



Ecole Internationale de Genève
International School of Geneva

echo



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a **Word** from the DG

I am delighted by the prominence given in this edition of *echo* to the student voice. If we don't listen attentively to what students are saying we run the risk of widening further the inevitable gulf that separates the younger generation from the adults responsible for their education. It is easy to think we know what students are feeling and to get it wildly wrong. This is particularly true in a period of cultural and technological change where attitudes and perceptions can change with great speed.

One of the things we hope an Ecolint education encourages is openness to new experiences and new ways of looking at the world. Our aim is to equip students with the versatility that will enable them to cope better with a world in flux. Not that this flexibility extends to the fundamental principles on which an Ecolint education has always been based. The values and virtues (an unfashionable word but still valid) that were promoted by our founders are still at the core of what we do today.

I was greatly heartened therefore by what our students had to say when asked by *echo* "If you could remove one wall in the world which one it would be?" Some went beyond the obvious physical walls that they had been studying, such as the Berlin Wall, and raised issues like the barrier between rich and poor, the effects of discrimination and, more personally, walls that close off relationships with others. Reading through all these comments I was quickly brought down to earth by the ones who also answered very differently, wishing to remove the Great Wall of China or "the wall between me and my bathroom." Readers can be reassured that this publication knows no censorship!

I hope you enjoy hearing what our current students think about the world, alongside the fascinating voices of some of those who were at the school a long time ago. It is good to see that they have a great deal in common.

Nicholas Tate
Director-General, Ecolint



It is such a pleasure to be asked to write the introduction for this issue of *echo* magazine. After 40 years working at Ecolint, I am finally retiring at the end of this school year (for the second time, for those of you who remember my announced departure last year)! During my time here, I have had the good fortune to work on all three campuses and although each campus is very different and each school unique, it has always amazed me that in spite of Ecolint's age (it was born in 1924) and its size (it now has over 4,000 students), it has maintained its special identity and remained true to its founding principles. The peace, humanitarianism, internationalism, tolerance and openness it espouses are not just empty words. Ecolint is committed to providing a first class international education with the *élève au centre* to each and every student that comes through its doors. I can personally vouch that all the schools I have worked in actively live and breathe this philosophy each and every day.

Retirement is one of those crossroads in life which makes us stop and look around. Looking back, I feel privileged to have enjoyed such an interesting and rewarding career, so rich in human contact and with so many opportunities to make a difference. It touches me to know that the thousands of children I have taught are out there, somewhere in the world, making it a better, more tolerant place because of the education they received here at Ecolint.

In this issue, there is an interview with alumnus, Chief Justice of the California Supreme Court, Ronald M. George, whose parents sent him to Ecolint for two years in the 1950s as a boarder, to widen his world view beyond the excellent (but insular) secondary school he was attending in Beverly Hills, USA. There is also an interview with three generations of the Deane family who testify as to how Ecolint touched and changed their lives for the better. And, among other pieces, we hear from our current students on their involvement in The Walls project.

Looking ahead, I will now join the ranks of Ecolint former pupils and staff, each of whom carries around their own personal piece of Ecolint wherever they go. I have so many wonderful memories of the different events and people I have met and worked with over the last forty years. I am very grateful to all my students and colleagues who have made my years at Ecolint such happy and fulfilling ones, not forgetting my husband and daughters who also spent many years at the school. I am glad to have this chance to say thank you and a fond *au revoir* to so many of you and I hope that you enjoy this issue of *echo* magazine.

Diana Smith, Primary School Principal, Campus des Nations

Having negotiated the nine hour time difference, it was a great pleasure to speak to Ronald M. George, another of Ecolint's illustrious alumni, who is currently serving as Chief Justice of the Supreme Court of California.

Everyone imagines that the US is a country of lawyers and speaking to Chief Justice Ronald George only reinforced this perception as he alone is responsible for managing 1,700 elected judges and 21,000 other employees, administering an annual budget of US \$ 4 billion. California has the largest judicial system in the US, twice the size of the federal system which counts just 800-900 federal judges.

Ronald and his sister Rita are the children of two European immigrants, a French-born father who was an investor (and eventually lived to be 101) and an Austrian mother. Although both children were attending the best schools in Beverly Hills, their parents really wanted to broaden their horizons beyond their 1950s Hollywood environment. So Ronald and Rita, at the time aged twelve and eight respectively, were uprooted from their schools and transplanted to become boarders at the International School of Geneva for two school years from 1952-53 and 1955-56, while their parents travelled around Europe.

Ronald remembers, "It was a very challenging experience and although I had limited French, my parents put me into the French section at school. All my lessons were in French so this obviously gave me a very strong motivation to learn French and, in spite of the steep learning curve, I managed to catch up. I was not very happy about this at the time but, looking back, it was a very good thing. Although to this day, my sister has a better fluency than me because she was younger."

It is very interesting to see how a relatively short stint at Ecolint, just two school years, has made such a lasting impression.



Rita and Ronald on their way to Geneva

What did you do after leaving Ecolint?

I had one more year of secondary school to finish before university so I returned to school in Beverley Hills. Although my school was one of the best in the US, Ecolint standards were so much higher that I got top grades with very little effort. After Ecolint, I was convinced that I wanted to work for the Government in international affairs so I applied to study at Princeton's Woodrow Wilson School of Public and International Affairs. My course lasted four years during which time I had growing doubts that international affairs really was my calling. After graduation, I decided to postpone my decision about the future and keep my options open by studying law. I studied at Stanford University for three years and took lots of courses dealing mostly with policy and constitutional law.

My first job after law school was in the California Department of Justice as Deputy Attorney General. This office was much smaller than it is today and there were lots of developments in the law happening at the time, so although only in my late 20s and early 30s, I got to represent the State of California six times at the United States Supreme Court. These high profile cases gave me plenty

of exposure to government. When Ronald Reagan was the Governor of California he called me up and offered me the position of judge of the Municipal Court of Los Angeles. So, at 32, I became the youngest judge in the State. Over the next several years, Governors of both the Republican and Democratic parties offered me appointments and promotions, which led to me eventually becoming Chief Justice of the Supreme Court of California in 1996.

Biggest obstacle you have had to overcome to get where you are today?

I am lucky not to have faced too many obstacles. My main challenge was deciding on the career I actually wanted to follow.

Three characteristics describing yourself which might be familiar to fellow students and teachers?

Tenacious, good sense of humour (I was a bit of a prankster at school) and I really enjoyed the camaraderie of so many different kinds of individuals.

Favourite subject and teacher?

History and M. Paul Meyhoffer was my favourite teacher although I didn't really think of him as a subject

teacher as such. He was such a wonderful man and I enjoyed a personal friendship with him as he and his wife had me over to dinner. I learnt so much from him in terms of language, literature, culture and history.

How did Ecolint contribute to getting you where you are today?

The teachers had faith in me which gave me confidence in myself. One of the most valuable things was being exposed to a great variety of cultures and different points of view. The diplomatic skills I honed at Ecolint are very much needed in my current position, helping in negotiations with the current Governor of California, Arnold Schwarzenegger. Beverly Hills in the 1950s was somewhat parochial and inward-looking and the entertainment industry made it seem like a small place which excluded the rest of the world. My parents wanted their children to be exposed to a wider world view and have a broader academic experience, including learning new language skills. I have drawn life-long benefits from my time at Ecolint.

Is there anything you would do differently?

I would have preferred to go to Ecolint in two or three consecutive years instead of being uprooted on two separate occasions because at the time my friendships were disrupted. But, in retrospect, it doesn't seem traumatic and my sister even went back for third year and we have no emotional scars.

Biggest challenges facing students today?

I'm speculating but in the 1950s everybody just assumed that there was security of employment. If you went to a decent school and got a good education, you got a good job. It was also a much more innocent era with little crime and no drug problems. I am sympathetic to the plight of

graduates today who have a lot less security and more worries to face.

What characterises Ecolint for you?

There was a great tolerance and even more than tolerance, there was acceptance – of the different cultures and points of view. I was one of a few dozen boarders and there were more than fifty nationalities represented among the students. It broadened my outlook and made me a better judge at all levels. I learnt not just to tolerate but to accept. So much of my underlying philosophy is due to my time at Ecolint.

Best memory?

I have so many wonderful memories. There were lots of very special school outings and one which stands out was a remarkable adventure. In competition with Le Rosey school, a group of fifteen adolescents were entrusted with a vast treasure hunt, following clues starting in a Geneva restaurant on the juke box, leading us up one mountain and then another – it was truly an extraordinary trip.

Worst memory?

I have so few, if any, negative memories of my time at school. Rude and brusque awakenings by other students to go for morning runs spring to mind. I may be imagining this but I think the showers were cold. In retrospect, it has become a good memory and I run for recreational purposes and have even run marathons. Although it did take many years for the running seed to actually germinate.

Best sporting or other achievement?

During one of my years at Ecolint, we built the Greek Theatre. It was a wonderful experience and seeing it come to fruition and being used at events was really gratifying.



And now?

Ronald is married to Barbara, his wife of 44 years. They have three sons, Eric, Andrew, and Chris and two beautiful little granddaughters. They have homes in Los Angeles, where they are originally from, and San Francisco, where the Supreme Court is located.

Rita George lives in Topanga Canyon in Los Angeles. She is a sculptress and runs an art restoration business.

This is the first in a two-part article interviewing PTA volunteers to find out what they do and, more importantly, why they do it

The PTA plays a very important role, contributing enormously to the fabric of our school, making it a much warmer, more vibrant and interesting place. It performs many functions, including publishing regular term bulletins on each campus and organising numerous events, both large and small. It also acts as an important conduit for communications and is a key motivator and coordinator behind many community initiatives and fundraising efforts, such as the annual Kermesses. We are extremely grateful for all that they do.



Questions:

1. What does your role involve?
2. Biggest success to date?
3. Most challenging moment?
4. Why did you get involved in the PTA?
5. Why would you encourage others to get involved?
6. Best thing about your campus?
7. If you had a magic wand?

Paige Finger, PTA Co-President and Primary Class Parent Representative Coordinator, La Châtaigneraie

1. I organise and run monthly meetings with all the primary class representatives and coordinate the parent volunteers for all Primary School PTA activities. I am on the PTA Executive Committee and manage Primary-related business, filling in gaps wherever and whenever necessary.
2. It's the small successes that keep me going, seeing all the happy children at bake sales, special events and in the classrooms and knowing the PTA makes an important contribution to the spirit of campus life.
3. Have you ever faced the thundering hordes at a bake sale?
4. I wanted to meet other parents while doing something beneficial with my time.
5. I think everyone has his or her own personal reasons for participating in the PTA, but the ultimate benefit of involvement is a stronger community and a better school. And I think we all want that.
6. La Châtaigneraie is a dynamic campus with a great spirit and the children love it.
7. That's an easy one – traffic.

Stella Neil, PTA Communications Coordinator, Campus des Nations

1. I create the monthly electronic newsletter and adverts, as well as posters and information flyers about current events, issues and accomplishments.
2. The pleasure of seeing the happy faces of so many of our students and their parents enjoying themselves during the many events we have coordinated.
3. Trying to keep informed of all important news for the monthly newsletters is not always easy because there are so many different events going on throughout all the years and on the two sites.
4. I was persuaded to join the PTA during the annual "Welcome Back Evening" event. Little did I know what I was getting myself into but it has been a great experience and it is very satisfying to know I am helping the school and its teachers. I was also able to meet a wonderful group of dynamic parents from all walks of life.
5. The PTA is one way to become actively involved and have a say in your child's education. The PTA addresses issues that are important to the students and their parents, as well as the school administrators and helps with communication.
6. The international student body and staff from all different cultural backgrounds and walks of life make Campus des Nations so special and dynamic.
7. I would like to see all the teachers create their own personalised homepages on the school's dedicated server for posting class notes, class news and much, much more.

Zara Zinzalian, Middle School PTA Representative for Class 5 francophone and class mother for 5A, La Grande Boissière

1. Forwarding information to class 5 francophones about school and PTA events and organising social events for my class.
2. Class 5 is the first year of Middle School, so many families are new to the school, some are new to Geneva and there are a lot of parents who do not know each other at all. I am happy to say that through the school events, email exchanges and class coffees, we have now all met and know each other personally.
3. Collecting the contact information for all parents and putting together the "Emergency Contact Tree"
4. When we came to Switzerland in 2007, I did not know anyone in the school and very few people in Geneva. I had all this free time on my hands and wanted to do something useful and fun. And getting involved with the PTA is just that.
5. The PTA plays an important role in bringing parents and teachers together and provides that special personal touch which transforms the school from an institution into a community. It is very rewarding to be part of that process. You also get to spend time with a diverse group of interesting people.
6. LGB is a fantastic multinational campus, the grounds are beautiful and continuously improving and the teachers are competent and dedicated.
7. I wish I could wave a magic wand twice a day, at 8am and at 3pm, and make traffic flow smoothly through the school parking lots. And I would love to have a swimming pool on campus.

Onwards and upwards

An update on major campus projects in the pipeline



Ecolint continues its evolution and growth with each campus striving to improve their educational and recreational facilities for the benefit of the whole school community. Whether at Campus des Nations, La Châtaigneraie or La Grande Boissière, current students and families, staff and visiting alumni should see lots of positive changes over the next few years.

Work has already started at the Grand-Saconnex site of Campus des Nations on a new five-storey wing at right angles to the existing building; the first sod has been cut at La Chât for a brand new Primary School on the "La Meule" land (across the road in the field adjacent to the current campus) and the renovation of the 'old' Primary School for use by the Secondary School will follow; and the last project to come on-line, though definitely not the least, is the building of a new four-storey Arts Centre at LGB.

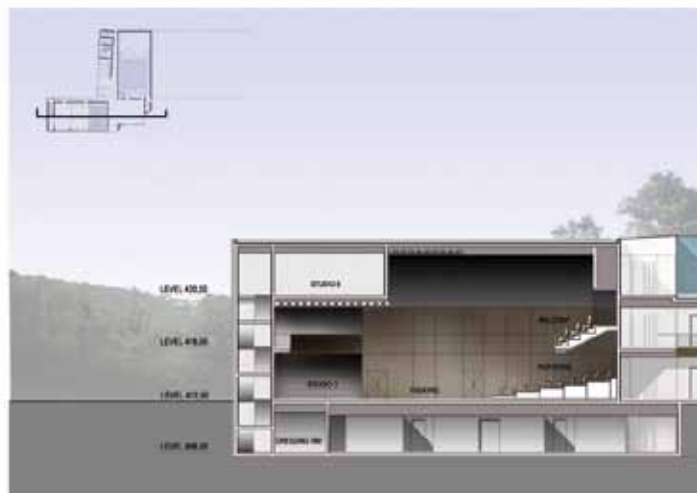
Each of these projects has a different financing model. But, in each case, the tremendous philanthropic generosity of our school community plays a fundamental role.

Find out more and follow the progress of each project on the school website at:
www.ecolint.ch/Supporting Ecolint/Major projects

If you have any questions or would like more information, please contact Michaelene Stack, Director of Development by email at michaelene.stack@ecolint.ch or by telephone on +41 (0)22 787 26 63

A new Primary School, more Secondary School classrooms and farewell to the portakabins at La Châtaigneraie – for September 2011

The pressure on teaching space has been very real at La Chât for many years – we can trace the infamous portakabins back to 1999. Demand for places at Ecolint continues to massively out-strip supply. With the new Primary School and renovations to the "old" Primary School, we will be able to offer an additional 520 places to potential students. The classrooms will be designed for a 21st century education, with more specialist teaching space and the room to develop the bilingual components of our academic programmes at all levels. As the La Chât project will generate additional revenues for Ecolint from new school places, it is being financed through a mixture of commercial borrowing and philanthropic support.





New wing at Campus des Nations – for September 2011

The Ecolint family's youngest site, the Grand-Saconnex site of Campus des Nations, has filled to capacity with over 750 students since opening its doors in 2005. It offers the Primary Years Programme, Middle Years Programme and the IB Diploma Programme.

The new wing has been funded by two very generous private donations and the allocation of some of Ecolint's own capital reserves. The new wing will increase the number of specialist classrooms available and provide purpose-built areas for Theatre and Music so that the options available in the IB Diploma Programme can be expanded. Investment is also being made in significantly improving the external recreational areas and sporting facilities.



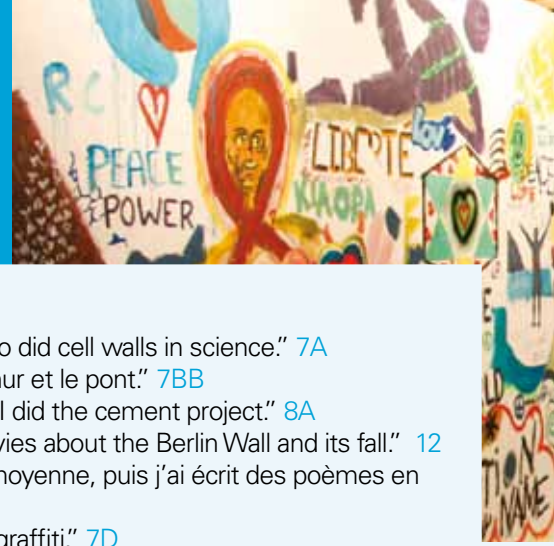
The Arts Centre, a heart for the La Grande Boissière campus – for September 2012

Educating students for careers that may not yet exist is certainly a challenge. Academic thinking is pushing educators worldwide to look carefully at the role of creativity in teaching, learning and thinking as one important way of responding to a rapidly evolving world. The Arts Centre will put creativity at the heart of the LGB curriculum. It will encourage artistic endeavours and achievements by regrouping the Music, Theatre and Visual Arts Departments under one (new) roof. Many of our alumni from the 1940s still remember the roof of certain arts buildings at LGB as crumbling and yet the wooden huts and the chalet are still here !

The Arts Centre will provide an auditorium capable of bringing together our Secondary School students by year group (a desire first minuted at a Board meeting in the 1950s!). The auditorium will be able to hold two year groups together. It will add recreational and study space for the Secondary students (the café at the number 12 tram stop may well go bust!), a new theatre, plenty of exhibition space and will provide a beating heart for the campus. The Arts Centre is the final link in the chain of LGB's development.

We are currently just over 60% of the way to securing the CHF 20,000,000 needed to make this project happen and are looking forward to securing the remaining donations to complete the financing. Our sincere thanks to all the current families, alumni and former families as well as the wider community of corporates and foundations who have so far given their support to this project.

Bringing down walls



Ecolint recently took part in a large educational project called The Walls. The project was inspired by the « Murs » photographic exhibition organised by the Imaginaid Association, with the patronage of the City of Geneva, on the Pont de la Machine from 9 November 2009 to 31 January 2010. The exhibition commemorated the 20th anniversary of the fall of the Berlin Wall.

The educational project encouraged students to reflect on the theme of frontiers and dividing walls and their implications. It was also to show that divisions can come from psychological, cultural and linguistic barriers or life-style choices. Following a guided visit to the photographic exhibition, many class projects on the theme of walls took place in our Primary, Middle and Secondary Schools. This included the construction of LGB's own wall with decorations by students in the form of drawings, poetry, graffiti and other visuals. We asked the students in their own words to describe their experience of The Walls project. The selection of responses from over 500 feedback forms certainly provides food for thought.



What was your involvement?

"I did poems and sang a song and we also did cell walls in science." 7A

"J'ai fait de la poterie pour construire le mur et le pont." 7BB

"I was in the band for the music part and I did the cement project." 8A

"German poetry was presented with movies about the Berlin Wall and its fall." 12

"J'ai chanté durant le concert de l'École moyenne, puis j'ai écrit des poèmes en allemand et en français." 8BB

"I sang a song, wrote a poem and made graffiti." 7D

What do walls mean to you?

"Walls separate us and build up evilness between us." 7A

"Walls are for protection, separation but do not necessarily mean something bad." 8A

"They are concrete blocks that surround the campus. They provide crucial protection against the neighbouring forest raccoons." 12

"Walls can be mental and physical." 7A

What did you learn?

"That there are lots of families and people that are separated from each other because two governments had a conflict." 7C

"That walls separating innocent people should be pulled down." 7A

"The most important thing that I learned about in the The Walls project was respect. I learnt that respect does not only include respecting your fellow colleagues, but also respecting time, opinions, meanings and thoughts. No matter how differently I see things, everyone has a right to their own 'wall' and I must respect that." 12

"That most things have two sides." 8A

"Build bridges not walls." 8A

"Walls are bad except if you want to separate your garden from your neighbour's." 8A

"That a great show can be created in a short period of time." 12

"That walls can be good or bad. Bridges are awesome!" 7B

"I learned a quote: 'Sometimes people build walls not to keep others out, but to see who cares enough to take them down.'" 7B

"Peace doesn't work with walls." 7D

Can music, drama and art help tackle important questions/issues like walls and barriers?

"I think they can because they send a message to people." 7A

"Oui, je pense définitivement que tout ce qui est abstrait peut aider à se confronter aux problématiques fondamentales." 12

"Not really because singing won't bring down a wall." 8A

"Yes, it helps us because we can act and sing about how people with walls feel!" 7B

"Music can definitely break barriers because it can amuse/astonish/flatter people to realise the significance of certain walls. Drama, on the other hand, unless it is done by Hollywood actors, will have less influence on peoples' thoughts due to its limitations." 12

"Yes because one picture, song or act can change somebody's opinion and that person could make a big difference." 8D

"Not really. They help raise awareness of issues and may inspire people to do something about them, but ultimately it is concrete actions that solve problems. In terms of non-physical (mental) barriers, yes they can be more or less effective." 12

"Yes, I think it tells people that you care." 7B

"Yes because when you do something good it gets out all your emotions and you forget everything bad." 7C

"Oui, car dans la musique, le théâtre et l'art il n'y a pas de barrières, car ces trois choses unissent les gens." 12



Students' wall, LGB campus

What did you think of the "Walls" photographic exhibition and did it influence your opinion of walls around the world?

"I think the Walls exhibition was interesting and well-presented and it helped to open my eyes to the situation in the world involving walls." 8A

"Oui, parce que nous pouvons voir qu'il y a des gens qui souffrent et que nous avons de la chance." 8AB

"Walls are good and bad. Good because they protect us and give us privacy. They are bad because they separate us." 7B

"As I learned about the walls around the world, the exhibition touched me and made me realise even more, how lucky I am." 8D

"Oui, elle m'a fait comprendre que dans le monde il y a des personnes qui souffrent à cause des murs." 8D

If you could remove one wall in the world, which one would it be and why?

"I would have removed the Berlin wall because it separated families and friends for something that wasn't their fault." 7A

"It would be the one between the rich and poor." 8A

"I would remove the one that causes the most problems." 7B

"Le mur entre les nationalités car il n'y aurait plus de racisme." 7AB

"There are so many walls in the world, it is hard to choose just one but maybe the one surrounding Gaza." 12

"The wall in my mind which prevents me from being more open to others and new relationships." 12

"Walls that have graffiti on them because they are ugly." 8A

"All of them!" 8A

"The Australian rabbit fence. It's cruel to animals." 7BB

"I would remove the wall between the sharing of ideas." 8A

"The wall of discrimination." 7C

"Je ferais disparaître les murs du racisme et de la religion." 7AB

"I would remove the wall in Israel so that the war would stop and there would be peace in the world." 7B

"I would remove the wall that separates appearance from reality. Too many people confuse the two and thus tend to make things look better rather than actually making them better." 12

"Il y a trop de murs dans le monde. Je ne peux pas en choisir un." 8BB

"Je veux faire disparaître le mur d'Israël pour qu'il y ait la paix entre Israël et la Palestine." 7D

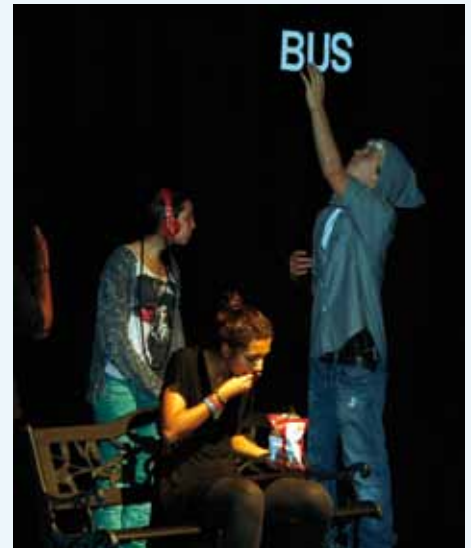
"Les murs psychologiques entre les peuples en guerre." 12

"The wall between me and my bathroom." 7D

"The Mexico wall, preventing Mexicans from entering American territory." 7A

"Maybe the wall between North and South Korea because they were the same culture once." 7A

"Le mur qui se forme après que deux personnes se sont séparées." 8BB



“Today we join people around the world in a tribute to all the visionary men and women who use the power of music to lift peoples of different backgrounds and beliefs above the differences that set us apart. Through our music, we reaffirm our conviction that humanity will triumph and harmony will prevail.” UNISON 2009



The announcement above was made at the beginning of UNISON 2009, an Ecolint Foundation concert held on Sunday 11 October 2009 at La Châtaigneraie. The performance was part of the Daniel Pearl World Music Days which are annual global concerts held to affirm the ideals of tolerance, friendship and our shared humanity. Daniel Pearl was a journalist and violinist who travelled the world and used music to make friends in many countries. In 2002, he was murdered by terrorists while investigating a story in Pakistan.

UNISON was really a simple idea born out of a desire to take advantage of the fact that we are such a large and diverse community and bring together student singers and musicians from across Ecolint. The idea was for three ensembles: jazz, strings and choir to rehearse together intensively on Friday, Saturday and Sunday morning and then perform a public concert on the Sunday afternoon. So a group of enthusiastic music teachers from all three Ecolint campuses took on the mammoth task of planning the event. So many others worked behind the scenes to make the event a reality, including those who designed and produced the t-shirt and flyer, those who organised and managed daily

transportation, those who set up the stage and sound and those who provided snacks and drinks at rehearsals. A big thank you to all and also to the Ecolint Foundation whose financial support made the event possible.

From the outset we witnessed a wonderfully positive attitude with over one hundred students taking part. Everyone worked very hard and cooperated and there was a tangible team spirit and willingness to do whatever was necessary to get things right. The event provided great opportunities for peer guidance, with older students helping younger ones. The concert covered a variety of styles, from classical and traditional performances (Pachelbel's Canon) to the contemporary (Amy Winehouse's Tears Dry on their Own). Different cultures were also represented with pieces sung in English, French, Japanese and Swahili. The concert culminated in Andrew Close's poignant arrangement of Colours of the Wind and more than one member of the audience was seen reaching for a tissue.

I am pleased to report that the concert played to a full house and was a resounding success. It is hoped that UNISON will become an annual event on Ecolint's calendar.

Ecolint Shop NOW Online

<http://alumni.ecolint.ch/store>



- Purchase high quality Ecolint branded clothes and gifts (pens, key rings, bags and more)
- Make secure credit card payments (Mastercard and Visa)
- Worldwide postage and packing available

There is also the Ecolint Boutique on the top floor of La Ferme on the LGB campus which offers a wider selection of clothing items, colours and sizes. Boutique opening hours are: Mondays, 2.30pm – 4.00pm and Wednesdays, 8.30am – 2.00pm.

Happy Shopping!

The fifth annual Ecolint Education Conference took place on 16 January 2010. Over 200 participants attended from Geneva, other parts of Switzerland, the UK, Finland, France and even from Libya, India and the USA. The theme of this year's conference was creativity and we welcomed some impressive speakers.

Professor Robert Sternberg of Tufts University presented, "Creativity is a Decision", defining creativity as "producing outcomes that are both original and of value". Research shows that the biggest obstacle to learning is the belief that intelligence or creativity is fixed. We need to teach all children that both can be developed. Christophe Mouchiroud of Université Paris Descartes gave us, "Quelques perspectives sur le développement de la créativité sociale."

Bengt-Ake Lundvall of Aalborg University in Denmark asked, "How can education systems contribute to creativity and innovation in the learning economy?" His view is that diversity in schools and the labour force enables more creativity. Innovation thrives when people with different backgrounds meet and interact, sharing their variety of experience to shape creativity and new ideas. In a Foundation as diverse

as ours with the inevitable tug of war between diversity and centralisation, this is encouraging. The key to creativity is therefore the ability to build bridges.

The conference format this year included discussion groups in the afternoon, which was a very positive development. Several key questions emerged from this for the panel debate, including a question on gender and creativity which elicited the response that, indeed, creativity is less often found in females. However, this is not surprising as girls are conditioned to "be good and follow the rules" which may tend to inhibit creativity.

The conference also show-cased some of our own students' creativity with performances from the La Grande Boissière interdisciplinary "The Walls" project - from a dramatic monologue and film projections of students' art, music and drama works to a powerful musical interlude from the LGB orchestra. When educational change was needed in the 1960s, Ecolint was bold and innovative enough to create the International Baccalaureate. Perhaps time for change has come again and, as the oldest and largest international school, we are ready to step up to the challenge of ensuring more creativity in education.

Developing creativity and intelligence requires the following 13 actions:

- Redefine problems
- Analyse creative solutions to problems (what is the best/worst outcome and what is the most likely outcome)
- Explain your solutions
- Realise that intelligence and knowledge both help and hurt creativity (we can get trapped in seeing things in the same old way)
- Take sensible risks
- Overcome obstacles (with persistence)
- Find what you love to do
- Continue to grow
- Believe in yourself
- Tolerate ambiguity
- Take yourself and your ideas lightly and have a sense of humour
- Seek an environment that encourages and rewards creativity
- Recognise that creativity is a way of life



Three generations... and counting



First generation :
Alice Borel, school secretariat
from 1937 - 1941

Alice, a Swiss national, became a Deane after marrying Douglas Deane, a Sports Teacher and a general mobiliser (for fundraising and all other management requirements) at Ecolint during the 1930s, remembered also for founding the school's Deane Forum for discussion of international issues.

What is your relationship to Ecolint?

My first job was in the school administration. We were three with Mme Roquette and Mme Ramacher, an amazing woman who spoke 8 to 10 languages. Later on, my three sons went to school at Ecolint. There were day students and students *en pension*. We lived near the school and after my sons had left for their various universities, I once had 5 students lodging at my house – all of different nationalities.

You met your husband at school?

Yes, everyone kept talking about Mr Deane, an Australian teacher – who was away in the UK when I started work in January 1937. I got quite fed up hearing about him and it was not until June that he came back to school and I finally met him. I was sitting at lunch with the students and teachers when he walked in. For me, it was not love at first sight. But the students were so happy to see him as he was very open, without etiquette or pretensions around them.

Interviewing three generations of the Deane family about their time at Ecolint, how it touched and changed their lives, was fascinating. Beginning with Alice Deane (née Borel) who worked at Ecolint from 1937-41 and met her future husband here, then her son Derrick Deane who attended Ecolint in the 1950s-1960s and Derrick's daughter, Deborah, who attended La Grande Boissière and La Châtaigneraie in the 1990s. Each of them has a very different story to tell but their common experiences certainly spotlight what makes Ecolint special.

What was the school like then?

There were about 200 students and the school was a very open place without complexes and it was co-educational, unlike other schools at the time. It was one of the first schools to offer a bilingual education in English and French. I admired the fact that the French teachers were French and the English teachers were English. I remember Drummond Thompson the Latin teacher at the time who wore long Greek robes. Building the Greek Theatre was his idea. There was always lots going on and everyone, myself included, got involved in the sports and other activities. I played the piano, often doing duets with the students.

Best memory?

My marriage proposal happened on the terrace outside Les Marronniers at LGB.

Worst memory?

Before the war, when students were leaving to return home. There were two older boys, the best of friends, one French and one Italian and they knew they were going to be drafted into the army when they got home. They understood that they may have to face each other in the war as enemies and were heartbroken at this prospect.

Why is Ecolint so special to you?

Ecolint is an integral part of my life, it was a very human place and there was no critical spirit. Critical comparisons were never made and everyone was accepted and equally well-respected.

Second generation :
Derrick Deane, LGB '62



What is your relationship to Ecolint?

We have a very long family relationship with Ecolint. Both my parents worked there, my two brothers and I went to school there and so did my two children. There was no question where my kids would go to school. I am so pleased with the education they received and they both have great jobs. Ecolint really set them on the right road. I attended Ecolint in two separate tranches, intermittently from 1949 to 1953, depending on my father's UN work, and then from 1955 through to graduation in 1962. It was wonderful to rediscover former classmates who were still there.

What was the school like then?

We were 18 students of 17 different nationalities in my final class year. I felt perfectly at home at Ecolint with my mixed background, there were so many others like me. I remember voting on the separation of the anglophone and francophone sections. I was one of just 12 students who voted against separation as I knew it would mean being parted from my French friends – which is exactly what



Third generation: Deborah Deane, La Chât '95

happened. Afterwards, it was only really sports that brought everyone together, for example in Ecolint football teams.

Best memory?

There was always so much going on, such a wide range of opportunities. I participated in production of the school newspaper «Alexandre» and in the chess, football and science fiction clubs, etc. I can never remember being unhappy at school. The Students' United Nations and Kermesses were great innovations, always stimulating and a great way for the school to project its multicultural environment.

Worst memory?

Others might share this experience although it's not a bad memory of the school as such. But when the time came to leave, all the different nationalities left the school and often also left Geneva. So even though we had been together for many years, from one day to the next my whole class just scattered around the world and we often lost touch.

Favourite subject and teacher?

Michael Quinn was a great Latin teacher and really brought Latin to life. Michael Knight awakened a life-long passion in history and he was definitely instrumental to my decision to go on and study history.

What did you do after leaving Ecolint?

I went to Australia, to Adelaide University, and did a BA in History and French. I was going to be a teacher but changed my mind and joined the Australian foreign service. I started with the Australian Embassy in Paris and after four years joined UNESCO. I transferred to the World Health Organisation in 1987 and have since worked around the world, including being posted to Kenya for 8 years, and finally back to Geneva.

Why is Ecolint special to you?

Ecolint conditioned everything I have done. The internationalism has been a guiding principle in my life and work.

What is your relationship to Ecolint?

I was a student at the LGB Middle School for Year 5 (1986 - 1987) and at La Chât in the Secondary School for Years 9 to 13 (1990 - 1995).

What was the school like then?

The school was very international with around 90 different nationalities. It made me really appreciate different cultures and beliefs. There were some fantastic teachers and even though I didn't like their subjects to begin with, I learned to appreciate them over time.

Best memory?

In competition with other schools, we created a play around the theme of time and I got a fairly big part in our play. We won the best play and then presented the play several times back at La Chât. Various pictures of the play were made into posters to advertise the event and a picture of me was enlarged for one of these posters. My parents still have this poster today.

Worst memory?

During a track and field competition against other schools, I was in a relay race and although it had been drilled into us never to drop the baton, I was the 3rd runner and dropped the baton. The La Chât team was leading the race until then and the 4th runner and I couldn't regain the lost time.

Favourite teacher and subject?

Mr Schumann and history. He drove a Ferrari and once brought his gun collection to school.

The two most important qualities gained from your time at the school?

Optimism and competitiveness.

What did you do after leaving Ecolint?

I got a part time job at Burger King for 4 months before university. I attended Adelaide University for 3 years and then did 2 years at the International College of Hotel Management. I have worked in



various 5 star hotels ever since. In the last year I have taken time out to look after my one year old son, Alexander and have been living in Doha, Qatar for the past two years with Leigh, my husband.

How did Ecolint change your life?

Ecolint made me realise that there are other students like me who had travelled and lived in lots of places. I am frequently asked where I'm from and it's hard to answer. I was born in Paris, then at the age of two moved to Nairobi, Kenya for 8 years, when I was ten, we moved to Geneva for a year where I attended LGB. At eleven we moved to Germany where we lived for 3 years and then we returned to Geneva and I attended La Chât for 5 years. At Ecolint, no one commented on my German accent, I was just accepted.

Did Ecolint influence your decisions in life?

Ecolint made me pursue my languages and encouraged me into further education. It also gave me the skills to succeed.

What is the biggest obstacle you had to overcome?

Travelling can be a double-edged sword, as much as it is interesting and eye-opening to see new sights and learn new cultures, you leave behind family, friends and colleagues each time you move.

Why is Ecolint so special to you?

I formed life-long friendships with people who were similar to me and I am still in touch with the friends I made.

Letters from the archives provide an interesting insight into how Ecolint got off the ground and found the funding necessary to keep going

Ecolint would not exist at all had it not been for a handful of tenacious visionaries who gave so much of their time and energy to securing Ecolint's future. A number of generous gifts secured the school's opening in 1924 as highlighted in a letter from one of the school's founders, Arthur Sweetser, a member of the League of Nations' Public Information Section, to Mr Riches, the Chairman of the School Board in 1960.

Mr Sweetser wrote, "Our hearts are still very much in Geneva and especially in Ecolint, and we look back on the early struggling days between the two wars with both nostalgia for the past and amazement for the present... The school's first and largest contributor was Mrs Francis Blaine who made available, on request of the Organising Committee, travelling expenses and salary for an American teacher (Miss Fake) whose acquisition through my wife's efforts was just the tiny straw which tipped the scales for the opening of the school in 1924 when the School Committee was beginning to lose courage and deciding

to postpone for another year... Mrs Blaine continued her contributions to Ecolint for many years... Our second largest contributor was Mr. John D. Rockefeller, Jr, who gave US \$ 25,000 to buy La Grande Boissière to prevent that beautiful property from being taken over by a general commercial school which, with their greater facilities, would probably put Ecolint out of business..."

Some time later, J.D. Rockefeller's son, J.D. Rockefeller III, gave another smaller donation and then the Rockefeller Foundation gave US \$ 16,000 because, "an international agency like the League of Nations could secure the high quality international officers necessary only if it could assure adequate educational facilities for their children". Several other donors gave large sums to cover teacher and student bursaries and helped the school remain on its feet until school fees could adequately fund the running of the school.

The precarious nature of the school's early years is clearly shown in a letter from Mr J.E. Forsythe, a teacher at



Mr Arthur Sweetser

Ecolint from 1932 to 1937, to Mme Maurette, Ecolint's Director-General from 1929 to 1949, "There was the recurring drama of the missing student, usually American, being withdrawn at the last minute from the boarding school enrolment list; which caused financial furore and a meeting of teachers with representatives of the Board to inform us, with great regret, that since income was not up to expectations, full contractual salaries could not be paid. We were, therefore, released from our contracts; but it was hoped that we could stay for another year..."

Mr Sweetser's letter eventually finishes, "I want to give full credit to a considerable group... who had the vision to contribute to a cause which at the time seemed on the outermost confines of interest but which has since become as solid as the rock of Gibraltar."



Ecolint's teaching body in 1930

Ecolint is a not for profit educational Foundation created in 1924

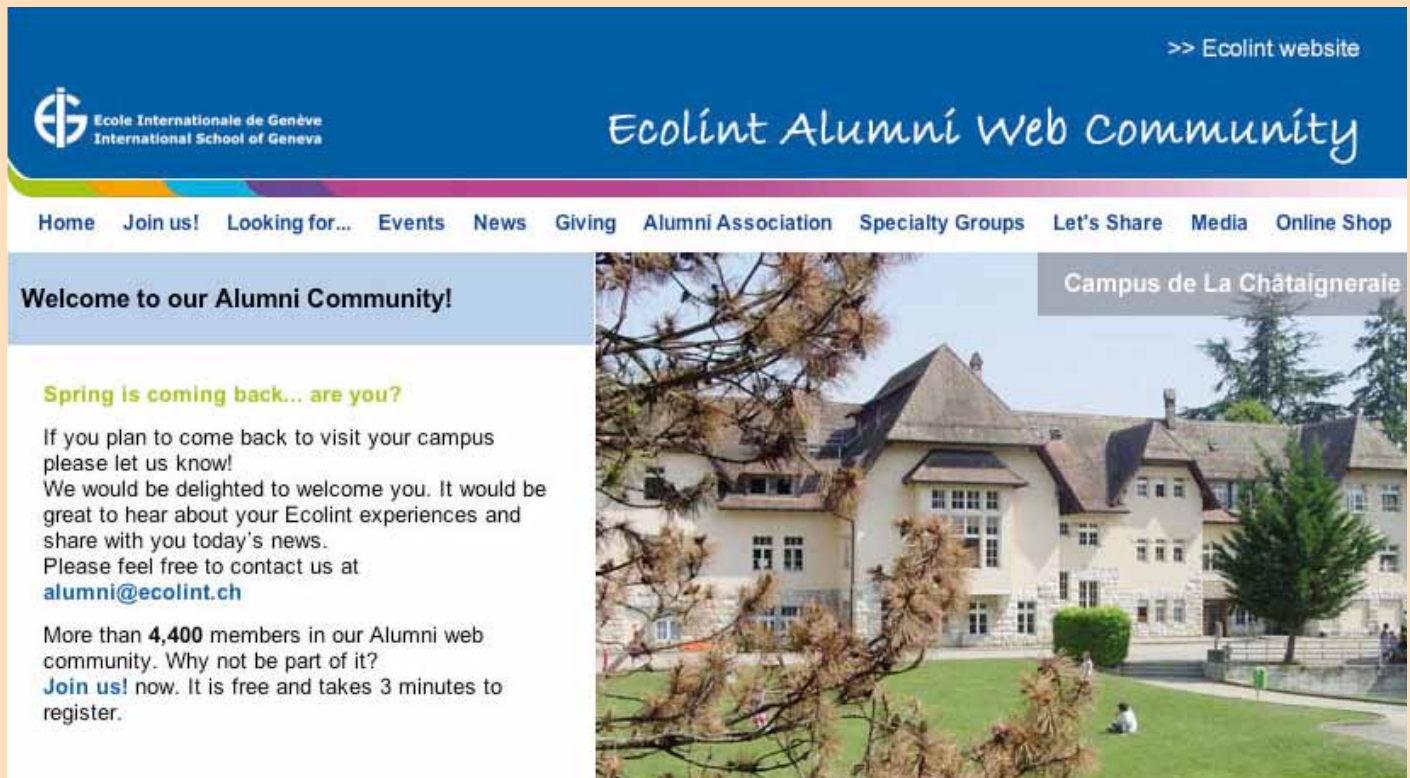
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- Leaving us a Legacy or making an Endowment

Make a difference.

For more information, please contact Sally Urwin, Development & Communications Associate
Email: sally.urwin@ecolint.ch Tel: +41 (0)22 787 26 19





Annoncé par un e-bulletin aux membres de la communauté des alumni, le nouveau site web est en ligne depuis début janvier. En plus de sa nouvelle interface au graphisme plus moderne et plus lisible et d'une navigation mieux organisée, il propose :

... des nouveautés

- nos jeunes alumni diplômés entre 2001 et 2009 à LGB, La Chât et au Campus des Nations (à partir de 2007) ont maintenant accès aux photos de leur «Graduation ceremony» (menu «Let's share»)
- la rubrique «Who's online» (menu «Let's share»), vous permet de «chater» avec les autres membres lorsqu'ils sont en ligne en même temps que vous
- des vidéos en ligne ! A découvrir sous le menu «Media»
- la possibilité d'effectuer un don au Fonds annuel par carte de crédit (paiement sécurisé), menu «Giving»

Si vous n'êtes pas encore inscrit comme membre, n'hésitez plus, «Join us!» (<http://alumni.ecolint.ch>)
Ce site est vivant grâce à vous, alors transmettez-nous vos contributions et annonces. Gardez le contact !
alumni@ecolint.ch

... toujours et encore

- la rubrique «Upcoming events» où sont annoncés les événements organisés ou co-organisés par l'Association des Alumni, par des alumni aux quatre coins du monde (Chicago, Boston, Washington DC, ...), ou par l'Ecolint
- le calendrier des «Past events» qui vous permet de retrouver les événements par date et d'accéder aux résumés et photos

... à venir

- le Département du Développement et Alumni est en train de faire scanner tous les «Yearbooks» en sa possession afin que vous puissiez les consulter en ligne

Merci à ceux d'entre vous qui nous ont fait part de leur enthousiasme :

"Thanks for sharing! Love the new site!"

Milan Turk, LGB '80

"Great job! Looks wonderful and easy to get around!"

Terry Lyons Thielen, LGB '67

"Generally I think the site is great and fun to visit!"

Orjan Lindroth, LGB '67

"The new home page is very nice."

Marisa Chaves M. da Rocha, LGB '66



Bonjour, je reçois aujourd'hui votre *echo*, et souhaite vous donner mon mail, pour être mieux informée en ce qui concerne la vie de «ma chère Ecole». J'y ai passé des années merveilleuses en 1946-1950 sous la houlette de Monsieur Roquette, Madame Maurette, Jean Meyer, Jeanne Hersch, Le Pin et tant d'autres qui m'ont marquée à vie! Que j'ai vécu une adolescence merveilleuse, route de Chêne, avec des profs que j'ai adorés. Ils furent «l'humus» de mon adolescence. Mains de fer dans des gants de velours! Je garde au coeur «l'esprit citoyen de l'Ecolint», l'ouverture à l'autre, dans l'écoute et le partage... MERCI chère ECOLINT!

Arrivée à bientôt 80 ans, en février prochain, j'ai gardé – en mon être – la jeunesse de ces années merveilleuses. Je suis installée à Paris depuis longtemps... et y mourrai, sans doute.

Mon métier: artiste peintre... Je reste en contact avec Nadine Iten, architecte, ma meilleure amie! (Nadine Effront, à l'époque). Je vous dis plein de belles choses et vous adresse une gerbe de voeux chaleureux.

Très cordialement,

Marianne Guignard LGB '46-'50

Mes Amis,

I have just finished reading the Ecolint *echo* I just received and was most interested in the "In the Beginning" page. It was only when I read M. Meyhoffer's name as well as Mlle Hartoch's that it made me hold out my hands and use my fingers to count up the years. It turns out that my one year at Ecolint, which I remember clearly to this day was just 25 years after Ecolint opened, and 60 (I cannot believe it) years ago.

Mlle Hartoch was still the librarian in 1949-50, and M. Meyhoffer was no longer head of the day school, but had the awful job of trying to teach beginners' French to about a dozen wild (mostly) American kids who had never even heard French before. I can

hear to this day his first day remarks: "Ziz iz a class in French. We speak no English here." Then he began: "Répétez après moi: je (he pointed to himself), je montre (he pointed), je marche, je frappe (I do not think I need to write what he was doing)." And that was the beginning of my life-long ability to speak French. Et je ne l'ai jamais oublié.

Chef Schaller was no longer working at Ecolint, but he took a group of thirteen year olds to Verbier over Christmas break (Verbier had two short Poma lifts in the middle of town, period, we put on *peaux-de-phoque* and walked up the mountain in order to ski down through the deep snow). M. Egloff got us out on the basketball court every morning (no matter what the weather) for

callisthenics and Mlle Travelletti kept us from going astray. I am sad that I did not know Miss Fake because I had come from and went back to Winnetka, Illinois where I grew up. I wish I had been able to meet her. And I am also sad that I have lost contact with so many of my friends from that year, which quite literally changed my life. I do see Brent (Buddy) Taylor, but lost Robin Miller, Jim Proudfoot, Truxton Broadhead, Gabriel Loschitz and others. I think Monica Graves and Margo Habischt and Lila Kerr are still in the Geneva area. Sheila Cornell? Carla Poletti? It was the best year of my life, and led me to an international career after I graduated from college in the US. Merci et bonne chance à l'avenir.

Mike Cavallon, LGB '49-'50



This will be the last time I put pen to paper to write the Alumni Association President's contribution to *echo* magazine. As I indicated at the last general meeting, I no longer have the time necessary to devote to the job and, after six

years, I feel it is an appropriate moment to hand over the reins. Because the Central Committee is looking to renew their membership, it has wisely decided on an interim solution. The Association will be in the joint care of the two vice-presidents, Francis Wright, LGB '58, and Karin Raton, LGB '70, until then.

Looking back over the last six years, I have been impressed by the number of alumni events that have been organised all over the world. The Alumni Association has tried to play its part in encouraging these events. Undoubtedly the web has played a key role as there have been a few "unofficial" alumni sites since I have been President, including one that was started by my predecessor and another created exclusively for the 2004 World Reunion. The latest version of the "official" alumni website which has just been updated and now boasts more than 4,000 members, includes an online database and is invaluable for tracing lost classmates. It will soon feature a

searchable collection of pdf files of all the Yearbooks that the school has managed to save over the years.

Of course the web being what it is, there are also a multitude of informal groups that have formed on Facebook, LinkedIn and the various other social networking sites that exist today. These are invaluable ways for people to organise events for themselves. I believe that one of the big challenges for the Alumni Association and the Development Office is to try and forge contacts with these informal groups, not to interfere with their organisation but to be able to put them in touch with each other and to allow us to work collaboratively when organising an event (like the next World Reunion in 2014!) If you run one of these groups, please do get in touch with us, we would love to hear from you (alumni@ecolint.ch).

Sam Jarrell, LGB '73, President of the Alumni Association, August 2003 to February 2010

La plongée sous-marine entre à l'Ecolint

coming up or just been

Yohann Thabius, technicien en sciences, La Grande Boissière, et moniteur de plongée, responsable de l'Ecolint Diving

Le 1^{er} voyage a eu lieu en Egypte à Hurghada en octobre 2009 avec un groupe de douze élèves. Ce fut un réel succès, l'envie de découvrir la plongée et les fonds de la Mer Rouge était bien présente et les souvenirs très nombreux. Pendant cette semaine où un bateau nous était spécialement réservé, les jeunes plongeurs ont pu étudier afin d'obtenir différents niveaux de plongée. La faune était au rendez-vous. Nous avons rencontré des poissons multicolores, des raies, des murènes, des poissons-clowns, des poissons-crocodiles et bien d'autres encore. Nous avons également aperçu des dauphins et une tortue marine.

Le projet se poursuivra pour nos élèves ainsi :

- un voyage de dix jours aux Philippines en avril 2010
- pour débiter la prochaine année scolaire, nous repartirons à Hurghada pour former de nouveaux jeunes plongeurs
- nous partirons au Mexique pour huit jours en février 2011
- pour finir notre année, l'Ecolint Diving vous proposera la perle de la plongée, un endroit paradisiaque: l'île de Moorea en Polynésie française

Pour retrouver toutes les informations nécessaires sur la section de plongée à l'Ecole Internationale vous pouvez consulter notre site sur :

<http://ecolint.diving.over-blog.com>

L'objectif de cette nouvelle activité est de former de jeunes plongeurs et de les sensibiliser à l'environnement marin. L'Ecolint Diving fait partie des activités comptant pour le Community Action Service (CAS).

Coïncidence ? L'arrivée du printemps a fait fleurir les dons... La fin du mois de mars a représenté pour l'instant la meilleure période du Fonds annuel 2009-2010. Un grand merci à nos généreux donateurs ! Après le printemps, l'été... Si nous atteignons nos objectifs d'ici au 30 juin 2010, les projets pourront être initiés pendant la pause estivale afin que les élèves puissent en bénéficier au plus vite.

Résultats au 16 avril 2010 (CHF)	Don moyen	Montant des dons	Objectif
LGB	354.40	83'637.60	150'000
La Chât	270.25	27'834.70	100'000
Nations	181.60	15'618.25	25'000
Fondation	682.90	8'194.82	25'000

A La Grande Boissière et au Campus des Nations, les projets sélectionnés cette année par la direction et le corps enseignant

ont pour thématique commune le bien-être des élèves sur les espaces extérieurs. Mêlant les possibilités de travail et de détente, les aménagements permettront aux élèves de La Grande Boissière de profiter de la revalorisation de l'espace situé derrière le Grand bâtiment. Débarrassé de son revêtement bétonné, sillonné de voies piétonnes entourées de végétation, le lieu montrera un tout autre visage. A Pregny, les plus jeunes pourront expérimenter une forme d'école buissonnière... certes encadrée puisqu'il s'agira de faire la classe sur des bancs et des tables conçus spécifiquement pour l'extérieur. Quant à La Châtaigneraie, les élèves auront la chance de bénéficier d'un matériel flambant neuf pour la sonorisation, l'éclairage et l'enregistrement de productions scéniques et tout autre événement de l'école. La subdivision « Fondation » du Fonds annuel est quant à elle destinée à financer la publication d'un historique actualisé de l'école. Retour sur le mois de novembre 2009: les membres de la communauté scolaire se sont rassemblés pour fêter l'inauguration des différents équipements installés sur les trois campus grâce aux dons en faveur du Fonds annuel 2008 - 2009. De beaux moments de plaisir et de partage, et l'occasion de remercier chaleureusement les généreux donateurs.



La technologie au service des sciences – La Grande Boissière

Mme Christine Paul, classe 3F, a montré aux participants comment les professeurs de l'Ecole primaire apprennent aux élèves à utiliser les tableaux interactifs pour manipuler différentes sources de données afin d'enrichir leur compréhension. Les élèves de la classe 6C, devenus experts dans l'art de manipuler les tableaux interactifs, ont exprimé leur appréciation: «C'est amusant», «On peut voir tout de suite si on a fait juste», «On aborde beaucoup de choses différentes». A travers une démonstration stupéfiante, M. Cameron nous a montré ce que l'équipement de saisie de données apporte aux élèves de sciences du secondaire.



Encourager la persévérance avec le mur de grimpe – La Châtaigneraie

Dans une ambiance joyeuse, les professeurs d'éducation physique des Ecoles primaire et secondaire se sont mobilisés pour que les élèves puissent essayer le mur de grimpe fraîchement installé. Une plaque a été posée à côté du mur en l'honneur des donateurs, et rappelle à tous: «Visez sans relâche le sommet !» Pour patienter en attendant leur tour, les élèves pouvaient participer à un concours sous forme de quiz et gagner un stylo bille et un stylo plume Ecolint.



A l'assaut de la nouvelle structure de jeu – Pregny (Campus des Nations)

Bravant la pluie, une centaine de parents et d'enfants se sont rassemblés pour une courte cérémonie d'inauguration. Après quelques mots de la directrice, Lisa Belfry, les enfants se sont précipités à la découverte de leur nouveau jeu. Le toboggan a été dûment testé, au milieu des rires et des cris d'excitation. Quel plaisir de voir ces petits visages enthousiastes! Les participants se sont retrouvés autour d'un café-croissants jusqu'à ce que Mme Belfry sonne la cloche pour marquer le début des classes... Les enfants ont gagné 5 minutes sur l'horaire habituel!

Depuis trois ans déjà, le Fonds annuel permet de financer des équipements synonymes d'enrichissement intellectuel, de confort dans l'apprentissage, de plaisir et de dépassement de soi. Mur de grimpe, matériel technologique, jeux d'extérieur, aménagements paysagers: tout est fait pour favoriser, grâce à votre précieux soutien, la qualité de vie et d'apprentissage des enfants et adolescents au sein de l'Ecolint.

Pour toute question ou pour faire un don, contactez Sally Urwin à l'adresse sally.urwin@ecolint.ch ou au +41 (0)22 787 26 19
Visitez également notre site [www.ecolint.ch/Soutenir l'Ecolint](http://www.ecolint.ch/Soutenir_l'Ecolint)

Coming up in 2010

Each year on our three campuses, many events are open to all community members. Why not come and join us? Please check the school and alumni websites for more information about dates or please call the schools directly.

Sur nos trois campus, chaque année de nombreux événements scolaires sont ouverts à nos Anciens juniors et seniors. Vous êtes cordialement invités à y assister.

Dates and details will be updated regularly and are available on our websites:

Alumni community at
<http://alumni.ecolint.ch>
 School website : www.ecolint.ch

Reception telephone numbers:
 La Chât: **+41 (0)22 960 91 11**
 LGB: **+41 (0)22 787 24 00**
 Nations: **+41 (0)22 770 47 00**

Kermesses - Come & join us !

29 May	La Grande Boissière
12 June	Campus des Nations (to be confirmed)
19 June	La Châtaigneraie

Foundation

25 May	Consultative General Assembly at La Grande Boissière
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Graduation ceremonies (not open to the public)

28 May	La Châtaigneraie
18 June	Campus des Nations
25 June	Campus des Nations, PYP Year 6 and MYP Year 11
25 June	La Grande Boissière
28 June	Promotion des classes 6, Primaire La Châtaigneraie

School events

6 May	PYP Exhibition at La Chât Primary School
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Summer programmes

July & August	At LGB, multi-sports, total drama for children, 4 to 14 years of age. Dates and registration details on the school website.
5 - 23 July	Campus des Nations offers a comprehensive and exciting programme of activities in July 2010 for children from 7 to 13 years of age.

Alumni events

6 May	Fourth Annual International Schools Alumni Reunion, New York (USA).
6 May	Alumni Association Spring Dinner - Geneva Details on alumni website.

Where are you now ?

Please join our alumni community
<http://alumni.ecolint.ch>

Update your contact details via alumni@ecolint.ch



The Walls Project, Out-Takes

Below are some quotes from Ecolint students that did not quite make it into the article, "Bringing down walls"

What was your involvement in the project?

"I was going to sing but I got sick." 7B

"I presented a poem in German and swam 150m in total (50m butterfly, 50m back stroke and 50m with my arms tied behind my back)." 12

What do walls mean to you?

"Walls mean to me that it separates classes and toilets but can also separate families, so a wall is at the time good and at the time bad." 7C

"I personally dislike walls." 8D

What did you learn by taking part in this project?

"Nothing really, they are just walls." 7B

"It isn't too hard to draw graffiti and it isn't too difficult to compose a song." 7D

Can music, drama and art help tackle important questions / issues like walls and barriers?

"Mmmouais." 8B

"Not really." 8D

What did you think of the "Murs" photographic exhibition and did it influence your opinion of walls around the world?

"It was so cold I didn't want to think." 8A (*Editor's note: The visit took place on the coldest day of the year.*)

"Didn't see it but it was instructive." 8B

"It was bad." 8D

"Je n'ai pas entendu parler de cette exposition." 12

"A little bit boring." 7C

"First, it was freezing and I didn't have good shoes but it was interesting." 8A

If you could remove one wall in the world, which one would it be and why?

"Every single wall in the school." 7B

Impressum *echo* magazine

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