



When the going gets tough, Ecolint goes virtual

Humans of Ecolint: our admins

Waving goodbye to Bee Hoesli



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CONTACTS**EMAIL & TELEPHONE**

Foundation	administration@ecolint.ch	+41 (0)22 787 24 00
Development Office	supporting-ecolint@ecolint.ch	+41 (0)22 787 26 30
Admissions	admissions@ecolint.ch	+41 (0)22 787 26 30
Alumni Office	alumni@ecolint.ch	+41 (0)22 787 25 55
La Grande Boissière	reception.lgb@ecolint.ch	+41 (0)22 787 24 00
La Châtaigneraie	reception.cha@ecolint.ch	+41 (0)22 960 91 11
Campus des Nations	reception.nat@ecolint.ch	+41 (0)22 770 47 00

WEB

Foundation: www.ecolint.ch	Ecolint Camps: www.ecolint-camps.ch
Alumni: alumni.ecolint.ch	Centre des arts: www.ecolint-cda.ch
Institute: www.ecolint-institute.ch	

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Visit: www.ecolint.ch/support **Contact:** antonello.barbaro@ecolint.ch
+41 (0)22 787 24 37

IMPRESSUM

Editor-in-Chief: Michael Kewley (Director of Marketing & Stakeholder Relations)

Managing Editor: Thais Ruegg (Alumni Community Manager)

Editorial Team: Tania Gentet Ganose (Communications Associate), Catherine Mérigay (Communications Manager), Francis Poncioni (Graphic Designer), Alejandro Rodríguez-Giovo (Foundation Archivist)

Ecole Internationale de Genève, 62, route de Chêne, CH-1208 Geneva

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echo.magazine@ecolint.ch

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On the cover:
Oliver in Year 9 works remotely from home.

A WORD FROM THE DG

As I write this message, I am imagining all the places in the world where this will be read by people who have been or still are in some form of isolation from others. This physical separation from each other is the antithesis of the Ecolint spirit of human connection.

This has certainly been a unique time in our history, and in the history of Ecolint. We were touched by the coronavirus early on, well before Covid-19 even had its name. In January, two of our students were potentially exposed to what was one of Europe's first outbreaks. We alerted our parents and students and quickly established a response team to prepare for any further elevation of risk. By early March, the response team began daily meetings and, while our campuses are now open, our team continues to meet on a regular basis. As the pandemic evolves, we do too. With just eight days left in the school year, we had to close one of our campuses owing to a student testing positive for Covid-19.

Wonderfully, this transition and transformation to learning online has gone well. Teachers, parents and students alike learned to manage this new way of learning and teaching with aplomb. One of the more dramatic aspects of the closure was that, for the first time in its history, the International Baccalaureate, which began at Ecolint, cancelled the May exam session. IB Diplomas were issued, but they were based solely on student coursework, all of which was assessed by IB examiners.

Like other challenging periods in Ecolint's history, our community will not only survive, it will become stronger. Our Ecolint Solidarity Fund, launched in partnership with parents and members of staff, has gathered more than CHF 160,000 to help certain Ecolint families deal with significant losses due to Covid-19.

The Class of 2020 is preparing to move on to new horizons. After demonstrating a remarkable spirit of resilience, they will be entering their university of choice, including some of the most prestigious universities around the globe, more committed than ever to use their education and values to change the world for the better. Our graduation ceremonies have been rethought to celebrate our graduates with as much enthusiasm and honour as they deserve, even if it looks very different



from every other graduation we have ever celebrated. For example, without the presence of parents.

Our commitment to our entire community remains our priority, nurturing our 4500 students, the many families that trusted us for their education, engaging our thousands of alumni and friends around the world, making them proud and engaged with their *alma mater*.

We have many projects to look forward to: developing new, world-class learning facilities with the Early Years Extension at Campus des Nations, the Centre sportif at La Grande Boissière, and the campus redevelopment project at La Châtaigneraie; restarting our Annual Fund programme; continuing to innovate pedagogically, in partnership

with the UNESCO International Bureau of Education, with the Universal Learning Programme and plenty more besides.

We will continue to dedicate ourselves and apply our creativity as we transition back to a new normal in preparation for the 2020-21 school year. I am optimistic that what we will have learned in the meantime will help us face, even more effectively than before, some of the challenges that our students and our society will confront next, from climate change to inequality. That is, after all, our mission - a more sustainable, peaceful and equitable world.

David Hawley
Director General

NEWS AND VIEWS

“JE PASSE MON TEMPS DANS LA VIE À OBSERVER”



Le 19 novembre 2019, nos élèves ont eu la chance d'accueillir Zep à La Grande Boissière le célèbre papa du non moins célèbre Titeuf. De son vrai nom Philippe Chappuis, l'auteur de bande dessinée genevois est venu parler de sa carrière et de l'un de ses récents albums.

Tout le monde ou presque connaît *Titeuf*, jeune garçon à la mèche inimitable dont les péripéties, les questionnements et la bande de copains sont racontés à travers seize albums. Le public sait peut-être moins que certaines créations de Zep s'adressent aux adultes. Tout en conservant le trait de crayon et une partie de l'univers comique propre à la série *Titeuf*, *Happy Sex* et *Happy Parents*, par exemple, proposent des réflexions teintées de références autobiographiques sur la sexualité et la parentalité. Au-delà de l'humour qui s'exprime à chaque page, Philippe Chappuis révèle son exceptionnel sens de l'observation du fonctionnement et des travers humains.

Un telle faculté d'analyse, doublée, on le sait moins, d'une véritable passion pour le rock (Led Zeppelin, au hasard...), signale inmanquablement un esprit d'une grande sensibilité. Après avoir dessiné pour les enfants, puis exploré le monde des adultes, il était presque naturel que Zep se tourne vers des sujets plus douloureux. En 2015, il publie *What a Wonderful World*, un recueil de dessins parus quotidiennement sur le site du prestigieux journal *Le Monde*. Toujours avec humour, Philippe Chappuis y aborde la guerre, le terrorisme et la destruction de l'environnement.

«Je dessine pour apprivoiser le monde. Je remplis des carnets de visages, d'arbres, de portes, d'escaliers, de réverbères... ça me permet de me sentir un peu plus chez moi sur cette planète.»

The End, bande dessinée de style réaliste publiée en 2018, redistribue les rôles de la nature et de l'homme sur fond de drame apocalyptique. La terre a le pouvoir de supprimer une espèce et les arbres détiennent un secret dans leur ADN... Zep questionne la place de l'homme, son impact et sa capacité à survivre dans son environnement. A première vue, on paraît bien loin des préoccupations du jeune Titeuf. Ce qui relie pourtant toute l'œuvre de Zep est un ancrage permanent dans la complexité du monde réel et un questionnement perpétuel de son fonctionnement. Un aspect qui ne peut que nourrir la réflexion de nos élèves.



COLAB: THE NEW HEART OF CAMPUS DES NATIONS

Wide open spaces with rays of natural light. Curious seats of all shapes and sizes as well as high and low tables. Silent learning areas and collaboration pods. ack to Sept '19. This is learning in the CoLab, Campus des Nations' new learning centre, which was inaugurated in September 2019.

Collaboration lies behind the learning centre's name, CoLab: the result of a student-led competition that saw over 180 entries. Built over the summer months in what used to house the library, the space itself was designed following consultations with the Student Council, who explained that students needed a variety of environments to work in.

Now, students at Campus des Nations can find a quiet place to study, source books for their assignments, meet with staff, or put

their heads together in one of four cube-shaped learning pods. This latest addition is ideal for students to work together to wrestle with a problem, run through a presentation, or compare notes: all without disturbing their peers in the room.

Aligned with the design principles that guide all development projects at Ecolint, this new learning centre is all at once child-centred, beautiful, inclusive, collaborative, ecological, high performing, engaging, secure and made to promote learning. Campus des Nations Secondary School Principal Jamie Williams explained that this new centre is not meant to be a simple library, nor just a place to study, but rather it was designed to become the new heart of the campus. The space is built to foster teamwork, inclusivity, active learning, and academic achievement. It was designed as a heart that will beat in rhythm with that of the Ecolint community.

SCHOLARSHIPS IMPACT REPORT

In September 2019, Ecolint had the privilege of welcoming its five scholarship students (two young women and three young men, between the ages of 16 and 19). Hailing from Afghanistan, Kazakhstan, Nigeria, Switzerland, and Syria, they share the experience of having faced major hardship during their short lives: war, grief, exile, displacement. But they also share – perhaps because of their difficult life experience – the desire to make the most of every opportunity life has to offer.

These students' complicated journeys – both personal and academic – represented something of a challenge for their integration into Ecolint: distance from family, gaps in certain academic subjects, living situations that weren't adapted to studying, new education systems, etc.

Thanks to its international nature and many years of experience, Ecolint is lucky to have the know-how, flexibility and tools to adapt to students with extraordinary profiles. This is in fact one of Ecolint's most cherished values: the student is at the centre, he is unique, and so his potential. Teachers and para-pedagogical staff played a major role in the successful integration of our scholarship students: they invested their time, energy, and creativity relentlessly to support and help them. Secondary School Principals were also particularly invested, bringing support to their pedagogical teams.

"The teachers here are extraordinary," said one of the scholarship students. "I am very touched by their efforts." Another student remarked "I was very warmly welcomed by everyone, and I made friends quickly. There was a peer-mentoring system that was just great!" The positive feedback doesn't only come from the students however. Teachers are encouraged by the positive impact on the school community: "This student is an absolute pleasure to have in class. He brings balance, and his level of energy and enthusiasm are some of the best I've seen in 18 years of teaching!"

If you are interested in learning more about the first year of the Scholarship Programme, please contact the [Development Office](#) to receive the Scholarship Impact Report.

IN BRIEF

FROM LAC LÉMAN TO LAKE GENEVA, A GLOBAL ARTISTIC EXCHANGE

Did you know that Campus des Nations Primary students took part in the Global Travelling Mural Project? After two weeks of creation, the mural was chopped into ten pieces, nine of which have travelled by post to nine other participating schools from around the world.

In exchange, students received nine pieces which they hung alongside the remaining section from the Nations mural in the PYP library, including one from Reek Elementary School in the American town of Lake Geneva, Wisconsin!

BOARD ELECTIONS

Congratulations to the following candidates who were elected in 2020:

- David Rimer** (LGB '86) – La Grande Boissière,
- Chitra Subrahmanian** – La Châtaigneraie (renewal),
- Nicolas Winssinger** – La Châtaigneraie (renewal),
- and **Sébastien Lenelle** – Campus des Nations



BUILDING THE FUTURE TOGETHER

The Ecole Internationale de Genève is a not-for-profit foundation and our day-to-day costs are covered by tuition fees. The school relies on financial support from our community and partners to help achieve development projects.

Get in touch to discuss how you can help!

Different ways of giving | Support for specific projects | Donor recognition opportunities | Legacies

With your support, we can make a difference for current and future generations of Ecolint students.

Contact **Brian Wahlen**, Head of Major Partnership, at brian.wahlen@ecolint.ch or +41 (0)22 787 26 19

Visit us at www.ecolint.ch/support

BEFORE AND AFTER: IMPRESSIONS FROM THE IBCP

Currently offered exclusively at Campus des Nations, the International Baccalaureate® Career-related Programme (IBCP) is an alternative level 3 qualification to the IB Diploma and has three components: a professional qualification (BTEC) in either business studies or art, a flexible choice of IB Diploma Programme courses, and the core, which includes community and service, a personal and professional skills course, language development and a reflective project (an equivalent of the Extended Essay). Launched in 2014, the IBCP course at Campus des Nations has already seen five cohorts of students graduate. **Tania Gentet Ganose** gathered some impressions from young alumni and current students.



Alessandro Bardini
Student, Year 13, IBCP Business
14 years at Ecolint

I'll be graduating from Ecolint this year, and will be going on to study Business Management for my undergraduate degree. I later hope to specialise in entrepreneurial leadership. I knew that by taking the IBCP I would get more out of it for my future career than by following the Diploma Programme. In my first year at university I will already have studied many of the units as part of the IBCP and will therefore be better prepared for my course than if I had chosen the IBDP.

The other main reason why I took the IBCP is that it puts the focus on continuous assessment rather than on exams. We have weekly graded assignments that have helped us improve our communication skills, as well as regular presentations, which have enabled us to practise and perfect our leadership and presentation skills. In BTEC business, we had the opportunity to plan and manage events and this has given us invaluable experience for our future careers.

Whether because of its focus on continuous assessment or the endless opportunities that it creates (both academic and professional), the IBCP is really an optimal choice for any student who is looking for a more practical approach to learning.



Nicolas León Forsström
Alumnus, Nations '17, IBCP Business
11 years at Ecolint

I'm currently studying for a Bachelor of Business Administration (BAA) at Hult International Business School in Boston, after having transferred from its London campus, and before that from Henley Business School, University of Reading. As part of this, I study finance, economics, accounting, managerial accounting and a number of other modules, many of which I've already touched upon in the IBCP. Unlike many of my university classmates who were not as prepared as I was, my decision to take the IBCP enabled me to have prior knowledge in my field of study. The BTEC not only gave me a basic understanding, but also put me ahead at university, and I was even able to transfer some credits from it. I didn't have to study the same thing twice and therefore was able to jump ahead in my modules.

I think it's important to think about what you want for your future. If you know you want to go into the business world, or into creative or artistic fields, then the IBCP is your best option. I knew I wanted to study business at university, which was why the IBCP was the best course of action for me as I could focus on business subjects.

David Begumisa Mubangizi
Alumnus, Nations '15, IBCP Business
4 years at Ecolint

This is my final year at the IHTTI School of Hotel Management and Design in Leysin, Switzerland, where I am studying for a BA in International Hospitality and Design Management. I decided to take the IBCP because I knew that what I would learn in the business course would be extremely useful towards reaching my dream of opening and managing a hotel. In addition to developing my communication and teamwork skills, the IBCP also very much prepared me to give input in my university courses from what I had already learned at school.

I believe in the IBCP. It helps you focus on what you want to do and achieve in the future and can serve as a guide, helping you choose your path by providing you with the knowledge on how to reach the goals you have set for yourself. It certainly helped me to choose my career path, and I now know which path I wish to pursue. After graduating this year, I will travel to Austin, USA for a year-long management training at the Westin Downtown Austin, and will then return to Switzerland for work experience and to start planning and designing a restaurant project in my hometown of Kampala, Uganda.



Clara Saez Calabuig
Alumna, Nations '17,
IBCP Art and Design
2 years at Ecolint

Moving from the Spanish education system in which I had been all my life, I knew that the IBCP Art and Design was the natural option for me as I wanted to study for an artistic diploma and it enabled me to pursue the same educational pathway regardless of having changed country. With the IBCP, I was able to invest much of my time in developing my skills, exploring numerous creative disciplines and making the most of the facilities in school.

The BTEC was practical and hands-on, and taught us skills that would be helpful in our future professional and personal lives. It taught me to be proactive and disciplined, and encouraged me to leave my comfort zone and challenge myself academically and professionally. I learned teamwork and the power of self-agency, which helped me to look introspectively and figure out what I envisioned for my professional self and how I could achieve that both independently and as part of a team.

The IBCP can strike a perfect balance for students as they can choose core DP subjects alongside their BTEC, which can complement their career-related path and further prepare them for their future professional lives.

As part of my IBCP at Ecolint, I was able to build a strong creative portfolio, and I was able to apply for art and design foundation courses in the UK and France. I chose to go to Camberwell College of Arts, University of the Arts in London. Now I am in my second year, completing a BA in Graphic Design. Many of the skills, techniques and processes which I now use at university were introduced to me during the IBCP. I have learned by doing and by analysis of my successes and mistakes, and I know I will carry these skills through to my professional life. I want to go on to combine community-building through design as I consider design to be a powerful tool for socio-political and cultural engagement.



Sophie Parker
Student, Year 12, IBCP Art and Design
1 year at Ecolint

I chose the IBCP because I want to specialise in art. In fact, I want to go on to study and practise art after graduating, and the IBCP gives me the option to enter art colleges in Geneva, like the Haute école d'art et de design (HEAD), or in the UK like the Art University in Norwich.

I've chosen to study art, film, design and languages in my final years at Ecolint, and I think the IBCP is excellent because you can really concentrate on the subjects you are interested in. I find that the IBCP is helping me become organised, to have responsibilities, manage my time, and is helping me develop personal and professional skills that will be useful in my future.

For students considering taking the IBCP, my advice is that they make sure they know both what they want and don't want to do, and whether they'd like to specialise in particular subjects based on what they want to do after they graduate. The IBCP is a great course for that and I absolutely recommend it!



WAVING GOODBYE TO BEE!

Beatrice Hoesli is retiring this year after 33 years of teaching and guidance counselling at La Châtaigneraie. In addition to transmitting her passion for the arts to generations of students and counselling hundreds of students through the processes of applying to Swiss universities and écoles supérieures, Ms. Hoesli has been an invaluable resource for those of us involved in Alumni Relations throughout the years. **Thaïs Ruegg** caught up with her before her departure.

Thirty three years at La Châtaigneraie! You have definitely seen several generations of students come and go from La Chât!

I have indeed; I have now had several students who are the children of my former students; some of them have already graduated! It's nice to see former students put their own children in the same school they attended. I often have students come up to me to say that one of their parents was in the same class as another student's parent, and I know exactly who they're talking about.

How has school changed over the years?

The main change has been the school's size! The student population has more than doubled since I started. They have separated the primary school from the secondary school, which changes the dynamic somewhat. I always found it magical when I saw a secondary school student stop to help a 6 year-old student who had fallen down, or who needed help with her shoelaces. The mix of ages was really fantastic.

There also used to be separate French and English sections; now the programmes are much more integrated. Francophone tutors have anglophone assistants and vice versa, so there is a real mix of cultures from the very beginning of a student's education.

The concept of collaborative work has really evolved too. In my art classes, it has always been about group work, but the model has now spread to most subjects. Students work together and sit in groups, rather than all sit in rows to listen to the teacher who sits up front.

I don't think I'm alone in seeing you as a real treasure trove of La Châtaigneraie memories. Do you have any special ones you'd like to mention for our readers?

Fresh on my mind is the play "A Christmas Carol" in the early 1990s, for which I painted the scenery, because the class involved just celebrated their 30-year reunion last week (using Zoom!). I have very fond memories

of the evenings organised by Liz Whitehead, where senior students and teachers came together on campus for an evening celebration. I also could never forget the all-school art exhibitions, where students of all grade levels and teachers exhibited their work. I specifically remember the Mona Lisa art exhibition, with its incredibly varied takes on the original, and the "Artmathos" exhibitions, in which alumni who were studying art or working in the field of art and design exhibited their work alongside Matu Visual Arts students. I keep great memories of our career evenings, where several alumni came back to campus and shared their experiences with students considering their futures. Watching different generations of students was always encouraging.

And finally, I couldn't not mention the innumerable hours spent on the yearbooks, working with students late into the evenings and over the weekends, poring meticulously over layouts and photos and texts. I have some wonderful memories of those times!

As you head off to retirement, what do you think you will miss the most?

The students, without a doubt: their energy, their creativity, the fun that they provide. They are why I'm a teacher, and they are what I will miss most! I'll also miss being part of a constantly changing work environment. No one day is ever like the other!

And what are you most looking forward to?

The alarm not ringing at 5:30 every morning! But also getting to dedicate more time to doing my own artwork (even though



I've never stopped, it will be nice to have more time for it!). I also look forward to having less responsibility. As a teacher and guidance counsellor, you are constantly thinking about how you can help, support, and inspire your students. It's the great part about being a teacher, but it's also a big responsibility!

Any last words of wisdom?

Always stay creative and true to who you are. And stay in line with our school values; they are really good guiding principles.

FURTHERING SUSTAINABILITY AT LGB

Freshly graduated Finnur Ricart and biology teacher Stephanie Rathier have been working hard since 2018 to raise awareness about sustainability and the environment within the LGB community. **Thaïs Ruegg** asked them about their experience and efforts to achieve these goals.

When Stephanie took on the role of Sustainability Coordinator at LGB in late 2019, her goal was two-fold: obtain the Eco-Schools certification, which is the largest sustainable schools programme globally, and move the LGB community towards a heightened environmental consciousness. She was quickly put in contact with Finnur, who had become aware, after his first year at LGB, of the need for more sustainability and environmental action within the community and was looking to change that with his two friends George Hogge and Domingo Mujica.



They issued a call to the LGB community looking for students, staff and parents who would be interested in forming the first Eco Committee – a group that would work towards the certification and take on specific projects to raise environmental awareness within the community. A group of 12 members was formed, made up of mostly students, and a few staff and parents.

"We have definitely managed to raise the environmental consciousness of the LGB community," says Finnur. "We have undertaken projects with the objective of changing habits or systems regarding litter and the management of waste. It hasn't been easy, and we have a lot of learning to do, but we remain optimistic." Indeed, before learning moved online in March, the Eco Committee was able to organise events like "The Waste Collection and Display project," during which the group collected all the waste from the outside bins on campus, gathered it in one place, respecting how it



Eco Committee at CAS Fair 2019 – Talya de Cleene, Stephanie Rathier, George Hogge, Domingo Mujica, Finnur Ricart Andrason, Noah Asser

had been sorted by the community. It was a strong visual demonstration of how much waste the community produces and how badly it is sorted. "Car-Free Fridays" were also launched to encourage teachers and students to commute to school via other means of transport than their private car.

As Finnur graduates and moves on to university, he reflects on the environment and sustainability issues: "I have attended schools in three different countries and have seen the importance of respecting, embracing and even acting according to values different from your own to gain a wider perspective. The Covid-19 pandemic is a health issue, racism is a social issue, economic inequality is a social and economic issue. What they all have in common is that they are sustainability issues. We have to understand the interconnectedness of all these problems we are facing today."

In looking to the future of the Eco Committee and sustainability at LGB, Stephanie adds: "We are all aware of the importance of conserving energy, consuming responsibly, and preserving biodiversity. As a school community, we need to define our common goals and each play our part in reaching them. Many individuals in the school share our concerns – it's a matter of

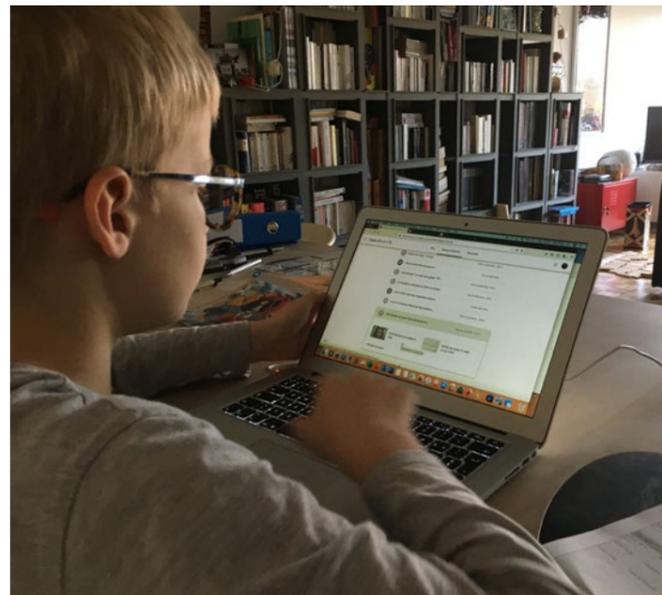
coming together to do something about it now. During the pandemic, we witnessed nature's resilience as well as our own capacity for adjustment; this gives us an optimistic vision on a scale we are not usually able to fathom. Sustainability urgently needs to become a part of every classroom, curriculum, club and cafeteria meal."



In mid-June, the good news came: the LGB Secondary School was awarded the Eco-Schools label, joining LGB's Primary and Middle School, La Châtaigneraie's Secondary and Primary Schools, and Pregny in this move towards sustainability across the Ecolint Foundation.

WHEN THE GOING GETS TOUGH, ECOLINT GOES VIRTUAL

Tania Gentet Ganose gives us the story of how Ecolint moved its learning online when the coronavirus began disrupting life as we knew it.



"Ecolint exists for the sake of our students. If their learning is being disrupted or if their wellbeing or the wellbeing of those who teach and care for them is at risk we need to respond." These were the words of Ecolint Director General Dr. David Hawley a few hours before the Swiss Federal Council announced the closure of all schools in Switzerland due to the spread of Covid-19. On this most inauspicious Friday the 13th of March 2020, as thousands of schools across the world shut their doors, so too did La Grande Boissière, La Châtaigneraie and Campus des Nations, a first in Ecolint's 96-year history. Fateful and historic as the moment seemed, little did many know that Ecolint's move from learning in class to learning online had been a while in the planning.

Christine Paul, Technology for Learning Coordinator (TLC) at La Grande Boissière Primary School, as was "the lack of face-to-face contact with colleagues, despite numerous teleconferences held throughout the week".



Since February, Ecolint had been preparing, organising and, most importantly, training all teachers, class assistants, librarians and other teaching staff on online pedagogical tools which could be used to continue lessons at a distance. Thus, when the difficult but necessary decision came to close the schools, all staff were ready and equipped to continue providing an education to all students. "For some teachers, discovering new IT tools and learning to master them was a challenge", says

The Move to Online Learning

A guiding principle in the move to online learning was that no one would be left behind and all students, be they an Early Years, Primary, Middle or Secondary student, would continue to receive a high quality, fulfilling and comprehensive education. "In Primary school, we used the platform Seesaw to communicate and share work with the children. Every morning, the class teacher would share the weekly and daily work plan, which included the day's list of activities, the names of the teachers responsible for each activity and any links needed. The class teachers would be available to help the children in the morning, and specialised teachers would take over in the afternoon," explains Christine Paul, who also underlines the important role that parents played in making sure their children were correctly set up to continue lessons from home. In fact, one of the positive aspects of the school closures was a renewed and reinforced partnership between teachers and parents, both of whom had to work collaboratively during this time.

Thanks to the preparations undertaken well in advance of school closures and to the teamwork between teachers and parents, Ecolint students were able to continue learning and progress in their curricula no matter the subject. Even hands-on lessons like art class or P.E. continued, with proposed exercises, both artistic and athletic, that could be done as a family. For many students, the situation enabled them to develop their autonomy and self-agency in finding solutions to problems set by their teachers. For teachers, realising even more how important it is to think like a student was key to giving clear instructions that could be understood and carried out independently.

Among the many lessons learnt by students, teachers and parents alike was that digital literacy is crucial for the future. "To think that you can protect children from screens at home by not giving them access to any technology means that they are at a disadvantage in situations like the



one we are currently living in," continues Christine Paul. While technology did certainly provide an immediate solution to the dilemma of distance education, both Christine Paul and Dr. Karen Taylor, Director of Education at Ecolint, concur that the virtual world can only ever be a partial solution.

A Lesson Learned Online

"Our learning objectives changed," explains Karen Taylor. "With the school closure, we were able to consider alternative ways that children learn such as through silence, boredom, and idle wondering, in addition to what they learn through online platforms or creative activities offered by dedicated instructors. If we can explain to parents how much children can learn about being creative and resilient in unstructured time, then we will have gone a long way towards helping them understand that education is about a whole lot more than what takes place in a classroom, whether physical or virtual." To this Christine Paul adds the irreplaceable nature of face-to-face education, for therein lies the key to developing empathy, optimism, solidarity and/or collaboration through such exchanges as laughing together or appreciating "normal" human relationships.

At the beginning of May, Ecolint campuses reopened after almost two months of online learning, with a staggered return to school for Primary and part of Secondary. "When children returned to school, teachers found them to be much more autonomous than before, and certainly more adept at using technology for learning," says Christine

Paul. "We also realised that by using such tools as Google Meet for language lessons during lockdown, some students participated more readily because of the configuration in small groups than when the full class was assembled at school." Many of our students have shown that out of crises come the possibility and opportunity to adapt and learn new methods of working, which have provided our pedagogical teams with food for thought on teaching and learning practices.

Only a few months have passed since Covid-19 emerged, and in that time the world has changed dramatically. At Ecolint, new learning processes have been forged, new skills acquired, and new social habits adopted by students and teachers alike. Campuses have closed and reopened, with new rules guiding the day-to-day of our school community. Through its online provision, Ecolint continued to operate and remained committed to delivering an outstanding education in the best way possible. Despite these challenging times, Ecolint is determined to seize this historic opportunity to think differently about education beyond the current crisis and well into the future.



THE RETURNEES

Continuing our series on former Ecolint students who have returned to teach at the school, in this edition, we meet Priscilla Leigh (La Chât '07) and Conan de Wilde (La Chât '99).

Priscilla Leigh (La Chât '07)

- > ESP assistant
- > Campus des Nations

When did you start teaching at Ecolint, and on which campus?

I first started in April 2016, at Campus des Nations.

When were you a student and at which campus?

I was a student at La Chât, from 2004 to 2007.

What did you do after leaving Ecolint?

I did several different things: a BSc in Natural Sciences, and a Master's Degree in Diagnostic Imaging. I then worked as a Teacher of English and French as a Second Language before becoming an assistant in Special Needs at Campus des Nations

What or who inspired you to be a teacher? How/why did you come back to Ecolint?

I love the international nature of Ecolint. It's something you grow to appreciate even more once you compare it to what other schools are like. Also, when you grow up as a third culture kid, that internationalism tends to become a big part of your identity, so I was attracted to the prospect of teaching students who have a similar context to mine.

Are you ever, as a teacher, reminded of your former life at school?

I am reminded all the time. And I'm encouraged to see how the syllabus has evolved to reflect the international background of our students. It's a big change from when I was at La Chât.



What are the main differences about Ecolint compared to when you were at school? What has stayed the same?

As I mentioned above, the syllabus itself has changed. They've now added the Middle Years Programme (MYP), the Extended Support Programme (ESP) and the IB Careers Related Programme! The demographics of the students are also much more international than they were when I was at La Chât.

What are the best things about being a teacher?

I work in the ESP programme, which means I teach students who don't learn like most other children do. My favourite thing about teaching them is discovering how they flourish, and giving them the opportunity to do so.



Conan de Wilde (La Chât '99)

- > Assistant Principal
Academic & IB Coordinator
- > LGB secondary school

When did you start teaching at Ecolint, and on which campus?

I joined Campus des Nations in 2006.

When were you a student and at which campus?

La Châtaigneraie was my campus and I spent most of the 90s there. It was a time when the Motel de Founex was still a cultural magnet.

What did you do after leaving Ecolint?

I studied English and history at Oxford, became interested in Arabic and travelled and studied in the Middle East. I worked briefly in construction in the United States and in other dead-end internships before deciding I wanted to teach.

What or who inspired you to be a teacher? How/why did you come back to Ecolint?

Having spent so many years in school, studying academic subjects, I imagined I was better prepared for teaching than for most careers. I loved learning, I loved history and English, I enjoyed spending time with adolescents and so teaching seemed perfect. I was fortunate enough to have had excellent teachers at La Châtaigneraie and as a teacher I often compare myself to those who taught me. I dread listing them for fear that I leave one out, but I would like to mention and thank Tim Vallence, who died recently. He was an eccentric and in many ways he did exactly the opposite of what a teacher should do, but he was incredibly knowledgeable and demanding. He was exactly what I needed at that point in my life. He was an extraordinary teacher and a fascinating man.



Are you ever, as a teacher, reminded of your former life at school?

I make comparisons all the time, but I'm not sure if they are accurate or helpful. I tend to think that the students at school now work harder and are more serious than my classmates ever were. They also appear to get up to less mischief. Or perhaps they are just better at hiding their delinquent behaviour!

What are the main differences about Ecolint compared to when you were at school? What has stayed the same?

The three campuses are very different, and I can't say I know La Châtaigneraie well today, but I think teachers are even busier now than they were then. That said, students and teachers find just as much pleasure in informal conversations and, in my experience, this is where relationships are built and where so much of the learning happens - both back then and today.

What are the best things about being a teacher?

The buzz you get after a good lesson, notes from former students, a sense that my private reading is not just self-indulgent, but may also be useful to others. These are a few of my favourite things.



HUMANS OF ECOLINT: OUR ADMINS

Ecolint counts dozens of dedicated administrative staff who help schools and campuses run smoothly every day. Here's a glimpse into who they are and what they do.

Corinna Sarronwala
Exams Office,
La Châtaigneraie
Secondary School
No of years at Ecolint: 7



I work in the Exams Office at La Chât. It's a pretty full annual calendar: the PSAT, UK university entrance tests, the November IGCSE/IB mock exams, the May IGCSE/IB year end internal exams, admissions tests for relocating students. I also deal with students, teachers and parents, which thankfully puts a human face to it all.

I love yoga, mindfulness and writing. I teach yoga and mindfulness and am happy to say that I'm a published poet!

One of the moments that stays with me, is when I got to introduce the 'Moment of Calm' - a short mindfulness practice to an exam hall full of students - three years ago, having no idea how it would be received by the students. I'm happy to report it is now practised at the start of all our exams and students often ask for it!



Federica Iannarelli
School Office Administrator,
Campus des Nations
Secondary School
Nombre d'années à l'Ecolint: 5

Ma journée commence par une vérification, avec mon collègue Bryan, que tous les cours sont bien couverts et que des remplacements sont prévus en cas d'absence d'un enseignant. Au fil de la journée, diverses tâches s'enchaînent, de la mise à jour du portail interne au soutien administratif aux enseignants, à la facturation pour les sorties scolaires. Chaque jour est différent, et c'est ça que j'aime dans mon travail.

J'ai longtemps été passionnée de danse latine, que je pratique d'ailleurs depuis de nombreuses années. Mais depuis peu, j'ai découvert la *via ferrata*, que j'aime beaucoup comme activité extérieure car je peux me lancer des défis. Un de mes parcours préférés est celui de la Dent du Chat ! Le parapente est aussi un de mes passe-temps favoris.

La remise des diplômes est un moment toujours très émouvant pour moi. C'est le moment de l'année que tout le monde attend. J'ai la larme facile et ça me fait toujours un petit pincement au cœur de voir partir les Seniors après les avoir vu grandir. Voilà pourquoi la période que nous vivons actuellement avec la Covid-19 est si marquante aussi, car elle a eu un impact sur la «graduation» ! En 5 ans, je n'ai jamais vu l'école fermer. Je pense que ça restera dans nos esprits pendant longtemps.



Sharda Moloo
Personal Assistant to the Principal
and School Secretary,
Campus des Nations, Pregny
No of years at Ecolint: 10

I ensure everything is going well administratively, that classes are fully functional, overseeing the scheduling of adequate replacement staff whenever a teacher or teaching assistant is absent; I also support the production of the Principal's weekly newsletter to parents. In brief, I do everything to ensure that the work at the school runs smoothly on a day-to-day basis.

I enjoy swimming and I attend regular aqua gym classes. I also keep up with walking and hiking. Above all, I greatly enjoy cooking and trying new recipes!

My fondest memories at Ecolint have been during the annual Escalade celebrations; they are a big celebration in the Pregny community. Preparations start well ahead, with parents and staff getting really involved. Children get excited and look forward to experiencing the myriad cultures of Geneva. With their fabulous costumes, it's almost like everyone is participating and living the moment as one big family. The little ones have a wonderful time cutting up vegetables for the soup that gets shared with parents on the day of the celebration.



Linda Flesher
Reception desk,
La Châtaigneraie
Primary School
No of years at Ecolint: 12 years,
also 12 years as a student!

Working at the reception desk, I am the first port-of-call for parents, handling a variety of matters from reporting absences to lost school bags and all in between. I help the students and staff with any requests they may have, supervise the front doors and various other office jobs. I also help organise social events for the staff, which is always good fun. My hobbies are walking my dog, reading, gardening, skiing and travelling.

Back when I was a student at La Chât, in the 70s, most students rode mopeds to school; my most memorable moment was being very late for registration as I had fallen off my moped down the vineyards by the school - no injuries!

My fondest memories are the school dances above the old sports hall (which at the time was called the new sports hall!) and the fieldweeks in Alsace and Vaison-la-Romaine amongst a few; and the ski week in St. Moritz. My husband was a student at LGB, my Mother worked at La Chât for a couple of years and my Mother-in-Law worked at LGB for many years. My three children went to La Chât Secondary School (they were taught by a couple of the same teachers as I was); so we are a true Ecolint family!



Amanda Kirkus-Vacic
Personal assistant to the Principal,
La Châtaigneraie
Secondary School
No of years at Ecolint: 15

My job has changed significantly as Ecolint's technological resources developed and changed and the internal organisation of the campus evolved. Currently, apart from helping to maintain the Principal's diary and correspondence I assist with clerical aspects of areas including admissions to the school, interviewing candidate teachers, organisation of school trips, internal communications bulletins, and the maintenance of records, databases and online documentation. My favourite weekly task is the compilation, editing and design of the newsletter for parents. My annual joy is to pull together the ceremony for our graduating class.

Outside of my job as Principal's secretary I am a passionate thespian, active member of both local English speaking groups - the Geneva English Drama Society and the Geneva Amateur Operatic Society, and a devotee of improv comedy. I am very proud to have performed last summer on the Geneva tourist trams in conjunction with the French theatre company La Mouette and The Renegade Saints improv group.

I have two significant memories from the time I have been here. In 2008 La Châtaigneraie celebrated 100 years of existence as an educational institution, dating back well before it became part of the Foundation of the International School of Geneva. In 2011 the campus doubled its admissions as the new Primary school opened and the Secondary school took over the building that had formerly housed our youngest students.



Ines Wingate
Administrative Assistant,
Campus des Nations
Primary School
No of years at Ecolint: 21

I never know what tasks await me in the morning, as every day is different. Which teacher will be out? Do I have to jump in on any playground duties? Are some parents missing information? Is a student needing a comforting chat to give them strength for the day? Despite all these unknowns, and sometimes not even getting round to doing my "real" administrative job, I wouldn't change it for the world.

My connection to Ecolint goes back to 1979, when my husband joined the teaching team at La Châtaigneraie, though my career with the school began with the opening of the Mies campus in 1999. Setting up the office for that campus was quite a challenge, but it turned out to be the most wonderful little school with very happy students, parents and staff. I was the one-woman-crew handling administrative matters and admissions visits. The closing day of the Mies campus is one that will always stay in mind as one of the saddest in my working life. To this day, we continue to have regular Mies reunions and in September 2019, we celebrated the 20th anniversary of its establishment.

Working with the Primary students is an uplifting experience every day. After 21 years and five different principals, I am still looking after the Primary Office but the variety of challenges I face keeps me on my toes. I work with a wonderful, dedicated team, and I wake up every morning full of energy and motivation to go to work. Now, how many people can say that? I feel truly privileged.

IT IS ROCKET SCIENCE!

In this issue, we meet three alumni who have devoted their lives to scientific research and advancement.



Chris Elliott
(LGB '74)

I attended Ecolint from 1967 to 1974 (from Year 7 to Year 13), at La Grande Boissière.

I was fortunate to have Mr. Unitt as a biology teacher. He inspired me to study science and more specifically biology. My history teacher, Mr. Leach, encouraged critical thinking and expression and also had a big influence on me. Theory of Knowledge with Mr Quinn was also important.

After I left school, I studied plant sciences at London University (BSc) before completing a Master's degree in Forestry and Environmental Studies at Yale University. Several years later I did a PhD in environmental studies at EPFL. I would say that the IB science programme prepared me well for all of these studies. I worked for WWF International for many years, leading their forest conservation programme. More recently, I moved to a US foundation

working on the relationship between forests and climate change.

My advice to students who want to become scientists? If you are interested in science it's a great career! It is important to study a topic that you are interested in, not just something that looks as if it will promise a good job because that is very hard to predict. You will always do better if you enjoy your studies. I also suggest not specialising too early. Better to study biology than microbiology at the BSc level for example. If you want to do research or teach, you need a PhD. There is no real way around that these days. But it's no guarantee unfortunately. Academic positions are very hard to come by today for young graduates.

My Ecolint education helped me appreciate and respect different cultures. My work is very international so this is key. The teachers I mentioned were an important inspiration as well.



Olgica Nedić
(LGB '81)

I attended Ecolint from 1978 to 1981 and graduated after Year 13, with the IB diploma.

I was already "infected" with chemistry in primary school, but the final decision was made during my Ecolint phase. I very much enjoyed my chemistry and biology classes with Mr Wise and Mr McArdle (also my table-tennis teacher). There was a lot of practical work and I remember the moments of expectation, close to the end of the experiment, even when I knew what was (most) likely going to happen (but sometimes it didn't). I can still recall my teachers' questions: "Are you sure?" and "Do you really think so?"

After Ecolint, I went to the University of Belgrade (UB), in the Faculty of Natural Sciences and graduated in Biochemistry. I started working at the Institute for the Application of Nuclear Energy, finished my PhD in Biochemistry, followed an academic career mostly as a researcher and for a time as a teacher. I admit that I enjoy working in the lab more than teaching students. My principal research topics are growth and metabolism, and their impairment due to different diseases.

I would tell Ecolint students who dream of becoming involved in the scientific world, that in order to become a scientist and enjoy it, curiosity and ability to connect pieces of knowledge are crucial. When doing experimental research, we can't be sure what is going to come out of it. Will the result be as expected, opposite or unexpected in a peculiar way? Can we explain the outcome? How many times do we have to repeat it to be certain? What necessary variables should be included? Is the initial assumption wrong or do we simply not know enough? Doing research is like playing. Sometimes one is disappointed with the result, but one is never bored. Working days are never the same. And that moment when the reliable result is obtained and it can be explained – that's the moment of greatest joy!

My time at Ecolint enabled me to learn a lot about people. The school offers a valuable opportunity to meet individuals from different cultures and social systems. Our background shapes us and, until we meet other people, we haven't even an idea of how different we can be. I know that I was intriguing for some others (I came from former Yugoslavia). The Ecolint experience allowed me to see connections between behaviour, belief and origin. The awareness of so many differences has helped me to tune my scientific thinking – there are so many possibilities and it is worth exploring them.

Elizabeth Harris
(La Chât '93)

I attended La Châtaigneraie from Year 10 - Year 13; I graduated in 1993.

I was always interested in diseases; I think that the true catalyst was living in Côte d'Ivoire (where my dad worked for UNICEF), which preceded my arrival at La Châtaigneraie at the start of Year 10. That being said, in Year 10 and Year 11, I really enjoyed biology class with Mrs. Kessler – she encouraged me to pursue biology at the IB level but, at the time, I had delusions of wanting to be an economist (!).

After I left La Chât, I went to Queen's University in Canada, where I tried to figure out what I really wanted to do "when I grew up." A few unsatisfying years into my undergraduate programme, I read a book called "The Coming Plague," all about novel and emerging diseases, how societies fail and succeed to control them, and the role that epidemiologists play within this dynamic. The book was an epiphany, giving a name and describing what I had been thus far unable to conceptualise and verbalise as my ideal career.

After completing an undergraduate degree in Geography, I completed a Master of Science degree in Epidemiology at the University of Toronto. A few years later, after working as a public health epidemiologist (including during the 2003 SARS outbreak in Canada), I enrolled and completed a PhD in Infectious Disease Epidemiology at the London School of Hygiene and Tropical Medicine, while continuing to work as an epidemiologist. Nowadays, I work for Canada's Public Health Agency where I currently contribute to Canada's response to Covid-19. During non-pandemic times, I am responsible for a team of epidemiologists and biostatisticians.



My main advice to Ecolint students wanting to become scientists would be to take advantage of the unparalleled quality of an Ecolint education. If you think you want to pursue a scientific career, enrol in science courses, but also take non-science courses that challenge you. Being a good scientist is not only about knowing the science – a good scientist is also a good communicator, a good critical thinker, and must show resilience and adaptability in the face of failure. Also, Geneva is a microcosm of some of the world's pre-eminent minds; take advantage of the fact that your and/or your friends' parents might be these same scientific "rock stars," and make the most of the very rare opportunities that Geneva fosters.

Ecolint and the IB programme instill rigour and challenge students to acknowledge and consider the interconnectedness and broader implications of every action that is taken, rather than assuming that things happen in a vacuum. I think that these two qualities are an integral part of my identity as a scientist.

MEET ANTONELLO BARBARO: FURTHERING THE TRADITION OF PHILANTHROPY AT ECOLINT

Antonello Barabaro started at Ecolint in September 2019.

Brian Wahlen interviews the Director of Development and Alumni Relations.

Tell us about yourself: why have you chosen a career focused on philanthropy?

Philanthropy forces you to learn about the world, about your neighbour, to broaden your perspectives and develop empathy. It removes self-interest, which helps develop strong problem-solving skills. As you may know, philanthropy means "love for humanity," so it's quite an amazing opportunity to serve in this sector. After several years in the private sector, I found that I immensely enjoyed working in the philanthropic field: I can play a part in building community resources, in bringing people together to talk about issues, and in working collaboratively to solve various problems in a community.

What does your role entail, at Ecolint?

My team and I are focused on three main objectives: we want to facilitate and enhance community engagement, meaning that we want to offer more opportunities for both donors and alumni to participate actively in the school's community and stay connected with one another. We want to advance Ecolint's mission, mobilising financial resources, volunteering opportunities, and advocacy support in order to expand Ecolint's impact both on the campuses and beyond. Finally, we want to make our institution even more inclusive, by creating bridges that link Ecolint to the wider Geneva community and to everywhere else our global alumni chapters gather.

In your view, why are fundraising and philanthropy so important at Ecolint?

Philanthropy has been at the heart of Ecolint since 1924. Many know that our founders started Ecolint with just eight students and a rabbit; not many know that the first classroom space was donated for a symbolic price, as a philanthropic gesture. A few years later, in the summer of 1929, Mr. Sweetser (one of our founders) and Mr. and Mrs. Forstal (a couple of American philanthropists) created 15 full scholarships to be given to high-achieving children from families that could not normally have afforded Ecolint's boarding fees, selected



from all across Europe, starting the stream of generosity that has brought numerous young scholars to Geneva and enhanced our Ecolint family.

A story that beautifully represents the essence of Ecolint is the history of the Greek Theatre at LGB: teachers and students working shoulder to shoulder to build a space for gathering together. Did you know that the theatre was then finalised by a Compagnie de Bâtiment Genevoise with largely pro-bono work?

Even without having to go far in the past, I can tell you that this community has done amazing things: in the last 13 years, it has donated more than 26 million francs, advancing multiple initiatives and projects like the Campus des Nations, the ESP programme, the Centre des arts and the STEM Centre. We couldn't benefit from any of these without our community's generosity.

Alumni, parents, teachers, and friends have chosen Ecolint to create their philanthropic impact in multiple ways: some with large and multi-year gifts, some with regular donations to the Annual Fund, some during "Giving Tuesday" or similar campaigns, some

to celebrate joyful or solemn moments of life. Some donors have included Ecolint as a beneficiary in their wills, others have offered assets and real estate, and many have dedicated their time and energy volunteering and offering their voice and network to advocate for and advance Ecolint's mission. Every penny counts and will be important to deliver the mission that we all support.

As the new Director of Development & Alumni Relations, you and your team will be the main point of contact with donors. How would you communicate the uniqueness of Ecolint's goals to donors?

Luckily for our team, Ecolint's numbers speak for themselves:

- 96 years of impact driven by values,
- 30,000+ alumni who have gone through this institution, who are living and contributing to cities and countries around the world,
- 4,500 students who take an active part in making their and our world a better place, one that is based on mutual understanding, respect and shared values,
- 1,322 teachers and staff who are committed to delivering the highest quality international education for peace, fostering critical thinking while showing empathy, altruism and compassion
- More than 1,000 business partners that collaborate with one another to make our community a better place
- 3,500 families of over 140 nationalities, who have trusted Ecolint for the education of their children and who often volunteer their time and skills to make this institution stronger.

I think that we have all the arguments for inviting all our community members and other philanthropists to join us in making Ecolint a force for change and peace.

COSMAN AND TENENBAUM: PARAGONS OF ART AND ECONOMICS

In the late 1930s, a friendship developed between two contemporaneous Ecolint students (both born in 1921), each of whom would eventually achieve distinction in his or her own distinctive way: Milein Cosman (as an artist) and Edward A. Tenenbaum (as an economist).

Alejandro Rodríguez-Giovo, Foundation Archivist, relates the story.

Alas, I have no access to personal letters or diaries that can provide a full account of this friendship, except for the evidence that survives in the Foundation's archives: an original drawing by Milein of young Edward (or "Charlie", as his friends nicknamed him at the time).

If neither Cosman nor Tenenbaum happens to ring a bell for you, resist the slothful inclination to shrug and turn the page. For a start, a modicum of research will reveal to you that Cosman (whose artwork was first published in our school's annual journal, *Ecolint*, in 1938) would go on to become one of the most celebrated portrait artists in the United Kingdom, where her work is treasured in the National Portrait Gallery, the Victoria & Albert, the British Museum, the Ashmolean and the Fitzwilliam, among other institutions. The Royal College of Music was keen to acquire no fewer than 1,300 of her "musical portraits"; indeed, Cosman specialised in sketching musicians and conductors in action, as well as dancers, writers, poets, actors and fellow artists. So skilled and adroit was she that the legendary art historian Sir Ernst Gombrich wrote: "Posterity will be grateful to Milein Cosman above all for the sureness of her eye, with which she has succeeded in capturing the unique quality of so many of our distinguished contemporaries." Cosman was not elitist in her choice of subject matter ("What I really like to draw best are people who work: fishermen and road menders"), but it was her depiction of celebrated contemporaries in the arts that cemented her fame.

It was not only her artistic talent that drew attention to Cosman; her elfin physique and lively, acute intelligence were also striking, and two major 20th century poets, Sidney Keyes and Dannie Abse, became besotted with her - though to little avail. Eventually she married the prominent musicologist Hans Keller, the love of her life, and settled down with him in a house in Hampstead, London, which became her home for more than 50 years.

Cosman died in 2017 at the age of 96. She had been born in Gotha, Germany, but in 1938 her Jewish parents sent her to the relative safety of Geneva, enrolling her as a boarder in Ecolint, where the iconic Philip Drummond-Thompson - a teacher of English, Latin and ancient Greek, and director of the school's productions of Sophocles' *Electra* and Aeschylus' *Agamemnon* (staged in the embryonic Greek Theatre that he himself had devised) - took her under his wing. The no less legendary director Marie-Thérèse Maurette soon recognised Milein's budding talent and fostered it. And it was in Ecolint that she befriended another boarder who also happened to have a Jewish background: Edward A. Tenenbaum, an American whose parents had previously emigrated from Poland to the United States.

Tenenbaum's post-Ecolint life could not have been more dissimilar to Cosman's, yet no less interesting and accomplished. After graduating *summa cum laude* and Phi Beta Kappa from Yale in 1942 (his B.A. thesis received the First Prize and was immediately published in book form), he became a First Lieutenant and intelligence officer in the U.S.'s Twelfth Army Group during World War II, and was the first non-captive Allied soldier to enter Buchenwald concentration camp on 11th April, 1945 (exactly 75 years ago). However, it is Tenenbaum's crucial contribution to the economic reconstruction of West Germany after the war, first as a finance adviser of the United States' Office of Military Government from 1945 to 1948, and subsequently as an economist with the Economic Cooperation Administration from 1948 to 1950, that constitutes the achievement for which he is remembered by historians today. In particular, his role in creating and consolidating the post-war currency of Germany (where he is often referred to as the "Vater der Deutschen Mark") - a key element in that country's economic renaissance - remains a subject of active interest, as evinced by a forthcoming biography of Tenenbaum by Professor Carl-Ludwig Holtfrenrich of the *Freie Universität Berlin*.

Tenenbaum's unusual flair had already been on display at the International School. In the same 1938 issue of *Ecolint* in which Cosman's art first saw the light of day, he published a two-part "Monologue in Unison", which won him the magazine's First Prize for fiction. It parallels the working days of two young men: one a behind-the-scenes assistant in Geneva's *Grand Passage* (now known as *Globus*), unloading and sorting out bales and boxes of merchandise in the department store's unglamorous innards late at night; the other a ploughboy in Mackleborough, Pennsylvania, mechanically guiding his mare up and down the furrows of a parched field by a busy inter-state highway, occasionally taking a break to serve drivers who stopped at his soda pop stand; both youths lost in their thoughts, which mingle images of difficult family lives and mental projections of alternative realities. These sensitively written, empathetic accounts reveal a rare insight into the drudgery of repetitive physical labour on the part of a 16 year-old.

Following his key contribution to the recovery of Germany's economy after the war, Tenenbaum pursued his career as a gifted economist, successively in the International Monetary Fund and in the Mutual Security Agency, and later as a finance advisor to the government of Greece. Sadly, in 1975 his life was cut short by a traffic accident in Pennsylvania. Nevertheless, in Ecolint's lingering and loyal memory he lives on, not least through his adolescent likeness, captured affectionately, and with the off-the-cuff nimbleness that would bring her fame, by his classmate Milein. The school's small but precious collection of her precursory, original drawings, ensures that she too remains a vibrant presence in our 96-year history.

Acknowledgements:
I am grateful to Professor Carl-Ludwig Holtfrenrich and his academic assistant, Christel G. McDonald, for having alerted me to Tenenbaum's presence in Ecolint during the late 1930s. I also wish to thank Guy Robertson, former Head of Modern Languages and World Languages at La Grande Boissière, for having forwarded to me Cosman's 4th December 2017 obituary in *The Guardian*, with its reference to our school.



WROUGHT IN HISTORY

Did you know that the main gates at La Grande Boissière are part of a greater array of notable wrought ironwork throughout the city and canton of Geneva?

A recent Tribune de Genève article ("Genève peut être fière de ses portails") mentions the LGB gates among a list of wrought ironwork dating back to the 18th and 19th centuries, underlining the intricacies and beauty of the artwork, and noting that these creations, though highly fashionable for their decorative aspects, were also often undervalued, considered as being mere construction work, rather than a piece of art in and of itself.

In 1978, the gates at LGB were moved from the Route de Chêne to their current location, further in from the road where they originally stood, a move that was celebrated with a ceremony presided by former Ecolint Director General René-François LeJeune and attended by the mayor of Geneva at the time, Marcel Raisin.

YOU MAY HAVE MISSED...

Alumnus Bob Rae (LGB '66) was recently appointed Canadian Ambassador

to the UN by Justin Trudeau. His classmates state Bob already showed signs of the distinction to follow while at Ecolint, and gave the valedictorian address at the graduation ceremony in 1966.

alumni.ecolint.ch/bobraeun

In the wake of George Floyd's death and the ensuing worldwide demonstrations against racism and police brutality, Ecolint's Director General addressed alumni, assuring that initiatives and measures would be taken at Ecolint to stay true to our charter in affirming the equal value of all human beings.

alumni.ecolint.ch/antiracism

Have you read our community members' stories

about how they were affected by Covid-19? Read them here:

alumni.ecolint.ch/lifeduringcovid19

La Châtaigneraie inaugurated its new recital room in January 2020. With improved acoustics and a dedicated storage space for instruments, the room provides students with a professional environment, offering opportunities for both performance and recording.

alumni.ecolint.ch/recitalroom

SOCIAL MEDIA

Ecolint on Facebook	facebook.com/ecolint
Ecolint on LinkedIn	sl.ecolint.ch/linkedinpage
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CHANGE OF ADDRESS? GET IN TOUCH !

Email: alumni@ecolint.ch

Telephone: +41 (0)22 787 25 55

Web: alumni.ecolint.ch

(Alumni can update their own details on the website.)