

Printed pages

Between the covers of the yearbook



The magazine of
the ZIS Community
Winter issue 2017/18





Contents

Winter 2017/18

faces

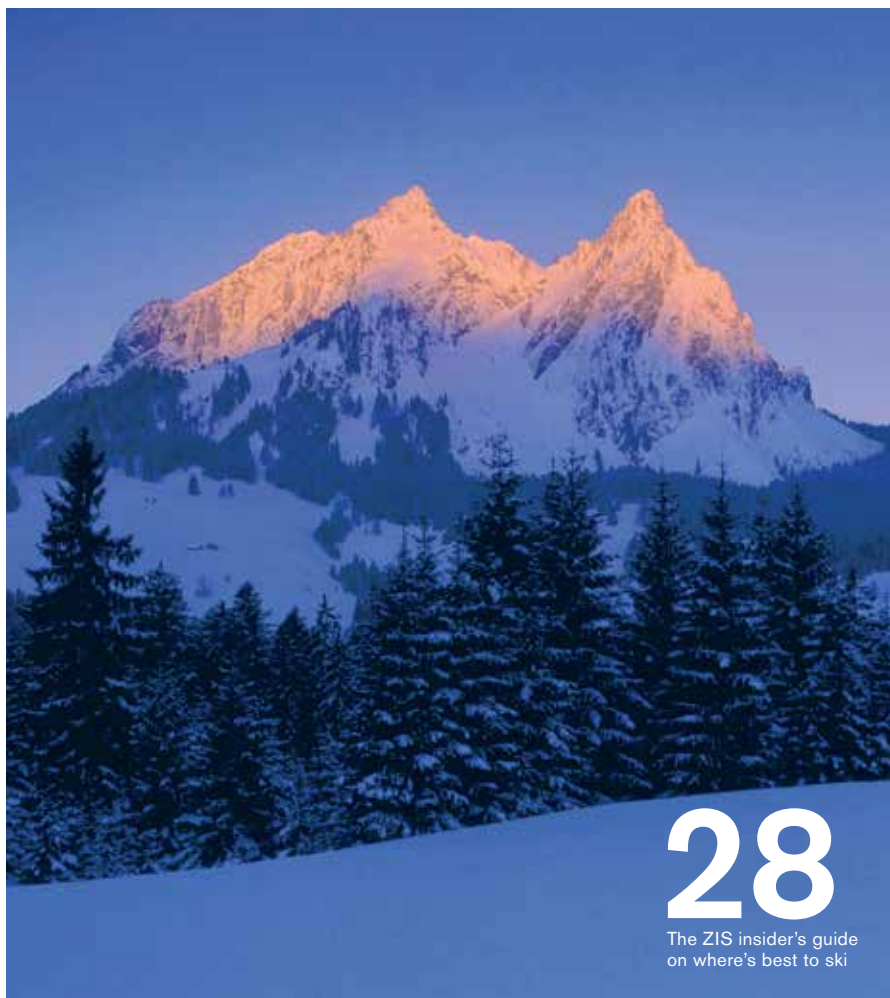
- 02 Welcome
- 03 News
- 07 Jeff Paulson
- 08 After school
- 10 On the lake
- 13 Small world

features

- 14 Mind the gap
- 22 The art of science
- 28 Sloping off
- 36 Printed pages

network

- 43 ZIS today
- 44 Perspectives
- 46 ATAC
- 48 Why I love



28

The ZIS insider's guide
on where's best to ski

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Nato Welton



Welcome

Welcome to the winter issue of *Voices* magazine.

Our community is special. Special because of our love of learning, special because we share what can be a life-changing expat experience – and special because of the extraordinary atmosphere that seems to exist whenever members of our community come together.

That special atmosphere comes, I think, because we are a community built on a tradition of caring – from the parents and teachers who worked together to start an international school at the Villa, to the many, many of you as parents, students, alumni and staff who reach out to support each other and our school in myriad ways.

Today, that tradition of caring is ‘baked in’ to our school curriculum (it is one of our mission pillars, alongside learn, challenge and lead) and modelled by our many volunteers who do so much for ZIS and our wider community. And perhaps it is also what inspires an increasing number of our students to take a purposeful gap year – having time out before the next stage of their lives to give back and gain experience. On page 14, we find out how a gap year can provide a springboard to a successful career, and on page 22 we explore how changing employer needs have resulted in STEAM – the merging of science with creative thinking – in education.






What is the quintessential ZIS experience? On page 28 we argue that the family skiing trip must be pretty high up the list, and share your favorite skiing spots. And on page 36, you share your memories of ZIS’s now-legendary class yearbooks, which aim to capture our special atmosphere in print, forever.

Finally, you may notice that we have brought your updates right to the front of *Voices* in our redesigned news section. We look forward to reading your classnotes, emails, tweets and updates, so please do keep them coming. You can share your #ZISExperience – and your thoughts on this issue – via letter, email and on social media. We look forward to hearing from you.

Michaela Seeger
Director of Community Relations



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INTERNSHIP PROGRAM

Next generation goes to work

The ZIS Internship Program celebrated its 10th year this summer with a special apero to mark the occasion.

Speaking at the event, Ivan Vercoutere, managing partner at LGT Capital Partners and ZIS parent, described the program as a “win-win situation” that benefits students while allowing companies to learn from the next generation. He also described how it identifies young talent, and encouraged other companies to offer placements as it is “a great experience on both sides”.

Last year, 85 Grade 11 students benefited from the program, which includes learning to write a CV and a letter of motivation, developing interview skills and using social media for career purposes.

This summer’s program saw 55 students spend from two to six weeks at 47 businesses and hospitals.

If your company is interested in offering an internship, please contact Dale Braunschweig at dbaunschweig@zis.ch. ▶

It’s a chance to identify young talent while learning from the next generation

Ivan Vercoutere
Current parent

More than 1,500 teachers applied for 29 faculty positions at ZIS for the 2017/18 school year, and we were delighted to appoint all of our first choice applicants, including new Lower School Principal Catherine Jolly. Learn more about all new faculty members at www.zis.ch/about-us/new-faculty.



SYDNEY MEET MELTS AWAY THE YEARS

The last time they saw each other was as part of the AISZ ski team more than 40 years ago, but when **Robert Gottschalk**, Class of 1978 (1973-78), and **Ned Strong**, Class of 1977 (1972-77), met recently, the years fell away. "We had such a great evening at an Italian restaurant in Sydney, talking about skiing and our time together in **Geoff Kenworthy's** after-school architecture class," says Robert. "It was like we'd never been apart, and so great to share our stories and memories."

CUSTOM COMMUNICATIONS

A new community portal offering personalised information for parents based on the grade of their child has been well received by the school community.

In a survey, a majority of parents said they found information easy to access. Together with a more user-friendly and visually appealing website, these were key parts of the school's response to comments about communication made during the ZIS Partners parent survey, and part of the reason ZIS Director of Community Relations Michaela Seeger won the CASE School's Engagement Award in August.

FRIENDS OF ZIS

Making a US dollar donation to support the school is now easier than ever following the introduction of the Zurich International School Foundation website, which includes the option to pay by credit card.

The Zurich International School Foundation, Inc. is a US non-profit organisation with the mission of supporting education, and ZIS in particular. Donors to the foundation, and the foundation board, work together to ensure a bright future for students. *For more information, visit the website at www.zisfoundation.com.*



IN BRIEF

ZIS Community

From the world of publishing, we were delighted to hear from **Erik Titusson**, Class of 1993 (1988-93), the founder of Lilla Piratförlaget (www.lillapiratforlaget.se), a publisher of children's literature in Stockholm, Sweden. And **John Clauson**, Class of 1972 (1970-72), writes to say his book, *Missileman: the secret life of Cold War Engineer Wallace Clauson*, is now out.

Keep a look out, also, for two other new books: *The Two Gates* from **Ken Davenport**, Class of 1981 (1976-77); and *Succession for Change: strategic transitions in family and founder-led businesses*, from **Harry Korine**, Class of 1980 (1977-80).

Jeri Pfruender (née Momany), Class of 1971 (AISZ 1966-67) is in touch from her semi-retirement in Midland, MI, USA, to tell us about the "wonderful time" she and her husband, Dan, recently had revisiting Zurich. And Cincinnati-based **Erin Batzer (née Murphy)**, Class of 2008 (2006-08) has also been reliving her ZIS days. Erin now works at Proctor & Gamble and tells us she's linked up with many of her ZIS friends twice recently, at her own wedding in 2016 and then at another friend's in Israel in March.

For more updates on what ZIS alumni around the world are up to, look out for our Alumni Links e-newsletter. We are always delighted to hear from you. Please email us at alumni@zis.ch



ZIS alumni from Berklee performed at the ZISMeets event in Boston. Back row from left: Miguel Antonio Aragon, Class of 2017 (2015-17); Mandy Kessler, Class of 2015 (2009-15); and Martin Kessler, Class of 2017 (2008-17). Speaker Amanda Fakhreddine Goedde, Class of 2006 (2000-05), is in front.

ZISMEETS IN BOSTON

Amanda Fakhreddine Goedde, Class of 2006 (2000-05), CEO and founder of Top Knot Branding, spoke to Boston-based alumni in October as part of the ZISMeets series. The event, at the Berklee College of Music, included the opportunity to network with other community members. For details of upcoming ZISMeets, visit www.zis.ch/alumni

EXAM RESULTS

2017 results break school records

90+

The percentage of students receiving a three or better (of a maximum of five) in this year's Advanced Placement results, the highest level in school history. As well as the record-breaking AP results, students averaged 35 points (of a maximum of 45) in the International Baccalaureate, well above global levels.

More information can be found in the Upper School Profile which is published at www.zis.ch/campuses/upper-school

Letters

ADVENTURES OF A LIFETIME

I just received *Voices* and wish to offer my heartfelt thanks. The subjects capture a memory of love that began for me in Kilchberg: the Villa, the church, the trips that turned into adventures of a lifetime. The piece about hiking in the Alps is very dear to me since I'm still blessed with the ability to ramble on paths familiar and unexplored. Feeling gratitude.

André Tremblay

Class of 1974 (AISZ 1969-1974)

FULFILLING THEIR POTENTIAL

The piece on what prospective employers are looking for (*Voices*, Spring/Summer 2017) was heartening, as I think ZIS is great at sending well-rounded students out into the world. Students like Izabela Jaszcz, Nina Klee, Illinca Ledan and Simran Raheja (Grade 11) who all won the right to represent Switzerland at the International Young Naturalists' Tournament. Nina and Simran went on to compete in China this summer and were part of the Swiss team which won the tournament. All four are now playing a major part in bringing science to ZIS students through the Lion's Science Club. Helping our students fulfill their potential is what ZIS is all about, and it's great to see that reflected in the various success stories in the magazine.

Dr Marie Perri

Upper School Science teacher

THANKS FOR THE DONATION

We had special drama department guest speakers come to work with us for the Improvisation Festival last year. I loved how much everybody's confidence was multiplied; I really felt like I was in an improv academy! I'm very grateful to everyone who donated to the ZIS Annual Fund, which made this event possible.

Laura Lucena Montes, Grade 8



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Jeff Paulson on...

At ZIS, our program is built on the latest pedagogical research, enabling us to prepare students for the future.

We live in interesting times. The last 20 years have been ones of extraordinary changes: political, social and industrial. How do we equip our children for such a world – a world where technologies we can't imagine now will be commonplace in the future? A world where the jobs they are likely to hold have not even been invented yet? How can we ensure they have the skills to thrive in their future lives and careers?

These are challenging questions – but ones that can't be ignored. As educators, we do the next generation no favors by shying away from the new and retreating back into the comforting, old ways. At the same time, a program for the 21st century cannot be built on buzzwords and guesswork – which is why, at ZIS, we draw on the knowledge, experience, research and evidence being generated by top institutions around the world to guide our approach to education.

Happily, the message from the research is clear. Success in a changing world will not just be about getting good grades and learning facts. For example, research from the World Economic Forum, the international organization for public-private cooperation, looks ahead to the Fourth Industrial Revolution of the next decade, when robotics and artificial intelligence will be well-established.

In its report, *The Future of Jobs*, it identifies complex problem-solving, critical thinking, creativity, cognitive flexibility, judgment and decision-making as some of the key skills which will make our students employable, and help them find their way in a rapidly evolving workplace.

These are qualities that can be applied across the board, in any industry – even one that has not yet been invented. And they sit at the heart of the ZIS curriculum, articulated through our seven ZIS Character Standards. Similarly our four dispositions – open-mindedness, resilience, playfulness and reflectiveness – emphasize the logical and flexible habits of mind that will be essential over the next 50 years. Playfulness, for example, encourages learners to take risks, try new things, and think creatively – all skills greatly valued by today's fast-moving tech industries. Open-minded encompasses being receptive to information and ideas which challenge our beliefs, identifying alternative perspectives – vital in a world where we are bombarded with information from all sides.

And important though employability is, this new world will also need humanity more than ever. That's where our three values come in: compassion, fairness and integrity. We want ZIS students to have empathy, and to consider how their actions will have a positive effect on others. They should seek to do what is right, even when nobody is watching. They should focus on translating their beliefs into action – both local and global – and consider the impact of their decisions and actions on others.

Education, just like the wider world, is changing. At ZIS, we are well placed to deliver a true curriculum for the next century, a curriculum that has a built-in response to pedagogical evidence and research. It's a robust approach unique to ZIS – and an approach that will, in the future, ensure that our students are able to face the world with robustness, too. **V**



Success in a changing world is about decision-making, critical thinking, judgment, complex problem-solving and active learning

Jeff Paulson
Director of ZIS

After school

ECC Creative Arts teacher Carole Reymond says her passion for dance began when she was just five.

WORDS DIANE SHIPLEY / PHOTOGRAPHY NATO WELTON

Bringing 100 of the school's youngest students together to tell a story through dance sounds a daunting task, but for **Carole Reymond**, Creative Arts teacher in the Early Childhood Center, it's just another way to express her great passion in life.

"If I couldn't dance I'd be devastated," says Carole. "My husband Yves and I enjoy getting out and about in Zurich to listen to music or see a show as much as possible. We also love to throw dinner parties for our friends where we can share our love for music, and at the end of the night we have all had a good dance too. It makes me happy, it energises me – and, of course, it's a great form of exercise."

As well as running the occasional Saturday workshops for students, she's also been running the after-school dance club for Lower School students for 25 years. There, she teaches 80 or more children everything from hip-hop to jazz, culminating in a spectacular end-of-year show, the creation of which is a collaborative process.

"We talk about their interests, dance a few things, and then take it from there. It's really child-inspired – it belongs to them, not me." As a result, the themes vary hugely: from the musical *Cats* to what it means to be human. Carole encourages all the children to express themselves, regardless of their level of proficiency. "They might not be the best in sport or maths but in dance we're all on the same page and everyone can join in."

She attributes her own passion for dancing to her family background. "I've got five brothers who all have a passion for music. The oldest brothers were in the Navy, so they came back from their

travels with different genres of music from Latin to Japanese, and I loved to dance to their records." She started ballet and tap lessons when she was five, and went on to train in jazz, hip hop, contemporary and modern dance at Camden Dance and Drama College (now North Liverpool Dance Academy) after she left school. But she chose not to pursue it professionally. "I never wanted to be a full-time dancer. I needed the flexibility to do other things."

She's never stopped dancing as a hobby, though. As well as her love of dancing for fun, a lot of her spare time is devoted to preparing for the shows. "Last year, the ECC students were interested in dinosaurs, under the sea and space, so we did a show about how the earth was created. Every year is a new experience."

Carole's brother, Marc, is a songwriter and creates original songs based on the children's ideas, while Yves, a hobby DJ, helps her to pick out additional music. "The choreography is nothing compared to finding the right piece of music," Carole says. "It can't be too fast or too slow, and the children have to like it. Sometimes there are 36 pieces of music in a one-hour show, so we spend a lot of time searching."

Even though she starts the planning process months in advance, the period leading up to the end of year shows is always hectic. "It's totally mad but I thrive on that adrenaline." It also reminds her of some of her favourite childhood memories, performing in festivals and dance shows. "Now every time I see these children on stage, I get the same excitement. It's hours and hours of work but it's worth every minute." **V**





A study in dance
Carole says that music and dance run right through her life



Dance makes me happy, it energises me – and of course it is a great form of exercise!

Carole Reymond

On the lake

The Tonhalle, home to the Tonhalle Orchestra, has been a central feature of Swiss culture for more than 100 years.

When Johannes Brahms inaugurated the Tonhalle in 1895, he could not have guessed how significant it would become. More than a century later, the 1,455-seat hall, billed as ‘acoustically one of the best concert venues in the world’, is an essential part of the Swiss cultural scene and home to the Tonhalle Orchestra.

Indeed, the orchestra is almost as renowned as the hall itself. Boasting more than 100 musicians from more than 20 countries – as international as Zurich itself – its reputation remains high.

After 122 years in Claridenstrasse, however, the orchestra has moved temporarily to a newer, vibrant part of the city while essential renovations are completed at the Tonhalle. This, says Michaela Braun, the orchestra’s Marketing and Communications Manager, will have an impact on its profile. “This new part of the city is young and dynamic, and reflects the way both the orchestra and its audience are evolving.”

In fact, the orchestra has taken a much more modern approach in recent times. As Michaela explains, this is in part due to a conversation former chief conductor David Zinman had with his son. When asked by his father why he never came to his concerts, he was told that it was “only for older people”. So the programme was shaken up, and today the orchestra hosts enormously popular evenings that feature three segments: a classical performance, live electronica and a DJ.

The orchestra is very keen to foster musical interest among the city’s youth, and has been working with ZIS for some time on musical programmes and courses. Recently, for instance, a group of students took part in a short internship



to learn about music management and promotion at the Tonhalle, and renowned young pianist Elisabeth Brauss played a special concert at the Upper School as part of the orchestra’s youth concert series.

As Michaela points out: “It is so important youngsters get in touch with music at an early stage so they get a true feeling for it.” ▼

Clockwise from main image: Stage of the Great Hall of the Tonhalle; decoration detail – a putto; gallery in the Great Hall; and ceiling in the Great Hall with a picture of various composers.



Five things...

...to do in Salzburg. Art historian and current parent Xenia Piëch-Tetmajer von Przerwař shares her insider's guide to Mozart's home town.

1. HANG OUT AT HANGAR-7

This aviation museum is the Holy Grail for aeroplane enthusiasts of all ages. The building itself is incredible, the exhibitions are organised innovatively and there's a great restaurant. When we went, there was a pop-up snack bar in the middle and people were just hanging out. Oh, and there are a lot of planes!

2. SHOP AT GWANDHAUS

If you want to see the traditional textiles of Austria, then Gwandhaus, which is inside an old palace, is the place. Austrians still wear the dirndl (think of the dresses worn in *The Sound of Music*) and here they are beautiful and more affordable than elsewhere. It also sells local delicacies – desserts such as Salzburger Nockerl (sweet soufflé) and Kaiserschmarrn (shredded pancake).

3. EAT CAKE AT RATZKA

The best baker for sweets and cakes in Salzburg has to be Konditorei Ratzka – and it's close to the hospital in case you overindulge! It's small but crammed with delicious treats: Strudel-Kuchen (pastry cake), petits fours, chocolate pralines – they have everything. I had a beautiful Sachertorte there, a traditional Austrian chocolate cake with raspberries.

4. STROLL THROUGH DIE WASSERSPIELE, SCHLOSS HELLBRUNN

The water gardens in the grounds of beautiful Hellbrunn castle are on the tourist trail but well worth a visit. I've never seen anything like it – most gardens have flowers but this one is built around fountains, with water tunnels you can walk through and rhythmic water jets. Pop into nearby interior design shop Lederleitner while you're there for some great ideas.

5. EAT SAUSAGE AT BALKAN GRILL

The queue for Balkan Grill, which is really just a street stall, gives away how good it is. It sells bosna, a local beef sausage speciality that originally came from the Balkans. It's served in a white bun with onion sauce or mustard (or ketchup, if you must). You need to try this sausage, and you need to buy it here.

Share your insider insights: [#ZIStravels](#) at www.facebook.com/zurichintschool



WORDS ANASTASIA HANCOCK / PHOTOGRAPHY TOBIAS MADÖRIN, JOSEF STÜCKER, MEDIACOLORS / ALAMY STOCK PHOTO



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Small world

Dr Lucile Burgo-Black, Class of 1970 (1965-70), is Assistant Clinical Professor Medicine at Yale, and also works to ensure that veterans get the best care.

As a doctor working with war veterans at the Veterans Affairs Healthcare System in Connecticut, **Dr Lucile Burgo-Black** has seen first-hand the devastation of battle.

Now, as National Co-Director of the Veterans Health Administration's Post-Deployment Integrated Care Initiative, she splits her time between seeing patients, teaching students, and delivering talks and presentations on behalf of the central office in Washington, DC. "We're working on making sure that the lessons we've learned are hard-wired into the system so that, after each war, we don't have to relearn how to take care of people coming back."

In fact, she says, she fell into the work almost by accident. After leaving AISZ she contemplated pursuing skiing professionally, but instead she went to Brown University in Rhode Island to study marine biology, before deciding she "really liked working with people" and returning to medical school at the University of Lausanne. It was there that she met her husband, Robert.

After graduation, they settled in the US state of Connecticut, and had four children in four years. Looking for work she could fit around her family, Lucile took a part-time primary care job at the local VA hospital and soon became passionate about the healthcare needs of people who have been to war.

"I always look back on AISZ, more than my college experience, as making me who I am today: a lot of challenges, a lot of opportunities and incredible mentoring. I tried to get involved in every sport going and the trips were brilliant. We went camping along the Rhine one year – I can still remember the foldable kayaks – and it was a two-week mud-fest, but with so many fun memories.

"Ski weeks were just the best time, and reading books with **Chuck Kruger** (former English teacher, 1966-90) and playing in the lab with **Fowler Stillman** (former biology teacher, 1967-89) was just so wonderful. The school's first head teacher



John Mattern (1963-71) was an amazing guy; he had this Jungian atmosphere, just thinking about how we can understand ourselves, and by understanding yourself you can learn about life and others. They just did a wonderful job in raising adolescents."

Now at Yale, she has stayed connected to her AISZ classmates, thanks to Facebook and occasional reunions. And she says the lessons she learned from the school have stayed with her throughout her career. "You have to work hard, you have to explore, you have to be curious. I had this curiosity to find out about the world that I still hold today. It just makes life so interesting and rewarding." **V**

Lucile Burgo-Black credits her time at school for making her who she is today, thanks to "a lot of challenges, a lot of opportunities and incredible mentoring".


Mind the

gap

Taking a year off between school and university is not just good for your wellbeing – it can also provide a springboard to a successful career.

WORDS PETER TAYLOR WHIFFEN

Think the perfect gap year involves a trip to a far-flung country in order to ‘find yourself’? Think again. Because at ZIS, graduates are taking the gap year to the next level, with clever planning and an eye on the prize – their future careers. But how do you make your gap year really work for you and your personal goals? We asked ZIS alumni for their essential ingredients of an effective – and fun – gap year. ►



**I didn't initially
see my gap
year as a way to
enhance my CV,
but fortunately
my parents did!**

Aline Aronsky
Class of 2014

MAKE IT RELEVANT

“For me, the whole point of my gap year was to enhance my employability,” says **Matt Davis**, Class of 2010 (2007-10). After completing a degree in wildlife management at Aberdeen University, Matt hoped to start a Master’s in Conservation Science at Imperial College in London. For his gap year, he landed an internship at conservation volunteering organisation GVI and was determined to make absolutely sure it would have the maximum benefit to his CV.

“I’ve always wanted to work with wildlife, even when I was a small child, and it was vital to me to gain experience in conservation fieldwork. I chatted to GVI about which of its projects would be most in line with my career goals, and I then called the course directors at Imperial to ask them which of these would give me the best chance of getting onto the MSc program. A gap year is all about developing yourself and enhancing that employability – so don’t be afraid to ask for advice from a prospective employer or university.”

Like Matt, **Antonia McGrath**, Class of 2014 (2007-14), had an equally clear focus for her gap year. Her passion for education saw her volunteer with Project Trust, a gap year volunteer organisation, teaching former street children at an orphanage in Honduras, with her sights firmly set on her professional future.

“I didn’t just want to travel, I wanted to live this experience and do something that would benefit my development, both personally and professionally,” she says.

“Working at the orphanage meant being trained around child protection and safeguarding; it improved my Spanish and I made a documentary while I was there, which taught me about politics, migration – all real-life practical experience you can’t learn in a classroom.”

The experience had a huge impact on Antonia’s career. She became so committed to improving the lives of Honduran children that she launched educate, an NGO improving access to education and healthcare for the

country’s youngsters. “Did I know I’d come back so motivated that I’d start my own charity?” she says. “No! But it gave me the understanding, skills and experience to do just that.”

CHALLENGE YOURSELF

Aline Aronsky, Class of 2014 (2010-14), admits she didn’t initially see her gap year as something to enhance her CV, but adds: “Fortunately, my parents did! I had been on Team Ghana and wanted to do something meaningful, but my mum and dad saw the value that the right choice would bring to my interviews for university and jobs, and they were absolutely right. Stepping outside your comfort zone not only develops you, it shows a future employer you’re confident to take on new challenges and you’re not fazed by the unknown.”

Aline says her year travelling, volunteering and working with local communities in south Asia and Africa, gave her “a completely different world view” and this has proved invaluable on her subsequent anthropology degree course. “I would sleep on the floor and I would wear the same clothes every day, washing them every night and putting them on wet the next morning. The lack of material goods utterly shaped me and my world outlook.”

And she encourages anyone to step outside that comfort zone, however they spend their gap year. “Whether you’re on an internship or in a remote Thai village, talk to someone you wouldn’t normally talk to; go to events you wouldn’t normally go to; do things you wouldn’t normally do. I finished my year with a more leisurely spell in Australia. That trip included bungee jumping, but the reason I did it was precisely because I was so nervous about it and was determined to push myself.

“My experience gave me a confidence that showed in my university interview. And just talking to fellow students, and seeing their different levels of confidence, it’s very easy to tell those who have had that type of experience, and those who have come straight from school.”

I called Imperial to find out which project would give me the best chance of getting onto their program

Matt Davis
Class of 2010



ADD NEW SKILLS

Luca Schaffhauser, Class of 2012 (2006-12), spent half his gap year in the Swiss military doing his mandatory military service and the other half stacking supermarket shelves, and says both were invaluable in helping him land his current job.

“The interviewers wanted to know what I had been doing and what it had taught me. Both of those experiences brought me into contact with types of people I’d never interacted with before. It really enhanced my communications and people skills, and the interviewers could clearly see that.”

Luca says the army was an obvious choice for his gap year. “I didn’t feel ready yet for university and I wanted to do something useful and practical, that would help me grow up and give me more personal skills. The military gave me discipline, punctuality and an ability to assess situations, and it also helped me develop my interpersonal skills with a range of different people. The army matured me; I grew up there and was ready to continue my career.”

Luca left to stack supermarket shelves because he had applied too late to do a full year in the military. So he has some other advice about gap years. “Plan ahead!” he says. “I should have started organising my gap year 12 months in advance – because I left it too long I could only sign up for six months in the military.”

However, he says the shelf-stacking gave him skills just as valuable as those he learned in the army. “During that gap year I met everyone from bricklayers to Master’s students in economics,” he adds. “That was a brilliant life education. I think sometimes if you come from a school like ZIS, people have preconceptions about you. But being able to get on with everyone helps disarm people’s presumptions – and it makes you more personable yourself.”

The skills learned throughout the year helped Luca win a place on a business management degree course at Glasgow University – “they could see I had a really good work ethic” – where he continued to

maximise his opportunities. “During my degree I interned three times at (software giant) SAS. That ability I learned in my gap year to make good contacts and socialise really paid off. I’m now an SAS Senior Associate Production Specialist.”

DO YOUR HOMEWORK, BUT HAVE FUN!

This may be the last thing students want to hear after finishing their school days, but preparation is key. “Know what you’re getting into,” says Antonia. “It was difficult to work with children in Honduras knowing they might have suffered abuse or might make a disclosure, but I was as prepared as I could be. The Project Trust selection process, like that of many gap year programmes, is very rigorous, so you need to do your research to be ready for that process.”

Matt believes choosing the right organisation is vital. “I’ve learned university isn’t necessarily the only way to gain knowledge and skills in what you’re interested in. For some, a gap year really needs to be just that – a break from their studies – and for others it’s a chance to gain those skills that will help them in their careers.

“Whichever it is, the company and the project need to be right for you. I’ve had both incredible and terrible experiences with multiple organizations, and background research definitely helps minimize those negative experiences. Finally, make sure the project fits your personal goals. Ask yourself: ‘Why this particular program? Will it help me reach my goals?’”

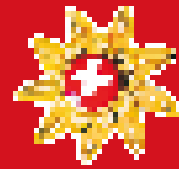
But as well as having a purpose, the time spent should also be fun. “Make sure your gap year is something you want to do!” says Antonia. “Don’t waste it doing something that doesn’t engage you.”

Aline’s gap year, like Antonia’s, opened up experiences and possibilities she’d never considered. “I wouldn’t be thinking about a career in an NGO if I hadn’t had that experience,” she says. “I’ve learned skills, I’m more confident, I believe I can go anywhere – and that gap year has helped me to do that.”

I didn’t just want to travel, I wanted to live this experience

Antonia McGrath
Class of 2014





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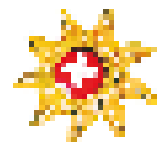
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The art of science

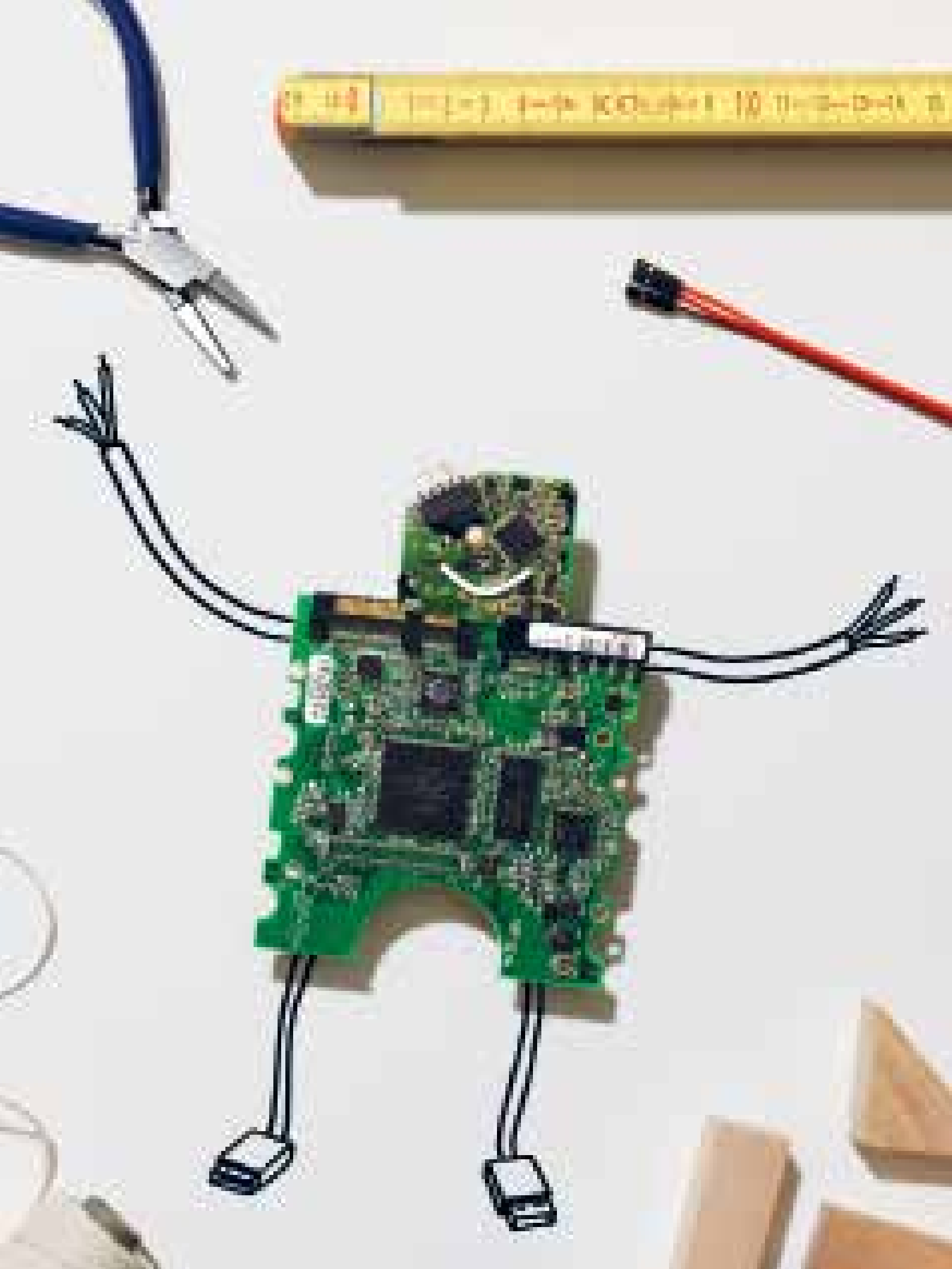
The merging of science with creative thinking is an idea whose time has come. Welcome to the age of STEAM. ►

WORDS LUCY JOLIN

PHOTOGRAPHY LYDIA WHITMORE

ILLUSTRATION HARRY MALT





It's why Steve Jobs attributed the success of the first Apple Macintosh to the fact that the people working on it were "musicians and poets and artists and zoologists and historians, who also happened to be the best computer scientists in the world". And why, in 2016, legendary educational programme *Sesame Street* announced that it would start integrating STEAM into its curriculum. As 19th century photographer Charles Nègre said: "Where science ends, art begins."

Back in 2004, **Stephany van Willigenburg**, Class of 1998 (1992-98), joined a vibrant startup called Google. She's still there, as Senior Industry Head looking after the UK's largest travel clients. And she's excited about the possibilities of STEAM: "I think it makes a lot of sense," says Stephany. "From a tech company perspective, you need people who can look at things from a different perspective and from a different creative angle. Do you look at the opposite of the challenge? The extreme? The weird and wacky? Sometimes that's how new products get invented." She points to Google's '10x' approach – don't aim to make something 10 per cent better, make it 10 times better.

"We can take this extreme approach in some of our more experimental products. For example, to make an engine 10 per cent better, you could tweak it. But if you want to make it 10 times better, perhaps you disassemble it and look at it inside, outside, backwards, forwards. Hey, maybe we don't even need gas. Maybe we need a battery. And suddenly you're looking at it from all angles."

STEAM chimes with a rising generation for whom cross-sector thinking has become the norm, and who reject the idea of a job for life in favour of a portfolio career. **Millian Gehrler**, Class of 2016 (2002-16), is currently juggling his economics undergraduate degree at Princeton in the US with his role as an Associate at venture capital fund Kairos Society Ventures. If that isn't enough, he's also working on his own project in

the healthcare space – Triage Analytics, software to enable more accurate and efficient triage in emergency rooms and hospitals. "What I really want to do is be involved in solving big problems and rethinking old industries that haven't seen a lot of innovation in the last few decades," he says. "I'm not so interested in a traditional career path, like being a lawyer. My parents are just starting to get their heads around it!"

The arts were an integral part of Millian's education at ZIS, but he's only now starting to appreciate their value, not just as a creative outlet but also as a way of seeing. Take consumer-centred product design, creating something with the end user in mind. It takes not just technical wizardry but empathy.

"There's a big difference between having a functional product that sufficiently completes a purpose and one that is a pleasure to use," says Millian. "When I'm working on my healthcare app, I'm asking not just what should the options on the screen be but what is the best way to lay them out for a nurse or a doctor in a high-pressure situation? What are the most appropriate visual and audio cues? What is the clearest wording?"

He quotes Warren Buffet's famous maxim: "Don't just satisfy your customers, delight them." "If you're trying to make something really stand out, the creative aspect is so important," says Millian. "Creativity is about having the courage to stand apart from traditional ways of thinking and recognising new opportunities. In the arts, you find your own truth and meaning – that's something that's been very inspiring to me. Science and tech give us tools – the 'how' – but creativity should give us purpose – the 'why' – and inspire us to ask how can we combine these skills in new ways to solve problems."

The ZIS Innovates Maker Experience Committee feeds into the STEAM agenda. It was set up to further the breadth and depth of curricular and co-curricular maker experiences at the school. The committee defines a Maker Experience as a learning experience where something purposeful is designed and created. ▶

Leonardo da Vinci may have been the first, but it wasn't until Steve Jobs and the Cookie Monster began talking about it that people started taking it seriously. Welcome to the age of STEAM: that's STEM – Science, Technology, Engineering and Maths – with added Art. Or, to put it another way, the marriage of the so-called soft skills of artists and designers into the multiple hard-skill mix required by traditional STEM subjects.

It's certainly an idea whose time has come. STEAM is now becoming a global movement, embraced by everyone from educationalists to tech giants. And it's easy to see why the thinking behind STEAM has become such an intense area of interest for educators, thinkers and businesses: a new world is going to need new ways of thinking.



**Science and tech give us tools
but creativity gives us purpose
– the chance to ask how can
we combine these skills to
solve problems in new ways**

Millian Gehrer Class of 2016



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Through inquiry, the designer may collaborate and share skills.

According to **Jamie Raskin**, Grade 5 teacher and Chair of the ZIS Innovates Makers' Committee: "STEAM represents a range of skills and areas of learning that are highly transferable, and predicted to be of great social, personal and economic value in the future.

"Makers is a pretty broad definition, and people apply it in lots of different ways," he says. "There's the analogue, hands-on and all the tech-driven stuff, such as coding, as well. We're looking for experiences that involve this notion of prototyping something, testing it, refining it and moving it on. That could be a cupcake recipe, it could be cutting hair, it could be programming an app.

"It's about what we'd call playful prototyping and growth mindset, being open to the improvement of process and of product, but also being super process driven. We often talk about a design cycle: starting with some kind of empathetic impulse, seeing a need for something or having a passion that you want to explore, and coming up with ideas for what could suit that."

Lower School Art teacher **Elif Raskin** agrees. Even scientists need a way to visualise their work, she says. "Look at da Vinci – he was a mathematician, an engineer, a maker, a designer and an artist. And we know him mostly as an artist. But he had all these other skills and qualities. That's what our students need to be in the future. We need Leonardos!"


Of course, creative thinking is nothing new and already exists in many fields, even those not traditionally thought of as 'creative'. Engineers do it all the time, points out **Nick Bentley**, Class of 2005 (1999-2005), Petrochemical Engineer at Faroe Petroleum. He works mainly on projects in older oil and gas fields, working out how to make the most of the resources still available. "So it's a lot of: what can we do to make things better? Should we be happy with the status quo?"

Boiled down to its simplest form, he says, engineering is "problem-solving with a fancy name and a bit of maths thrown in". And finding solutions

involves creative thinking. "It might be that you go for some fairly left-field ideas. They may sound a bit crazy. But once you think about them, they start to make sense. You try them out and sometimes they work and sometimes they don't work. If they don't work, you go away and you figure out why they didn't work and if there's anything you could have done to make it a little bit better."

Creative thinking has also become second nature for those operating in rapidly changing areas, where there's no such thing as a traditional role. Working in the mobile games space has taught **Kristina Donzelli**, Class of 1996 (1988-96) and now Executive Producer at Stockholm computer games company Star Stable Entertainment, to iterate constantly. The sector doesn't just need to anticipate advances in technology itself but also how that tech will be used by consumers and marketers alike. "So much has happened in the past 10 years: the iPhone, apps – it's ever-evolving," she says. "There are all these new, creative ways to market various types of products: using YouTube influencers, for example. It can make a huge difference."

The generation that's coming now is very much into creating things and then sharing them, says Kristina: "But they've seen millennials before them make mistakes and reveal too much of themselves. So they like social media that's more contained, like Whisper and Snapchat. With every product you think: how can we adapt this game so that people will want to share this, and how can we bring in a creative aspect?"

Whatever the future holds, the chances are that it will be STEAM-powered. Millian believes that future makers and thinkers will need to work out how to be more creative with what we already have. "Now that tech can help us do all these productive tasks, what is our role as human beings?" he says. "I think that people will be turning more to the arts and to creative disciplines to help us find creative solutions and better understand ourselves." 

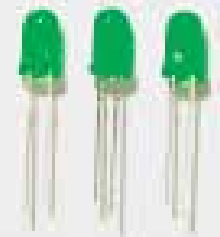
MAKERS AT ZIS

Lower School students can take full advantage of a Makerspace Workshop and Tinker Lab, developed from a makeshift space three years ago. With financial support through the ZIS Annual Fund, the Workshop is equipped with workbenches, a range of tools, wood, plastic, cardboard and other supplies, and offers students in every grade a chance to design and create as part of their art classes. Students can also be found at lunch disassembling appliances and exploring computer circuits in the experimental Tinker Lab.

At the Middle School campus, the F1 in Schools project introduces students to real-life applications of physics and mathematics. Through computer-aided design, and construction techniques using laser cutters and 3D printers, they create miniature Formula One cars for races. The Middle School also offers an elective for students to build and programme robots.

The Upper School Makerspace will include additional applied design classes, adding new wood-working machines as well as a weather station and electrical experimental sets. Field trips to a networking foundry and building supply store begin the journey from student design to completion.

The 2017/18 ZIS Annual Fund asks parents and alumni to support STEAM projects throughout the school. Visit www.zis.ch/support/annualfund.



Sloping off

It is the world's greatest winter playground – and when you live in Zurich, it's right on your doorstep. We asked you for your memories of your best-loved local skiing spots.

WORDS SARAH WOODWARD

Location: **Laax**

Favourite of: **Sara Fischer,
Class of 2017 (2015-17)**

Distance from ZIS: **136km**

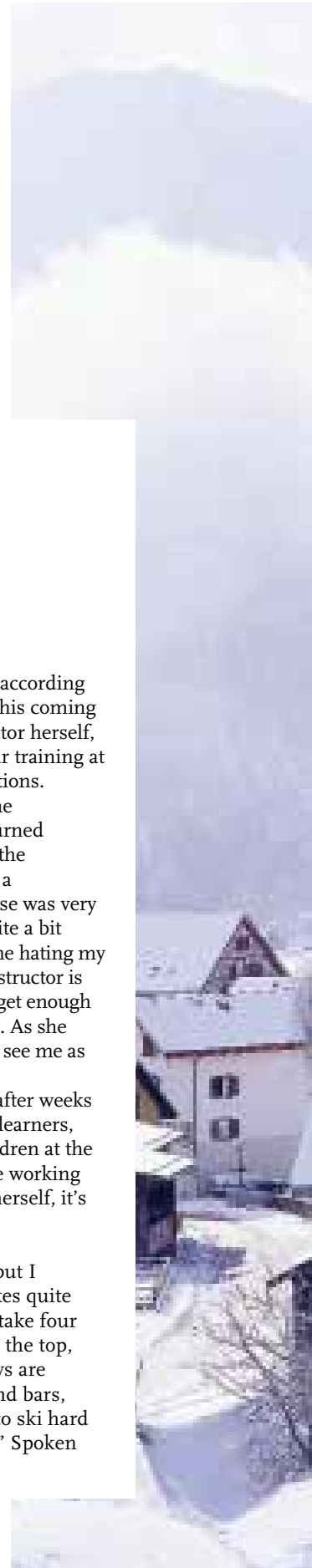
Best for: **Showing off**

Sara Fischer “lives and breathes skiing” according to her last instructor – so much so that this coming season she will be working as an instructor herself, having spent a lot of time in the past year training at Laax in Graubünden to get her qualifications.

Talent-scouted aged 10 and offered the opportunity to ski professionally, Sara turned it down because of school. But she took the instructor's course alongside her father, a professional flying instructor. “The course was very technical and most people on it were quite a bit older than me. My mother remembers me hating my first day at ski school, so ending up an instructor is something of a surprise.” Now she can't get enough of the teaching and coaches ZIS students. As she puts it “the younger kids, especially girls, see me as more of an elder sibling than a teacher”.

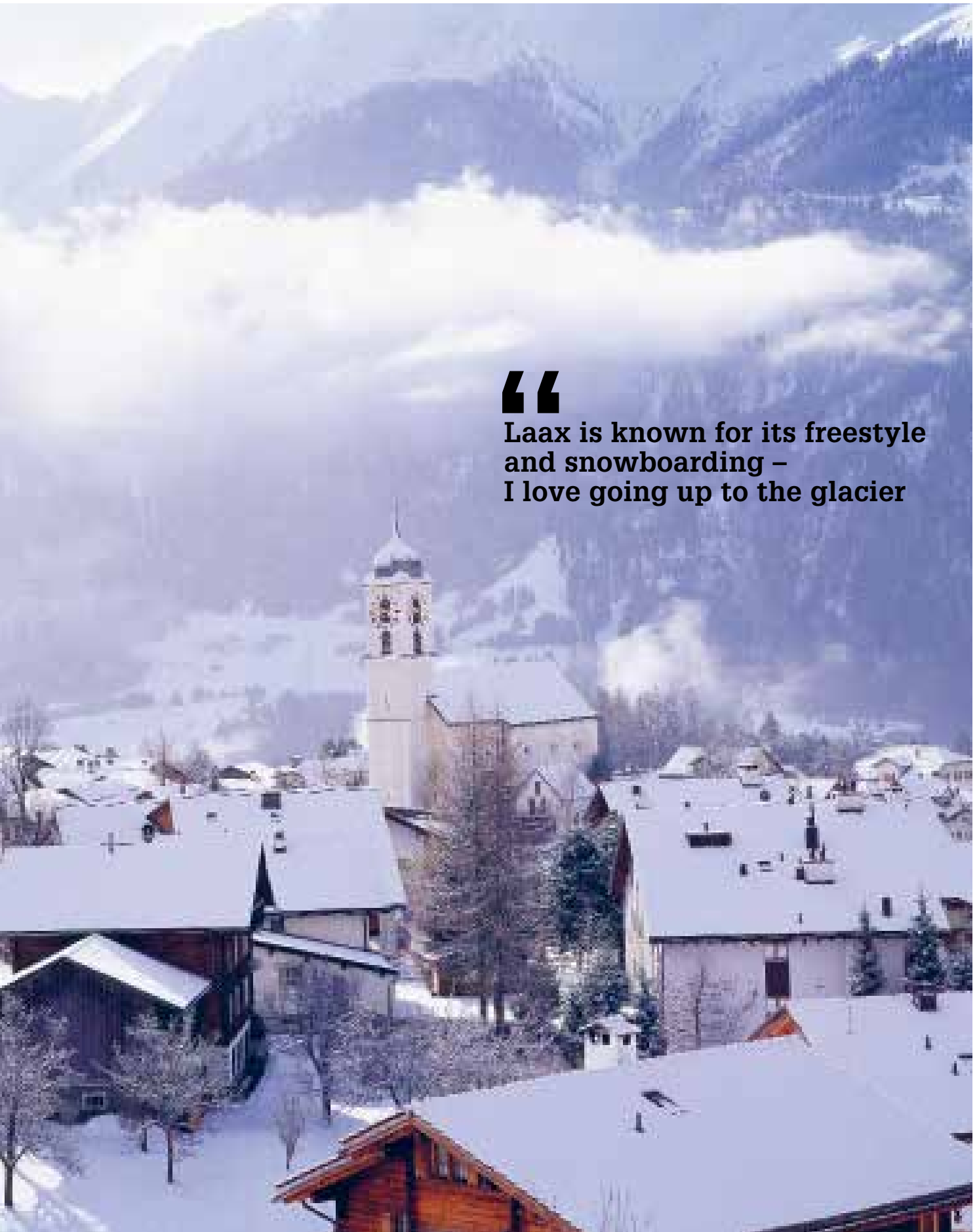
And she was thrilled last year when, after weeks in the ski garden with the very youngest learners, she took her first class of red league children at the small resort of Brigels, where she will be working this season. But when she is skiing for herself, it's Laax that she heads to.

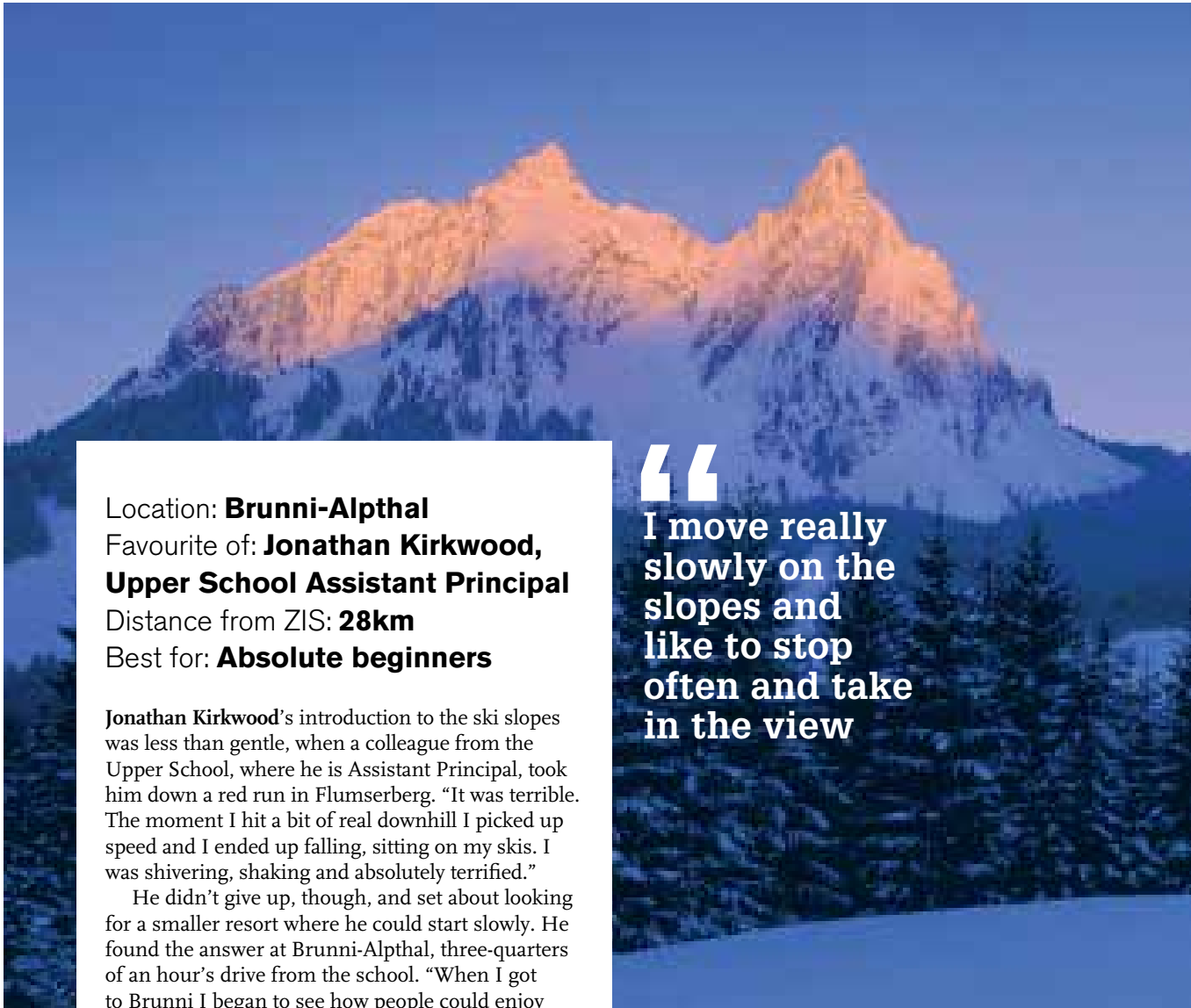
“Laax is known for its freestyle and snowboarding, which is not my thing, but I love going up to reach the glacier. It takes quite a long time to get there, as you have to take four or five lifts, and there are only T-bars at the top, but you get the best snow. And the views are superb. It also has lots of restaurants and bars, but that's not what interests me. I like to ski hard for five or six hours and then go home.” Spoken like a true professional.



“

Laax is known for its freestyle
and snowboarding –
I love going up to the glacier





Location: **Brunni-Alpthal**
Favourite of: **Jonathan Kirkwood,**
Upper School Assistant Principal
Distance from ZIS: **28km**
Best for: **Absolute beginners**

Jonathan Kirkwood's introduction to the ski slopes was less than gentle, when a colleague from the Upper School, where he is Assistant Principal, took him down a red run in Flumserberg. "It was terrible. The moment I hit a bit of real downhill I picked up speed and I ended up falling, sitting on my skis. I was shivering, shaking and absolutely terrified."

He didn't give up, though, and set about looking for a smaller resort where he could start slowly. He found the answer at Brunni-Alpthal, three-quarters of an hour's drive from the school. "When I got to Brunni I began to see how people could enjoy skiing. I did the sensible thing and took a lesson and when I eventually made it to the top and saw the incredible view, I really fell in love with it."

Jonathan was born and brought up in South Africa and his previous teaching job was in Taipei, Taiwan, so he was a 'snow maiden' when he arrived in Zurich. He saw snow falling for the first time in his life on his 37th birthday, when he was teaching in an upstairs classroom at the Spinnergut Villa. "From the classroom there was an incredible view down the lake to the mountains, and the snow made the scenery even more beautiful." Jonathan still takes great delight in simply walking through snow and making snowmen, as well as skiing – "after a fashion".

As soon as the first snow falls, Jonathan heads for Brunni, skiing there every second weekend. "I move really slowly on the slopes and like to stop often and take in the view. And then, of course, there is the odd glass of glühwein. I don't like speed, I don't like heights and I am definitely a fair-weather skier. But every year I can't wait to get back to the baby slopes at Brunni – it's just like starting all over again."

“
I move really slowly on the slopes and like to stop often and take in the view



PHOTOGRAPHY: THIS PAGE: ALAMY. RIGHT HAND PAGE & PREVIOUS PAGE: FOUR CORNERS IMAGES

Location: **Seefeld**

Favourite of: **Ingrid Hofström,
Class of 2004 (1995-2004)**

Distance from ZIS: **268km**

Best for: **Winning trophies**



The family-friendly resort of Seefeld is fondly remembered by many, including **Ingrid Hofström**, as the traditional location of the annual Heinrich Harrer Cup. Ingrid became captain of the school's girls' ski team, and won the trophy for combined champion in 2000 and was second in the combination in 2003 – but never won an individual gold medal in Seefeld. “That didn't matter so much as trying to beat my sister, Marta, Class of 2001 (1995-2001), which I rarely did!

“One year we stayed in a hotel with a bowling alley and we made it a tradition to go to the local skating rink. We'd eat local delicacies like Kaiserschmarrn and Germknoedel at the slope restaurant, which was a great treat.”

She remembers her duties as captain were mostly about making sure everyone had their skis and helmets. “I took extra equipment with me; someone always lost a glove or their hat or goggles.”

And she loved the bus drive to Seefeld. “One year, we pulled into the resort still dancing in the bus. The children from the other schools thought we were mad. But whatever the weather, even if we were skiing in slush and poling through puddles to the finish line, going to Seefeld every March was the culmination of our skiing season.”



Location: **Albis**

Favourite of: **Fowler Stillman,
former teacher (1967-1989)**

Distance from ZIS: **10km**

Best for: **Memories of great skiing**

The surprise entry on the list of great skiing locations around Zurich, this 19km chain of hills is well-known to the ZIS community, though maybe not for skiers in recent times. But for **Fowler Stillman**, a teacher at AISZ between 1967 and 1989 and the school's first official ski coach, it holds some treasured memories, back when it had enough snow to qualify as a serious option for skiing.

“I've skied in a whole range of places, but for me it's all about the simple pleasures. My favorite places to take students skiing were always the ones where they could actually ski, not wait in lines or

get distracted by other things. The Albis was perfect for that – we'd just pick our way down through the woods from the top, right down to Langnau at the bottom. It was incredibly exciting.”

Fowler was originally brought into AISZ by **John Mattern**, the school's first head teacher, to bring some order to the school's ski trips. “Though I'd skied from a fairly early age, I hadn't necessarily thought about being a ski coach. But I just loved teaching, and seeing these kids master something on the slopes made me feel fantastic. It's all about having that sense of purpose.”

Fowler remembers his early years as ski coach as being a “pretty intensive time”. But he takes great pride in seeing many of his students progress into superb skiers. “We were just focussed on getting away from the distractions and concentrating on what was important – the skiing. The kids respected that. I just wanted them to love it.” ▶



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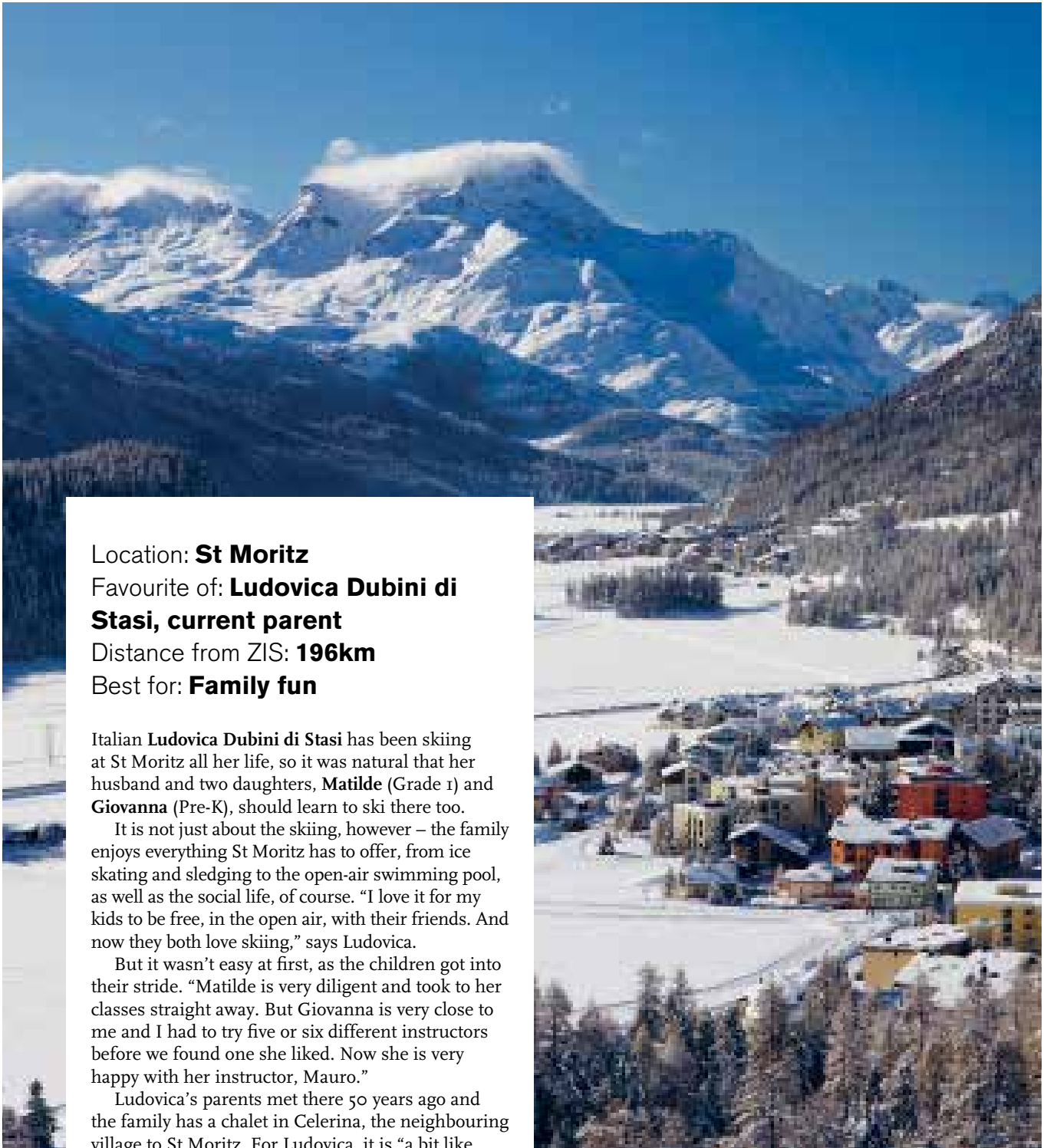


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Location: **St Moritz**
 Favourite of: **Ludovica Dubini di Stasi, current parent**
 Distance from ZIS: **196km**
 Best for: **Family fun**

Italian **Ludovica Dubini di Stasi** has been skiing at St Moritz all her life, so it was natural that her husband and two daughters, **Matilde** (Grade 1) and **Giovanna** (Pre-K), should learn to ski there too.

It is not just about the skiing, however – the family enjoys everything St Moritz has to offer, from ice skating and sledging to the open-air swimming pool, as well as the social life, of course. “I love it for my kids to be free, in the open air, with their friends. And now they both love skiing,” says Ludovica.

But it wasn’t easy at first, as the children got into their stride. “Matilde is very diligent and took to her classes straight away. But Giovanna is very close to me and I had to try five or six different instructors before we found one she liked. Now she is very happy with her instructor, Mauro.”

Ludovica’s parents met there 50 years ago and the family has a chalet in Celerina, the neighbouring village to St Moritz. For Ludovica, it is “a bit like going back to Milan. All my old friends I grew up with go there, now with their children too.”

Ludovica would love her daughters to ski competitively, but “only if they want to. For now, I am happy that we can all ski together down some difficult runs”. And there is no shortage of them in St Moritz. “They never want to leave on a Sunday night to go back to school. For me, St Moritz isn’t just about the skiing. It is a little bit of home, of Italy, with all my family and friends.” 🇮🇹

“

I love it for my kids to be free, in the open air

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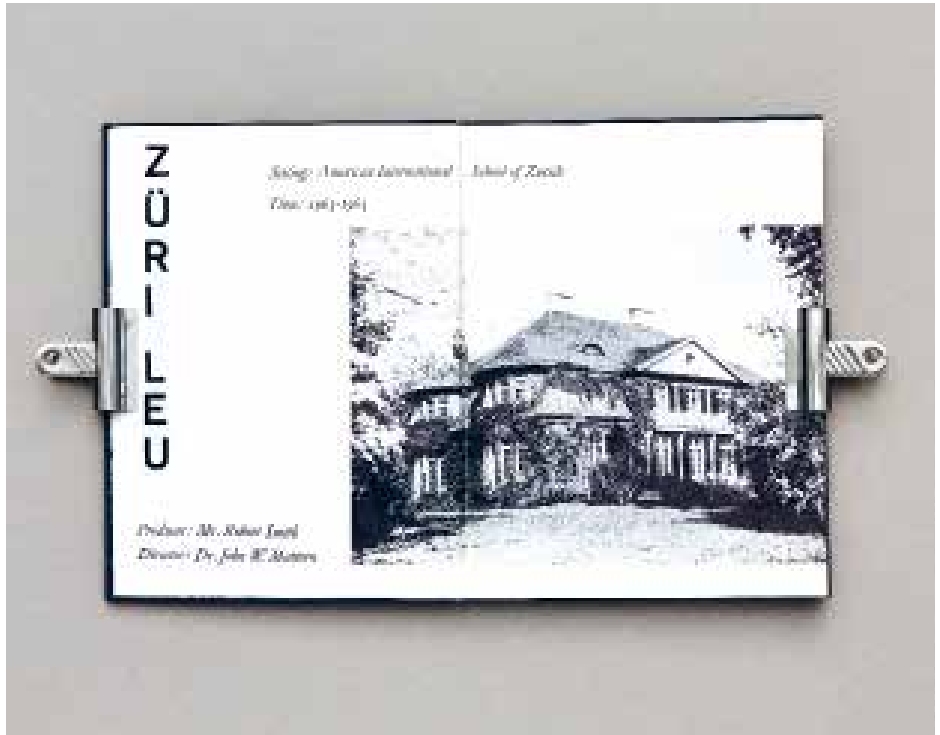
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1964 The first ever ZIS yearbook is produced, cloth-bound and conservative in appearance.



1964 The 40-page yearbook is black and white only, and gives an overview of the school.

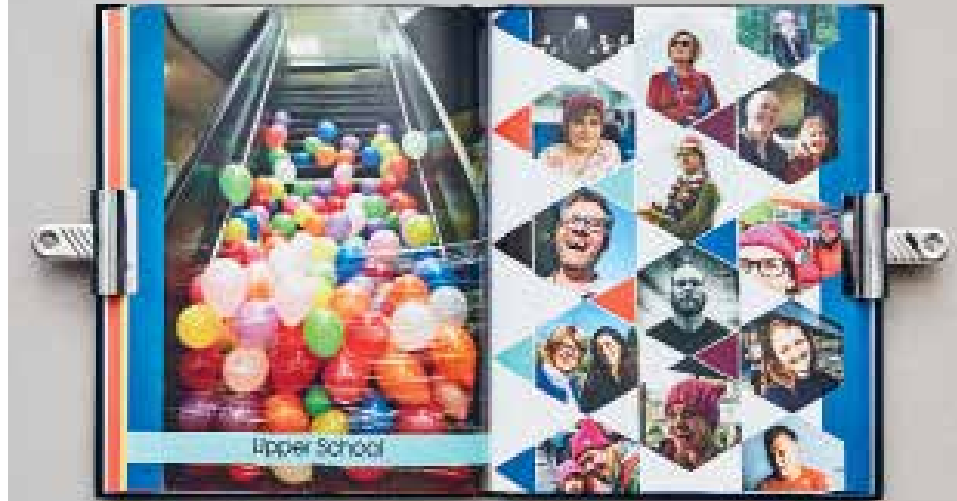
Printed pages

Each year, the yearbook committee must grapple with concepts, photographs and text with one aim: to capture the spirit of their age – in print – forever.

WORDS WILLIAM HAM BEVAN / PHOTOGRAPHY NATO WELTON



1987 The introduction of a full-colour, graphic cover is a watershed moment.



2017 The most recent edition uses the latest publishing techniques.

In 1987, the yearbook committee took a momentous decision that would start a school revolution. They rejected the traditional cloth-bound, plain-coloured cover in favour of an eye-catching rainbow design. According to **Marcia Freeman**, former Upper School English teacher (1986-2013) and yearbook adviser, it was a step too far for some. “It was so shocking that one of the kids Xeroxed a copy of the old cover and wrapped his yearbook in it!”

It was a watershed moment. Since its inception in 1964, the school yearbook – or *Züri Leu*, the Zurich Lion, to use its proper title – was a world away from the modern, glossy, full-colour volumes current students are used to. That first edition ran to just 40 black-and-white pages, featuring simple layout, austere typography and some clumsily cropped photographs.

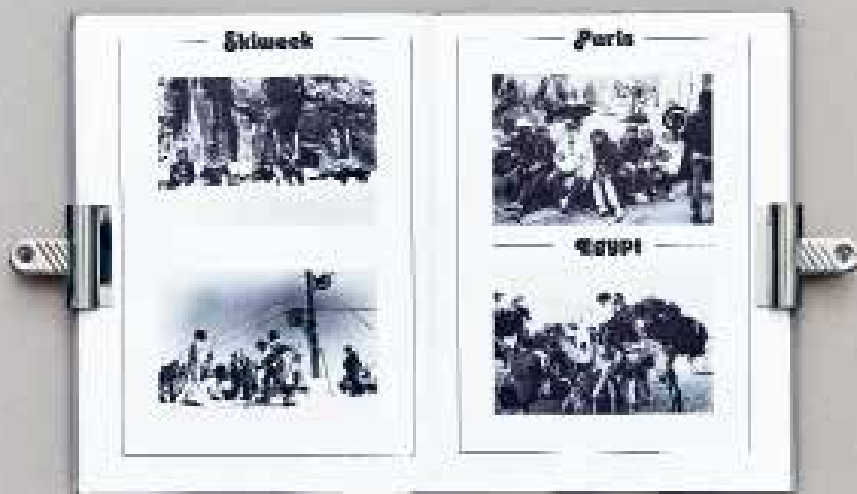
As well as being a treasured keepsake and a valuable historical record, each edition is testament to months of dedicated work by the yearbook committee. Under the guidance and supervision of a staff adviser, Upper School student volunteers have been responsible for the lion’s share of the work – from writing copy and chasing contributions from

classmates to taking photographs and laying out the final pages.

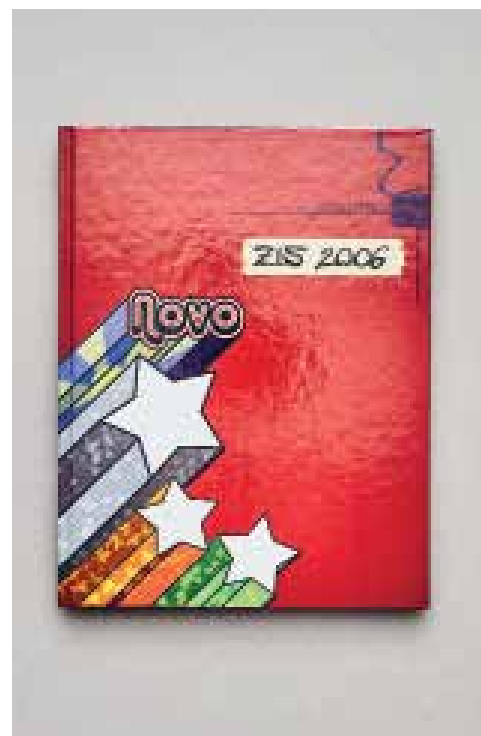
For much of the yearbook’s history, they also had to find enough advertising money to fund the whole enterprise. **Phil Stroebel**, Class of 1967 (1965-67), served as chairman of its finance committee in his senior year. He says: “My clearest memory is of walking up and down Bahnhofstrasse in cold rain – it always seemed to be raining – trying to interest various firms in placing ads in the yearbook so we could get enough money to publish it.

“It was an interesting experience, and one that convinced me I could never go into business selling anything. But we did finish in the black and cover our publishing costs. Fortunately, it was a seller’s market – most of the firms we were dealing with were American and trying to bring people to Europe to expand their European enterprises. So they had a vested interest in the success of the school.”

With a small committee of just 10, everyone had to get involved in all aspects of production. Phil recalls hectic cut-and-paste sessions at the home of English teacher **Chuck Kruger** (1966-90) as the print deadline drew near – this was before the days of desktop publishing. Articles were sent away ►



1967 Phil Stroebel recalls hectic "cut and paste sessions" at Chuck Kruger's house.



2006 The first year since the 90s that the yearbook runs without a single theme.

for typesetting into galleys, then the team had to cut them up with scissors and paste articles on to layout sheets. There were also editorial judgments to be made, such as how much detail to include about any incidents that may have broken a school rule or two.

He says: "There was a fine line between creating a genuine record for people without creating a document that could malign the school. There's a report of a ski week in Montana, for instance, which says: 'We were happy to leave, but it was not so much because we wanted to go on exploiting the teachers' trust'. That phrase was put in there to jog memories – it would mean something to the people who were there at the time. But you don't want to go into further detail and scandalize your parents!"

As the school has grown, the yearbook has continued to evolve. Marcia served as yearbook adviser between 1987 and 1992, and recalls editorial sessions that would go on long into evenings and weekends – prompting grumbles from the cleaning staff about the volunteers eating pizza in the library.

On taking the reins, she decided to implement some changes, including the 'controversial' new cover. "People weren't thinking so much about the future," she says. "Surnames weren't always used in

the yearbook, and there was no index. But when you look through it in 20 years' time, will you remember the last names of the people you were at school with?

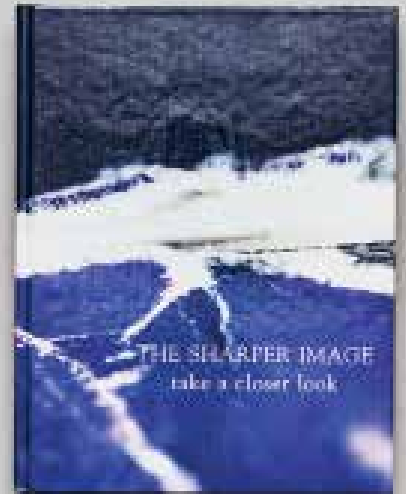
"We added captions with full names, and started designing it more like a typical American yearbook, split into sections. We also started printing in color, and we bought a couple of the first Canon EOS cameras, which were so idiot-proof that anyone could use them."

From the early 90s, each yearbook's content began to have its own distinct theme – an innovation that was retained until 2006. The 1992 edition, for example, was entitled 'The Sharper Image'. With the help of imaginative close-up photography, it encouraged students to take a closer look at their surroundings. Two years later, the overarching theme was 'Constructing the Experience', connecting that year's renovation works at the Spinnergut Villa with the school's capacity to 'build our minds, bodies and relationships'.

However, it is the 1991 yearbook – with a stark cover announcing its theme of 'Get Lost' – that Marcia recalls most fondly. She says: "One of the kids came up with that theme jokingly, but it turned out to be perfect. You could 'get lost' in academic work, in



2000 The millennium issue runs the ever-popular 'then and now' baby photos.



1992 'The Sharper Image' theme encourages students to take a closer look at their surroundings.

sports, in activities and so on. That yearbook won a National Scholastic Press Association award.”

Jenny Day, Class of 2004 (1998-2004), was involved with the yearbook for most of her time at ZIS, and was appointed co-editor in Grade 12. She appreciated the chance to learn new skills as well as to be part of a long-standing school tradition. She says: “I always loved books and writing and was interested in learning more about design and photography – so the yearbook was the perfect extracurricular activity for me.”

It’s a sentiment shared by **Maya Dichovski**, Class of 2017 (2006-17). “What first attracted me to the yearbook committee was my interest in graphic design,” she says. “I wanted to use my creativity to contribute something to the school, and also see the work that goes on behind the scenes to put together the book I buy every year.

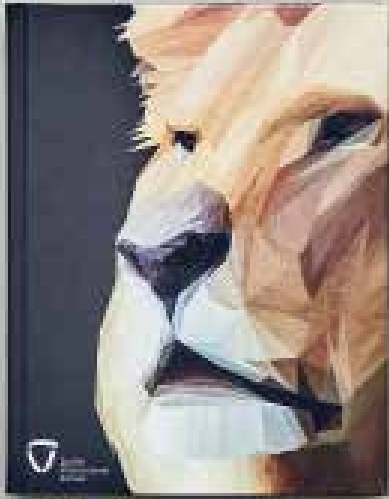
“We put it together with software provided specifically by the printer, which I had to learn how to use. This year, I was experienced enough to guide the other students and help them work more efficiently with it. But for me personally, the best part is receiving the yearbook and seeing all our hard work turned into a real product.”

My clearest memory is of walking up and down Bahnhofstrasse in the rain trying to interest firms in placing ads in the yearbook so we could get enough money to publish it!

Phil Stroebel Class of 1967

Desktop-publishing systems have long since removed some of the physical drudgery of putting together a yearbook, such as all those manual cut-and-paste sessions. But some of the editorial issues faced by today’s yearbook committee have scarcely changed since its earliest years.

Maya says: “Sometimes the quotes that the seniors choose to go alongside their photographs are not quite appropriate. We have to go through and decide which ones we have to ask students to change. It’s only because we really want to make sure what they ►



2015 A representation of the Zurich lion takes its place proudly on the cover.



1991 The 'Get Lost' theme was originally a joke, but turns out to be perfect.

say is something they can be proud of 10, or even 20, years from now.”

It’s a similar story with the photos themselves. “You did have to be careful with the seniors’ pages,” says Marcia. “I sometimes had to call someone in and suggest that the bleary-eyed picture they’d supplied was maybe not the one that they’d like a future employer to see.”

For alumni, each yearbook not only represents a treasure trove of personal memories, but a chance to reconnect with friends, classmates and teachers – or even siblings. Phil says: “Sometimes, when I get together with my brother and sister, we’ll look through the yearbooks, which still sit on the bookshelf in my den. We got them out for the 50th anniversary a few years ago.”

“It’s like a time capsule,” says Maya. “With this year’s book, I’ll be able to look back on my senior year and reflect on all those great experiences. But I also have two sisters still at school on different campuses. So it’s a great way for us to look back together on the year and share memories.”

“My favourite part of the yearbook may actually be the personal notes from friends that we wrote in the empty pages,” says Jenny. “There are lot of memories and inside jokes hidden in there!”

But in an age where text and photographs are more likely to be saved digitally to the cloud than bound between covers, is the printed yearbook a tradition that will endure? Or will tomorrow’s alumni scroll through class pictures, activity reports and testimonials on a touch-screen? Phil is not convinced. He says: “I think people would miss the opportunity to sit around in groups, with the book on someone’s lap, and leaf through the pages. You can’t congenially do on a computer what you can with a real book.”

Scanned versions of all yearbooks are available on the Alumni Portal at www.zis.ch/alumni

Editorial meetings would sometimes go on long into the evenings, with volunteers eating pizza in the library

Marcia Freeman
Former Upper School English teacher



2013 The final year Marcia Freeman advised the yearbook committee.



1983 The key moments in ZIS students' lives are captured forever.



2004 Jenny Day describes the yearbook as "the perfect extracurricular activity".



2017 Fifty three years later, the yearbook is still going strong.

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ZIS today

Rolf Streuli, Director of Administrative Services, says sound finances provide the platform for great teaching.

What does educational excellence look like? Is it having the best teachers, the most up-to-date resources, the widest range of opportunities, the most committed and enthusiastic outlook? Absolutely – it is all these things and more.

But if we truly believe that our responsibility to the ZIS community is to embody the principles of ‘learn, care, challenge and lead’, we also need something a little less apparent in the day-to-day life of the school. And that’s financial stability: a confidence in the foundations that enables everyone here to learn and thrive.

We are fortunate that our school is in good financial shape but, as with any organisation, the challenge is always to ensure it stays that way. Naturally, we mustn’t make a loss, but because we are a not-for-profit foundation, we cannot make an excessive surplus either, while at the same time ensuring we have enough funds in reserve to keep the school financially healthy in case of a ‘rainy day’. It’s quite a balancing act.

The role of the board is to ensure the long-term sustainability of the school, insuring us against factors that may affect ZIS’s income, such as a general economic downturn. With total assets close to CHF70m, we are not a small business – indeed we have significantly expanded in the past 12 years, with around 1,400 students now compared to 900 in 2005. And that has a bearing on our fixed costs: our operating income is around CHF52m and our primary outgoing, by far, is the salaries and insurance of our staff, followed by teaching materials.

Financial stability enables everyone here to learn and thrive

Rolf Streuli
Director of Administrative Services

At the heart of our financial strategy are two strands. The first is a 10-year long term financial plan that takes into account parameters such as the general economy, inflation, student numbers, building expansion and IT development. The second is a year-to-year zero-based budget assumption. This ensures we justify what we spend, we ask teachers to spell out exactly why they need particular pieces of equipment, and all of this goes to the board of trustees for approval. It’s a system that keeps everyone accountable and ensures we do not spend frivolously or unnecessarily.

The budget covers all necessary expenses but, for specific educational enhancements, we need to undertake fundraising annually. When looking at strategic projects, additional fundraising is necessary for their successful completion.

Our current economic strategy ensures a healthy long-term future, responsible short-term spending, a solid cashflow and impact-orientated fundraising. And it is the successful management, with the support of the board, our parents, our alumni, corporate partners and donors, that provides us with the solid financial base we need to provide the most important thing of all – a quality education that prepares our students for a successful future. **v**



Perspectives

Achieving a good work-life balance is challenging. So, just how do leading employers and executives do it?

WORDS MEGAN WELFORD / ILLUSTRATION AUDE VAN RYN

Simona Scarpa
(past parent)
CEO of IKEA Switzerland



At IKEA we've found that the performance of stressed, tired workers who are permanently under pressure drops, so flexible working is a win for employer and employee.

Perhaps most importantly, we aim to be results-orientated rather than task-orientated. So we set clear expectations and deliverables, and then people are free to achieve those results. We also share information, connect people to the business's purpose and empower them to make decisions at their level. This leads to happier, more motivated employees with a better work/life balance.

When my three children were small it was hard, being a working mother, to balance everything. I didn't have much time for me or with my husband. We would plan our agenda a month ahead as a mode of survival. It was fulfilling for us but now that the kids are grown up we are enjoying catching up – on travelling and meeting friends.

Businesses can offer paid paternity leave, childcare vouchers or childcare on the premises, but we also need to change the school system in Switzerland – it's very hard for both parents to work around the school day when the children come home for lunch. We need a cultural shift to make the workplace more inclusive and we need role models – and ZIS is already providing these – to show that both men and women can work and contribute to family life.

Jörg Gellner
(current parent) Head of
Gellner pearl jewellery



Work/life balance is difficult to achieve and I wouldn't say I've always got it right. At the same time I love my work, and without that focus I might not have achieved what I have. I do find it hard to switch off, but I know I need to be away from my phone more and try and be in the moment. Sometimes I meditate.

These days, with a laptop, you can work from just about anywhere and I encourage that – you can often get a lot more done at home or in a café without any distractions. And it can be productive to vary your environment. I'm quite flexible, and I'm fine with people adjusting their schedule around their home life. But some people just prefer to come to work, then leave it behind them when they go home.

I think it's important to factor in time in the office because you are working within a team and communication is crucial. I've created a coffee corner to encourage people from different departments to spend time together – I think it's important to really understand what the company is trying to do and how everything is connected.

I also try and encourage people to phone or go and see someone in the next office rather than emailing. It's not easy, especially with the younger ones, but I think email can waste time, and more comes out of talking to someone. It's all about people feeling connected and seeing the bigger picture.

Ron Steijn (current parent
and VC of ZIS Board of
Trustees) Head of Pensions
and Benefits at ABB



ABB is a technology leader, and we are very focused on safety – we realised that many accidents were due to people being tired. Burnout has been an issue in the press and in our own organisation. If you break your leg you can still work with a laptop, but people with burnout can be off work completely for two to three years.

So we have started a health and wellbeing awareness programme. First, we've given staff step trackers so they can see how much exercise they are actually doing, with team incentives for doing more. We've also started a resilience programme for managers and employees, which is about recognising the signs of stress – changes in behaviour, being off sick, or more than usual sleep problems – and encouraging people to talk about it.

We're making medical professionals available for employees to speak to anonymously, and encouraging dialogue between workers and line managers. There is a dual responsibility here – we need to create a climate where employees can talk about problems, but it is also up to the individual to speak out, because keeping quiet doesn't only affect them.

We also try to lead by example, so I might write emails at the weekend but I don't send them until Monday, because having an email from your boss in your inbox is not relaxing. And I certainly don't expect employees to be on email during their holiday!

Lui Holzleg (past parent)
MD and founder of Healthy
and Safe Away From Home



With an alarm call at 5am for my (almost) daily cross-trainer session, you might wonder whether I've got the balance right! But it's a schedule that is perfect for me and means I have evenings to relax.

After my children were born, I worked part-time as a GP, which meant we needed high quality, flexible childcare. When we came to Switzerland in 1998 I didn't work for a while but I started volunteering for the Parents' Association – I felt being involved in school is an important part of parenting, and it allowed me to understand the new school system better. I started giving first aid courses in schools but it didn't become my business until several years later.

With young children, good, flexible childcare was crucial, and I needed my husband's support as I often worked weekends. As the children became more independent, the business grew, and then it became important to make a conscious effort to spend time together as family on hikes or other trips together.

One of the most important things I've learned is the ability to let go; sometimes you have to trust other people. And you need to be super-organised.

These days my husband and I have a (nearly) perfect partnership – we sit in the garden with a coffee, or I cook and he eats! – and I know we couldn't have achieved what we have without each other's support.



If you break your leg you can still work, but people with burnout can be off work completely for two to three years

Ron Steijn
Head of Pensions at ABB

Athletics and activities (ATAC)

From food waste campaigns to behaviour charters, ZIS Student Councils give the leaders of the future a chance to make a difference today.

WORDS ANASTASIA HANCOCK / PHOTOGRAPHY NATO WELTON

“There are definitely leaders of the future here in the Lower School student council,” says **David Sargeant**, Lower School Assistant Principal. “Students put themselves forward sensing excitement at having a representational voice. It’s a chance to think and take action in a smart way, and is a core part of what we do in our school – to explore bigger picture issues.”

From tackling food waste and initiating a behaviour charter, to organising socials and even installing an overhanging roof, the council has achieved some tangible results for the school community in recent times. It’s a responsibility that is not lost on **Max Stroemer** (Grade 11), who this year became the youngest president in the Upper School student council’s history, having been secretary last year, and previously served on both the Middle and Lower School councils. He says the experience has “brought the best out of me as an academic and citizen of the world”.

One of the council’s standout moments was to bring about the installation of an overhanging roof around the Upper School’s pick-up and drop-off area to keep students dry. “It was significant for morale,” says Max. Wins such as this one, and the campaign to give the students more power in the nomination of merit awards, give the student voice more prominence, something that Max says is crucial.

That’s not to say the successes have been without challenges. “When we do have difficulties we sit around a table to collaborate, looking pragmatically at things like resources, funding and time,” Max explains. “But our disagreements are healthy. We welcome articulate criticism – it is very dangerous not to listen.”

A really compelling aspect of the student council is the potential for students to address problems that affect them in a daily way. For **Grace Cool** (Grade 6), who was on the Lower School student council last year, one of the most pressing issues was food waste.

To draw attention to what the student body considered was excessive waste, she made a time-lapse video that showcased the issue and presented it in an assembly. “I really wanted to make a difference in the school,” explains Grace. “When we measured the buckets of waste at the end of the year, the amount had gone down. It was an important issue that we helped solve.”

Members are elected to the Upper School student council’s committee, a process that offers students the chance to make their voice heard democratically. However, by its very nature, the student council involves a large element of public speaking. And that can be a challenge for many. As **Selina Demaré** (Grade 8), who is on the Middle School student council, explains: “For a lot of people it’s difficult to speak in front of a crowd, but that’s why student council is so important.”

Selina says she has seen a real difference in members as their council careers progress. “It has definitely helped me with my confidence and communication, and I can really see it in others – that moment when they get a boost and realise that ‘yes, I can make a difference’.”

Aside from the council’s practical achievements, the way it ferments a deeper self-understanding is just as significant. “The content of the meetings alone is not necessarily the most important thing. Of course the projects are extremely relevant, but what is transferable is how students are using their skills to make the world a better place,” says David.

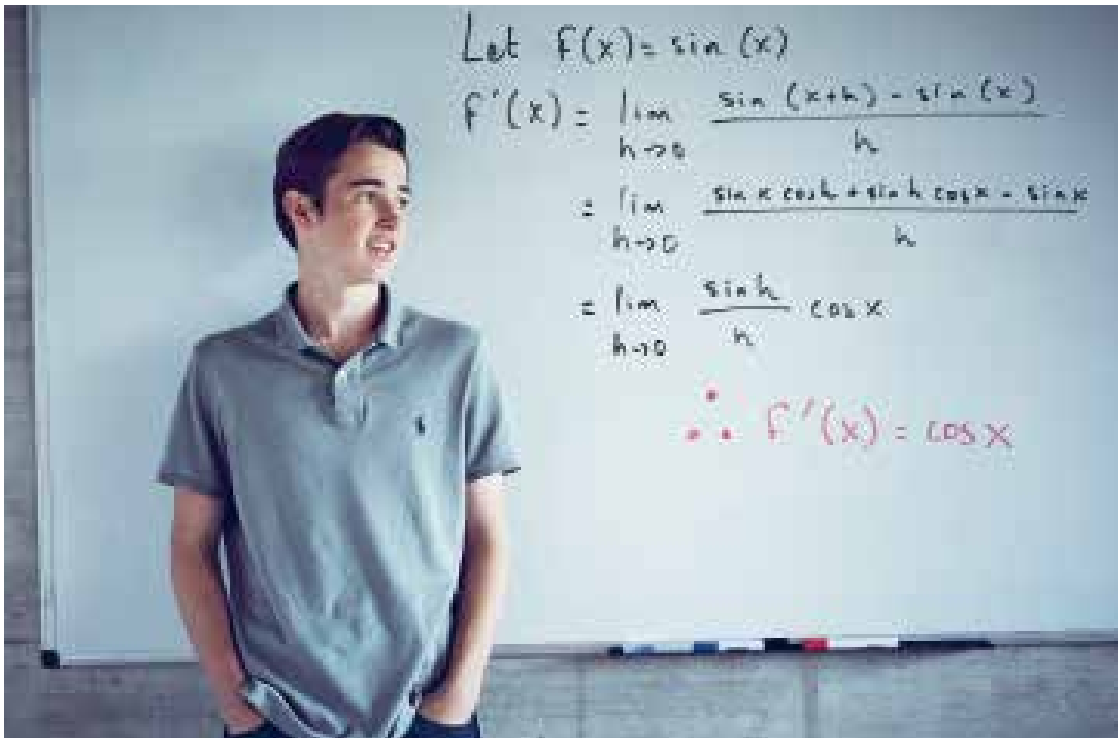
In his role as Lower School student council faculty adviser, he has seen the different parts of students’ personalities come out in “astonishing” ways, especially in the case of one who had severe dyslexia and low esteem but went on to display “phenomenal” communication skills and play a key role in meetings. “It reinforces my belief that if you give respect, trust and guidance students can achieve fantastic things.”

Clockwise from main picture: David Sargeant oversees a vote during a Lower School student council meeting; Grace Cool (Grade 6); Selina Demaré (Grade 8); and Max Stroemer (Grade 11).





Why I love... math



Liam Castelli says some of his math work is “ridiculously cool and strangely intriguing”.

Liam Castelli says that when you solve a math problem with logic it feels like you’ve been touched by brilliance.

INTERVIEW MEGAN WELFORD / PHOTOGRAPHY NATO WELTON

Liam Castelli, Grade 12, first realised how much he loved math when things didn’t quite go to plan. “There was a competition in Grade 4,” he recalls. “Four ‘mathletes’ were to be chosen and I was so sure I’d be one of them I’d stopped trying. When I wasn’t picked, it was a wake-up call. I realised how much I enjoyed it and that I wanted to be good at it.”

Liam took the initiative and began spending hours in his bedroom learning calculus and trigonometry beyond what was being taught in school. By Grade 7 he was working on derivatives – something not usually covered until Grade 11.

“I thought I could ‘do’ calculus, but really I could just do one bit of it. I didn’t

really understand it. Still, it gave me bragging rights with my friends.”

In fact, things didn’t get serious until his math teacher picked up on his progress. “At the end of Grade 7, Ms Reed said: ‘We can see you’ve been spending hours on this and you’re committed to it. You should push yourself.’”

The school worked with Liam to ensure he had the tools he needed to anchor his knowledge – “like explaining what the little triangle over the letters in an equation means,” he says – and that he was always challenged.

“What I love about math,” he explains, “is there’s always a right answer. And you can figure it out from things you already know. It’s almost stealing: using

logic to solve a problem. It feels like a stroke of brilliance.

“Take quadratic equations. That formula looks like random variables but it can be applied to every single quadratic! It’s ridiculously cool and strangely intriguing.”

Liam also plays chess and runs cross country. “I like that you can measure your running progress in numbers,” he says. “Like going from 22 minutes for five km to 18.45 in three years.”

As well as his ambition to become an astrophysicist, Liam wants to learn differential equations, in homage to the stars of the TV show, *The Big Bang Theory*. “I too can be socially awkward,” he laughs. **V**