



## A Day in the Life of a 3-year-old

By Danielle Beaulieu, PYP Coordinator

**One of my favorite places to visit as Primary Curriculum Coordinator is the Nursery class at ISP's Ranelagh campus.**

The school has a brand new Early Years wing for the 3 and 4-year-old programs. It is a bright, enchanting and inviting place to be. As you walk through the clear glass doors decorated with jewel-colored stars and children's artwork, you feel like you have entered a magical land where all is possible. Upon entering the classroom, you see children in small groups and individually, singing songs, playing games, conducting experiments, creating works of art, sorting numbers and exploring patterns.

Louise Haynes and her assistant, Esther Belletre, who together have almost 40 years of experience teaching young children, have created this engaging environment, with the help of renovated classrooms, new furniture and excellent early years resources. For many of our students, Nursery is their first transition from home to a group experience outside the family and into a classroom. Louise and Esther provide appropriate levels of sensitivity, respect and discipline and are aware of ethnic and cultural differences. They use that awareness to provide a truly international education with an approach that fosters self-esteem and instills confidence.

At this stage, the children learn best through informal play and exploration. The Nursery class uses a variety of tactile manipulatives and strategies to help develop cognitive abilities. Daily activities often include free drawing and writing where students are gently reminded about correct pencil grip. These pre-writing strategies help to initiate appropriate writing technique for the future, as well as encourage the progression of fine motor skills and hand-eye coordination. Colored blocks and figures are used to help develop prediction and sequencing skills which is an introduction to identifying patterns, shape and size in Mathematics. Open-ended questions ("what did you do after school yesterday?" as opposed to "did you have fun after school yesterday?") are asked during

PYP time in order to encourage inquiry. During the last unit of Inquiry, titled Who am I? one of the children's mothers brought in her newborn. Students watched the baby being bathed and cared for and children were encouraged to observe, question and make connections to their own development. These discussions help with Language acquisition, as well as hone observation and reflection skills.

The flexibility available in the Primary Years Program (PYP) for the Early Years allows teachers to support children's interests and abilities, build up their self-esteem and confidence, and respond to spontaneous events, as well as support the development of skills in all cognitive areas in ways that are significant and relevant. Children, from birth, are full of curiosity and are constructing theories of how the world around them works.

This flexibility is evident as I reluctantly prepare to leave the classroom. Jules and Alvaro approach me to converse in French and Spanish respectively. Surprisingly, they seem to understand each other perfectly. Jules proudly shows me his Batman backpack, which he explains is just for school, and asks if I have a backpack for where I am going. Ayas, an Arabic boy, patiently puts away his train track set, which spills out into the hallway because of the complex design of his winding tracks and intricate additions. Nelly, who also speaks Polish, is on the computer using a program called "Sammy's Science House". Anouk (from Croatia) and Hermoine (from the U.K.) sing and dance with the lack of



Three-year-old Jules concentrates on his puzzle with Danielle

inhibition only children possess. Eshaan, from India, likes to play by himself for now, but quietly observes his peers while racing cars around the carpeted track. Aidan, an American, is sculpting figures with plasticene, and shares big chunks of colorful dough

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### Summary

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Makes Its Debut at ISP

## From the Headmaster

This latest edition of the Tribune should reach you in time for your holiday reading. I believe you will find that the wide variety of articles included reflects the diversity of activities at ISP.

ISP's philosophy recognises that 'a diverse student body enriches the school community and provides a wealth of experience and resources'. We also see the importance of an all-round ('holistic') education in which 'achievement in the physical, expressive and creative arts is essential'.

So, in this issue, you will find articles which elaborate on some of the activities in our curriculum programs which all aim to 'foster an atmosphere of academic excellence and encourage intellectual inquiry and critical thinking.' I am privileged to be able to visit all sections of the school, and I am constantly impressed by the ways in which the teachers encourage a problem-solving approach to student learning. At the same time, teachers insist on 'the development of the qualities of compassion, tolerance, respect for the rights and cultures of all people, the skills for the peaceful resolution of conflict, and the development of environmental responsibility'.

You will also find articles which tell you about our extra-curricular program. This complements and supports what goes on in the classroom and, through activities such as M.U.N and student council, helps us to 'prepare young people to provide leadership to meet the global challenges of the 21st century'.

Finally, you will find articles about our alumni activities, showing that a few years at ISP lead to life-long memories. ■

Bonne lecture!

*Garrett F. Jones*



Part of the Model United Nations Team who represented the United Kingdom at the Berlin Conference in November

## Kapla Day ISP

By Marjorie Israel Chayette, Parent

At the end of the school year last June, Kapla provided another common language for ISP Primary School Students who were treated to a full special Kapla building day. Kapla is a small wooden plank which can be used to stack and build and create familiar as well as fantastic, fanciful structures – the Eiffel Tower and an imaginary dragon, a giraffe and a castle, a pagoda and a spiral tower reaching to the sky. Each class at a time was able to give free reign to their imagination and build.



Teamwork is the key and students were eager to participate in the Paris Kapla Center Activity, especially organized for ISP. Boxes and boxes representing at least 20,000 little multi-colored wooden planks were on hand to enable children to enjoy building together as a team while emphasizing attention and concentration, imagination and problem solving. A Kapla plank has to be positioned properly or perhaps the whole structure will crumble!

Kapla involves many skills which lead to rewarding and beautiful results. It's a challenging and truly fun activity, and all the students can be very pleased to have contributed to building superb creatures and tall structures. The whole school was proud to have been a part of this major project showing their building talents, imagination and their wonderful ISP team work. ■

### A Day in the Life (... Continued from page 1)

with his friend and fellow American, Adam, who also gravitates towards the play dough table.

These children are becoming active learners, they are learning about themselves and the world around them through exploration, investigation and play, without reservations or limitations. They are learning how to learn rather than what to learn.

If you happen to stop by ISP's Ranelagh campus, take some time to visit the Early Years wing, where the teachers tell me you are always most welcome. It is a truly wonderful place to be -- even if just to feel like a three-year-old again. ■

# ISP Creates Links with South African Orphans

After last year's successful World AIDS Day Awareness project with the Grade 9 students, one of our parents, Mr. Sillanpää, put our teacher, Miss Buckland, in contact with Lyn Perry, the director of the Johannesburg Child Welfare Society. It is one of the largest children's non-governmental organizations in South Africa and provides care and support to almost 14,000 children and their families. Miss Buckland was both touched and stimulated to do something about them.

With the support of ISP, she and her mother, Danielle, spent three unforgettable weeks in South Africa this past summer. The intention of the trip was essentially research, as Miss Buckland hopes to organise a volunteer programme for ISP students, staff and/or alumni. Their time was distributed between three of the centres that JCWS established to support children who are orphans due to HIV/AIDS.

At The Princess Alice Centre, Miss Buckland and her mother helped care for 25 babies waiting to be adopted. They spent their time hugging, cuddling, and feeding the babies aged 2 days to 18 months. The Masibambisane Centre is bursting at the seams, caring for 200



children when it was originally intended for 70, and provides children with a decent meal, counselling, homework tutoring and assistance with personal hygiene. Here they not only started the "Memory Box" project, but played with the toddlers in the new nursery school, helped write letters with the teenagers and took some of the children to the local clinic. The two also spent some quality time at The Othandweni Centre, a refuge for orphans with no extended family. Many are themselves infected with HIV/AIDS. These children live in cottages on the premises, learn to take care of themselves, and are sent to school.

Danielle Buckland has since gone back to Canada and started a clothing drive for the children of Masibambisane and

Othandweni so they can each have a new outfit on Christmas day in accordance with their cultural tradition. As of November 14th, we are happy to say that this huge endeavour has been achieved.

Miss Buckland would like to start curriculum-oriented activities at ISP in order to establish links with our new friends in South Africa. Our students have already helped enormously by raising funds, and soon we hope to form a more permanent partnership with the Johannesburg Child Welfare Society. Hopefully, in the near future our students will have the opportunity to visit for themselves and see how their hard work is helping those less fortunate. ■

## New Design Technology at ISP

As an integral part of the Middle Years Program, ISP has added a new and exciting component: Design Technology. Important to the development of fine motor skills, as well as the process of producing something from start to finish, this new course is spearheaded by Stephanie Goring, an experienced former engineer and teacher who has more than ten years of teaching in this field.



The main aims of the course are to encourage children in Grades 6 to 10 to be creative by allowing them to design and then manufacture their prototypes. This means that the students can work with many different materials such as plastics and wood, and can design and make items such as electronic circuits, clocks, educational toys and games, and architectural models. They learn how to research, plan, and produce things that can be used in the "real world."

The new classroom is in the former library space in 6, rue Beethoven and has the latest facilities for Design and Technology. The facilities include hand tools, machines, CAD CAM facilities (for computer aided design and manufacture),

electronics and graphics equipment. The safety of our students is always our top priority, so they have also been learning about how to work safely in the workshop. So far, the students are embracing the new equipment with real enthusiasm! ■



Middle Years girls soccer team with their third place trophy

# Out and about with the MYP...

## A la découverte des volcans

By David Deltenre, Grade 8C

**D**u 14 au 16 septembre 2005, toute la classe de 8ème grade était au Pays des Volcans. L'Auvergne, en effet, compte plus de 200 volcans, tous aujourd'hui éteints.

Un volcan est formé par deux plaques tectoniques qui se sont croisées : tous les ans les plaques bougent d'un ou deux centimètres. La plaque la plus lourde passe sous l'autre plaque. La plaque la plus lourde pousse le magma et ce magma va remonter par les gaz.

Un volcan a trois parties :

- Un réservoir de magma
- Une ou des cheminées
- Et la montagne, qui est une sorte de cratère, soit un cône, soit un dôme, ou une coulée de lave.



La roche fondue ou la lave (magma) remonte à la surface par la cheminée. La lave remonte par des gaz qui la poussent. Un volcan ressemble un peu à une bouteille de champagne : la libération du bouchon entraîne une émission de liquide. En secouant une bouteille de champagne, on libère les gaz dissous dans le liquide. En comparaison, dans un volcan, le magma s'accumule à l'intérieur, l'énergie

s'accumule et ce magma devra absolument se libérer en provoquant parfois des explosions très violentes. C'est ce qu'on appelle une éruption.

Le volcan est un relief de l'émission en surface de magma. Les volcans peuvent être des montagnes, comme l'Etna, qui se sont construits au fur et à mesure des éruptions. Cela peut prendre des millions d'années ou quelques mois. ■

## Grade 9 Trip to St. Raphaël

By Monica Devos,  
Head of French Department

**F**or many years, the French Department has been trying to improve the French program at ISP by combining in-class French lessons with outside practice. For this reason, we organize visits to museums, to historical sites, or to new exhibitions, movies and plays. In addition, there is always a special trip arranged for Grade 9 with an important objective: to improve their level of French and to learn about French culture, traditions, and civilization. In the past, we have visited the Vallée de la Loire, Le Futuroscope, and La Rochelle. This year, we took our students for the first time to St. Raphael, near Nice and Cannes in the south of France.

They had lessons in the morning and visits of Roman ruins in Fréjus, on St.

Grade 6, at Berder Island, Brittany



Marguerite Island and in St. Tropez, traditional villages in the south of France. Then they enjoyed sports activities on the beach at the end of each day. It is our hope that learning to live together as a group in a French environment, seeing beautiful villages along the Cote d'Azur, absorbing the French language and culture outside of a traditional classroom will be an experience our students will keep with them for the rest of their lives. ■



### Un Extrait, de Florence Béland, Grade 9

*St. Raphaël a été un voyage bien amusant! .....Moi qui viens du Québec et qui n'ai jamais vu de ma vie que des lacs et des forêts, j'étais émerveillée par la mer! Ah, elle était si belle, calme avec ses vagues turquoise.....J'avais l'impression d'être libre! ..... J'aurais navigué encore des heures, mais il fallait accoster pour découvrir encore des tas de nouvelles choses !*



# ...France September 2005

## L'invasion des moustiques !!

Another interpretation of the Grade 9 trip by the students in the advanced French class!

by Ella, Minji, Christopher, Anna, Momoka, Nonoka, Victoria, Anoush et Caitlin

Tout a commencé quand Amit a été piqué par un moustique à la plage. Depuis cet incident, le soir au centre, il ne laissait jamais la porte du dortoir ouverte, même quand les autres garçons voulaient entrer dans la chambre. Il éteignait les lumières tous les soirs même si personne n'était encore couché et il a même essayé de casser la lumière qui indiquait la sortie de secours!! Tout ça de peur d'être piqué! Avant de dormir, il s'enroulait dans un drap pour que les moustiques ne l'attaquent pas et pour se coucher, il devait donc sauter pour atteindre son lit et il avait tout à fait l'air d'une momie! Il s'endormait tous les soirs comme ça. Et puis l'histoire ne s'est pas arrêtée là.

Quand on a visité le théâtre romain de Fréjus, il y avait beaucoup de moustiques. Tous les élèves ont été attaqués par des centaines de moustiques. On a mis des chapeaux et on a fermé le zip de nos pulls. Personne ne pouvait écouter ce que le guide disait parce qu'on était tous en train de se protéger et les profs aussi!

Les moustiques étaient trop petits, donc c'était très difficile de les attraper. Grâce à un prof, on a pu avoir du spray et une crème, mais ça ne nous a pas beaucoup aidé. Donc la nuit, on a eu beaucoup de difficultés à dormir parce qu'on se grattait tous!! Amit, finalement, n'avait pas tort de faire la momie!!!

Grade 7, in the Loire Valley



Grade 10, at Eagles Nest, Cévennes



## A Word From the IB Diploma Coordinator

By Damian Kerr

Being an IB Diploma student is, at times, a very difficult role to fulfill. There is a lot of work – the 11th grade never believe the 12th that there could be quite that much, and the 12th grade always say, “Just wait and see!” The rewards are great though, both in the short and long term. Students who follow the full IB Diploma Program, as almost all of our students do, are welcomed, not just accepted, into some of the very best universities world-wide, and, when they get there, find that they are among those who are best prepared for the university experience.

Being a teacher in an IB World School is also demanding, but ultimately rewarding. It can be difficult, but it is also fulfilling when students get their results and go off to university. It is always a pleasure to get emails and letters from students saying how much they appreciate what the school and its teachers have done to help them get through. Sometimes these arrive quite soon after the students leave, but at other times they come unexpectedly, several years after the student has left.



These invariably bring back fond memories. Sometimes the students don't appreciate the help at the time, though, and I remember one student who was particularly angry when I called home to get him out of bed and into the classes that he was missing.

Students sometimes find that they have to work late into the night to get lab reports done, or world literature essays touched up – not to mention sorting out the final drafts of their extended essay – and many have trouble organizing just when they can get to sleep. In the end though, the learning process is a positive one, and the sense of responsibility that they get from having to organize so much at such an early time in their lives stands them in good stead from then on.

ISP is proud of its Diploma students, and not just its high flyers. Over the past few years, for example, almost 70% of our Diploma students have obtained Bilingual IB Diplomas – well over twice the international average. One such student was Christian Kaas, the student whom I had to call at home so that his sister could (literally) kick him out of bed.

# ALUMNI... NEWS... ALUMNI... NEWS...



Sara Taylor (left) and David Batt at Eva Swayzee's wedding in August in California

## ISP Phonathon in NYC a Success!

On a brisk evening in mid-October, several ISP people met at the Princeton Club in mid-Manhattan to make phone calls to ISPers. In this historic event, former students, former parents, and even former teachers were asked to contribute to the School's annual fund in support of ISP's current teachers

and students. It was deemed a great success as many new contacts were made during the evening, and funds for ISP are now coming from people all over the United States. *Un grand merci* to the callers: David Batt '94, current parent John Freed, former parents, Janet Patys, Karen Tcheyan, Andrea Stillman, & Jim Swayzee. ■



## TOKYO & OSAKA Reunions

Once again, an ISP reunion was held in Tokyo in mid-August with large crowds in attendance. In addition, to accommodate our alumni in Osaka, another gathering was held there with ten alumni present.

Mr. and Mrs. Ishimura arranged and attended both events. ■



and in Osaka, Naoko and Yoshiko Aoki

## Class of 2005 IB Diploma Results

Congratulations to the Class of 2005 which continues the long-standing tradition at ISP of scoring well in the rigorous IB Diploma Program. This year, 17 students scored 35 points or more, with six of them scoring 40 or more, and the average score was 33.7 points, higher than in previous years, and higher than the international average. The highest score this year was achieved by Christian Kaas who scored the maximum 45 points!

For the first time at ISP last year, every single one of our Grade 12 students attempted the full IB Diploma and of these 84% were successful. This means that more ISP students were awarded the Diploma than in any other year, with the single exception of 2004, when a record 87% of our students were awarded the full diploma. The class of 2006 has a lot to live up to! ■

## Christian Kaas '05 Receives Perfect Score!

When Mr. Kerr, the IB Coordinator, phoned to relay his congratulations to Christian Kaas, Christian, on vacation in Brittany, did not answer his mobile phone. "When I saw that it was Mr. Kerr, I immediately panicked and thought he was calling with really bad news about my IB scores. So, I spent the entire night worrying about why he was calling me....could it be that I failed? Was he calling about my poor math score? The farthest thing from my mind was the perfect score of 45 points!"

Christian is only the second person in ISP's history to receive a perfect score. **Dinkar Gupta**, Class of 1998, was the first one and he went on to the California Institute of Technology and is now working in his field in California while getting his Masters degree at Stanford University.

Christian was, of course, "very surprised and happy" when he finally spoke to Mr. Kerr the next day. He will be continuing his studies at Carlton College in Minnesota, one of the top-tier liberal arts colleges in the United States. ■

## SAVE THE DATE ISP REUNIONS

London:

January 28, 2006

Paris:

June 10, 2006

Look for details in upcoming emails, or check out the alumni

website at: [www.isparis.edu](http://www.isparis.edu)

# Remembering ISP: An Alumnus Looks Back

By Oscar Forsberg, Class of 1990

When I was in my young teens living in Stockholm with my family, my parents told me they were contemplating spending two to four years in Paris due to my father's job. That is an eternity at that age and I was particularly enjoying life in Sweden in all respects, except for going to school. Shortly thereafter, my parents' contemplation became a reality and we all moved to Paris. I was considered to be at an age where the choice of school was extra important and where the Swedish school wasn't offering any more levels, so – unbeknownst to me – a rather thorough due diligence process in choosing a suitable school was conducted. As for my involvement, I only saw the result of the process through an informal interview with an ISP official by the name of Mary during that summer break.



Oscar at the 2005 London reunion with his former French teacher, Monica Devos.

I started at ISP that year – a young boy who had not bothered much with school at all before – and I was in for a shock. I came to a school where all the students I managed to connect with were very, very ambitious. My Swedish peers in particular were getting straight A's in all the classes. I, on the other hand, had serious difficulties understanding what the teacher said, let alone reading all the books in English. Even my physics teacher, Mr Faiz, almost wouldn't let me into his class because of my previous lack of physics classes from Sweden. My father had to promise Mr Faiz to help me. Although Mr Faiz later became one of my favourite teachers, this seriously scared me. The same

was true for math. I was years behind my classmates, and this is where I started to feel the amazing atmosphere and care that ISP provides. I found another favourite teacher in Mr. Collett. All my teachers seemed to put in some serious extra effort to get me started. They proved to be very much involved and interested in each and every student's success and it made such an impression on me. My previous schools in Sweden were good schools, but with many, many different teachers, some good, some less good. At ISP, instead of being considered the guy who was at least a year behind the curriculum and consequently stupid – I was picked up, encouraged and helped to succeed.

Due to my choice of subjects, I had to take biology one year below my level for two semesters so they could fit my choice of math, physics and biology. The teacher of this "younger" group of biology students was called Gareth Jones. Gareth was the first to give me an A on a lab report, despite the fact that the first thing he had to do in grading it was to correct the English at the top of the report, which read "Lab Rapport." Not only was Gareth kind enough to take on an older student, he was also very tolerant. During one of my first biology lab assessments, which was expected to take some two hours, he smiled and pretended it was raining when I, after one hour and 50 minutes, started involuntarily smashing test tubes in the stress from realising that "to cook" something as the instruction read doesn't mean to actually boil it. So I had to try to re-do the whole lab exercise in 10 minutes, which only ended up costing the school a bunch of test tubes.

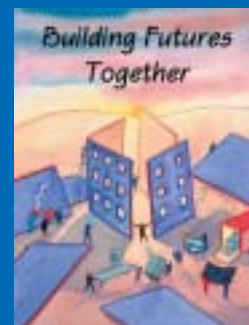
I could continue this list for a long time, but what I really remember is how all my teachers were truly involved and cared about the success of the school, his/her own class and each and every one of the pupils. I managed to do well eventually, really well actually, and as a consequence I managed to get into a very fine top-ranking university. However, while I was

really enjoying the university (and I feel I owe much of my career to them just as I do with ISP), I could still not find that closeness between teacher and student that I so much enjoyed at ISP. Actually, I wasn't able to find it until I joined my current employer. Here, I can see the same friendship and spirit of co-operation that I felt at ISP – the knowledge that by helping others, we will all be more likely to succeed.

In that sense, ISP fosters a genuinely positive and winning mentality where I believe they have found a unique balance of promoting and inspiring the strong top-producing students while simultaneously taking care of the weaker students. This is why I, after many years since my graduation from ISP, still very much remember my time there, the teachers I had and the friends I made.

*Oscar is married and lives in London where he is a Vice President at Morgan Stanley. ■*

## SAVE THE DATE



## ISP Gala and Auction

SATURDAY

March 25, 2006

- International Baskets
- Vacation Getaways
  - Art
  - Wine
- Celebrity Autographs
- And much more!!!

# Ted Scheu, That Poetry Guy

By Carolyn White-Lesieur, Librarian at Ranelagh

On Monday, Sept. 26, 2005, ISP was lucky to welcome the poetry man whose name rhymes with “shy”. Mr. Ted Scheu spoke to grades K-3 and grades 4/5 in assemblies and held poetry-writing workshops with grades 2 and 3 where they had a chance to practice rhyme, rhythm and good choices of words.



Mr. Scheu’s visit was great. He sparked such enthusiasm for poetry, and not only in the students. The teachers could see poetry is a wonderful teaching tool to get children to find “juicy” words. (Why write “the old man walked down the street” when you could write ‘the old man hobbled OR wobbled OR staggered down the street.” So much juicier!) Teachers enthusiastically followed up his visit with poetry-writing sessions and Ted’s email mailbox already had several poems in it when he returned to his home in Middlebury, Vermont.

The effects of his visit have yet to wear off. Kanav’s (grade 2KP) mother reported that her son and friends have been making up simple rhymes while playing in the park:  
 “That’s not all, that’s not all,  
 We’ve been playing basketball!” ■

## Five things about Poems from Ted:

1. A poem can be short. Here’s one written by a girl in hot Texas about ice cream cones: “*Lick quick.*”
2. Poems can help us see things differently. Here are some children’s descriptions of the sky: “*like blueberry soup*”; “*clouds like melting elephants*”
3. Poems help you share your feelings about the world.
4. The skills you learn by writing poetry and picking your words carefully will help all of your writing “get wings”.
5. Last, but not least, if you have no money in your pocket for a gift for your mother, you can always write a poem!

## Ranelagh Poets

### Without

by Tim Thole, 7 years old, grade 2

A shop without bread,  
 A boy without Ted.  
  
 Feet without flips,  
 A kiss without lips.  
  
 Love without a kiss,  
 A snake without a hiss.

### What to do on a hot day

by Laura Prast, 10 years old, grade 5

What to do on a hot day:  
 make ice cream soup  
 or ice up your lunch  
 or tuck your self in your refrigerator  
 there are plenty things you can do  
**JUST THINK IN YOUR HEAD**

### Little Poem

by Dakshina Chetti, 8 years old, grade 3

Ted Scheu (that poetry guy)  
 Stepped in our school  
 And crossed our hall  
 He read us stories  
 The best of all.

Ted Scheu that great poetry guy  
 He looked pretty thin and very tall  
 He read us stories the best of all  
 His stories were great and his poems were super  
 His writing made me go to the land of laughter.  
 I loved Ted Scheu!

### Poetry is ...

by Alejandra Guitierrez, grade 3

It’s fun like the sun!  
 It’s funny when it’s sunny!  
 It’s brainy when it’s rainy!  
**IT’S COOL!!!!!!!!!!!!!!**

### Third Grade is.....

by Cordé Pierson, 8 years old, grade 3

Third grade is so twirling and whirling  
 Math is hurting  
 French is dreaming, park is beaming,  
 Library is falling, art is calling,  
 Music is singing, writing dinging,  
 Swimming’s splashing,  
 Oh, all the wonderful things about third grade.

# Annual Report of Gifts to ISP

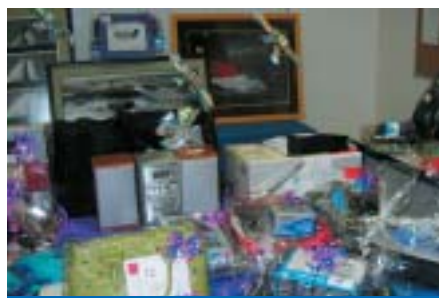
This year's annual fund brought in over 100,000 euros and dollars and more gifts at higher levels. The School is grateful to the following individuals and corporations who have demonstrated such generous support in the 2004-2005 academic year. We also want to acknowledge our young alumni donors who have given for the first time! *Mille fois merci à tous!*

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## Corporate Leadership Donors

A Good Start in France  
 Air Liquide  
 EADS-France  
 Sodexo  
 The New York Times Co. Foundation  
 Total



Display of prizes at PTA's International Night



Mr. Sadomura who donated a round-trip ticket to Japan on behalf of All Nippon Airways, with the winner, Monika Knutsson at the PTA International Night.

## Donors

Anonymous (3)  
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 Mr. & Mrs. Okyu Kwon  
 Mr. Anthony Masters '98

Ms. Dinan Messiqua '93  
 Mr. & Mrs. Rodolfo Minuzzi  
 Mr. & Mrs. Chul-min Mo  
 Mr. & Mrs. Kenji Ogasawara  
 Mr. & Mrs. Philippe Oury  
 Wing Commander & Mrs. K. Ravi  
 Mr. & Mrs. Chikara Sadomura  
 Mr. & Mrs. David Sherman  
 Mr. & Mrs. Akihiko Shindo  
 Mr. & Mrs. Clement Siamatowe  
 Mr. & Mrs. Shuhei Takehara  
 Mr. & Mrs. Masayo Tomizawa  
 Village Community School  
 Mr. & Mrs. Philip Webber

*This report reflects gifts made to the school from September 1, 2004 to August 30, 2005. We have made every effort to ensure that this listing is correct, and apologize in advance if we inadvertently omitted or incorrectly acknowledged your gift. For any corrections, please call Carrie Levenson-Wahl at 01.42.24.09.19. ■*

# Welcome to new trustees

**Susanna Worthington**



Susanna Worthington is truly an international citizen. Born in Germany of British nationality, she has lived in Lebanon, New York, Canada, U.K., Belgium, and France. While in New York City, she attended the United Nations International School (UNIS) and while there acquired an appreciation of international education. Trained in finance, Mrs. Worthington worked in both London and Paris as a stock broker. She is the mother of Casper (G7), Ava (G6) and Lara who attends the Lennen School. She and her husband, John, who is the PDG of IBT Partners, have lived in Paris for twelve years. Why is she pleased to be on the Board? "I have a long-term interest in ISP as I am a long-term resident of Paris. I wanted to have an umbrella view of the school since I am interested in ensuring that ISP is a landmark institution for academic excellence."

**Eryck Rebbouh**



Eryck Rebbouh, born in Alger, brings his vast experience and expertise in marketing to the Board. He started his career at IP, a leading media owner in France, as Marketing Manager and then joined the creative agency Belier (Havas group) as their Media Director.

In December 1985, Eryck founded a media agency called 2010 Media, in association with Carat. At the same time, he developed the specialised media centres of Carat. He was nominated Managing Director of Carat France in 1992 and became a member of the board of the Aegis group and of the Carat Executive Committee. He soon became Chairman and CEO of Carat France and Carat Southern Europe, and in February 2002 took over the job of CEO of Carat Europe and Aegis Media Europe. He left the company in December 2003 and founded KR Media in 2004 in association with the WPP group.

Eryck is married to Valérie, and they have four children, three of whom attend ISP: Ilana (G11), David (G9), and Sacha (G7).



Former trustee and parent, Paul Kimball, with wife Kathleen, on a recent visit to Paris with Headmaster Gareth Jones.

## Carnet de Route Makes Its Debut at ISP



A large crowd gathered on an October evening to celebrate the publication of *carnet de route*. The first edition features extraordinary, contemporary writing, especially the poem, from France, the United Kingdom and The United States, including the poems of two twelfth grade students, James Elliott and Francesco Filomeno. Also included is the poetry of teacher, Rhian Saadat. For further information about the review, please contact: Molly Lou Freeman (Dagorne) at [mdagorne@isparis.edu](mailto:mdagorne@isparis.edu)

Headmaster: Gareth F. Jones - Editor: Carrie Levenson-Wahl  
Layout/Design: Philip Anderson - Printer: Semios

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