

We're in! 13, rue Beethoven a Hit!

By Leah Misika, Grade 10

In 1964, ISP consisted of six students, two teachers, and one classroom. It is now the year 2005 and ISP has grown. We now have 510 students, over 80 teachers and four buildings.

One of them is the new building, which was introduced this year. The introduction of the new building brought on a lot of excitement, so I decided to look into it and find out what ISP students really think about it.

Because the school is much in demand, the new building has allowed ISP to accommodate more students. Charlotte Baer in Grade 10 commented: *The new building was a good addition... I'm not on the waiting list anymore!* Jenna Lennen in Grade 6 agrees: *With the new building, we're not all stuck in the same building all day... the school seems more spacious.*

In fact, the school is more spacious



and has enabled ISP to improve its facilities. Carla in Grade 10 commented: *It's spacious; it makes room for expansion and better facilities.* Thanks to the new building, we have a new library which includes an office and more

storage space, and a bigger and better gym with changing rooms, something ISP has never had. And let's not forget the music room, which I'm sure all music lovers will appreciate, with all the space and sound-proofed walls. There is also a new computer room equipped with new computers and a creative technology room. All in all, the school is only going to get better!

In my opinion, the new building has been a blessing to the whole ISP community, but especially to ISP students. It has made us feel more confident about our school and I can truly say I'm proud of the new building! ■

Message from the Headmaster

This issue of the Tribune focuses on the many facets of the creativity which we find within ISP. The three curriculum programs which the school offers all declare creativity to be an essential element of a well-rounded education. In the PYP and MYP, the creative subjects – art, music, drama – are required. In the Diploma Program, students can choose art or music, while all of them have to do CAS activities, where the 'C' stands for creative. However, creativity is not restricted to these creative subjects. It permeates the whole curriculum. It is found in the social studies where students create presentations; it is in computer technology classes, in language arts classes where the students are writing prose and poetry.

Creativity in its much broader sense is also an essential element of what and how students learn at ISP. As I observed in my recent graduation address, it is no longer enough to focus on developing only the traditional skills of logical thinking and understanding of concepts, essential though these are. It is now just as important to develop those 'right-brain' activities such as appreciation of the big picture, with all of its interconnections, a sympathetic understanding, and a creative approach. Fortunately, the totality of these skills, both left-brain and right-brain, are effectively developed by the three IB curricula which we deliver at ISP. You will see ample evidence of this in this issue of the Tribune. ■

Gareth F. Jones

Summary

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Art Boulevard

By Caroline Elak, Grade 5

During my summer holidays, I always take art courses. Art inspires me for all sorts of things such as stories, drawings and poems. My favorite artist is Andy Warhol because of the amazing colors that he uses and his pictures are like a formed puzzle. I also get very inspired by Japanese art.

One of the things that normally catches my eye is the color in a piece of art. But in Japanese art, it is the details that I appreciate the most. In 1999-2000, I set up an Exhibition in Istanbul. I displayed my still lifes, masks, napkin designs and clay people.

In *Art Boulevard* (with Grade 5 students at Ranelagh), the artists had a common vision. They questioned negative ways of living. They made us think about war, discrimination, pollution, smoking, animal cruelty and poverty. The artists wanted the people to be more responsible, and care more about the world. The concept of *Art Boulevard* was to show people what art is, and how far we can go with our ideas.

Malcolm St. John's *Rebel* was a piece of art which talks about racism. "I want to evoke peoples' senses," said Malcolm who was inspired by the book *Huckleberry Finn*. Kifu Augousti is



Kifu Augousti with her Installation "My Emotions"

a talented poet. She decided to share her poetry with everyone through an art installation. "I have created

My Emotions because I wanted people to feel like I do when I read my poems," said Kifu. *Pollution*, by Victor and Naqi, was a piece of art which put our hands deep into dirty polluted water.

This piece of art talked about how the world is dirty. "There is oil, black paint, blobs of paint, water and dust," said Naqi. The artists wanted the people to put their hands into this repulsive cocktail because they wanted people to realize how difficult it is to clean a polluted sea. Finally, Alice Pickthall, the artist who created *War in Fashion*, dislikes war and loves fashion like the button on a skirt. In "The Long Red Dress," a poem about war is wrapped around the dress. She wants us to feel what it feels like for people in war at a personal level.

As I think about the show, I realize that we should be more responsible and caring to the world and other people. ■

Look Out Shakespeare, Here Come the Grade 5 Poets!

Grade 5 students have been practicing their writing skills and have produced some wonderful poems. Here are two of them.

My Poem

By David Ravery

<p><i>In this New Year I don't have any fear.</i></p> <p><i>In this New Year I don't have a tear.</i></p> <p><i>My life is very happy, new friends and learning things, a SUPER DUPER teacher who knows a million things!!</i></p> <p><i>Mme. Merveille est jamais en veille!!</i></p> <p><i>C'est le français qui nous rend gai !</i></p> <p><i>And with Molly Lou we do a lot of poems too!</i></p>	<p><i>1+1, 2+2 with Jenny around math can be fun too!</i></p> <p><i>Jump Jump Kick Shoot, 10 minutes of running with Mrs. Ryan is a hoot.</i></p> <p><i>Good morning Mrs. Peverelli we love to say each day</i></p> <p><i>Good evening Mrs. Peverelli is how we end our day.</i></p> <p><i>Music, Computer, Library and Art,</i></p> <p><i>Swimming and Spelling ISP is the best start!</i></p>
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Ruby and Coral Island

By Anindya Bhagirath

It was spinning like a coin in the azure sky, when suddenly it clattered into the horizon.

Neon lights popped on,

A Persian cat appeared among the stars,

Lapping the milk like the moon's shining dish.

Trinket bright stars landed on a cylindrical plinth.

The uncharted sea surrounds it.

The sweet uncertainty surrounds it too.

Velvet material covers it, and at midnight it shines like a blazoned shield.

This is Ruby and Coral Island.



MYP French Project Provides Tsunami Funds

By **Monica Devos**,
Coordinator, French Department

Grade 8 and 9 French students (French Intermediate A) took part in a special MYP project that centered on the theme of “traditional costumes of my own country.” After studying the vocabulary and the key expressions in class, the students did research on the Internet, divided into groups according to the various countries, and presented their results in front of their peers. They brought costumes from their own countries and explained for what occasions they were worn.

At the same time as these presentations, the tsunami disaster struck Asia. As a result, these same students decided to create a book of writings and photos on “traditional costumes” and to sell this book, the profits of which would go directly towards tsunami relief. They sold each booklet for five euros and raised 100 euros for the Red Cross of Paris for the victims of the tsunami. In addition, the Grade 10 students created a cook book which also garnered 100 euros for the Red Cross. ■



The Discussion

By **Benjamin Chayette**, Grade 5

Poetry writing with teacher, Molly Lou Dagonne

*The waves are talking to the cockatiel
Who is sitting in an emerald tree.*

*The wind is telling the cockatiel to fly away from his tree
To a mango garden on faraway islands.*

*But the cockatiel does not move
For it is talking back to the waves.*

*The bird is telling the waves, “roll
To the Marshall Islands. I will fly away too
After I eat five mangoes.”*

The Hand of Hope

By **Nicolas Fuller**, Grade 6

*The hand of hope,
Grasps those who are desperate and lost,*

*The hand of strength,
Reaches out to beings who are on the brink of extinction,*

*The hand of destiny,
Holds such a burden for it holds the worry of many,*

*The hand of Unity,
Will Always hold us together,*

*And the hand of remembrance,
Reminds us not all is forgotten.*

Alien Poem

By **John Norris**, Grade 7

*I have landed on a planet where all my eyes can see are vast plains
of little green blades. They must be there to hurt me
but they smell of fresh air let out from a tree.*

*But as I am looking toward the heavens I see little lifeless capsules
heading toward my head. As I fear the worst is going to happen,
they hit me and I don't hurt at all but feel soft droplets rolling
down my skin.*

*I fall asleep to go to a world where the humans can fly and
fight monsters of yore, a world where I can't go tonight
with all the energy in my head in flight.*

*The next day I wake up to find the day sunny and bright. I see
a household of hungry humans and a heap load of food
waiting to get devoured. Some of the people look like savages
and have beautiful designs on their faces.*

*The other groups of people wear garments that are
completely black
and they have strange rounded hats. The little humans are playing
together even though they are of different colors and natures.
They play with a ring that looks sharp but they touch it
without screaming in pain.*



IB Diploma French at Highest Standard

In Catherine Lorente's IB French A1 Grade 11 class, a high level of French is both required and attained. The following two excerpts treat a text that was written during a two-hour exam by Nicolas Oury and a fairy tale of 1500 words written by Saghi Sofinzon in the context of an assignement where he was asked to produce a short piece of work.

Sujet : Comparez le déroulement de l'intrigue dans au moins deux œuvres que vous avez étudiées. Montrez, exemples à l'appui, comment l'attention du lecteur est retenue par l'intrigue.



L'intrigue est au centre des œuvres que nous avons étudiées ; en effet, aucune d'entre elles n'est un essai : toutes se basent sur une histoire, et donc une intrigue pour délivrer le message.

Comment se déroule-t-elle dans ces œuvres, et comment retient-elle l'attention du lecteur ? On pourra examiner et comparer le déroulement de l'intrigue dans cinq œuvres, puis tenter de montrer comment elle retient l'attention du lecteur.

Dans **Candide** de Voltaire, les péripéties du héros éponyme se succèdent rapidement, et servent de support au message de ce conte philosophique : Candide, emporté par la tourmente de la guerre dans les premiers chapitres, confronte ses expériences avec sa philosophie optimiste. Les moments forts de l'intrigue, les instants où elle se tend et se détend brusquement, alimentent ainsi la réflexion de Voltaire, à travers ses personnages : la magie du pays d'Eldorado avec une réflexion sur le bonheur, tout comme la paix finale trouvée par le héros dans une métairie turque.

Les Fleurs bleues ont une intrigue non linéaire fondée sur la répétition. Les apparitions, tous les 175 ans du Duc d'Auge, sont la base de l'intrigue, avec l'alternance Auge-Cidrolin. Les deux éléments empruntés aux mathématiques sont caractéristiques de Queneau l'Oulipien ; il impose une contrainte de répétition à la structure et à l'intrigue de son roman. L'intrigue est double (Auge-Cidrolin), et les deux doubles – par ailleurs semblables, les deux personnages vivant un conflit avec leur entourage – se rapprochent périodiquement pour se confondre sur la péniche, où sont réunis les deux protagonistes, et enfin se séparer – la péniche devient château après que Cidrolin a débarqué.



L'intrigue se déroule dans ces œuvres, et dans toutes les œuvres littéraires, par des nœuds suivis de dénouements, entrecoupés d'ellipses. Les variations sont cependant nombreuses; elles peuvent porter sur l'organisation, la structure de l'intrigue.

L'intrigue, par ses rebondissements, ses dénouements, est ce qui attire le lecteur vers l'œuvre, lorsque celle-ci n'est pas une démonstration, un essai. Elle est également le vecteur du message d'une œuvre, et en même temps capte l'attention du lecteur vers celui-ci, de façon parfois très originale... ■

Folded clothes by Soyoun Um and Pot by Tomoya Korano

Le Pantin ensorcelé

By Saghi Sofinzon

Il était une fois un sorcier, habitant le haut d'une tour. Il était isolé de toute vie humaine, tellement cette tour était haute et inatteignable. En raison de cette solitude insoutenable, il décida de construire des pantins pour lui tenir compagnie. Au fil des années il se perfectionna jusqu'à fabriquer un pantin ayant une âme et une liberté de pensée unique. Il le nomma **Goral**. Ce pantin lui tenait compagnie, jouait avec lui jusqu'au jour où il refusa de lui obéir.

Ce jour là le Sorcier, fou de rage, l'exclut de sa tour et jura qu'il contrôlerait à jamais le corps de ce pantin. Il invoqua tous les pouvoirs les plus anciens pour ensorceler le misérable. Le sort était simple et compliqué à la fois, et consistait à rendre les fils du pantin invisible, contrôlables à distance. Il en fut ainsi. Goral ne comprenait pas pourquoi il fut exclu de sa demeure, et décida de surpasser cette angoisse en construisant une maison, un toit où il pourrait de nouveau apprécier la vie. Il ignorait tout du sort que le sorcier jeta, et se mit à rassembler du bois pour mettre en forme son nouveau foyer. Après de durs labeurs et sa maison enfin prête il s'y installa.

Les jours passaient et Goral commença à se plaire dans sa nouvelle vie, ce nouveau paysage, qui comportait, une forêt, des animaux tous aussi enrichissant, un soleil, et même une rivière.

Mais un jour de vents violents, une tornade s'abattit sur la maison du malheureux, et emporta sa belle maison... ■



**Beauty Collage
by Sophie Rudloff
Ballet Dancer
by Alex Uboe
Grade 12 Art Work
2005**

Biotechnology in Action

By Aleksander Njøs

Grade 8 students were asked to write a newspaper article for the Tribune about biotechnology and how it has changed the world. Aleksander Njøs chose Genetically Modified (GM) crops and explained what they are and how they will further change the world in which we are living.

Plants can be genetically manipulated to be resistant to pesticides. A field can be sprayed with the pesticide, killing all plants except the GM crop.”

Biotechnology is basically the use of micro-organisms, like bacteria, in industry and technology. Pesticide is used to destroy micro-organisms, such as bacteria and viruses, as well as fungi, mice, unwanted plants and insects. The genetic modifying and the destroying of micro-organisms are what relate my application to biotechnology.

My application is used around the world, but mostly in the US and in Brazil. The genetic-modifying technique to kill weeds started in the 1970s. Since then farming has become much easier. By buying seeds genetically modified to be able to tolerate pesticides like “RoundUp”,



Grade 7 Students explaining their experiment to Mr. Smulders

farmers can easily spray the pesticides on their crops, and they can then reduce the amount of pesticide.

It changed the farming industry, by making it easier to produce crops (potatoes, soya and rape); without having crops destroyed by weeds, micro-organisms and mice. The world could then buy farming products cheaper. It also started a chain of research concerning gene modifying, and companies like Monsanto, with 22,000 employees, developed.

The benefits brought by this application are an increase in farming income, reduction of costs and it saves a lot of work and time.

The problems caused by the technology are environmental ones. People especially in Europe are worrying about the spreading of the inserted genes, and that the weeds can become

resistant to the pesticide. However, we don’t know if this will happen yet. Another problem is that the product made will contain the modified genes.

In the future, I think the modifying of genes to make the crops resistant to pesticides will spread out to the Third World countries, and that weeds will no longer be a problem in the farming industry. Unfortunately, this will then make farmers dependant on companies like Monsanto, because they will have to buy the modified seeds every year. Another thing worth considering that could happen in the future is that the weeds could become resistant to the pesticide, and this would cause serious problems, because killing the weeds by hand might be the only way to kill the weeds. Then whole crops could be destroyed and farmers would become bankrupt. ■

ISP Students are Winners in Writing Contest



The Cast of Oliver! From Grades 4 and 5

The Red Wheelbarrow Bookstore sponsors a Creative Writing Contest each year which is designed to give English speaking/writing children in the Paris area a chance to explore creative writing while understanding contest guidelines (formatting, presentation, submission processes, etc.).

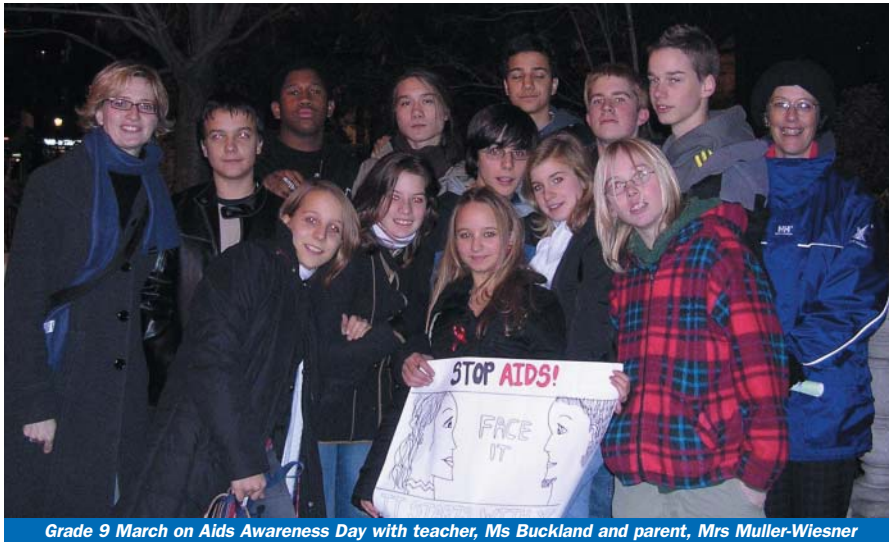
There is no entry fee for the contest and it is open to all Paris region children between the ages of 5 and 18 who write in English. There were 140 entries this year, and students from ISP won many of the top awards, including first prize by **Liliana Hertling** in Grade 3 for her story The Red Brick Road. ■

The following students won **honourable mention** for their stories:

- | | |
|-----------------------|---|
| Jamie Fraser | in Grade 6 for <u>The Space Man</u> |
| Roger Kleinman | in Grade 7 for <u>The Invasion</u> |
| Jacob Kleinman | in Grade 10 for <u>Last Summer's Fire</u> |
| Finn Duval | in Grade 11 for <u>Clean Up</u> |
| Rola Saab | in Grade 11 for <u>Heaven</u> |

Students Put HIV/AIDS Into Perspective

By **Nathalie Buckland**,
MYP Health and Social Education Leader



Grade 9 March on Aids Awareness Day with teacher, Ms Buckland and parent, Mrs Muller-Wiesner

As a Health and Social Education project, our grade 9 students were given the guiding question:

How has humanity been affected by HIV/AIDS?

On the morning of December 1st, World AIDS Day, the Grade 9's had an assembly for Grade 6 and 7 students where they shared their findings. Guided by their teachers, the students created posters, brochures, slide shows, power point presentations, wrote songs, and performed plays which made their targeted audience interested in what they had to say about the affects of HIV/AIDS in societies today.

In the evening some of our teachers and students took part in the Paris Solidarity walk. It was definitely a day to remember, and based on the students' reactions, it was well worth the effort! Bravo!

"Personally, I believe that education about AIDS is crucial. It was fun working on the project and it was really great to get others (7th and 8th graders) aware as well."
Jordan Szarolletta

"I was satisfied with the outcome of our

play and I hope the teachers were too. I think it is really important to teach students about HIV/AIDS because we are the future generation and maybe we can do something to stop it or prevent it from happening to us so we can make the world a safer place."
Carl Halvarsson

"My favourite part was the solidarity walk it made me feel as if I was part of a good cause. This was awesome it should be done again." Andres Campo

"...and we explained how HIV/AIDS affects life, because I have seen this in real life and it makes you really think about it."
Meriadec Sillanpää

"We also talked about HIV/AIDS in other subjects, in biology, geography and in English class. It was interesting to know how HIV/AIDS affected the world in different economical ways and how humans get HIV/AIDS." Jessica Vall

"To be honest, before doing this project, I only knew the word and that it's bad, but I wasn't really into it. Like, I did care about the people who had it but I didn't really know what was going on. But when we actually all decided to improve and try our best to help explain it to other people, I began to understand more. I actually have a lot of information about AIDS thanks to the school." Amna Macki ■

Grade 8 & 9 French Students Write About Aids

On International Aids Awareness Day, December 1, 2004, students from Grades 8 and 9 in intermediate French gathered on the Pont des Arts to witness a presentation of portraits of people who suffer with and continue to fight against AIDS. With their teacher, Marie-Martine Richard, they reflected on their activities during that day.

"Le mercredi 1^{er} décembre commence bien ! On a vu une présentation faite par les grades 9 sur le SIDA. Je pense que c'était très important car beaucoup de jeunes ne savent pas ce que c'est que le SIDA. Ensuite nous sommes partis avec notre classe de français sur le Pont des Arts où il y avait une exposition de sensibilisation sur le SIDA."
Chris Markley

"Le 1^{er} décembre, c'était la journée mondiale de lutte contre le SIDA. Notre classe de français est allée au Pont des Arts par le bus 72.

On a regardé les photos des gens qui essaient de guérir le SIDA. On a tous choisi notre mot le plus important parmi les mots-clés qui étaient écrits sur le pont. Puis, nous avons parlé avec des journalistes de France 3 qui ont filmé notre classe. On a aussi parlé avec des étudiants d'une école de journalisme qui faisaient un projet sur le SIDA et qui ont aussi filmé notre classe. Ensuite on a traversé la cour du Musée du Louvre et on a repris le bus 72 pour rentrer à l'école."

Rossen Krastev

Voici les mots-clés qui nous paraissent les plus importants pour parler du SIDA:

- ✓ EGALITE.
- ✓ RESTONS DEBOUT !
- ✓ COUVREZ-VOUS.
- ✓ CARPE DIEM.
- ✓ POURQUOI ?.
- ✓ INFORMATION.
- ✓ SURVIVRE=VAINCRE.
- ✓ FRATERNITE.
- ✓ PIQÛRES SANS RISQUES.

An Actor's View: Return to the Forbidden Planet

By Chikara Onda, Grade 11



As I stand on stage at the Salle Adyar, the quaint little theater in the seventh arrondissement, the heat from the spotlight is causing the skin on my forehead to sweat and itch. Although I've grown used to both the occasional itches and the fact that I have more eyeliner on than most girls will ever have, this year something feels different. For the first time, I truly feel that this is my role.

I must admit that I was slightly disappointed when I first learned that I hadn't been given the lead role this year. Now that I look back at it, I realize how unfounded my disappointment was. This year I was actually getting a role that didn't clash with my outer appearance. This year I didn't have to try to pull off being a skinny, Japanese Valjean on the barricades of the insurrection of Paris in 1832 with a slightly squeaky voice and a Cosette who was a year older than I. This success in casting did not end with me; all of the cast members seemed perfect for their respective parts, and this is probably what made this year's production of *Return to the Forbidden Planet* exceptionally successful.

This year, rehearsals had begun further into the first term than usual, and just over a week before the night of the performance, I felt that the show was in no way ready. I was yet to see my costume, and many of the cast members were still struggling with their lines (and I was no exception). However, over the course of the two remaining rehearsals, the show changed in a way that was hard to believe. I do not know whether it was the directors' warnings or the remarkable set that suddenly motivated us, but whatever it was, the results were visible in the faces in the audience. Whenever I discretely glanced at the audience, each and every one was smiling; it was obvious that they were truly enjoying the show – either that or we had an exceptionally polite audience full of great actors!

Although there were countless times when I felt that I could no longer cope with attempting to keep on top of the heavy workload of the I.B. program and other obligations while often having less than four hours of sleep, I feel that I have gained so much more from this experience than a vast amount of CAS points (although they have enabled me to fulfill all of my hours within the first term). I will truly miss these two months, and I will forever cherish the few hours during which I am no longer Chikara Onda and during which my eyebrows are considered 'powerful' rather than merely 'bushy' ■

Korean Students at ISP: An Impressive Group

By Chuloh Yoon, Korean teacher

*April is the cruelest month, breeding
Lilacs out of the dead land, mixing
Memory and desire, stirring
Dull roots with spring rain.*

(T.S. Eliot: *The Waste Land*)

The month that is described in T.S. Eliot's famous poem should be changed to May, regarded as the "queen of the seasons", because she is hiding another face behind her poisoning smile. The queen annually sentences teachers to the heartbreak called "graduation" which takes place in May and which forces us to say farewell to our beloved students.

I remember all the Korean students who graduated from I.S.P. And I remember their first day in the school, too. They were looking around their new surroundings like suspecting animals. But now, all of them are gone and I am looking for their traces like a suspecting animal.

In total, thirty-one Korean students have graduated from ISP and I found some very interesting statistics about them. Sixteen students went back to Korea to enter Korean universities and the rest, fifteen students, went to study abroad. Among those fifteen, thirteen entered some of the best universities in the world: Harvard, Cambridge, London School of Economics (LSE), Imperial University (London), Institut Supérieur de Gestion (ISG), Carnegie Mellon, University of Toronto, etc.

Among the sixteen students who returned to Korea, thirteen were accepted by the best universities in Korea. The three major universities in Korea are Seoul National University, Korea University and Yonsei University. When we use the first letter of each of these, they make up the word 'SKY.' In the minds of Korean high school students, the word SKY includes many rich meanings like heaven, hope or a goal. SKY admits just 3% of the candidates in Korea, and thirteen out of sixteen students from ISP succeeded in entering the SKY!

I think the outstanding performance of many Korean students stems from our history. Because our past is marked by many wars and battles, especially in the 19th and 20th centuries, Koreans have concentrated on knowledge, culture, and the sciences in the post-industrial era, rather than on military might. Our students have become more disciplined in their studies and understand and appreciate the value of knowledge and education.

This year, Korean students continue to show their exceptional capabilities. Two girls in the class of 2005 succeeded in passing their Oxford interviews and one girl has been accepted by LSE. I think that now I will perhaps change my mind and agree with the statement mentioned by the English poet. It is always sad when students leave, but also there is hope for a new world, even if it is, for them, a brave new world. These two faces, sadness and hope, make up the Queen's face, and leave us teachers experiencing both of these strong emotions on Graduation Day. ■

PTA's International Night a Resounding Success

By Akiko Onda, PTA Co-President



Retiring Co - Presidents of the PTA, Gonnie Verheul and Akiko Onda in their respective National Costumes!

Another successful and exciting International Night was held on February 12th, this time in our new building at 13 rue Beethoven. Organized by the Parents and Teachers Association, this special social event celebrated our new facility with the theme *Building with Love*. About 250 people attended the event and enjoyed wonderful, international cuisine, making new friends, and having fun with the silent auction and raffles. The evening began with a big opening ceremony with high school students performing a traditional Japanese dance, the International Choir, and an official ribbon cutting ceremony with Headmaster, Gareth Jones and Mrs. Monique Porter, Founder of ISP.

To further enhance the education of our students, more money was raised this year than ever before to support three new school efforts.

We raised over 12,000 euros which will go directly to the school to buy the following:

- A subscription to two online databases. (These will give all ISP students access to a library database, newspapers and

magazines in their native languages and other Internet resources.)

- A baby grand piano
- 25 heart monitors for multiple use in the physical education program

A very big *thank you* to Melinda Whalon, Chair, her extraordinary committee, the many volunteers, and to all who came to support the event and, therefore, our school. ■

Flaming Lanterns

By James Elliott

after "Stars at Night"
by Iku Takenaka

There are stars above Marrakech
That shine like lampposts into
the distance.

There are so many as if forming
a pattern.

So close they fall on us like rain.
They burn so bright like lanterns
That we could unhook from
the sky

To find our way home.

We imagine them with such
intensity

We almost smell their gasoline.



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