



Ecole Internationale de Genève  
International School of Geneva

# echno



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entretien avec  
le Professeur  
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## a **Word** from the DG

Reading this edition of *echo* makes me realise what a huge range of experiences are reflected in our school community. On the one hand we have alumni who remember the early days of the school in the 1920s and whose lives embraced the larger part of the last century. On the other hand our primary schools are increasingly filling up with children born since the year 2000. This magazine aims to make connections between past and present as well as to show the diversity of a school community which is now scattered across eight schools, three campuses, four sites and two cantons, but which is still very much one school.

This edition reports the 85<sup>th</sup> anniversary alumni World Reunion as well as the simultaneous opening of the school's archives centre and the publication of George Walker's biography of Mme Maurette, *directrice* from 1928 to 1949. These events, together with La Châtaigneraie's 100<sup>th</sup> anniversary, made the end of the last school year a period of reminiscence and reaffirmation of the school's values.

In case you are feeling too warm and cosy, however, I suggest you read this edition's fascinating interview with Gabriel Richet, an alumnus of 1929-1931 who, while recognising his large debt to the school, has some critical things to say about the *mondialisme utopique* of the school's early years. If reading it makes you feel slightly less celebratory, then it shouldn't. Gabriel Richet reminds us that an important part of the *esprit Ecolint* both has been, and needs to be, an intelligent critical spirit that is not afraid to turn the spotlight of its intelligence back on to itself, with a view to doing even better in the future.

I can assure you that this critical spirit is one that the current school is firmly committed to cultivating.

*Nicholas Tate*  
Director-General, Ecolint



*Photo courtesy of David Galipeau*

It was a pleasure to be asked to write the introduction for this issue of *echo* magazine. The theme for many of the articles seems to be about coming back, supporting the school and recognising how lucky we are to be part of this very special community. No one appreciates this more than me. I am the mother of three children at La Grande Boissière, two girls in Years 3 and 4 and my son is in Year 6. All started at school in the reception class and have loved it from the beginning. They go to school every day smiling.

I, too, have been enamoured with the school since day one and gradually became involved with the Parents & Teachers Association (PTA). At the first bake sale I organised, we raised CHF 1,000 for paints to decorate the primary playground. I was hooked. If we could raise that much money at a bake sale, there was no end to what the PTA could accomplish. For the last couple of years I have been PTA primary coordinator and am also the Primary School's Campus Development Group representative. Whilst these are not very demanding activities, they are very fulfilling and mean that I am in contact with lots of people and remain very involved with the school.

I spend so much time at school that several people have mistaken me for a member of staff. But I am also an alumna and went to La Châtaigneraie from - dare I say it - 1981 to 1984. Although it may seem a very long time ago, to me it feels like yesterday. Having my kids at Ecolint refreshes my memory of what it was like to be a student here. Many of my fondest memories at La Chât were things that I would not encourage my kids or any other students to do (like putting a few blue streaks in my hair and having to dye it brown again before being allowed back to school) so I can't really write about them here. But I will say this, the three years at La Chât were definitely my best school years.

For me, Ecolint represents the best education a child can get. You learn how to be socially competent, surrounded by 142 nationalities speaking 87 languages. Within this context, you can only ever be tolerant towards other cultures. You learn respect and how to appreciate differences. It is not surprising that for the last 20 years I have ended up working at the United Nations and am currently studying for a master's degree in psychology, with a focus on cultural studies. I think Ecolint is really like a small UN, because it is a place where you will be respected wherever you come from and whoever you are.

In this issue, there is a photo montage of the recent World Reunion and a collection of alumni comments on returning to school which I hope you will enjoy. I went along to the alumni reunion and saw some friends I haven't seen for 25 years. It reminded me of how small the world really is and how happy I am that my children are lucky enough to go to school here.

*Amanda Weber, current parent, La Chât '84*



Once upon a time, a lively team of 8-year olds travelled afar to Patince, Slovakia. On the way they saw lilac trees in heady bloom, purple-firework tamarisk trees, leafy villages, tall oak forests and a stork in its ramshackle nest atop a lamp post.

Their goal? To meet unseen challenges, to showcase their long-term project and to create and perform an original skit with unknown teams. Waiting for the La Grande Boissière (LGB) boys were 700 friendly, exuberant young people in 68 competing teams, 100 coaches, 40 judges... and kind participants who would help them shout «Swit-zer-LAND!» loudly at the welcome parade.

Competition time. A very high score for teamwork for the spontaneous problem, working creatively and speedily under pressure, putting coins into out-of-reach boxes, using meagre materials. For the long-term problems, the boys created an original vehicle,

environments and did a performance.

Lastly our team researched, designed and created props, sang and danced in harmony for an original performance with Poles and Russians - communicating together without adult help. In Patince, we saw youngsters from 8 to 18 years old creating their own entertainment, interacting naturally across language barriers and cultural boundaries.

What do children gain from this championship? The chance to be part of a team, to develop practical thinking skills, to experience different countries and different cultures and the fun of sharing Swiss chocolate and Tête de Moine cheese...

A chance to be challenged, marked by judges, encouraged to speak, dance, sing, write, draw, paint... and then perhaps be taken to an open-top ferry to float down the Danube past languid beech trees and willows swaying in the breeze. Opportunities also arose to

watch local folklore, dancers, singers, puppeteers, go sightseeing, see a dis-used fort, be entertained by a historical society, see falconry and take part in some medieval games.

These relentless activities were not a holiday for the adults! Lucky LGB children - in Marcia Banks and Masa Toya you have exceptionally devoted coaches, who show endless kindness and tolerance, humour and patience.

Unlucky me - 4 sour plums wrapped up in dumpling dough for my evening meal - crisis! And the frog chorus outside my window from 9pm to 6.59 am...

I will fondly remember the lively, creative, imaginative, independent, cheeky and confident children who were so adept at performing and communicating. Eurofest in Patince was an enriching and diverse experience. Watching all those youngsters, I glimpsed a possible creative and cosmopolitan future, where we could all live happily ever after together.



Odyssey of the mind (OOTM) is an international, competitive programme that gives students opportunities to apply their creativity to solving a diverse range of challenges. OOTM participants work in self-led teams, learning cooperation and respect for others' ideas, how to evaluate ideas, make autonomous decisions and work within a budget. They learn that there is often more than one way to solve a problem. Sometimes the process is more important than the end result.

The programme is «hands-on» for students and «hands-off» for parent coaches, who provide encouragement from the sidelines. OOTM aims to help build self esteem, confidence and encourage creativity in a positive and fun atmosphere.

OOTM has been going on at Ecolint for six years.

Pour rencontrer le Professeur Gabriel Richet, qui se désigne avec humour « diplodocus de l'Ecolint » (1929-31), pionnier de la Néphrologie, Membre de l'Académie de Médecine de Paris et enfin ayant passé par bien des épreuves en 39-45, il faut un peu de courage et d'humilité. Aussi, juste avant de le voir, ai-je pris un moment pour m'asseoir et réfléchir à la manière d'aborder cette entrevue. Bien m'en a pris, car une fois au cœur de la discussion avec Gabriel et son épouse, j'ai eu besoin de toute ma concentration.

La discussion avec le Professeur Richet m'a fait réaliser que la plupart des échanges que j'ai le privilège d'avoir au sujet de l'Ecolint avec les membres de notre communauté, anciens et présents, ont un caractère nostalgique et bienveillant. Rien de tout cela avec Gabriel ! J'ai eu droit à un regard franc et critique sur notre institution au moment où elle s'installait à La Grande Boissière, pleine d'ambition, s'engageant dans une pédagogie inspirée par Montessori, Piaget et Froebel, sous l'impulsion d'un corps professoral dont Mme Maurette, M. Wooton et M. Dupuy étaient les figures de proue.

Gabriel était titulaire d'une Bourse Forstall, du nom de ce généreux Américain qui voulait ainsi créer et sauvegarder la diversité des élèves. L'insertion du jeune Gabriel ne fut pas aisée : « J'exprime le point de vue d'un garçon prépubère, issu de milieux familial et scolaire traditionnels qu'il n'avait jamais quittés pour être plongé dans le monde nouveau de l'internat ». Un profond bouleversement qui a retardé son intégration à l'Ecolint. Pour expliquer ce choc psychologique, Gabriel évoque l'éducation mixte, l'hétérogénéité des élèves et des enseignants, les changements de programmes ainsi que la multiplicité des conceptions pédagogiques sans contacts entre elles. À ses débuts, l'Ecolint était nourrie par un mélange - parfois détonnant - d'enthousiasme

et d'expérimentation qui a semé la confusion dans son esprit... « La liberté étant vécue comme un abandon ».

Ce qui m'interpelle le plus dans les propos de Gabriel Richet est son scepticisme vis-à-vis de l'approche destinée à préparer la paix dans le monde : « Je n'ai pas supporté la pression doctrinale insinuante qui se manifestait au cours de bien des assemblées où les faits n'étaient pas séparés d'une pression doctrinale subtilement orientée, ce qui désorienta le gamin que j'étais... ». Aujourd'hui encore, l'« ancêtre », comme il se désigne lui-même, se demande comment l'Ecolint pouvait espérer inculquer un esprit international aux élèves alors que, simultanément, ceux-ci étaient incités à s'éloigner de leur Nation par une forte immersion dans ce qu'il appelle « un mondialisme utopique ». Il faut toutefois situer cette appréciation dans le contexte d'un monde sortant d'une guerre et redoutant déjà la suivante, qui sera encore pire. Cela m'a fait considérer avec une autre optique la toute récente biographie de Madame Maurette et comprendre que les principes fondateurs de l'école étaient véritablement révolutionnaires !

Malgré son scepticisme à l'égard de certaines idéologies mises en avant à l'Ecolint, Gabriel évalue à sa juste valeur les trésors d'amitiés qu'il a accumulés pendant les deux ans passés à La Grande Boissière. Il évoque Karol Mysels, « un grand' de quatre ans plus âgé que moi, qui m'a révélé Darwin et la lèpre qu'est l'antisémitisme qui lui avait fait quitter l'Europe Centrale pour les USA. Et puis il y a eu Léopold Goldschmidt qui s'est réfugié à temps au Brésil où je l'ai revu lorsque j'allais y donner des conférences. J'ajoute Klaus Dignovity, longtemps maintenu arbitrairement en captivité. Depuis 40 ans nous échangeons nos idées par correspondance. Une réflexion : ces



deux européens avec qui je suis ou j'ai été longtemps en contact étaient Allemands ; le Rhin fut pour nous un trait d'union ! »

Au sujet de l'apprentissage même, Gabriel Richet dit avoir peu accumulé de savoir formel à l'Ecolint, mais il précise : « Je m'y suis ouvert l'esprit ce qui n'est pas négligeable. Souvent ce fut de façon indirecte par exemple en fréquentant l'atelier de travaux manuels ce qui fut une révélation malgré mon manque de compétences. Cet apprentissage expérimental fait réfléchir et peut remplacer utilement l'acquisition de notions théoriques psychologiquement rejetées par certains ».

C'est bien plus tard que Gabriel Richet a pu se rendre compte de ce qu'il avait retiré de son expérience à l'Ecolint : « Je peux vous dire que le profit que j'ai tiré de l'Ecolint, c'est d'avoir pénétré la diversité des cultures ». J'imagine que de nombreux anciens élèves doivent partager ce sentiment et je pense que nous pouvons tirer un enseignement des réflexions du Professeur : il est fondamental de se remettre en cause sur notre vision pour nos élèves, afin qu'ils aient la volonté d'agir pour un monde meilleur, fondé sur la compréhension mutuelle, le respect et les valeurs communes que l'école n'a cessé de promouvoir tout au long de son histoire.

It seems like only yesterday that Campus des Nations opened its doors to welcome 620 students. But it was actually 4 years ago and it is now at full capacity with over 900 students. Each year, demand outstrips the supply of school places at each of Ecolint's three campuses. At any one time, we have between 300 and 1,200 students on our waiting list for places across class years. After considerable reflection, the Governing Board has decided to endorse the construction of a new stand-alone Primary School at La Châtaigneraie on the De Blue land, next to the existing campus.

The building of a new Primary School, with its own cafeteria, will enable the current Primary School to be renovated for use by the Secondary School. The changes will add over 500 school places, from ages 3 to 18 years, at La Châtaigneraie campus, taking student numbers from just under 1,100 students to the 1,700 maximum envisaged for the campus. This will make a new Primary School with a capacity of 650 students, versus the current capacity of 360.

The additional teaching space will enable the Secondary School to grow from its current capacity of 800 to nearer 1,010 students.

## Improvements for all

In addition to allowing the Foundation to respond to growing demand for places, one very visible improvement will be the removal of a big eye-sore, the temporary prefabricated classrooms (Portakabins) from our campus. The new school will also provide solutions to a number of current space concerns. It will allow the existing cafeteria, which often gets overcrowded, to be reserved for Secondary School students. Primary students will also have more leisure space for lunch and break times in the new school.

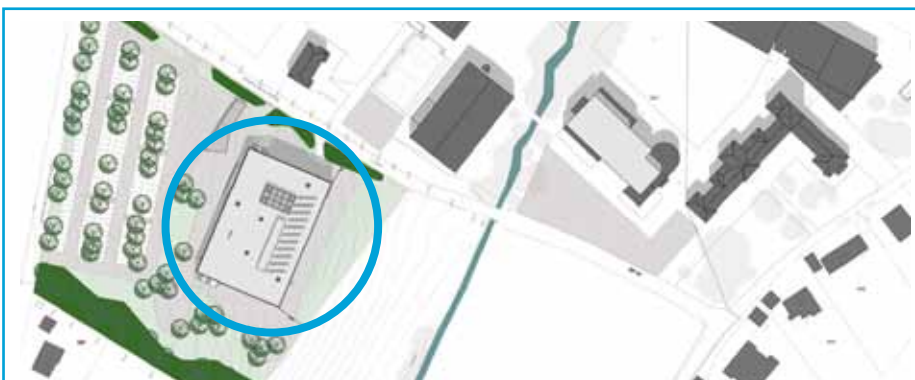
The new Primary School will enable additional subject-specific classrooms to be available for both the Primary and Secondary Schools, allowing further development of the bilingual components of both the Primary and Secondary School academic programmes. It will also mean the hiring of more specialist teaching staff at primary level and the

provision of additional dedicated teaching space at all levels.

We will build responsibly and meet the criteria of the MINERGIE rating ([www.minergie.ch](http://www.minergie.ch)). We have already submitted plans for the first stage of the planning permission, the *plan partiel d'affectation*, and we are progressing with the architectural and design work. The new school and renovation work has been costed at CHF 36.2 million. The project will shortly go to tender after which the final construction cost will be established. Funding will be provided by a mixture of commercial borrowing (against the anticipated revenue growth in school fee income), use of the school's capital reserves and from philanthropic support.

We are on course for an inauguration for the school year 2011 !

For further information on this project please contact: Michaelene Stack, Director of Development  
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Tel. +41 (0) 22 787 26 63



## Why expand at La Châtaigneraie (as opposed to either of Ecolint's other two campuses)?

Two main reasons, firstly, feasibility as there is available space and we already own suitable land right next to the existing campus and, secondly, an agreement with the Commune of Founex and the Canton of Vaud that La Châtaigneraie is a school which can grow.

The new Primary School will mean :

- The ability to add school places at all year levels : pre-reception through to Year 13;
- Improved educational quality for existing students.

### Caractéristiques :

- 4 niveaux
- 27 salles de classe
- 177 places de parking
- Zone de dépose-minute
- Cafétéria de 250 places
- Inauguration : septembre 2011
- Coûts estimés : CHF 36,2 millions



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# Les murs

## projet pédagogique

quoi de neuf ?

**«Les hommes construisent trop de murs et pas assez de ponts.»** Isaac Newton

Le projet pédagogique «Les murs» a pour origine, contexte et inspiration, l'exposition photographique intitulée «Murs» qui se tiendra sur le Pont de la Machine de novembre 2009 à janvier 2010 à l'occasion des 20 ans de la chute du mur de Berlin, organisée par l'association Imaginaid et patronnée par la Ville de Genève.

Le 9 novembre 1989 tombait le mur de Berlin. «Plus jamais cela», avait-on dit ! Pourtant, la tentation du mur et de l'hyper-sécurisation comme solution de protection contre l'altérité menaçante, dérangeante ou simplement différente n'a jamais été aussi forte qu'aujourd'hui partout dans le monde et dans bien des esprits. Cette exposition présente des témoignages visuels amenés par de grands photographes d'hier et d'aujourd'hui qui ont documenté les murs de séparation à travers le monde: Berlin autrefois, l'Arizona, Jérusalem, Ceuta et bien d'autres.

L'exposition «Murs» témoigne des réalités sociales et humaines, pose le constat inquiétant d'un enfermement croissant, tout en donnant la part belle à la représentation symbolique et métaphorique du mur de séparation et de son ancrage dans le paysage. L'exposition n'a pas pour objectif de proposer un documentaire exhaustif sur la diversité des murs dans le monde. Elle ne se veut ni partisane, ni prosélyte.

Monté en collaboration avec le Département de l'instruction publique, la fondation Earth Focus, la fondation Mandat International et l'association Imaginaid, et inspiré par l'exposition «Murs», le projet vise à inciter les élèves des écoles publiques et privées du canton de Genève à mener une réflexion profonde sur la thématique des murs de séparation territoriale et sur leurs enjeux divers et variés. Il s'agit également de leur faire percevoir que le mur peut être aussi une barrière psychologique, culturelle, linguistique et sociologique.

Nos professeurs à La Grande Brossière s'engagent déjà dans le projet. Ils ont choisi la démarche pédagogique qu'ils souhaitent privilégier avec leurs élèves, en fonction de leur discipline et de leur intérêt. Nous n'avons pas moins de 9 projets pédagogiques et interdisciplinaires en développement depuis l'Ecole primaire jusqu'à l'Ecole secondaire: ils feront le 7 décembre 2009 l'objet d'une journée de spectacles, de manifestations, d'exposition et de réflexion sur tout le campus.



### Breaking down walls at La Grande Boissière, 7 December 2009

A number of wall-related activities will take place at LGB, including:

#### Speaking walls, Stephen Preece, Visual Arts

The theory of knowledge students will consider the concept of the wall as a metaphor for frontiers and boundaries and develop responses to the concept. The resulting short monologues which expound their thoughts will be filmed and then projected onto the walls of buildings around school; bringing the school walls themselves alive with the faces and voices of the students.

#### Walls of sound, John-Marc Davies, Music

Within days of the Berlin Wall coming down, Mstislav Rostropovich, probably the greatest cello virtuoso of his generation, took his instrument and flew to Berlin to play an impromptu solo concert by the remains of the wall. «It was a call of the heart», he said later. When the Berlin Wall fell on 9 November 1989, Rostropovich played one of Bach's solo suites at Checkpoint Charlie - a work which he had only just, at the age of 70, really taken up for the first time, because, he says, «I now had the 'balance' at my disposal for the first time.»

In homage to this spontaneous and humble reaction by such a great musician, our music students and staff are exploring the musical, theatrical and dramatic possibilities of the Bach music that Rostropovitch played at the Berlin Wall. We will explore songs with lyrics inspired by the event and by the music, musical variations of the Bach pieces in various styles and media including potentially techno/electronic, orchestral, jazz, rock... and others ! It could be combined with projection of footage of the event and live performances alongside the projections.

## La Salle Stereva

Catherine Mériçay, Associée de Développement et Communication, Ecolint



1929: une annonce dans une revue française informe les lecteurs qu'une bourse sera offerte par les époux Forstall à quinze enfants âgés de 12 à 14 ans, leur permettant ainsi

d'étudier à l'Ecole Internationale de Genève. La mère d'une fillette bulgare répond à cette annonce, et c'est ainsi que Victoria Stereva fait son entrée à l'Ecolint en septembre 1929.

Soixante dix ans plus tard, elle lèguera une importante somme d'argent afin que soit créée une fondation permettant de conserver et d'utiliser une impressionnante compilation de photos et de documents. Cette collection, constituée par Victoria Stereva elle-même, témoigne des vingt-cinq premières années de l'école.

Faut-il que son séjour à l'Ecolint ait marqué la fillette de 12 ans! Certes, son goût prononcé pour l'archivage et le classement pouvait prédestiner Victoria à la tâche

consistant à rassembler les éléments du passé de l'école. Cela dit, on ne peut s'empêcher d'imaginer l'impact que cette période de 1929 à 1933 a eu sur Victoria Stereva, au point que celle-ci manifeste un tel attachement pour l'histoire de son école.

Le 22 juillet 1994, Victoria Stereva, écrit de sa main dans son testament: « Je veux que... ma fortune serve à créer une fondation pour la 'Collection Ecolint 1924-1950' ». Cette fondation aura pour mission de gérer la conservation et l'utilisation de ces documents. Conformément aux vœux de Victoria, «The Stereva Foundation» sera créée l'année même de son décès en 1999.

Dix ans plus tard, le 25 juin 2009, la Fondation a le plaisir d'inaugurer la «Salle Stereva», spécialement aménagée pour consulter les archives de l'école. Située dans le bâtiment «La Ferme» à La Grande Boissière, la salle est dotée d'une table de consultation pouvant accueillir douze personnes, d'un projecteur multimédia et de meubles de stockage et d'exposition d'archives. Un film d'une quinzaine de minutes sur l'école peut y être visionné. Dès les derniers aménagements terminés, l'espace sera accessible au public.

## Ecolint is a not for profit educational Foundation created in 1924.

We depend on your support to continue providing the highest quality international education, please consider :

- Leaving us a Legacy or making an Endowment

**Make a difference.** For more information, please contact Krista Clausnitzer, Team Manager, Development & Communications, Email: [krista.clausnitzer@ecolint.ch](mailto:krista.clausnitzer@ecolint.ch), Tel: +41 22 787 26 19



## Pionnière de l'éducation internationale

### Marie-Thérèse Maurette... à lire



George Walker, Directeur général de l'Ecolint de 1991 à 1999, puis du Baccalauréat International jusqu'en 2006, s'est intéressé à la vie d'un de ses prédécesseurs, Marie-Thérèse Maurette, Directrice de l'Ecolint de 1928 à 1949, et a rédigé une biographie intitulée «Marie-Thérèse Maurette, Pionnière de l'Education Internationale».

Si ce passionnant récit retrace sa vie, de son arrivée à Genève en 1924 en tant que parent d'élève

à sa démission controversée 25 ans plus tard, il nous fait surtout partager sa vision et sa contribution au développement de la notion d'éducation internationale.

Marie-Thérèse Maurette (1890 – 1989), connue de tous sous le nom de *Maurette*, a sans conteste été une des figures marquantes de l'Ecolint, et au-delà, à la base du développement de l'idée d'une éducation internationale. Inspirée par de grandes figures comme Friedrich



### Nouveau look, mêmes amis !

Marie-Christine Muller, Assistante Développement et Alumni, Ecolint



Lors de son lancement en 2006, le site des alumni comptait environ 1'500 membres. Aujourd'hui : plus de 4'000 inscrits ! Peut-être peu en comparaison des 300 millions de membres sur Facebook, mais grâce à lui vous êtes sûrs de contacter le bon «Pierre Paul Jacques» qui était à l'école avec vous !

Hébergé par une société spécialisée pour les écoles et universités, le site propose toutes les fonctionnalités d'une plateforme communautaire : vous pouvez écrire à tous les membres de votre groupe,

sélectionner les alertes emails que vous souhaitez recevoir, utiliser le «online chat», reprendre contact avec des anciens camarades de classe et vous tenir informés des derniers événements les concernant.

Avec environ 1'080 membres pour La Châtaigneraie, presque 3'000 pour La Grande Boissière, et une soixantaine pour Nations/Pregny/Rigot, c'est plus de 2'000 connexions par mois que ce site accueille.

**Le site web des alumni est en passe d'avoir un nouveau design et une nouvelle navigation.**

Après 3 ans, il nous a paru souhaitable de modifier l'aspect du site afin de le rendre plus accessible et plus convivial, en simplifiant son utilisation et avec une présentation plus claire des événements en cours ou à venir. Le nouveau site sera en ligne à partir du mois de novembre 2009. Nous vous informerons prochainement par email du lancement.

**Devenez membre : c'est gratuit,** vous créez votre propre Username et Password et cela vous prendra moins de 3 minutes.

En vous inscrivant sur le site des alumni, vous fournissez des coordonnées postales à jour qui nous permettent de vous envoyer votre magazine *echo*. Vous pouvez rendre ces données accessibles aux autres membres du site ou choisir de les cacher. En cas de déménagement, vous pouvez directement mettre à jour vos coordonnées sur le site web.

De plus, grâce à votre adresse email, vous serez informé des événements organisés par l'Ecolint ou par l'Association des Alumni, comme une soirée dégustation, les dîners de l'Escalade, les réunions régionales de par le monde, la Kermesse de votre école...

Les événements majeurs sont annoncés dans votre magazine *echo*, mais d'autres manifestations sont uniquement communiquées par email, notamment les événements régionaux organisés directement par des alumni comme vous ! Ne vous privez plus de cette source d'information !

Que vous soyez un ancien élève, un ancien professeur ou membre du personnel de l'Ecolint, devenez (inter-) actif dans votre communauté d'alumni et inscrivez-vous sur le site officiel : <http://alumni.ecolint.ch>

Froebel, Maria Montessori ou Jean-Jacques Rousseau, elle qui livrait sans ambages sa pensée, a su s'entourer de collaborateurs de valeurs pour développer l'école.

Pour cette biographie, George Walker a contacté de nombreuses personnes ayant côtoyé Maurette, et a ainsi eu accès à des écrits publiés à titre privé. Les extraits des écrits de Maurette elle-même et les diverses citations donnent une dimension indéniablement humaine, voire humaniste et émouvante à ce livre. Nous devons à Othman Hamayed – professeur de français,

Directeur du secondaire francophone puis des deux secondaires réunifiés de La Grande Boissière et Directeur de l'éducation entre 1974 et 2008 – la traduction française de ce récit prenant et aussi dynamique que son sujet.

Entremêlant souvenirs de collaborateurs, professeurs, étudiants, et extraits d'écrits personnels, cet ouvrage nous livre un témoignage poignant sur le développement d'une école internationale à travers des années difficiles et sur l'esprit d'une Genève et d'une époque en pleine évolution, mais surtout sur

l'engagement d'une femme de convictions qui a mené l'école sur la voie qu'elle suit encore aujourd'hui. Une idéaliste ? Peut-être, mais n'est-il pas de nos jours plus que jamais nécessaire de croire en l'unification de tous les hommes dans le respect de leurs différences ? Notre école étant engagée dans de nombreux projets humanitaires de par le monde, la vision de Maurette, 60 ans plus tard, demeure d'une saisissante actualité.

Livre disponible en français ou en anglais, auprès du Département du Développement et Alumni, CHF 15.-  
Tel : **+41 22 787 25 55**.

The support, voluntary activities and philanthropic giving of many members of the school community have made (and continue to make) an important difference to the life of our school. Our school would not be half as special, nor would it function as efficiently, if it were not for the veritable army of volunteers and supporters who give so generously of their time, knowledge, expertise and resources (financial and other).

We all know that our school is an extraordinary place so it is interesting to hear from our volunteers and benefactors as to why they believe in our school as a force for good. I interviewed several of our supporters who candidly share their reasons behind their active involvement with our school.

## Questions :

- Q1** What is your relationship to Ecolint?
- Q2** How long have you been at the school?
- Q3** Why is Ecolint so special to you?
- Q4** Why did you decide to support our school?
- Q5** See interviews - personal question.
- Q6** If you had a magic wand, is there anything you would like to do at Ecolint?

### **Claudia Palm** Current parent and Annual Fund climbing wall supporter, La Châtaigneraie

**Q1** We have two boys at school. I have also been involved as a class parent and did a bit of work fundraising for the new Sports Centre.

**Q2** Since 2003. We left for one year (abroad), didn't know it at the time but realised that we were happy and so came back.

**Q3** Because it is the best school ever!! Children are motivated because teachers are motivated. There is a great concentration of

families with strong values and there is a real engagement of the staff for the benefit of the school community. If I started mentioning names of parents and staff doing wonderful things for the children, you would have to double the size of this edition...add to this, the fact that we have Swiss nature on our door steps and a quality of life that cannot be beaten.

**Q4** Because I know that Ecolint is a non-profit foundation. One hears a lot about spending money: why this, why that, the teachers are over-paid, the teachers' benefits are too generous... Well, I say double their salaries!! Teachers should be better paid than lawyers for sure! Our children spend more of their waking hours with them than with us, so teachers should be adored, respected and well-paid. For any extras, we should try to do our best to help the Foundation.

**Q5** Why did you support the climbing wall project? Besides the fun and the extra sporting activity the children will enjoy? We should always do our best to reach the summit. It doesn't matter what you are doing, always doing your best is what counts and climbing is a very philosophical way of putting this into practice... a personal challenge.

**Q6** My youngest son asked me once if we could take the school and Dad's factory and move it all to Rio de Janeiro.

### **Anemone de Salis** Current parent and Annual Fund Coordinator, Pregny, Campus des Nations

**Q1** I cherish my role as mum to my 6 year old son. Apart from that I have been known to fill in the roles of class mum, less-than-I-should PTA participant, and over-zealous Annual Fund Coordinator for Pregny.

**Q2** 4 years, and counting.

**Q3** The school harbours a wonderful opportunity for students and their families to enjoy its international dimension (new languages and different cultures). As a result, we should all be able to render proud the likes of Rousseau and Voltaire!

**Q4** I appreciated the idea of being able to make a difference in our community and at the same time have the children enjoy the fruits of such an endeavour.

**Q5** Why do you volunteer as an Annual Fund Coordinator? The play area at Pregny is my main focus, hopefully we're heading in the right direction. Thank you to all parties involved: Principal Mrs. Belfry, the children and their families, and of course, the Annual Fund.

**Q6** Much like the mythical ring of Gyges, it would be an entertaining idea that everyone owned such a wand, at least once. The school would certainly not be an un-interesting





place! More simply, I'd wish for communication/co-ordination between the *school cogs* to be smoother. But we don't need a magic wand for that...

**Sabina Valentini-Haller**  
**Current parent, PTA member**  
**and Annual Fund Coordinator,**  
**La Châtaigneraie**

**Q1** Sometimes I feel as if I am a full-time Ecolint supporter and fundraiser (Annual Fund Coordinator, CDG member, tombola organiser, cake baker, sponsor hunter, class parent rep)... But actually I am the mom of a 12 year old boy who joined in September 2002.

**Q2** 7 years!

**Q3** There are many reasons, however I will make this as short as I can. Having lived and worked in several countries on different continents, I can only confirm how important it is not only to master various languages but also to be open-minded towards different cultures and customs, in short: to be international. Ecolint not only offers a comprehensive curriculum in that sense and the possibility to learn several languages, but it also gives our son the great opportunity to have friends from all over the world and know and respect their values and customs. One early anecdote that I will never forget is his absolutely happy face in Year 2 when he told me that he had made a deal, as of that day, to

exchange his morning snacks (usually a *boring* apple or orange) against the tasty rice balls from his dear Japanese friend who in turn was just as happy not to eat his rice! (We have recently been invited to visit our friends in Tokyo).

**Q4** Well, I guess it is because the PTA team (and Diana Smith) had excellent 'sales skills' at the time we joined Ecolint. Joking apart, when your child has a smile on his face to go to school every day (and this for over 7 years now) and when the commitment and professionalism of the teachers is reflected in his progress, I believe that it is a most gratifying opportunity to be able to spare some time to join forces with teachers, staff and other supporters.

**Q5 Why do you support the Annual Fund?** I was a bit reluctant to see yet another fundraising activity come along and to take on board an additional commitment. But I did anyway. In the meantime I realised how well structured and most of all how transparent this fundraising effort is: the money raised through the Annual Fund in one year is visibly invested the following year. Like other non-profit organisations, Ecolint depends on the generosity of the school community members to speed up the achievement of specific educational projects and/or the acquisition of materials. In that sense, I think that the Annual Fund represents a suitable tool to make our school an even better place – and even faster.

**Q6** Yes: To make the dreadful Portakabins at La Châtaigneraie disappear forever and to end all subsequent constructions in one go!! On a day-to-day level, I would wish to magically stop that cat and mouse game between Francophones and Anglophones and to reinforce other language groups instead. After all, we are an international school!

**Kathy Ojeh**  
**Current parent and**  
**Ecolint boutique founder,**  
**La Grande Boissière**

**Q1** I am an involved parent who, like so many others, has shared interests about the school as a whole.

**Q2** Since September 1995.

**Q3** I'm so pleased with the well-rounded education my children have received and know that they are grateful as well. They've also had the benefit of making a culturally diverse circle of friends and it's been fun to live it vicariously through them.

**Q4** As a parent, it's important to have your finger on the pulse of what's going on in your child's educational life. Don't forget that they spend more hours on campus than they do interacting with family during the week. My children welcomed my participation as long as I promised that I wouldn't wear spandex on campus!



**Q5 Why did you open a new Ecolint Boutique?** The concept of the Ecolint boutique was born from an idea for a fundraiser for the 2007 graduating class. I realised that there was a need and demand for more branded Ecolint merchandise so I developed the first line of t-shirts, sweatshirts, chocolates and bracelets and have continued to expand the line. I think it's a visible way to contribute to school spirit. I am a bit biased but I think the line is pretty cool and hope that it will be worn with pride, not only by the students but by the teachers and parents as well.

I'm very happy that a percentage of the profits provide an on-going source of funds to help finance student's special programmes, as well as the realisation of projects on the campuses. I believe that the PTA does very important work on all the campuses and the merchandising programme is another way to bring students, parents, and teachers together in a united effort for the good of the Ecolint community.

**Q6** I would like to see more practical decision-making with regards to campus *real estate* planning. As the adage goes... location, location, location. There appears to be much unused space, still to be refurbished and/or enhanced in most of the old buildings. Our children need room to play and our older students need

more designated spaces to study, to have interactive discussion and be creative amongst themselves, as well as with their teachers. In a nut shell... take a look at creating a more practical flow and use all existing and potential spaces. And if I had a really BIG magic wand...I'd put 80% of the parking underground!

**Linda Spencer**  
Current parent and PTA member,  
La Châtaigneraie

**Q1** Parent, odyssey of the mind coach, PTA member and Annual Fund Coordinator.

**Q2** 5 linear years, 16 «schoolchildren years» and counting!

**Q3** Apart from the obvious educational goals we seek, this friendly community is cosmopolitan, open, diverse, lively, informal, open to suggestions and idealistic. Staff are always on the lookout to improve and innovate. They know how to nurture talent.

**Q4** Someone asked me! That was timely, I was a hands-off parent for many years so it was time to get involved and do something for the community. When I saw behind the scenes, I was surprised by the professional attitudes and the dedication of staff to our children and to the school ideal. I admire that.

**Q5 Why do you volunteer at school?** The school is only 99% perfect. Perhaps I have skills that can help improve that missing 1%. There is always something interesting going on in this community. You can make a positive difference by volunteering. I have invested a lot of money in the school and I would like it to be the best it can be!

**Q6** More sports pitches and informal teams. Build *drop in* spaces to rehearse music. Encourage/improve electronic and classroom communications and how about a paperless school?

**Victor Han**  
LGB '68 and Annual Fund supporter

**Q1** I am a former student who graduated in 1968. I was at the school for only two years but I have been returning for visits ever since. Not a day goes by that I don't think about the school, partly because I am in contact with other former students via email and telephone every day.

**Q2** I was at Ecolint for only two years. What is remarkable is that my short time there has led to a life-long involvement with the school. That's what happens when you are part, even for only a little while, of a very special place.

**Q3** It is safe to say that Ecolint changed my life. My time at the school opened my eyes to possibilities that I never knew existed and is key to the successes I have enjoyed in my personal and professional life. For me, Ecolint is a place where being different is the norm, where national boundaries cease to exist and cultural diversity enriches everyone who is a part of the school forever. Most everybody was a displaced person and I've always believed that sharing such an experience is the foundation for the close friendships that ensued.

**Q4** In my own small way, I just want the school to know how important it is to me and how grateful I am for being lucky enough to have been a student there. And I like to think my donations will help current and future students appreciate the good fortune they have being a part of this wonderful, worldwide community.

**Q5 Why did you make a gift to the LGB Annual Fund?** Actually, I always wondered why the school took so long to ask its alumni to make contributions given the positive feelings so many of us have about our experiences there.

**Q6** Yeah - I'd like to do it all over again.

Ecolint is the largest international school in the world, with over 4,000 students and 1,000 staff on our three campuses. We are proud of our students' international outlook and their shared understanding of, and mutual respect for, each others' differences (with 142 nationalities speaking 87 languages mingling in our corridors it would be hard to be otherwise). In 1924, Ecolint opened with three teachers, eight children and a rabbit, installed in a chalet in a magnificent park on the route de Florissant, loaned to the school by Dr Ferrière, the founder and director of the International Bureau of New Schools. Below are recollections\* from some of the students and teachers who remember Ecolint's early days.

Miss Fake (a teacher brought over from America on a bursary) recalls, «On our first day as a faculty, we had got our rooms ready, had arranged tables and chairs, put up pictures, got out our books and other materials and brought in some flowers and leaves as decoration. When the eight children arrived with their parents, they wondered what so few pupils of different ages could do. We told them we had a surprise for them, that they could look over their new school and when the parents were gone, we would get to work. Then, instead of an assembly, we all took part in planning a home for a pet rabbit, about to have a family! So the children set to work to plan and make a rabbit hutch! In this way, we all got well acquainted and performed a useful service for our pet.»

Marie-Therèse Maurette (la directrice de l'Ecolint de 1928 à 1949) continues, «Ainsi, on avait réussi du premier coup à unir en un groupe ces enfants de langue et de nationalité différentes. Merveilleuse leçon de pédagogie élémentaire!»

Shirley Davis, an American and one of the original eight students enrolled who later went on to become a teacher and Principal at one of Ecolint's schools,

recounts, «An enchanting place. It never seemed like a school. We built a rabbit hutch, but I can't recall taking care of rabbits! Basket work and clay modeling with Mlle Hartoch, drill in addition with Miss Fake. To this day, I add in English but still have to multiply, divide and subtract in French.»

Mlle Hartoch, the librarian and German teacher, remembers, «Cela se passait sous un grand cèdre de la propriété Ferrière, dont les branches invitaient les enfants à grimper comme des singes et nous avions parfois toute la peine du monde à les faire descendre.»

Shirley Davis adds, «I recollect our *sit down strike* when we all climbed up a big cedar of Lebanon tree and there we sat and sat, despite Mr Meyhoffer's (head of the day school's) pleading. I have a horrid feeling it was one of my brilliant ideas.»

Mlle Hartoch explains, «Miss Fake était arrivée avec une immense caisse de matériel conçu spécialement pour l'enseignement dans les écoles nouvelles. Les assemblées - qui jouèrent un si grand rôle dans la vie de notre école - eurent leur début dans ce petit chalet, à l'initiative de Miss Fake. C'était une personne très capable et d'une extrême gentillesse. Toute jeune qu'elle était, Miss Fake nous a beaucoup appris.»

Miss Fake continues, «I was very glad I had brought from Winnetka (Illinois) books and materials that could be used for individual teaching. Therefore I could adjust to find where each child was in various subjects like reading and arithmetic, find what his interests were and let each one go ahead at his own rate of speed.»



Mlle Hartoch recounts, «Dès la fin du premier mois d'autres élèves furent inscrits.» Mme Maurette expands, «Bientôt ce petit chalet devint trop exigü, car à la fin de l'année scolaire il y avait 19 élèves inscrits. On chercha autre chose.»

The precarious nature of the school's early years is highlighted in a letter from Mr J.E. Forsythe, a teacher at Ecolint from 1932-1937, to Mme Maurette, «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, one of Ecolint's founders and Assistant Director of the Information Section at the League of Nations, offers perhaps the best summary of the school's early years. In a letter to Mr Riches, the Chairman of the School Board in 1960, he writes, «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 Gibraltar.»

\* Excerpts taken from the book published to mark the 50<sup>th</sup> Anniversary of Ecolint.

**We have welcomed numerous visitors to our Alumni Office here in Geneva and received plenty of correspondence from our alumni, below is a small selection:**

Maintenant superancienne et toujours trilingue mais non-anglophone, je m'approche de mes 82 ans. Regrettant de ne plus guère avoir de nouvelles de mes camarades Ecolintiens, je profite de l'occasion du prochain bulletin, pour leur donner un signe de vie. Je n'ai pas pu me rendre à la Réunion Mondiale de cet été et n'ai donc pas rencontré les quelques contemporains qui y étaient. Implantée (mais pas tout-à-fait enracinée) à Genève depuis la Matu, ma vie, sinon mon domicile, a été passablement ballottée et, arrivant maintenant à un âge vraiment canonique, j'aurais plaisir à échanger quelques souvenirs des dernières années de guerre à l'Ecolint. Durant cette période, dominée par la violence et la haine, des personnalités telles que Mme Maurette, M. Roquette, Mlle Travelletti, Jeanne Hersch et bien

d'autres ont su nous transmettre des valeurs qui, du moins en ce qui me concerne, devaient rester des repères pour la vie. Aussi je pense ne pas être la seule à garder de ces quelques années passées à La Grande Boissière de nombreux souvenirs que j'aurais plaisir à partager.

Je n'ose pas citer des noms, car, étant donné l'époque fort lointaine de notre passage à l'Ecolint, je me doute bien que beaucoup d'entre nous soient partis pour toujours. Alors, si vous me lisez, et que mon nom vous rappelle quelque chose, faites-moi signe: j'en serais heureuse!

**Ursula R. v. Hoesslin, LGB '46**

Hello all. Just wanted to say that I have been in touch with classmates Susie Milus Marquez (living in Alabama), Edwin Hill (living in France), Ann Christie FitzSimons (living around Chicago), Diana Gronsdahl Reser (living in DC area, I think) and Scott Ballin

(living in DC), and most recently have reconnected with Jeff Knowles (living in Oregon). It is so great to be in touch with former classmates and lifelong friends and I would love to be in closer contact with more people from Ecolint. Am still living in New York out in the Hamptons, working at Sotheby's International Realty and also playing in a samba percussion band and having loads of fun doing so. My brother Demetrie just moved back to the US after living abroad for 20 years, he is now living in the Philadelphia area with his wife, Ann. Brother Basil is retiring from the UN, his last post having been Jordan, and will be returning to our family farm in Greece before taking up consultancy work. My sons are both at university and doing well. I would love to hear from any Ecolinters. Best,

**Aspasia (Cia) Comnas, LGB '70**

Antoine Balabeau, LGB '93, s'est marié cet été, le 27 juin, avec Ariane Catton.

## Back to school

The 6<sup>th</sup> Alumni World Reunion was held at Ecolint from 25 – 29 June 2009 with events on all three campuses. We were delighted to welcome more than 650 alumni, including more than 400 to the opening vin d'honneur, 250 to the Gala Dinner and the vintage tram ride on Line 12 was packed tighter than a bullet train in Tokyo rush hour. Alumni came from far and wide to revisit their old school and catch up with their friends and teachers. By all accounts, the reunion seems to have been a success and below is a selection of comments left by alumni in the World Reunion Dedication Books:

I left in '92, I was 13, and it's amazing how even though La Chât has changed, it still feels the same. Glad to be back.

**Tanya Stenström-Fleming, La Chât '97**

C'est magnifique de retrouver tant de vieux amis... restés jeunes, bien sûr. Amitiés à toutes et à tous.

**André Schneider, LGB '64**

49 ans après! Lovely to be back here again. 4 wonderful years spent at LGB.

**Leslie Camilleri, LGB '60**

Fourth reunion consecutive. Always a memorable experience. Brought my mother of 86 years old for her first return to Geneva since 1972. My daughter of 12 years old is also with us. So three generations now connected at the school of my most formative years.

**Robert Smith, LGB '72**

Wonderful memories here at La Châtaigneraie. Incredible years, teachers and friends and a very special time of life.

**David Carballo, La Chât '90**

Such a thrill to be back. Have kept many school friends and wonderful memories remain of Ecolint and Geneva (1950-52).

**Margaret Spector, LGB '57**

50 years and still teaching – trying to broaden the minds of children aged 7-11, teaching French and Spanish. Got my start in both here.

**Ellen (Sherman) Schwartz-Millburn, LGB '59**

50 years since I graduated! Can't believe it. Love to be here again.

**Sylvia Briem, LGB '59**



There are more than 1,000 pictures of the events on the alumni website.  
Please go to :  
<http://alumni.ecolint.ch>

In 2009, 321 students graduated from Ecolint's three campuses, including our second graduating class from Campus des Nations. As our former students scatter to the four corners of the Earth, the Development Office remains here to keep in touch with graduates so that we can send them this magazine and so that they, in turn, can share with us (and their former teachers and classmates) what they are doing.

Some of our 2009 leavers, encouraged by the chance (bribe) to win an Ecolint fountain pen, filled in a card requesting their contact details. The lucky winner of the pen was Simeon Human from La Châtaigneraie. The contact card also asked two questions, «Where do you see yourself in ten years time?» and, «What were the three best things about Ecolint?» It seems that whilst not all of the recent graduates have an idea what they will be doing in ten years time, they all have strong feelings about what is good about Ecolint. The responses make for interesting reading, here is a selection:

Where do you see yourself in ten years time?	The three best things about Ecolint?
After university, a career in international relations	The guidance, education and diversity
Working as a lawyer or in the legal sector of a non-governmental organisation or commercial business	Teachers' support, sporting community and the diversity
No idea	Teachers, friends and the international experience
Beijing or Shanghai	Friends, varied nationalities and Mrs Oberai
Hotel manager/director	Spirit, atmosphere and the campus
Travelling while diving, working for Broadway	Learnt independence, easy to find people like you, cultured and with so many languages
In a bank of some sort	Friends, new sports hall and the teachers
???	Internationalism, teachers and the atmosphere
The head of my own company	School spirit, friends and prank day.
A doctor in the States	Learning languages, all the fun events and meeting people from all over the world
On water, either sailing or rowing	New friends, prank day and the Tanzania trip
On stage or TV or picking flowers or something	The teacher gossip, multicultural and the friendly atmosphere
Working as an intern at a hospital	The diverse student body, the committed teachers and the great friends I made
Quite high up in the ranks of business with a nice suit on!	Mr Uygur and his words of wisdom, the <i>so international</i> student body and the freedom enjoyed by students.
Competing horses internationally	Friends, teachers and old memories
???	Prank day, every other day at school
Who knows	Social life, atmosphere and the people
Management	Venise and Turin school trips and francophonie
Travaillant dans une étude d'avocats	Amitié forte entre élèves, sport et les professeurs
As a nameless artist or an incredibly famous animator or ruler of the world	The art department, sandwiches and tea
Multinational company in Europe	Paris trip, school spirit and prank day
In Geneva as a lawyer	The amazing teachers, the close community and the friends I've made
Working in the field of environmental policy and management maybe in India	The international environment, the IB and sports and the location
Chief of surgery	My friends, the rugby team and exams
Wall Street media business	International/diverse, challenging, life-changing
In Geneva, hopefully back at this school as a music teacher	Friendship, music lessons and the year-end assembly
Etudiant en médecine	Les fous rires avec mes amis, le sentiment incroyable de confort, la solidarité inégalée entre prof-élève et élève-élève.
Unsure	Campus life/community, La Chât campus and the international setting

We encourage all graduates to join Ecolint's alumni web community, a network that criss-crosses the globe and now counts more than 4'000 members (<http://alumni.ecolint.ch>).





## The Extended Support Programme opened in the Middle School, La Grande Boissière

### When did the Extended Support Programme (ESP) open in the Middle School at LGB?

It opened at the beginning of September 2009.

### Where are the new facilities?

The ESP has two rooms in the newly renovated Learning Support Department on the upper ground floor of the Middle School.

### What's the difference between the ESP and the Learning Support Programme?

This question is not too difficult, though the dividing line can be a little blurred at either ends of the spectrum of learning difficulties. Our model is based on the level of the students' need. The Learning Support Programme can only see students a maximum of two to four times a week in groups, so these students are essentially able to cope in the mainstream with this level of help. The Extended Support Programme is able to provide a much more comprehensive level of coverage. ESP students are those who definitely would not manage in school without this greater level of intervention.

### What do the students think of the facilities?

So far the students have been entirely positive about the facilities – one even describing the ESP as the «coolest classroom he has ever seen»! It is important that the ESP is both a haven and a place where individual success becomes a real possibility.

### How much interaction is there with mainstream school life?

The fundamental idea is that each student should have a place in a mainstream class and a maximum amount of meaningful integration. Each student has an individualised programme so some spend as much as 80% of their time in their mainstream class (with extended support as necessary) although one or two are in the ESP for up to 80% of their school day.

### What's the best / most satisfying thing about the expansion of Special Educational Needs at Ecolint?

It is wonderful to see the added richness and variety that this expansion has brought to Ecolint. Students who would not otherwise

be able to benefit from an Ecolint education are now able to do so. And all of us benefit from greater understanding and tolerance from the increased diversity in the student body.

### How many staff and students are there in the Middle School ESP?

There are currently four students with one full-time teacher and two full-time specialist assistants. A coordinator divides her time between the Primary and Middle School programmes. We also work with a speech therapist, two physical therapists and a specialist physical education (PE) teacher. The programme has opened only in Years 5 and 6 this year. Next year, as we expand into Year 7 and ultimately into Year 8 (with a maximum capacity for 8 students), we will add another specialist teaching assistant to the team. The programme will then continue into the Secondary School to allow support to be given to students right up to school leaving age.

## Un taux de participation en augmentation

Un grand merci pour vos 432 dons en faveur du Fonds annuel 2008-2009. Le taux de participation a augmenté par rapport à l'année précédente (+125 dons). Les donateurs d'aujourd'hui participent à ces élans de générosité sans lesquels l'Ecolint n'aurait pu ni voir le jour, ni traverser les décennies.

L'année passée, plus de CHF 150'000 ont été récoltés sur les trois campus grâce à la générosité de la communauté. Les élèves peuvent ainsi bénéficier de 27 tableaux interactifs supplémentaires à La Grande Boissière, d'une station environnementale et d'un mur de grimpe de 78m<sup>2</sup> à La Châtaigneraie, et prochainement d'un équipement pour l'aire de jeux à Pregny, Campus des Nations.

La campagne 2009-2010 a démarré en octobre et permettra aux élèves de bénéficier à nouveau d'aménagements supplémentaires au sein de leur environnement scolaire. Chaque campus souhaite privilégier un domaine particulier :

### ■ La Châtaigneraie:

Un meilleur équipement pour les productions artistiques des élèves.

**Objectif : CHF 100'000**

Vos dons serviront à financer un nouvel équipement pour les productions théâtrales, musicales et événementielles des élèves. Il s'agira d'acquérir un système de sonorisation multi-fonctions, de moderniser l'éclairage de la Salle polyvalente, d'installer un écran de projection dans le Centre sportif et de renouveler le matériel du studio d'enregistrement.

### ■ La Grande Boissière:

Nos élèves dans un campus plus « vert ».

**Objectif : CHF 150'000**

Grâce au Fonds annuel, l'espace bétonné situé derrière le Grand bâtiment sera revalorisé par l'aménagement de voies piétonnes vertes entourées de végétation, créant ainsi une aire de détente et d'étude accueillante.

En outre, de multiples points de recyclage seront installés à travers le campus et une politique de «tolérance zéro» sera appliquée en matière de déchets, afin d'encourager les élèves à respecter nos lieux de vie et d'étude.

### ■ Campus des Nations:

Des espaces extérieurs plus accueillants pour les élèves.

**Objectif : CHF 25'000**

A Saconnex, vos contributions permettront d'installer de nouvelles chaises sur la terrasse extérieure jouxtant la cafétéria. Les élèves bénéficieront de places assises supplémentaires et la fréquentation de la cafétéria sera plus aisée aux heures de pointe. A Pregny, les activités éducatives en plein air seront encouragées par l'installation de tables et de bancs, permettant aux enfants de travailler dans un contexte autre que celui de leurs salles de classe.

**Nous vous remercions d'avance pour le soutien que vous apporterez à l'école cette année !**

Pour tout renseignement, veuillez contacter Krista Clausnitzer, Responsable d'équipe, Développement & Communication, au tél. +41 (0)22 787 26 19 ou par e-mail [krista.clausnitzer@ecolint.ch](mailto:krista.clausnitzer@ecolint.ch)



# A vos agendas...

## Coming up in 2009

Each year on our three campuses, many of our 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 alumni, juniors et seniors. Vous êtes cordialement invités à y participer.

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](http://www.ecolint.ch)

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

### School events

<b>20 Nov 2009</b>	Universal Children's Day – activities on all three campuses
<b>7 Dec 2009</b>	The Walls Project, various activities on LGB campus
<b>16 Jan 2010</b>	Ecolint Education Conference, International Labour Office Title: Creativity in Education
<b>19 Mar 2010</b>	IB Vernissage at La Grande Boissière
<b>25 Mar 2010</b>	IB and Matu Final Art Show from 5 pm until 7:30pm, Sports Centre at La Châtaigneraie

### PTA events

<b>21 - 22 Nov 2009</b>	La Grande Boissière Winter Market, 11 am-4pm
<b>12 Dec 2009</b>	La Châtaigneraie Marché St Nicolas

### Graduation ceremonies (not open to the public)

<b>28 May 2010</b>	La Châtaigneraie
<b>18 June 2010</b>	Campus des Nations
<b>25 June 2010</b>	Campus des Nations, PYP Year 6 and MYP Year 11
<b>25 June 2010</b>	La Grande Boissière

### Kermesses - Come & join us !

<b>29 May 2010</b>	La Grande Boissière
<b>12 June 2010</b>	Campus des Nations (to be confirmed)
<b>19 June 2010</b>	La Châtaigneraie

### Alumni events

<b>10 Dec 2009</b>	Alumni Association Escalade dinner
<b>24 Mar 2010</b>	Alumni Association raclette/fondue dinner

## Where are you now ?

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

Update your contact details via [alumni@ecolint.ch](mailto:alumni@ecolint.ch)



## Fast forward



## Coming up in the next issue of *echo* in May 2010...

- An interview with Hernando de Soto, LGB '59, described by Bill Clinton as, «the world's greatest living economist» and currently head of Peru's Institute for Liberty and Democracy (ILD), responsible for some four hundred initiatives, laws and regulations that have changed Peru's economic system.
- PTA members and class parent representatives – a day in the life
- The Deane family – an interview with three generations of alumni
- Bilingualism: Ecolint is a case-study for the University of Geneva
- The Walls Project in words and pictures

## Humour

«The only reason I always try to meet and know the parents better is because it helps me to forgive their children.»

*Louis Johannot, student at Ecolint 1934-38 and subsequently a director at Le Rosey School*

«Si vous me promettez de ne pas croire tout ce que vos enfants racontent sur ce qui se passe à l'école, je vous promets de ne pas croire tout ce qu'ils racontent sur ce qui se passe à la maison.»

*Professeur anonyme*

«There are two kinds of people, those who do the work and those who take the credit. Try to be in the first group, there is less competition there.»

*Indira Gandhi, Ecolint alumna*

«If a doctor, lawyer, or dentist had 25 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer, or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job.»

*Donald D. Quinn, former Ecolint teacher*

«Le secret de l'enseignement, c'est d'avoir l'air de savoir depuis toujours ce que l'on a appris ce matin.»

*Auteur inconnu*

### Impressum *echo* magazine

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## Advertising

*echo* magazine will be published twice yearly (in the Autumn and Spring). It has a print run of 12,500 and is distributed to: current and former students and their families, our staff and corporate and institutional partners. The next issue is due out in May 2010. If you would like to advertise in *echo* magazine, please contact [development@ecolint.ch](mailto:development@ecolint.ch) or call +41 (0)22 787 26 19.