

A MAGAZINE FOR ALUMNI AND FRIENDS OF LEYSIN AMERICAN SCHOOL IN SWITZERLAND



panorama

2012 EDITION



INNOVATION AT LAS

THE NEW ATLAS PROGRAM IS DRAMATICALLY CHANGING
THE ACADEMIC LANDSCAPE AT LAS

TODAY, FOR TOMORROW



YOUR GIFT TO THE LAS ANNUAL FUND,

combined with those of other alumni, parents, and friends, ensures that we can continue to develop innovative, compassionate, and responsible citizens of the world.

THE LAS ANNUAL FUND HELPS:

- Support student scholarships
- Recruit and retrain a diverse, world-class faculty
- Improve and upgrade facilities and technology
- Support our wide range of arts, athletics, and residential life programs

Please visit <http://alumni.las.ch/give> to make a gift today and help LAS change the world, one LAS student at a time.



LEYSIN AMERICAN SCHOOL IN SWITZERLAND

SMALL COUNTRY **big** summer

Summer in Switzerland

Do you have children or grandchildren ages 8 – 18? Want to give them a summer memory that will last a lifetime? Summer in Switzerland at LAS might just be that opportunity – we believe it will be.

Our summer program invites students to join us for 3-week, 4-week, and 7-week sessions. The programs are a perfect balance of academic classes, alpine summer camp activities, and opportunities to tour Switzerland and other European destinations.

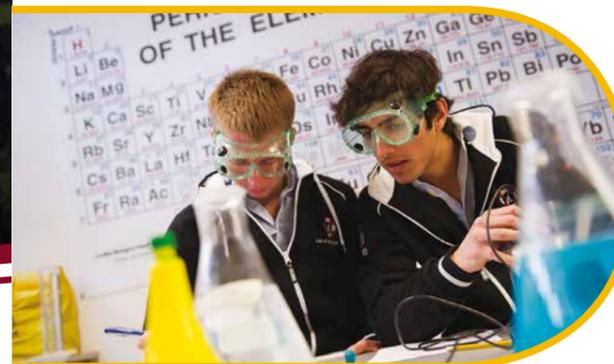
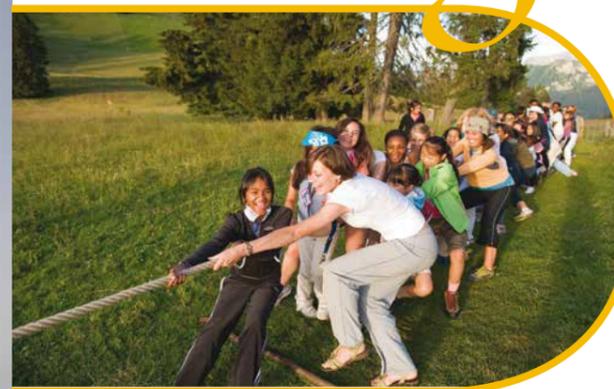
If you are an LAS alumnus, you have already experienced what Leysin and LAS have to offer. Let us help your children or grandchildren answer the question: Just far do you want to take yourself this summer – to discover new places, new faces, new ideas, and maybe a new you?

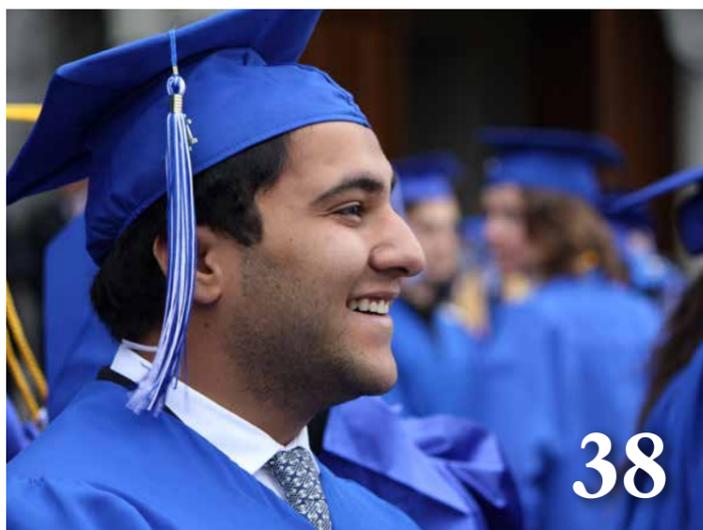
For more information, contact:
SIS Admissions at:

SIS Admissions Office
Leysin American School
Tel: +41 24 493 4723
Fax: +41 24 493 4889
Email: sis@las.ch

www.las.ch/summer

SIS is waiting for you.





FEATURES

10 THE ATLAS PROGRAM

A path for ongoing innovation in teaching at LAS
BY CHRISTOPH OTT

12 MASTER TEACHERS AT LAS

An address to the Faculty of LAS
BY DR. STEVEN OTT

16 A MILLION OPEN DOORS

BY JAY LITMAN, AIA

32 THE SILK ROAD RIDE

BY GRAYDON HAZENBERG

38 COMMENCEMENT ADDRESS

ADAPTED FROM THE SPEECH OF DAVID HEIGHT '11P

DEPARTMENTS

LETTERS

6 Head of School

20 Director of Development

Q&As

8 Stephen Dexter

28 Olena '12

CAMPUS MASTER
PLAN UPDATE 22

26 ADMISSIONS TODAY

UPWARD BOUND 36

43 ALUMNI DESK

CLASS NOTES 46

54 IN MEMORIAM

CLOSING WORDS 56

2012 EDITION

CHAIRMAN OF THE BOARD

Dr. Steven Ott

EDITOR

Benjamin Smith

GRAPHIC DESIGN

Brittany Howes

CONTRIBUTORS

Emma Dixon, Mary Gailbraith, Marc-Frédéric Ott,
Steven and Doris Ott, Fred Sharp, Graydon Hazenberg,
Stephen Dexter, Jay Litman, Christoph Ott, Jonathan Hilton,
David Kellet, David Height '11P

CONTRIBUTING PHOTOGRAPHERS

Jose Crespo, Peter Howard, Thom Padick, Michelle Wood,
Graydon Hazenberg, Kenny Clark, Maneffa, Rohrlisch,
Fielding Nair, LLC

PANORAMA is published annually for alumni, parents, and friends of Leysin American School in Switzerland by LAS and the LAS Educational Fund for the Future, Inc. (C) 2012, Leysin American School. Readers may send address changes, letters, news items and e-mail address changes to Panorama, Leysin American School, 1854 Leysin, Switzerland or e-mail alumni@las.ch. Letters and news, which are welcome, may be edited for length and clarity. The opinions expressed in letters, articles, and news do not necessarily reflect those of LAS or Panorama.

SUBMIT LETTERS AND QUESTIONS TO:

Editorial Office
Belle Époque, Leysin American School
1854 Leysin Switzerland

PHONE: +41.24.493.3777

WEB: www.las.ch

EMAIL: alumni@las.ch

LAS admits qualified students of any race, color, national and ethnic origin, and does not discriminate on the basis of race, color, national and ethnic origin in its admissions policies or practices.

MISSION STATEMENT:

"Developing innovative, compassionate and responsible citizens of the world."



Innovation

Pillar for the Future at LAS

Dear Alumni, Parents, & Friends of LAS,

"Developing innovative, compassionate and responsible citizens of the world" has been our mission statement for many years. It is part of the LAS soul: recited by our students at the beginning of the semester, printed in brochures, and displayed in the school buildings. This simple statement defines our values and what we wish to accomplish in all our educational endeavors. The four principles should form part of each of our graduates' character defining their actions throughout life.

"Innovative" means not only being creative but also an approach to facing life based on divergent thinking. We expect our students to have well thought out positions on the issues facing the world, their community and businesses. We also believe that this means going beyond self-imposed limits. In other words, it is having a balanced approach of being creative and systematic.

In the past years, we have had some exceptional examples of innovation. Some years ago we had a student, whose parents chose not to provide him with pocket money, expecting him to earn his own. Instead of asking the school for some menial job, he prepared a business plan to provide students with sandwiches and soft drinks during the study hall break. He wrote a program that would charge the personal account for each order with parental permission. He hired a cook, and recruited some friends as distributors. Not only did he finance his pocket money, he also funded a full scholarship for a deserving student. Finally, he enrolled at Harvard University with a full scholarship and was known there as "Mr. Sandwich."

"Compassionate" is especially important. Since most of our students come from financially successful families, they grown up privileged. They need to learn that it is their duty to take care of those less fortunate than themselves. The school has encouraged students to raise funds for charities and sign up for community service beyond the minimum required for graduation. After the terrible March 11, 2011 earthquake in Japan, our students raised over 20,000 Swiss Francs to assist those stricken by this disaster. A group of students last year sought the advice of members of the faculty to travel to Malawi during spring break to build schools and to help in an orphanage. Compassion does not only mean philanthropy but also positive action with regard to all fellow man: sharing the grief when a member of the community loses a loved one and living by the golden rule "Do not do unto others, that which you do not wish to be done to you." Interestingly, a group of students when studying for a project for the IB "Theory of Knowledge" course, noted that this is the basic tenet of all major religions.



"Responsible" refers to one's own actions. Students need to learn that every action they take has consequences, whether good or bad. While we hope that life will provide many 'second chances,' it generally does not. Sometimes it takes special circumstances to learn to be responsible.

During the early nineties, we had a Columbian student by the name of Alfonso. His father, a surgeon, worked for the WHO in Africa, while his family lived in Bogota. He had completed his second year at LAS and had the reputation of a student who does not follow rules but somehow does not get caught. His grades were poor, while teachers felt that he was bright. The Academic Committee was seriously considering not invite him back for his senior year. When his family learned about this consideration faxes started coming in and the telephone did not stop ringing. My father permitted him to come back under a very strict contract. That August, he arrived in Leysin wearing torn jeans, a skull & bones T-shirt, and a single Marijuana leaf earring. My father told him not to unpack, but to simply leave again. He begged to stay and after changing to more appropriate dress, was given a one final chance. He completed the school year with no behavioral infractions and straight A grades. Today, he is a renowned surgeon.

"Responsible" also means taking care of our environment. Past generations have been uniquely irresponsible in matters relating to ecology. Current and future generations will have to make amends for this irresponsibility. At LAS, we continue to teach our students to act responsibly in that matter. We use green technology in buildings, promote conservation of resources, and have an environmental club.

"Citizens of the World" is a value embedded in the LAS psyche since the founding of LAS by my grandparents over fifty years ago. It is perhaps human nature to blame those different from oneself, be it of different race, religion or nationality, for one's own misfortunes. Having experienced the Second World War and its aftermath, Fred & Sigrid Ott dreamed of educating youth with the ability to cross these often-disruptive cultural barriers and see the common values shared by all of humanity. A few years ago, we had an Israeli student by the name of Valerie. When she returned from Winter Break my mother asked her about her vacation. "It was not so good," replied Valerie. "Why not?" asked my mother. "You see, in Israel, we are at war against the Arabs and are, therefore, expected to distrust and dislike all Arabs. But here they are my best friends." We have had similar stories from the other side of the Israeli - Arab conflict. If only the world would have the wisdom of this fourteen year-old Israel girl perhaps then there would be peace in the Middle East.

I believe that if our community can learn and live the values expounded in our mission statement, then we can make a lasting difference.

Cordially,

A handwritten signature in black ink that reads "Marc F. Ott".

Marc F. Ott, Ed.D.
HEAD OF SCHOOL



The ATLAS Program

A path for ongoing innovation in teaching at LAS

WRITTEN BY **CHRISTOPH OTT**



CHRISTOPH OTT has been shepherding the ATLAS Program since its inception.

IT ALL STARTED DURING THE SUMMER OF 2010. I HAD BEEN ASKED TO TAKE ON A LEADERSHIP ROLE IN THE IT DEPARTMENT AFTER THE DEPARTURE OF ITS DIRECTOR OF MANY YEARS AND BEGAN BY ASKING MYSELF WHY WE HAD A HIGHLY DEVELOPED WI-FI SYSTEM, A FEW HUNDRED COMPUTERS, AND FULL-TIME STAFF TO TAKE CARE OF ALL THESE SYSTEMS.

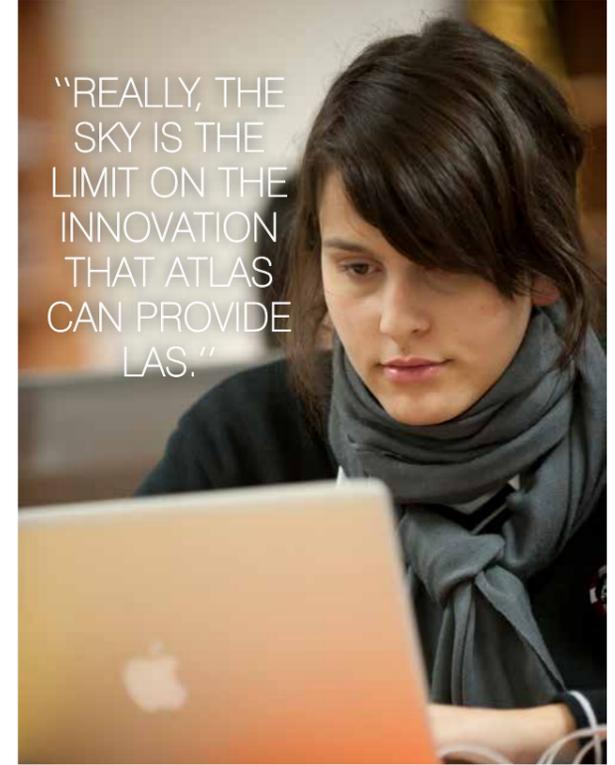
Was the benefit limited to management and providing students with films and music?

Contacts with international schools, teachers and IT people indicated to me that there was a revolution in education based on new technologies: on-line courses, personalized tutorials, IT-supported teaching and even the International Baccalaureate Organization had discovered its value. I had seen science lab experiments completely done by computer simulation and learned about on-line language instruction. LAS has long prided itself on 'firsts,' such as accreditation amongst Swiss private schools, ISO certification, and wi-fi accessibility across campus. We could not lag behind others in the application of powerful

technologies in education and remain at the forefront of innovation. These thoughts led to discussions with my colleague and IT director,

Bill Tihen, to determine what was needed to systematically make IT available to teachers in and out of the classroom. The answer was simple – all users need to have computers with identical operation systems. This meant that LAS needed to include a computer with software, just like textbooks, as part of the learning package provided to students and teachers alike.

I now faced a busy year with a mandate of communicating with students and teachers, negotiating with suppliers, and contracting with leasing organizations. While easy on paper, these challenges took time and a great deal of back-office effort. We rapidly came to the conclusion that Apple would provide



“REALLY, THE SKY IS THE LIMIT ON THE INNOVATION THAT ATLAS CAN PROVIDE LAS.”



us with the most appropriate package but then Steven Jobs announced the iPad and I had to face the students who now did not want MacBooks. My thanks go to our teachers who supported the notebook concept. Then, students wanted to name the program. My initial thought was it can just be part of LAS. “No,” was the response. “If you want to have a real impact, we need a name.” I questioned their suggestion. They answered, “Atlas is not only the Greek god who carried the world on his shoulders but it can be an acronym for ‘Advancing Technology at LAS. This program will carry educational innovation at LAS on its shoulders at LAS.’ What insightful students we have at LAS --- brilliant!

Our teachers received their MacBooks just after graduation, curtailing some of their long summer holiday by encouraging a systematic preparation of using the computer in their classroom. Then, in August, each and every student received a MacBook pre-programmed with the necessary software for use at LAS to

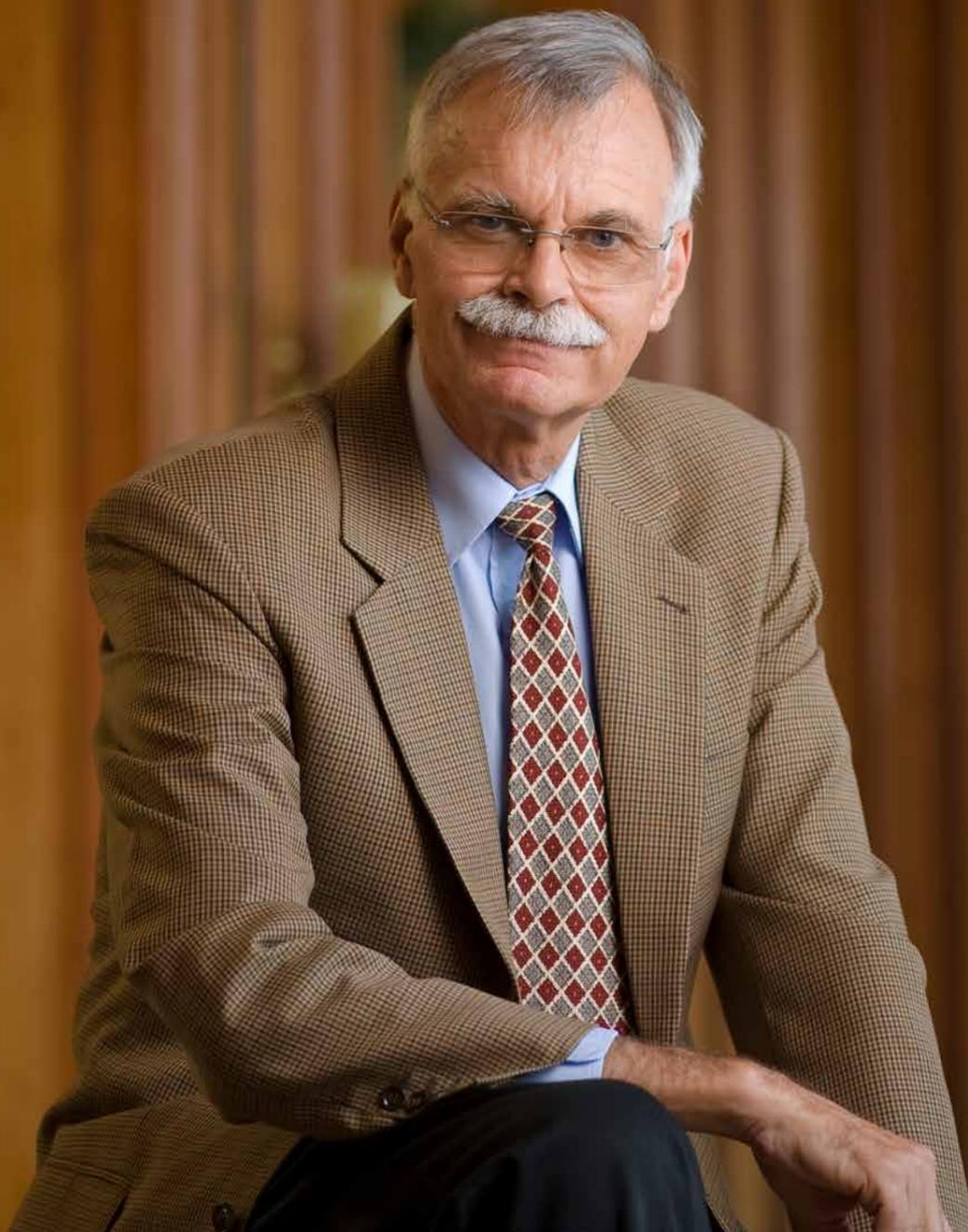
start the new semester.

We are now at the phase, where teachers are exploring appropriate software for their classes assisted by our LAS Learning Resource specialist, Glenn Kantz. Teachers have started reviewing programs like the Gates Foundation supported Khan Academy, while academic administrators are checking out the possibility of adding on-line classes supported by LAS teaching staff. Just imagine having some of our seniors taking MIT classes on-line. Or imagine them learning marine biology in the Swiss Alps. The sky really is the limit on the innovation that ATLAS can provide LAS.

MASTER TEACHERS AT LAS

An address to the Faculty of LAS
AUGUST 2011

WRITTEN BY DR. STEVEN OTT



LAS, IN ITS 51ST YEAR, IS FACED WITH A MASSIVE STORM. THE WORLD HAS NOT SEEN THE ECONOMY IN SUCH DISTRESS SINCE THE GREAT DEPRESSION. WHILE SWITZERLAND APPEARS TO BE DOING BETTER THAN MOST, ITS CURRENCY HAS BECOME A SECOND TO GOLD TO PROVIDE PROTECTION FROM EURO AND DOLLAR DECLINES.

This haven from the turbulences of the world has now caused a rapid appreciation of the Swiss Franc to levels never seen before. LAS, together with other Swiss boarding schools, is now amongst the most expensive in the world; twice that of prestigious New England boarding schools and famous UK public schools.

Why do parents continue to choose LAS over other institutions? It is because we provide outstanding educational opportunities for students in a stable and beautiful country. As LAS teachers and administrators, we need to recognize that and be examples by continuing to grow and excel in our tasks of educating our students.

Remember, boarding education involves three major aspects

- Academic Learning
- Parenting
- Providing an appropriate environment, including sports,

travel and recreation

A master teacher can successfully meet the challenge of each of the above aspects. If you can do the same, your impact as a teacher will extend beyond your years at LAS and become life-long. I had four master teachers to whom I owe thanks even after more than a half century.

MY primary education was in Basel, Switzerland. The local educational system called for the streaming of students, after grade four, into university preparation (the Gymnasium), commercial and other office apprenticeship training (the Realschule), or manual trades (the Sekundarschule).

My grades were at best mediocre. My mother recalls that

my interests were much greater in life outside of school than my studies and homework. I should have been streamed into the second group, the Realschule, but my homeroom teacher, Mr. Ruof, saw more in me. Mr. Ruof personally intervened so that I could continue studying at the Gymnasium. His recommendation has clearly changed my life.

Mr. Ruof taught me to look beyond grades and formal teaching.

IN 1957, I was in 8th grade. I had transferred to the Gutenberg Gymnasium in Wiesbaden, Germany. My father, who at that time served as an educational specialist for the US Air Force school system, believed that the rigorous German education was a better fit for me than that offered by the local American school. I became the first and only American in school system in the Land of Hesse.

Germany at that time was in full transition. Cities were slowly being rebuilt, fried chicken began replacing boiled cabbage, and old clothes from pre-war time were being exchanged for new and more stylish dress. The first vacation trips abroad became affordable. However, the wounds of Hitler's Germany and a lost war were still very open. The German people were discovering the horrors of the concentration camps, the crimes committed in Nazi-occupied Poland and Russia, as well as the heroes of the resistance against the regime.

The past weighed heavily on all, including on the families of my classmates. Many had no fathers, since they had perished in the war. Others were confronted with fathers who had returned

from the harsh fate of years in Soviet captivity. The ongoing question from the younger generation was 'How could this happen in a cultured country like Germany?' and 'What did you do to resist the Nazi regime?'

Our teachers, most of whom had fought during the war, were faced with the challenge of teaching students on how to be a German in this new democratic nation, when they themselves had never experienced democracy.

The times were complicated by the Cold War and a divided

Germany. Thousands fled from the East to live in the West.

Teachers were expected to teach us about the terrible wrongs that were taking place in the Soviet sphere of influence of the world.



DR. STEVEN OTT as a young boy in Switzerland.

Our homeroom teacher, Dr. Wagemann, was an exceptional person in dealing with the education of young Germans, and me, during these troubled times. He had been an Army officer stationed on the Eastern Front in 1945 and he had been severely wounded. The Soviets captured him and put him in a POW camp near the Urals. When he was finally released, in 1952, he returned to Germany.

German language and literature was Dr. Wagemann's subject and he was expected to teach us Goethe, Schiller and other German greats. Instead, he chose to concentrate on Russian literature having us read Pushkin, Dostoevsky, Tolstoy, Gogol and Andreyev.

Through literature, we learned that on the other side of the iron curtain there were people with feelings and aspirations similar to ours. We were able to associate with the human side of the Russian people and we learned to question the press to distinguish between propaganda from fact.

This was my first encounter with a person who built bridges to other cultures, even that of his former enemy.

IN 1967, when I was a graduate student in Structural Engineering at Stanford, the world was again in the midst of turmoil. The civil rights movement had started a few years earlier,



DR. STEVEN OTT and Doris Ott were the second generation of Otts to guide LAS. Their sons, Marc and Christoph, are the third.

Jack and Bobby Kennedy were assassinated, and the Vietnam War was dividing America.

I received tuition support in exchange for teaching in the Physical Science department under Professor Ripley. During these difficult times, when many students were conflicted about being

drafted and forced to fight in a war they felt was unjust, Prof. Ripley listened to them and he advised them to protest and, if necessary, immigrate to Canada.

At the same time, Prof. Ripley told me he was concerned that while he was advising students to protest and dodge the draft he had not done so himself. He said, "It is too easy for me to just advise my students. I do not risk anything. I will therefore join a protest."

Soon after, Prof. Ripley joined 50 Berkeley and Stanford students in protesting the draft at the Oakland Army Induction Center. He and the other protesters were arrested and sentenced to ten days in jail. Imagine the uproar, when the San Francisco newspapers printed 'Stanford Professor arrested for anti-Vietnam demonstration' on the front page.

Prof. Ripley taught me that we needed to be examples and live by our principles.

TWO years later, I was starting my PhD in Structural Engineering when I joined my advisor's, Dr. Shah, doctoral seminar. We met once a week, generally with snacks and wine, and discussed anything but structural engineering. Professor Shah challenged us to think beyond our rather narrow engineering interests. He even encouraged us to take courses in other departments.

Prof. Shah opened my mind beyond the limitations learned from engineering studies.

Prior to commenting on how you may wish to consider your role as a master teacher, let us briefly look at some of the major trends that influence students today.

First, the world is possibly undergoing the most fundamental change since the industrial revolution. Apart from the environmental challenges the world is dramatically changing through the information revolution. IT, the Internet, mobile phones, and computers, has changed the way we work, recreate, study, and think. In the past ten years the world has become completely dependent on the Internet. Virtually all-human activity is dependent on IT. Even underdeveloped countries, such as Somalia, offer mobile phones and access to the worldwide web. Indian farmers can now decide when and where to sell their harvests through the Internet. In Korea, you can shop using your smart phone. MIT now offers all of its courses free-of-charge on the web and whole libraries are available to remote educational institutions with a click of the mouse.

Second, national curricula continue to be based on 19th century models. In those days, and maybe in some places today, educating a good citizen, who would work hard in industry, respect governmental authority, and keep quiet, was the major consideration. Education was a major tool in building the nation.

Consider Switzerland, which scores rather well on the PISA, program for international student assessment, scale. We still

stream students into three groups in which changing from one to another is quite difficult, if not impossible. Or the US, which continues to measure education by standardized tests. Students study for standardized tests that ask for standardized answers to standardized questions. Does this not result in a standardized student? We pay lip service in saying that we educate the individual when we measure education by a standardized scale.

"A CHILD IS NOT A BUCKET TO BE FILLED, BUT A CANDLE TO BE LIT."

Third, the family structure in most parts of the world is in question. Double income has become a necessity to keep living standards high, leaving the parenting of kids to outsiders. Instant response time, immediate gratification, and not saying 'NO' is common in many families.

Add to this the distractions of films, computer games, and television and we have an over-stimulating environment for our children. Many teenagers have never read a book and most have never had the time, or desire, for introspective thinking. Questions relating to, "why we are here," "where are we going," and "what it is that I can do to make this world better" are no longer pondered. In this over-stimulated world, it is no wonder that more and more children are diagnosed with ADHD and treated with questionable medication hoping for instant cures.

These are some of your challenges now and in the future.

You may ask yourself, "how can I, as a teacher, meet my personal goal of providing the education that will make a difference for my LAS students?" I believe that there is an urgent need to reexamine the role of a teacher and that is where you, as an aspiring master teacher, need to start. I certainly cannot give you a packaged "standardized" solution. However, there are some points that you can consider:

- Look at students as individuals and treat them in this manner. As their teacher you should know them, as Mr. Ruof knew me over sixty years ago, beyond grades and standardized academic results;
- Break down prejudice and preconceived ideas by teaching students to reach out to others, not only of different race, culture or religions, but also towards those with a different approach to life, as Dr. Wagemann did when he taught Russian literature;
- Be an example by acting in accordance with those principles of life that you teach, as Prof. Ripley did when he joined his students in protesting against the draft;
- Open the minds of your students by teaching beyond a fixed curriculum and outside of your field of study, as Prof. Shah did for me so many years ago.

In summary, be an example of life-long learning and take advantage of the professional development offered at LAS, growth and change in today's world is a necessity for ongoing success, and teach your students divergent thinking as it will lead to creativity and innovation. Finally, remember what Indian Philosophy tells, "A child is not a bucket to be filled, but a candle to be lit."



A MILLION Open Doors

WRITTEN BY JAY LITMAN, AIA
Principal, Fielding Nair International

IN THE 21ST CENTURY WE NOW HAVE INSTANT UNIVERSAL ACCESS TO INFORMATION. IN THIS WORLD OF A MILLION OPEN DOORS, HOW DO WE DESIGN SCHOOLS THAT TAKE ADVANTAGE OF THIS UNPARALLELED ACCESS TO INFORMATION? HOW DO WE CREATE AN ENVIRONMENT THAT WILL PREPARE CHILDREN FOR THIS RAPIDLY CHANGING WORLD?"

Everyone talks about the digital revolution and how it is affecting our children. We refer to people born before 1980 as "Digital Immigrants" since they grew up in a paper driven, analog world before the emergence of the digital era. They had to learn and adapt to the advent of instantaneous access of digital information and communications. Children born after 1980 grew up in a world where the personal computer and the World Wide Web has always been a key fixture of their existence. That generation has been referred to as "Digital Natives."

That first generation of "Digital Natives", children who went through the school systems of the world in the 1980s, 1990s and early 2000s are now adults.

A child born the same year as the release of the Macintosh Computer in 1985 is now 26. Many of these young adults are now entering the work force as teachers in the very schools we are striving to transform. So now, instead of just discussing the negative impacts of placing a

child of this "digital" generation into the closed cells of traditional "Factory Model" School, we must also now recognize the impact of placing young teachers into a school environment closed off from the open world of the 21st century.

Children now attending primary and secondary schools around the world were born at the turn of the millennium and beyond. We are now into our second generation of "Digital Natives" and still we persist in designing schools for a departed paper driven, analog age.

Obviously the world has changed. It is virtual, it is augmented, and it is rapidly being connected by the gossamer threads of an instantaneous wireless society. In the 21st century world of a million open doors, how do we design schools that take advantage of this unparalleled access to information? When our children are now communicating by what can only be termed electronic telepathy, how do we create an learning environment that will prepare them for this rapidly changing world?

Over the years, I have observed how each new technological innovation has continued to transform and accelerate the education process and expand the social interactions. The access to in-depth information has become instantaneous through wiki sites, social networking sites, news forums, access to scientific

papers and blogs. Distance learning has become more prevalent. This has led to educational collaboration on a global scale among this generation of students.

Today's students are learning from each other in ways they were impossible only 20-years ago. It has become apparent that the flood of new knowledge for all corners of the world has reinforced trial and error learning; project based learning and peer to peer instruction. And, many times the people learning from each other might be thousands away from each other connected through Skype or WebEx, through massive multi-player gaming environments or other similar platforms.

This is a natural way to learn. It is how Firefox and Chrome, even the Android Operating system is evolving. We are in fact hard wired for a trial and error based learning system. Our brains are actually structured to learn by trial and error. It is how our brains learn to process the stimuli of our senses, how we learn to walk, acquire language; even how we learn not to touch really hot objects.

Unfortunately, school design is still structured around this idea of regimented, mass-produced education. Classrooms that are self-contained boxes leave little or no opportunity for pedagogical innovation. Teachers find it hard to work in teams

and kids find it very difficult to work or learn together.

When they enter their school they find themselves rendered deaf, dumb and blind within the confines of the traditional classroom box. Yet the world they now live in and play in connects them instantaneously across all economic and national

boundaries. Young adults regularly visit virtual environments where they learn how to work together to solve problems in new games such as "Mine Craft" or "Sim City" where they can build whole new worlds together.

How do we as architects and planners utilize these emerging learning patterns to create new kinds of learning communities? How do we design new schools that will enable our children to make the most of their unique abilities and strengths? We need to create new learning places where they will actually want to be all day; a place that fosters growth and makes learning a pleasure. Strange as it may seem, a school that will allow each child to be enriched and happy.

A Little History From A Personal Perspective

Through the 1980s and 1990s there was a growing realization that the closed classroom was not the best environment for learning. The traditional classroom; commonly known as the "Cells and Bells" model was designed for an assembly line approach to education where each child learned the same thing, at the same time, in the same way and in the same place. Aside from its pedagogical inflexibility, this model

WE NEED TO CREATE NEW
LEARNING PLACES WHERE THEY
WILL ACTUALLY WANT TO BE ALL
DAY; A PLACE THAT FOSTERS
GROWTH AND MAKES LEARNING A
PLEASURE. TOGETHER.



has been failing our children at an accelerating rate. Teachers and child physiologists have been scrambling to find a reason for the explosion of the diagnosis of ADD, ADHD, and even Asperger's syndrome.

Beginning in the early 1990's, the world has undergone some radical changes. As a consequence, the world our children live in now and will live in tomorrow has been transformed before our very eyes. We have accelerated right out of the Industrial Age, straight through the Information Age and into the Creative Age. Each of us at FNI has witnessed this change; as practicing architects, planners, educators and parents, we have lived through this transformation. In my case, it has been a very personal exploration and discovery having raised a hearing impaired child and learning firsthand how important classroom design and educational strategies can be.

Over the last 40-years there has been a revolution in the study of how we learn and specifically how a child's brain develops. The brain is no longer considered a static organ but instead a flexible, evolving system. Its development is tied to genetic cues, environmental and cultural influences and of course, the stimulus it receives. Each person is unique; each person is wired to learn in a slightly different way and is interested in different things. This has led to profound changes in how we think about educational strategies and how we design the schools our children inhabit for the majority of their waking hours.

The theories that have grown out of this research were put to the test by Dr. Daniel Ling a noted doctor in the field of Auditory Habilitation. He was a pioneer in the field of deaf education, developing the discipline of Auditory Verbal Therapy (AVT) for deaf and hard of hearing children. His successes in the 1970's and 80's proved that the brain can be rewired, that it can adapt. Teaching deaf children first involves intensive therapy focusing on strengthening and expanding the auditory centers of the brain followed by customizing an education plan specific to

EDUCATIONAL SPACES NEEDED MORE PEDAGOGICAL FLEXIBILITY, CLASSROOM ACOUSTICS NEEDED TO BE THOUGHT ABOUT, NATURAL AND ARTIFICIAL LIGHTING, NEEDED TO BE CAREFULLY DESIGNED.

each child. This is known as an IEP (Individual Education Plan). This plan is built upon the recognition that there are multiple intelligences beyond Linguistic Intelligence and that there are many modes of learning beyond lecture mode. Using a simple set of tests the teacher may find that this child has a high degree of spatial intelligence or is a true kinesthetic learner. The child's revealed strengths can then be paired with the various modes of learning most advantageous to that child. These modes may include direct peer to peer

involvement, collaboration, project based learning, etc.

One thing became immediately clear to me as an architect; the realization that the traditional autonomous rectangular classroom was not appropriate to effectively educate a child in this modern era. Educational spaces needed more pedagogical flexibility, classroom acoustics needed to be thought about, natural and artificial lighting, needed to be carefully designed.

Through the 1990's and 2000's, I put this collection of best practices in education to the test actively rebuilding my son's classrooms and any other learning spaces I could get my hands on. Teachers were very resistant at first but gradually came to realize that these changes not only were working for my son but that all the kids were benefiting from these strategies. They realized that some children, like my son, were visual learners, others need to move, or build, or draw, or dance

to learn.

I began to bring these design tools and new ideas to the schools I was designing as an architect. In time, I began to discover the work of other architects who were as passionate about reinventing the school experience as me. In 2006, I met Prakash Nair and we began to work together. Soon after, I joined forces with Prakash and his partner, Randy Fielding at their firm Fielding Nair International.

The Language of School Design

Fielding Nair International embraces these wonderful discoveries in education and the 21st century world that we now live in. This changing world has affected how our children think and learn. The digital revolution has had a profound impact on us and more especially our children. It has fundamentally changed how they access the world around them and the design requirements for their ideal learning environment. This

revolution is now influencing global trends in education by advancing new "best practices" on how we teach our children and in turn how we design schools in the 21st century. These schools are very different from those of the last century. Beyond obtaining various educational proficiencies these schools are designed to nurture the following global skills.

- We now live in a global society that is interconnected in a very intimate way. What happens anywhere on earth can have an immediate impact worldwide. Our children need a global perspective and the ability to access and understand it.
- The way we live, work and play is increasingly based on the collaborative efforts of many team players. Our children must learn to work collaboratively.
- We live in a knowledge based society rather than a work based society. Our children must be capable of quickly researching any topic and even contributing to the knowledge base.
- The Information Age has given way to the Creative Age. Our children must learn how to look at the pieces and find the patterns. They must learn to be creative problem solvers.

Preparing for the 21st Century at the Leysin American School

In 2008, FNI was engaged by Leysin American School to design the new academic center at the former "Grand Hotel". This venerable historic structure evolved into the new Belle Époque Campus or BEC. The new academic center, built within the BEC, follows the design patterns developed for this new language of school design.

Each floor contains a Small Learning Community (SLC) consisting of different sized Learning Studios clustered about a Learning Commons. Some of these Learning Studios are connected in pairs to enable for teachers to collaborate. All the Learning Studios are visually connected to the Learning Commons, an agile space designed for students to work in teams or individually.

The design of the BEC Academic center also emphasizes the "bones" of the building, much like a 3D textbook, using timber trusses interconnected into a white steel superstructure. The



roof is designed in a Gull Wing pattern to allow for a maximum amount of natural light and ventilation and panoramic views of the Rhone Valley below.

Today, teachers at LAS are utilizing the Learning Center as envisioned and they have expanded their range from the traditional classroom out through the entire SLC, which includes their Learning Studio, the Learning Commons and other smaller seminar spaces. This has encouraged more independent work among the students and shifted the teacher from the position of the instructor to that of mentor. The physical design and panoramic views have also created an environment for inspired and creative academic pursuit. The vision for the school of the future has been realized in Leysin.

Communication, Interaction, & Support:

The future for Alumni & Friends of LAS.

Greetings Alumni & Friends,

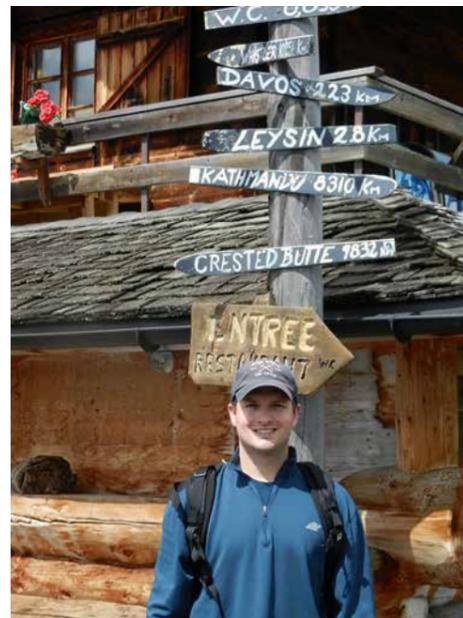
It is hard to know where to begin summarizing my first few months at LAS. In the short time I have served as your Director of Development, I have visited 15 cities on three continents, attended two alumni events, and met with numerous prospective, current & past parents, close friends, students, and alumni of our great school. My wife Anastasia, our dog Sydney, and I have received a very warm reception and we quickly began calling Leysin home. We truly understand why LAS holds such an important place in your lives.

Arriving just as the 50th Anniversary year wound to a close, it has been enjoyable to reminisce with everyone about the great past of LAS. On many occasions, alumni noted how amazing it is to think our school rose from its humble beginnings to become one of the World's most elite boarding schools. Inevitably, those conversations shifted from days gone by to days yet to pass, and the future of LAS. I am happy to report that from where I sit in Leysin, the future looks bright for LAS.

This issue of "Panorama" focuses on the theme of Innovation. As a group, alumni & friends, you receive great benefits from innovation. Innovation has put the world at your fingertips. You can share memories and stories on Facebook, you can make business connections on LinkedIn, and you can even financially support your favorite causes with online gifts and text contributions. Everyday, innovation provides a new tool for communicating, connecting, and supporting your global family.

By now, you may be asking yourself, "In what way will innovation affect my relationship with LAS in the future?" The first way you will see innovation affecting your relationship with LAS is through the new Alumni & Friends section of the re-launched LAS webpage (www.las.ch). Innovation in web-design, communication, and social media will make the new webpage the hub of all global alumni & friend activity and communication. Not only has the base website been redesigned but we have also made much more content public, while still protecting the individual privacy of our users. Ultimately, we hope to provide access to all things LAS with the click of a mouse.

The second way you will see innovation affecting your relationship with LAS is in the way we



communicate. Gone are the days of snail mail. Our family has grown from one with international member to being fully global. In the future, the preferred method of communication will be email, e-newsletter, Facebook postings, text messages, or similar types of communication. That said, we still want your mailing address: traditional mail is not completely obsolete.

The third way you will see innovation affecting your relationship with LAS is in the way we interact. You can expect much more interaction in the future. Not just between you and the school but between you and your follow alumni & friends. Thanks to the innovations previously mentioned, we will be able to better connect with each other for all of our mutual benefit. Whether it is finding a mentor in the business community, providing an insiders point of view on a graduate school program, or helping connect me with a long lost alumni during my travels, we can all benefit.

The final way you will see innovation affecting your relationship with LAS is that we will be asking for your support, financial and other. This type of innovation is less about technology, though we do plan to utilize the cutting edge methods to solicit, cultivate, and steward your support, and is more about practice. A culture of philanthropy and a functioning development program will be an innovation for LAS. Yes, LAS has received very generous support from alumni & friends in the past, but never in a consistent and systematic way. Changing our approach will allow us to distinguish ourselves from our peers. As a younger and smaller school, support from you, our alumni & friends has a much more profound and immediate impact on our students, faculty, and programs than similar support to our peer schools. Development at LAS will not be about keeping the doors open but rather about transforming our school into something more exceptional.

As I previously mentioned, the future looks bright for LAS. Using innovation, together, we will continue to build upon the great school we are already proud to call our own and make it even better.

Please keep your news coming, visit whenever possible, and support the school that means so much to you and so many others.

Many thanks,

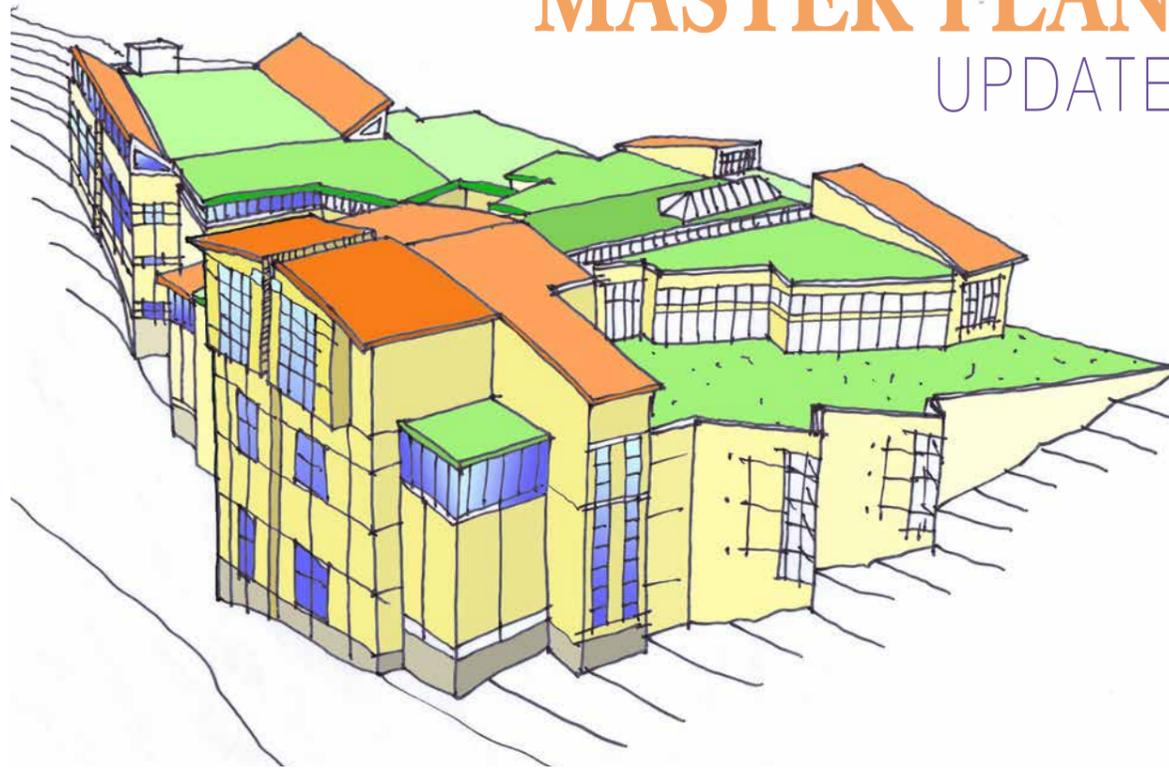
A handwritten signature in black ink, appearing to read 'Ben Smith'.

Benjamin M. Smith
DIRECTOR OF DEVELOPMENT



THE NEXT 10 YEARS:

CAMPUS MASTER PLAN UPDATE



THE COMPLETION OF THE MAJORITY OF RENOVATIONS TO THE BELLE ÉPOQUE CAMPUS IS PERHAPS THE MOST IMPORTANT EVENT AT LAS IN THE PAST TWENTY YEARS.

The School now has an iconic landmark with a long history of serving past leaders of the world serving to educate its future leaders. The Belle Époque is beautiful, dignified and well adapted for school use. Visiting parents have often stated that students are inspired to study when at the Belle Époque.

The completion of Belle Époque represents the turning of the final page on chapter one of the Campus Master Plan, as determined by the Executive Committee and Board in 2010. The planning and vision for the Campus Master Plan, funded by the generous support of a past parent, aims at having world-class facilities on both its campuses.

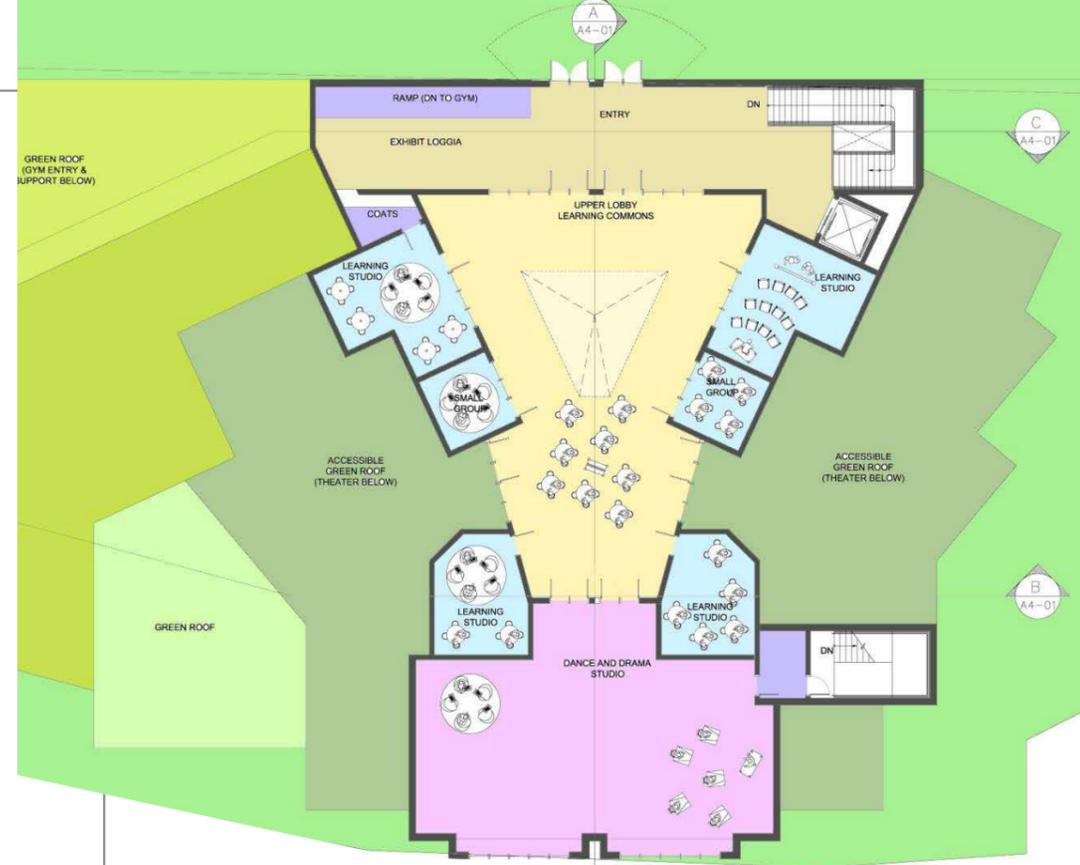
Studies were commissioned and it was determined that a new athletic center and renovations are needed on the Savoy campus and a combined performing arts and athletic center is needed on the Belle Époque Campus. The studies outlining the

projects were presented to the sponsor and he expressed his full support. With his approval, the Executive Committee and Board are able to move to the next step.

As required by Swiss building regulations, LAS provided the government with zoning plans detailing placements and volumes of the proposed facilities, as well as initial studies on architecture for integration into the existing areas, energy and the use of modern sustainable sources, water management, and impact on traffic. LAS selected Fielding Nair International, the architecture and design firm that designed the Belle Époque Academic Center, to prepare detailed plans for obtaining the necessary building permits. A process that can take up to 36 months to complete.

In response to the early results of the studies, planning assessments, and economic climate, it has been determined that the next chapter in the Campus Master Plan will be the construction of a combined performing arts & athletic center at the Belle Époque Campus. This project is a perfect compliment to the recently completed renovation and creation of world-class academic facilities at the Belle Époque Campus.

This project is certainly ambitious but so is the desire to be world-class. The Executive Committee and the Board are confident that through the generous support of LAS's alumni, parents, and friends we can meet our ambitions.



GROUND LEVEL

The view upon entering the lobby on the main floor will be as breathtaking as the mountain range beyond. To the immediate left of the entrance will be a beautiful staircase that will access the Theater below. The lobby will open up to a skylit learning commons with accompanying learning studios. The ground level will also open up to the surrounding green landscaped roof, designed for open-air study and socializing. At the far end of the Learning Commons is the Dance and Drama Studio.

FACILITY DESCRIPTION:

Performing Arts & Athletic Center
Fielding Nair International

This proposed addition to the Belle Époque Campus, will be located directly across from the recently renovated Belle Époque facility, on the downhill side allowing for most of the mass of the building to be sunk into the mountainside below. In fact, only the main floor containing the lobby and the Performance Arts study space will be at entry grade. The rest of the building, including a fully functional theater seating up to 500, a full sized gymnasium with a mezzanine level running track, an aerobics center, and a fitness room are all located below grade. Although these major functions are below grade, the slope of the mountain is such that much of the building mass below will be

exposed above the falling grade allowing for windows and natural light.

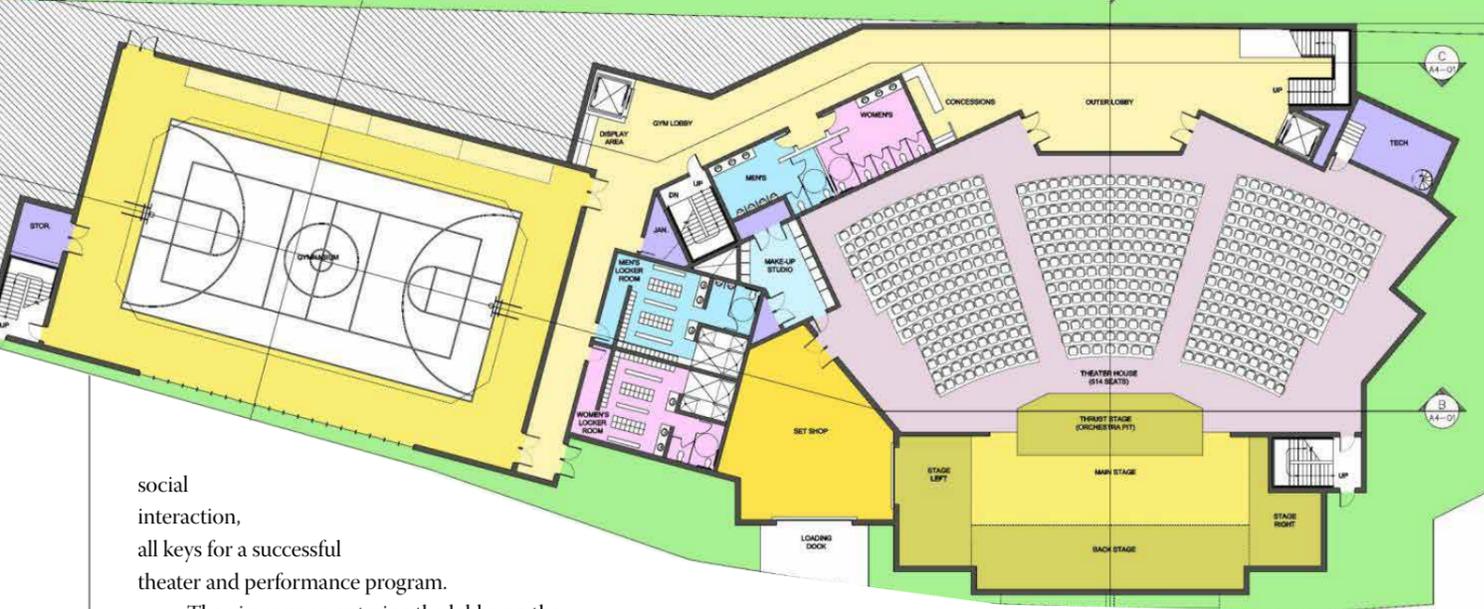
The development of the building exterior takes into consideration the historic character of Leysin. Careful massing and articulation of the building forms so that the building fits into the mountainside and appears to be a series of smaller scaled buildings rather than a single monolithic volume. As a result, current views from the Belle Époque will not be obstructed.

The exterior of the building will include stone panels, rain screen panels and heavy timber brackets for support of sloping roof lines with generous overhangs designed to shed the snowfalls common in the Swiss Alps.

The interior has been carefully laid out according to the best educational design principles, specifically designed to foster collaboration and discovery; hands-on project based learning and



REAR VIEW. Although the theater, full sized gymnasium, aerobics center, and fitness room are all below grade, the slope of the mountain is such that much of the building mass below will be exposed above the falling grade allowing for windows and natural light.



social interaction, all keys for a successful theater and performance program.

The views upon entering the lobby on the main floor will be as breathtaking as beyond the lobby. A skylit learning commons opens up to reveal the surrounding green landscaped roof, designed for open-air study and socializing. The new theater lies just under the roof level. The view beyond the roof is a 270-degree view of the surrounding mountain range. At the far end of the Learning Commons is the Dance and Movement Center. The view beyond will be completely unobstructed by large studio windows framing Leysin below.

A monumental staircase from lobby will access the Theater below. The Theater is designed for flexibility so that students can have an effective learning space that is capable of staging plays and musical performances for up to 500 people. The seating arrangement is designed so a separation curtain can be drawn creating a more intimate 250-seat drama space.

The stage itself is set up with a proscenium arch for traditional staging but the orchestra pit can be floored over for a thrust stage. Because the stage area contains both a left, right and back stages; black box performances can also be staged when the need arises. The Theater, is further augmented by a fly loft, a set shop and a make-up and costume studio allowing that true set design and costuming to be taught. In this way, the full scope of IB diploma level theater and dramatic arts can be taught at a facility that will be one of the best in the world.

The gymnasium will be supported by full locker and shower facilities, an aerobics studio, and a wellness center containing weights and machines. The gymnasium can be entered either through its own separate entrance or through the main lobby.

Avec passion et avec vous.

Chaque année, la BCV soutient plus de 800 événements dans le canton.



SORTIR

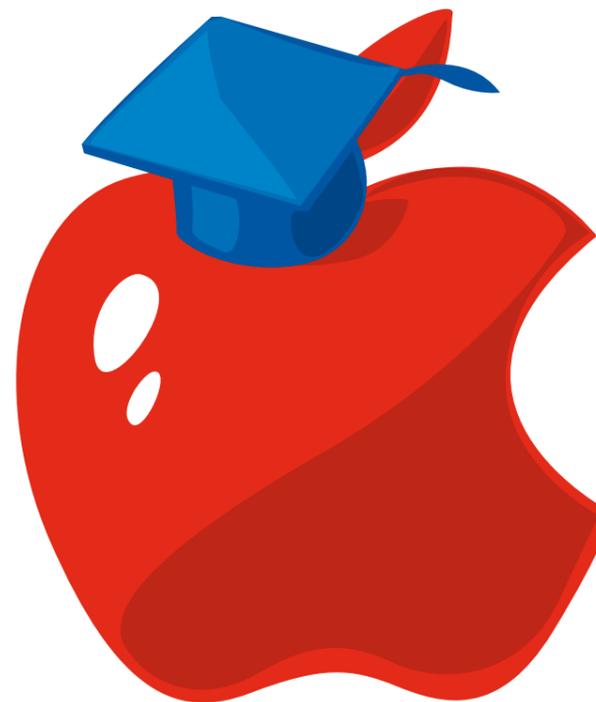
Ça crée des liens

www.bcv.ch/sponsoring



YOUR TIME IS LIMITED, SO DON'T WASTE IT LIVING SOMEONE ELSE'S LIFE.

«STEVE JOBS JUNE 12TH 2005»



www.qlc.ch

QLC S.A. - Av. Reller 5 - 1800 Vevey 1

T: +41 21 966 44 66 - F: +41 21 966 44 65

innovaphone in an exclusive environment: Leysin American School

by Dr. Petra Wanner-Meyer / innovaphone AG



The Leysin American School in Switzerland has decided in favour of a new telephony system by the German VoIP specialist, innovaphone. Taking great pride in offering state-of-the-art multimedia solutions to its pupils, the decision was made to invest in a modern VoIP system by innovaphone. The latter has in turn enabled LAS to drastically reduce its total cost of calls.



flexibility. Fabrice Conenti, CEO of Edificom, adds: "Thanks to the innovaphone solution with its sophisticated location concept, the total cost of calls could be reduced by a spectacular 500 %. The new PBX has thus paid for itself within a short period of time. LAS has really been able to change a cost centre into a profit centre."

The traditional PBX system which had been used on the campus for many years no longer met the requirements of a professional, modern telecommunication infrastructure. Heterogeneous telephone systems from various manufacturers had different service agreements. It was difficult to handle internal calls between the 15 buildings as these calls had to be routed via leased lines in the PSTN (Public Switched Telephone Network). The previous billing system was extremely costly, managing staff calling costs in the various departments was rather inflexible – reasons enough to converge language and data into one homogeneous system.

The entirely standard-based innovaphone PBX enables so-called "soft migration", meaning that older telephone systems can be retained while migrating to IP telephony at the same time. All of this takes place without any loss of voice data. Christoph Ott, Director of Business Development at LAS says: "The school campus has 15 buildings which are inter-connected using fiber optic cables and a highly efficient local area network. This favourable basis enabled all users to be connected via one single innovaphone PBX. During soft migration, the branch PBXs which had been set up as slave PBXs in a master-slave scenario will gradually be disconnected and analogue telephones will be replaced by IP phones. Finally, the former central PBX will be replaced by an innovaphone PBX and migration will be complete."

Lausanne-based Edificom was awarded the contract to modernize LAS's telephony infrastructure. Two basic requirements were placed on the new telephone system: a considerable reduction in overall calling costs and maxi-

Contact: Bénédicte Nuding | RP France / Belgique
innovaphone AG | Böblinger Straße 76 | 71065 Sindelfingen
Tél: +49 (0)7031 73 00 9- 129 | Fax: +49 (0)7031 73 00 9-99
mailto: bnuding@innovaphone.com | <http://www.innovaphone.com/>

ADMISSIONS TODAY:

A TYPICAL INQUIRY TO ACCEPTANCE JOURNEY

CONTACTING LEYSIN AMERICAN SCHOOL FOR THE FIRST TIME IS A BIG DECISION. WE UNDERSTAND THAT WHETHER THE INQUIRY IS MADE ONLINE, THROUGH A REFERENCE, OR AT A BOARDING SCHOOL FAIR, EACH INQUIRY HAS THE OPPORTUNITY TO CHANGE A PROSPECTIVE STUDENT'S DESTINY FOREVER.

>>> A reply arrives from Leysin, a town you cannot yet easily find on a map. It is from Melati '01, Admissions Associate & Alumni Coordinator. Her warm message of interest in reply to your inquire offers to help you with any questions and provide you with any additional information you may need. The promise of snowy winters, new friendships and endless chocolate is no longer just a dream.

We respond to each promising admissions candidate's inquiry with an invitation to come meet the LAS family in person. Making the decision to study abroad is more than just deciding to attend a new school. It involves leaving your family and friends, fitting into a new community, and experiencing many things for the first time. As such, we make sure prospective students and their families have the opportunity to meet us and we have the opportunity to provide them with the attention they need to make the most informed decision. Approximately, 90% of our enrolled students visited campus before attending LAS.

>>> You respond to Melati '01 through the LAS website with a handful of questions: do I need a TOEFL, how big will my classes be, does LAS have sports facilities, how many nationalities are represented at the school, and what's a faculty family? Melati '01 replies very quickly answering all your questions in detail.

We also understand that coming to Leysin requires advanced planning, even for a frequent traveller. We are committed to providing helpful and friendly advice including flight, hotel, traditional Swiss guesthouse, and dining recommendations. We want to make each visit to the "Magic Mountain" an unforgettable experience for all prospective students and their families.

>>> Your initial questions answered, you and your family decide to accept LAS's invitation to visit. Happy with your exchange with Melati '01, your parents feel comfortable calling the Admissions Office to see if someone can help with your travel plans. Danka, an Admission Associate, answers their call. With Danka's assistance, the whole visit is arranged including booking travel and scheduling meetings on campus. The anticipation of the your trip to Switzerland builds.

Upon arrival, we greet our visitors like they are already part of the LAS family. Only after they are settled, do we begin to discuss our programs and offerings in detail. These discussions include full explanations of our multiple academic tracks, extracurricular activities, pastoral care, supervision and community lifestyle. Each of these discussion areas plays an important role in supporting our mission and enhancing the learning and living conditions for all LAS students.

>>> The big day has arrived. You and your family arrive at the Belle Époque Campus, after a long previous day of travel, and are greeted by Hiroki '99, Admission Associate, with the offer of tea, coffee, Swiss chocolate, and a seat on the comfy couch in the Trustee Room. After Hiroki '99 explains that he too has been through the admissions process, you think to yourself, who better to share their experience with prospective students and their families.

We compliment the discussion of our academic programs and offerings with a full tour of campus, providing prospective students and their families the opportunity to see, first-hand, the dormitories, classrooms, arts, athletic, and dining facilities they will call home and use as students. We also use this opportunity to reiterate the importance of family at LAS by offering the opportunity to have lunch with members of the founding family; now in their 3rd generation of guiding LAS.

>>> During your tour, you are impressed to learn that every student gets a MacBook and an iPhone as part of the ATLAS program. Your parents are happy to learn that regardless which program of study you choose or which dormitory you are assigned you will be studying and living with students of similar academic ability, age and under fulltime adult supervision. You can't decide if you are more excited about the ability to use the indoor pool in town, learn to skate on the local rink, or ski twice a week during the winter term. Your parents can't decide if they are more excited about the safety provided by attending school in a small Swiss mountain village or the convenience of the proximity and access to the international airport in Geneva.

After the visit to campus is complete, prospective students and their families must decide if LAS is the right school. If they decide it is, we assist them in completing the application process. Shortly thereafter, we provide them with an admissions decision. If accepted, we continue to help them in obtaining student visas, making travel arrangements, and we provide a full multi-day orientation.

>>> Shortly after your visit you receive a second reply from Leysin in the mail. This time it is an acceptance letter. You have no trouble finding Leysin on a map. You and your family have decided you will attend LAS. You are looking forward to that day in August when you are greeted at Geneva Airport by a student ambassador. You know the ride to follow along Lake Geneva and back up the "Magic Mountain" will be the beginning of great journey.



>>>Panorama: Why did you choose to study in Switzerland?

When I first started considering foreign education, I was looking for two things: high quality education and an interesting social environment. Boarding schools in Switzerland are famous for their international student body, security, and beautiful surroundings.

>>>Panorama: What was it that attracted you to LAS?

Studying in the Alps was more than I could dream being a 16 year-old student. LAS, in particular, seemed to be a perfect match for me: fresh air and mountains, variety of clubs and team sports offered, international student and teacher body, IB system – I simply couldn't resist saying yes to this place even though it's far away from home.

>>>Panorama: How does your family feel about you being away from home?

LAS is my second home, I feel happy and secure here. I love that there is a close relationship between students and teachers; we play sports together, compete in mathematics competitions, eat and ski together. In particular, I love my dorm parent, Mrs. Kantz; together, with other kids we cook cookies, nachos, play bowling and watch movies. Just yesterday, we were cooking Christmas muffins and decorating our dorm. I do miss my home, in particular the Ukrainian people, but I choose to stay here and build my second home with a lot of new friends and long lasting relations.

>>>Panorama: What are your plans for the future after finishing at LAS?

I am planning on a dual major at a university: Political Science and Math. Right now, I am going through the application process to US universities and looking forward to see my name on one of the acceptance lists in spring.

>>>Panorama: Will you continue to study in an international environment?

Definitely. The international environment at LAS made me a "citizen of the world". I have fostered respect and understanding to other cultures, I enjoy discussing global issues in class with students from Venezuela, Cape Town, Korea, and Thailand. Besides, it's so much fun to know some basic words from different foreign languages such as "dankishon", "konichiva", "sintyao". In particular, I enjoy sharing my



room, clothes, and food with my Vietnamese roommate. All the universities I am applying now have high percentage of international students.

>>>Panorama: What are some of the places you have visited and the activities you have done while you have been a student at LAS?

One of the things I like about LAS is large number of different clubs and extracurricular activities that are offered here. For instance, I am participating in two sport teams, soccer and cross-country. In addition, I am a council member in several community service and leadership organizations. I like that at LAS we have special "travel" weekends when students are allowed to travel within Switzerland as well as to different nearby countries. Thanks to the cultural trips offered twice a year at LAS, I helped build houses for poor people in Romania, I took French classes in Nice, I learned about Italian Renaissance in Italy, and I ate salty pretzels in Germany.



>>>Panorama: What activities interest you at LAS?

During my two years at LAS, I have become very open to new experiences. I have adopted the rule of saying, "yes", to all the activities I am exposed to here. They have ranged from being a waitress at the school banquet to playing "Luce" in the school production of "Comedy of Errors." I have also tried mountain biking several times and I am planning to do paragliding in the spring.



>>>Panorama: What is your favorite place in Switzerland?

I am always willing to come back to Montreaux, a place with shining lake in summer and magical Christmas market in winter. Usually, in the beginning of the fall and during spring, I swim in Lake Geneva with my friends, take long promenades or bike along its shore, and enjoy the evening in one of the cozy restaurants.

MAKING MOVES

Promotions of faculty and staff

COMMENSURATE WITH THE SCHOOL'S EMPHASIS ON FAMILY, WITH THE SCHOOL NOW BE MANAGED BY THE THIRD GENERATION OF THE OTT FAMILY, THE STRENGTHENING OF THE 'FACULTY FAMILY' CONCEPT, LAS ALSO HAS A POLICY OF PROMOTING FROM WITHIN TO FURTHER PROMOTE THE FAMILY VALUES ON CAMPUS.

Recent promotions within the administrative team include

Rhonda McMullan assuming the position of Dean of Students, supported by the appointment of Phoebe Bigelow as Assistant Dean of Students with responsibility over student behavioral matters and Marta Krause as Assistant Dean of Students with responsibility over student residential matters.

On the academic front, Paul Fomalont was promoted from teaching mathematics to become the Associate Dean of Academic Affairs with Paulette Watson ably supporting him in her role as Academic Affairs Assistant.

With our increased emphasis upon learning support, Glen Kantz was promoted from teaching English to become the new Learning Resource Specialist.

We wish them every success in their new roles.

Viandes - Charcuterie - Viande de cheval
Volailles - Service traiteur

Poisson frais
tous les jeudi-vendredi-samedi

**BOUCHERIE
DU CENTRE**

Produits artisanaux
Ruchet

Pascal Ruchet
1854 Leysin - Village
Tél. 024 494 14 18
Fax 024 494 19 29

Juillet et août
ouvert le dimanche matin
de 9 h. à 12 h.

TAXI KOJAK
024 494 25 55

7J/7J 24H/24H

www.taxikojak.ch

M G REPARATION - SERVICES - DEPANNAGE VENTE EN ELECTROMENAGER

MONNIER-GASSER
Denis Woeffray
1920 Martigny

Avenue du Gd St-Bernard 63
027 722 22 50
info@monnierelectromenager.ch

L'ENTREPRISE NOS PRODUITS NOS SERVICES INFORMATIONS CONTACTS

Monnier-Gasser
Denis Woeffray
Avenue du Grd-St-Bernard 63
1920 Martigny

027 722 2250
info@monnierelectromenager.ch

Electroménager - Téléphone, Fax, répondeur - VIDÉO

Electricité - Téléphone
Daniel Tauxe M+F
1854 Leysin

Tél 024 484 38 48
Fax 024 484 38 64
Natal 079 342 55 48
Route du Villon
1854 LEYSIN-VILLAGE

Préparez
Vos boissons pétillantes
avec l'eau du robinet!

Soda-Club

SERRURERIE
Ogüey

Jean-Bernard Ogüey

Bâtiment Mandarine
CH - 1854 Leysin
Tél. 024 484 40 40
Fax 024 484 38 64
bernard.oguey@bluewin.ch

**FROMAGES
CHAUDRON**

Produits laitiers de premier choix
Mélanges fondue
Fromages à raclette
Choix de yogourts

Succursale de Leysin
Tél. 024 494 13 77
Fax 024 494 13 78
info@fcsa.ch

PUENZIEUX SA
VEYTAUX-MONTREUX 021 887 91 00
www.puenzieux.ch
CHARPENTE - MENUISERIE - PEINTURE

**VOS
VOYAGES**

BY CULTURE AIR TRAVEL
GENEVE - LAUSANNE - YVERDON - LEYSIN

TORK

QUALITEL
La qualité au service du professionnel

Fournitures
pour l'hôtellerie, la restauration et manifestations

Route des Ilettes, 31 - CH - 1869 MASSONGEX
Tél : 024 472 47 17 - Fax : 024 472 47 16
E-mail : qualitel@bluewin.ch

THE SILK ROAD RIDE

written by GRAYDON HAZENBERG

"In this desert there are a great many evil demons, and there are also Sirocco winds, which kill all who encounter them. There are no birds or beasts to be seen; but as far as the eye can reach, the route is marked out by the bleached bones of men who have perished in the attempt to cross the desert."

FA XIAN, 5TH CENTURY AD

"It is all mountains and sand and valleys, and nothing edible is to be found in it...there are neither beasts nor birds, for they find nothing to eat...he [a lost traveller] hears spirits speaking to him as if they were his companions, for sometimes they even call him by name. And often a traveller is thus led astray, and never found again, so that many have died or disappeared in this way."

MARCO POLO, 13TH CENTURY AD

THE CORPSE LAY ON HIS BACK IN THE DITCH, A BLACKENED ARM EXTENDED SKYWARD FROM HIS RAGGED SLEEVE. HE LOOKED LIKE THE TRAMPS I HAD SEEN MARCHING WILD-EYED ALONG THE ROAD SINCE LEAVING XIAN. I WONDERED WHAT HAD HAPPENED.

Had he run out of water in the Gobi desert? Had a passing truck hit him, abandoning him to his dusty death? I returned to my bicycle and considered what to do. I looked up in my Chinese dictionary how to say "I saw a dead man," in case I encountered the police. I didn't want to risk burying my fellow traveller, so I left him lying where he had fallen. I didn't see any police cars for days. He's probably still there.

It amazes me that any sane person would ever have ventured across the deserts of Central Asia, waterless wastes that bake in summer and freeze solid in winter. Yet for millennia caravans traversed these desolate blanks on the map, connecting the great civilizations of Eurasia along trade routes. Now, in the summer of 2002, I was cycling westward along the Silk Road in search of its rich history and the grandeur of its landscape. I

wanted to measure myself against the unforgiving yardstick of the Gobi, Taklamakan and Kara Kum deserts, and the equally pitiless ramparts of the Tien Shan, Pamir, Elborz and Caucasus mountains. I wanted to see for myself the accomplishment of such great travellers as the Venetian Marco Polo, the Chinese monk Xuan Zang, and Ibn Battuta of Tangiers by following in the hoofprints of their camels.

I pedalled out of Xian, China's ancient capital, in early May. For days I paralleled the Great Wall, picnicking atop it and camping beneath its ramparts. I rode through swarms of enraged bees into Dunhuang, a cluster of cliff-side grottoes housing China's greatest collection of Buddhist art. There the road swings north to cut directly across the Gashun Gobi for 400 bone-dry kilometres. Throughout history this windswept desert barrier, reputedly populated by evil spirits, has marked the frontier between Chinese civilization and the western barbarians.

In AD 629 Xuan Zang, a young Chinese Buddhist monk, crossed the Gashun Gobi, bound for India. Finding the border closed, he sneaked past it by night, guided by a man who first attempted to murder him, then abandoned him without water in the desert. After four parched days of wandering, he was led to a hidden spring by his faithful horse. He reached Hami oasis more dead than alive. He was lucky; as Marco Polo noted centuries later, this desert path was marked by the bleached bones



GRAYDON HAZENBERG was born in Ottawa, Canada in 1968. After studying mathematics, physics and astronomy at the University of Waterloo and at Harvard, he ran away from academia in 1994, determined to see the world. 105 countries later, his quest is only half complete. Many of his travels have been undertaken by bicycle or on foot, allowing him to explore some of the remoter corners

of Asia, Europe, South America and Africa. His lifestyle choice was inspired by the saying "You can always make more money. You can never make more time." He is happy to park his bicycle at LAS and teach physics and math so that he can enjoy the wonderful scenery and outdoor opportunities of the Swiss Alps. He hopes that he is able to inspire a love for learning, travel and adventure in his students, along with a knowledge of Newtonian mechanics.



Defence Towers, Tusheti, Georgia



2009

of camels, horses and men. As I had just found out, some things haven't changed much.

The day after finding my unfortunate fellow traveller, I set out for Hami from a tiny truck stop called Xingxingxia, following Xuan Zang's route along the modern road. Hot, scouring winds sucked moisture from my body. My maps alleged I would pass two villages, but they proved to be cruel cartographer's jokes, wastelands with no signs of life or wells. Dizzy with incipient sunstroke, I drained my last drop of water and wobbled toward the sunset.

At dusk I reached a road workers' dormitory, delirious with thirst, and guzzled three litres of the coolest, most refreshing water I have ever tasted. At a restaurant further down the road I downed another four litres of fluids before crawling off to camp in an orchard.

It had been a long, hard day. Xuan Zang's troubles thirteen centuries ago had come vividly to life. I had nearly ended up a roadside pile of bones myself, like so many of the traders and monks in whose footsteps I followed.

My brush with the evil spirits of the Gobi wasn't over yet. Another two weeks of dashing grimly from oasis to oasis, battling gale-force headwinds, drained and depressed me. The rich history and scenery of Turfan's ruined cities left me indifferent. In Urumqi I left my bicycle and went hiking beside Heaven Lake. I limped back to town with swollen ankles. Shooting pain spread upwards through my joints, and within two days I could no longer stand. When my left wrist ballooned to the size of a melon, I dragged myself into the hotel corridor and called for help. Within an hour I was in the best hospital in western China.

Penicillin and steroids reduced the swelling and pain. Nobody would tell me what was wrong, but I knew that my journey was over, and the disappointment was unbearable. Gaunt but alive, I flew back to Canada to spend six months in bed recuperating from what proved to be rheumatic fever.

Like Xuan Zang, I was lucky. Had I fallen ill two weeks earlier, while camped in the Gobi, I could easily have died. However, it was hard to feel fortunate as I convalesced in Thunder Bay, unsure whether the disease had damaged my heart and ended my nomadic lifestyle.

I spent two long years recovering my strength and my finances. I consoled myself by recalling that Marco Polo spent a year recovering from malaria in the Pamirs before completing his landmark journey to China, while Xuan Zang survived his Gobi mishap to finish his sixteen-year pilgrimage and become China's most revered traveller, as well as my personal hero. Their courage and perseverance inspired me to resume my own interrupted Silk Road quest.

In 2004, I returned to Urumqi and cycled for three glorious, healthy months through the alpine splendour of the Tien Shan, the high-altitude moonscape of the Pamirs, the furnace-like Kara Kum desert and the Iranian steppe. I camped amidst 2000-year-old Scythian tombs, in the ruins of ancient Merv and in a caravansarai that once hosted Marco Polo. I gaped at fabulous Timurid mosques in Samarkand, Bukhara and Mashhad and the surreal tower tombs of eastern Iran. I climbed the 5671-metre peak of Mt. Damavand, Iran's highest mountain, and cycled across a series of 4000-metre passes across the Tien Shan and Pamir mountains

As impressive as these landscapes and buildings were, what gave real meaning to my travels were the modern inhabitants of the Silk Road. I experienced the unstinting generosity of yurt-dwelling Kyrgyz nomads, penniless Tajik farmers in remote Pamir valleys and welcoming Iranians with their illicit home-made wine. Although materially poor, their hospitality, dignity and resilience reminded me of what I was gaining from my epic journey: a renewed appreciation for the greatness of the human spirit, and a better understanding of what is important in life, both forged by having diced with death in the Gobi and won.

Unfortunately, the necessity to earn a living interfered

with finishing the Silk Road ride that summer, and I was forced to break the journey once again, this time in the pollution and traffic insanity of modern Tehran. As I flew off to a teaching job in Cairo, I vowed that I would soon return to finish my twice-interrupted journey along the most legendary highway of antiquity.

As it turned out, it would be five long years before I could return to Iran and finish my quest. In the summer of 2005, I did not have enough time to ride; the Iranian government delayed my visa so much in 2006 that I had to make alternate plans. Other travels occupied me in 2007 and 2008. Finally, however, after three years of teaching mathematics in Rangoon, Burma, I had enough time to plan the final leg of my Silk Road ride.

I flew to Kuwait in July, 2009 and took a ferry with my bicycle to Bushehr, Iran. I rode away from the hellacious summer heat of the coast into the more bearable climes of the Iranian plateau, past former capitals like Bijapur, Shiraz, Persepolis, Pasargadae and Estakhr. All along the road Iranians stopped to give me water, juice, fruit and cakes, or to invite me to picnics or to stay in their houses. I rejoined my 2004 route in Tehran, then rolled northwest into the Elborz mountains and the legendary castle of the feared Assassins at Alamut. After stopping at the grandiose tomb of the Mongol Sultan Uljeitu, I rode north along the Caspian shores into Azerbaijan.

The ex-Soviet republics of Azerbaijan, Georgia and Armenia were a highlight of the entire trip. I fell in love with the rugged, forested Caucasus range, its impossibly steep mountain ramparts and its tough people. In Georgia, I rode up into three remote valleys along the Russian border, staying with local families, drinking local wine and stuffing myself on khachapuri, Georgia's staple cheese pies. In Armenia, I rode across the treeless plateaux and down into the precipitous gorges of this ancient Silk Road kingdom, fortified by wonderful grilled lamb

shashliks. As the winter started to set in at the end of September, I pedalled madly north and south again, making a week-long detour because of the closed Armenian-Turkish frontier.

Eastern Turkey was full of historical remains, from the Urartians of the second millennium BC, the Armenians, the Romans, the ancient Greeks, Syriac and Chaldean Christians and even Haran, once the residence of the Biblical patriarch Abram. I visited all these sites, but was anxious to reach the Mediterranean and escape the stone-throwing Kurdish boys who plagued my progress along the road. The modern highway, full of Turkish trucks

trundling east to Iraq, Iran and the Central Asian states, was called Ipek Yolu, the Silk Road, and it led across the great rivers of Mesopotamia, the Tigris and Euphrates, to the great ancient metropolis of Antioch (modern-day Antakya).

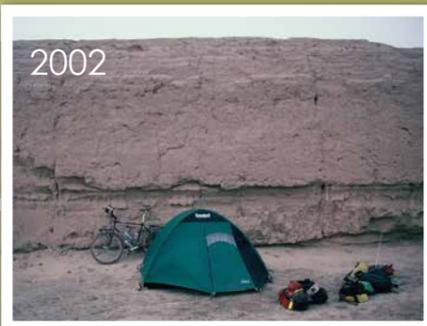
This would have been the end of the land trading routes in Roman times but I wanted to follow Marco Polo's route too, which had begun in the Venetian-held port city of Ayas, four days' ride northwest from Antakya. I passed beneath ruins of Armenian castles and rode into Ayas in an apocalyptic thunderstorm, appropriately enough on Hallowe'en, 2009.

Finally, after three attempts over five years, covering 17,750 kilometres, eleven countries, nine months of travel and over four million pedal strokes, I had ridden the length of the Silk Road. Along the way I had learned more about history and geography than I would ever have learned from a textbook. I had also absorbed important lessons about my own physical limits and about the essential human friendliness that I encountered almost everywhere along my route. I felt as though I had earned a Master's degree in travel from the University of the Open Road. I hope that I have filled you, my readers, with some of the excitement that I felt in this adventure and inspired you to undertake your own journeys of discovery.

"ALTHOUGH MATERIALLY POOR, THEIR HOSPITALITY, DIGNITY AND RESILIENCE REMINDED ME OF WHAT I WAS GAINING FROM MY EPIC JOURNEY: A RENEWED APPRECIATION FOR THE GREATNESS OF THE HUMAN SPIRIT..."

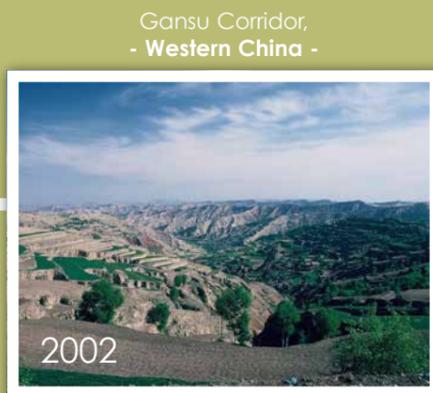
SILK ROAD RIDE | 11 COUNTRIES | 17,750 KILOMETERS | 9 MONTHS

4 MILLION PEDAL STROKES | 1 MILLION CALORIES BURNED | 1 AMAZING RIDE



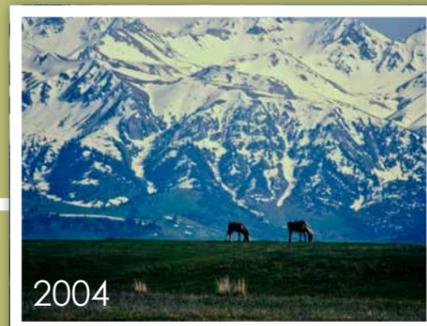
2002

Camped beside The Great Wall - Gansu, Western China -



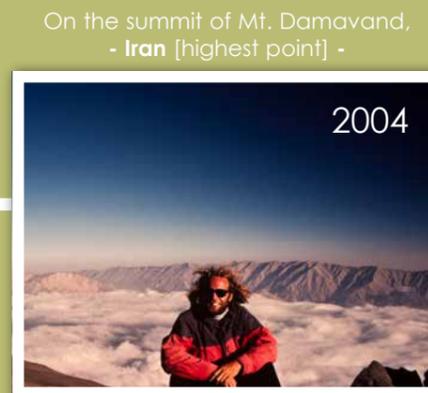
Gansu Corridor, - Western China -

2002



2004

Horses graze in front of the Tien Shan Mountains, - Western China -



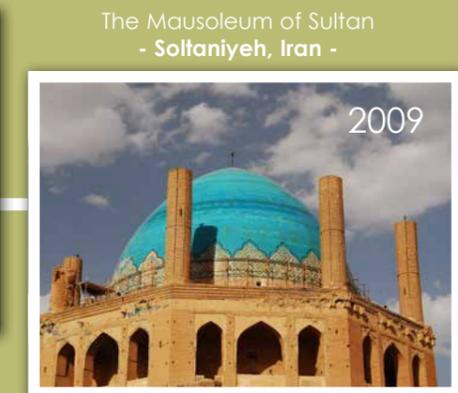
2004

On the summit of Mt. Damavand, - Iran [highest point] -



2009

Naksh-e-Jaham Square, - Esfahan, Iran -



2009

The Mausoleum of Sultan - Soltaniyeh, Iran -

Upward Bound:

University and College Counseling at LAS

THE STRONG UNIVERSITY AND COLLEGE COUNSELING TRADITION CONTINUES AT LAS. OUR COLLEGE COUNSELING OFFICE CONTINUES TO PROVIDE STUDENTS WITH FIRST CLASS COUNSELING THAT PREPARES THEM FOR THEIR FUTURE BEYOND HIGH SCHOOL.

There is no doubt that LAS, with its increasing prestige worldwide, its IB program, and the new Belle Époque campus attracts outstanding students. Our strong focus on academic excellence, with our mission to develop innovative, compassionate and responsible citizens of the world, significantly enhances

student outcome, with respect to college admissions and level of student commitment. "The addition of the Belle Époque has provided an academic atmosphere and is a source of pride for the students," says Mary Galbraith, Director of College Counseling. "Students are more academically motivated, serious, and collaborative in their studies."

At LAS, we are attracting strong students and in return we are attracting the attention of stronger more prestigious universities and colleges. We have seen an increase of college visits to our campus of 25 percent in the last two years. In the last seven years, college visits have more than doubled with more than 70 college representatives visiting campus to interview our students. Additionally, LAS students are given the opportunity to attend the fall College Fair in Geneva. Here, our students can meet with representatives from approximately 90 universities and colleges from around the world.

We are proud to announce that 99% of our graduates are accepted to a four-year university and college. Of those acceptances, 85% of our students attend university or college in



MARY GALBRAITH has been a College Counselor at LAS for almost 12 years.

the U.S., 6% attend university in the UK, 4% attend university in Canada, and attendance at university in Switzerland is the most popular among the remaining locations. Our number of applications and university and college acceptances has also grown over the years.

Today, on average, each student applies to eight universities and colleges resulting in total applications going to over 300 universities and colleges. LAS is very proud of its graduates and their progress in the increasingly competitive world of university and college admissions.

Last year, two of our full scholarship students received full scholarships to the University of Pennsylvania, the Ivy League institution founded by Benjamin Franklin. The twin brothers from the Ukraine are studying Computer Science and Robotics and doing very well. In the last two years alone, LAS graduates have been accepted to the following Ivies: Princeton, Cornell, and Columbia. We also had a graduate waitlisted at Dartmouth.

The College Counseling Office's goal is to find the best university or college for our students based on their personal qualifications. As such, we begin our college-counseling program in grade 10. We are excited to be able to offer an opportunity for tenth graders to work with ISCO, an organization that helps to prepare students for their future, with opportunities for

professional career guidance and studies about higher education. Students have an opportunity for a one-to-one guidance interview, and access to career and college information. This opportunity helps our students to start to about their future.

"THERE IS NOTHING MORE REWARDING THAN SEEING THE SMILES ON STUDENTS' AND PARENTS' FACES AS THEY RECEIVE THEIR LAS DIPLOMAS AT GRADUATION AND GO ON TO MAKE THEIR PLACE IN OUR WORLD."

In grades 11 and 12, our students are introduced to a college software program, Naviance, and begin to research and learn about options for college studies. We also provide our parents access to this program so they may help

advise their children and be directly involved in university and college selection process. These students also have weekly classes available to guide them through the sometime confusing world university and college applications. They also are expected to meet regularly for one-on-one appointments with our college counselor, of which we have three.

We are looking forward to another great year; there is nothing more rewarding than seeing the smiles on students' and parents' faces as they receive their LAS diplomas at graduation and go on to make their place in our world. It is very gratifying to know that LAS has played a significant part in that journey.

If you are interested in sharing your real-life experience with a specific university or college, please contact the Development Office (alumni@las.ch) as they are building a University & College Advising Network of our current students.

COLLEGE PLACEMENT 2010 & 2011

A list of acceptances to Barron's list of most competitive U.S. Colleges follows, based upon results over the last two years. In addition, please note other selective international university acceptances:

Bates College
Boston College
Bowdoin College
Brandeis University
Bryn Mawr College
Carnegie Mellon University
Claremont McKenna College
Colgate University
College of William and Mary
Middlebury College
Harvey Mudd College
Johns Hopkins University
Macalester College
New York University
Occidental College

George Washington University
Reed College
Rensselaer Polytechnic Institute
Rice University
Tufts University
Tulane University
UC Berkeley
University of Chicago
University of Rochester
University of Virginia
Vassar College
Villanova University
Washington University, St.

Louis Wesleyan University

U.K.

Imperial College
London School of Economics
King's College
University College of London

Canada

McGill University
University of Toronto
Queens College
University of British Columbia

DÈS CET HIVER AU COL DES MOSSES NOUVEAU MAGASIN...

HEFTI Sports

LEYSIN • COL DES MOSSES

LOCATION +41 (0)24 494 17 44
VENTE +41 (0)24 494 16 77
LES MOSSES +41 (0)24 491 15 67

location de skis - ski rental - reservation online booking - info@heftisports.ch

WWW.HEFTISPORTS.CH

Commencement ADDRESS

2011

Adapted from the Speech of David Height '11P



A NUMBER OF YEARS AGO, I WAS RIDING THE ELEVATOR UP TO MY CHICAGO APARTMENT WHEN A WOMAN JOINED ME IN THE ELEVATOR. DURING THE RIDE, WE BEGAN TO SPEAK ABOUT EDUCATION. THE WOMAN ASKED ME IF I HAD ANY KIDS IN SCHOOL AND I REPLIED "ONE IN HIGH SCHOOL."

She asked me where? My response was simple, "in a small village in Switzerland." Her next question was more direct, "which small village?" I replied "Leysin." There was a moment of stunned silence before she asked me "was the school Leysin American School?" To shorten the story, the woman was a retired professor of English Literature and her father was part of the original teaching faculty of Leysin American School. Small world isn't it?

This story is important because of how the retired professor described Leysin American School. She described LAS not just one of the finest schools in Switzerland or Europe but the world. She said that LAS does not provide just an education but rather a world-class education. And, as she described LAS it was clear she was describing what education should be and what a world-class school should offer.

A school is not simply classrooms with four walls and desks. A school is not simply sport teams, skiing and cultural trips. A school is not just a beautiful campus with trees, flowers, and a gorgeous view of the Swiss Alps. A school is all of this and more – it is also education.

Your world-class education did not just come from teachers, textbooks and class notes. Your world-class education was the results of hard work by caring highly qualified teachers who supported you throughout your Leysin American School career. Your world-class education was the results of the support that you have received from the highly qualified administration and support staff of Leysin American School. Your world-class education was the results of the support given to you by your parents, families, relatives, and friends. And, we certainly do not forget, your world-class education and graduation are the results of your hard work.

You could have skied that extra run but did not. You could have gone to Montreux with your friends but did not because you had to study for an exam. You could have gone to the Cave with your friends but you did not because you had to prepare for that oral presentation. These decisions mark your maturity and your appreciation of the world-class education you received.

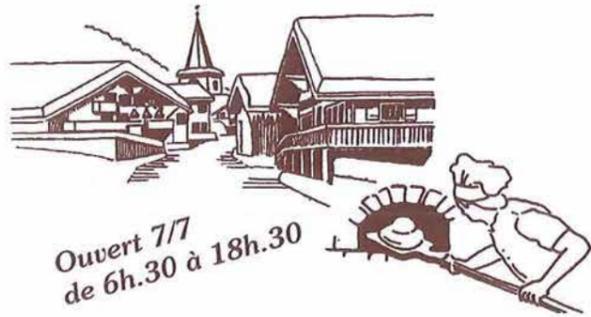
You entered this school as youngsters. You now



"TAKE WITH YOU WHAT YOU HAVE LEARNED. USE IT FOR GOOD. TEACH OTHERS. IMPROVE OUR WORLD. MAKE THE DISCOVERIES AND CREATE THE FUTURE."

Boulangerie du Village

Votre artisan boulanger

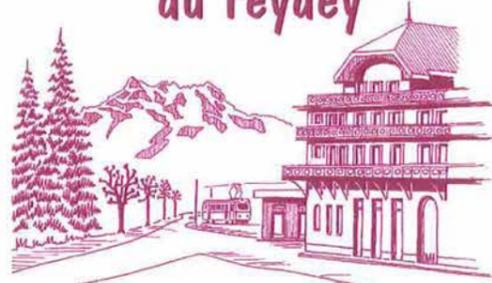


Ouvert 7/7
de 6h.30 à 18h.30

L. + M. DUBOIS
1854 Leysin

Tél. 024 494 27 75
Fax 024 494 27 90

Boulangerie - Epicerie du Feydey



7 jours sur 7 - de 7h.30 à 12h.30
14h.30 à 19h.00

P.-A. + C. DUBOIS Place de la Gare
Tél. + fax 024 494 26 16 1854 Leysin-Feydey

Novorama

Z.I. Route d'Evian 45
1860 Aigle
Tél. 024/466.44.11

Av. de France 21
1870 Monthey
Tél. 024/463.11.86

Mail : info@novorama.ch

A.A. Blanchisserie Nettoyages
LIVRAISON À DOMICILE
Service pour particuliers
Service pour Hôtels / Restaurants
Service pour Ecoles
Nettoyage à sec - Pressing

Rue de la Gare - 1854 Leysin - Natel 079 792 85 86
Tel: 024 494 21 23 - Fax 024 494 21 09 - a.a.blan-net@bluewin.ch

IN 2010 EDIFICOM BECAME THE PRIMARY MANAGED SERVICE PROVIDER FOR
LEYSIN AMERICAN SCHOOL



Specializing in the education and hospitality sectors,
EDIFICOM provides solutions for secure networking, next generation firewalls,
virtualized server environments, video surveillance, digital signage,
VoIP telephony and enterprise-grade wireless network access.

CENTRALLY MANAGED BY OUR 24/7 NETWORK OPERATIONS CONTROL SERVICES

Edifice Communications SA | Rue de Genève 17 | 1003 - Lausanne - Switzerland
T +41 21 313 23 13 | F +41 21 313 23 19
www.edificom.ch

"LET YOUR
ACTIONS
FROM THIS
DAY FORWARD
BE NOT
MEANINGLESS
BUT RATHER
FILLED WITH
PURPOSE."



School do come with a price. Do not be afraid of this statement. Rather, embrace it. Remember that your school has given you and your classmates much. Your experiences here will always be with you. Always remember that and continue to support Leysin American School long after you graduate.

graduate as young adults. Now, you will be going on to Universities and Colleges all over the world. In the future, you will be doctors, lawyers, scientists, teachers and broadcast journalists. You are the future!

With that said, your accomplishments at Leysin American

Take with you what you have learned. Use it for good. Teach others. Improve our world. Make the discoveries and create the future.

There is a phrase in latin that is most apropos, "alis grave nihil." Nothing is too heavy to those who have wings. This school has given you wings – now fly!

As I leave this podium remember these words, "Hold your heads high with pride in your accomplishments, however, be not arrogant. Let your words be spoken with wisdom and understanding, however, be humble and intelligently listen to others. Let your actions from this day forward be not meaningless but rather filled with purpose," and, may your Leysin American School education be a beacon that lights your way to create a better world. Never forget Leysin American School.





SUMMER AND ONLINE PROFESSIONAL DEVELOPMENT

Earn your M.Ed. degree in 13 months, or over an extended time to meet your personal needs.

DEGREES AND LOCATIONS

MADRID, SPAIN: The College for International Studies Campus (www.cis-spain.com)
LEYSIN, SWITZERLAND: Leysin American School Campus (www.las.ch)
PRAGUE, CZECH REPUBLIC: New Venice Open Gate School (www.opengate.cz)

M.ED. DEGREE IN INTERNATIONAL EDUCATION

Leysin, Switzerland • Madrid, Spain
Prague, Czech Republic

M.ED. DEGREE IN INTERNATIONAL EDUCATION ADMINISTRATION

Leysin, Switzerland • Madrid, Spain

M.ED. DEGREE IN ATHLETIC ADMINISTRATION

Leysin, Switzerland

M.ED. DEGREE IN INTERNATIONAL EDUCATION WITH ESL SPECIALIZATION

Leysin, Switzerland • New Venice, Prague, Czech Republic

PROGRAM DATES

LEYSIN AND PRAGUE

Summer 2011: June 27 – July 22
 Summer 2012: June 25 – July 20

MADRID

Summer 2011: July 4 – July 29
 Summer 2012: July 2 – July 27

INTERNATIONAL EDUCATION

SUMMER 1 (2011)

- Strategies for Change in International Schools
- Technology in Education
- Research Methods
- Innovative Practices in Education

ONLINE FALL 2011

- Theories in Curriculum Design
- Research Project

ONLINE SPRING 2012

- Clinical Experience – International
- Leadership in International Education

SUMMER 2 (2012)

- Intercultural Communication
- Child and Adolescent Psychology: Cross-cultural
- Language Diversity in Education
- Reflective Seminar in Education

INTERNATIONAL EDUCATION ADMINISTRATION

SUMMER 1 (2011)

- School Leadership
- Innovative Practices in International Education Administration
- Negotiation to Improve Schools
- Measurement and Evaluation

ONLINE FALL 2011

- Facilitating Teaching and Learning
- Research Project

ONLINE SPRING 2012

- Leadership in International Education
- Leveraging Technology

SUMMER 2 (2012)

- Operational and Financial Strategies
- Marketing of Organizations
- Strategies for Change in International Schools
- Leadership Development Seminar

INTERNATIONAL EDUCATION WITH ESL SPECIALIZATION

SUMMER 1 (2011)

- Linguistics and Language Acquisition
- Research Methods
- Methods of Teaching ESL
- Innovative Practices in Education

ONLINE FALL 2011

- Theories in Curriculum Design
- Research Project

ONLINE SPRING 2012

- Evaluation and Assessment
- Clinical Experience ESL

SUMMER 2 (2012)

- Language Diversity in Education
- Teaching English as a Second Language in International Schools
- Intercultural Communication
- Reflective Seminar: International Education

MASTER OF EDUCATION IN ATHLETIC ADMINISTRATION

SUMMER 1 (2011)

- Management and Leadership in Sport and Athletic Administration
- Application of Marketing Principles in Sport and Athletic Administration
- Research Methods in Sport and Athletic Administration
- Concepts and Issues in Athletic Administration for Secondary Schools

ONLINE FALL 2011

- Concepts and Issues in Athletic Administration for College Level
- Financial Issues in Sports and Athletic Administration

ONLINE SPRING 2012

- Communication in Sport
- Legal Issues in Sports and Athletic Administration

SUMMER 2 (2012)

- Sport and Management Administration Event Planning
- Facilities, Design, and Construction
- A/B Athletic Administration Capstone, I and II

FROM THE ALUMNI DESK:

written by FRED SHARP

AFTER LAST YEAR'S FRENETIC PROGRAM, I THOUGHT THIS YEAR WOULD BE SOMEWHAT CALMER. FAR FROM IT. NOT ONLY HAVE WE HAD MORE VISITORS THAN USUAL, BUT ALSO REUNIONS AND PROGRAMS INVOLVING ALUMNI HAVE BEEN SPRINGING UP FASTER THAN WE CAN RECORD THEM.

I shall begin with a brief account of the alumni whom we have recently traced, or with whom we have recently communicated. Here are a few randomly selected snippets of information:

Cesar Diaz '88 is now on Facebook. He is working in a fairly remote area as a doctor for an oil company in Colombia. Michelle de la Menardiere '92 has frequent art exhibitions all over the San Francisco area. Koji Hamada '92 is in charge of production at www.specchio.jp. Nathan Hubbard '93 is the CEO of www.ticketmaster.com in LA. Jorge Lis '93 is a 'life coach' See www.jorgeliscoaching.com. I hear also that John Jordan '93 has a band in Atlanta, Georgia. Good for him – following his first love! John Gidding '95 is in LA and has had/is having great success as a model, architect, and interior designer, TV host. (Such talent!) Visit www.johngidding.com. Chris Mercurio '96 works for ESPN. He is responsible for organizing the press relations between this network and the world's greatest tennis players. He sends me

pictures of himself rubbing shoulders with the likes of Federer and Nadal. Eamonn Mahoney '97 is a surgeon specializing in spinal injuries. Yohei Kitano '97 works for Nomura Investments in Japan. David Ho '98 is professor of Chinese History at Rochester University. No-one who knew him would be surprised to hear that. T akeshi Fujikawa '99 is Chief Representative in Japan of PT Samuel International www.samuel.co.id. Ted Lin '00 has his own design company in LA. Check out the web site www.DESIGN8TED.com. Lily Chang '01 is also a designer at www.archinexus.com. Simon Wade '03, who is working as an architect in Verbier and he was the guest speaker at the Class of 2011's Alumni Induction Dinner. Stephanie Wigglesworth '06 seems to have disappeared from Facebook, but, she has had a book published, 'Corseaux Academy'. Are Terjesen '08 is in Paris, studying French and trading in wine for the prestigious Joseph Janoueix vineyards. Nick Ang '08 is in the beautiful city of Hangzhou, near Shanghai, studying Mandarin. Ignacio Aleman '10 is in Tokyo studying Japanese. I could go on for ever - since more and more alumni are connecting with us and with each other through the LAS network in one way or another – but space does not permit.

However, the task of tracking down individual alumni is never complete. I have not yet succeeded in honoring my promise to Beatriz Montserrat '87 that I would track down Ziad Nahra '87. Also, Yohei Kitano '97 has asked me to find Sung-Han Park '97, and Hisae Kobayashi '97 is trying to get in touch with Kirsten Kamphausen '97. I personally have been trying to regain contact with Kazumi Yanai '93 who is rumored to be in New York, running a branch of the family clothing business called THEORY. Any information as to how we might contact these people would be much appreciated.

Finally, I would like to congratulate those who got married this fall – at least those I know of. I attended Jonathan Chang's wedding in Taipei on October 8th, but there were so many others. Alex Liu '99 got married the week before, Michael Chang '98 got married about a week after, as did Chingiz Dosmukhambetov '00. Yung –Jui Chang '03 married in late November – and – Anthony Mignano '04 and Sarah French '04 plan to tie the knot in March 2012.

THANK YOU

TO EVERYONE WHO CAME OUT AND MADE OUR ALUMNI RECEPTIONS AND REUNIONS BIG SUCCESSES. IF YOU WERE UNABLE TO ATTEND, WE HOPE TO SEE YOU AT A FUTURE EVENT.

BARCELONA: Nuria Massot-Adell '89 and Blanc Massot-Adell '89, Oscar De Quadras '90, Angel Ibanez '90, Apeles Alasa '91, Francisco Gasso '08. **BANGKOK:** Mee Chaivorarat '96, Orapahan Chaivorarat '00, John Buronasombati '97. **BOSTON:** Beverly Sanchez '72, Hossein Mohsenzadeh '79, Jorge Flores '94, Dina Hammam '95, Brett Farr '01, Treddick Goodman '03, Alex Pearlman '06, Andres Alarcon '06, Daniella Desilva '06, Daulet Imankulov '07, Toregeldy Rakhimbekov '07, Timur Mendebayev '08, Nica Mayer '08, Batukhan Maskhatov '09, Vivienne Blake (former faculty), Alice Mutter. **BOSTON "MINI":** Chris Mercurio '96, MinSeok Lee '05, Nadar Sassani '06, Almas Tatishev '08. **LEYSIN "ALUMNI SKI WEEKEND":** Clayton Gentry '93, Osman Topcu '95, Ela Alyamac '96, Esinam Doamekor '96, Ezgi Gungor '98, Hiroki Nakajima '99, Sergei Izmalkine '01, Raya Chakarova '01, Aimee Hedman '02, Vladimira Trichkova '03, Tina Mamukashvili '03, Simon Wade '03, Caroline O'Neill '03. **LONDON:** Richard Campanaro '95, Esinam Doamekor '96, Maria Malas '97, Wonny Lee '00, Jennifer Smith '01, Diana Rashkova '03, Rada Rashkova '04, Amrita Katara '05, Heather Norris-Jones '07, CongYi Wang '07, Xiuyan Fu '09, Soham Pnachamiya '10, Matthias Horseman '10, Elvin Aliyev '10. **NEW YORK:** Fahad Hason '99, Michael Deogirikar '00, Marc Yoshida '00, Kenan Boreckci '01, Louis Olander '01, Yukiko Edery '02, Jose Garcia-Planas '08, Michael Vacas '08, Gregory Marks '11. **TOKYO "SOLIDARITY":** Asako Kusama '97, Yohei Kitano '97, Yohei Kaneko '97, Nanami Ueda (Iwaki) '98, Kazuno Hiroishi '98, Tomoko Nagai '98, Kumiko Sugewara '99, Takeshi Fujikawa '99, Gakuya Shimizu '99, Yuki Yoshizawa '00, Hiroe Furuya '00, Osamu Horiguchi '01, Shinichiro Tomioka '01, Chika Kanno '01, Yuko Tsujimoto '02, Yuka Kanno '02, Hiroyohi Kaneda '02, Keiko Yoshimura '04, Sawako Kanno '04. **TOKYO "MINI":** Kota Aihara '92, Shuta Aihara '93 and Koji Hamada '92. **WASHINGTON DC:** 80+ alumni, special guests and local dignitaries. Hosted at the Swiss Ambassador's residence.

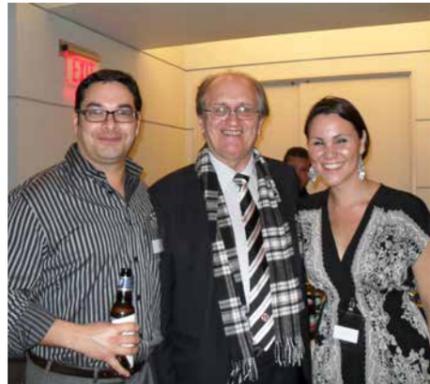
ALUMNI REUNIONS:



WASHINGTON



BOSTON



TOKYO



BANGKOK



SKI WEEKEND, LEYSIN



BARCELONA



WEDDING BELLS

The Wedding of Jonathan Chang

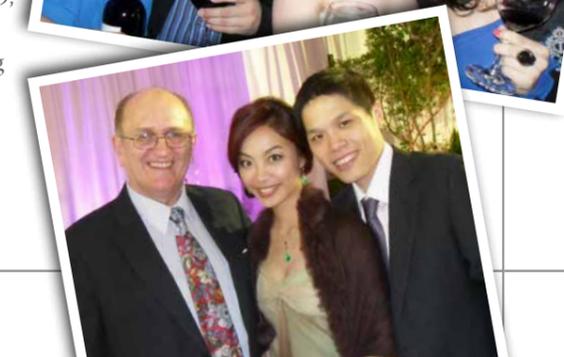
as reported by FRED SHARP

I had the privilege of attending Jonathan Chang '00's wedding in Taipei on 8th October 2011. It was a truly lavish occasion. Pre-event drinks to the soft sound of a small string orchestra, tasteful floral arrangements everywhere, all the ladies in their new dresses, a superb 7-course meal - including ingredients I had never heard of - excellent wines, and more. The highlight for me, in many ways, was that I was seated at a table of LAS alumni!

The LAS alumni had gathered from all over the world to witness Jonathan's great day. Wonny Lee '00 came from London via Seoul, Thomas Yang '98 and Ted Lin '00 came from Los Angeles, and Bob Yang '96 came from Geneva. The strong link between LAS alumni was clearly evident. I spent much of the dinner chatting with Andy Chen '99, who is now an elected member of his local parliament.

Other LAS guests included Angus Chang '99 and his wife, Nelly Chen '99, Alex Liu '99 and his wife (married just a week earlier), Ni Han-Wei '99, Joseph Wang '99 with his fiancée, Lily Chang '00, Valencia Su '01, and Yung-Jui Chang '03.

The obligatory 'after party' was held at a club designed by Lily '00. The following day, Angus '99 and his wife brought their four young kids to visit me. All told, an exhausting and memorable occasion.



CLASS NOTES:

1960s JIM HANDSFIELD '64

Jim retired from the Center for Disease Control and Prevention in Atlanta this past September after 22 years of federal service as a statistician/epidemiologist. He and Marcy will travel and take on some new projects. Jim still plays guitar and banjo, stating, "I have actually gotten halfway decent at them." Their son, Matthew is a sophomore at Tulane University in New Orleans majoring in political science with a minor in music.

BONNIE ELLISON '64

Bonnie is using the skills she learned from her LAS teachers and disciplinary proctors in helping her to raise 45 children in Nepal, of which 28 are teenagers. Bonnie retired at age 54 and return to the home of her heart, Nepal. Needing something to keep her out of trouble, she joined the Ama Foundation which brings a home and education to abandoned children in Nepal. Ama Foundation just celebrated its 10th anniversary by moving into a newly constructed home. Bonnie reports that the children are delightful and keep her positive and active. www.ama-foundation.org



BETSEY (HOFER) RICE '65

Betsey held a reunion of her classmates and their spouses at her home in Rhode Island back in October of 2009. Betsey says, "It was hard to believe it had been 44 years since LAS because we all



remembered each other as if it were yesterday!" Betsy hopes her photo will motivate the rest of our class to reconnect in time for their 50th reunion in 2015. Betsy is ceramic sculptor and married to Marshall Rice, a retired Episcopal priest. Betsy and Marshall live in Quonochontaug, RI and they have a combined family of 5 children and 9 grandchildren. www.BetseyRice.com
From the left, Bruce Bordett '66, Sue (Cheney) Vibberts '65, Betsey, and Doug Coombs '65.

CURTIS VANAUDESTRADÉ '66

Curtis is involved in a public awareness program warning about the dangers of psychotropic drugs. Curtis believes that going outside and get interested in their surroundings is a solution to teen depression. Curtis states, "When I was at LAS, we were out skiing every day and in the spring and fall we were learning to rock climb. No time or interest for drugs."

BENJAMIN PRICE '69

Photo below



1970s CASIMIR "KAZ" alias CASEY LORENTZ '70

Kaz is employed as an agricultural consultant for tree & vine crops in central Washington State. He reports that he continues to work rather than retire because he is putting his two kids through college. The whole family are rock & ice climbers, alpine skiers of all terrain with any type of skis, and avid mountain bikers.



DANIEL BEST '72

The Best Family, for the most part, reside in the Greater Chicago area. Daniel is a business consultant, Carl a technology analyst, Marina a banker, and Laura a banker. Clockwise from top, Carl, Marina, Daniel, Laura



ROBERT "BOBBY" BRAWNER '72



After graduating from LAS, Robert got a B.S. in Forestry from Clemson University (1977) and a Masters in Forestry & Business from the University of Georgia (1981). Robert works as a Consulting Forester for Advanced

Forestry Management Services, The Brawner Company, and lives in Athens, Georgia. Robert has three college age children and a good truck. Robert would like to hear from more LAS alumni as he says, "I am like everyone who has ever been to Leysin. It simply never leaves you."

STEPHEN FRATER '72, CLASS PRESIDENT

Living between Rhode Island and Florida, Stephen stays in touch with his classmates, and considers his "Magic Mountain" years among the best experiences of his life. After graduating from LAS, Stephen got an A.A. from the United States International University (1973) and graduate with a B.A. from Brown University (1978). Stephen worked as an international banker before joining the New York Times Company as a financial journalist and columnist. In 1995, he was selected as a "Global Leader for Tomorrow" by the World Economic Forum in Davos, Switzerland for his investment work in Eastern Europe following the collapse of the Berlin Wall. Check out Stephen's soon to be published non-fiction book about WWII military aviation in Europe, [Hell Above Earth](http://www.facebook.com/groups/267427599935377/).
<http://www.facebook.com/groups/267427599935377/>

BARRY CLETCHER '74

After graduating from LAS, Barry attended Columbus International College in Seville, Spain and graduated with a B.S. the University of the State of New York (SUNY). Barry lives in Louisiana with his wife and teen-age son. Barry works as a US International Police Adviser and currently assigned to the mission in Afghanistan. Previous assignments include in Iraq, Kosovo, and Bosnia.



Wardak Province, Afghanistan.

1980s ZAKIR JAFFER '81

Best Wishes to all the Community at LAS, especially, the Class of 1981.



Zakir's son graduated from the International School of Islamabad in May of 2011.

DAWN TAYLOR '83

Dawn got married this past year to Ruediger Kraemer and added two wonderful step sons, Felix and Lukas, to her family that includes son, Taylor, who turned 16 in December. Dawn and Rudy have made a commitment to ride their motorcycle to every continent and around the world. They have previously ridden their motorcycle from their home in Naperville/Aurora, IL to Prudhoe Bay, Alaska (29 days), their tandem bicycle from their home to the Tennessee River (638 miles in 6 days), and their motorcycle, again, to the Little White Chapel in Las Vegas to get married. Dawn and Rudy's next adventure is to ride from their home to Panama and in two years to circle the globe from Chicago. Dawn would appreciate connecting with any classmates in these paths.



DAVID GRIEG '85

David and Joanie celebrated 10 years of marriage in 2011. David has become a successful franchisee and owner of a Domino's Pizza on the Eastern Shore of Maryland. David has achieved several milestone awards in his Domino's career with the most recent being a Platinum Awards for Customer Service and for his annual white glove inspection. He has also been awarded 3 perfect unannounced inspections in a row receiving what Domino's calls a 5 star result. David and Joanie are looking to expand operations in the next few months.

MICHÈLE DUPÉRÉ '88

After graduation, Michèle moved to Montreal, Canada. In 1993, she got married and she is now the mother of three beautiful girls: Frédérique (12), Raphaëlle (9), and Laurence (6). In 2002, she finished her Bachelors in Business at the University of Montreal (Hautes Études Commerciales). As a family, they travel a lot. Their next trip will be in Kenya and Tanzania. Michèle and her husband want the girls to learn about the world and not just the immediate community that surrounds them. Presently, Michèle is the Head of Human Resources for the our real estate business she started in 1992 with her husband. They own over 30 apartment buildings in Montreal.

JOHAN GRONEMAN '88 & STEPHANIE (MARTIN) GRONEMAN '90

After leaving LAS, Johan received an aviation degree from Florida Institute of Technology (1993). Stephanie also returned to the United States and earned a Bachelor of Arts in 1994. In 2002, Stephanie and Johan, reunited in Texas and were married in 2003. Johan achieved his lifelong dream of becoming a pilot with KLM and they moved to The Netherlands. After a 10-year career in Public Relations, Stephanie has enjoyed staying at home with children, Emma, Max, Isabelle and Jack. In 2009, Johan was diagnosed with stage 4 kidney cancer and, to date, is doing well.



FOR MORE NEWS, PHOTOS
AND UPCOMING ALUMNI EVENTS, VISIT
www.las.ch/alumni



Leysin · Les Diablerets · Les Mosses
024.494.35.55
info@stephane-piguet.ch



Mettez le soleil à contribution!

Avec plus de 60% d'économie d'énergie pour la production d'eau chaude et plus de 25% pour l'appoint au chauffage, le nouveau collecteur solaire plan SOLATRON S 2.5 de ELCO est particulièrement rentable. Jour après jour il tire profit de l'énergie mise gratuitement à disposition par le soleil. Robuste, fiable et efficace, il complète judicieusement la gamme de solutions de chauffage ELCO qui vous accompagne une vie durant.



Tirez profit de
l'énergie solaire avec
SOLATRON
elle est gratuite, durable
et renouvelable.



Elcotherm SA, chemin de Mongevon 28A, CH-1023 Crissier
Tél. 021 637 65 00, fax 021 637 65 01, www.elco.ch



schneider
TRANSPORTS SA LAUSANNE

your link to
 *Switzerland*

SCHNEIDER TRANSPORTS offers you a **complete range** of international freight forwarding services. We are proud to assure you that every part of your forwarding assignment will be completed **on time and within budget.**

WORLDWIDE TRANSPORTS - FREIGHT FORWARDING - AIR AND SEAFREIGHT
CUSTOMS FORMALITIES - WAREHOUSING - BONDED WAREHOUSE - LOGISTIC - PACKAGING

SCHNEIDER TRANSPORTS SA - Z.I. Moulin-du-Choc B - 1122 Romanel-sur-Morges - SWITZERLAND
Tél.: 0041 (0)21 869 09 09 - Fax: 0041 (0)21 869 09 99 - admin@schneidersa.ch - www.schneidersa.ch

innovaphone: intuitive intelligence

A very grand IP PBX in a small metal box with a range of irresistible telephones.

The innovaphone PBX is a telephone system based on IP and ultra-modern unified communications. Capable of connecting any number of users and branch offices, the innovaphone PBX has all of the important interfaces, and is robust and reliable. Remote centralised administration is very simple.

There is nothing quite like the innovaphone PBX.

Would you like to know more?
www.innovaphone.com
Or contact Sales@innovaphone.com



innovaphone
PURE IP-COMMUNICATIONS



1990S

AIDA AXELSSON-BAKRI '90

Aida moved to Brussels after graduation and hasn't left. She planned to stay a year or two but got hooked on Brussels and its wonderfully diverse, tolerant, and beautiful ways. She designed her own major at university, focusing on subjects she thought she needed to pursue a life dedicated to improving the environment: biology, chemistry, history, and law. Environmental sciences didn't quite exist at that time. She also received an MSc in Human Ecology. After some soul-searching, she got a job in the EFTA Secretariat as an assistant. This was followed by a traineeship at the European Commission in the Research Directorate. In 1998, she joined the consulting world and in 2001 started her own company called ADS Insight. ADS Insight helps its clients understand how the EU works, helps engage them in constructive manner with EU institutions so that they understand the laws that apply to their businesses and so that they are prepared when new laws are enacted. Aida and her husband, William have been married for 12 years and they have two children, Naomi (7) and Johannes (4). Aida and family love to visit Switzerland spending most of their time in Neuchâtel. Aida comments, "it seems only yesterday I and all my friends from the Class of 1990 set off from the Feydey station, but doing the maths it's been 21 years. Time for a visit I'd say!" www.ads-insight.com



JUDITH (HOMPE) WALLS '91

After graduating, Judith got a degree in languages from the University of Scotland. She lived in Spain for two years to complete her degree and then moved to London to work for an investors relations consulting firm. Starting as a researcher covering Europe to match her language skills, it wasn't long before she realized that managing people, not languages, was her true talent. After managing the research and consulting teams in London for a number of years, she moved to Singapore and later Sydney setting up similar teams all over Asia-Pacific. While pursuing her MBA in the evenings she rediscovered her love of learning and her distaste for the "rat race". Always having had a passion for wildlife, she quit her job and joined a conservation effort in Africa. After a number of years, she decided to go back to school and combine her passion for the natural environment with her business background and focused on company's green efforts through a postdoctoral fellowship. After connecting with a mentor who gave her hope and inspiration, she accepted an opportunity to become a professor at a business school in Montreal. Judith comments, "Montreal is an amazing city, though New York will always be number one in my heart, and my husband and I have had a happy life here so far. My newest joy in life is our son, born in February this year. It constantly astounds me how much he grows and learns on a daily basis. I plan on teaching him to ski ... just in case he ends up at LAS."



NICOLE PATIGLER '90

Nicole is living in the San Francisco Bay Area with her daughter Skylar and she is still working as a Flight Attendant for American Airlines. Nicole is looking forward to the coming ski season in Squaw Valley, her second home. If anyone ever visits the area, please get in touch.



KEITH ELLIS '92

Keith is currently VP, Team Leader at The Phelps Group, an integrated marketing agency in Santa Monica, CA. Keith shares that, "This year, I celebrated my 3rd anniversary with my talented and loving wife, Jennifer, a native of Germany." Recently, they purchased and remodeled a home in Long Beach with a guest house that the make available to travelers from all over the world. They would love the opportunity to host LAS alum. www.airbnb.com

JOHN PAOLI '93

This past November, John visited Leysin for the first time since graduating with his wife Ana, daughter Filippa, sister Helena (Paoli) Livingston '92, and her daughter Kristina. Mr. Fred Sharp met up with John and his family upon arrival, giving them a tour of the developments at the Savoy and he shared all the exciting news about the school. John comments, "it was fantastic being back in Leysin where I spent two unforgettable years and lovely to see Mr. Sharp again after all these years. Such a marvelous teacher and generous host. I even got to meet the student who was occupying my old bed in room 411. Wow! And the views... do you remember?" After graduation, John studied Medicine in Alicante, Spain. In 2001, he moved back to Gothenburg, Sweden with my wife to for his residency in Dermatology. For the past 10 years, he has been working as a specialist at Sahlgrenska University Hospital in Gothenburg. In 2009, John completed his PhD at the University of Gothenburg, his research focusing on skin cancer management. John and his family have decided to spend some time in Madrid where my wife works as an advertising film director.



ANDREA MANN '94

LAS graduate from Calgary, Canada: she has become a filmmaker and is completing her sixth short film, titled "In Your Orbi." It's a dramatic fiction about friendship, forgiveness and wanderlust that also includes documentary and animation elements; at 45 minutes long, it is her longest film yet.

AISLINN SCHMERSAHL '95

Aislinn married Michael Watson, Jr. on the beach of the Sandals Grande St. Lucian Resort on November 21, 2011. Attending the ceremony were Alecia Browning, matron of honor and sister of the bride, and her husband Eric Browning, Jerry and Linda Schmersahl, the bride's parents, Kathy Watson, mother of the groom, and Albert Way, Michael Watson Sr., best man and father of the groom, and Chloe Watson, flower girl and daughter of the groom. Mike and Aislinn met at and graduated from Auburn University and they currently reside in Boynton Beach, FL.



PETER KINDRACHUK '96

Peter is living and working in Toronto. Peter was recently relocated by Scotiabank, energy trading division, from New York City. He is enjoying Toronto very much and is finding it quite easy to adjust to life in his new city. Peter would like to get in touch with any old friends from LAS who might live in the area.

BRYAN HO '97

Bryan is married and living in Baltimore with his wife Amy. Bryan is a grant writer for a local Jesuit High School. After graduating from LAS, he studied Law at the University of Houston and he worked as an analyst for the City of Houston before moving to Baltimore. Bryan has a website that records his progression as a writer and focuses on his two main interests: philosophy and philosophical sci-fi. Bryan says his goal for the website is, "to inspire contemplation and to share some of the joy of philosophy without getting too bogged down in terminology and intricacies." www.philosocifi.com

CHRISTIE RIZK '98

Christie is currently living in Brooklyn, New York and she is the assistant editor for Genome Technology magazine. After leaving Leysin, she attended Vassar College double-majoring in English and Theater. She also studied Journalism at NYU. Christie's professional career has included working for Merck, a community paper in Brooklyn, Thomson Financial's Newswire, and Reuters. She still pursues her love of acting and the theatre but not professionally.

THOMAS YANG '98

Thomas lives in Los Angeles, California and is a Quality Engineer with Johnson & Johnson. After leaving LAS, Thomas received his Electrical Engineering degree from the University of Virginia. Soon after graduation, he moved to Los Angeles and began his professional career in the pharmaceutical/health care industry. Mike Chang '98 and Alex Gerace '08 served as groomsmen at his wedding. Thomas recently served as a groomsman for Mike. He also attended Jonathan Chang's recent wedding in Taiwan. With many other LAS alumni in attendance, Thomas felt the wedding was much like a reunion and it was honor to have been a guest. He even shared the flight back to Los Angeles with Ted Lin '00.

NADINE ELIANE SCHUERMAN '99

After graduating from LAS, Nadine received a B.F.A. in Graphic Design from Savannah College of Art and Design (2004). She is currently the Advertising & Public Relations Coordinator for The FamGuard Group, a local Insurance Company in Nassau, Bahamas. Nadine's son, Zachary, was born in February, 2006.

DIANE SCHEIRMAN '99

Diane is currently living in Oahu, Hawaii where her husband is stationed. She has no complaints about this stationing. Diane received her Master's in Marriage, Family, & Child Therapy, MFT, from the University of Phoenix, with honors (2011). She conducted her internship at the Veterans Village of San Diego: New Resolve Residential Program for Homeless Veterans with Substance abuse and Addictions and she currently working on finishing the 1,000 hours need to take the Hawaiian MFT licensing exam. Diane hopes to return the "Magic Mountain" someday.

ROXANNE BYRNE '99

Roxanne is currently living in Houston, Texas and she is an ER Clinical Pharmacist at Southeast Memorial Hermann Hospital. She received her doctorate from the College of Pharmacy at the University of Houston and completed her clinical work at The Texas Institute for Rehabilitation & Research. In her current position, she responsible for developing and implementing protocols within the hospital to strive for excellence in patient care and safety. She recently received recognition at the state level for a poster displaying the strides her group has made in reducing errors in the ER by up to 30%. In her free time away from the hectic life of the ER, she reads, visits friends and family, and plays with her energetic dog, Cinco.

2000S

JONATHAN CHANG '00

Jonathan lives in Taiwan and he is the sole Agent for Laderach Swiss chocolate. His outlet is at the famous Taipei 101 Tower and business is going well. Jonathan was married this past fall and his wedding was well attended by LAS alumni from all over the globe. In attendance were Mr. Sharp and Bob Yang from Switzerland, Ted Lin and Thomas Yang from Los Angeles, Wonny Lee from London, and many other LAS alumni from Taiwan. Jonathan's son Lucas is the center of his world.

THOMAS SU '01

Since graduating, Thomas has earned his Bachelor's of Business Administration, with a dual major in Business Admin and Tourism Admin, and his Master's of Tourism Administration, with a concentration in International Hotel Management, from George Washington University. Upon receiving his Master's, he returned to Taiwan working for several companies including two years at the Holiday Inn East Taipei. He is now working in the clothing business.

ERIN WILDERMUT '02

Erin started the non-profit, Youth Advocacy Network, which teaches new media advocacy skills to teenagers (ages 13 - 16) in Cameroon. YAN recently launched an initiative called, "Connecting Classrooms." Through the initiative, students in Cameroon create monthly video postcards that are posted on the web and shared with students in developed countries. Students will have the opportunity to discuss their cultural similarities and differences, global development issues, and international headlines. If your school is interested in participating, please visit: www.youthadvocacynetwork.org.

ALLYSON W. COSTA '02

Allyson recently relocated to Tarrytown, New York where she will start a new job at BASF. This past year, she earned her PhD in Analytical/Environmental Chemistry from Purdue University and married her best friend from graduate school, Anthony Costa. Allyson hopes to bring Anthony to Leysin soon to show him where all her stories from high school took place. She looks forward to seeing what her next adventure will be.



FRANÇOIS MANDONNAUD '02

Francois is currently working as an engineer at Eurocopter in the South of France. He and his wife Aline welcomed their first child



Zélie to the family in March of 2011. After graduating from LAS, François received his Bachelor's in Aviation Business Administration with a dual degree in Aeronautical Engineering. In his spare time, he is still flying helicopters. François visited LAS this past summer and says, "if you ever stop by the South of France, please feel free to contact him."

LAURENT STEVENART '02

Laurent and Emilie got engaged!



NORA KUBACH '03

Since attending LAS, Nora has earned a B.F.A. in Theatre from NYU's Tisch School of the Arts and is a Producer on the Digital & Creative team at Widmeyer Communications in Washington, DC. If you would like to learn more about what Nora has been up to since leaving LAS, please visit: www.widmeyer.com/people/norakubach.



SARAH GAYLORD-RATSIMBAZAFY '05

Since graduating from LAS, Sarah has been very busy. She graduated from Linfield College, Oregon, with a degree in Health Sciences with a focus on Environmental and Public Health, worked in Madagascar as a Health Research & Resource Coordinator with Adventist Development & Relief Agency, and is in graduate school at SIT Graduate Institute, Vermont, pursuing a Master's in Sustainable Development with a focus on Training, Community Development and Social Action. In the future, Sarah hopes to be work with an organization on health & community development to ensure quality preventative care in mother & child health, family planning, and reproductive health in developing countries.

AMRITA KATARA '05

Amrita is pursuing her Master's in Media & Communications at City University in London. After graduating from LAS, she earned her Bachelor's in Economics and Study Art from Wheaton College (2009) and she returned home to Pune, India for two years where she worked for Focus Communications, an advertising agency. Amrita stays in touch with Charlie Guiguet '06, Joelle Schulthess '05, and Paloma Gerber '05.

MIN-SEOK LEE '05

Min-seok is pursuing his Master's at the National University of Singapore Lee Kuan Yew School of Public Policy. He reports that he and his best friend and companion, Isabelle, have settled in happily. When he is not studying, he is working for an investment firm. "I really miss winter and snow, especially Leysin. I hope it is getting enough snow, despite global warming, so I can ski there even after I retire."

CHARLIE GUIGUET '06

Currently lives in Surrey, UK where she works as a Customer Accounts Analyst for Siemens PLM. Charlie earned her Bachelor's in International Business and Spanish Literature at the University of Went, Puget Sound, Washington in 2010. She stays in touch with Amrita Katara '05, Joelle Schulthess '05, Faraz Merchant '06, and Stephanie Coulson '06.

HEATHER NORRIS-JONES '07

Heather is in her fourth and final year of her Art, Design, & Media Bachelor's degree at Richmond, the American International University, in London. Some of her work is currently on exhibition at the University.

SARAH WILSON '09

After graduating, Sarah attended Williams College to study math, computer science, and astrophysics. The lack of good skiing and 'academics is everything' attitude took its toll, and after three semesters Sarah applied for a leave of absence to return to Colorado to ski full time. Three months later, she placed 12th at the 2011 US Extreme Freeskiing Telemark Championships, and recently accepted a sponsorship from Grace Skis to continue competing (check out www.skigrace.com and www.weskigrace.blogspot.com). On the side, she is a full time ski instructor at Copper Mountain Resort, and works at REI, one of the largest outdoor equipment retailers in the US. Sarah hopes to continue living the dream of being a pro skier, and plans to go back to school in the Rockies in two or three years. Sarah reports that there are many LAS alumni in Colorado and she would love to organize a reunion. If you are at Copper Mountain, look her up.

MARTIN BARROW '09

Martin is currently pursuing a double major in Economics and Dramatic Literature at New York University (NYU), where two fellow LAS alumni are also studying. Earlier this year, he climbed Machu Picchu, in Peru, on a 5-day hike.

KONRAD PLAICKNER '09



Konrad has settled in Amsterdam, after some soul searching in both coasts of the US. He is studying Sociology, Psychology and Energy and Resource Management at Amsterdam University College (AUC). Konrad looks back no his two years in Leysin with great fondness, especially, whenever he is reminded of how ridiculously flat it is the Netherlands. Konrad

encourages everyone to be open to new bearings and angles, be passionate about the unknown, and through these become closer to yourselves.

FORMER FACULTY

DR. JIM METCALF | Biology, 1963

Is starting his 12th year as owner/innkeeper of the Chez des Amis Bed & Breakfast in Natchitoches, Louisiana, the town where Steel Magnolias was filmed. He also serves as adjunct faculty in the Department of Biological Sciences at Northwestern State University. After a year at LAS, Dr. Metcalf helped to establish the American College of Switzerland where he served as Dean until 1965. Dr. Metcalf would enjoy having some of the LAS alums visit. www.chezdesamis.com

SAM OGLESBY | History, 1965

Came to Leysin from Tripoli, Libya where he had been stationed with the US Army in what was then a large American military base in the Kingdom of Libya. After leaving LAS, Sam went to Vietnam where he worked for the US State Department later moving to the United Nations where he made a career for nearly 30 years. Since retiring he has become a writer and a blogger (www.samoglesby.com) and has published three books. The latest, *RAJA'S BOOK - Twelve Months in a Life*, came out last November and is available through McNally Jackson Books. www.mcnallyjackson.com/product/rajas-book

JENNIFER WIELAND



Mr. and Mrs. Wieland turned 50 in 2011. Their celebration lasted from October into the New Year. They capped of the celebration with a "100th party" at the Kingston Rowing Club in London.

BIRTHS

AVA LI GENTRY '93K

Daughter of Clayton Gentry '93.



CLAYTON & HEATHER GENTRY ANNOUNCE THE ARRIVAL OF THEIR DAUGHTER

Ava Li Gentry

september 14, 2011 at 12:00 pm · 6 pounds, 5 ounces & 19 inches

BIG BROTHER SHELDON & HIS LITTLE SISTER



JULIETTE FRANCISCA TONK '97K

Wendy Zidan-Tonk '97 is proud to announce the birth of her daughter, born on May 13, 2011.

GENEVIEVE BAIRD SUTTON '98K

Born on October 25, 2011 in Chicago. Her proud father, John Sutton '98 says, "she full head of hair just like dad."



In Memoriam

MOST OF THESE PAGES CELEBRATE THE ACHIEVEMENTS OF OUR ALUMNI. REUNIONS, WHETHER CASUAL OR FORMAL, CONSISTING OF 50 PEOPLE OR JUST A FEW, HELP TO STRENGTHEN THE LAS NETWORK AND THE TIES WE ALL HAVE TO THE SCHOOL AND WHAT IT HAS MEANT FOR US OVER THE YEARS. IN MORE SOMBER MOMENTS, WE HAVE TO ACKNOWLEDGE ALSO THE MEMORIES OF THOSE WHO WE HAVE LOST. IT IS WITH A DEEP SENSE OF SADNESS THAT WE RECORD HERE THE PASSING OF THREE LAS FAMILY MEMBERS.

FAUSTO ANDRES ALARCON '06

It is with heavy hearts and sadness that we share the news of the passing of Andres Alarcon, son of Director of Admissions, Paul Dyer. Andres attended LAS for 3 years, graduating in 2006. Andres recently graduated from Northeastern University in Boston. He just completed his fifth summer as a Summer in Switzerland staff member.

Mr. Fred Sharp writes of his connection to Andres and Andres's connection to LAS:

Andres Alarcon was only 23 when his life ended: and yet he had packed so much into those 23 years. I met him in July just a few days before I was leaving for Asia. He was doing what he loved – taking some SIS students for their activity.

What is most remarkable about this young man is that he inspired not only sorrow and a deep sense of loss in all who knew him, but also a determination to celebrate his life. He was a genuine citizen of the world, travelled widely, his friendship knew no barriers, his smile was for everybody, and he loved a party. Above all, he was a peace-maker – and it is so hard for many of us to accept that at a time when the world is most in need of peace-makers, he should be taken from us.

Yet, in the spirit of the many celebrations of Andres's life, and in the words of his father, Paul Dyer:

"To honor the memory of Andres we will play loud music. We will laugh. We will drink beer and we will dance. Andres would expect



nothing less."

As his Dorm Head for his senior year, I feel I have some insight into the young man's character. He well merits those words from Shakespeare, spoken by Mark Antony over the body of Brutus:

"His life was gentle; and the elements

So mixed in him, that Nature might stand up

And say to all the world: THIS WAS A MAN."

In recognition of Andres' contribution and commitment to LAS, the Dyer Family, Paul, Elizabeth, and Mariela, request that memorial contributions be made to the Fausto Andres Alarcon '06 Scholarship Fund. The Scholarship will provide support to a deserving Summer in Switzerland student. Preference will be given to a Latin American student, especially if from Ecuador, who demonstrates Andres' love of life and spirit.

Memorial gifts can be made securely online at www.alumni.las.ch/efr/index.asp or made payable to the "LAS Educational Fund for the Future, Inc." and mailed to the Director of Development, Leysin American School, 1854 Leysin, Switzerland. All gifts are tax deductible for US taxpayers. Please reference the Fausto Andres Alarcon '06 Scholarship Fund.

JOHN PERRY

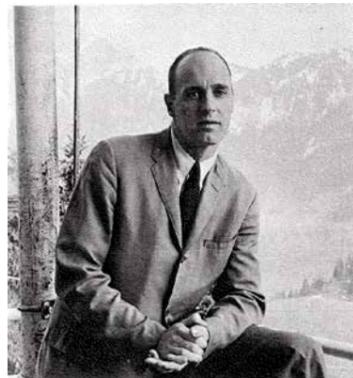
John passed away this past year, 2011. He was assistant headmaster of LAS for a while in its very early years and, as testament to the esteem in which he was held, the 1963 yearbook was dedicated to him. His sister, Sarah Seelert, writes of his connection to LAS:

It is with pleasure I write to you at LAS in

honor of my brother, John Perry. I am Sarah, his kid sister by almost ten years. John had a full and unusual life, and it is appropriate for me to give you a little background of his years before he joined LAS.

He was chosen to be in the initial 10th Special Forces Group (Airborne) activated on June 19, 1952. After parachute training at Fort Bragg, he was deployed to Germany at Bad Tolz to take up the German language and become part of the covert action in the region. He was in the first Green Beret Special Forces group (16), and I was in fifth grade parading around the living room wearing his green beret, which was the then controversial headgear of the army.

After his army days, his life continued to be an unusual one. He survived the sinking of the Albatross, which had been at sea for nearly a year before going down in the Gulf of Mexico in a white squall. John had been hired as the math teacher aboard the "floating classroom", which was out on a yearlong, school-at-sea program. It was traumatic, to say the least, and the survivors ultimately walked away and lost contact with each other.



It is at this point that LAS came into his life. From day one, John held students in the palm of his hand, and LAS left a marker on his life as well. I was a sophomore in college when he would write extraordinary letters to me, and in one instance invited me to join him in Switzerland during the LAS summer. My parents thought otherwise, so I had to experience his adventures vicariously. The fact that his students still communicate with each other and have reunions speaks highly of both the school and him.

Thank you for the opportunity to speak of my brother. I miss him a lot.

IGNACIO "Nacho" DELGADO '92

Ignacio died in 2009, finally succumbing to Amyotrophic Lateral Sclerosis (ALS), more commonly known as Lou Gehrig's disease. Fred Sharp heard of "Nacho's" death only a few months ago, thanks to Facebook messages from Cote Maldonado '92 and Bernardo Fernandez '92.

Mr. Sharp writes of his connection to Ignacio and Ignacio's connection to LAS:

I knew Ignacio very well. He was in Dorm and I taught him AP Calculus, AP Physics and Humanities. He came to LAS for his senior year, with the express purpose of improving his English. It was not long before we realized that he had remarkable intellectual ability. Within a month, he was enrolled in three AP classes and taught himself AP Spanish Language and Literature. After graduation, Johns Hopkins snapped him up, I recall.

I still struggle to accept the terrible paradox is that such a brilliant mind should suffer such a debilitating condition at such a young age. We never met again after graduation, but we did

correspond on and off until 2009 when he told me he was suffering from a condition that limited his movement, but did not go into detail.

I always admired Ignacio at school for his fierce intelligence, his level-headedness, and his strong sense of independence, but now that I have researched a little more about his life and his refusal to submit to his condition, about his efforts to raise funds for research and to virtually shame the authorities into doing far more to help his fellow-sufferers, he has become an inspiration to me, as he has to many who never met him.

I encourage people to visit the following link. They were hard for me to watch, but through the misty eyes, I had a fist clenched in victory, What a legacy he leaves!

<http://www.elmundo.es/elmundo/2009/11/01/espana/1257102413.html>

I add a few words from Ignacio's classmate, Bernardo Fernandez:

'What really comfort my mind was to know his attitude towards his destiny. I think attitude is everything in life. It's what makes you a winner without actually winning anything. Ignacio with his attitude had become an inspiration for others as well as a role model for many who suffer the same or similar diseases. He helped a great deal in raising funds not only for the doctors that study this condition but for all other currently incurable diseases. Ignacio did something miraculous by turning something so scary and negative into hope for others in such a dignified and brave way that he became an example of how to live our lives with honor from day to day. He inspired me to try not be so selfish and to help others without expecting anything back.'

Rest in Peace, "Nacho", and to quote Hamlet, "May choirs of angels lead you to your final rest."



Venez découvrir les nouvelles tendances de l'habitat en matière de Cuisines & Appareils ménagers, Salles de bains, Carrelages, Bois & Parquets.

Plus de 1'600m² d'idées pour votre intérieur !

Gétaz Romang SA
Z.I. A
Route du Pré du Bruit 4
1844 Villeneuve
Tél : 021 / 967 10 00
Fax : 021 / 967 10 01

Du lundi au vendredi:
09h00 - 19h00
Samedi:
09h00 - 17h00



www.getaz-romang.ch

14.46 3.11.2011 TOKYO

WRITTEN BY DR. STEVEN OTT

THE COMFORTABLE EXECUTIVE LOUNGE OF THE ANA INTERCONTINENTAL HOTEL IS LOCATED ON THE 35TH FLOOR OVERLOOKING THE MEGAPOLIS OF TOKYO WITH SKYSCRAPERS OF THE ROPPONGI AREA, THE IMPERIAL PARK, AND THE TOKYO TELEVISION TOWER IN THE DISTANCE. MARCH 11TH WAS A BEAUTIFUL DAY WITH A TASTE OF SPRING IN THE AIR PROMISING THE ARRIVAL OF THE CHERRY-BLOSSOM SAKURA PERIOD.

At 14.30, my son, Christoph, and I were drinking coffee, working on emails, and waiting for the arrival of Mr. Zbinden, Commercial Attaché of Switzerland. About fifteen hotel guests were in the lounge, working on their computers, watching CNN or having quiet meetings. The hotel staff was busy making guests comfortable.

At 14.46, I felt a slight tremor in my chair. "Christoph, did you feel that? It's an earthquake," I said. Within a few seconds the building began to sway and everyone moved to the floor in the center of the lounge. The amplitude of the swaying motion became ever larger, making it impossible to stand without falling. Dishes went flying, the coffee machine crashed to the ground, and furniture slid across the floor. Guests and hotel staff now seriously wondered, "Will the building collapse?"

I recalled my days at Stanford and structural engineering studies, so I explained, "These buildings are built to sway so as to absorb energy. They are generally built on shock absorbers of sandwiched rubber and steel that permit lateral motion. We are quite safe." This seemed to calm people and I just hoped that the windows would not pop or the bolts start exploding – a certain sign of structural failure.

>>>CNN: A strong earthquake of over 7.5 has hit the Northeast coast of Japan. Tokyo has felt strong tremors and a tsunami warning of 2 m waves has been made by the authorities.

The building continued to sway but at lesser amplitudes.

We now watched neighboring buildings, which moved – actually quite gracefully – from one side to the other. After about four minutes the building had stopped moving. A sigh of relief was made by all of us.

Mr. Zbinden called on the hotel phone informing me that all elevators were stopped, "I will wait for a few minutes and then call you back." A young British couple asked me, "Should we go downstairs or stay here?" My response was to stay put, as there was less of a risk of falling debris in the lounge than in the lobby. They decided to walk the thirty-five floors with a member of the hotel staff accompanying them anyway.

At 14:56, the second earthquake struck. This time the building not only swayed, but also shuddered under the impact of the earth's vertical motion, which is much more dangerous for the building. Fortunately, it stopped within a minute or so.

>>>CNN: The earthquake that just hit Northern Japan has been measured at over 8.0 and a massive tsunami is expected within minutes.

Mr. Zbinden called back and said, "I will not be seeing you, since I have been called back to the Embassy to assist with emergency planning for Swiss citizens in North Japan. The subways and buses are not working and there are no taxis, so I have to walk the five kilometers back to the Embassy."

After discovering all phones and cellphones were not working, I was finally able to talk to my wife Doris via the



hotel's wi-fi system. Relief could clearly be heard in her voice. She proposed that our Japanese intern and LAS graduate of '99, Hiroki Nakajima, assist our students from Japan to talk to their parents and close friends. Throughout our conversation, there were tremors that continued to shake the building, but not as strong as the first two.

>>>CNN: The earthquake is a monster of 9.0, the strongest to ever to hit Japan and the fifth strongest ever recorded. The tsunami that hit the Northeast coast has destroyed many towns and villages. The first pictures of the tsunami were shown.

It was now about 15:30 and we had a meeting scheduled shortly in an office building some ten minutes from the hotel by taxi. In the hope that we would now be able to find a taxi, we walked down 35 flights of stairs. The main lobby was in mayhem compared to the Executive Lounge. Several hundred people were milling around, and repeatedly asking the staff questions to which there were no answers. Fortunately, it appeared that no one was hurt. Water was being handed out and assistance offered. We quickly gave up on our meeting.

At approximately 15:45, another tremor. The glass chandeliers started swaying and a wave of panic spread throughout the lobby. Fortunately, it ended as quickly as it started. We decided to relocate to the relative safety of the hotel bar: no chandeliers there. Frequent tremors continued to come. "There goes another one," was one comment. After about an hour, we decided that the Executive Lounge was less chaotic and climbed back up the 35 flights of stairs. Upon arrival, the few guests and staff in the Lounge welcomed us back.

>>>CNN: The Japan earthquake is now classified at 9.2 on the Richter scale. The destruction of the Northeast coast of Honchu is horrendous and there is worry that the Fukushima Nuclear Power Plant may be damaged.

Sometime after 18:00 hours, the elevators came back on and people were beginning to feel that perhaps the worst was over. At 19:00, Mrs. Nakajima '99P, mother of graduate Hiroki, arrived unexpectedly to check on us. She told us that she had walked six kilometers from her home. All public transportation was down, there was a massive traffic jam, and no taxis were available. Mrs. Nakajima told us that there were a number of small grocery shops that were open, but with no one there to make any sales. In the

employees' places were signs telling customers to help themselves and leave payment in baskets on the counters.

>>>CNN: Japan continues to be affected by hundreds of after-shocks. The government fears that thousands have perished in the North, primarily due to the tsunami. The Fukushima Power Plant has been damaged.

Throughout the night, earthquakes measuring in excess of 6 on the Richter scale continued permitting only intermittent sleep. Periodically, I would look out of the window to note that the traffic jam continued. The famous elevated Tokyo Highway was closed, except for emergency vehicles, and the streets below were one big traffic jam. Amazingly, there was no honking or attempts to break through the stalled traffic. It was not until after 05:00 that the traffic jam began to let up.

"BUT MOST OF ALL, WE FELT IMMENSE ADMIRATION FOR THE PEOPLE OF JAPAN, WHO DURING SUCH TRYING TIMES SHOWED GREAT STRENGTH, SOLIDARITY WITH EACH OTHER AND THE COURAGE TO REBUILD."

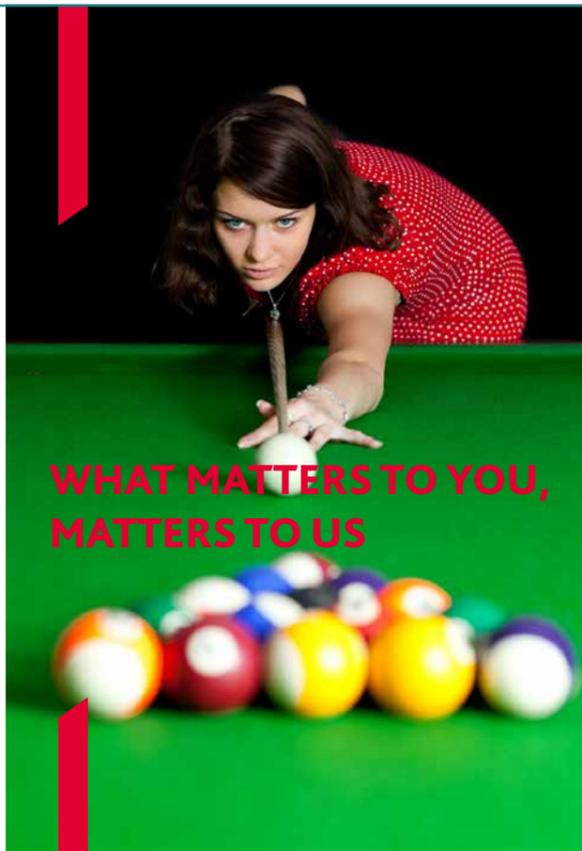
On Saturday, we started our day in the Lounge with breakfast. Some guests, scheduled to fly from Narita the previous evening, had spent the night on the lounge couches while the hotel staff, looking drawn and tired, had slept on the floors of the hallways. Guests and staff had developed close ties through the trials of the previous days. "How are you," "Thank you," and "Can I help you," were proof of the shared

experience of the previous day. Somehow, a sense of normalcy started taking effect that morning.

Our meetings that Saturday, mostly with current and prospective families, were held as scheduled. While sharing our thoughts on the events of the previous day with these families, we often discussed the future of students and the opportunities offered at LAS. The healing of the wounds had started with the discussion of the dreams and the future of our young people.

On Sunday, Christoph and I left for Seoul. While waiting at Haneda airport, there was another strong after-shock that made the terminal building crack and groan. We took off with a myriad of conflicting feelings. We felt relief in leaving Tokyo during this period of violent earthquakes, but felt we were abandoning those who were staying on to face a difficult tomorrow of grieving and rebuilding. Mostly though, we felt immense admiration for the people of Japan, who during such trying times showed great strength, solidarity, and a steadfast conviction that rebuilding would begin soon.

In the wake of the devastating Japanese earthquakes, LAS students, faculty, and staff came together and raised more than 20,000 CHF for the Japanese relief effort.



BDO's professional service is based on quality, specialist expertise and knowledge of regional, national and international conditions. You are important to us, which is why we provide individual advice tailored specifically to your needs.

Biopôle • Route de la Corniche 2 • Epalinges
PO Box 7690 • 1002 Lausanne • Tel. 021 310 23 23
www.bdo.ch

Audit • Accounting • Consulting



"Pair of Walking Figures – Jubilee" sculpture by Lynn Chadwick, 1977.
Collection of Benjamin and Ariane de Rothschild. Gardens of Château Clarke, Bordeaux.

“
Creating **VALUE** means
contributing to the progress of our times
and to securing sustainable wealth.
”

For 250 years, each generation of the Rothschild family has worked to secure the emergence of “conviction” family capitalism. Forward-looking investment, growing business and family assets, financial engineering and estate planning – these are all central to the expertise of Banque Privée Edmond de Rothschild.

This idea of value – come and share it with us.

www.edmond-de-rothschild.ch



**BANQUE PRIVÉE
EDMOND DE ROTHSCHILD**

Banque Privée Edmond de Rothschild S.A.
2, avenue Agassiz - 1003 Lausanne - T. +41 21 318 88 88

HYGIENE

EMBALLAGE

PAPIVAL
EMBALLAGE
HYGIENE

Rte de Chippis - CP 4235
1950 Sion 4, Switzerland
Tél. +41 (0)27 205 70 20
papival.ch - contact@papival.ch



LEYSIN AMERICAN SCHOOL IN SWITZERLAND

2ND ANNUAL ALUMNI SKI WEEKEND

MARCH 23 – 25, 2012 | LEYSIN

INTERNATIONAL WEEK AT LAS

APRIL 16 – 22, 2012 | LEYSIN

ALUMNI INDUCTION DINNER | CLASS OF 2012

MAY 29, 2012 | LEYSIN

GRADUATION DAY | CLASS OF 2012

JUNE 1, 2012

FALL 2012

London

WINTER 2012/13

New York | Boston

FORTHCOMING EVENTS

www.las.ch