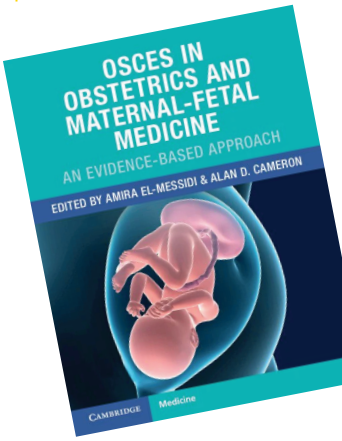
Dr. Amira El-Messidi '95







LEFT DR. AMIRA EL-MESSIDI '95, 1995
BELOW DR. AMIRA'S BOOK, OSCES IN OBSTETRICS AND MATERNAL-FETAL MEDICINE: AN EVIDENCE-BASED APPROACH



JUDY ELDER ALUMNA AWARD RECIPIENT

There is a particular kind of courage required to remain calm in the face of uncertainty. For **Dr. Amira El-Messidi '95,** that courage is not abstract, it is lived daily in the delivery room where high-risk mothers place their trust in her steady hands.

The recipient of the 2025 Judy Elder Alumna Award, Amira embodies the qualities it was created to celebrate: heart-based leadership, ambition to excel, courage to break new ground, and a deep commitment to mentorship. At the heart of her story is not only determination, but the powerful influence of those who believed in her, faculty mentors who shaped her confidence and sense of possibility. That foundation was built early, both in and beyond the classrooms of The Study, where encouragement and guidance became catalysts for her growth.

"I knew I had the support of two principal pillars in my life: my parents and my teachers," Amira explains. "Later, I learned this is what's called the Pygmalion Effect, that we rise or fall to the level others believe is possible for us. In fact, you only need one person who believes in you more than you believe in yourself to succeed. When you find that person, hold on to them, because you will become like those you spend the most time with."

Medicine, particularly obstetrics, demands both technical mastery and emotional intelligence, qualities that define Amira's career. As a physician and Associate Professor in McGill's Department of Obstetrics & Gynecology, she has received 16 teaching awards across departmental, university, national, and international levels. She has also been recognized by her patients with numerous "angel awards" from the McGill University Health Centre Foundation, donations made in recognition of the care she provides.

"Looking back, I realize I became a teacher, not just a clinician, because of the time, care, and energy my own teachers so generously gave me", says Amira.

Her impact extends beyond the bedside. A committed educator and mentor, she has developed undergraduate and postgraduate curricula in obstetrics and maternal-fetal medicine for trainees in developing nations, and pioneered an innovative textbook grounded in evidence-based practice. Amira continues to volunteer her time training and guiding young residents, modeling the excellence and empathy she once observed from her teachers as a student.

"When I submitted my first textbook proposal to Cambridge University Press, I was warned that acceptance rates were extremely low," she says. "But I asked myself: what if I'm the one? That experience taught me a lasting lesson. Do not live in the dimension of probability; live in the dimension of possibility."

The Judy Elder Alumna Award, established in honour of Judy Elder '71, recognizes an alumna who distinguishes herself professionally while inspiring others through her courage and leadership. In Amira's work we see what can grow when ambition is rooted in empathy.

DR. AMIRA EL-MESSIDI '95 AT THE 2025 JUDY ELDER ALUMNA AWARD CEREMONY.

EMPOWERING THE NEXT GENERATION OF WOMEN LEADERS

What does it mean to invest in girls? It means believing that their potential deserves to be matched with opportunity. With a $250,000 commitment to The Study's *Empowerment Fund*, Iffat Salaam and Amir Karim, parents of Hanna '27 in Grade 10, have turned that belief into action.

The Karim family's gift propelled the launch of *Introduction to Business Fundamentals — Educating our Future Women Leaders*, a first-of-its-kind programme developed with HEC Montréal Executive Education. The bilingual programme introduces Grade 11 students to core business principles through hands-on modules at HEC's downtown campus, taught by the university's professors, culminating in ministry credits and an HEC certificate.

"When we first heard about this initiative from Mme Kim (Deputy Head of School), we were immediately impressed!" recalls Iffat. "As a graduate of HEC, my husband Amir is very open about the fact he wouldn't be where he is today without the teaching and experiences of his time there. We were both inspired by the idea of bringing real world business skills, knowledge, and curiosity to the girls — especially at a high school level. Amir and I truly believe that no matter what career path one's daughters eventually take, these critical skills are paramount to becoming well-rounded leaders."

With strong roots in entrepreneurship and a longstanding connection to the Montréal business community, the Karim family saw in this programme more than an enhanced course offering. They saw possibility. Their gift reflects a desire to remove barriers so that young women can see themselves as leaders in industries where their voices are essential.

As The Study celebrates 110 years of educating great women, the Empowerment Fund exists to create experiential learning opportunities that bring students out of traditional classrooms and into environments where their ambitions can feel tangible. Opportunities like this one with HEC are about belief in girls' potential and the power of early exposure to real-world thinking.

"Even though our own daughter is not yet old enough to participate, we were very happy to commit seed funding for this excellent programme for the next five years," explains Iffat. "We sincerely hope that many other parents will be inspired to join us in supporting this programme and making it a permanent, unique course offering at The Study."

Philanthropy at The Study is about participation, not prestige. Transformational gifts strengthen the entire community, expanding opportunity and deepening impact. Whether through volunteering, advocacy, or generosity, every contribution to the school reflects a shared conviction that when we invest in girls, we invest in a future shaped by confidence.

> “We were both inspired by the idea of bringing real world business skills, knowledge, and curiosity to the girls”
>
> — AMIR KARIM AND IFFAT SALAAM



THE KARIM FAMILY, (L TO R) AMIR KARIM, HANNA KARIM ’27 AND IFFAT SALAAM



(L TO R) CHARLOTTE EGGER '30 WITH HER PARENTS, PATRICK EGGER AND CAROLINE SAVOIE

WHERE COMMITMENT *BECOMES* COMMUNITY

CAROLINE AND PATRICK HAVE WOVEN THEMSELVES INTO THE FABRIC OF THE STUDY COMMUNITY THROUGH THEIR TIME, CREATIVITY, AND GENEROSITY. FROM BRINGING EVENTS TO LIFE TO SUPPORTING THE SCHOOL'S FUTURE, THEIR STORY REFLECTS THE MANY WAYS GIVING CAN TAKE SHAPE, AND WHAT IT TRULY MEANS TO SHOW UP.

Philanthropy is not defined by a single act, but by a culture of participation that grows over time. For Caroline Savoie and Patrick Egger, parents of Charlotte '30 who began at The Study in Kindergarten and is now in Grade 7, that commitment has been present since their earliest days at the school.

As Patrick reflects, "The Study quickly became more than just a school… it became a place that allows for both our daughter and ourselves to be part of a dynamic community." That sense of belonging deepened during the pandemic, when Charlotte was only in Grade 1 and their journey at the school had just begun. As they recall, "the commitment shown during Covid, to ensuring the girls continued to experience the best possible school life despite the restrictions revealed the strength and care at the heart of the community."

Their recent $250,000 commitment to the endowment's Building and Facilities Fund reflects that deep connection and their dedication to preserving The Study's heritage home for generations to come.

As Co-Chair of the Study Parent Association (SPA) since 2021, Caroline has played a central role in strengthening connections between families and fostering a sense of belonging within the community. She is often the warm and welcoming presence behind the Trillium Shop, the parent-led initiative supporting the School's Financial Assistance Program.

For Caroline, community-building lies at the heart of the school experience. She reflects, "A healthy and strong community is the base for a safe, inclusive and successful learning environment."

Known for her extraordinary creativity, Caroline brings events to life with vision and flair, from Welcome Back BBQs to Staff Appreciation Week. From designing immersive décor to hand-building a five-foot-tall elephant for last year's carnival-themed BBQ, her greatest strength lies in rallying parents around shared ideas that fosters community spirit.

Patrick brings that same generosity and enthusiasm to the school community. Whether flipping burgers at school events or, during the pandemic, delivering fundraiser packages door-to-door after a cancelled event, he consistently shows up with dedication and heart.

For Patrick, supporting The Study extends far beyond financial contributions alone. "Showing up for The Study means not only contributing financially, but also attending events and volunteering," he explains. Caroline echoes that sentiment, adding, "We want to get the best from the school, but that also means giving the best support back to the school."

Through their time, talent, and leadership, Caroline and Patrick embody the culture of giving that defines The Study. It is this same commitment to community, generosity, and belonging that Patrick now brings to the Board of Governors, which he joined this year to help shape the school's future.

Together, their story is a reminder that the strength of The Study has always come from the people who choose to invest not only in the school itself, but in one another, showing up and giving back.



JEUNES PHILANTHROPES : S'ENGAGER DANS LA GÉNÉROSITÉ

Pour les élèves de The Study, la philanthropie n'est pas seulement un concept théorique : c'est une valeur qu'elles vivent au quotidien. Cette année, trois initiatives de générosité posées par les élèves de la 5e secondaire **Gabrielle Tessier '26** et **Sonia Bai '26**, ainsi que par l'ancienne élève **Chelsea Noonoo '24**, témoignent des nombreuses façons dont le sens du don prend vie au sein de notre communauté.

« Dès mon plus jeune âge, ma mère m'emmenait voyager et faire du bénévolat chaque fois qu'elle en avait l'occasion, et ces expériences m'ont profondément marquée », raconte Gabrielle. « Pour moi, donner, c'est faire en sorte que chaque personne, peu importe les circonstances dans lesquelles elle est née, ait la possibilité de réaliser son plein potentiel. »

Gabrielle est revenue transformée du voyage de service communautaire au Nicaragua en 2024. Pendant trois ans, elle a économisé grâce au gardiennage, au tutorat et à des emplois d'été avec l'objectif de financer une bourse d'études universitaire, d'une valeur de 5000 $ US, pour une finissante de l'Institut Diria. Cette année, lors de la semaine *Open Your Heart 2026*, elle a atteint son objectif. « Je crois sincèrement que l'éducation est un droit fondamental ; elle peut transformer toute une communauté », affirme-t-elle.

Le parcours philanthropique de Sonia est né d'une expérience différente. « La danse m'a aidée à me sentir bien dans ma peau », explique-t-elle. Autrefois réservée, elle a trouvé sa voix par le mouvement. Alors qu'elle était en 4e secondaire, Sonia a utilisé les gains réalisés lors de compétitions pour créer un club de danse latine destiné aux élèves de notre école primaire. « Ce n'est pas quelque chose que j'ai fait seule. Ms. McInnes, Ms. Liste et les membres du personnel ont été incroyablement encourageantes et d'un grand soutien », ajoute-t-elle. Depuis, Sonia poursuit son engagement en organisant des collectes de fonds pour contribuer au Fonds Empowerment. « The Study m'a offert une chance à un moment où j'en avais vraiment besoin… c'est pourquoi je veux redonner à mon tour. »

Pour Chelsea Noonoo '24, la philanthropie est avant tout une question de liens humains. Lors de son voyage au Nicaragua, elle a été marquée par la fierté d'une ancienne boursière devenue ingénieure civile contribuant à la reconstruction de sa ville. « Il y avait une immense fierté chez elle et dans sa famille », se souvient Chelsea. Inspirée par l'exemple de sa mère, elle a compris qu'un seul geste de générosité pouvait avoir des répercussions bien au-delà d'une seule personne. Cette conviction l'a également amenée à financer une bourse supplémentaire, d'une valeur de 5000 $ US, qui offre à une autre jeune fille de l'Institut Diria d'accéder aux études postsecondaires.

Ensemble, leurs histoires nous rappellent que la générosité ne se mesure pas à l'ampleur du geste philanthropique, mais à l'intention qui l'anime. Par leurs actions et leur engagement, ces jeunes femmes nous montrent le vrai sens d'un leadership du cœur, qui permet à d'autres de s'élever et de s'épanouir.

ABOVE (L TO R) GABRIELLE TESSIER '26 WITH PRIYA KENNEDY '26, ASTRID WASCHKE '33 WITH YIGE (SONIA) BAI '26, **(L TO R)** STUDENT AT THE DIRIA INSTITUTE WITH CHELSEA NOONOO '24



L'AFFECTION QUI FAIT *TOUTE LA DIFFÉRENCE*

AMANDA LISTE, Directrice de l'école primaire

UNE CULTURE DE BIENVEILLANCE EST AU CŒUR DE THE STUDY, ET ELLE VA BIEN AU-DELÀ DE LA SIMPLE SUPERVISION APRÈS LES COURS OU DE LA TRANSMISSION DE CONTENUS SCOLAIRES.

Prendre véritablement soin des filles, dans un contexte éducatif, signifie connaître les élèves dans leur globalité, leurs forces, leurs défis, leurs intérêts et leur parcours, et y répondre avec intention, constance et respect. Cette bienveillance se manifeste dans les petits moments : une enseignante qui écoute attentivement, une routine familière qui inspire confiance, une conviction inébranlable envers une élève, même lors des journées plus difficiles. Ces moments s'accumulent et façonnent la confiance et le sentiment d'appartenance d'une élève bien au-delà des leçons en classe.

Adopter l'amour comme principe directeur de l'apprentissage ne signifie pas pour autant abaisser les exigences. Bien au contraire, c'est ce qui alimente notre excellence scolaire. Lorsque nos élèves savent que leurs enseignantes se soucient sincèrement d'elles, elles sont davantage enclines à prendre des risques, à poser des questions et à persévérer face aux défis. Cette confiance nourrit leur engagement, leur motivation et leur sentiment d'appartenance, des facteurs reconnus comme essentiels à l'apprentissage et à la réussite.

Des relations solides entre les élèves, les éducateurs et les familles constituent le fondement d'un apprentissage significatif. Lorsque ces partenariats sont cultivés, grâce à une communication ouverte, des objectifs communs et des espaces comme notre Centre d'enrichissement qui prolongent l'apprentissage au-delà de la classe, les élèves se sentent soutenues de toutes parts. Ce réseau de bienveillance favorise la résilience et encourage les élèves à prendre des risques, tant sur le plan intellectuel que social, en sachant qu'elles peuvent essayer, échouer puis grandir en toute confiance.

A TRADITION OF INNOVATION

AMALIA LIOGAS, Director of IT | Directrice de l'informatique

For decades, The Study has been deliberate and strategic in it's approach to integrating technology into the classroom. From pioneering Quebec's first one-to-one laptop program to developing and deploying, The Study's *Rosie*, Canada's only own private Large Language Model (an advanced artificial intelligence system like ChatGPT that can understand and generate human-like text) in a school setting, The Study has consistently positioned itself at the forefront of innovation. At The Study, technology is not treated as just another subject, but rather as a ubiquitous learning tool that supports inquiry, creativity, and problem-solving across disciplines.

Central to our approach is the belief that students should engage with technology as creators rather than consumers.

Our students are encouraged to iterate, experiment, and learn through their failures in a structured and supportive environment, allowing them to challenge assumptions and try unconventional solutions.

This approach has empowered students to design and build go-karts with working motors and steering, launch startup companies that have been recognized at national and international competitions, engineer and wire working lighting systems at the Grade 8 level, and code digital games just for fun!

Now, as artificial intelligence reshapes the nature of work and learning, The Study's focus remains constant: preparing our students to not simply use new technology, but to lead it. By grounding our approach to technology in critical thinking, creativity, and curiosity, we ensure that our students are not defined by the tools they inherit, but empowered to use them and claim their seats at the table to shape our technological future.

"The Study shaped the way I think. I learned to approach problems with confidence. In an all-girls environment where ambition was the norm, innovation felt accessible. Today, I study political economy with a focus on AI policy, exploring the intersection of technology and society. The Study taught me that technology isn't just something you build, it's something you question, understand, and shape."

– YI YIN (ELLA) QU, Class of 2023



Ever Upward

WHAT HAPPENS WHEN A SCHOOL PAUSES TO REFLECT DEEPLY ON WHO IT IS AND WHO IT ASPIRES TO BE?

THROUGH A RIGOROUS SELF-STUDY AND PEER REVIEW PROCESS, THE STUDY'S **CAIS** AND **NEASC** ACCREDITATIONS AFFIRM ITS PLACE AMONG LEADING INDEPENDENT SCHOOLS, GROUNDED IN CARE, COMMUNITY, AND A SHARED COMMITMENT TO EXCELLENCE.

This year marked an important milestone for The Study as the school completed its re-accreditation with the Canadian Accredited Independent Schools (CAIS), while also pursuing accreditation with the New England Association of Schools and Colleges (NEASC). Having previously been accredited, the process offered a valuable opportunity not only to reaffirm the school's standing, but also to reflect on its continued growth within both national and international frameworks.

Throughout the 2024–2025 academic year, the entire community engaged in a comprehensive self-study grounded in Indicators of Effective Practice. Spanning 12 key standards — including School Purpose, Educational Programme, Leadership, and Facilities — the process brought together more than 100 faculty and staff members, who examined every aspect of school life with care and intention. Students, parents, and alumnae also contributed through focus groups, offering perspectives that meaningfully strengthened the review.

In October 2025, The Study welcomed a peer review team of administrators from leading CAIS and NEASC schools for a four-day visit. Their role was to evaluate the self-study and experience the school in action, ensuring that what is articulated on paper is fully reflected in daily life. As Head of School Kim McInnes reflects, "Accreditation is an important moment to pause and take stock — to understand both our strengths and the areas where we can grow. It ensures that the quality of our programme continues to meet the highest standards, not just in theory, but in practice each day."

What resonated most strongly with the visiting team was the school's culture of care. As Carolyn Breland, Chair of the CAIS Review Team, noted, "The Study's outstanding strengths are both evident and commendable. Foremost among these are the close relationships that unite all stakeholders, forming the foundation of the school's nurturing culture."

The team also highlighted the strength of the faculty's academic leadership and their ability to inspire a genuine love of learning. As Ms. McInnes shares, "What I'm most proud of is how our teachers create spaces where curiosity is encouraged and a real joy of learning can take root. That energy stays with students long after they leave the classroom."

This re-accreditation reflects The Study's ongoing commitment to excellence, accountability, and continuous growth in service of its students and community. The process also provides thoughtful recommendations for future development, which the school looks forward to advancing in the years ahead.

The Study is also proud to have earned NEASC accreditation, a strong international endorsement of its commitment to excellence on a global stage.



WHAT'S NEW IN THE CLASSROOM THIS YEAR



LELA PAPAGIANNIS '26

UN PARTENARIAT AUDACIEUX AVEC HEC

Que signifie préparer les jeunes femmes non seulement à intégrer le monde des affaires, mais à le façonner? Cette année, The Study a lancé le programme *Introduction aux fondements des affaires : Former nos leaders de demain*, fièrement soutenue par la famille Karim, en collaboration avec HEC Montréal Formation des cadres, une première du genre au Québec.

Grâce à des cours entièrement bilingues offerts au campus du centre-ville de HEC, nos élèves de 11e année ont l'occasion d'acquérir des connaissances concrètes en finance, en marketing, en ressources humaines, en entrepreneuriat et en design thinking, tout en obtenant des crédits ministériels ainsi qu'un certificat de HEC, une occasion rare au niveau secondaire.

Ce programme permet à nos diplômées de développer leur littératie financière, leur pensée stratégique et la confiance nécessaire pour devenir des leaders.



NAOMI ADA HUCK '32 AND RASTA DARABI '31



STUDENTS TAKING PART IN THE AFTER-SCHOOL ROCK CLIMBING EXTRA-CURRICULAR

DÉVELOPPER LE LEADERSHIP PAR LE SPORT

Notre programme sportif, offert de la maternelle à la 4e année, connaît un immense succès! Inclus dans les frais de scolarité, il permet aux élèves de développer des habiletés adaptées à leur âge, ainsi que leur résilience, grâce à des activités comme le patinage, l'escalade et les sports de raquette, offertes après les heures de classe et à l'extérieur de l'école.

Ce qui distingue véritablement le programme de The Study, c'est son approche intercycles. Dans le cadre de nos activités sportives matinales (de la maternelle à la 4e année), les élèves de 3e et 4e année assument le rôle de « mini-entraîneuses », accompagnant les plus jeunes tout en développant leurs propres aptitudes en leadership dans des contextes où elles n'auraient peut-être pas naturellement l'occasion de le faire. Le résultat? Une confiance en soi qui grandit autant chez les mentores que chez les plus jeunes.

« Toute ma philosophie d'enseignement repose sur le développement de la confiance en soi et de l'estime de soi chez les élèves», explique Brandon Romano, coordonnateur des activités sportives parascolaires à l'École primaire. « Lorsqu'elles dépassent leurs peurs et commencent à croire en leurs capacités, c'est à ce moment-là qu'on les voit véritablement s'épanouir. »



DENISE MA '26, BROOKE LIQUORNIK '26

A DEEPER CHAPTER

This year, The Study expanded its Advanced Placement offerings with the launch of AP English and Composition with a focus on female writers, adding to the five AP courses we offer to challenge and inspire our Senior School students. The programme allows students to explore the rich traditions of English literature while sharpening their advanced analytical writing and critical thinking skills.

"The department had long been interested in offering an opportunity for students to challenge themselves beyond ministry requirements. We sought a space for self-motivated students who were genuinely interested in exploring, more deeply, the words on a page," says Jessica Marrone, Head of the English Department. "Our English Language Arts classes ask students to think critically about the texts under review, and consider how authors create meaning through their work. AP Literature and Composition demands just that."



SAMANTHA MASTROMONACO, SOFIA STAMATIOU '26, GABRIELLE TESSIER '26, SOPHIE BERGEVIN '26

Beyond university preparation, AP English is an immersive literary experience that extends beyond the classroom as students learn to thoughtfully engage with texts, articulate complex ideas with clarity, and connect literature to the world around them with the confidence that defines a Study graduate.

THINKING IN TWO LANGUAGES...

C'EST PENSER DEUX FOIS PLUS !

KIM TURCOT DIFRUSCIA, Ph.D
Deputy Head of School | Directrice générale adjointe

"Thinking in two languages feels like thinking more!" a Grade 4 student joyfully explained as we discussed how her reading preferences shift depending on the language.

À The Study, le véritable bilinguisme consiste à développer deux manières de penser interconnectées qui se renforcent et s'enrichissent mutuellement. Les recherches démontrent que les élèves bilingues développent une plus grande flexibilité cognitive, un raisonnement plus solide et une capacité accrue à considérer plusieurs points de vue.

Our Kindergarten to Grade 11 French-English dual mother tongue programme ensures that students experience the same linguistic, academic, and cultural learning they would in a French school, plus the same learning they would in an English school. This means that our students acquire the same depth, the same intellectual formation, and the same opportunities to grow in each language.

Conçu selon les meilleures pratiques en pédagogie plurilingue, notre modèle associe des interlocuteurs à des langues précises; certaines notions sont coenseignées en parallèle en français et en anglais; les adultes modèlent un bilinguisme fluide; les langues d'origine sont valorisées et célébrées; et les élèves vivent des expériences culturelles riches dans les deux langues.

From the earliest years, this approach to bilingualism creates confidence. Students internalize not only language, but identity, humour, nuance, cultural references, and intellectual traditions – expanding their voice and their thinking.

Pour les filles de The Study, les langues ouvrent la voie à des idées et à des possibilités plus vastes, à l'école et bien au-delà.

FOREVER A STUDENT

A CENTURY OF CURIOSITY

At 103 years old, **Miriam Tees '40** still embodies the spirit of a lifelong student. Miriam, who attended The Study when founder Margaret Gascoigne was still teaching, is the first recipient of the *Lifetime Love of Learning Award*. This award, established during the school's 110th anniversary, honours an alumna whose life reflects sustained intellectual engagement and enduring ties to her alma mater. The recognition is fitting, but is only a small part of her remarkable story.



After graduating from The Study in 1940, Miriam earned a Bachelor of Library Science from McGill University and went on to a distinguished 35-year career as a librarian. She spent 27 years as Chief Librarian at the Royal Bank of Canada's Montreal headquarters at a time when few women held senior management roles. When she left the bank, Miriam was hired as an associate professor at McGill's School of Information Studies where she stayed until her retirement in 1988.





ABOVE (L TO R) LINDSAY WOODS, DIRECTOR OF ADVANCEMENT WITH MIRIAM TEES '40.
LEFT MIRIAM TEES '40 AS A STUDENT WITH CLASSMATES
FAR LEFT, BACK ROW (L TO R) HEAD OF SCHOOL, KIM MCINNES; ELEMENTARY SCHOOL DIRECTOR, AMANDA LISTE; DEPUTY HEAD OF SCHOOL, KIM TURCOT DIFRUSCIA; MIRIAM TEES '40
FRONT ROW (L TO R) RUBY CRISAN-NGANDUI '37, IRIS MOLDOVEANU '37.

Yet retirement did not slow her intellectual pace. Encouraged to take a class in Baroque performance practice, she enrolled as a special student in McGill's Bachelor of Music programme, fast-tracked to a Master's degree, and graduated in 1996. Today, she continues to take courses through McGill's Community for Lifelong Learning, studying history, literature, or whatever catches her eye.

More than eight decades after she first walked the halls, Miriam remains an engaged part of The Study community, returning to share her stories with Kindergarten and Grade 11 students, and attending Founder's Day assemblies. In those moments, the distance between 1940 and 2026 disappears as young girls listen to a woman who has lived over a century, yet continues to display the same curiosity and joy in learning that they too feel. A Study education doesn't end with a diploma, it becomes a lifelong way of being.



5 MINUTES

WITH HEAD GIRL

Priya Kennedy ’26

What inspired you to run for Head Girl?

PRIYA KENNEDY / I think what inspired me most was my time at the school. After being here for 12 years, you really learn the ropes, you understand the community, the expectations, and what makes The Study special. I've always been someone who likes to fully understand something before helping others, and I felt ready to give back.

But most importantly, I was inspired by my peers. The students here are all inspiring in their own ways, and being able to represent them is such a privilege. The Study is a place where so many people contribute their time, energy, and passion, and you can truly feel how much everyone cares about the school. I wanted to be part of that.

What are you passionate about?

PK / I'm really passionate about working with children with developmental disabilities. It's something I've explored through my community service, and it's been incredibly meaningful.

It's not only about helping others, it's also helped me. It's taught me patience, communication, and given me perspective during stressful times.

I'm also very interested in global politics, which is something I'm hoping to explore further.

Quel est l'un de tes plus beaux souvenir de The Study?

PK / L'un de mes souvenirs préférés est l'assemblée de clôture de l'an dernier. Voir à quel point les finissantes de 11e année avaient évolué était incroyablement émouvant. En même temps, ma cohorte commençait à assumer ses nouveaux rôles de leadership. C'était comme assister à l'aboutissement du parcours que The Study permet à ses élèves de vivre.

What leadership skills have you developed at The Study?

PK / One of the most important skills I've learned is how to keep an open mind. When I was younger, I thought leadership meant doing everything yourself and always having the "right" answer. But I've learned that leadership is about collaboration, listening to others, and being open to new ideas.

In student council, for example, everyone has a different perspective. Being able to step back and recognize when someone else has a better idea, that's what makes a strong leader.

Qu'est-ce qui te manquera le plus de The Study?

PK / Certainement les petites classes et ce sentiment de familiarité. On connaît tout le monde dans les corridors, et c'est extrêmement rassurant. Même lors d'une journée plus difficile, on peut sortir de la classe et être immédiatement accueillie par quelqu'un qui nous connaît. Personne ne se sent étrangère à The Study.

What Changes When Girls Lead the Way







REV. PROF. DR. PATRICIA KIRKPATRICK '72

Rev. Prof. Dr. Patricia Kirkpatrick has broken ground in both academia and ministry. She became the first woman to graduate from Oxford University with a PhD in Hebrew Bible and later the first woman hired at McGill as both an Anglican priest and Hebrew Bible scholar. Over a distinguished academic career spanning more than three decades, she has combined teaching, research, mentorship, and leadership.

MARY-ANNE KAVANAGH '78

When **Mary-Anne Kavanagh** joined IBM in the mid-1980s, she entered the technology sector at a time when it was rare to find women in professional roles. Among the early generation of Study alumnae to pursue advanced business studies, she helped carve out space for women in the field.

NINA WALL '79

Nina Wall has also been a pioneer in public service. As the founding director of the Pennsylvania Bureau of Supports for Autism and Special Populations, she helped design and implement the first statewide system dedicated to supporting autistic adults. Her innovative models have since influenced programs in other states.







WHAT HAPPENS WHEN A WOMAN STEPS INTO A POSITION WHERE FEW HAVE COME BEFORE HER? OFTEN, SHE DOES MORE THAN JUST STEP INTO A ROLE, SHE CHANGES WHAT OTHERS THINK IS POSSIBLE.

From finance to healthcare to public service, Study alumnae have often been among the first women to lead in spaces historically dominated by men. While their paths might be different, they share a similar aim: to open doors wider for the women who follow.







DIANA SMALLRIDGE MACLEOD '82

In development finance, **Diana Smallridge MacLeod** has also helped shape new paths. As the founder and CEO of Momentus Global, she has spent more than 25 years helping public development banks, export credit agencies, and foundations achieve their policy mandates around the world. Through her leadership, the firm has delivered projects in nearly 80 countries, cementing Diana's status as an industry expert.

GILLIAN RILEY '85

For **Gillian Riley**, Executive Vice President of Scotiabank and retired President and CEO of Tangerine Bank, leadership has gone hand in hand with advancing opportunities for others. Through the creation of the Scotiabank Women Initiative, she helped establish a program designed to increase equality for female entrepreneurs by providing access to capital, mentorship, and education. Her career reflects her belief that ambition is not a destination, but a journey of growth and learning.

DR. LUCIE OPATRNY '91

In healthcare, **Dr. Lucie Opatrny** has built a career grounded in service and purpose. She became the first female President and CEO of the McGill University Health Centre after earlier becoming the first woman and youngest Director of Professional Services at St. Mary's Hospital. Throughout her career in medicine and public health leadership, she has championed collaboration, transparency, and access to care.





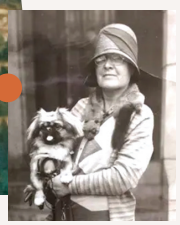


BUILDING OUR HOME ON THE HILL

HOW A COMMUNITY'S DEVOTION TRANSFORMED A HOUSE INTO A HOME.







1915–1934
Mme Gascoigne
Founder

IN 1959, The Study moved from Seaforth Avenue to the corner of The Boulevard and Braeside, a former private residence perched on a hill in Westmount. From the beginning, it was never just a building. It was something being built.

Over time, the house became what generations of girls and their families would come to call their "home away from home." But that transformation did not happen by accident. It was shaped, patiently and collectively, by a community that chose, again and again, to invest in the school and in one another.

"There was a time in schools when parents would drop their girls off and pick them up ten years later," parent Sandy Ternoway explained in *No Ordinary School*. She was reflecting on a time when schools and families often operated separately. "In our day, people wanted to be involved. We were willing to help, and they were willing to let us help." That spirit of partnership helped create the strong sense of community that continues to define The Study today.

That shift in engagement changed everything. What emerged was more than a culture of philanthropy; it was a culture of participation. Parents coached teams, organized events, mentored students, and, even long after their daughters had graduated, returned to serve on Boards and committees. What began as involvement grew into a lasting commitment to the school, its students, and to one another.

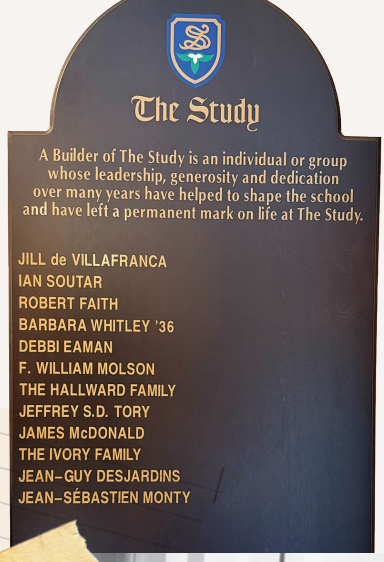
It was this spirit that transformed Braeside into a community where girls could form lifelong friendships, discover their strengths, and where generations of families would leave their mark on the story of The Study.

The pages that follow tell a few of the stories of the leadership teams, faculty, staff, parents, alumnae, and volunteers whose vision, generosity, and commitment helped build the school we know today.

THERE ARE EVEN MORE STORIES TO TELL.

While we couldn't feature every member of our remarkable community within these pages, their stories are no less a part of The Study's history. Scan the QR code to explore additional features celebrating the people whose impact continues to shape our community.







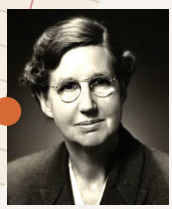
1934–1952
Mary Harvey
Head of School

THE 1915 Society









1952–1970
Katharine Lamont
Head of School

But by 1968, the growing student population made the decision clear: more space was no longer optional, it was essential.

The Junior School moved into the second house and the original property was dedicated to the Senior School. At the October annual general meeting, Board Chair James Edward (J.E.) Pepall proudly said, "We now have the physical facilities to match the progressive spirit of The Study."

A Time to Build

In the 1960s, as education evolved, so did The Study. Curriculum shifts led to expanded programs in math, science, and French, while new conversations around student life found their place in the classroom. But growth brought pressure and by the mid-1960s, every available corner of the Boulevard house was in use.

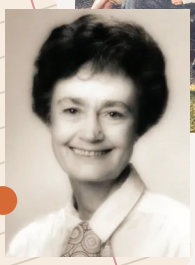
The purchase of the neighbouring house at 5 Braeside Place in 1964 provided the school with an opportunity to expand rather than relocate. As space pressures mounted, Katherine Lamont, The Study's third Headmistress, urged caution, noting that in an uncertain educational climate it was difficult to predict whether a small school like The Study would remain relevant.



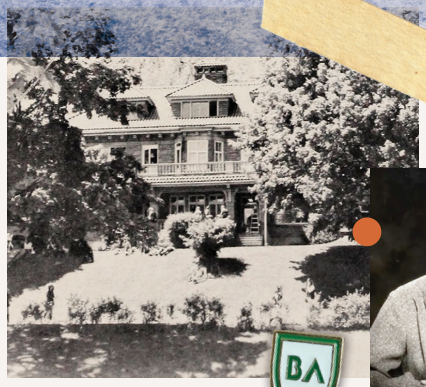








1982–
1997
Eve Marshall
Head of School





1970–
1982
Jean Scott
Head of School







Choosing to Stay

It was also during this period that the foundations of The Study's future were quietly being secured. In 1974, at the initiative of **Barbara Whitley '36**, an Endowment Fund was established to support an enriched curriculum, provide bursaries, and ensure stability amid uncertain government support. A tireless fundraiser and visionary leader, Miss Whitley understood that caring for a school meant not only investing in the present, but safeguarding opportunities for future generations of girls.

Decades later, students continue to benefit from her belief that access to a Study education should never depend solely on circumstance.

By 1981, the school had once again outgrown its space. "Desperate teachers were stalking the halls looking for a free corner," Headmistress Jean Scott recalled. The question returned: do we leave, or do we build?

Our community chose to stay.

There was something about 1 Braeside that could not be replicated. After 30 years, it was more than a campus; it was a place filled with memories, friendships, and traditions. Parents, alumnae, faculty, staff and volunteers rallied around a shared conviction that the school's future belonged on Braeside.

In her first year as Headmistress, Eve Marshall helped usher in a transformative chapter in The Study's history, leading the school through a pivotal evolution of its physical campus, the addition of the Middle School. Together with campaign leaders Robert "Bob" McDougall Everson, Sheila McCall, and Ian Soutar, plans took shape to unify the Junior and Senior Schools, add classrooms, and ensure that the school's facilities could keep pace with its ambitions for students and learning.

Building on Tradition

The 1993 Building on Tradition Fundraising Campaign, spearheaded by Head Mistress Eve Marshall in collaboration with Board Chair Jill de Villafranca and led by Debbi Eaman and Bob Faith, set out to reimagine the school while preserving its character. It was supported by a broad group of community leaders including former Board Chair Sheila McCall and The Study's business manager Margaret Fung.

Phase 1 of Building on Tradition brought new life to the campus. "It was a key moment in a lot of ways," reflects Jill whose story as a Study parent and a leader, is one of long term commitment to girls' education and development.

In 2014, when Debbi Eaman was recognized as a Builder for her leadership initiatives on the Building on Tradition campaign, Debbi reflected, "I didn't build The Study, it built me." Her words capture an experience familiar to many in the Study community: those who invest their time, talent, and support often find themselves forever changed by the school.

When a pavilion rose where there had once been a parking lot. The science labs moved out of the cramped basement corners and the Ruth Pease de Villafranca Music Room, framed by its iconic student-designed stained-glass windows, emerged as a vibrant and inspiring space that enriched the well-rounded education The Study community values.











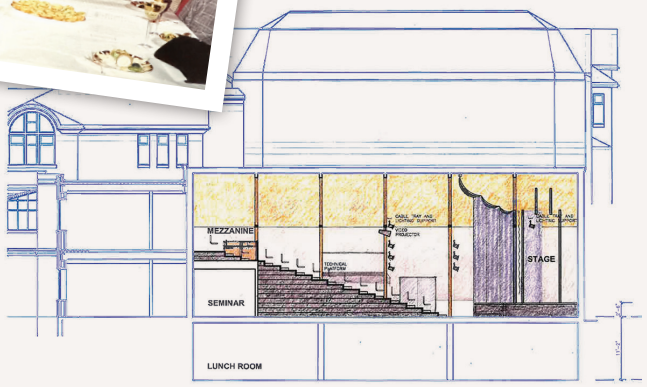


1997–2003 & 2010–2011
Mary Liistro Hebert
Head of School



2003–2010
Elizabeth Falco
Head of School





From Urgency to Innovation

When Headmistress Mary Liistro Hébert arrived in 1997, she stepped into The Study at a pivotal moment. Impending zoning changes threatened to permanently limit future expansion. Recognizing the urgency, Board Chair Robert "Bob" Johnston rallied the community to complete Phase II of the Building on Tradition campaign and secure The Study's future on Braeside.

Faculty and staff were instrumental, continually challenging students to think bigger and imagine new possibilities for learning. Their ambition inspired parent volunteers and school leaders to invest in the spaces and resources needed to support these opportunities.

The campaign delivered several transformative projects, including a new gymnasium, expanding opportunities for athletics and allowing the former gymnasium to be transformed into what is now the Mary Liistro Hébert Performance Hall. With its innovative collapsible seating, the space quickly became a home for student productions, assemblies, concerts, and celebrations, giving The Study its first dedicated venue for both performing arts and community gatherings. Together, these additions completed the vision for what would become the Ian Soutar Science and Performing Arts Pavilion, named in recognition of Soutar's longstanding commitment to the school.

Reflecting on the period, Hébert recalled, "The faculty and staff were my dream team. There was tremendous mutual respect, a willingness to work hard, and a shared belief in what we were building together. That's how a school grows, not through one person, but through a community pulling in the same direction."

That same spirit shaped the school's approach to technology. Guided by a forward-thinking Board that included alumna and future Board Chair Corry Terfloth '74, and inspired by educators eager to prepare students for a changing world, The Study adopted a deliberate approach to educational technology. "We were determined to ensure that technology did not become the latest educational 'toy,'" Terfloth later recalled.

Building on that foundation, Board Chair, Peter Malouf helped launch the iStudy program in 1998. Inspired by the question, "If learning to program could have that kind of impact at my Racket Club, why weren't we teaching it in schools?" Led by dedicated faculty, the initiative established The Study as an early leader in educational technology and prepared students for a digital future.

A New Chapter of Possibility

In 2016, under Head of School Nancy Sweer, The Study embarked on one of the most significant initiatives in its history: the Dare to Dream Campaign. As language laws and eligibility requirements evolved, independence emerged as the path forward. For Bill Molson, Chair of the Study School Foundation, the goal was clear: "The long-term success of The Study depended on ensuring that any girl with the potential and desire to be here could be here."

The campaign was also deeply personal for our community, Board Chair Jim McDonald recalls visiting the school with his daughter Jessica '14 for the first time and recognizing the extraordinary environment around them was the result of generations who had invested in the school before them. Championing the campaign, he says, was simply a way of "paying it forward for the girls who would come after us."

In 2019, a new idea began to take shape. What started as a response to infrastructure needs became AOLS: Active Outdoor Learning Spaces. "I was always so proud of the team," Sweer reflected. "It was a dream of mine as Head of School, but no one achieves something like this on their own." Designed as an outdoor extension of the classroom, AOLS would transform limited campus space into a dynamic environment for learning, play, and connection.

Working from a small office at the front of the school, Wendy Chui, then Advancement Committee Chair, and now current Board Chair, partnered with Director of Advancement Katie Kostiuk '96 to bring the project to life. Early leadership support from the Wallerstein family, together with contributions from The Study School Foundation and a bequest from alumna Diana Weatherall '52, helped bring the project to life.





2011–2020
Nancy Lewis Sweer
Head of School









Grade 5 girls were iPad pioneers at The Study





Ground broke in July 2020 as Kim McInnes succeeded Sweer as Head of School. Despite pandemic-related delays, the vision endured. By the spring of 2023, the space remained unfinished, marked by caution tape and mud where a green lawn once stood. Working alongside alumna and architect Samantha Hayes ’87, the school continued to explore creative solutions.

Then, as it often does at The Study, progress began with a simple question. Walking along The Boulevard, parents Katherine Ma and Marc Benzacar looked at the unfinished space and asked, “How can we help?” In 2024, their gift through The Claude and Stanley D.K. Ma Family Foundation helped bring the project across the finish line.

Today, the space is alive with exactly what its supporters originally envisioned. Students gather outdoors to study, friendships are strengthened during recess and free time, and the campus has gained a new centre of community life. What was once a construction site has become one of the most vibrant spaces at The Study.

Over the years, countless parents, alumnae, volunteers, donors, and school leaders have added their own chapter to the story of The Study. They dreamed, planned, built, and gave, always with the girls at the centre of every decision. As we enter our second century, we build on their legacy, carrying their vision forward and writing the next chapter for the generations of girls still to come.



2020–TODAY

Kim McInnes
Head of School





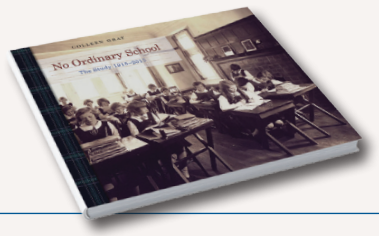




And so, the story of the house on the corner of The Boulevard and Braeside was never really about the campaigns, the buildings, or the milestones. It was about the experiences those spaces made possible for our girls.

Generation after generation, people have chosen to become part of this story, not because they were expected to, but because they believed in what The Study makes possible.

It is our community that has made the house on Braeside more than a school. Together, we have built The Study into what it was always meant to be: a home.



This article is informed by *No Ordinary School* by Colleen Gray, published in 2015 to mark The Study’s Centennial, and by interviews with many of the individuals whose vision and leadership helped shape the school’s history.



For 110 years, The Study has educated young women to lead lives of impact.

At every pivotal moment in our history, the generosity of our community is what has made this progress possible. From our earliest days in one small room in an apartment to our current home on The Boulevard, this school has grown and evolved to meet the needs of each new generation, sustained by those who believe deeply in its mission.

This past year, your support has been extraordinary. Donors, volunteers, parents, alumnae, faculty, staff, and friends have partnered with us to strengthen our teaching and learning, enhance co-curricular opportunities, and prioritize financial assistance so that talented young women can live the full Study experience.

Your philanthropy affirms that The Study is not only a place of education, but a place of belonging, growth, and possibility.

In this report, you will read stories of impact from the 2024-2025 academic year, alongside reflections on the legacy of generosity that has sustained our school for over a century. Together, we are building on that legacy and ensuring that The Study, and our "Home on the Hill," continues to thrive.

On behalf of the Foundation, thank you for your trust and unwavering belief in our mission.

Depuis 110 ans, The Study forme des jeunes femmes destinées à avoir un impact dans le monde.

À chaque moment charnière de notre histoire, c'est la générosité de notre communauté qui a rendu ce progrès possible. Des débuts de l'école dans le petit bureau d'un appartement à notre campus actuel sur le Boulevard, nous avons su grandir évoluer pour répondre aux besoins de chaque nouvelle génération, portés par celles et ceux qui croient profondément en notre mission.

Au cours de la dernière année, votre soutien a été remarquable. Donateurs, bénévoles, parents, anciennes élèves, membres du personnel enseignant et administratif, ainsi qu'amis de l'école, vous avez conjugué vos efforts pour améliorer l'enseignement et l'apprentissage, diversifier les activités parascolaires et placer l'aide financière au cœur des priorités, afin que des jeunes femmes talentueuses puissent profiter pleinement de l'expérience Study.Votre engagement philanthropique témoigne du fait que The Study est bien plus qu'un lieu d'apprentissage : c'est un milieu d'appartenance, d'épanouissement et de possibilités.

Ce rapport met en lumière des témoignages d'impact de l'année scolaire 2024-2025, ainsi que des réflexions sur l'héritage de générosité qui porte notre école depuis plus d'un siècle. Ensemble, nous continuons de faire vivre cet héritage et veillons à ce que The Study, notre « maison sur la colline », continue de prospérer.

Au nom de la Fondation, merci de votre confiance et de votre engagement indéfectible envers notre mission.

F. William Molson
Chair, The Study School Foundation
Président, La Fondation de l'école The Study

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.

CUMULER. CONSERVER. CROÎTRE.

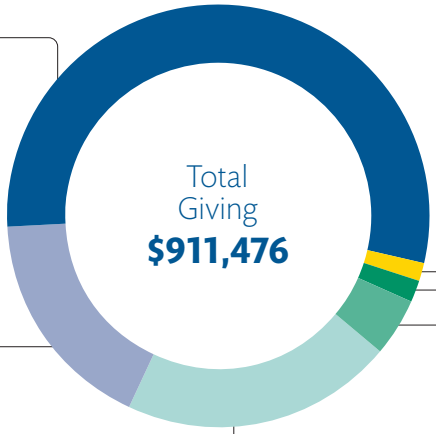
La Fondation de l'école The Study existe pour soutenir la mission de l'école qui consiste à guider chaque élève afin qu'elle atteigne son plein potentiel. Le conseil d'administration de la Fondation est composé de parents actuels, d'anciennes élèves et d'anciens parents, tous dévoués et engagés dans 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, 2024 – June 30, 2025

Where did the charitable dollars go?

CONTRIBUTIONS BY DESIGNATIONS



$498,253
Active Outdoor Learning Spaces

$156,822
Endowment Funds

$190,525
Head's Initiatives (Greatest Needs)

$11,957
Direct-Funded Bursaries, Scholarships and Awards

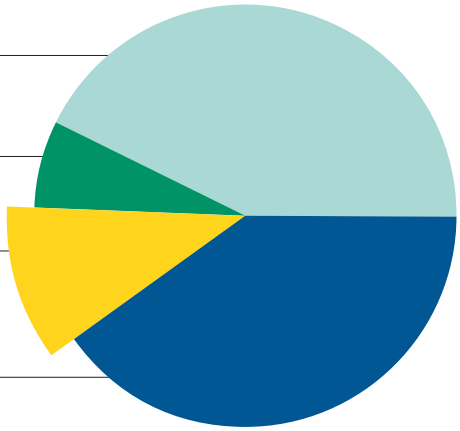
$13,804
Nicaragua Scholarships, Sponsored Events, Miscellaneous

$40,115
Facilities and Programme Enhancements

Where did the generosity come from?

CONTRIBUTIONS BY SOURCE.

Includes Annual Giving Campaigns, Fundraising Events, Sponsorships, Bequests



$365,590
Annual Giving

$96,871
Bequests [Planned Giving]

$60,000
New Family Voluntary Contributions

$389,015
Major Gifts

Philanthropy in Action

NUMBER OF DONORS	NUMBER OF NEW DONORS	NUMBER OF PARENT VOLUNTEERS	NUMBER OF VOLUNTEER HOURS
449	**96**	**108**	**2000+**

Establishment of the Empowerment Fund

The Empowerment Fund is rooted in a simple belief: when we invest in girls, we invest in a better world.

Your support helps provide the opportunities, experiences, and mentorship that empower Study students to lead with confidence, courage, and compassion.

Every gift fuels transformative programs that inspire leadership, ambition, and growth beyond the classroom.



Thank you to our donors

MERCI À NOS DONATRICES ET À NOS DONATEURS

▼ Pledged commitment | * Remembered with appreciation

LIFETIME GIVING

We honour members of our community who have, cumulatively over their lifetime, given $25,000, or more. This inaugural report proudly acknowledges more than 227 members, recognizing this distinguished group whose support, in many cases, spans several decades. As a mission-driven organization sustained by donor support, their generosity enables us to champion girls' education and empower the great women of tomorrow.

We take pride in recognizing their deep commitment to The Study.

All philanthropic gifts [including Annual, Major, Endowed, Receipted Gifts-in-kind, and Bequests] are recognized at their realized value. In celebration of outstanding commitments for future support, outstanding pledge amounts are also reflected here (denoted with a ▼).

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YEARS OF GIVING

We celebrate donors who have walked alongside The Study with purpose, believing in its mission and investing in its vision across generations of students. We are deeply grateful for their steadfast partnership and honoured to celebrate the lasting impact of their commitment.

All philanthropic gifts [including Annual, Major, Endowed, Receipted Gifts-in-kind, and Bequests] are recognized at their realized value. Includes gifts made in all campaign years where information was readily available.

35 YEARS & MORE

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The Study Trillium Shop
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GIVING IN FISCAL YEAR 2024–2025

July 1, 2024 to June 30, 2025

Every gift matters. We are deeply grateful to the individuals whose generosity in 2024–2025 champion the value of girls' education at The Study and empower the leaders, thinkers and contributors of tomorrow.

Includes philanthropic gifts realized from July 1, 2024 to June 30, 2025. It excludes sponsorships, auction purchases, benefit value of fundraising event tickets and dues.

$250,000+

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Marie-France Senécal
Lora Socciarelli
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Deniz Ustebay
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Marjorie 'Jorie' Adams '65*
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Cynthia Baxter '53
Emily Beckerleg Ritchie '90
& Jamie Ritchie
Michele & James Beckerleg
Beatrice Bousser & Robert Gordon
Andrea Chavez
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Rona Gomel Ashe '86
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Paola Salamea
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Antonia Zannis
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Nada Alameddine
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Talya Boisjoli '10
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Maria Capozi & Roger Daoud
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& Junior Titley
Monica Chan '04
Xianhong Chen & Wei Guo
Annabel Chen-Tournoux
& Francois Tournoux
Wendy Chun & Tomek Nishijima
Eftihia Cocolakis
& Billy Andriopoulos
Ella Rose Coderre '24
Alexandra Cooke '06
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Rachel Cytrynbaum '98
& Jeremy Pearce
Jessica Davidman Green '93
Ninia & Arnab De
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Li Deng
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& Franck Philippe De Santis
Valerie Desjardins
& Jennifer Pregnolato
Lorenza de Teresa
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Mariyana Dimitrova
Sofia Essayan-Perez '11
Elizabeth Fanjoy '83
Daniela Flores-McEntyre '92
Anaïs Fonlupt-Vidal
& Guillaume Fonlupt
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Marianne Gosselin
Ellie Gün
Nora Hague '66
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& Roger Ruiz-Carrillo
Samantha Hayes '86
& Robert Babczak
Sheila & Michael Hayes
Sharifa Henar van Gelderen
& Eduard van Gelderen
Sarah (Birks) Hennessy '59
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Belinda Hummel
Sherry Iskander
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Suzanne Rodier
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Deborah (Casey) Roy '68
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Caitlin Shey & Todd Burry
Pamela Sierra & Niko Veilleux
Ana Siller
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Ana Avila Small & Mauro Small
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Ying Yu & Xiaofeng Gao
Cong Zhang & Jie Chen
Na Zhang
Qun Zhao & Jiexing Huang
Seventy-eight anonymous donors

*remembered with appreciation

TRIBUTE GIFTS

Tribute Gifts provide the opportunity to honour a family member, friend or colleague, teacher, or to remember a loved one.

Includes tributes from July 1, 2024 to February 28, 2026 where not previously recognized.

IN HONOUR OF

The Study's Faculty & Staff
Tara Ramiengar & Ryan Kennedy

Christopher Manfredi
Max Bell Foundation

Aria Zheng '32
Fang Zheng

IN MEMORY OF

Elizabeth Ann Bushell Johnson '48
David M. Johnson

Katharine Lamont
Former Head of The Study
Betsy McLeod

Berthe Lehoux Beaudoin
Sylvie Beaudoin

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*



CONTINUING THE LEGACY: THE CLASS OF 2025 GIFT FUND

BUILDING ON THE PRECEDENT SET BY THE CLASS OF 2024, the Graduating Class of 2025 embraced the tradition of the class gift with remarkable momentum. With the support of a dedicated group of parents, they established a fund surpassing $90,000, an impressive contribution to the school's growing philanthropic culture. This collective effort reflects a shared commitment to creating a lasting legacy that will benefit future generations of students, with continued opportunities for all families to take part.

As part of their commitment to giving back, 10% of the total raised was directed toward school priorities, with funds shared equally between Athletics and Bursaries, an allocation determined by the class, supporting both student experience and access.

The creation of this fund marks a pivotal moment in the school's history, strengthening support for students, programs, and initiatives for years to come.

A Record of Generosity
$90,000+
raised through the 2025 Class Gift initiative

Giving Back, Their Way
10%
of funds directed by students to bursaries and athletics





Nidhi Khanna '98

A VOICE FOR CHANGE

For **Nidhi Khanna**, leadership begins with the simple but powerful idea of speaking up.

"When I graduated from The Study, I felt confident I could stand up in any room and speak for myself," she reflects. "No one ever suggested that I wasn't capable of anything." That foundation, built during her years at The Study, continues to shape her work today as Interim Co-CEO at Skills for Change, where she oversees more than 25 programs supporting 16,000 immigrants, refugees, and equity-seeking individuals each year.

Nidhi's leadership is grounded in a deep understanding of how communities function, something she traces directly back to her time at The Study. In small classes, students learned as much from one another as they did from their teachers. "You couldn't avoid working with anyone, you had to figure out how to get along with different personalities," she explains. That early experience now informs her ability to lead diverse teams with empathy and clarity.

With an academic background spanning the arts and business, Nidhi has a uniquely interdisciplinary point of view. She holds a Masters degree in Text and Performance Studies from the Royal Academy of Dramatic Art and King's College London and an MBA from York University's Schulich School of Business. Her career has moved across sectors, shaped by a willingness to adapt. "It's been about trying to find opportunities in the midst of challenge," she says. "What you need at one stage of life may look very different later, and that's okay."

Today, she sits at the intersection of strategy and community impact. At Skills for Change, she builds programs that help newcomers to Canada develop skills, find employment, and succeed personally and professionally. "I'm most proud of the fact that the work I do has a real impact on how people live their lives," she says. "I get to witness and be part of that journey."

As the daughter of immigrants, Nidhi understands the importance of access and the role community plays in creating it. She's become a dedicated advocate for emerging leaders, focusing on dismantling systemic barriers for women of colour in the non-profit sector through her mentorship and board work. "When other women of colour reach out, it's important to me that I'm able to help them navigate through my experience," she says. "Those networks are very important."

Whether leading programs or mentoring others, Nidhi remains rooted in a belief that strong communities are built through connection, trust, and a shared commitment to helping one another succeed.

YOUNG ALUMNA DISTINCTION AWARD CO-RECIPIENTS 2025

The Study's Young Alumna Distinction Award, established during the school's Centennial to recognize alumnae under 40 for outstanding achievements and contributions to bettering society.



> "curiosity, excellence, and empathy, can ripple outwards for decades."

Dr. Sofia Essayan-Perez '11

Long before she was doing patient rounds, **Dr. Sofia Essayan-Perez** walked the halls of The Study wondering why the world was the way it was and how she could make it better. Growing up between Chile, Nicaragua, Canada, and the United States, Sofia had witnessed stark disparities in access to education and healthcare, and the impact it had on girls just like her. At The Study, these observations were met with encouragement from her teachers, who taught her to think critically, dream bigger, and find ways to serve her community.

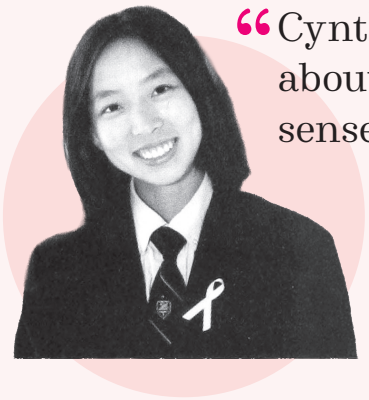
Sofia took these lessons to heart and, in Grade 9, proposed that The Study adopt the Diria Institute in rural Nicaragua as a sister school. 15 years later, the commitment has expanded into a scholarship programme, community service trips, and annual school improvements. This partnership has become a driver of girls' education in the area, providing full funding for 27 girls to attend university.

After graduating from The Study, Sofia went to the Massachusetts Institute of Technology (MIT) where she majored in Brain and Cognitives Sciences. She continued to apply the values of excellence and service that she had learned at The Study in her new community, by tutoring her peers and founding an education non-profit. Sofia went on to complete an MD-PhD at Stanford University, where she conducted research in neurology and Alzheimer's disease. Today, she is a resident in Pediatric and Adult Neurology, balancing clinical care and patient advocacy with scientific inquiry.

The honour feels fitting, not simply for her many accolades, but for the throughline of service and community that continues to define her work. Sofia's journey reminds us that what begins here at The Study, curiosity, excellence, and empathy, can ripple outwards for decades.



(L TO R) DR. SOFIA ESSAYAN-PEREZ '11 AND AMALIA LIOGAS, DIRECTOR OF IT



> “Cynthia’s work is about vision in every sense of the word.”

Dr. Cynthia Qian’01

Innovation often begins with perspective, the ability to step back, look closely, and imagine what others cannot yet see. For **Dr. Cynthia Qian**, that habit of reflection began in The Study gym during weekly assemblies that encouraged girls to reflect and think beyond themselves.

Today, Cynthia is reshaping the landscape of ophthalmic care in Québec. In 2016, she performed the province’s first bionic eye implantation. In 2023, she led Québec’s first ocular gene therapy surgery, the first gene therapy procedure of any kind in the province, offering new hope to patients facing severe vision loss. As a vitreoretinal surgeon and faculty member at the Université de Montréal, her work sits at the intersection of research innovation and outreach.

Her path has never been defined by clinical excellence alone. After earning her medical degree at McGill University and completing her ophthalmology residency at Université de Montréal, she pursued advanced fellowship training at Massachusetts Eye and Ear Infirmary, affiliated with Harvard Medical School. Along the way, she helped develop an outreach programme that encouraged youth in rural communities to pursue medicine, and volunteered internationally to prevent blindness. Cynthia has emerged as a trusted voice in vision health and can be regularly seen sharing her expertise on TV and online. She also serves on national society boards.

The award recognizes not only her groundbreaking career milestones, but the philosophy she has carried since her days at The Study that everyone has the potential to innovate and bring about change.

Cynthia’s work is about vision in every sense of the word and her career is a reflection of the kind of leadership The Study seeks to cultivate: innovative, rigorous, and deeply committed to the well-being of others.



(L TO R) DR. CYNTHIA QIAN ’01 AND LINDSAY WOODS, DIRECTOR OF ADVANCEMENT

PATTIE EDWARDS

STUDY STAFF FROM 1987–2022

In March 2026, Pattie Edwards was awarded an Honorary SOGA (Study Old Girls’ Association) Membership, a fitting recognition for someone who has been such a beloved part of The Study community. Over her 35 year career, Pattie held many roles, starting as the Receptionist before becoming the Registrar and later Director of Admissions. She eventually took on the role of Director of Alumnae Relations, a position she held for 10 years before her retirement in 2022. A cherished member of the Study community, Pattie loved reconnecting with former students, staff, and parents, and took great pride in nurturing the lifelong bonds that define our alumnae network.



CLASS OF 2025





Congratulations to the Class of 2025 on their acceptance to the post-secondary institutions of their choice! These future leaders will pursue their passions across various fields, including commerce, social science, health science, and visual arts.

Félicitations à la promotion de 2025 pour leur admission dans les établissements postsecondaires de leur choix ! Ces futures leaders poursuivront leurs passions dans divers domaines, tels que le commerce, les sciences sociales, les sciences de la santé et les arts visuels, entre autres.

Rama Jamal Alhashemi, Marianopolis (Honours Health Science)
Joumana Halima Bendjedid, Marianopolis (Health Science)
Chloe Berberi, Lower Canada College (Pre-University)
Yasmine Boukadoum, Marianopolis (Honours Health Science)
Olivia Bronfman, Lower Canada College (Pre-University)
Charlotte Feltham, Dawson College (Health Science)
Willa Garschagen, Lower Canada College (Pre-University)
Xiwen (Amy) Guo, The Taft School
Bianca Guyot, Marianopolis (Health Science)
Zina Habash, Marianopolis (Human Behaviour)
Devyn Handa, Marianopolis (Pure and Applied Sciences)
Elicia Hébert, Marianopolis (Pure and Applied Sciences)
Sophie Hunt, Dawson College (Liberal Arts)
Naomi McIver-Lisinski, Dawson College (Liberal Arts)
Sophie Mendelsohn, Marianopolis (Law, Society and Justice with Math program)
Isabelle Paraskevas, Marianopolis (Health Science)
Catherine Ritchie, Lower Canada College (Pre-University)
Emelie Scodras, Marianopolis (Arts and Sciences)
Elia Sierra Veilleux, Lower Canada College (Pre-University)
Chloe Antoon, Lower Canada College (Pre-University)
Charlotte Balian, Marianopolis (Social Sciences)
Joanaye Christie-Mitchell, Vanier College (Early Childhood Education)
Sasha Dimock, Marianopolis (Liberal Arts)
Falisha Duval, Dawson College (Social Science Psychology)
Alizée Fleurent, Marianopolis (Commerce)
Xinyi (Cindy) Gu, Dawson College (Health Science)
Yingxue (Rita) Han, Marianopolis (Commerce)
Faye Hostakova-Burns, Dawson College (Health Sciences)
Elena Huang, Marianopolis (Health Science)
Mia Jalbout, Lower Canada College (Pre-University)
Muxin (Lisa) Liu, Marianopolis (Health Science)
Florence Luc, Dawson College (Health Sciences)
Victoria Maheu, Marianopolis (Health Science)
Juliette Marcoux, Lower Canada College (Pre-University)
Evelyn Sullivan, Champlain College (Film and New Media)
Meichun Yan, Lower Canada College (Pre-University)

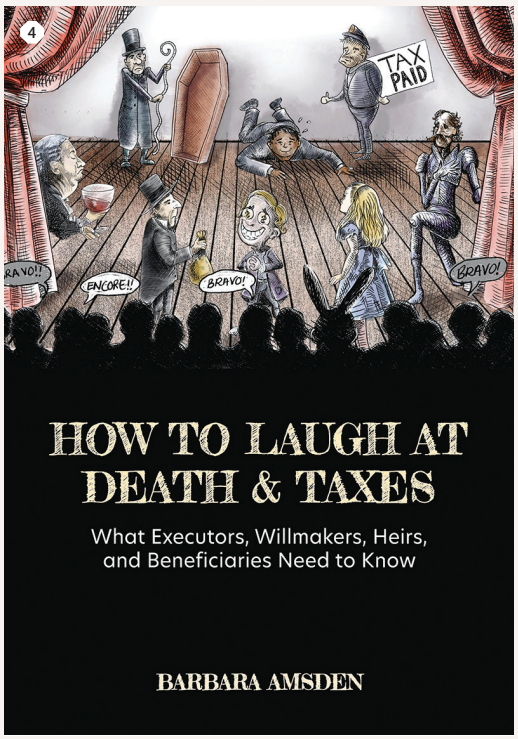
Class Notes

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


1


2


3



4

BIRTHS

VANESSA PAYETTE '08 and her husband welcomed their first child, Thomas, in November 2024. The growing family is excited to share that they are expecting their second son in May 2026. Vanessa shared that becoming parents has changed their lives and priorities for the better. **Photo 1**

ANDREA WELLS, past Board Director and Vice-Chair of The Study School Foundation, is delighted to share the arrival of her first grandson, Easton, born this past December. Andrea is the proud mother of alumnae **Anastasia Porte '11** and **Caroline Porte '08**, and the whole family is celebrating this joyful new chapter. **Photo 2**

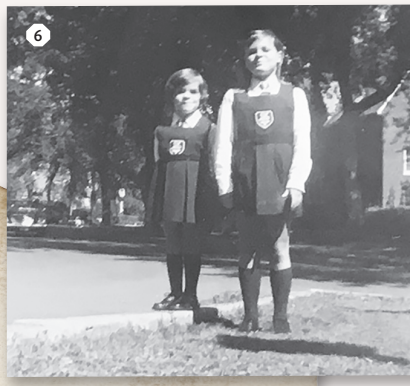
KEEPING IN TOUCH

Celebrated pianist and "born Chopin interpreter" **JANINA FIALKOWSKA '67** performed a milestone concert marking her birthday and the 30th anniversary of recording label, ATMA Classique, in February. Janina credits The Study's inspired teachers for providing the solid educational foundation that anchored her legendary international career. **Photo 3**

BARBARA AMSDEN '74, consumer advocate, former financial services professional, and author, has published *How to Laugh at Death & Taxes: What Executors, Willmakers, Heirs, and Beneficiaries Need to Know* (June, 2024). While death is never a laughing matter, Barbara uses humour and engaging visuals to make a daunting subject more approachable. Taking a practical, plain-language approach, the book offers checklists, templates, and clear guidance for executors and families navigating estate responsibilities. **Photo 4**



On World Cancer Day, **JUDY MCKINNON MARTIN '74**, along with her family and friends, was excited to celebrate the 10th anniversary of the comfort kit program they introduced in 2016 at the MUHC's Cedars Cancer Centre. Every newly diagnosed cancer patient receives a kit when they start treatment, which includes a warm blanket to help overcome the cold of going through chemotherapy. Judy also donated five bells to the MUHC Glen site's chemotherapy, radiation, and palliative departments, as well as the Children's Hospital for patients to ring at the end of their treatment. Judy was the first to ring the bell on September 4th, 2013 **Photo 5**



KATY WILLIS-O'CONNOR '74 recently uncovered a special piece of family history: her mother, **Marise "Jackie" Bishop '43** was featured as an artist in a children's exhibition at the National Gallery of Canada. Katy's sister, **Maggie (Willis-O'Connor) Sutrov '70**, went on to graduate from McGill, build a career as an architect, and become a master ceramic potter. Katy also shared her own update, reflecting on a fulfilling career as a secretary and administrative assistant. After discovering later in life that she had a reading disability, she embraced lifelong learning in many forms, continuing her education in fundraising, taking up painting, and travelling widely.

Photo 6 KATY AND MAGGIE WILLIS-O'CONNOR, FIRST DAY OF SCHOOL, SEPTEMBER 1963 **Photo 7** GRADE 2 ' CLASS OF FISH" BY KATY WILLIS-O'CONNOR

A School of Fish, 1964



The Study, 1963-69
by Katy Willis-O'Connor '74

At The Study, I was called Katy and was the smallest in my class.

Grade 1
Our teacher was Miss Kenny. We all loved her. The Lower B classroom was the closest to the side door and stairwell. At the bottom of the stairwell, after the toilets for little people, were our very own coat hooks with our names on them.

Grade 2
Monday mornings consisted of writing a composition of 'what we did over the weekend'. Now for me, it was watching tv, eating mashed potatoes, and getting into some sort of trouble. Nothing notable, always the same. On one particular Monday, I decided to write that I had flown to Florida, went to the beach and was back the Sunday. Something to that effect. I personally thought it was brilliant. Got a Black Mark by my name that day.

Art class was my favourite subject. One day we were asked to paint a "school of fish". Not wanting to put my hand up and ask what that meant, I decided to draw a "class of fish" – you know: my classroom, our teacher, the blackboard, etc. Definitely different from everyone else's.

If you put my academic career into a few words, I would say I liked Grade 2 so much I did it twice, the same went for Grade 6. Then there was Grade 10: Thankfully, we moved to Ontario and I was allowed to enter Grade 11 on good faith.

My parents were very social and entertained with numerous cocktail parties, dinner parties, weekend and holiday parties, house guests, birthday celebrations on an ongoing basis. My mother arranged it all. I learnt how to serve hors d'oeuves and was dressed in exquisite homemade lace and satin sashed dresses. It was a blast. If there was a course in cocktail parties, I would have gotten an A+.

Class Notes







DR. MELANIE BARWICK '81 has been awarded a Tier 1 Canada Research Chair in Implementation Science and Practice. This prestigious appointment recognizes leading researchers at Canadian universities and supports excellence, innovation, and global impact in research. A respected leader in her field, Dr. Barwick continues to advance the science of how evidence-based practices are put into action to improve outcomes. **Photo 8**

MELINA NACOS '91 marked twenty years of empowering executives in Toronto to find their voice and lead with impact. While her Toronto practice remains central to her work, she is now expanding into Montreal, bringing her distinctive blend of theatre-based training and corporate strategy to the city's vibrant business community. From coaching C-suite leaders for high-stakes keynotes to helping teams build cultures of trust, Melina looks forward to forging new partnerships and welcomes connections in Montreal. **Photo 9**

MARIE KHEDIGUIAN '98 is a Montreal-based visual artist whose work explores memory, diaspora, and intergenerational storytelling through painting and archival imagery. She was recently featured in a Faculty of Fine Arts (FOFA) Gallery exhibition at Concordia University, where her work was presented in the vitrines alongside an artist talk. Originally trained in architecture, her interdisciplinary practice bridges art and personal history. She is currently developing new work in preparation for an upcoming international artist residency in Armenia. **Photo 10**

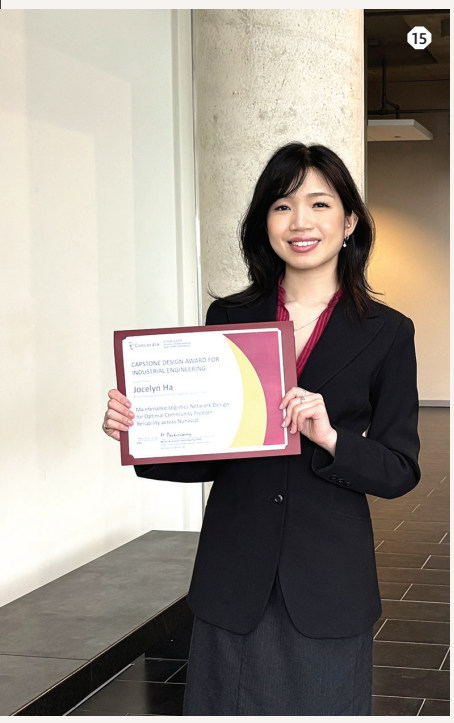




ME DAHLIA CHALATI '06, attended the 31st Congress of the International Union of Notaries in Berlin, where she received the prestigious André Ducret Award for best contribution to an International Notarial Congress. Representing the notariat Québécois, her award-winning paper, *L'exercice de la fonction publique notariale dans la sphère virtuelle*, examines the evolving role of the notarial profession in the digital age. Dahlia accepted the award in the presence of international leaders in the profession, marking a proud moment for Quebec's notarial community. **Photo 11**









ELNAZ "ELLIE" HALABIAN '06 has become a prominent voice in the New York dental community through her practice in Manhattan and her hit podcast. Her passion for the industry led her to launch Teeth Matter, a podcast designed to bridge the gap between practitioners and foster a community centred on personal and professional evolution. When she isn't behind the microphone or treating patients, she serves as an adjunct faculty member at New York University guiding first-year dental students, and enjoys life in the city alongside her sister, Eva Halabian '10. **Photo 12**

DR. TAYLOR NAYMAN '10 celebrated her wedding in March 2026, surrounded by close family and friends. Pictured with fellow alumna Raquel Roth '10 and her daughter Rose, future Study Girl. **Photo 13**

HANNAH SOUSA-FRONENBERG '14 was named a 2025 L'Oréal-UNESCO For Women in Science Fellow, an honor awarded to only five researchers in Canada. A McGill Ph.D. candidate and Elle Magazine "scientist making waves," Hannah is recognized for her innovative cosmology research and her dedication to building an inclusive future in science. **Photo 14 (4th from the left)**

JOCELYN HA '19 studied Industrial Engineering at Concordia University. For her final-year Capstone project, her team collaborated with the National Research Council Canada to design a maintenance logistics network to optimize community freezer reliability across Nunavut. She is proud to share that her team was recognized with the Capstone Design Award for Industrial Engineering. **Photo 15**

LEAH MILNER '21 recently completed her studies in electrical engineering at the University of California, San Diego, and has accepted a position as an electrical engineer with Black & Veatch in Toronto. She's excited to begin this next chapter of her career back home in Canada. **Photo 16**

Class Notes

ALUMNAE PASSAGES



’54

JUDITH MATHER-MACE is remembered with great affection as a devoted wife, mother, and cherished member of the Study community. Five years after her passing, her memory remains deeply treasured by her daughters, Deborah, Cynthia, and Tassie, and by all who knew her. Her warmth, grace, and enduring presence continue to be lovingly remembered.



’58

CHRISTINE (BONE) VIIRI, Sub-Head Girl, passed away on February 28, 2025, in Calgary, Alberta. A dedicated educator and lifelong learner, Christine also served as a SOGA committee member. After earning a BA from McGill University and a BEd from Macdonald College, she taught in Montreal and London before spending nearly three decades with the Calgary public School Board. An avid lover of the outdoors, travel, literature, and music, Christine embraced life with curiosity and adventure. Her love of classical music inspired the establishment of a scholarship at Mount Royal University, ensuring her legacy of learning and generosity continues. Christine will be warmly remembered for her devotion to family, friends, and education.



’70

SUZANNE OATES passed away peacefully on December 22, 2025 at the age of 71, after a courageous battle with cancer. Suzy’s classmates fondly remember her for her warmth, intelligence, and gentle sense of humour. Throughout her life, she remained deeply connected to The Study. She truly cherished her memories of the class of 1970. As a proud member of Kappa Rho, Suzy pursued a lifelong love of science, mathematics, culture, and music. She earned both a BSc and an MBA from Queen’s University. Later, she built a respected career in public service within the federal government’s financial sector. Suzy was a devoted mother, Nanna, sister, and friend. She lived her life with curiosity, compassion, and quiet strength.



’71

CYNTHIA POTTS, sister of Kathy Stauble ’75 and daughter of Jean Stauble ’46, will be remembered as a remark- able alumna and an inspiring leader in her field. A highly respected consulting actuary, she was among the first women in Canada to achieve Fellowship in both the Canadian Institute of Actuaries and the Casualty Actuarial Society, and was later awarded the CIA Gold Medal for her outstanding volunteer leadership. Beyond her professional accomplishments, Cynthia was a devoted wife, family member, and friend, known for her warmth, generosity, and the joy she brought to those around her.

STUDY COMMUNITY PASSAGES

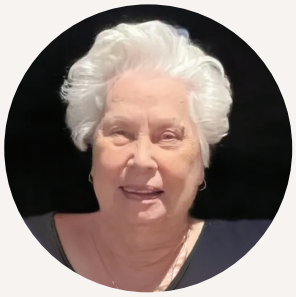


MARY-LOUISE ENGELS, mother of Stacey Engels ’82 and Jenn Engels ’87, passed away in Toronto on April 14. A devoted mother and lifelong learner, Mary-Louise was a dedicated psychologist and a deeply thoughtful person whose warmth touched many. She will be remembered for her intellect, generosity, and vibrant spirit, and for the love she shared with her family as a mother, grandmother, and great-grandmother.



ROSE SALEH, passed away peacefully on January 18, 2026. Rose was the beloved mother of two proud Study lifers, Sharon (Saleh) Oxner Claude (Saleh) Winn ’85 and Claude Saleh Winn ’88. She was warmly remembered by many of Sharon’s and Claude’s classmates and teachers who knew and admired her. Wife of the late Edward Saleh, she was cherished by her daughters and their spouses, Michael Oxner and Daniel Winn, and was a loving grandmother to Julian, Alexander, Maya, and Jacob. With her deep appreciation for art and beauty, Rose will be fondly remembered and greatly missed by her family and all who knew her.

STUDY FACULTY PASSAGES



PATRICIA WRIGHT GOSSIP (MCMULLAN) , beloved former faculty member at The Study, passed away peacefully on July 31, 2025 at the age of 93. Born in Belfast, Northern Ireland, Patricia served the school community from 1969 to 1992, inspiring generations of students through her dedication to sport, teamwork, and school spirit. A devoted mother of two Study graduates (Gillian Wright ’76 and Fiona Wright ’84,) she was admired for her warmth, resilience, and unwavering commitment to education. Patricia left a lasting impression on students, families, and fellow faculty alike, and her legacy of kindness and service will be fondly remembered by all whose lives she touched.



ANTONIO ROMANO passed away in Montreal on February 4, 2026, at the age of 45. Antonio previously served as a lab technician at The Study and will be remembered for his warmth, kindness, and dedication to the school community. He leaves behind his beloved wife, Annalisa, his cherished children, Giada and Gianfranco, his parents, Domenico and Lina, his brothers, and a large extended family who will miss him dearly.



KATHLEEN (KATHI) BIGGS, a beloved English teacher, passed away on April 14, 2026. Kathi inspired generations of students with her passion for literature, sharp intellect, and dynamic presence in the classroom. Deeply involved in the school’s drama programme, she brought creativity and energy to all aspects of school life, encouraging students to think critically and engage fully. Kathi’s life was marked by resilience and connection. Born in Budapest, Hungary, she came to Canada as a child after wartime separation from her family, a story that reflected her strength and determination. She will be fondly remembered for her vibrant personality, love of books and the arts, and her ability to form meaningful connections with those around her.

Founder's Day 2025





ABOVE VEATRIKI VAKRATSAS '37 CUTS THE STUDY'S 110TH BIRTHDAY CAKE ALONGSIDE OUR OLDEST ALUMNA, MIRIAM TEES '40.

RIGHT RACHEL CYTRYNBAUM '98, AMANDA EAMAN '97

BELOW THE STUDY'S 110TH ANNIVERSARY CUPCAKES

Homecoming 2025 held special significance as The Study community came together to celebrate the school's 110th anniversary. Marking more than a century of history and tradition, it was an opportunity to reflect on a journey that began in 1915 and continues to shape generations of young women today.



The celebration brought together students, alumnae, families, faculty, and friends in a vibrant display of community and connection. We were especially honoured to welcome alumnae from across Canada, as well as guests who travelled from as far as London, UK. Among those joining us was our oldest alumna, Ms. Miriam Tees '40, whose presence was a powerful reminder of the lifelong bond shared by Study women.

In her remarks, Head of School Kim McInnes talked about the school's enduring identity, referencing *No Ordinary School*, the book published for The Study's 100th anniversary, and noted that, "we are still no ordinary school." She emphasized that to honour this legacy, "we must continue to innovate, together as a community, to offer our students the most meaningful and inspiring experiences possible."

Head Girl Priya Kennedy echoed this, reminding us that "when we think of changing the world, we think it has to be big, spectacular," and invited us to see that change often begins with small, everyday actions. She added, "if you see something that you want to change... figure out one small action that you can take... it just has to get done."

As we watched the Kindergarten class gather around the cake for the Birthday Song, we marked more than a century of empowering girls to lead with confidence and purpose. Founder's Day served as both a tribute to our history and a celebration of the future we continue to build together.





ABOVE LEFT CLASS OF 1975 CELEBRATING THEIR 50TH REUNION.

ABOVE RIGHT FORMER HEAD OF SCHOOL, MARY LIISTRO HÉBERT

Homecoming

Homecoming Weekend was filled with energy, laughter, and celebration as we welcomed home alumnae from across the generations, including those celebrating milestone reunions. The Class of 2015 shared a special moment opening their time capsule, with classmates joining from abroad online. A highlight of the weekend was the incredible turnout for the Class of 1975's 50th reunion, a large and enthusiastic group which was joined by many members of the Class of 2025 for a special yearbook signing. Together, they enjoyed a walk down memory lane, revisiting cherished photos and memories. From start to finish, it was a weekend full of connection, nostalgia, and shared joy.



ABOVE THE CLASS OF 2015 CELEBRATES ITS 10-YEAR REUNION AND OPENS ITS TIME CAPSULE. **(L TO R)** CARINA SASSE-VILLEMAIRE, EMMANUELLE ROCHEFORT, KATE HAICHIN, AMANDA MORGAN



ABOVE LEFT SASHA DIMOCK '25, WILLA GARSCHAGEN '25, JULIETTE MARCOUX '25, ÉLICIA HÉBERT '25, SOPHIE HUNT '25

RIGHT FRÉDÉRIQUE CANNON '15 AND KAYLA POMPONIO '15



SAVE THE DATES FOR FOUNDER'S DAY & HOMECOMING 2026

FRIDAY, OCTOBER 23RD
Student-guided tours, Founder's Day Assembly & Judy Elder Alumna Award presentation, SOGA Tea & Cake

SATURDAY, OCTOBER 24TH
Reunion Brunch for all classes, particularly those with milestone celebrations (years ending in 1 and 6), Student-guided tours, Class of 2016 Time capsule, and Class of 2026 Yearbook Signing

SOGA EXECUTIVE 2025–2026

CO-CHAIRS
Amanda Eaman '97 and Rachel Cytrynbaum '98

SECRETARY
Syera Monet Del Bello '20

TREASURER
Lauren (Rudolph) Heselton '05

ALUMNAE PREFECT
Mathilda Michel-Decker '26

ALUMNAE OFFICERS
Erika Flores Ludwick '88
Paulina Flores-Rutenberg '90
Emily Ritchie '90
Elisa Del Balso '06
Natasha Marvento '10
Sabrina Daoud '20
Isabella Gualtieri '22 and Ariana Gualtieri '24

ADVANCEMENT OFFICER
Ellie Gun

In Her Own Words

EMORY UNIVERSITY





The Road to Emory University

Being accepted to Emory was such an amazing feeling, especially knowing how much work went into it. From grades 9 to 11, I really pushed myself and put in a lot of effort, so seeing everything come together and pay off made me incredibly happy and proud.

What drew me to Emory was the balance it offers. It's a place where you can be challenged academically while also having a strong social environment and sense of community, which was really important to me.

I'm especially looking forward to meeting new people, exploring what I'm interested in, and continuing to grow as a person. I know Emory will challenge me in new ways, and I'm excited for that.

My experience at The Study played a huge role in getting me here. It really shaped who I am today and taught me how to push myself, stay disciplined, and work hard. For students hoping to follow a similar path, my advice would be to keep pushing yourself, even when it's difficult, and not give up on your goals.

I'm so grateful for this opportunity and excited for what's ahead.

Olivia Bronfman '25

LCC Pre-U Class of 2026, Emory Class of 2030

Three petals. One purpose.

The trillium flower has long been The Study's emblem, its three petals representing the partnership at the heart of a great education: students, parents, and the school.

As we celebrate the School's 110th anniversary, we are reminded of the enduring legacy behind this symbol and the generations of students, families, and educators who have carried its meaning forward for decades.

At The Study, education has never been viewed as something delivered by the school alone.

When we work together with shared purpose, the impact extends far beyond academics. Students gain the confidence to grow, take risks, and feel empowered to reach their full potential.



Trilliums by Cycle 1 students (Classes of 2035, 2036, and 2037)



(L TO R) BAYLEY FINKELSTEIN '33, EMMA DE SANTIS '29 AND LELA PAPAGIANNIS '26

→

THE STUDY: 110 ANS À CÉLÉBRER

CELEBRATING 110 YEARS!

The Study

THE WORLD NEEDS GREAT WOMEN

LE MONDE A BESOIN DE FEMMES FORMIDABLES

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