If my international life as a Foreign Service teenager had a theme song, it would be a tossup between U2’s “Where the streets have no name” and “I still haven’t found what I’m looking for.” I attended Copenhagen International School, which I’ve likened to a brotherhood, a place where everyone became your “family.” Last summer, I was in Copenhagen once again, sitting at the vegetarian Mediterranean buffet with my high school friends. As I tried despondently to pretend that my falafel was a frikedelle, my friend asked me, “So, in 15 years, what have we accomplished?” That prompted me to ask another question, as I looked at my friends and tallied up our different jobs and destinies: did high school make us who we are?

So I decided to ask around. I visited my old high school and talked with my teachers. I discussed this question with my old schoolmates. And when I returned to the States, I continued the discussion with my new friends, including those in the Global Nomad community. (Global Nomads is a term and an organization for people who have lived in more than one country as a child as a result of their parents’ professions. See “A Village to Call Home — Global Nomads International,” FSJ, June 2004, p. 69.)

I sent out an e-mail questionnaire, and received responses from the adult children of Foreign Service, military, U.N., corporate and educator parents. The respondents were of many nationalities, but most had lived in at least four countries. These people have been around — Afghanistan, Bangladesh, Barbados, Belgium, Brazil, Cambodia, Central Republic of Congo, Cyprus, Czech Republic, Denmark, Egypt, England, Ethiopia, Finland, Fiji, France, Germany, Greece, Holland, India, Ireland, Israel, Italy, Jamaica, Japan, Kenya, South Korea, Marshall Islands, New Zealand, Norway, Pakistan, Philippines, Saudi Arabia, Senegal, South Africa, Sri Lanka, Sweden, Switzerland, Syria, Tanzania, Thailand, Tunisia, Venezuela, Uganda, UAE, the U.S. and Yemen. Yet their experiences have much in common.

CIS: A Trip Down Memory Lane

Copenhagen is infamous for its rain, and on an August day in 2004 the rain clouds huddled and banked on the other side of the train track as I got out in Hellerup (considered a yuppy area just north of Copenhagen, like McLean, Va.). I walked to the school, which now occupies Hellerupvej 22-26. How times have changed.

I spent 9th grade in Fairfax, Va., but that year pales in comparison with the following three years at Copenhagen International School in Denmark. My school in Virginia was a sprawling building full of thousands of students, where I had to watch out for the hallways that were “bad neighborhoods.” The next year, 1986, I moved to Denmark and, after a short interview with the principal, Mr. Keson, was admitted to CIS. The school was a yellow building located on Gammel Kongevej (Old King’s Way), on the edge of the red light district. Our neighbors were a bodega, a strip club and a kiosk. Across the street was one of the lakes that made up the moat fortifications of old Copenhagen. The school was near the main train station. Back then we didn’t have a gym, just the dirt courtyard in front of the building. Only later did the school acquire a gym and a fence. And, still later, a new location.

Our school had 100 students spread out over grades 10 through 13. One could take the American high school diploma or participate in the International Baccalaureate program, which required an extra year of study. I made lifelong friends there while also participating in a drama trip to Brussels, a basketball trip to Berlin, a “Model United Nations” trip to the Hague, a ski trip to France and a cultural trip to Greece. Continued on page 74
Counterintuitive as it seems to most parents, returning to the United States is often the most difficult move for our children. Though the years in the Washington area may be the strangest years in a lifetime of exotic locations, FS children can still benefit from the efforts made on their behalf. In this cyber age, the Foreign Service Youth Foundation sponsors a perpetual virtual club house — and a tangible place for kids who are in the DC area. The FSYF is a 501 (C)(3) nonprofit organization established in 1989 to inform and assist Foreign Service youth and their families with their internationally mobile lifestyle. FSYF's youth development programs include a myriad of educational and social activities. Through the FSYF programs children discuss pertinent issues such as returning to the U.S., coping with the first week of school, making new friends, preparing for a move, saying goodbye and staying in touch.

For 5-to-8-year-old FS children, “Diplokids” provides a fun place to meet other kids who have lived around the world. The pre-teen group, “Globe Trotters,” meets for social activities and hosts transition, leadership training and re-entry workshops. The oldest group, “AWAL (Around the World in a Lifetime),” for FS teens, includes the elements of the other programs and a community service project (funded by a grant from the Una Chapman Cox Foundation). This year’s community service project is dedicated to introducing refugee children to American life.

FSYF sponsors many other activities including the FSYF community service awards, annual welcome-back potluck picnic, parenting programs and the Kid Video Contest (in conjunction with FSI’s Transition Center). FSYF membership is $30 for three years per FS family. For more information on FSYF’s activities, go to its Web site, www.fsyf.org, or e-mail fsyf@fsyf.org.
Listening to Girls

Each summer thousands of people come to the Berkshires to listen. They come to hear these old hills echoing with the world’s most glorious music. To be still and to listen—that is a powerful thing. The Berkshires, after all, are quiet, conducive to the pleasures of listening. Elsewhere, to turn off the din and truly listen—well, that is more of a challenge.

The voices of girls are especially hard to hear, particularly through the cacophony of what our culture is saying to them. Here’s what to wear, here’s how to look, here’s how you should think. Don’t ask too many questions. Don’t talk back. Your appearance is more important than your programming skills and your writing. Choose your college based on your boyfriend.

What do girls themselves have to say? Younger girls, before they reach adolescence, typically have a lot to say. They know what they want. Their voices are clear. But as girls enter their teens, we hear them less clearly. Often their voices grow smaller as they try to make sense of the world and discover the true girl inside. Sometimes their voices change—and we no longer recognize them.

But when we create some quiet, girls’ voices grow stronger. In a girls’ school, girls become adventurous. They take up rock climbing and Tae Kwon Do. They write short stories, conduct complex scientific experiments, build software programs, and plan study-abroad trips. They look forward to college as a place to learn and gain new levels of competence. In the quiet, girls acquire confidence and strength. They begin to dream big dreams.

Listen to what girls in girls’ schools say. Listen to the ideas they have for history projects. Listen to their opinions on computer game violence, or censorship, or biotechnology. Listen to how they discuss art and music and politics. It is amazing what girls can do when we respect their opinions. They will organize community service projects and learn new languages. They will publish magazines and start businesses. Look at the machines they build. Look at the presentations they put together. Listen to the music they compose. They will, in the quiet, learn to excel.

We listen to girls at Miss Hall’s School

We turn down the noise and listen. In this space apart, we give girls the opportunity to be heard, to be leaders, to develop their own voices, their own ideas, their own visions of who they want to be. And suddenly it’s not so quiet anymore but filled with the joyful music of young women becoming themselves.
trip to Italy. All the while, Copenhagen was a safe haven, with efficient public transportation and bicycle paths, giving me the freedom to explore the city.

The teachers were a vital part of the CIS experience. I worshipped some of them. And they cared about the students. In 1994, when one of the former CIS students died of medicinal complications at the age of 26, three former teachers attended her funeral. Dr. Engelberg, IB examiner and English teacher, said that it is the students and the atmosphere that have kept him at CIS for 17 years. “The students at CIS are unique and difficult to leave behind.” He said that CIS has “a spirit of care and respect and sober academic aspirations,” and that CIS prepares students for university and adult life by trying to “make them competent in everything they do, including the choices they have to make.”

Dr. Engelberg added that as a teacher, he aims to help his students realize their potential and become competent managers of their own lives. As for students wanting to become English teachers, he said wryly, “Although it’s intended as a compliment, it also suggests that my attempts to make those students capable, independent human beings have, as yet, not met with any success.”

Here, There and Everywhere: School Experiences

For most students, the school’s location and related activities were a positive experience. “Seeing Roman ruins when studying about Romans, visiting Istanbul when learning about the Islamic world,” is the way one respondent put it. This was especially true for those who attended high school in Italy: history class taught on location in Rome, taught by people who “are very steeped in it and made it completely alive.” One cited the special effect of studying the history of the Middle East told from both sides with children from both sides in the classroom. Others recalled the

Continued on page 76
No wonder our graduates shine.
We polish all their facets.

When Philadelphia Magazine asked top college admissions officers to name the 20 best area high schools for academics and all around excellence, Valley Forge was a surprise pick. Which isn’t too surprising, given we teach not just math and English, but character and leadership. That we offer surprises like a championship polo team. And, through a process that emphasizes The Whole Man, turn rough-hewn diamonds into true gems.

Valley Forge
MILITARY ACADEMY AND COLLEGE
WAYNE, PENNSYLVANIA
1.800.234.VFMA
WWW.VMAC.EDU

Moving?
Take AFSA with you!

Change your address online at www.afsa.org/comment.cfm
Or send change of address information to AFSA Membership Department
2101 E Street, NW Washington, DC 20037

At Kents Hill School, where we come from...
Austria, Bahamas, Canada, China, Germany, Japan, Palestine, Sudan...
21 States and 54 Maine communities...
is just as important as where we go...
Harvard, Smith, MIT, BU, Georgetown, Cornell, Syracuse, Dartmouth, RISD, Colby, Bowdoin, RPI, Babson...
www.kentshill.org
207-685-4914
field trips (like to Paris and Florence), and the closely walled villa; the prom on a boat in Venice; the amphitheater in the dell; the shepherds who walked through playing their pipes when they herded their flock; and, of course, making close friends. According to one student, “I would say that the friendship bond was at its highest during those later years in high school.”

Although many international students were in overseas schools due to the politics of their parents’ countries, usually all politics was left outside the school gates. I remember a phenomenal friendship between two boys, whose parents’ countries were enemies. One of them had a bodyguard and was driven to school in a different car every day. Maybe they weren’t really different. Yes, they had different religions, languages and destinies, but both were from well-off, cosmopolitan families. Many schools also had children of royalty, or from deposed regimes, from rich families, from industry, from government, jet-setters, movie-star kids and fun-seekers. As one former student who attended high school in the 1970s in Rome said, “Our mates were kidnapped, and their homes in the Middle East were attacked.” One student who attended school in Manila said she doesn’t remember anything about politics: “Even though there were tanks in the city, we were just happy to have a few days off school!” Although politics was important to us, another said, “we did not factionalize.”

If the good experiences were varied and often exotic, so were the bad ones. The worst parts of these schools, reported one respondent, included drinking gin at a dance and feeling sick; listening to Doron and Ali say goodbye at graduation with a “see you at the front;” and the Getty boy getting kidnapped and having his ear cut off. For some, the one disadvantage to attending an international high school was logistics — the two hours it took to get there by bus or, as in Hong Kong, needing parents to drive one places.

Anna, a Swedish diplomatic national who used to wander the streets of Kabul and Delhi by herself, echoed the kind of freedom and independence I experienced in Copenhagen. “Since my parents lived in Kabul and I in New Delhi during high school, I spent all the long weekends and holidays going back to Kabul to be with them. Hence, I was in Kabul during the days between Christmas and New Year in 1980 when the Soviet army invaded,” she said. “But what I remember was my independence and gumption. Each time I...”

Continued from page 74
Continued on page 79
An estimated 5 percent of students attending public school have been diagnosed with a specific learning disability. Improved assessment tools have helped with the process of identifying significantly more students with weaknesses not severe enough to qualify for academic support under the current federal guidelines. Frequently, parents of these students are frustrated by the lack of placement options, limiting them to selecting an academic program with few accommodations or a special class full of students with behavioral difficulties and low standards.

“Most Foreign Service families I speak with have made good use of the Family Liaison Office at State, which offers information, support, networking and referrals to a variety of agencies including schools, hospitals, outpatient services and testing facilities. Other families use area educational consultants.”

Washington-area resources include:

School Counseling Group
(202) 333-3530
www.schoolcounseling.com
E-mail: guidance@schoolcounseling.com

Georgia K. Irvin & Associates
(301) 951-0131
www.girvin.com
E-mail: girvin@aol.com

Petersen Academic Group
(703) 391-1280
www.petersenag.com
E-mail: PetersonAG@aol.com

Washington Independent Services for Educational Resources (WISER)
(301) 816-0432
www.wiser-dc.com
E-mail: wiser@comcast.net

The languages of learning at WIS

Washington International School students are fluent in as many disciplines as our complex world requires. From Presidential Scholarships to rocket science competitions, our young people’s achievements speak volumes—in any language. And WIS boasts an experienced faculty, a superior college-admissions record, a low rate of student turnover, and a commitment to language learning.

So find out more about our International Baccalaureate (IB) curriculum and the many opportunities at WIS. Because there’s more to the languages of learning than just learning a language. Call (202) 243-1815 or visit our website at www.wis.edu.

Pre-Kindergarten to Grade 12

WASHINGTON INTERNATIONAL SCHOOL
Colegio Internacional de Washington • Ecole Internationale de Washington

The day they step in,

we prepare them for the day they step out.

As a parent, you want to give your child every opportunity. The opportunities begin with OES. OES gives your child the chance to grow in a supportive, academic environment that’s dedicated to building both great minds and great people. In fact, you could call it the opportunity of a lifetime. We invite you to give us a call today and discover it for yourself.

OREGON EPISCOPAL SCHOOL
6300 SW Nicol Road • Portland OR 97223-7566
Tel: 503-768-3115 • admit@oes.edu • www.oes.edu

Explore the possibilities of one of the Pacific Northwest’s finest boarding schools.
THE GOW SCHOOL

The Gow School is a college preparatory school for young men, grades 7 - postgrad with dyslexia or deficits in:
• Reading Decoding
• Reading Comprehension
• Written Expression
• Writing Mechanics
• Auditory Processing
• Spelling
• Mathematics

Phone: (716) 652-3450
or
Email: admissions@gow.org
Ask about our co-ed summer program.
Email: summer@gow.org

Visit us at www.gow.org

John F. Kennedy International School
Gstaad - Switzerland

- Language immersion program for ages 5 to 18 years
- Thorough preparation for secondary school
- Small class, individual attention
- Daily French instruction
- ESL program
- Friendly family like international atmosphere
- Beautiful, safe and healthy setting
- Sports, arts, and activities
- Well trained, experienced staff

Contact William Linn 315 Lincoln, Switzerland
Tel. 41 26 940 09 00 Fax: 41 26 940 09 09
www.jfks.ch  www.cefpg.ch

Perkiomen School

200 Seminary Avenue
Pennsburg, PA 18073

Contact the Admissions Office at (215) 679-9511
Or visit our website at www.perkiomen.org

Founded 1875

Tilton School

• Coeducational
• College Preparatory
• 9-12 & Post-Graduate Year

Tilton, New Hampshire
www.tiltonschool.org
Continued from page 76

It is hard for children who have been raised overseas to return to high school in America.

Marshall Islands, the best thing about school was “running for a dip at the beach between classes and wearing flip-flops.”

For many, the best part of international schools was their relatively small size and cultural diversity. “People were in similar shoes,” said one. “It was a small, radical, experimental school and the teachers and even the principal knew who you were. The teachers were enthusiastic and loving.” Another advantage to a small school is that one can be involved in everything. “We not only had people from Italy and the U.S., but many kids whose parents were working more far afield. The teachers were dedicated to where they were and what they were doing,” recalled another. “Perhaps because of this the school body — teachers and students — were very open to people from all walks of life. We had and were friends with druggies, punks, prep-pies, hippies, you name it.” For many the best experience was “the feeling of total acceptance as the premise.”

Others explained that the experience taught them to read people and understand multicultural body language. According to one FS child, what she liked best about going to school overseas was the mix of people.
Curious ■ Successful ■ Enthusiastic
Interested ■ Confident ■ Intelligent

These words describe students who take courses from the University of Missouri Center for Distance and Independent Study.

We offer:
- Accredited high school diploma
- Gifted and college prep offerings
- Courses for grades 3-12
- More than 200 online and print courses
- Over 110 university-level courses
- Online bachelor’s degree completion program

University of Missouri Center for Distance and Independent Study
1-800-609-3727 (toll free)
http://cdis.missouri.edu/go/fsd4.asp

BERKSHIRE SCHOOL
Sheffield, Massachusetts U.S.A.

Learning - not just for school, but for Life

Founded in 1907, Berkshire School is a New England boarding school that offers a world-class education to 385 boys and girls from 25 US states and 16 countries, with:

- A rigorous academic program designed to prepare the students for leading colleges and universities.
- A wide variety of athletic and artistic options.
- A special emphasis on leadership and character development.
- A spectacular New England campus on which we live and learn.

For more information regarding Berkshire School, please contact the Admission Office at 413-229-1403 or by e-mail at enrollment@berkshireschool.org

Visit our website at www.berkshireschool.org
from all over the world. “I always felt more at home in that type of society than in American society. When I was a child, when we returned from Africa, every time I would see an African or African-American, I would get so excited to see someone from home,” she said. “After a while I realized that African-Americans were not Africans, but that was confusing at first. I still, to this day, feel very drawn to Africans and African-Americans.”

Coming Home
I have talked to several “kids” whose parents moved them back to their home country. For some, it was the first time they had lived in their native country, and the culture shock was extreme. Some chose to not socialize with the other kids. According to one woman, “When I had to return to North Carolina for my senior year, I cried every day for the first half of the school year because I missed [the high school in New Delhi] so much. It made a huge impact on me, and I’ll never forget the time in New Delhi. I think it was the happiest I’ve ever been.”

Ingrid, an FS child, who lived in Singapore, South Africa, New Zealand, Thailand, Venezuela, Sweden and the U.S., understands her parents’ decision to move her back to the States for high school in Newport, R.I. The worst part of her experience was that at the public school in Newport, “people thought I was weird because I’d just come from a small international school in Thailand. The other students were always asking me questions like, ‘Do you speak Chinese?’”

As Ingrid explained: “I guess my parents thought it was important for me to come back so I felt I could fit in here as well as abroad. At that point, I was almost 14 and had spent only about four years in the U.S. I think they also felt most of the schools in the U.S. would do a better job preparing me for college than some of the international schools would. I wasn’t really angry with them. I think, even then, I understood their reasons for wanting me to go to high school here. Mostly,
Educatng the Next Great Generation

- Foundational liberal arts program
- College/university preparation
- Leadership and character growth
- Financial assistance
- English as a second language (ESL)
- International Student Liaison

Wentworth
THE SUCCESS SCHOOL™
Call or Click for information
900.962.7652 • 660.259.2221 • www.wma.edu • Lexington, MO

Admiral Farragut Academy
America’s ONLY Honor Naval Academy

100% college acceptance.
$4.5 million dollars in college scholarships awarded to 55 graduates.
17 sports, Aviation, SCUBA, Riflery and Sailing
College Credit and AP classes
International and ESOL Program
Boarding Grades 6-12, Day Grades K-12

501 Park St. No
St. Petersburg, FL 33710
Tel: (727) 384-5500
Fax: (727) 347-5160
www.farragut.org
admissions@farragut.org

www.dublinschool.org

“Dublin’s smallness creates room for greatness”
~ Carl Von Mertens, Faculty

- Grades 9-PG, College Preparatory
- Coed Day/Boarding School
- Student-Teacher Ratio 4:1
- Average Class Size: 10-12
- Honors or AP Classes
- Independent Study
- 20 Competitive Teams

Dublin School • 18 Lehmann Way
Dublin, New Hampshire 03444 USA
Live & Study
On Canada's West Coast!

Tomorrow's leaders will have an international education.

Exciting Programmes and Opportunities

World-Class University Prep School
Tuition Assistance • Co-educational
• Boarding Grade 8-12 • International Community • Advanced Placement • Grads Attend Top Universities • ESL
Call Toll Fee for a free information package: 1-800-661-5199
Visit our website: www.smus.bc.ca
3400 Richmond, Victoria, BC Canada

St. Michaels University School
Outstanding preparation for higher learning and for life.

Co-educational, Boarding: Grades 9-12 and PG Year.
Located in a beautiful and safe alpine ski resort in French-speaking region.
Amazing Cultural Diversity - Students from over 50 countries!
Exciting Activities: Travel, Language Clubs, Sports, Skiing, Arts, Social Events.
Excellent international and U.S. university placement.
Scholarships for Foreign Service children.

Leysin American School in Switzerland
U.S. Admissions: PO Box 7154 (F), Portsmouth, NH 03802
Tel: 603-431-7654 Fax: 603-431-1280 E-mail: usadmissions@las.ch
Web site: www.las.ch

Riverview School

Riverview School is an independent, residential school of international reputation and service enrolling 183 male and female students in its Secondary and Post-Secondary programs. Students share a common history of lifelong difficulty with academic achievement and the development of friendships. On measures of intellectual ability, most Riverview students score within the 70-100 range, and have a primary diagnosis of learning disability and/or complex language or learning disorders.

Academic instruction is provided via a unique thematic integrated curriculum. With an emphasis on high expectations and research-validated instructional approaches, students receive two hours of Language Arts instruction each day. While maximum class size is eight students, many opportunities are available for small group and individualized instruction.

The structured, supportive residential component also fosters independence and self-determination through the development of life skills, social skills and self esteem. The philosophy of the “whole child” guides the ongoing dialogue between academic and residential staff and ensures that student needs are addressed quickly and comprehensively.

Maureen B. Brenner, Head of School
Jeanne M. Pacheco, Director of Admission & Placement

Riverview School
551 Route 6A
East Sandwich, Cape Cod, MA 02537
Tel: 508 888-0489 Fax: 508 888-1315
www.riverviewschool.org

American Education
European Style
International Perspective
## Schools at a Glance

Go to our Web page at www.fsjournal.org and click on the Marketplace tab for more information.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Enrollment</th>
<th>Gender Distribution, M/F</th>
<th>Percent Boarding</th>
<th>Percent International</th>
<th>Levels Offered</th>
<th>Common Application</th>
<th>Accepts Offers ADD and LD</th>
<th>Miles to Int'l Airport</th>
<th>Dorms w/E-mail, phones</th>
<th>Holiday Break Coverage</th>
<th>Accepts/Offers ADD and LD</th>
<th>Int'l Students Orientation</th>
<th>Annual Tuition, Room &amp; Board (USD)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELEMENTARY SCHOOL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alexandria Country Day School</td>
<td>92</td>
<td>250</td>
<td>47/53</td>
<td>NA</td>
<td>NA</td>
<td>K-8</td>
<td>N</td>
<td>N</td>
<td>20</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>15,600</td>
<td></td>
</tr>
<tr>
<td>British International School</td>
<td>89</td>
<td>300</td>
<td>50/50</td>
<td>NA</td>
<td>50</td>
<td>PK-12</td>
<td>N</td>
<td>N</td>
<td>10</td>
<td>Y</td>
<td>NA</td>
<td>NA</td>
<td>14,500</td>
<td></td>
</tr>
<tr>
<td>Sheridan School</td>
<td>97</td>
<td>215</td>
<td>50/50</td>
<td>NA</td>
<td>3</td>
<td>K-8</td>
<td>N</td>
<td>N</td>
<td>10</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>18,689</td>
<td></td>
</tr>
<tr>
<td>Washington International School</td>
<td>77</td>
<td>825</td>
<td>49/51</td>
<td>NA</td>
<td>37</td>
<td>PK-12</td>
<td>Limited</td>
<td>8</td>
<td>Y</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>18,900</td>
<td></td>
</tr>
<tr>
<td><strong>JUNIOR HIGH SCHOOL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indian Mountain School</td>
<td>89</td>
<td>260</td>
<td>60/40</td>
<td>27</td>
<td>12</td>
<td>PK-9</td>
<td>Y</td>
<td>Limited</td>
<td>75</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>29,450</td>
<td></td>
</tr>
<tr>
<td><strong>JUNIOR SENIOR HIGH SCHOOL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dana Hall School</td>
<td>88</td>
<td>454</td>
<td>All girls</td>
<td>50</td>
<td>11</td>
<td>6-12</td>
<td>Y</td>
<td>Limited</td>
<td>12</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>34,425</td>
<td></td>
</tr>
<tr>
<td>Grier School</td>
<td>80</td>
<td>196</td>
<td>All girls</td>
<td>100</td>
<td>37</td>
<td>7-12, PG</td>
<td>Y</td>
<td>Y</td>
<td>120</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>30,900</td>
<td></td>
</tr>
<tr>
<td>Oldfields School</td>
<td>91</td>
<td>185</td>
<td>All girls</td>
<td>80</td>
<td>16</td>
<td>8-12, PG</td>
<td>Y</td>
<td>Limited</td>
<td>35</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>33,700</td>
<td></td>
</tr>
<tr>
<td>Perkiomen School</td>
<td>78</td>
<td>265</td>
<td>60/40</td>
<td>60</td>
<td>20</td>
<td>5-12, PG</td>
<td>Y</td>
<td>Y</td>
<td>50</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>31,200</td>
<td></td>
</tr>
<tr>
<td>Stone Ridge School of the Sacred Heart</td>
<td>95</td>
<td>782</td>
<td>All girls</td>
<td>NA</td>
<td>2</td>
<td>JK-12</td>
<td>N</td>
<td>N</td>
<td>15</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>17,480</td>
<td></td>
</tr>
<tr>
<td>Webb School, The</td>
<td>87</td>
<td>280</td>
<td>55/45</td>
<td>33</td>
<td>12</td>
<td>7-12, PG</td>
<td>Y</td>
<td>Y/N</td>
<td>45</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>27,250</td>
<td></td>
</tr>
<tr>
<td><strong>SENIOR HIGH SCHOOL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Berkshire School</td>
<td>80</td>
<td>385</td>
<td>57/43</td>
<td>86</td>
<td>16</td>
<td>9-12, PG</td>
<td>Y</td>
<td>N</td>
<td>50</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>33,450</td>
<td></td>
</tr>
<tr>
<td>Dublin School</td>
<td>82</td>
<td>124</td>
<td>60/40</td>
<td>78</td>
<td>23</td>
<td>9-12, PG</td>
<td>Y</td>
<td>Y</td>
<td>43</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>35,400</td>
<td></td>
</tr>
<tr>
<td>Emma Willard School</td>
<td>85</td>
<td>312</td>
<td>All girls</td>
<td>60</td>
<td>16</td>
<td>9-12, PG</td>
<td>Y</td>
<td>NA</td>
<td>7</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>32,750</td>
<td></td>
</tr>
<tr>
<td>Fountain Valley School</td>
<td>87</td>
<td>225</td>
<td>47/53</td>
<td>62</td>
<td>20</td>
<td>9-12</td>
<td>Y</td>
<td>N</td>
<td>70</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>29,600</td>
<td></td>
</tr>
<tr>
<td>Foxcroft School</td>
<td>90</td>
<td>185</td>
<td>All girls</td>
<td>75</td>
<td>13</td>
<td>9-12</td>
<td>Y</td>
<td>N</td>
<td>30</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>34,000</td>
<td></td>
</tr>
<tr>
<td>George School</td>
<td>95</td>
<td>543</td>
<td>50/50</td>
<td>60</td>
<td>15</td>
<td>9-12</td>
<td>Y</td>
<td>Y</td>
<td>40</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>30,370</td>
<td></td>
</tr>
<tr>
<td>Idyllwild Arts Academy</td>
<td>74</td>
<td>262</td>
<td>40/60</td>
<td>85</td>
<td>27</td>
<td>9-12, PG</td>
<td>Y</td>
<td>N</td>
<td>120</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>35,800</td>
<td></td>
</tr>
<tr>
<td>Kents Hill School</td>
<td>75</td>
<td>215</td>
<td>60/40</td>
<td>70</td>
<td>20</td>
<td>9-12, PG</td>
<td>Y</td>
<td>Y</td>
<td>50</td>
<td>Y</td>
<td>Y</td>
<td>Limited</td>
<td>33,900</td>
<td></td>
</tr>
<tr>
<td>La Lumiere School</td>
<td>92</td>
<td>106</td>
<td>60/40</td>
<td>40</td>
<td>16</td>
<td>9-12, PG</td>
<td>Y</td>
<td>Limited</td>
<td>70</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>20,550</td>
<td></td>
</tr>
<tr>
<td>Langley School</td>
<td>90</td>
<td>466</td>
<td>50/50</td>
<td>NA</td>
<td>0</td>
<td>PK-8</td>
<td>NA</td>
<td>N</td>
<td>15</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>20,500</td>
<td></td>
</tr>
<tr>
<td>Learning Community of Northern Virginia, The</td>
<td>90</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Madeira School</td>
<td>92</td>
<td>302</td>
<td>All girls</td>
<td>55</td>
<td>13</td>
<td>9-12</td>
<td>Y</td>
<td>Y</td>
<td>15</td>
<td>Y</td>
<td>Y</td>
<td>Limited</td>
<td>34,780</td>
<td></td>
</tr>
<tr>
<td>Mercersburg Academy</td>
<td>94</td>
<td>444</td>
<td>56/44</td>
<td>83</td>
<td>11</td>
<td>9-12, PG</td>
<td>Y</td>
<td>Y/N</td>
<td>90</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>30,900</td>
<td></td>
</tr>
<tr>
<td>Miss Hall’s School</td>
<td>73</td>
<td>175</td>
<td>All girls</td>
<td>75</td>
<td>18</td>
<td>9-12</td>
<td>Y</td>
<td>NA</td>
<td>40</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>33,800</td>
<td></td>
</tr>
<tr>
<td>Northfield Mount Harmon School</td>
<td>92</td>
<td>860</td>
<td>51/49</td>
<td>80</td>
<td>25</td>
<td>9-12, PG</td>
<td>Limited</td>
<td>70</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>33,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes: NA - Not Applicable. ADD - Attention Deficit Disorder. LD - Learning Disability.
SchooLS SuppleMent

Emma Willard School


Admissions
Open House Program
January 17

Extraordinary education for girls in grades 9–12
285 Pawling Ave., Troy, New York
(518) 833-1320
To learn more, visit www.emmawillard.org.

Step into the learning and laughter. Build extraordinary friendships. Grab hold of an idea and explore it until it’s yours. Experience an education like no other. Since 1814, Emma Willard has been one of the nation’s leading college-preparatory boarding and day schools for young women. Here students love to learn with a friendly, smart faculty that loves to teach. In this breathtaking setting you will find the inspiration to become your best you—to excel. Visit www.emmawillard.org or call (518) 833-1320.

The Forman School
Litchfield, Connecticut

When you learn differently from everyone else, it’s hard to feel like you’re the same as anyone else...

Until you find Forman.

OPEN HOUSE
April 16 & 20, 2005

The Forman School, the premier educational institution for high school students with learning differences ensures ...

significance, balance, experience, confidence, independence and perseverance.

Contact the Admissions Office at 860.567.1802
or email admissions@formanschool.org, or via mail at 12 Norfolk Rd.; Litchfield, CT 06759.
Visit us online at www.formanschool.org.
### Senior High School (Continued)

<table>
<thead>
<tr>
<th>School Name</th>
<th>Enrollment</th>
<th>Gender Distribution, M/F</th>
<th>Percent Boarding</th>
<th>Percent International</th>
<th>Levels Offered</th>
<th>Common Application</th>
<th>Accepts/Often ADD and LD</th>
<th>Miles to Int'l Airport</th>
<th>Dorms w/E-mail, Phones</th>
<th>Holiday Break Coverage</th>
<th>Int'l Students Orientation</th>
<th>Int'l Students Orientation</th>
<th>Accepts/Offers ADD and LD</th>
<th>Annual Tuition, Room &amp; Board (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon Episcopal School</td>
<td>77</td>
<td>265</td>
<td>50/50</td>
<td>25</td>
<td>9-12, Y</td>
<td>Limited</td>
<td>Y</td>
<td>20</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>31,550</td>
<td></td>
</tr>
<tr>
<td>Purnell School</td>
<td>76</td>
<td>100</td>
<td>All girls</td>
<td>85</td>
<td>9-12, Y</td>
<td>Y</td>
<td>35</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>33,975</td>
<td></td>
</tr>
<tr>
<td>Tilton School</td>
<td>78</td>
<td>214</td>
<td>69/31</td>
<td>15</td>
<td>9-12, PG</td>
<td>Y</td>
<td>Y</td>
<td>40</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>33,125</td>
<td></td>
</tr>
<tr>
<td>Wentworth</td>
<td>82</td>
<td>200</td>
<td>80/20</td>
<td>4</td>
<td>9-12, PG</td>
<td>N</td>
<td>Y</td>
<td>50</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>21,995</td>
<td></td>
</tr>
</tbody>
</table>

### Distance Learning/Homeschooling

- **University of Missouri**: 80 Independent study: 3-12, PG, accredited HS diploma. Go to: www.cdis.missouri.edu/go/fsd3.asp 21,000

### Military Schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>Enrollment</th>
<th>Gender Distribution</th>
<th>Percent Boarding</th>
<th>Percent International</th>
<th>Levels Offered</th>
<th>Common Application</th>
<th>Accepts/Often ADD and LD</th>
<th>Miles to Int'l Airport</th>
<th>Dorms w/E-mail, Phones</th>
<th>Holiday Break Coverage</th>
<th>Int'l Students Orientation</th>
<th>Accepts/Offers ADD and LD</th>
<th>Annual Tuition, Room &amp; Board (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admiral Farragut Academy</td>
<td>82</td>
<td>452</td>
<td>75/25</td>
<td>50</td>
<td>6-12, N</td>
<td>N</td>
<td>20</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>26,000</td>
</tr>
<tr>
<td>Valley Forge Military Academy</td>
<td>75</td>
<td>700</td>
<td>All boys</td>
<td>100</td>
<td>7-12, PG</td>
<td>N</td>
<td>15</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>26,450</td>
</tr>
</tbody>
</table>

### Special Needs Schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>Enrollment</th>
<th>Gender Distribution</th>
<th>Percent Boarding</th>
<th>Percent International</th>
<th>Levels Offered</th>
<th>Common Application</th>
<th>Accepts/Often ADD and LD</th>
<th>Miles to Int'l Airport</th>
<th>Dorms w/E-mail, Phones</th>
<th>Holiday Break Coverage</th>
<th>Int'l Students Orientation</th>
<th>Accepts/Offers ADD and LD</th>
<th>Annual Tuition, Room &amp; Board (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forman School</td>
<td>85</td>
<td>170</td>
<td>60/40</td>
<td>90</td>
<td>9-12, N</td>
<td>Y</td>
<td>45</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>43,000</td>
</tr>
<tr>
<td>Gow School</td>
<td>78</td>
<td>143</td>
<td>All boys</td>
<td>100</td>
<td>7-12, PG</td>
<td>N</td>
<td>All LD</td>
<td>20</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>39,500</td>
</tr>
<tr>
<td>Greenwood School</td>
<td>79</td>
<td>40</td>
<td>All boys</td>
<td>100</td>
<td>9-15 yrs. old</td>
<td>N</td>
<td>Y</td>
<td>75</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>45,135</td>
</tr>
<tr>
<td>Riverview School</td>
<td>83</td>
<td>182</td>
<td>50/50</td>
<td>Limited</td>
<td>7-12, PG</td>
<td>N</td>
<td>Y</td>
<td>75</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>55,643</td>
</tr>
<tr>
<td>Vanguard School</td>
<td>96</td>
<td>136</td>
<td>41/59</td>
<td>90</td>
<td>5-12, PG</td>
<td>N</td>
<td>Y</td>
<td>50</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>34,750</td>
</tr>
</tbody>
</table>

### Overseas Schools

- **John F. Kennedy International School in Switzerland**: 78 65 50/50 50 70 K-8 N Limited 90 Y Y/N N 37,000
- **Leysin American School in Switzerland**: 83 330 55/44 100 65 9-12, PG Y Limited 75 Y Y N 31,000
- **St. Michael’s University School**: 83 880 50/50 40 26 8-12 N N 15 Y Y Y 21,900
- **St. Stephens School**: 94 208 43/57 15 59 9-12, PG N N 12 NA Y N 31,734
- **TASIS, The American School in England**: 81 659 51/49 25 35 Nursery-13 Y Limited 8 Y Y N 33,000
- **TASIS, The American School in Switzerland**: 81 325 50/50 84 55 7-PG Y N 5 Y Y N 33,000

### Other

- **Foreign Service Youth Foundation**: Assists Foreign Service youth by coordinating development programs. Go to www.fsyf.org

Notes: NA - Not Applicable. ADD - Attention Deficit Disorder. LD - Learning Disability.
Fountain Valley School of Colorado

- Accomplished teachers who inspire students to reach their full potential.
- A distinctive college-preparatory program that prepares students for success at the most selective colleges and universities. AP and honors courses in every department.
- A magnificent 1,100-acre campus that supports a remarkable residential life program, and diverse programs in the arts, athletics, outdoor education, and horsemanship.
- A close-knit community of students from 20 states and 14 countries.

Boarding/Day • Grades 9-12 • Founded 1930 • Colorado Springs, CO
visit: www.fvs.edu

Discover Webb School

Where Education has a Higher Meaning

- College-preparatory, coeducational boarding/day program for grades 7-12.
- Small classes, low student-teacher ratio (7:1)
- Nurturing and challenging academic environment
- Active residential program located in small, peaceful Bell Buckle, just 50 miles from Nashville, Tenn.

Contact Webb School today,
or visit us at www.theWebbSchool.com.

931-389-6003 or toll-free 888-733-9322
admissions@webbschool.com

Webb School welcomes applicants of all races, religions, creeds or ethnic origins.
An independent, boarding and day school for girls in grades 6-12. Rich in traditions, Dana Hall School teaches lifelong learning through a rigorous curriculum within a supportive environment and diverse community.

DANA HALL SCHOOL

45 Dana Road • Wellesley, MA 02481 • 781-235-3010 • www.danahall.org

FROM THE JUNE 2000 SCHOOL SUPPLEMENT

Ani Stoyanova,
“So Your Kid Is an Aspiring Artiste?”

If you decide that a boarding school specializing in the performing arts is right for your child, you should know that three American boarding schools are often cited for their high quality: In California, Idyllwild Arts Academy (www.idyllwildarts.org); In Michigan, Interlochen Arts Academy (www.interlochen.org) and Walnut Hill School (www.walnuthillarts.org) in Massachusetts.

“All three institutions combine intensive training in the arts with college-preparatory academic curricula and boast a high percentage of international students. Graduates of all three schools have gone on to the Juilliard School, the Peabody Conservatory of Music and Oberlin Conservatory of Music. Others have attended Yale, Columbia, Cornell and New York University.

“For more information, contact the International Network of Performing and Visual Arts Schools (www.artsschoolsnetwork.org).”

Back in 1989, if you had asked me whether homeschooling might be a good option for my children, I would have answered with an emphatic ‘No!’ A Foreign Service spouse with three young boys, I was sure that homeschool was an option chosen only by missionaries and a few counter-culture types.

“Times have changed. Homeschooling is now a popular and culturally acceptable choice. Many resources exist to support homeschools and state education laws have been written to respond to the rise in homeschooled children.” Here are some of them:

WWW.HOME-ED-MAGAZINE.COM
Library, resources, online newsletter, monthly publication. Look for their online Pocket Field Guide to Homeschooling. Click on “Resources – State Laws and Regulations.”

WWW.NHEN.ORG
The National Home Education Network.

WWW.UNSCHOOLING.COM
Creating non-school learning environments.

WWW.CALVERTSCHOOL.ORG
The Calvert School has offered homeschooling courses for almost 100 years.

WWW.STATE.GOV/WWW.FLO/EDUCATION.HTML
I was just sad because it was hard for me to adjust to going to high school in the U.S. I was also playing catch-up my freshman year since even the public school was a lot more challenging than the international school I’d attended in Chiang Mai, Thailand.”

Jonathan, an American Foreign Service child, lived in Uganda, Ethiopia, Brazil and Israel as a youngster. He attended the American International School in Tel Aviv and Walt Whitman High School in Bethesda, Md. (with 171 students and 2000 students, respectively). He loved AIS because of its size, and hated Whitman for the same reason. “I really disliked Whitman for the usual clichés associated with high school: cliques, fakeness, nobody really seemed interested in anything ‘different.’ High school taught me to be tolerant of stupid and intolerant people,” he added.

Not all students enjoy their international experiences. One was angry at her parents for moving her. She says that she did not make friends easily and was often depressed. Both she and her sister went through counseling. “We are extremely insecure. I feel like I have no base, no home. Relationship-wise we have both been very clingy and intense in the past, although we now have successful relationships. A lot of soul-searching was involved (but maybe that happens with everyone?),” she reported. “I am sure I would have been a more balanced person if we didn’t move so much — although, of course, we saw a lot of cultures and different countries, and it’s quite useful on my CV as it makes people interested to know more.” Of the international lifestyle, she said she “would only do that to my children if they were very young.”

Sage Advice: What Experts and Parents Say

Helen Rudinsky, who lived in Slovakia as a teen, is a licensed clinical marriage and family therapist and a licensed professional counselor, with extensive experience in international consulting, expatriate support and cross-cultural counseling. From her own personal and professional experience, she says that it is hard for children who have been raised overseas to return to high school in America. Often they don’t feel American, and many do not want to participate in the anonymity and consumerism of American high school, which is almost a different culture unto itself. Kids who are brought back for high school often spend years “playing catch-up,” says M.s. Rudinsky, where they have to learn the culture of high school and being a teen in America. It is easier to

Continued from page 81

Continued on page 91
Open 7:00 a.m.-6:00 p.m.
Monday - Friday
Open all year, closed federal holidays.
Full-time and drop-in care for infants and children, from six weeks old to kindergarten.

Computers, music appreciation, foreign languages, and dance.
Tuition assistance available for qualified families.
CFC (#7861) Contributions and recycling funds used for tuition assistance.

U.S. Department of State
Child Development Center
2401 E Street, NW
Washington, D.C. 20520
(202) 663-3555
e-mail: ccdcdiplotos@yahoo.com
be a “big fish in a small pond than a small fish in a big pond.”

Ms. Rudinsky recommends that parents think about their child’s high school career, as early as when the child is 8 or 9. Also, parents should be aware that in exposing their children to an overseas life, they are creating world citizens who will find it hard to fit in, find their niche, or partner, etc. Also, it is best for the family as a whole to decide about school and to let the children take an active part in the decision-making so that they feel some “ownership” over their lives.

A child who sought counseling had this view: “I would say that maybe if you are quite young, an international life wouldn’t be too bad. However, I couldn’t make long-lasting friendships, and it made me feel quite insecure. On my old school reports I am always described as shy and quiet, and I always remember one line: ‘she chooses her friends wisely.’” It was also said that I enjoy my own company. I thought: ‘What is the point in making friends when I never know how long I’ll be here?’ I don’t think it is fair to the child once they get older (maybe middle-school age).”

For some, taking a year off before university allowed for maturity. One of the Foreign Service dependents deferred her admission to Brown and went to Venezuela with her parents for a year. “What was cool about that was that it was my decision to go there, so, unlike in the past, I didn’t feel like I was being dragged around,” she reported.

Returning to the U.S. is a difficult transition for children raised overseas. After hearing many international kids’ stories, it seems that if one doesn’t return to the U.S. as a preteen, then perhaps college is the right time to make that change. At that stage, the culture shock is more bearable, and the teen is a young adult. In high school most teenagers are vulnerable to a double whammy of change. For many, college is close enough to a “foreign country” — something they definitely know how to deal with.

Parents can make all the difference in how their child sees their interna-

Continued on page 93
They are the first to stand, to raise a hand, to ask, to lead, to suggest a direction or a new idea.

Madeira Girls Have Something to Say
If your daughter is looking for an academic environment where she can really develop her sense of self and her unique abilities, we encourage your family to contact the Admissions Office at 703.556.8273 or visit the Madeira website at www.madeira.org to learn more.

THE MADEIRA SCHOOL
The boarding and day school for girls in grade 9-12.
8328 Georgetown Pike McLean, VA 22102
www.madeira.org

9-10:30 a.m.
December 9
January 13

Open House

Alexandria Country Day School
2400 Russell Road
Alexandria, VA 22301
703-548-4804
www.acdsnet.org
admissions@acdsnet.org

• K–8 coed independent school
• 12–16 students per class
• academic excellence
• AM and PM care
• 15 minutes from the Washington Monument
• more than a school . . . a community

250 major courses
and AP courses
in all disciplines
Average class
size of 13
Summer session
offers intensive study
Personal advisors
provide support
Over 67 athletic
teams compete
in 22 sports
Rich visual and
performing arts
programs

NMH is a coeducational college preparatory school for boarders and day students in grades 9–12 and postgraduates. NMH provides a rigorous and innovative academic program, individual attention and care, a strong value system, and a wide array of opportunities. The diverse community includes students from nearly 40 states and 30 countries.

Northfield Mount Hermon
206 Main Street, Northfield, MA 01360-1089
413-498-3227 • admissions@nmhschool.org
www.nmhschool.org

Celebrating over 40 years of Academic Excellence

LaLumiere School
Character - Scholarship - Faith

• Grades 9-12, postgrad
• Individualized college preparatory program
• Day and boarding students
• Students from 9 states and 11 nations
• Student teacher ratio 6:1
• 100% college acceptance

6801 N. Wilhelm Road, LaPorte, Indiana
219.326.7450
email: admss@lalumiere.org
Visit us at www.lalumiere.org
tional experience. For Guled, who attended high school in Jamaica and India, it was important that he was allowed to finish the school year at the same institution (some kids were yanked out in mid-year). And his father facilitated the acclimatization process by introducing him to his co-workers’ children before school started. Most respondents’ parents had the usual parental advice on careers, while some steered their children toward or away from certain careers, perhaps depending on how they saw their own experiences.

Certain careers are more transferable than others, but for some parents it was mainly about job security, knowing that in an ever-changing world, one’s job can be an anchor. One child was steered toward careers where one could more readily find work—banking, finance, international organizations—and away from the things she loved: English literature, writing, anthropology, sociology and philosophy. This resulted in her feeling a dichotomy between her interests and her skills. Now she feels like “a split personality with no real expertise.” Others received simpler advice: “My dad warned me against working at Japanese companies and my mom warned me against being a homemaker.”

Wanderlust

Most of the international kids I talk to, now in their 20s, 30s and 40s, still don’t know what they want to do when they “grow up.” I wonder if this, like my own furniture-moving mania, is part of the wanderlust that was planted in us as children. Most of them do have successful jobs of the type you would expect internationally raised people to have: World Bank analysts, IMF officials, international development program managers, IT specialists, teachers of English as a foreign language, lawyers and immigration lawyers, and writers. One FS child, now a journalism student, says that she has noticed that many Foreign Service kids become writers. My personal theory for this (and also for why so many FS folks write books), is that an international/global life forces one to analyze, assimilate, accept, understand, and work and communicate with foreign concepts, people and ways. These are valuable skills and make for attractive employees—just don’t expect them to stay put for 30 years.

Ironically, a Foreign Service career can pose a particular obstacle for the internationally raised kid. These young people have often lived less than half their lives in their passport country. I have a friend who spent years studying about the U.S. so that

Continued from page 91

Continued on page 95
“Are you a high school or college student who has always dreamed of working at a TV station in the U.S., advertising in China, or designing cars in Germany? One of the best ways to prepare for your dream career is to apply for an internship. And it’s never too early to start.

“Another excellent resource for internships in the U.S. is the home page of Rising Star Internships (www.rsinternships.com), which provides information on jobs divided by fields and subjects.

“The following Web sites not only describe available internships but provide helpful information about the country and culture, including any special circumstances you should be aware of:

www.intern.studyabroad.com
www.internabroad.com”

---

**ST. STEPHEN’S SCHOOL**

Uniquely set in the center of Rome near the Circus Maximus, St. Stephen’s is an American curriculum, non-denominational co-educational day and boarding high school for students between ages 14 and 19. Full IB program and selected AP courses offered.

Accredited by the New England Association of Schools and Colleges and the E.C.I.S.

St. Stephen’s School - Via Aventina, 3 - 00153 Rome
Tel. 06/5750605 - FAX 06/5741941
email: ststephens@ststephens-rome.com
http://www.ststephens.it

---

**MERCERSBURG ACADEMY**

Highly selective, college preparatory, boarding/day school with grades 9-12.
300 East Seminary Street • Mercersburg, PA 17236
717.328.6173 • admission@mercersburg.edu
www.mercersburg.edu
he could pass the Foreign Service exam. For others, their very nationality is a question. One Swede feels that she could much better represent the U.S. as she has lived in the U.S. far longer than her two years as a toddler in her native Sweden.

Some have had many degrees and many careers as they search for stability and excitement. As one Thai national put it, “I’d like to get married and start a new life here in the U.S. I have grown up overseas, moving from place to place. I haven’t any solid roots. I can’t commit to a solid career choice because I feel that if I do, I will be stuck. Yet, I yearn to settle down and start laying roots of my own because I am done with traveling for now. In my opinion, from traveling to Third World countries all my life, America is the best country, whether you agree with the politics or not. Therefore I have chosen the U.S. for this.”

Often, it may sound like these internationally raised children are complaining about their fabulous lives. But actually most of them are aware of the privileges they have had. As one child acknowledged, I “lived too many lives, saw so much, was exposed to so many things. I think it can serve to confuse as well as enrich.” She may “change paths in five years’ time,” she admitted, due to what she terms the “been-there; done-that” attitude typical of internationally raised individuals.

Ultimately, the common thread amongst the internationally raised is wanderlust. For some the internal clock is set at six months, and for others it is four years. They may never settle down into a career for more than a decade. The stories are the same: “I think I moved around too much, maybe, when we were growing up. Although I had great experiences of other countries and I learnt a lot about other cultures, it has made me crave change all the time. I hate being in one place, as I feel like I am stagnating.”

Or, as another candidly put it: “I must stress that I have a great husband, a very well-paying job and a great house, and I am healthy. I should be happy all the time just to live my life, which, of course, I am most of the time. I feel like I am missing something, though. I am almost bored because there is no major change in my life. I know that if I went to live in another country, it would be great, but only until the novelty wore off. I don’t know what I am looking for.”

At the Fork in the Road

When asked, “Did your high school experience determine your path in adult life?” one respondent

Continued on page 97
**FROM THE JUNE 2004 SCHOOL SUPPLEMENT**
Mikkela Thompson

“A Village to Call Home -- Global Nomads International”

Long before Marshall McLuhan coined the phrase ‘Global Village’ in 1967, the world was an actual village for the Foreign Service. But as in all villages, you are not always part of the club. You can do drama, play sports, be a scout and play in the orchestra but no matter how well-adjusted you are -- despite your country-hopping and language dexterity -- sometimes it’s nice to find others who are just like you. Last fall I was impressed to find my “tribe” -- and their temporary village -- at the Global Nomads conference at George Mason University (Oct. 24–26, 2003).

“According to the organization’s founder, Norma McCaig, a Global Nomad is ‘anyone who has ever lived abroad before adulthood because of a parent’s occupational choice (with for, example, the diplomatic corps, religious or non-governmental missions, international business) or whose parents were abroad independently for career purposes.’ This includes military brats, diplomatic brats, banking brats, missionary brats, teaching brats, expats, etc. etc. There are many other terms for those who have had an internationally mobile childhood. TCK or third culture kid has been used since the 1960s, and there were representatives from that field of research at the conference too.

“Attending a conference like the GNI conference is a great way to make friends, but also a way for you to realize that you are not alone in your “specialness” -- most of the people at the conference speak three or more languages, claim five or more countries as part of their identity, and many have several passports. It’s wonderful to be part of a club where every introduction is a laundry list of countries of residence.

“As a result of the conference, I joined the local chapter of Global Nomads International, Global Nomads Washington Area. They function primarily as a social group and meet about once a month for brunches, movie nights, etc., including the cherry blossom parade and an annual holiday party.

“To join the list, send a blank message to gnwa@yahoogroups.com.”
replied, “I think so. It helped to cement my desire to live overseas, to be in a community of people who had that same experience.”

At CIS, one of the English exams included memorizing Robert Frost’s “The Road Not Taken.” My English teacher, Mr. Pierce, told us that it would save our life someday — the day we got stuck in an elevator. Years later, I did get stuck in an elevator, at the Kennedy Center. Although I did think about my high school English class, I was more concerned with trying to calm the claustrophobic lady counting her business cards. I don’t know if she would have appreciated my reciting, “Two roads diverged in a yellow wood…”

But Copenhagen International School did make a difference. It was much like a secret society. Once a CISer, always a CISer. I can go anywhere in the world and call up a former CISer, and I will have a place to stay. Even if the kid that I didn’t like back then called me up now, I would have dinner with him or her. There are those for whom memories of CIS are a time-warp where they were king. But for most of us, it was a great gathering of our lifelong friends. As a Foreign Service child, I’m rather proud and happy that many of my closest friends are from my high school years. Not a mean feat in a place where some people pass through for six months and then leave (yes, even they count as part of the brotherhood).

Though high school had a formative place in many international children’s lives, as it did in mine, it probably didn’t affect us as much as the sheer internationalism of our lives. There are so many lessons learned when the world has been your playground. So, although these children still may not know what they are looking for, they have an internal global positioning system that is distinct and offers its own inestimable rewards.

In the words of one: “I appreciate my worldly upbringing. I feel that the perspective I got in experiencing completely different cultures and languages allowed me to see more of what is underneath culture and language and is universal in all people.”

There are so many lessons learned when the world has been your playground.