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1 4 5 Y E A R S O F
INSTITUTO CRANDON

DIGITAL MAGAZINE 8TH 3

ENGLISH





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ABOUT 8TH 3

We are a group composed by 27 students.

Our class has a lot of energy, we are a very cheerful group and a little noisy or that is what some teachers say...

It is our hope that you enjoy the work we've done as much as we have enjoyed doing it.

We would like to thank Elizabeth Gonzalez, from the historical archive who kindly helped us gather information in order to do the project.

We would also like to thank Cecilia Baridon, María Eugenia Goyeneche, Gloria Sánchez and Carlos Varela for their valuable time.



INSTITUTO CRANDON

MAIN BUILDING



A MAGNIFICENT
JOURNEY
THROUGH
HISTORY ...



A STORY THAT NEVER ENDS...



THE HISTORY
MADE UP OUR
FUTURE...



MADE BY: BELÉN BANEGAS, FRANCESCA CARDOZO, JUSTINA
GOYENECHÉ, LUCA LO FORTE AND MARTÍN SAEZ.



Primary Building



Under the General Direction of Miss Jennie Reid, in 1914 the land on 8 de Octubre and Garibaldi was bought.



The land was specially chosen, as it is located in an elevated point in Montevideo. It has become a permanent urban reference.



In 1920 the foundation stone was laid and a pair of years later was inaugurated.



Instituto CRANDON

CONSTITUÍDO POR LEI Nº 10.000
EM 1914
COM O NOME DE INSTITUTO
Nº 10 DE OUTUBRO DE 1914

HOME ECONOMICS



Home economics refers to the financial management and decision-making within individual households or families. It involves budgeting, saving, investing, and making purchasing decisions to effectively manage resources within the home.



COOKING BOOKS OF "CRANDON GASTRONOMICO"

The "Manual de cocina del Instituto Crandon" was published for the first time in 1957 and, due to its simplicity, functionality and didactics, it has earned a prominent place in the homes of Uruguay.

These were home economic classes, boys did carpentry and worked with electricity. Girls did cooking and handing sewing machines.



These were the prices of the cooking classes in Crandon Gastronomico



CRANDON COOKING BOOK NOWADAYS

Explore more about
Crandon
Gastronomico



made by: Matias Altieri, Juan Ignacio Chaia, Tianjiao Chen, Renata Canepa and Luciana Dias

ENGLISH AT CRANDON

BY: IGNACIO AROCENA, NATALIA GRANDI, MATIAS NICOLA, BENJAMIN OJEDA, SOL RODRIGUEZ



ENGLISH

It stood up as a holistic learning in which the learning of the English language is one of the main tenets of its educational philosophy.



OUR EXPERIENCE

Learning English in Crandon is amazing, everyday we have something to learn and enjoy.



LEARNING

intellectual, cultural, physical, emotional, and spiritual education in its curriculum. Consequently, with a strong academic and cultural background, the institution has set itself apart to provide quality education to its students.

QUALITY

Instituto Crandon reflects the concept of providing "quality education for all" in the English language.



WHICH ARE THE HISTORICAL FIGURES OF INSTITUTO CRANDON?

There are a lot of important figures of the history of Crandon, these are some of them:



Cecilia
Güelfi
1855 - 1886



Jennie Reid
1884 - 1964



Elizabeth
Hewett



Antonio Güelfi



Violeta
Cavallero
1912 - 1987



Alicia
Otero
1955 - 2009



Mario
Vasallo
1945 - 2020



Carlos
Varela
1953 -



Ana Laura
Belistri
1971 - 2016



Adolfo
Tomé
1951 -

By: Federica Cetani,
Juan Manuel Delmonte,
Diego Jaime, Isabella
Laborde and Valentino
Solecio

A magnificent journey through the history of the Instituto Crandon

WHICH IS THE HISTORY OF THE MAIN BUILDING OF OUR SCHOOL AND HOW DOES IT AFFECT OUR REALITY?

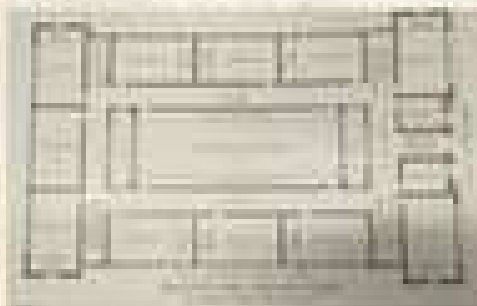
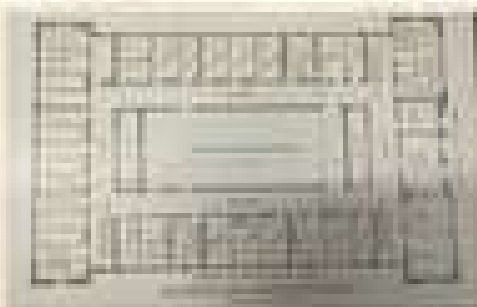


Introduction

We all think that knowing more about the building we spend all day long is very important in order to reflect on where we study today. Also, we believe that this topic is interesting.



The main building's land was bought in 1916, in 1920 the construction began. Finally, in 1922 Instituto Crandon was inaugurated and it continues to work until this day. To make this project real, the support of Crandon's friends in the United States was invaluable. The materials were selected with attention to the excellence of their quality. Concrete from the foundations to the roof, in walls, halls, floors, in continuous beams so as to avoid leaks and humidity, bricks of special thickness, immediate floors. The stairs are worth mentioning, iron railings and high above sea level. This made the installation of a radiotelephone station at the top of the roof possible.



The history of Instituto Crandon embodies the dedication of past members and the transition from a modest schoolhouse to contemporary facilities. Recognizing its heritage and aiming for an improved future are key components for the institution's advancement and prosperity.

At the time of the inauguration there were eleven classrooms with a capacity for 40 students each, boarding rooms, kitchen, restrooms and for 50 pupils and 7 teachers, assembly hall, later called Craft Hall and designed to house 400 seats, intended for meetings, celebrations and conferences, Laboratories for Home Economics and Sciences, room for Music, a large gym for the Department of Physical Education, with adequate ventilation, lockers and dressing rooms, hot water showers, office space for the Director of the Department, a library and many more. Moreover it brought services like laundry, heating throughout the building, infirmary and a large kitchen and two dining rooms.

A tunnel that connects the two buildings was reconstructed. Between 1946 and 1958, the school saw substantial expansion and development. A new building was added for primary students up to sixth grade in 1946, with infrastructure improvements by the Municipality. In 1952, Real Hall was opened to house over 1,000 students. Additional enhancements, such as a gym and projection room, were made by 1957. Ownership of the school was transferred to the Methodist Church of Uruguay in 1958.



Primary Building

We are going to focus on the history of the primary building and the process involved in its construction.

Under the General Direction of Miss Jennie Reid, the land on 8 de Octubre and Garibaldi was purchased in 1914.

In 1920 the foundation stone was laid and two years later was inaugurated.



The Reid Hall exterior had to be covered with stucco, the grounds reconditioned, and funds raised by the Crandon community for renovations. Over \$39,000 were collected for expansions in classrooms, halls, gym, libraries, labs, and more. A land strip on Gral. Urquiza Street was acquired for a secondary school playground, improving access to the primary playground. The Cecilia Guelfi Chapel was constructed to reflect the institution's spiritual focus.

The land was specially chosen, as it is located in an elevated point in Montevideo. It has become a permanent urban reference.



In 1946, after successive financial campaigns, the cornerstone of the new building was laid. August 9, 1952 was the date marked for the dedication of Reid Hall as engraved on its cornerstone. It was necessary to attend to the intellectual and cultural education of the students.

For us it is a very nostalgic building, because we have a lot of memories there, either good or bad ones. It is where we started our studies and enjoyed with our classmates and friends the journeys, classes and recesses. It will be forever in our minds and hearts.



WHICH IS THE HISTORY OF HOME ECONOMICS IN OUR SCHOOL AND HOW DOES IT INFLUENCE OUR REALITY?

Throughout Instituto Crandon's history we can see that our school has dedicated itself to a large number of areas. One which is a trademark and brings general recognition to Instituto Crandon is home economics. It refers to the financial management and decision-making within individual households or families. It involves budgeting, saving, investing, and making purchasing decisions to effectively manage resources within the home. As students, we believe it is very important to know how to handle ourselves within these topics and we value and appreciate the teaching of this subject nowadays.

In the year 1923, a new building was inaugurated, which is now Crandon's highschool building. At first, it was called "Escuela Evangélica Para Señoritas". In the same year they started a new plan of studies and established the department of home economics, with sewing, handling of the sewing machine and cutting classes. Its purpose was education for family life.

An interview was conducted with a home economics teacher who is also a former student. She told us that boys and girls were separated, the boys did more jobs like the ones we do now: carpentry, macramé and all those things, and the girls cooked. In comparison to now, it seems much more logical to her that we have class together because we all do everyone's chores.

Nowadays, home economics has a great impact on our school. Crandon developed "Crandon Gastronomico" which consists of cooking. It was a successful project, they have appeared on TV in shows such as Master Chef and Bake off. Later on, they published many books about Crandon's gastronomy, including pastry, meats, breads and temptations. Crandon also has a subject called "Economía doméstica" which consists of a cooking part and a theoretical part. They also have professional culinary classes where they teach gourmet dishes of all types. Here we can include ages from 9 to 90 (of course in different classes).



In our opinion, all schools should have home economics because it is a useful subject, it teaches you to be independent; it helps you to take care of your house, yourself, have administration over time, money and energy. It is also really fun because you learn new abilities and you work in a group. Home economics has had a massive impact on Crandon's history.



WHAT IS THE HISTORY OF THE ENGLISH LANGUAGE IN OUR SCHOOL AND HOW DOES IT INFLUENCE OUR REALITY?

Instituto Crandon founded late in the 19th century, is known for its holistic development of its students through the free and responsible choices set by its educational policy under the Methodist Evangelical Church of Uruguay. It stood up as a holistic learning in which the learning of the English language is one of the main tenets of its educational philosophy. Instituto Crandon has marked out its history through an interdisciplinary approach, which incorporated intellectual, cultural, physical, emotional, and spiritual education in its curriculum. Consequently, with a strong academic and cultural background, the institution has set itself apart to provide quality education to its students.



Instituto Crandon views learning the English language as an integral part of the education process and uses this as a key to the development of the students. An updated methodology and well-qualified teachers, together with well-selected teaching materials, will ensure that Crandon provides personalized and high-quality education to all students regardless of their competence in the language. The institution is committed to inclusive education, by which the institution ensures that students graduate from it with an advanced level of English proficiency.

According to UNESCO directives, Instituto Crandon reflects the concept of providing "quality education for all" in the English language. The institution is concerned with nurturing global citizens who can interact with culture and contexts in different parts of the world and, in so doing, adds value in cognitive, instrumental, cultural, and inclusive value to the English language. Besides the language classes, Crandon also offers various extracurricular activities like cultural exchange programs and workshops on the English language through which it makes the English learning process more enriching and open to other cultures.



That is why Instituto Crandon, in the process of having the educational excellence, becomes truly much more than just a place for English language learning. This can be seen in Instituto Crandon's thorough and round-shaped approach to English language education, extending far beyond the mere acquisition of the language. The institution excels in the process of shaping students who can reflect upon their own learning, access sources of knowledge, and operate in an environment that has become "more and more globalized." Instituto Crandon was a beacon of educational excellence since its inception, preparing its students for the challenges that come with an increasingly diverse and pluralistic world.

In our experience learning English in Crandon is amazing, everyday we have something to learn and enjoy.

W H I C H A R E T H E H I S T O R I C A L F I G U R E S

OF OUR SCHOOL AND HOW DO THEY INFLUENCE OUR REALITY?

Written by Federica Cetani, Juan Manuel Delmonte, Diego Jaime and Valentino Solecio

This essay will focus on the history of the important figures who have been present in the trajectory of our school. We believe it is very interesting to get to know the different people that have marked the history of Instituto Crandon.



Cecilia Güelfi, the founder of our school, was born in 1855 in Buenos Aires, Argentina. She was a very important person for our school. In 1878, when she was only 23 years old, Cecilia resigned her position as a teacher to create and assume the direction of two small evangelical schools. A year later, in 1879, the doors of the "Escuela Evangélica para señoritas" and the "Escuela Evangélica Gratuita" were opened. Cecilia Güelfi died very young (in 1886) and her brother Antonio took over her work and continued her legacy; for this he convinced Methodist missionaries from the women's society in the United States who supported the initiative to come to Uruguay.



Some time later, the different establishments were closed to form a single school called the Evangelical school for girls. The new project included the teaching of English and year by year the educational services were expanded. In 1906 the institution changed its name and was renamed Instituto Crandon.

Cecilia's work is really memorable. She was not stopped by the fact that she was a woman in 1889, she was able to manage a school on her own although later her brother would help her.



Mrs Conard, better known as "Miss Reid", took charge of the institution immediately upon arriving from Paris in 1914. She led the institution for 38 years.

In this long stage in which the student body exceeded the number of 1000, her action had two culminating moments: the acquisition of the current property on 8 de Octubre, and 20 years later when she conceived and led to the successful completion of the building for the primary section. At the request of her "spiritual daughters" she was given the well-deserved tribute to such a distinguished career, naming the primary building "REID HALL." She passed away on May 29, 1964 in the United States, at the age of 80.



Miss Elisabeth Hewett was a North American missionary who worked for seven years in Mexico. She was the second lady to be appointed in the U.S.A. by the W.F.M.S. as the principal of the "Liceo Evangélico".

1893 was a very significant year. Under the general direction of Miss Hewett the women's foreign missionary society acquired the first property. The building, located on San José street, had space for 200 students and also for the boarding school and pupils.



Violeta Cavallero taught Christian Education at the school for many years. She dedicated her life and faith to working with enthusiasm, teaching, preaching and helping wherever it was

necessary. She started a Sunday school in the Methodist Church of Malvín, encouraged her students to follow her and get to know other social realities, managing to obtain donations for the homeless.

Written by Federica Cetani, Juan Manuel Delmonte, Diego Jaime, Isabella Laborde and Valentino Solecio

C U R R E N T P E O P L E

THAT HAVE POSITIVELY CONTRIBUTED TO OUR SCHOOL



Alicia was a teacher at public schools and at Crandon. She worked at our school from 1976 to 1980 as a 1st and 5th grade teacher. In 1987 she became the primary school principal, and had this position until 2008. She passed away in 2009. She is remembered for her warmth when sharing life experiences with children and families. When she passed away, the students had the idea of having a place at school with her name. They chose the path of the pergola that connects the primary school with high school.



Mario Vasallo was born in 1945. He studied teaching and had an artistic inclination. He was also a plastic workshop teacher and worked at the public school and at Crandon as a teacher. In this institution, he also led the creation of the “archivo histórico”.



Ana Laura Belistri worked at Crandon as the coordinator of Social Action in the Educational Pastoral Care. She dedicated her life to the defense of the rights of the most vulnerable and unprivileged. Sensitive, with profound empathy and a unique smile, Ana Laura left an incredible mark on each one of those whom she met. Because of this she is remembered with a students’ leisure room in the Main Building.



Carlos Varela has been working at Crandon for 46 years. Currently, he is the general director. However, in the past, he worked as a primary school teacher, then coordinator, and also primary school principal. For him, the institution is a part of his life. His daughters are former students and he considers that here, he was able to develop as a teacher. He has been able to establish a great deal of trust with students and teachers. He claims that Crandon is not only a school but a place to make bonds that will last a lifetime.



Adolfo has been working at Crandon for a lot of years as the Pastoral Leader. For Adolfo, Crandon means a place to share values not only for students, but also for school staff and families.

All these icons were fundamental to everything that has to do with the foundation of the school until our current days. They were and continue to be very important for our education and will be remembered for the rest of the history of Instituto Crandon.



INTERVIEWING

FORMER STUDENTS



Introduction

On May 9th, María Eugenia Goyeneche and Cecilia Baridon came to our class to talk about the school and to compare how classrooms are nowadays and how they were when they came to school. We had to think about 4 questions to ask them. It was an interview of about 40 minutes. It was long but very interesting and fun.



Cecilia Baridon

During the interview, we asked a few questions to Cecilia, she is the English coordinator at our school. One of these was; are there any big changes in the classroom? And she clarified that there aren't many changes, However, the screens that were inserted this year in 8th form are a big change.



Final reflection

It was a very interesting interview. We think that it was a very good opportunity to know more about where we are all day long and the history of it. We would like to thank them for coming here and answering our questions.

María Eugenia Goyeneche

We also asked Eugenia the same question, and she said that one of the big changes is the colour of the walls, which are really different now. Other changes are the uniform, the desks, the chalk board, which nowadays is a white board, and last but not least if you wanted to print something you had to go to ICT, but now you go to the photocopy room.



PRIMARY BUILDING



INTERVIEW



TO CECILIA BARIDON AND MARIA EUGENIA GOYENECHÉ

INTRODUCTION

On May 9th, 2024 in Instituto Crandon, the class 8°3 interviewed two people, Cecilia Baridon and Maria Eugenia Goyeneche, they are both former Crandon students, they came to our class to tell us about how things were at Crandon when they attended and how it changed.



WHO ARE THEY ?

Cecilia Baridon works as an English teacher and coordinator of the area here in Crandon.

Maria Eugenia Goyeneche works at a laboratory, they are both ex-students here at Crandon



FINAL REFLECTION

In our opinion doing this was very interesting and it helped our group know more about the historical part of the primary building. We also got to know some anecdotes that happened there.

Home economics

article

On May 9th of 2024 in Instituto Crandon located in Montevideo, Uruguay, an interview was done by the class 8º3 with the purpose of knowing the experience of past students in Instituto Crandon. The people who were interviewed were Cecilia Baridon and Maria Eugenia Goyeneche. A variety of questions were asked and we got interesting answers.



Some questions were asked about Crandon in general, we asked them if they experienced any commemorative event. Eugenia told us that when she was a senior, in 2014, they did a march of seniors and Crandon was celebrating its 135 anniversary so her generation formed the number 135 in its march. She expressed that it was amazing. We also asked if their experience had been better at primary school or secondary school, they both agreed that secondary school was much better than primary school.

Questions about Crandon Gastronomico were asked; they said that professional cooking classes of Crandon didn't exist, it was a transformation later but the area of Crandon Gastronomico existed. We asked if the cooking book existed, they answered that it did exist, but it was another version, probably with different recipes. Home economics classes were not separated by boys and girls, it was mixed. The classes were similar as they are nowadays, half of the year they had theoretical classes and the other half, cooking.



To conclude, they really took a shine to Crandon, they have memories to think about all the time. Crandon is a part of their life and has influenced them greatly.

English section

Article

INTRODUCTION

Our school has a long history. Many students have big goals, work hard, and do well. When they leave school, they do many different things. Two of these students are Eugenia and Cecilia. They show what it means to be great.

Eugenia likes to learn and find out new things. She works in science. She is smart and finds new ideas. This makes her an example for others. She demonstrates that when we ask questions and do not give up, we can do big things.

Cecilia does something else. She helps students with English. She is kind and gives much time to help students grow. She is an example that when we teach with love, students can do great things. She is an example for all teachers.

Eugenia and Cecilia show how our school helps students be great. They are a sign of what our school stands for: to make us smart, help us make new things, and to always want to learn. "Crandon was my second home" said Cecilia, that let us know that Crandon is not just an institute but a family too.



When we see their work, we see the power of learning. We want to say well done to them. We know they will do more big things in the future.

BY; AROCENA, GRANDI, NICOLA, OJEDA AND RODRIGUEZ

Interview

Historical Figures Group

9th May 2024



CECILIA BARIDON AND EUGENIA GOYENECHÉ

Although in different years, Cecilia and Eugenia were students of Crandon from kindergarten to high school. They both showed great disposition for the interview and we are very thankful because of that.

THE INTERVIEWERS

Each group of the class of 8º3 thought 4 questions, two for each interviewee. The first two questions were about the theme of the group, and the other two about their life at Crandon. One person from each group asked the corresponding questions to Eugenia and Cecilia.



CECILIA BARIDON

Cecilia started primary school in 1986 and became a senior in 1998. She said that the primary teacher Lili Braggio left a mark on her, she was a very shy student and Lili encouraged her to feel more confident. For her, Crandon is a really important part of her life since she studied here, she works here and her two sons are students at primary school.

EUGENIA GOYENECHÉ

Eugenia started studying at Crandon in 1993, when she was three years old, and graduated in 2009. For her Alicia Otero, the primary school principal in those times, was very important because she remembers her as always taking care of everyone and knowing the name of every child of the school. She also mentioned Silvana Silva, who was her first and second grade teacher, she says she was very nice and polite with her and with her partners.



FINAL REFLECTION

It was very interesting to interview them and we learnt a lot. We realized that coming to Crandon not only provides knowledge but that it also means being a part of a community.

Written by Federica Cetani, Juan Manuel Delmonte, Diego Jaime, Isabella Laborde and Valentino Solecio

FINAL REFLECTIONS



HOME ECONOMICS GROUP:

In our opinion, this project took us into a historical part of our school. We think that it helped us to know more about more Crandon and made us think about the importance of it.

ENGLISH SECTION GROUP:

During our most recent English project, we had an exciting and educational experience. The project was great , as we got to work in teams, share our ideas, and learn from each other.

HISTORICAL FIGURES GROUP:

It led us to know about the history of the most important people of our school. It was very interesting to search and learn about new people. We also worked in groups, making the project entertaining.

MAIN BUILDING GROUP:

From our point of view the project involves lots of knowledge, teamwork, and commitment from all parts of the group. It also introduced us into a historical part of our school, and helped us to know more about the past.

PRIMARY BUILDING GROUP:

It was great to have this topic because we spent a lot of time in the primary building when we were children. It also helped us to know more about the building per se, like historical facts and anecdotes.

FINAL REFLECTIONS



WHILE WE WERE INVESTIGATING, WE CAME ACROSS A MAGAZINE FROM 1946 THAT CONTAINED ANSWERS FROM SENIORS TO THE QUESTION “WHAT DO I WANT TO DO AFTER GRADUATING?. WE WOULD LIKE TO SHARE ONE THAT MADE AN IMPACT ON US:

“This is a question which I have asked myself many times without finding an answer.

Crandon has been cultivating my mind and my spirit so that I could go and give all I have received to others.

In what way can I do this? I could study to be a doctor or a welfare worker or perhaps a teacher. Yes, why not be a teacher?

I want to be a teacher in Crandon to be able to teach boys and girls the things that will help them to succeed later in life. I want to be a teacher in Crandon to help these children develop the “Crandon Spirit”

INGEBORG GESSNER

This “Crandon Spirit” that this student so perfectly identifies is still present within the walls of this school. Even though she wrote this 78 years ago, her reflections are very much true nowadays. We too feel the “Crandon Spirit” roaming the halls of our institution and we see it present in all the actions that are done to help those in need whether they be a fellow student, a worker or even people we don’t know. This is what makes us proudest and we promise to keep on carrying the “Crandon Spirit” wherever our future leads us.

THANK YOU FOR READING!

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