



**voices**

**The magazine  
of the ZIS  
Community**

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**Coming home**

Third culture kids have the advantage after they have left ZIS. Here's why.

**Badi life**

Readers share their memories of relaxing days at the badi, a local tradition.

**An engineered future**

Engineering will drive the 21st century – our alumni share their visions for the future.



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# voices spring 2016

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## Highlights

### ▼ p6 After school

What do our faculty and staff get up to after hours? For Brook Mullens, it's all about the great outdoors.



### ▼ p28 Coming home

Third culture kids are at an advantage when it comes to establishing themselves in the world. *Voices* investigates.



### ▲ p34 Fondue

Part ritual, part social event, fondue is the very essence of Swiss conviviality. Grab your forks and dive in!

### ▼ p46 ZIS lions

The ZIS lion as a school identity is making a comeback, and the rugby squad is at the head of the pride.



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**Cover photography**  
 by Benedict Johnson.



# Welcome to the Spring issue of *Voices* Magazine



**Michaela Seeger** is Director of  
Community Relations.

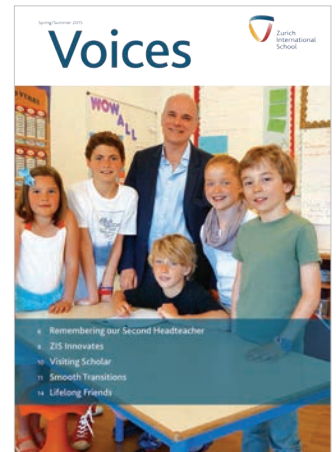
**I** PSZ. AISZ. ZIS. Different names, but a shared experience. We are a community that knows home is about people, not places; that knows while saying goodbye is hard, saying hello to a new adventure is hard to beat. Ours is a network of students, parents, faculty and staff, alumni and families that crosses the globe and the generations; a community that is tied by experience, not location.

How do we know? Because you told us. We have spent this year listening to what you – young, old, alumni and current families – want from your magazine and from your Community Relations Team. You told us that you want to be reminded of your school experience, of the sense of community and adventure you felt when you were here. You want to hear about the professional successes of our alumni and you want to read more about the expat experience as seen through the eyes of people who have experienced it here. You will find all these things and more in the pages of your refreshed magazine.

And so on page 22 we remember the joy of long summer days spent at the badi, while on page 28 we examine the impact of being a “third culture kid”. Elsewhere, on page 34 we put dripping cheese and kirsch centre stage, reporting on your memories of fondue, and on page 42 current and past parents share their experience of transitions.

So write to us, email us, call us and meet us – and more importantly, each other – in person. We are here to help you connect in any way that we can, and you’ll find us on Facebook, Twitter, LinkedIn and Instagram. We meet in cities all over the world, for friendship and networking – we hope to see you soon. ♥

## Your letters



### **Proud of ZIS**

Reading *Voices* I love that my school friends Richard (Morais), Class of 1977 (1973-77), could go and inspire more students, and Danny (Floersheimer) Class of 1977 (1972-77), could encourage future photographers. I feel like even the Class of 2015 is part of all of us – even though we’ve never met them, we *know* them because they are “us”. Can I come back?!

*Robin Mock, Class of 1974 (1973-74)*

### **Bright young stars**

Did anyone else spot that two of our alumni, mentioned in the last issue, have been listed in the *Forbes 30 under 30* list of “today’s brightest young stars”? Congratulations to Sophie Trelles Tvede, Class of 2011 (2007-11) and Felix Haffa, Class of 2009 (2006-09).

*Amy Greene, Upper School Assistant Principal*

# faces

▶ We are always delighted to hear from you. Please email us at [voices@zis.ch](mailto:voices@zis.ch)

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# News



**Giving kids the skills for life**  
 Reading the latest *Voices* magazine, I am continually amazed at the diversity of ZIS community activities – from theater to community service to entrepreneurial ventures. I was most struck by the article on *Skills for Life* and how many of our students have the opportunity to learn through experience.

I believe that what makes ZIS so special is the fact that our students meet so many people from different backgrounds, and that the school provides students with freedom and support to experiment and take risks.

I believe ZIS has given our kids the gift to be open to change and take measured risks, instrumental qualities for those children wishing to pursue entrepreneurial endeavors.

*Keri Stroemer, current parent*

**We miss Auggie**

The piece about Auggie Zemo in the last edition of *Voices* was a fitting tribute to our inspirational head of school. One of Auggie’s defining characteristics was his gift for words, both written and spoken, a gift he displayed most effectively at graduation in language that was original, refreshing and relevant. But just as important, he knew when no words were required.  
*Marc Cannizzo, Class of 1975 (1970-75)*

**ZIS accreditation success**

ZIS received outstanding feedback following the five-year accreditation visit, which took place in December. The report from the Council of International Schools and New England Association of Schools and Colleges described ZIS as being well governed and well led with a clear strategic orientation. An “engaged, cohesive and highly capable senior leadership team, a motivated faculty, a wonderfully supportive parental body and an outstanding group of students” were also highlighted. Visit [www.zis.ch/accreditation](http://www.zis.ch/accreditation) for more information.

**Ian Deleay wins Mattern Award**

One of the school’s founding teachers, Ian Deleay, became the third recipient of the John Mattern Alumni Award for Faculty, awarded in memory of the school’s first head.

Ian was a math and chemistry teacher at the American International School of Zurich (AISZ) from its first year in 1963 to 1990. Alumni who nominated Ian noted his patience, positive outlook, and encouragement.

Voting is now under way for the next award, which honours a former faculty or staff member who provided “an exceptionally high degree of individual attention to, and concern for, students in all areas of school life” and includes a CHF 1,500 cash prize.

**Fundraising gala**

Our fundraising gala in January was another resounding success, with almost 300 people enjoying a “ZIS Goes to Rio” evening at the Dolder Grand in Zurich.

Funds raised are being used to create The Den, a community centre at the Upper School, and Den Jr, an alpine hut at the Lower School. Both are being created this spring.

**Alumni Meets**

Alumni, parents, teachers and staff are all invited for drinks and an artist talk on 12 May at the Institute of Contemporary Art (ICA) in Boston, led by photography curator Eva Respini (featured on page 9). This builds on the success of a walking architectural tour of Boston, led by past parent Susan Murphy, in November.

This summer, alumni of the Class of 2006 are looking forward to meeting at the Spinnergut Villa on 4 June, and alumni of the Class of 1996 will come together there on 2 July. Last summer, students of the Class of 2005 shared memories of their time at ZIS at their 10-year reunion. Contact [alumni@zis.ch](mailto:alumni@zis.ch) for more information.

**Annual Fund update**

Thank you to everyone who has so far supported this year’s Annual Fund. While many of the projects have been funded, there are still other initiatives which need support. Go to [www.zis.ch/annualfund](http://www.zis.ch/annualfund) for all the latest news.

One highlight of this ongoing activity was the visit of Sean Aiken to the Grade 10 Career Forum in December. Having graduated university Sean didn’t know what to do for a career, so he set out to do 52 jobs in 52 weeks. He joined parents, alumni and friends of ZIS to share his career experience with students.

**Ghana Cup**

The annual Ghana Cup, in support of the school’s partnership with the Bosomtwe International School, takes place on Sunday 22 May at the Lower School. Last year a record number of players took part, with more than 50 teams playing a total of 86 games throughout the day. Visit [www.zis.ch/ghana](http://www.zis.ch/ghana) for details.



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## Jeff Paulson on... Learning First



Jeff Paulson is Director of ZIS

**“I want our kids to feel that, when it comes to learning, there is nothing they can’t do.”**

**I** have always been very ambitious for our students. I take great pride in the fact that whether they go on to become engineers or artists, lawyers or musicians – or a bit of both – our students and alumni go out into the world and excel. For me, educational excellence is not just about what you learn, but how you learn. I want our kids to feel that, when it comes to learning, there is nothing they can’t do; that education is not something you just do passively, but becomes part of your very fiber and has the power to transform who you are.

And it is that goal – to deliver an education and curriculum that has the flexibility to go above and beyond – that drives our move to a whole-school curriculum called the Learning First Framework (LFF), which will be formally introduced for 2016/17.


So what will the changes mean for students? First off, the Lower School will transition away from the Primary Years Programme (PYP), but curriculum contents – what we actually teach – will remain the same, as today, under the direction of ZIS’s curriculum steering group. Where students will notice a change, however, is a consistency of language. Students transitioning from Lower to Middle School and from Middle to Upper School will find that teachers will talk about their learning – and their expectations – using the same standards. That means that right through the school we will be focused on how academic, social, emotional and physical development work in tandem to support the success of the whole child.

Second, in line with our Learning First ethos, we will be able to increase the number of units devoted to core subjects in the Lower School, such as math and English, in response to students’ own interests and ability. Third, the new framework enables us to talk about

learning in terms of competence, concept and – what is missing from the current PYP framework – character. That means as well as talking about results and content, we will be talking about how your character is key to becoming a successful learner. Every single one of our kids will be having conversations about their own development goals in terms that take in all the facets of learning.

I am thrilled to say that yet again, our external exam results are, without exception, well above the world average and that the International Schools’ Assessment put our results well above other international schools. However, excellence is not something you do once and forget about. Our leadership team, faculty and staff are constantly striving to do more and to do better: the LFF is one product of this ongoing process.

So how has the new framework been developed? We have been working on LFF with partner international schools for a number of years, as members of the Common Ground Collaborative, a network of leading international schools. Naturally, as the oldest accredited school in Switzerland, the framework is supported by our accreditation agency, and is being delivered in tandem with other international schools. And should your child need to transfer to another international school, the framework is transferable.

Teachers from other schools sometimes express surprise when I say that at ZIS we strive to ensure that every child is on their own learning pathway – they know the level of commitment and work that is required from staff to deliver on that ambition. But from this August, your child’s teachers will be having highly personalized conversations about their learning goals and what is expected of them. I can’t wait to speak to you about the results. 

For more about the Learning First Framework please visit: [www.zis.ch/learning\\_first](http://www.zis.ch/learning_first)







## After school Brook Mullens

UPPER SCHOOL SCIENCE AND PHYSICAL EDUCATION TEACHER

WORDS OLIVIA GORDON

PHOTOGRAPHY BENEDICT JOHNSON

**Cross-country running coach Brook Mullens says that he never misses an opportunity to get outside – for fitness, for learning and for the simple joy of the great outdoors.**

**“The times I go out for a run are some of the only times I can be alone with my own thoughts.”**



Some run for fun, others for exercise, but for Upper School Science and Physical Education teacher **Brook Mullens** it's also a great chance to plan new ways to make his classes exciting for his students. “The times when I go out for a run are some of the only times when I can be alone with my own thoughts,” says Brook. “It gives me the chance to think up cool ideas for lesson plans or running adventures.”

Not that he seems short of cool ideas. When he recently introduced a one-off Friday fun day into his cross-country running team, the runners begged him to make it a regular fixture. He has been known to ‘trick’ his teams by distracting them with runs through Christmas markets and as part of carol singing sessions in the winter, and even as part of a trick-or-treating evening at Halloween.

“The important thing is just to make it fun,” says Brook. “If they’re enjoying themselves they forget about the hard

work they’re actually putting in, and the exercise just comes naturally. And if they’re engaged with it, you stand much more chance of them coming back the next time, or even deciding they want to go on and do it themselves, which is the ultimate goal.”

Although now an avid runner himself, Brook admits he fell into the sport almost by accident. “I really love cross-country skiing, and so to keep fit for that I got into running.” Originally from New Hampshire, another snowy wonderland, Brook can't remember when he first put on a pair of cross-country skis, but does recall “being five and skiing out into the woods to cut down a Christmas tree with my family”.

Addicted to living among wintry mountains, he and his wife, Molly, lived and taught in Norway before moving to Switzerland. “Don't look for me to move to Singapore,” he jokes. In the summer, Brook thinks nothing of trail-running and biking 20km in the steep mountains. “Run when you can, walk when you have to,” is his motto.

Although Brook loves to ski and run through the great outdoors on his own, and with his children, Isabel (Grade 9) and Beck (Grade 7), and Molly, who works in admin for Athletics and Activities (ATAC), he says that “sharing the joy” with students is also enormous fun. And as the coach of the cross-country running and skiing teams, his focus is very much on the students. “Who I am as an educator and who I am as a person are very similar,” he says. “Coaching enables me to bring something to kids that I've done my whole life and really care about.” **V**



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# Small world Eva Respini

CLASS OF 1994

WORDS OLIVIA GORDON

PHOTOGRAPHY LIZA VOLL

**E**va Respini, chief curator of Boston's Institute of Contemporary Art (ICA), says that art wasn't one of her favourite subjects at school. But her time in Zurich, she reflects, did sow the seeds for a career in the art world.

The child of international parents, by the time Eva, Class of 1994 (1989-94), started at "the Villa on the hill" she had lived in Italy, France, the US and the former Yugoslavia. Eva says: "AISZ was very diverse and most people spoke multiple languages. None of my friends had the same nationality, and many had dual nationalities. We had international festivities where people brought in food from their country – we ate the best sushi from the Japanese students and the most amazing falafel from the Israelis." A highlight was a Model United Nations (MUN) programme, where she and other students went to the MUN in the Netherlands and debated current events and policy with other schools.

"The fluency and comfort I gained at school with people with different backgrounds, experiences and points of view have served me well in my career," she says. "I felt I was a global citizen. Art reminds us of our humanity and involves different ways of seeing, and my time at school primed me for this field."


After studying Art History at Columbia University in New York and falling in love with the city's galleries, Eva got a position as a curatorial assistant at The Museum of Modern Art.

Realising how much she loved working with artists, she did a postgraduate degree in Art History and Theory and then rose through the ranks, eventually organising major exhibitions, such as a retrospective of leading contemporary artist Cindy Sherman. Indeed the book she co-authored (with Johanna Burton) on Sherman is now



**“Art involves different ways of seeing and my time at school primed me for this field.”**

being used in art lessons for the current crop of ZIS students.

Today, having moved to Boston with her husband and four-year-old daughter, Eva says: "What I love most about curating is collaborating closely with artists – over years of preparation for a large exhibition, you get to live in the artist's head. It's never boring." 

**Love your job?** Tell us about what you do at [voices@zis.ch](mailto:voices@zis.ch)



# Globetrotter Gabriel Zavagli Ecclissato

CLASS OF 2017

WORDS KATE HILPERN

PHOTOGRAPHY BENEDICT JOHNSON

**Brazilian Gabriel Zavagli Ecclissato joined Grade 11 in August 2015, having lived in Chester, Bogota, Mexico City, El Salvador and New York City. Here he shares five of his most treasured items.**

## 1 Yellow car

"When I turned three, I moved to Brazil. The first thing my grandma gave me was a red car with a yellow roof," recalls Gabriel. It is big enough to fit a toddler inside, and boasts moving wheels and buzzing sounds, he says. "I adored it and played with it a huge amount for three years, after which I passed it on to my cousin, who then passed it on to her sister. Now, my new cousin has it." The car remains in impeccable condition and still resides at his grandmother's house. "Whenever I think of it, I smile," says Gabriel.

## 2 Electric guitar

Gabriel's electric guitar is, he says, almost synonymous with moving from Bogota to Mexico, aged 10. "It was the first thing I was bought and, looking back, it really helped me to settle in," he says. "To this day, it gives me a feeling of comfort. It's very sentimental." Gabriel doesn't pick it up quite as often as he'd like now, "but it still represents a tough time when I could block the world out and just be myself – as well as representing an achievement in learning to play it".





**3 Stuffed animal**

One of Gabriel's earliest memories is of a toy store he visited with his father when he was living in Chester, England. "I could barely speak, but I picked up this cuddly toy that was a little bigger than me, and said, 'Buy it! Buy it!'. As luck would have it, my dad did just that and I've had it ever since. It has gone with me to every single country I've lived in. Still now, 'Dog' sits on my bed." In many ways, says Gabriel, it represents his growing identity.

**4 Customised football boots**

"I got these when I'd just moved to New York City, aged 13," explains Gabriel. "It was a stage in my life when I'd started playing football more seriously and this Christmas present from my father seemed somehow to mark that perfectly." With his initials and birthday marked on them, along with the Brazilian flag, he says their emotional value is huge. "My feet have grown since then, but I still play in them for some special occasions."

**5 FIFA World Cup football sticker book**

Since 1994, Gabriel and his sister, who is now 26, have collected stickers for the FIFA World Cup collection books. "It has become a family tradition and although it's not practical to have all the books with me now, because I move such a lot, I do have the one we did in 2010 to remind me not just of all the places I've been, but of my sister and me building our identity together – particularly poignant as we are now apart." ▼



## On the lake Sprüngli café

WORDS KATE HILPERN

PHOTOGRAPHY BENEDICT JOHNSON



**It's been a Zurich institution and part of the fabric of Swiss life since 1836. The Sprüngli café is often visited and never forgotten.**

**M**ilan Prenosil, Chairman of Confiserie Sprüngli, knows that his Luxemburgerli have special powers. So when, recently, he saw a small child gazing longingly at an exquisite display of these legendary macarons at his Sprüngli café, he knew there was only one thing to do. Deftly picking one up with a pair of tongs, Milan passed it to the little girl. As the Luxemburgerli performed its magic, a sugary – and surprised – smile spread across her face.

In fact, a visit to the oldest Sprüngli café, on the corner where Bahnhofstrasse meets Paradeplatz, is an essential part of the Zurich experience – and one of the best places in the world to enjoy coffee



and a sweet treat. “I especially love seeing people’s faces when they first try the chocolate. It’s how they imagine it should taste,” says Milan, a current parent, whose personal favourite is the Grand Cru 75% chocolate. Indeed, such is the magic of Sprüngli that the occasional sweet-toothed individual has even been known to fly into Zurich just to pick up some Luxemburgerli or chocolate truffles. Meanwhile, people from all over Switzerland visit to take in the captivating seasonal window displays, or to sip coffee or hot chocolate against the café’s gentle buzz of chatter and tinkling of cutlery.

As well as being fresh and natural, everything on offer at Sprüngli is made in Switzerland, and mostly by hand, explains Milan. “From the confectionery and ice cream to the cakes and sandwiches, there are no artificial ingredients,” he says. The company was founded in 1836 and today the dynamic Confiserie Sprüngli runs 21 shops and five coffee bars throughout Switzerland, delivering to a worldwide market. But it is this original landmark café, which opened in 1858, that remains by far the most traditional and renowned. “I’m now part of the sixth generation to manage Sprüngli, which is a huge privilege, but also a great responsibility,” Milan says.

### Classics

The world famous Luxemburgerlis date back more than 50 years, when a young pastry chef from Luxembourg, with whose employer the Sprüngli family were friendly, visited Zurich to learn his trade.



Part of that responsibility is to ensure Sprüngli adapts and thrives. In 1907 – almost 50 years after it opened – the café moved from the basement to the first floor, then in 1930 was further extended to its current size. “Of course, there have been many changes since then, and we are known for our innovation,” says Milan. “But at the end of the day, there remains the personal touch of our family and a huge sense of tradition and nostalgia – from the photos on the wall and the sales ladies with their uniforms and warm and friendly manner, to the beautiful presentation of the products themselves.”

Sprüngli often features large in a family’s story. “Many people tell me, ‘My grandparents came here, my parents and now me’,” Milan says. “It embeds itself in people’s memories and it’s particularly wonderful when you see someone make new memories, perhaps bringing their own offspring for the first time.”



**Personal touch**  
From the uniforms to the presentation of the products themselves, there's "a huge sense of family, tradition and nostalgia" at Sprüngli.



## Five things to do in... Shanghai



WORDS PETER TAYLOR WHIFFEN • ILLUSTRATION ROSE BLAKE

**ZIS parent, Lemeng Zhang, recently arrived in Zurich from her native Shanghai. As the ultimate insider, here's her Shanghai guide.**

### 1 Eat

**Xiao Long Bao** These juicy, steamed dumplings, stuffed with pork or crab, are a must. The best place to try them is Ding Tai Feng, a Taiwanese restaurant next to the Ritz Carlton Portman in Puxi. For those who want a truly local experience, try Fu Chun Xiao Long on Yu Yuan Road. It's a little greasy and crowded, but for 50 RMB (CHF 8) you can eat like a king!

### 2 Visit

**The French Concession** Shanghai is the most westernised city in China and this area is dotted with charming cafés and boutiques, particularly on the quaint An Fu Road, Fu Xing Road West and Wu Kang Road. The latter includes Shanghai's best French restaurant, the Franck Bistro, and Farine, its best French bakery.

### 3 See

**The Bund** Don't miss the fantastic sight of Shanghai's colonial-era buildings lining one side of the Huangpu River,

against the backdrop of the futuristic skyline on the other. A century ago the city was the financial centre of Far East Asia and many of these buildings still house financial institutions, with some now also fine dining restaurants.

### 4 Visit

**The Long Museums** Billionaire Liu Yiqian's two private art collections (one each at Pudong and West Bund) feature the best of classic and contemporary Chinese art, including works by Qi Baishi, Zhang Dajian and Zeng Fanzhi. Both sites are about a 30-minute drive from the city centre, but are well worth the journey.

### 5 Stroll through

**Tian Zi Fang** This narrow street of *shikumen*, old townhouses with stone frames and wooden doors, now houses trendy cafés and boutiques, a chance to pick up souvenirs like Qipao, Chinese-style dress. But it remains traditional – local residents still live above the shops.

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# AN ENGINEERED FUTURE

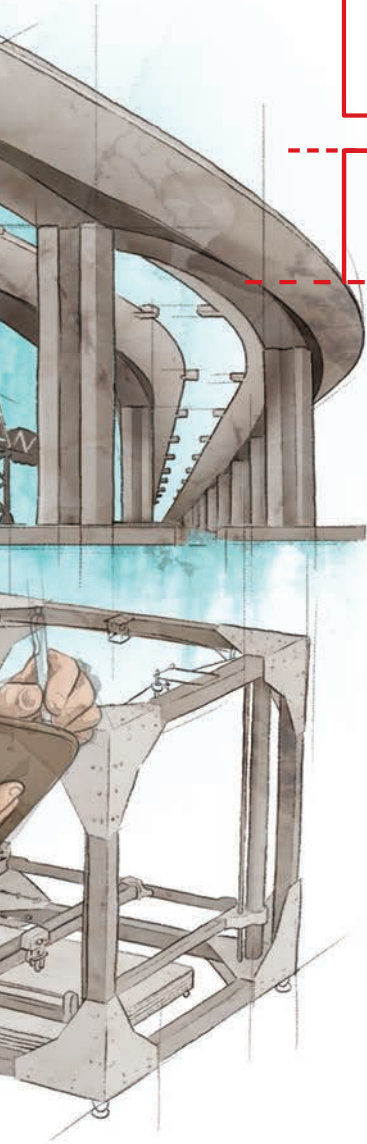


WORDS LUCY JOLIN  
ILLUSTRATION MUTI

**Engineers will decide what 21st century life looks like. We ask four of our alumni to talk about what the future holds for the next generation of problem-solvers.**

“One man’s magic is another man’s engineering,” said science fiction writer Robert Heinlein. Looking at the extraordinary achievements that engineering has given the world, it’s hard to disagree: from automobiles to aeroplanes, bridges to bionic limbs, washing machines to wi-fi, engineering is behind them all. It’s a science that spans scale, from the biggest and most awe-inspiring skyscrapers to the invisible world of genetics, and one that humanity simply can’t do without. In a globally connected world facing rapid technological change, what challenges will the engineers of the future have to tackle? Whatever they are, there’s one piece of very good news: the engineers are looking forward to them.

“I believe that engineering is still one of the core sciences – it’s one of the core traditions we have as humans,” says **Patrick Müller**, Class of 1981 (1980-81), currently based in Shanghai as CEO at chemical processing equipment company DrM. On leaving AISZ, Patrick gained a diploma in Chemical Engineering at ETH Zurich, one of the world’s leading >>



### Sebastian Rainer

Sebastian is an engineer at engineering consultancy firm Belcan Corporation in Florida, and has a BS/MS in Aerospace Engineering from the Florida Institute of Technology.



**“One location can't develop a whole system. It has to be inclusive of other groups.”**

Sebastian Rainer, Class of 2010

universities for technology and the natural sciences, and an MBA at INSEAD, France. He knows first-hand how fascinating engineering can be: his grandfather, DrM founder Hans Müller, was responsible for more than 400 patents. “Engineering is what drives the human race further. I see much more opportunities than challenges. What we are touching now is really only the beginning.”

The challenges are certainly big. The 2015 Create the Future report, commissioned by the global Queen Elizabeth Prize for Engineering, identifies five top problem-solving areas for engineering worldwide: improving renewable energy, advanced computer technology, healthcare, infrastructure and online security.

#### **Facing up to the skills gap**

But there are also issues for the sector itself to overcome if it is to meet these challenges. In a global marketplace, some countries face a skills gap. A report from the Manufacturing Institute in the US is predicting a 48 per cent skills gap in engineering by 2020 – an increase of 15 per cent from 2014. The number of new graduates produced by developing

countries such as Vietnam is growing, while a report for Engineering UK found that UK engineering employers will need to recruit 2.56 million people – including 257,000 new vacancies – by 2022, just to keep pace with demand.

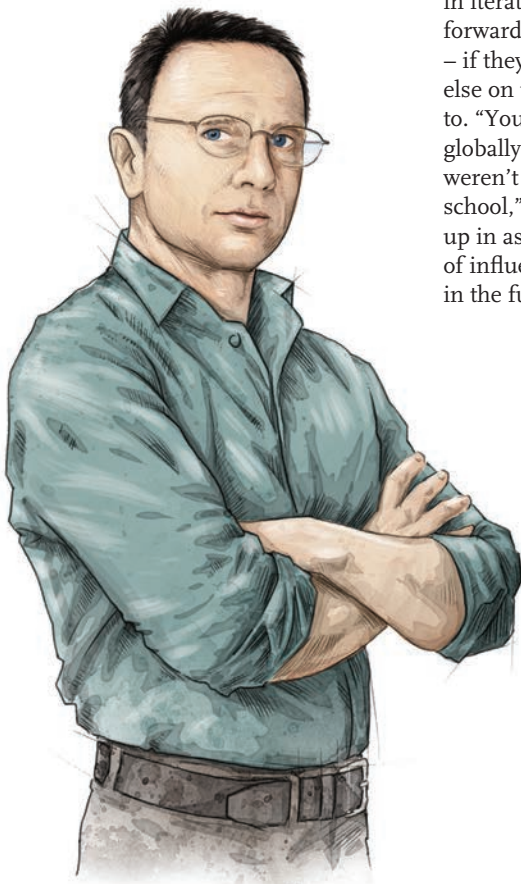
“Most companies are having to maintain a global engineering collaboration of some sort,” says **Robert Tate**, Class of 1983 (1980-83), who has a BSEE in Electrical Engineering from Michigan Technical University. He is director of engineering for marine engineering firm Attwood, based in Michigan, USA. “Right now, I have engineers that work with me in India, in China, in Northern Ireland. You have to tap into global resources in order to compete. Wherever our company is at, they are looking for talent – and it’s hard to find it.”

**Sebastian Rainer**, Class of 2010 (2006-10), an engineer at Belcan Corporation, Florida (BS/MS Aerospace Engineering, Florida Institute of Technology), says that engineers of the future are going to have to be flexible and global in their outlook. The increasingly specialised nature of the sector – micro-engineering, software engineering,



**“In the world I grew up in it was more regional. In the the future that’s just not going to be possible.”**

Patrick Müller, Class of 1981



robotics engineering, along with the more traditional civil and mechanical engineering – demands collaboration. His company has branches across the US, Asia and Europe, working on various stages of complex projects. “One location can’t develop a whole system,” he points out. “It has to be inclusive of other groups as well.”

Patrick agrees: “In the past you studied, let’s say, mechanical engineering or civil engineering, and you could develop the product from beginning to end. Today it is completely different. Take a new robot, for example. You need sophisticated mechanical engineering, micro-engineering, IT, electronics, and sometimes even chemical engineering or bioscience knowledge for completing such complex tasks.”

#### **A global challenge**

It is not just about competition for talent, but also for customers and clients. Engineers need to be increasingly skilled in iterating, inventing, moving products forward and working with new technology – if they don’t do it, says Robert, someone else on the other side of the world is going to. “You can deliver goods and services globally through distribution channels that weren’t even available when I was going to school,” he says. “In the world that I grew up in as an engineer, you had a sphere of influence that was more regional. And in the future, that’s just not going to be

the case. If I make one product here and someone makes it somewhere else on the other side of the globe, the consumer who lives two doors down from me can buy it from either place just as effectively. So the sheer pace at which people are able to innovate will be the biggest challenge for engineers in the future.”

Getting to grips with new technology is already happening, says current parent **Suzanne Rapetti-Hunsicker**, Class of 1982 (1977-82), who has a Master’s of Engineering from Thayer School of Engineering in the USA. She is a partner at the Swiss project management and consulting company, hmb partners AG. Her area, civil engineering, doesn’t move as fast as other sectors, she says, but things are changing nonetheless.

One big leap forward is the move to building information management (BIM) technology, which she says will be as revolutionary as the switch from hand drawing to computer-assisted design (CAD) was in its time. This new system allows engineers and architects not just to plan every aspect of a building more efficiently, but also to manage it after completion, reminding facility managers to maintain certain pieces of equipment at predefined intervals.

“BIM is being implemented more and more, and will eventually become the standard,” she says. “It opens up many new possibilities but, of course, there are also disadvantages. There’s an

#### **Patrick Müller**

Patrick is CEO of chemical processing equipment company DrM. He holds a diploma in Chemical Engineering from ETH Zurich and an MBA from INSEAD, France.



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**“Regardless of the technology engineers will always have a place.”**

**Suzanne Rapetti-Hunsicker, Class of 1982**

**Suzanne Rapetti-Hunsicker**

Suzanne, a current parent, has a Master's of Engineering from the Thayer School of Engineering, USA. She is a partner at hmb partners AG, the Swiss project management and consulting company.

inherent danger that the results the BIM technology produces will be assumed to be more accurate than they actually are given the quality of the information fed into the system. Regardless of the technology used, though, there will always be a place for engineers. It's their particular way of thinking – breaking a problem down into manageable steps and solving it that way.”

The young engineers of the future will need all the technology they can get to help them innovate in a world where resources are increasingly scarce – from the metals that go into a product to the energy which runs the machines that make it. Again, this is already happening: Sebastian points to the revolution in 3D printing that is drastically cutting down on waste. Making machine parts from moulded plastic used to involve a lot of this waste, as the frames around the moulds had to be cut out and thrown away. Now, 3D printing machines can melt plastic into those shapes directly – a far quicker and more energy-efficient process with less waste.

Patrick – who designs electronic motorbikes in his spare time – believes that working out ways of recovering resources that are already used will see new opportunities for engineers. Copper, for example, is used extensively in electrical goods for its conductive properties. Nickel is currently used in more than 300,000 types of products, including stainless steel, and its use is growing at around four per cent a year.

“As we develop new, more sophisticated products, the types of raw materials we need are becoming more complicated,” says Patrick. “When a resource gets scarce, prices will go up and then the challenge is to find a replacement for those materials. And there will be a whole recycling industry developing around it.”

**Back to basics**

Education, of course, will be key. The skills Robert learned when he was going through college are typically handled by computers today. So engineers of the

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**“The best engineers are the people who think: ‘There must be a better way to do that.’”**

Robert Tate, Class of 1983

**Robert Tate**  
Robert is director of engineering for marine engineering firm Attwood. He has a BSEE in Electrical Engineering from Michigan Technical University.



future will need to be able to work with those computer tools, which will continue to grow and become more accurate, in order to compete. “The engineer is not the one doing the analysis that determines through calculus how, for example, heat transfers through a material,” Robert says. “The software simulates it at a far greater pace than you could ever do the calculations yourself. You need to understand the fundamentals but the vast majority of engineers are focusing more on the application of those fundamentals than they are on doing the calculations.”

And, of course, it is essential to get more young people into engineering in the first place. Patrick would like to see much more being done to raise the profile of science engineering, particularly in schools, while Sebastian believes that the image of engineering could do with an update. “I haven’t seen a whole lot of interest from my side from younger students looking into engineering,”

he says. “I think the idea of engineering is still old-fashioned – the image of working in a cubicle with rulers and you do all these maths calculations, and they might be so difficult. But it’s really changed a lot now.”

Whatever the future holds for engineering, it will remain, at its heart, all about problem solving. And whether it’s finding new ways to make renewable energy more efficient, achieving longer battery life for a smartphone, taking mankind further into space or cutting down on waste, there’s no doubt that engineers will continue to play a major part.

“The best engineers are the people who always think: ‘There must be a better way to do that’ – it doesn’t matter what it is,” says Robert. “When you see someone doing something, anything, 98 per cent of the population says ‘that’s the way it’s done’, and then there is that two per cent that say ‘there has got to be a better way’. Those two per cent are the engineers.” ▼

## ▶ Engineering at ZIS

To help encourage the engineers of the future, ZIS offer a broad range of activities aimed at developing core engineering skills.

As of August 2016, for instance, Upper School students will be able to study Applied Mathematics, a project-based learning course which encourages an interdisciplinary approach to STEM challenges based on real-world applications. In Grades 11 and 12, students can take a course in Robotics and Applications, and in the Middle School, a new after-school challenge, F1 in Schools, will see teams of students use CAD/CAM software to collaborate, design, analyse, manufacture, test and then race miniature compressed air-powered balsa wood Formula 1 cars.

Grades 3-5 get involved with STEAM subjects (Science, Technology, Engineering, Arts and Maths) through specific after-school activities, learning how science affects their everyday lives and looking at examples of these topics in the real world.





# Badi life

Relaxing summer days at the badi have long been part of the ZIS tradition. *Voices* spoke to alumni and parents about their memories of blissful days spent by Lake Zurich.

WORDS LUCY JOLIN

## The place to be

The photographs of badis in this feature were taken by Helen Preston, a current parent.

**E**xplaining badi culture to someone who hasn't experienced it can be difficult. There is the swimming, of course. Bratwurst. Coffee and a chat.

But somehow, none of this quite captures the true spirit of a long, hot summer day spent with school friends at the 'strandbad', the lakeside grassed areas that serve as Switzerland's beaches. It simply has to be experienced to be truly understood.

Of course, for many members of the school community, the badi has to be Kilchberg. "It seems to be the badi that everyone goes to, the place to be," says **Cath Reza**, Student Support Assistant Teacher at ZIS and mother of three students at the school. "It can be really fun and sociable. It has beautiful views and lawns and a great smell of chocolate from the Lindt factory across the road. It is a great place when it is not too crowded!" >>



**“The hawklike Bademeister never missed a dropped gum wrapper or dawdling after closing hour!”**

For Alison Smith, Class of 1976 (1972-76), the Kilchberg badi was the centre of her summer social life. “I met both my AISZ and my Swiss friends there any day the weather allowed,” she says. “I still remember the smell of damp, clean concrete in the changing area and, even more vividly, the smell of baby oil which we slathered on after every swim. Getting as tanned as possible was the goal – sunblock was out of the question!”

And then there is the freedom. Local teen culture, wherever it is in the world, has a habit of centering itself in a single place – the drive-in, the mall, the town square, the park, the beach – as teenagers naturally seek out somewhere they can be themselves and explore new freedoms. For many students, the badi is that place, and for those new to Switzerland, it can be something of a revelation.

**Teen spirit**

“The badi was an environment that allowed us to give expression to both the young adults we were becoming and the children we, quite frankly, still were,” says Alison. “One minute you might be flirting with a gaggle of boys or gossiping

with your girlfriends and the next you were playing tag and yelling ‘watch me’ again and again as you perfected a spectacular belly flop off the raft. We felt as though we were free and independent from our parents, but of course we were still under the hawklike ‘supervision’ of the Bademeister, who never missed the moment we dropped a gum wrapper, entered the adult changing areas or dawdled after closing hour!

“Hours were spent swimming under and around the rafts which were moored just out from shore. The water temperature always seemed ideal, the few fish and bits of seaweed occasionally at our toes, unthreatening. The carefree and endless bake, swim, flirt, gossip cycle was repeated all day, punctuated only by trips to the little restaurant for Orangina, bratwurst and pommes frites.”

Marika Jones’s crowd favoured the Tiefenbrunnen badi, which offered everything from volleyball to pilates to a 60-metre long lake slide. “The craze when I was there was all about plaid Eddie Bauer shirts and old school rugby jerseys,” remembers Marika, Class of 1993 (1990-93). “In the evening we had plenty

**Perfect pleasures**

The badi is the Swiss answer to being landlocked. The Canton of Zurich alone boasts more than 100 badis.



of parties down there, sipping our drinks and chatting – it was ‘our gang’. We were all fairly innocent and good students. We were mostly American and those like me that weren’t American applied the same fashion: plaid shirts, jeans, Timberlands...”

And the view was equally spectacular, day and night, remembers Marika. “I particularly remember the stunning sight of the city lights and houses across

and then down towards the mountains – such amazing memories. I often miss it.”

**Auf dem See**

Central to badi life is, of course, the lake – and while those who fell for its charms in the past might not have been able to enhance their enjoyment with a nice cappuccino and the internet, they had just as much appreciation of simply hanging out in beautiful places.

In the 1867 edition of his *A Handbook for Travellers in Switzerland, the Alps of Savoy and Piedmont*, John Murray writes: “The lake of Zurich has no pretensions to grandeur of scenery... but it has a charm peculiarly its own – that of life and rich cultivation. Its borders are as a beehive, teeming with population, and are embellished and enlivened at every step by the work of man.”

German poet Friedrich Gottlieb Klopstock lauded healthy outdoor life by the lake in verse: “Unclouded beamed the top of silver Alps/And warmer beat the heart of gazing youths/And warmer to their fair/Companions spoke its glow.” And there is this description in Goethe’s

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# 60

**The slide, in metres,  
at Tiefenbrunnen**

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the lake at night. I often did a night swim in the lake – so calm and beautiful, so clean and crisp and nice to swim in. The large trees, all along the lake, the picturesque view from the grassy area overlooking the hills across the lake



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**“We had no money, no dry clothes, hadn't told anybody and were barely visible in the lake as we dodged boats.”**

Auf dem See (On the Lake): “My blood flows fresh, my soul finds food/I roam the world at large/And Nature – smiles she not most good?/She holds my heart in charge.”

As a parent of young children, Cath Reza experienced the badi in a different way – her youngest daughter, Evie, Grade 5, was just two when they arrived in 2007. So the badi became the place where Cath would meet and chat with other parents as their children played together. First, however, she had to wait for it to open. “The first summer, when we got here, it was September and the badi was shut! It was really sad – everyone was saying: ‘It’s such a shame that you haven’t experienced the badi...’”

It was worth the wait though. The following summer, Cath remembers, they went to the badi almost every nice day – and there were plenty of nice days. In more recent years her daughter Lucy, Grade 7, and son Sam, Grade 9, have

# 24°

**Average temperature, in centigrade, of pool at Kilchberg**

loved the freedom of being able to go to the badi after school with their friends. “They go down and have a swim in the lake, and we will often be there too,” says Cath. “And then the dads might come along after work and have something to eat. It’s always so beautiful, with the mountains in the distance and the clean lake to swim in.”

Over the years, those times all blur into one, she says: long, lazy summer days, the children playing in the paddling pool or in the playground, the mums sitting and chatting over a coffee. The children are older now but they still go to the badi.

“The last time I was there, in fact, it wasn’t such a nice day – it was pretty overcast,” Cath says. “But that was nice, as there was hardly anyone there. It can get pretty crowded at times. At weekends it can be hard to even find a place to put your towel. But it was still warm enough to swim in the lake. And we all ended up having a big family game of volleyball with the kids and the parents, which you don’t

normally do. Usually, the kids entertain themselves and the parents sit and chat. But it was such a fun day. We thought that we mustn’t just come when it’s sunny – the quieter days are lovely as well.”

Which badi is favourite varies from year to year. For many, Kilchberg badi, with its swimming pool right next to the lake and its small, rocky beach, was (and still is) the only place to go. “Kilchberg badi is the one where many, many ZIS families go to,” says Cath. “In my time, it’s always been the most popular place. I’m not sure exactly why that is, but it’s the one place you can go where your kids are guaranteed to meet friends and you’re also guaranteed to know people there. So it’s a really fun and sociable place to go in the summer.

“Its popularity is a mystery. There are many times when I’d rather have stayed in Wädenswil, as that’s where we live, but the kids are always adamant. ‘Everyone’s at Kilchberg! We have to go!’ And usually it is worth it as you’d get there and they are all happily entertained for the whole afternoon and you can just relax.”

For Alison, Kilchberg holds one particular memory. “One summer, my classmate, Bill, and I impulsively decided to swim across the lake. In hindsight, and as a parent myself now, the idea was insanity. We had no money, no dry clothes, hadn’t told anybody and were barely visible in the lake as we dodged sailing boats and sightseeing boats on their rundfahrt!


“We crawled out in Zollikon, tired but victorious. We talked a petrol station owner into letting us use the phone and I called my friend, Ali, who lived nearby to bring me some money for the tram and bus. I remember travelling home with my wet bathing suit sticking to the seat. I didn’t tell my mother [Margaret Smith, teacher and Assistant Principal from 1972-1983] for years!”

Whichever badi you choose, it seems the essentials – sun, lake, friends – remain constant. Much may have changed since the days of Goethe and Klopstock, but the ‘gazing youths’ are still there, though they are more likely to be gazing at a smartphone these days.

Still, the badi is a place that will live long in the hearts of students and their families, years after they leave. For many, it represents a special time – a time of discovery, adventure, a place where they start to find out who they are and who they are going to be. **V**

**Hasan Yar-Khan**

Hasan, Grade 3,  
is American with  
parents born in  
England and Canada,  
and grandparents  
from India and  
Pakistan. He is in his  
second year at the  
Lower School.

A young boy with dark hair, wearing a black long-sleeved shirt, is smiling and looking upwards and to the right. He is holding a tablet with a red protective case. The tablet screen displays a handwritten message in black ink. The message reads: "I Love Having friends from all over the World". The word "Love" has several red exclamation marks above it. The word "World" is underlined with a red line. There are also red horizontal lines under the words "the" and "World".

I Love Having  
friends from all over  
— the —  
World

# COMING HOME

**Third culture kids are at an advantage when it comes to establishing themselves in the world. This is why.**

WORDS VICTORIA JAMES

PHOTOGRAPHY BENEDICT JOHNSON

**T**hird Culture Kids. If you're reading this, it's highly likely that you either are one or are the parent of one – or at the very least, you know one. But what exactly is a 'third culture kid' (TCK), and what are the unique benefits and challenges that such an identity brings?

At ZIS, where the student body is drawn from 55 different countries and students speak 40 mother-tongue languages, it's almost the norm to be a TCK. At its simplest, the term describes children 'who accompany their parents into another society'. That was the formulation used by pioneering American anthropologist Dr Ruth Hill Useem, who coined the term 'third culture kid' in the 1950s.

Neatly, the label didn't just fit Useem's study subjects – the offspring of American citizens living and working abroad – but her own three children, who accompanied Ruth and her sociologist husband to India for year-long research periods among expatriate communities. To this day, TCKs usually fall into one of four major groups: the children of diplomats, military personnel, missionaries or corporate executives.

But if the origin of the TCK phenomenon – globetrotting parental career choices – remains essentially unchanged, the experience itself has grown ever more complex since Useem's initial observations. "Once, what you called third culture was really second culture," says **Professor Harry Korine**, Class of 1980 (1977-80), Adjunct Professor of Strategy at INSEAD. "You had parents from the same country, and they lived in another country with their children. But now we increasingly have a true third culture with families like mine: my mother was American, my father from the Middle East, and I grew up in Switzerland."

As the great global cities and top universities draw together people of many nationalities and it becomes increasingly common to undertake overseas postings, people are falling in love – and raising families – across borders. And if those families relocate to yet another country, the result is a fully third culture experience for the children.

**Jessica Hull**, Grade 6, already has roots in Greece (where her mother's family is >>

from), her father's home country of South Africa, and in Dubai, where the family lived for 11 years. Now aged 12, and newly arrived in Switzerland, Jessica relishes the variety her well-travelled life has brought her. "I'm able to live comfortably in different environments," she says. "In Dubai I lived in the desert, and back in South Africa I enjoy the city and beach environment. Here in Switzerland I live in the mountains."

To the languages learned at home – English and Greek – Jessica's schooling has added French and Arabic, and now German. And then there's the food. "My Daddy loves South African meat, my Mommy likes Greek cuisine; my sister loves South African milk tart, and I like Arabic cheese bread." By any measure, it's a wonderfully enriched and varied upbringing, and one that many families will recognise.

Indeed, the benefits of the TCK experience are well-documented, as Lower School counsellor **Jill Wagner** explains. "TCKs are often highly flexible and adaptable. They can also be very resilient, which is advantageous. Many speak more than one language, opening doors both socially and in their careers. Their lives are often rich with experiences."

Nonetheless, Jill is mindful of the challenges that TCKs can face. These range from the straightforwardly circumstantial – education gaps due to time lost in school transitions – to the harder to quantify and potentially more serious, such as anger or guilt between parents and children, or a reluctance to show vulnerability or attachment.

In particular, she notes: "Some TCKs may struggle to form really strong, intimate relationships with peers." This is partly about an unwillingness to form attachments that may only lead to loss – friends left behind when a family relocates again. But it is also about the lack of a shared culture.

"In a community that is not full of TCKs, it can be harder to make strong connections without the shared background," says Jill. "But it's something we at ZIS are keenly aware of, and it's in our DNA to be able to give these kids exactly the type of support when and how they need it. For instance, among a range of offers we have there is a buddy system for new students, dedicated counsellors and various sessions for individual students and parents. We understand the issues and we're there to help."



It's a predicament that **Emilie Leffler**, Class of 2006 (1994-2006), understands all too well. The child of a Swedish father and English mother, Emilie was born in the UK, lived in the US through her early childhood, then was raised and educated in Switzerland. The one geographical anchor was the family's holiday home in Portugal. England became the choice for her higher education, "but it was there," she recalls, "that the whole TCK thing came to the fore".

Her university, in Surrey, was "fantastic, educationally", but it soon became apparent that despite her maternal heritage, UK citizenship, and English mother tongue, Emilie was much more of an international student than she appeared. "There were the small but important things: I'd grown up with none of the traditional English TV

**"The benefits of the TCK experience are well-documented, but there are challenges, too."**



“At the grocery store in Switzerland there were just three flavours of crisps – here there were aisles of them.”

**Anais Nobles**

Anais, Grade 10, is American but speaks Mandarin, courtesy of time spent living in Singapore. She is in her second year at the Upper School.

**Jessica Hull**

Jessica is in Grade 6 at the Middle School. She is Greek/South African, is in her first year at ZIS and can “live comfortably in different environments”.



soap operas, for example. At the grocery store in Switzerland there were just three flavours of crisps – here there were aisles of them. My accent isn’t English, but it’s not American either. And with speech, there’s a difference between colloquial English and international English.”

But if university proved a dislocating time for Emilie, she has found that as an employee her TCK identity is a considerable asset. “I’ve worked for big, multinational companies with a really mixed workforce. So [as a TCK] you can deal with that well. And it’s also a conversation starter. Whenever I talk to people, they try to work out my accent. You’re able to stand out. I’m in a sales role, and that helps.”

Professor Harry Korine notes that school alumni networks, rather than the

more common university alumni networks, could become a key support and mentoring provider for transitioning TCKs, something ZIS is planning to introduce. “I identify very much with the anxieties, particularly with the transition to college,” he says. “I’ve seen many young people feel the pressure of not only being away from family, but also having to adapt to a monocultural environment. That’s where the idea of a mentoring scheme comes from.”

Indeed, many international schools are paying increasingly close attention to how they can best prepare, support and inspire their students. One new recruit to the teaching body at ZIS is **Dr Jeff Steuernagel**, university and career counsellor at the Upper School. His doctorate explored, among other questions, the intercultural sensitivity

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**ENGEL & VÖLKERS**



**Maximilian Szekelyfoldi**  
Maximilian is in Pre-Kindergarten and speaks Hungarian with his dad, Polish with his mum, English with his friends at the ECC and German with his neighbours.

**“TCKs can be very skilled in the art of the present. They appreciate what they have.”**

▶ **If you are interested in becoming part of a new network to support ZIS TCK undergraduates please contact us at [voices@zis.ch](mailto:voices@zis.ch)**

of adult TCKs working in international schools, and found that “having these diverse experiences early in life has a profound impact on how we experience the world later”.

The defining TCK trait may be the ability to ‘code switch’, and this, he says, is where school intervention can transform a challenging experience into something that will stand the TCK in good stead for the rest of their life, as he explains. “Mom may be of one cultural upbringing, Dad another, and school represents a different education environment than either of them may have experienced. On top of that the culture of the country they are in could be different again. Eventually students learn to ‘code switch’ from one environment to the other, almost subconsciously, but international schools like ours have a role to play in adding cultural learning to our students’ bank of knowledge and skills.”

The school peer-group is where Jeff locates some of the most powerful opportunities for both supporting and inspiring TCKs. “Welcoming young professionals back to ZIS to share their experiences of how being a TCK and ZIS graduate have opened doors for them is so valuable,” he says.

“Their stories can make a significant impression on current students, hearing how students ‘like them’ have succeeded.” Examples Jeff points to include the annual Career Forum for Grade 10s (featuring a panel of business people offering insights into what it takes to succeed), internships, work placements and the range of networking opportunities around the world through the alumni programme.

While the path of the TCK may not always be a smooth one – and is, indeed, less a path than a zigzagging series of global journeys – it nonetheless provides enrichment and opportunity that’s inaccessible and unimaginable to those raised monoculturally. Life as a TCK may equip individuals uniquely well for our globalised world.

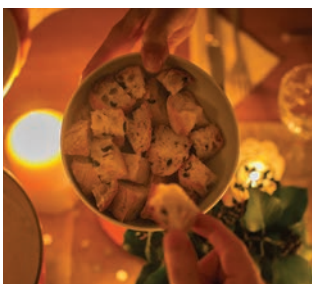
“TCKs can be very skilled in the art of the present,” says ZIS guidance counsellor Jill Wagner. “They learn to appreciate living in the now and can be good at appreciating their experiences and what they have.” Or as Jessica puts it: “Each time I move, I meet wonderful people that I make friends with. The people I meet, the cultures I learn, the religions I understand – it’s all made possible because I come from a multicultural family.” 🗣️



# Fondue

Part ritual, part social event, fondue is the very essence of Swiss conviviality. But wherever in the world you dip, the recipe remains the same: cheese, kirsch and great company.

WORDS BECKY ALLEN  
PHOTOGRAPHY BENEDICT JOHNSON



### Fondue fun

Whatever your tastes, there is a fondue to suit, as ZIS teacher Kimara Meier (right) demonstrates at a recent get-together with family and friends.



For a dish comprising simply melted cheese and white wine, a pot of bubbling fondue on a cold evening stirs up strong memories among the school community. “I’m Swiss, so fondue was a big part of my upbringing,” says **Barbara Budd**, who has worked at the school for the past 15 years, first as a substitute and German teacher in the Lower School and now in administration at the Upper School.

“As a child, my parents took us on a skiing holiday twice a year and fondue was always part of this. We enjoyed it during the holidays in the mountains – it’s something you eat when it’s very cold outside.”

They are memories she shared with parents and students at ZIS where she organised an annual winter night of

fondue and torchlit skiing. Heading up the mountain in the dark, a 40-strong group enjoyed fondue at the restaurant before local ski instructors guided the party down by flaming torchlight. “It was magical,” Barbara remembers, “a wonderful atmosphere. Very quiet and still, with just the noise of the snow under your skis and the flickering light from the flames.”

But for many, like alumnus and now Hospitality student **Javier Negro Gonzales**, Class of 2014 (2005-14), fondness for fondue is about more than warming the belly, it’s about warming hearts too. His most memorable fondue was in Leysin, which some say is the home of the dish. “We ate fondue in a restaurant where the owners also produced the cheese,” he says. “What makes fondue great is that as >>



**“Too much old cheese and it’s too salty, too much young cheese and it’s stringy. It’s not easy to make!”**

**Spike, dunk, repeat**

The fondue tradition dates back to the 19th century, but its deceptively simple recipe and informal rules are as popular now as they have ever been.



people dip their bread in the same bowl it enhances socialising.”

Javier was born in Spain but has lived most of his life in Switzerland and says he is only beginning to reconcile the two culinary traditions. “Being used to my mother’s Spanish cuisine I was never that intrigued by the fondue process, which I found too simple compared with some of the dishes I usually ate. But I’ve recently discovered the variety of other ingredients used to make fondue – apart from the cheese – and how one can manipulate and vary the dish.”

**Army and apple wine**

Like a true founding myth, stories about the origins of fondue are hard to pin down, even for an expert such as Wolfgang Scheid, who works for pioneering cheese business Natürli

in Zurich and is head of the cheese department at long established Zurich department store Jelmoli. “There are two stories,” he offers. “One is about the mountains, where farmers had only cheese and ‘most’ (sour apple wine) at certain times of the year and that way could only eat fondue. The other story is from the military, because cheese was cheap and healthy and plentiful.”

Whether its origins lie in the Alps or the army, the first mention of a fondue-like food may be in Homer’s *Illiad*, which describes a dish made from goat’s cheese, wine and flour. The earliest known recipe for cheese fondue comes from a book published in 1699 in Zurich, which calls it simply ‘Käse mit Wein zu kochen’. But until the 19th century, the name ‘cheese fondue’ referred to a soufflé-like dish of eggs and cheese, and it was only in 1875

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**▶ Fondue – the essentials**

**Kirsch** – an essential part of any fondue for adults, but not if children are involved! White wine from the Valais or tea can be served as an accompaniment.

**Dropping bread** – clumsy dunking is always penalised. Should you accidentally drop your bread into the pot, expect to kiss everyone at the table.

**Save the best until last** – some say that the Croûton, or Religieuse, where the cheese forms a crust at the bottom of the pan, is the best part of the fondue.

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## Kimara Meier's recipe for Fondue Chalet Rautiblogg



### You will need (for four people):

- 800 grams of **tart 'rezent' cheese** made of Gruyère, Vacherin (d'alpage) and Bergkäse (any Swiss mountain cheese – tart). Grated – large
- 1 decilitre (dl) **Fendant wine** per 200g of cheese
- 1-2 teaspoons of **corn starch** mixed into three tablespoons of **kirsch**
- 3 **garlic cloves** (rub out the pot first) chopped finely
- 1 tablespoon of **lemon juice**
- A dash of **pepper** and **muskat**

### To make:

- In an enamel coated iron pot, rub the bottom with half a garlic clove.
- Add all the garlic, cheese and wine.
- Stir with a wooden spoon until melted – “pull the wine lovingly through the cheese”.
- Add the lemon juice, pepper and muskat.
- Stir the corn starch and kirsch mixture together in a separate cup and add just enough – at the very end – to make the fondue creamy.
- Do not add too much kirsch because it will change the taste of your fondue.

### To serve:

- Serve with twisty whole grain bread (cut into small pieces – each piece should have crust on it!).
- Alongside the fondue, you can also add a bowl of canned pears and fresh cut pineapple as desired.

that the first recipe for modern fondue was published.

Whatever its origins, fondue's popularity owes less to ancient culinary tradition than to the Schweizer Käseunion or Swiss Cheese Union. Formed in 1914, its roots stem from a time when war in Europe put paid to Switzerland's cheese export market. The Union's response was to regulate the country's milk price and to set quotas for milk and cheese production – and to boost demand. The Union's advertising peaked during the 1970s when, to persuade everyone to eat more cheese, they marketed fondue as Switzerland's national dish.

Raw milk cheeses, some aged for many months, provide fondue lovers with ideal ingredients – but getting the perfect balance of flavour, creaminess and string can be tricky. And although many fondues rely on the dependable duo of Gruyère for taste and Vacherin for creaminess, the *Natürli* mix is a veritable alphabet soup of five cheeses – Schwyzer surchoix, Vacherin, Chällerocker, Altlandener, and Goldinger uralt.

“We experimented for two or three months to get the perfect mix,” Wolfgang explains. “Too much old cheese and it's too salty or strong, too much young cheese and it's not nice to eat because it's too stringy. It's not so easy to make!”

### Garlic, wine and kirsch

Cheese, however, is but one ingredient in a fondue-lover's pot. There is garlic, wine, kirsch and, for Middle School Physical Education teacher **Kimara Meier**, lashings of history and ritual. Born and raised in California, where she lived until the age of 29, her German father and Swiss mother ensured that fondue was part of her upbringing.

In the 1990s she decided to move to Switzerland, where she had spent her childhood summers, memories of which are bound up in melted cheese. “I am a sort of living Heidi! I have a house in Amden above the Walensee, the deepest emerald lake in Switzerland,” she says. “It's so quiet and peaceful, and you hear the cow bells as the cattle come up the alp for the summer.”

Her tried and tested fondue recipe includes Gruyère, Vacherin d'alpage and a Bergkäse from her local molki or dairy. “Vacherin d'alpage is special because it's made from milk from the alpine meadows, which gives it such a rich taste,” she explains. “And the reason you want to have a Bergkäse is because my fondues


are very tart – ‘rezent’ in Swiss German.” She makes her fondue in the same old Le Creuset pot she bought when she arrived in Geneva 22 years ago, serves it with dark schraubrot plus fresh pineapple and tinned pears to stave off indigestion, and always pours her heart into the dish. “I make my fondue with lots of love and care,” she says. “When I have people over for fondue it's my history, my journey, that I'm sharing with them.”

### Love in a pot

Stringy cheese stretches through the life of **John Carosso**, Class of 1982 (1981-82), too. Now a computer engineer in Chapel Hill, North Carolina, fondue is bound up with memories of his father, who lives in Switzerland. “We've seen so little of each other over the past 40 years, so any time he'd bring out the fondue pot was always special,” he remembers.

John owes his marriage to fondue, having met his future wife, Vivienne, at a millennium eve fondue party in 1999. The result is a lot of what might be termed ‘fondue equipment’. “My wife and I were very into fondue when we got married so we combined our sets. Everything doubled in size. My set is from Switzerland, my Dad sent it to me many years ago. It has the fondue pot in the middle and this wooden Lazy Susan that spins around with the sauces.” John has also managed to accumulate more than 30 fondue forks.

And since their marriage, John and Vivienne have celebrated each new year over fondue, which in North Carolina is not as simple as it sounds. “We have a great cheese shop here – the challenge is getting the kirsch,” John explains. “It's common in Switzerland, but getting a bottle of kirsch in North Carolina isn't so easy because it's a dry state, so I have to order it online from New Jersey.”

But it's a small price to pay for the values it represents. “It's about getting back to our European roots. My wife is English, and for the most part I grew up in Europe, so fondue is like going back in time to when I had it on a Swiss alp. It brings back lots of savoury memories. And when we have people over, everyone has a fondue story – their first or best – to share around.” 

**What about you? Send us your favourite fondue stories, photos or traditions on Facebook or Instagram using the hashtag #ZISfondue**

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Miranda Kerr





## In the classroom Individual pathways



**John Switzer** is Upper School Principal.

**“At ZIS we nurture global citizens, one individual pathway at a time.”**

# network

**W**hen it is your mission to cultivate world-class learners, one style and one pathway does not fit everyone. Effective education is not something that is done to a learner, it is a journey the learner embarks upon – and every journey is different.

That is why one of the hallmarks of a ZIS experience is the emphasis on individual learning pathways – and happily, the results speak for themselves. Each year we see continued stellar results on our International Baccalaureate (IB) and Advanced Placement (AP) external exams, and our graduates gain acceptances to more than 170 different institutions around the world.

Delivering individual pathways takes great commitment – from students and from their educators. The Upper School this year is home to almost 500 students, all of whom are on individual academic pathways. As a school we have been working on a definition of what our common learning principles look like. For example, we agree that learning is personal, and individuals have different starting points, different interests and therefore need to be on individualised pathways, with appropriate challenge and choice.

By being flexible in our timetable for students in Grades 9 and 10, we enable some to pursue their interests and passions outside of our school community. In recent years, students have pursued athletic endeavours at a national and international standard, attended university-level courses in Music Performance, and enrolled in the Zurich Dance Academy, all while still completing a full Upper School curriculum. Creative scheduling, alongside the commitment of both teachers and students, has allowed these students to thrive.

In Grades 11 and 12, students select their academic pathway, choosing from the IB Diploma, AP courses or a

combination of these alongside ZIS-specific courses. We have been purposeful in complementing our existing offerings with online options for both the IB and AP, as well as providing strong support for self-taught language students. All students and their parents have individual meetings with the IB coordinator or AP coordinator, plus their university and career counsellor, to develop the appropriate academic pathway to match a student’s individual learning style and potential career choices.

Our pathways extend well beyond the classroom. Our annual Classroom Without Walls mission-driven trips – Learn, Care and Challenge – allow students in Grade 10 and beyond to further their passions outside school. Students in Grade 12 have the added opportunity to create their own Classroom Without Walls trips anywhere in the world.

By emphasising individual pathways during students’ time at the Upper School, we ensure they are well equipped to pursue their specific interests beyond ZIS. While most of our students will attend university after ZIS, many don’t initially know which university will provide the environment in which they will be academically successful.

To this end, ZIS has taken a leading role in international schools in the area by actively encouraging colleges and universities from around the world to visit our Upper School campus. This year, we will have representatives from more than 100 leading colleges and universities visit our campus and meet with students.

It would be far easier for us to put all students in the same classes and for them to study the same subjects – but the success that individual pathways delivers more than justifies the effort required. Which is why I like to think that at ZIS we nurture global citizens, one individual pathway at a time. **V**



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## Why I love... Our forest classroom

CLASS OF 2028

WORDS MIRA MACKEY

PHOTOGRAPHY BENEDICT JOHNSON



**E**merson Kubbernus, Kindergarten, says the forest classroom is her favourite place to be. Whether she is running through leaves, climbing up the creek or pretending to be a wolf, Emerson says that the forest is a magical place.

“It’s so much fun in the forest – there is so much room and a bunch of places to hide,” she points out. “There are special smells, the leaf smells and the tree smells. If you look carefully you can find worms and little insects, and sometimes we see flying bugs and butterflies.”

Sometimes, Emerson and her classmates climb up the big hill to take a closer look at the baby trees. “There are lots of little trees – a lot – and we go in there and make wolf sounds. Howling is great!” Emerson explains. Students waded in the creek and climb up the waterfall or simply build what Emerson calls ‘snail homes’ from leaves and sticks found on the floor.

Armed with magnifying glasses, binoculars and water samplers, the class often does science experiments in the forest as part of their curriculum, and recently completed an art project looking at the work of the sculptor of the natural world, Andy Goldsworthy.

Emerson and her classmates know they need to look after the forest and spend their time there carefully. “We have to make sure there is no garbage and that no one kills anything or rips off the branches of the trees,” she says.

The students also look after one particularly high tree which stands out from the crowd as it reaches high into the sky. “Once he was a boy called Jack and the forest fairies turned him into a tree. Now he is really big and helps the forest,” she says, adding thoughtfully: “I’d like to see a fairy – but I don’t want to be turned into a tree!” **V**

**A magical place**  
Emerson loves Kindergarten and says her favourite time is when the class get to explore the forest.



## Perspectives International placements



**International placements are very much the norm for many of us. But how do you make the most of the opportunity, and how do you best use and introduce that experience, and expertise gained, at your next placement? Four successful business people from the ZIS community around the globe give their local, expert perspective.**

**WORDS** LUCY JOLIN  
**ILLUSTRATION** ANTOINE CORBINEAU

**“Work hard. Continue to dream big. Stay humble. And above all, have fun!”**



**George Quinn** – Chief Financial Officer and Regional Chairman of Europe, Middle East and Africa, at Zurich plc, member of the ZIS Board of Trustees and current parent

“It can be a lot easier for the person who’s moving jobs than for the people who move with them. If it’s a global company, the locations change but you still have that familiar structure and clear objectives – you get up and go to work and you come home, while your family is dropped into an alien environment. Most of the planning that I’ve done before a placement has been more about the culture and the systems – housing, healthcare, etc – than about the job. The decision on the role has often seemed like a separate step.

Being able to reduce the stress for the family is really important. I’ve had two people move from the US recently. I try

and partner them up with someone who has been in the organisation for a long time and can help them understand the ropes, and someone who can help with the family side – just simple things like what to do with your rubbish.

Those of us who take international placements do have something of the pioneer spirit. It’s exciting. If you’re willing to listen and learn a bit from the experience, that really helps. For example, you need to be in that country to discover what the company culture is. It’s hard to discover this over the phone. On one placement I ended up handling a dispute with a very well-known US organisation. It quickly became clear to me that there was at least one topic that was always a stumbling block. It never really made sense to me but once I learned to avoid this issue, agreements were easy to find. It’s all about taking you out of the silo you’ve been living in. You can’t assume that other cultures work in the same way that you do.”



**Jose Cil** – President, Burger King Brand, Burger King Worldwide and past parent



**Yinyin Huang** – VP Group Underwriting, SwissRe and current parent



**Ad Tolboom** – HR Director Europe, Asia and Middle East, Dow Chemical and past parent

“Professionally, my first focus is on people. I meet with the new team as soon as possible to assess their potential, their level of engagement and commitment to the project. From there, I establish and share priorities, then align the entire organization around them.

On the personal front, I use a similar approach. My first focus here is also people, in this case my family! There’s an old saying that I keep in mind as I think about how my family will react to a move, that is: ‘You are only as happy as your most unhappy child.’

International assignments are usually given to top-flight talents – people who are engaged, committed and have potential for growth. It’s clear that these folks will jump in head first with energy, enthusiasm and a sense of urgency. That’s great. What’s important is to think about those that matter most to you. Make sure this exciting experience is as much about them as it is about you.

Take the time to discover the city you move to, your kids’ new school and the local customs. Work hard. Continue to dream big. Don’t let the new job go to your head. Stay humble. And above all, have fun!”

“I have enough experience now to know that difference is the only thing you should expect when you make a move like we have. Don’t have any preconception of what you’ll be facing, because no matter how much you prepare it will turn out a little different.

When I first arrived here, I had one and a half months before my kids were joining me, and I thought I’d have plenty of time. It didn’t work out quite like that! But my kids, aged six and nine, were ready because we video-called every day. Mummy could show them round the apartment over FaceTime and they got really excited. They were able to ask things like ‘Can we have a double bed?’ By the time they arrived, they’d seen it all.

For myself, professionally, I was quite comfortable moving to another place. In Beijing I’d had lots of interaction with the Zurich HQ already, and because I was relocating within the same company, I wasn’t expecting too much hassle. I knew I needed to adjust and re-establish myself – in China I was experienced and established, people knew me and respected my opinion – but you just deal with it. You have to be confident in yourself.”

“If you are at the beginning of your career, make sure you accept assignment offers for the sake of gaining experience, rather than for the promotion only.

Take the opportunity to learn from people with different cultural backgrounds, which will help you to look at things from different angles. And enjoy the differences!

I’m thankful for all the opportunities I’ve had so far in my career, especially during my assignments in the States and in Asia. I remember a great wintertime barbecue in Midland, Michigan, in the parking lot when it was snowing.

But I’ve also experienced problems, like the environmental pollution in China. I’m glad I didn’t miss any of these things, whether good or bad, as I learned a lot. They helped widen my horizon and refine my thinking.

I’m very open to change and eager to gain new experiences, and I also love to contribute to improvement by being innovative.

Today, I’m able to make use of all my past experiences and consider different approaches when working on things such as sustainable solutions for the company and its employees.”

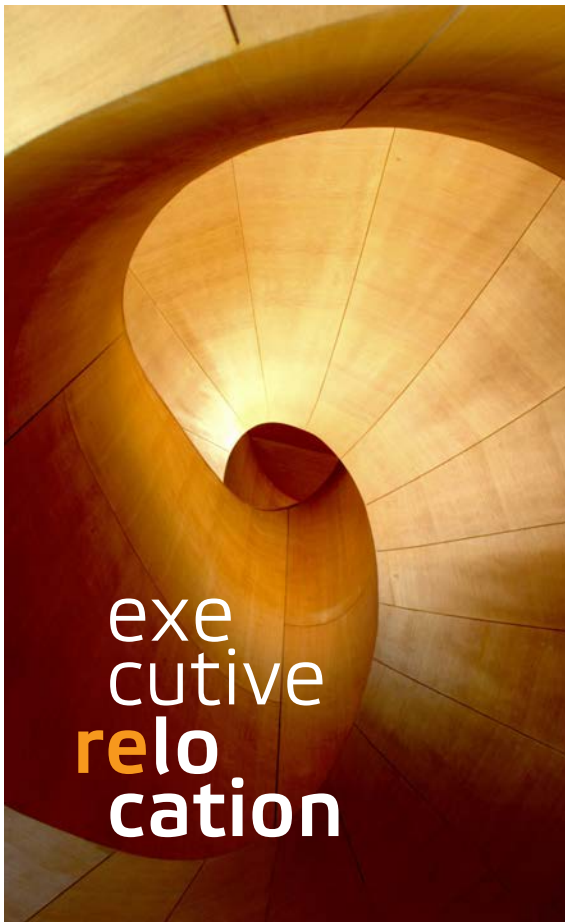
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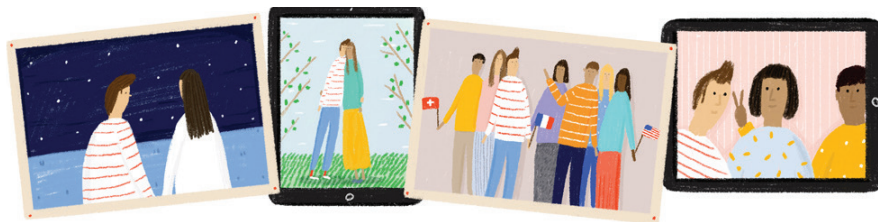
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## Life hack

### Saying goodbye



WORDS PETER TAYLOR WHIFFEN • ILLUSTRATION ROSE BLAKE

**Currently at the University of Pennsylvania, Alexandre Kleis, Class of 2012 (2008-12), was born in Strasbourg, moved to London at 10 and came to ZIS at 13. He shares his five top tips for saying goodbye.**

#### ▶ Give yourself time

A lot of regret about saying goodbye is about the things you wish you'd said or done. If you know you are going to be leaving, give yourself time to do and say those things and spend time really treasuring those moments. It's not necessarily just about spending time with people, either – perhaps you have a favourite walk you need to do one more time, or a view you need to see. Savour it.

#### ▶ Store your memories

Photographs and other tangible memories – notes, tickets – help you keep a person or place with you. It seems obvious, especially in a culture where as a society we take pictures more easily than ever before. But the key is to remember to do it – so many people forget. Make that conscious effort to get photographs of your friends – and make sure you're in some of the pictures too!

#### ▶ It's only auf wiedersehen

I've come to realise with experience that the world is actually pretty small. You find yourself interconnected with people in lots of different ways. Since leaving ZIS, I've run into so many fellow former students, which gives you that shared experience, and with so many mutual friends. Every connection bridges the distance from where you once were to where you are now. It takes experience, but sincerely believing you will run into these people again makes you realise you're not leaving them forever. We've all left, but we all still belong.

#### ▶ Keep in touch

It's easier than ever before to stay connected with people – emailing, Facebook, LinkedIn, Twitter. It's not like years ago when calling someone up on the other side of the world was a big, expensive deal. But the secret is to make that effort, to message your high school friends every now and again just to say 'Hi', even if there's nothing else to add. Push yourself to try to keep those relationships going, especially in the first year.

#### ▶ Look to the future

Saying goodbye is tough, but it is not healthy for us to stay in the past – we have to focus on the present and what lies ahead. Embrace the opportunities of your new life – and keeping in touch with those old friends means they will not stay in your past, but become part of your present and your future. Then you can also look forward to visiting them – and them visiting you in your new surroundings! ▼

**“Keeping in touch with old friends means they become part of your future too.”**



## Athletics and Activities (ATAC) ZIS lions

WORDS CARRIE DUNN

PHOTOGRAPHY BENEDICT JOHNSON

### The ZIS lions are back, and the rugby squad leads the pride.

As a long-time symbol for the school, the lion – majestic, proud and strong – is an obvious choice, but it's only recently that ZIS has started putting the regal feline back in the spotlight.

“When we go to compete at other international schools, they all have an emblem, a mascot, a logo – usually an animal, which I think is an American tradition – but although the lion has been around since the start we've never had a strong identity around it,” explains **Nick Bentley**, Director of Student Life.

In fact, until recently the sports teams competed in a variety of colours. But this year a new blue and gold uniform – echoing AISZ team kits – has been introduced, with the lion logo appearing on some outerwear. “We want to improve our sense of community,” says Nick, “and part of that is the look of our athletics teams and our student life programmes. We want a real sense of identity.”

And since all lions need their own den, clearly marked as their home territory, that has become the focus of a new project for the school, thanks to funds raised at this year's gala. “We've identified spaces to create The Den (Upper School) and Den Jr. (Lower School), which will be for hospitality for visitors – not just for sports, but for drama and other activities,” says Nick.

One section of the school that has always taken the colours and identity very seriously is the rugby team. Coach **Steve Burnham** has been at the school for 23 years, as a PE teacher and a rugby coach. He has seen the sport grow from a tiny squad of 18 to numbers in excess of 50 today, playing for two age-group teams – the Junior Varsity and Varsity.



And team spirit, united under the lion banner, is something Steve is keen to nurture. “It happens naturally but we also have a few things along the way to help, such as ‘the rack’ for scorers of their first try, the ‘tackle tunnel’ and a team song – this year it was Oasis's *Wonderwall*.”

One of his former students, South African **Keith Rowe Wilson**, recalls that

#### In charge

Coach Steve Burnham has been the face of school rugby for more than two decades.



**“It’s about pride. We are the lions and we don’t want to let down the lions who have gone before us.”**



**Lions** Tom Strachan (above inset, left) is co-captain of the Varsity team and says: “The sense of camaraderie and team spirit is what makes rugby so wonderful; on the pitch we all become brothers and we get the job done.”

**Success** The Varsity team topped their ISST table in 2015, a first for the school and a major achievement.

the lions name was always taken very seriously by the rugby squad. Keith, Class of 1998 (1996-98), has fond memories of his time playing under its banner, particularly in 1998. That year was an incredibly successful one for the side, as they strung together an impressive unbeaten streak – particularly as so many AISZ students were completely new to the game. “It was definitely a niche sport until we started doing well! There were always guys in the school who enjoyed playing rugby, but activities like basketball, swimming, football and track and field were the top-tier sports. Rugby was a bit of an outlier. By the end of our bumper, undefeated year, it was a big deal – we were top of the pops.”

Fast forward to today and 2015/16 has been a successful season for both teams, with the Varsity team winning the Zuoz Invitational Tournament and the Zurich Invitational sevens as well as topping ISST Division 2, a first for ZIS and a major achievement. Current co-captain **Alex Burnham**, Grade 12, says that the aura of alumni like Keith is present around today’s squad. “Typically the lion represents pride,” he says. “We are the lions and we don’t want to let down the lions who have gone before us.”

And **Jack Birchall**, Grade 12 and Alex’s Varsity teammate, agrees: “Each year it maybe takes a little time for the team to gel properly, but it quickly happens. A lot of us have been playing and travelling together since Grade 9, so we’re all mates. Off the pitch we spend plenty of time together, and on the pitch we know we can really trust each other. It’s a great feeling.”

Steve thinks that now all sports teams have a sense of shared identity it will benefit both performances and atmosphere. “When you come into our home it’s going to be tough for you,” he says. “We are lions, and we’re proud of our pride!” **V**



## Classnotes

### Our alumni are making waves around the world.

If you have news or updates to share, please email us at [alumni@zis.ch](mailto:alumni@zis.ch). We'll print a selection in either our Classnotes section here or our electronic newsletter, Alumni Links.

#### In good voice

(From left to right)  
Dora Somogyi, Class of 2007 (2004-07),  
Mika Aarnio, Class of 2006 (1995-2006)  
Leif Sjöberg, past Maths teacher and  
Bill Day, past staff (2008-2016)  
performing at the Alumni Meet at  
The Lion Pub in Zurich in December.



#### Stephen Head Class of 1970 (1968-70)

Stephen, who is about to head into retirement after a career in Silicon Valley, is in touch to offer thanks to his math and chemistry teacher Mr Deleay who, he says, “managed to keep cool despite my rebellious nature. I hope he derives some joy from knowing all his hard work paid off.”

#### Suzie Doscher Class of 1974 (1970-74)

Suzie has been back in Switzerland since 2006 after 32 years in England, and admits a recent visit to the Spinnergut brought back “so many happy memories”.

#### Curtis Butler Class of 1987 (1973-80)

Curtis now teaches middle school drama in Mt Pleasant, Tennessee, USA, and says his love of theatre is partly thanks to his time at English Language Kindergarten [the predecessor to IPSZ].

#### Shaun Dean Class of 1982 (1981-82)

After walking 775km along the Jakobsweg pilgrimage route in Spain, Shaun now lives in Castañeda and invites anyone on that route to make a stop.

#### Michael Gonzalez Class of 1997 (1983-86)

Michael attended IPSZ with his older brother, John (1983-87), and emails to say: “I’ve really fond memories and wish I could be in touch with my old classmates.” So, classmates, you know what to do...

#### Bo Bridges Class of 1992 (1991-92)

Bo’s photography can be seen on billboards and posters for the latest *Mission Impossible* movie, and he says “the photo course I took in my senior year at ZIS started me off on my photography obsession”.

#### Oisín Whelan Class of 2006 (2001-06)

Oisín has launched a quiz-game based app (<http://www.playpubble.com>) asking users to solve clues to help explore the nightlife in various cities around the world.

#### Dennis Furrer Class of 2015 (2000-08)

Dennis left ZIS during Grade 5 to complete his schooling in Scotland. He is now studying Software Engineering in Edinburgh, Scotland.

#### Srruthi Mallik Class of 2008 (2006-08)

Congratulations to Srruthi, who writes to say she has recently got married and is relocating to the USA.

#### Thibault De Keersmaecker Class of 2010 (2005-10)

Thibault has an update to share: he now works for McKinsey in New York.

#### Matt Davis Class of 2010 (2007-10)

Matt graduated from the University of Aberdeen, in 2014 with a BSc (Hons) in Wildlife Management. He writes: “Since then I’ve been working as a wildlife research intern in South Africa and have just entered a postgraduate MSc programme in Conservation Science at Imperial College in London.”

#### Jacob Freeman Class of 2012 (2007-12)

Jacob has recently moved to London to start his Legal Practice Course at the University of Law, adding: “And I’m looking for a training contract!”

#### In memory – John P. Cannizzo 1926-2015

I write with the sad news that my father, John Cannizzo, who served for a number of years on the board of AISZ, passed away at the age of 88 in Zurich. He is survived by his wife, Marianne, and three children: Chris, Marc and Marilyn.

My father served in the US Army in Europe during World War II and moved his family to Zurich in 1963. As a parent, and during his tenure on the board, John was a dedicated supporter of the school. He came to know well – and held in high esteem – both Dr John Mattern (AISZ’s founding director) and August Zemo (Dr Mattern’s successor).

Marc Cannizzo, Class of 1975 (1970-75)

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