

Winter 2010-11

paranorama

LEYSIN AMERICAN SCHOOL AT

50

YESTERDAY, TODAY & TOMORROW



A MAGAZINE FOR ALUMNI AND FRIENDS OF LAS IN SWITZERLAND

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Editor
Aaron L. Schmidtberger

Contributors
Emma Dixon
Mary Gailbraith
Marc-Frédéric Ott
Steven and Doris Ott
Sylvia Pines
Fred Sharp

Graphic Design
Aaron L. Schmidtberger

Alumni News
Melati Cattanach

Contributing Photographers
Jose Crespo, Peter Howard,
Thom Padick, Kenny Clark,
Maneffa, Rohrich, Fielding
Nair, LLC

Panorama is published annually
for alumni, parents and friends
of Leysin American School in
Switzerland

Submit letters and questions
to: Panorama, The Leysin
American School
1854 Leysin Switzerland
Phone: +41.24.493.3777
Website www.las.ch
E-mail: alumni@las.ch

Address Changes:
alumni@las.ch
LAS Alumni Office
CH-1854, Leysin, Switzerland

LAS admits qualified students
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origin in its admissions policies
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Our summer program invites students to join us for 3-week, 4-week and 7-week programs that start June 23rd, July 13th and July 20th, 2008.

The program is a perfect balance of academic classes, Alpine summer camp activities and opportunities to tour Switzerland and other European destinations.

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For more information, contact:
the SIS Admissions Office at:

SIS Admissions Office
Leysin American School
tel: +41 24 493 3979
fax: +41 24 494 1585
email: admissions@las.ch

www.las.ch/summer

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Past, Present and Future

Letter from our Head of School

Dear Alumni, Parents, & Friends of LAS,

A 50th anniversary is an important milestone for LAS. It permits us to remember the days of the past, enjoy the today, and dream of the future. My thoughts go back to when I was a child and I listened to the evening conversations that my grand-parents and parents had about LAS. They told stories of how the School had contributed to the success of the graduates. They shared the worries of the day and the dreams of tomorrow. Somehow I feel that this year, LAS' 50th, we should have realized those visions of yesteryear, but then I realize that this will never be the case. As the saying goes, it is not the destination but the travels that count.

Today, LAS is a school that provides excellent educational opportunities for its students. This is shown by the ever better college placements and the success in their careers that our alumni experience.

Recall our Mission Statement "Developing innovative, compassionate and responsible citizens of the world."

I would like to give some thought to applying these ideas not only to students, but also to our school and its community as a whole. The word 'developing' implies a process and not a goal. Thus, we realize that we will never be able to say "We have now arrived," but only that we are on the way.

Innovative is clearly imperative for the continued growth and success of LAS. We must never forget that we are educating young people who will be in mid-career at 2050 and possibly still see the 21st century. With the world changing so rapidly, we must prepare our students for challenges that we cannot fathom today. Only change will be a constant. This will require ongoing adaptation and the ability to innovate constantly. If LAS cannot be a compassionate 'big family', it is not

worth the worry and hard work that boarding education entails. We must never forget that compassion is the healing bond that brings us and keeps us together.

LAS must be responsible as an organization that is entrusted with young people. Each member of the staff must live the responsibility of taking care of those entrusted to LAS, on a daily basis. Responsibility means watching over a student's safety and well-being. As my mother loves to say "When LAS students say, that I sound just like their mother, I know that I have done my job." LAS needs to enhance and build on the exciting diversity of nationalities, cultures, religions, and races that make up our community. This we can do by living the deeper understanding of being a 'citizen of the world' – tolerance for those who are different, respect for others and, mostly, bridging the divide of cultures.

As I continue to carry the heavy burden as head of school, I must remember the past successes with humility and face the future with courage. I hope that on my personal road in life I will be accompanied, encouraged and assisted by members of our wonderful LAS community.

My very best to all of you,



Marc-Frédéric Ott
Marc-Frédéric Ott

A night to remember The Gala Dinner / October 7, 2010

Memorable, elegant, inspiring, the unexpected and Leysin at its best – these were the words of the participants of the first major event that marked LAS' 50th birthday.

The Leysin mountain panorama, in itself unforgettable and grandiose, was the backdrop for the arrival of the traditional open horse-drawn carriage with two unexpected guests, both with family-ties to the original opening of the Grand Hotel. Mrs. XXXX, great-grand daughter of a member of the founding board and her cohort were dressed in the fashion of that memorable day in 1892 when the Grand Hotel first opened. She addressed the guests recalling the past, when the Belle Époque welcomed the most eminent statesmen, artists and leaders of commerce. "Today," she proclaimed, "a new future for this building is marked by those young people seeking an education that will provide them with the tools to be the leaders of tomorrow."

With that statement she turned over the keys to the building to Dr. Steven Ott, LAS Chairman of the Board. Witnessed by Mr. Pascal Couchepin, former president of Switzerland, Mrs. Sigrid B. Ott, founder of LAS, assisted

by her grandsons, Marc Frederic and Christoph Ott, both active at LAS, cut the ribbon to officially open the building.

Guests were met by LAS student ambassadors offering visits to the newly renovated Belle Époque with explanations provided in a multitude of languages, ranging from Arabic, French, German, Korean, Japanese, Spanish, Russian, Turkish and even Icelandic. Students of SHMS, Leysin's hotel management school, served the five-star menu. Between courses there were speeches and guests were entertained by a barbershop quintet. Perhaps most inspiring were the words of Sigrid Ott. She reminisced 94 years of her life, during which LAS played such a major role, and forcefully reminded her audience of the difficult challenges ahead for which LAS students must be prepared.

An important birthday for LAS came to end late that night with parents, teachers, administrators and board members aware of the accomplishments of the past and challenges for the future.



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Le courage pour rêver A Father and Friend Shares

Speech given by Mr. Stephen Evans-Freke, father of Yorick '10 and Roland '11, during the gala dinner on October 7, 2010

Mes Dames at Messieurs,

Si vous me permettez, je veux parler en Français pour quelques instants avant de continuer en Anglais. De la part de ma famille, je veux exprimer notre admiration profonde pour la courage qu'a montre la famille Ott, le courage pour rêver et pour poursuivre leurs rêves... et maintenant nous sommes les temoins des resultats, la restauration de ce batiment magnifique. Felicitations!

Today I have been asked to speak about Philanthropy, and I'm happy to do so. Europe benefited greatly from a rich tradition of Philanthropy during the eighteenth and nineteenth centuries, to which we owe today many of Europe's most important educational, healthcare and charitable institutions. It was a widely accepted and acknowledged responsibility of the fortunate in society to give back to their communities or countries in one way or another. This tradition died during the Great Depression following the 1929 crash, and during the latter part of the 20th century we saw a prevailing attitude that it was the responsibility of the state to fund all these institutions that are so critical to a healthy vibrant society.

Fortunately, I believe that mindset is starting to change again, and people are starting to wake up to their individual social responsibilities. I have been working

closely with Cambridge University for a number of years, and we have now just achieved a 1billion pound Fundraising campaign to celebrate the eight hundred year anniversary of the University's founding, the largest philanthropic fundraising ever undertaken in Europe by a large margin...and this was completed with broad participation two years ahead of schedule, and in the teeth of the global financial crisis. I hope this is a harbinger of a more general recovery in European Philanthropy.



I would like to think that most of us pause at least occasionally during the hectic rush of our lives, to ponder for a moment what we will leave behind when the time comes for each of us in turn to depart the stage of life. Will we leave tracks from our passing, or will still waters fill in behind us, leaving no wake at all to mark our passage through life? One of the fascinating aspects of our lives is the extent to which each one of us can make small positive contributions on a daily basis, any one of which can have incalculable consequences. The spontaneous smile to a stranger, the helping hand reached out to somebody in a moment of need, cost us nothing yet can send ripples of consequences far beyond that moment.

For those of us who have acquired or achieved some level of affluence or influence, however, the question really

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is what if anything we will do with it during our brief period on stage. We certainly cannot take it with us beyond the grave... that is unless we are a pharaoh, who plans to be buried with our entire household; personally I've always thought that a bad idea, since I don't want anybody around who knows me well, and could be called as a witness for the prosecution, when I'm trying to give a whitewashed account of myself before the pearly gates. In any case, it is clear that in reality we only have a short window of opportunity in which to use whatever means are available to us to give back to society. Change is in the air today, and I do not just refer to the crisp smell of the mountain air outside this evening that portends the coming of winter. For those of us who travel a lot, it is very clear that the tectonic plates are on the move. The economic and political dominance of the Western-led world order which has prevailed since the Second World War is fading rapidly, new powers are arising with very different social traditions, and the balance of geo-political power is changing with frightening speed. Unfortunately, history teaches us that in periods of such abrupt change the transition to new orders is rarely smooth or peaceful.

A tsunami of change is also converging on us from other fronts. We have seen astonishing scientific advances in the last decade or so that will have huge impacts on the lives of future generations. Extraordinary advances in physics, in energy and materials sciences, and also in my own field of Life Sciences, are going to impact every aspect of the lives of our children and their children. We are really only in the opening chapters of the Information Age, and are





just beginning to harness the individual power that comes from the internet's democratization of knowledge, while advances in Energy Sciences hold the promise of complete energy independence at the community and individual household level. Powerful forces such as these will change the way we lead our lives, and may change the very relationship between the individual and the nation state.



In short, while change is inherently unpredictable, we can be sure that the coming generations are going to face a dramatically changed world from the one we take for granted around us today. History shows us also that in times of rapid change, wealth and position tend to be swept away in the blink of an eye...and there is very little we can do to protect our children from such forces. What we can do, is to arm the coming generations with the right education, so that they can face a changing world with confidence. Change does not merely destroy the status quo, it also creates new opportunities. We need to bring up our children to be comfortable with change. We need to bring them out of the silos of their national

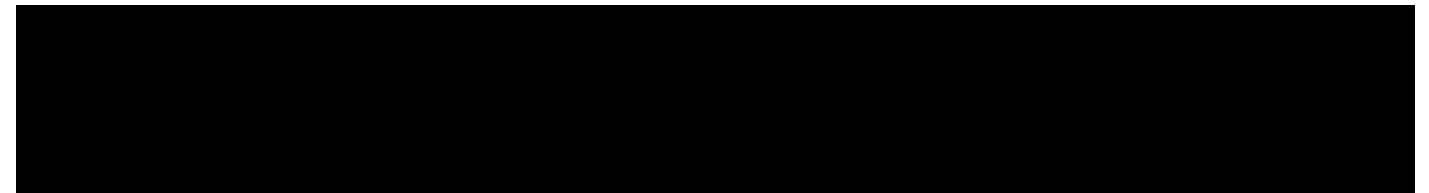




backgrounds, awaken them to the rich cultural complexity of the international community, we need to awaken their curiosity and sense of excitement over the wondrous scientific advances of our age, in short we need to prepare them for international leadership in a time of change.

In such a time, what better a philanthropic cause to give back to than a truly international school dedicated to academic excellence...a school that brings together students from sixty different nations, and exposes them to the truly excellent and internationally recognized International Baccalaureate curriculum, a school that truly educates rather than just teaching, a school that prepares students for a rapidly changing world. The Ott family has embraced the bold ambition to make LAS one of the best international schools in the world. I urge you all to join me in helping them to achieve that objective. Finally, I would like to commend philanthropy to all of you. It is not just a social responsibility, it is truly a joy. It is enormously rewarding, and gives back to the donor in so many different ways.





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The Threshold of Excellence

Chairman's Speech



I remember when I turned 50 – I felt that I had sufficient strength to withstand the winds of life having lived through a number of crises and faced many storms. While understanding that I could not master life – who can in this turbulent world? – I believed in my personal vision and knew, while not knowing what would unfold, that in a small way my wife and I could contribute through LAS students to the future.

Today we are celebrating 50 for the school. LAS is mature with its own time-tested traditions, its lifestyle and accomplishments. However, as an institution the LAS' 50th birthday is different from mine – despite on October 1 the students' singing of "Happy Birthday" and having my mother and me blow out the candles on the birthday cake. 50 is certainly not 'old age' for a school, since there will always be room for innovation and improvements. Future generations of parents and students, faculty and staff will rightfully question and test the 'LAS way of doing things' and implement improvement and innovation so as to serve the greater purpose of educating students.

Fifty years ago my parents, founders of LAS gave the school the breath of life. Like the founders, for 28 years Doris and I have since 1982 considered the school as our child – to be nurtured and fed, to be counseled and guided, to be loved and disciplined.

While the sacrifices have been great, the rewards have been much greater. LAS has permitted us to have family at the four corners of the world, children in the thousands, and homes in cities all around the globe. For this we are grateful – how many couples can work and grow together, while living in the paradise that is Leysin and being blessed with friends and family everywhere. By educating future leaders, we feel that perhaps we have impacted far-off countries and communities.

So, to those who studied at LAS in the past, to students who are at present on our Magic Mountain and to those future generations, who will be joining us, a big thank you.

Together with your parents we have shared in guiding you from childhood through the big transition into adulthood.



So, a thank you to all the parents who have and continue to place their trust in us and who share their children with us.

Naturally, we cannot educate our LAS students alone. Many members of staff have and continue to contribute to the complex process of boarding education. Past headmasters – two are here tonight, Mr. Fiedler and Mr. Kelley – have provided daily guidance.



Teachers have not only taught subjects but also life. Many students have knocked on a teacher's apartment door in the middle of the night asking for solace during difficult hours or sharing laughter and happiness when good news came from home.

Our thanks to all teachers and administrators, past and present, who have shared our dream and joined the LAS family in this big adventure.

Leysin has been welcoming to our students. Town and Gown have touched each others lives – students learning about local customs while the Leysinouids being exposed to far-away and exotic places through our students. Thank you, Leysin, for your open doors and open hearts.

Let us take stock of the first 50 years. Like any 50-year old, LAS has sailed through storms, experienced doldrums, and had fine weather.



Graduates have attended some of the finest universities in the US – Harvard, Yale, Columbia, Princeton, and Stanford – as well as the U of Tokyo, Seoul National, Beijing, Indian Institute of Technology, the London School of Economics, Cambridge and Oxford, St. Gallen and the Ecole Polytechnique in Lausanne and Zurich. They have earned higher degrees in the sciences, liberal arts and social sciences and now work as lawyers, doctors, engineers and entrepreneurs. Many are leaders in their communities. Some met later in life again, relived their memories at LAS and married and had children. Some have sent their children to LAS... And most have maintained contact amongst each other and with the school.

We are proud of our graduates, who provide us with the measuring rod of how well LAS is doing. Let me assure you – we are doing fine. Indeed, we may be ‘On the Threshold of Excellence’.

In the future we need to pass this threshold to be recognized as excellent beyond the walls of this town. This means building on the strong foundation that we now have. The first steps towards crossing the threshold of excellence have been taken:

The school grew

- from 80 to just under 400 students,
- from mostly American to truly international with students from some sixty nationalities,
- and from mostly corporate-sponsored to private families.
- Some milestones are the ‘first’ that the school was able to celebrate
- Accreditation by US and international agencies in 1986
- Introduction of the IB in 1990
- ISO 9001 certification in 1999
- A new strong administration under the 3rd generation of the family is in place
- The second campus in this historical building permits students to follow in the footsteps of those great leaders who were treated here during the sanatoria days
- The Savoy campus now offers the 8th grade and a strong support program for those who can benefit
- Finally, LAS can grow to 500 students within existing facilities

All these events marked significant innovative changes for the school.



However, these are some prerequisites for success ...

To realize this challenge in time for the next big birthday party, the 75th, the next LAS generation – family, administration and staff, and students – must build on strengths and ‘think out of the box’. We need to find a key that will propel LAS into a top schools world-wide. We need to be innovative and creative in the manner in which we educate our students, for it is they who will ultimately judge whether or not we merit counting ourselves amongst the best, whether or not we have reached excellence.

Thank you.



“Success? Well, it all starts with teamwork.”

Thabo Sefolosa
Native *vaudois*,
first Swiss player
in the NBA

When the stakes are high, Thabo knows he can count on his teammates to bring out the best in him.

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Celebrating around the world

From the Alumni Desk - Mr. Fred Sharp



LAS's 50th anniversary year has been hectic in many ways. Reunions have been held all over the world, and I personally have had the privilege of attending gatherings in Leysin, Almaty, New York, London, Seoul, Tokyo, Taipei, Mumbai and New Delhi.

Well, somebody has to do it! And it is not over yet. There will be further reunions in Boston and Washington DC and Barcelona, etc.

More important than the travelling and meetings, however, has been the continued reinforcement of the concept of the LAS 'family'. LAS alumni do not have to keep in constant contact with each other. They simply seem to be 'there' for each other and for the school. When Johan Larsen had a terrible motor-bike accident last year, I heard the news via facebook. I used my own facebook network and communicated in one morning to all of Johan's contemporaries. Johan tells me now that the flood of good wishes from his LAS classmates did much to raise his spirits. Then, when Johan Groneman, was seriously ill, Kira Reinhardt, Lisa Collins and others started a fund for his expensive treatment. Hundreds donated.

Sometimes the mutual support becomes even more of a commitment. Las alumni seem to want to be together always. I have traced four LAS married couples. Johan Groneman/Stephanie Martin, Chris Saucier/Liz Bernier, Alex Novitsky/Jenny Slavova, Peter Kloc/Karolina Zacharska.. And there are apparently a few others on the horizon, but my lips are sealed.

We seem to be everywhere. Just a few days ago I was walking along a tiny London street with David Karaptjan, and we

bump into Bettina Barletta, celebrating her birthday. We join the celebrations and I chat with Bettina's friends. One of them happens to be a childhood friend of Sodbayar Ganzorig ('06)! I report these coincidences on facebook and hear immediately from Mercy Burwell ('90) that just a few days ago she was showing property to a prospective customer in St. Louis. When she mentioned that she went to a small school in Switzerland, she discovered that the customer was Alan Harvey ('96)!

When I wrote in facebook that Sodbayar was emulating Daniel Stahlie by representing his country in an international ski race, (Sodbayar came 10th in his first race, by the way) I hear immediately from Sharon Ellis and Nysa Strickler that the date was 1992 and that Nysa was talking about Stahlie just a few days ago. I am astonished that so many people seem to read my occasional jottings on facebook. From the trivial to the serious, the feedback is amazing. Whether it is a question as to why women open their mouth when they put on eye make-up or a request from me for more information about the so-called Katyn massacre. In a serious debate about the 'truth' about the



casualties in the wars in Iraq and Afghanistan I quoted Lord Krishna's advice to Arjun before a great battle. Paul Parker wrote to say that it was like being in TOK class again!

Our alumni also are involved in so many aspects of business, charities, creativity, banking, investment, the military, energy, environment, clothing, jewelry and precious stones, import/export, IT, communications, teaching, design, etc. In Almaty I went to an art exhibition by Sophia Tasmagambetova, Stephanie Wigglesworth has just had her first novel published, George Haddad has won awards with his photography, and Tom Celarek is a free-lanced photographer. Jason Tanner was an actor in New York for year (now qualified as a teacher), John Gidding is designing houses, furniture etc for the likes of Jane Fonda. Nelly Chen has her own range of children's wear in Taipei (I am sure she ships world-wide), Francesca Leone has a beautiful design concept of 'dressing your house'. Ela Alyamac is a film producer in Istanbul.

At least half a dozen alumni have served in Iraq and/or Afghanistan. Buddy Gerrard served two stints on

a hospital ship in the Gulf, became a Navy diver and instructor for year, suffered accident while diving, but his fighting spirit continues: he is about to finish his Masters in Business.

Patrizio Pelati has projects to save the environment and establish schools in Zanzibar, Andrew Garza promotes schools (The Tityaga schools) in northern Ghana, Mo Kazerooni works with human rights and animal welfare groups in Iran. Juan Ribas-Cadle (who joined us at the Seoul reunion. By pure coincidence he had a lay-over in Seoul!) took months out of his vacation touring India to repair and rebuild fishing boats damaged by the tsunami there. The LAS Senior Boys' Dorm raised over 3,000 francs for that project. Juan is now working on ocean energy (?) and helping a former child soldier from Africa write of his experience.

IT is a bit beyond me, but suffice it to say that an LAS alumnus founded and created Limewire! As most people know, I could go on for ever, and this will have to be edited anyway, so I apologize for not mentioning everybody's achievements.

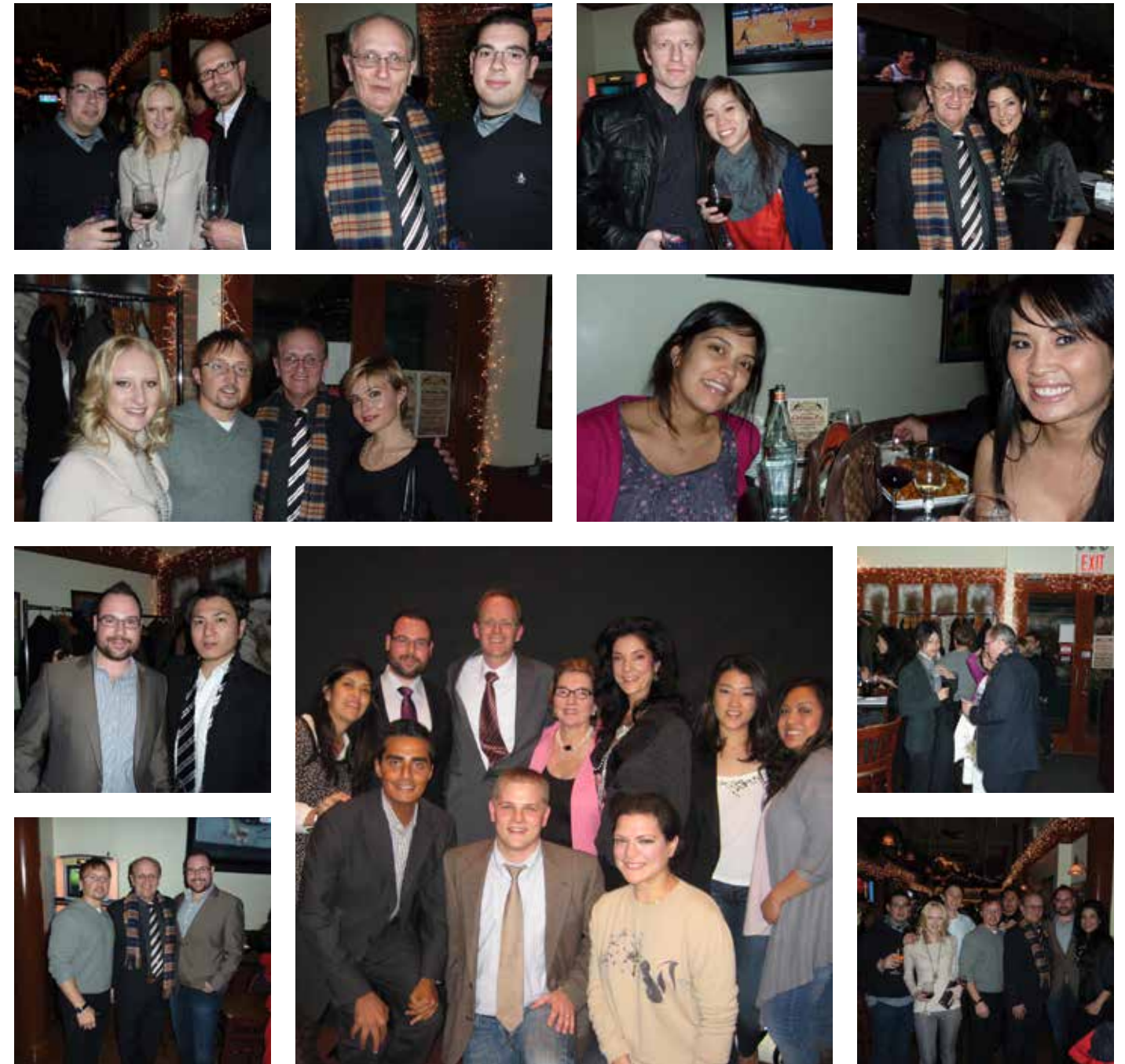
A few years ago Chase Ergen ('06) asked me if I could put him touch with alumni in Moscow. This I did. Chase and Dima Mikhailchuk et al. wrote after the few days they chatted together about the possible power of the LAS network. By the way, I have managed to connect six alumni with their former roommates/classmates, but have not yet managed to track down Ziad Nahra ('87) and Abe Wildrick ('97). Can anybody help?

LAS alumni are across the world, and there are huge opportunities for mutual help and support. This is my project for this year - to establish an LAS version of LinkedIn! Anybody who cheats, lets down or misleads an LASer gets a Friday Night!

Reunions around the world *India* - January 14 & 15, 2011



USA - December 16, 2010



Reunions continued...

China - Sept. 17 - 20, 2010



Japan - Sept. ? - ?, 2010

South Korea - September ?, 2010



Taiwan - Sept. ? - ?, 2010



Reunions continued...

London - Sept. 17 - 20, 2010



Mexico - Sept. ? - ?, 2010



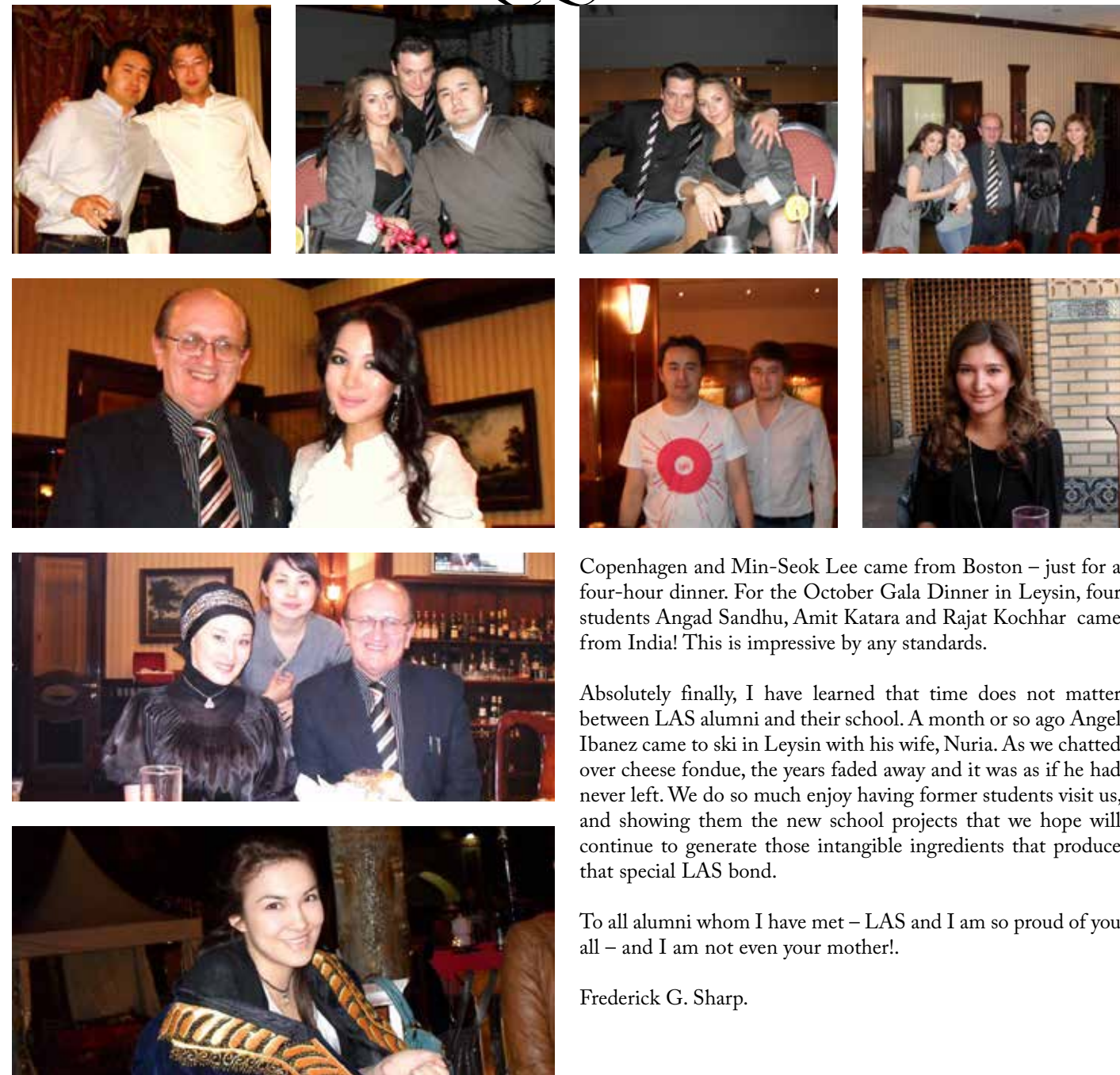
Bulgaria - ????.? - ?, 2010

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Reunions continued... *Saudi Arabia* - Dec. 21 - 22, 2010



Kazakhstan - Sept. ? - ?, 2010



Copenhagen and Min-Seok Lee came from Boston – just for a four-hour dinner. For the October Gala Dinner in Leysin, four students Angad Sandhu, Amit Katara and Rajat Kochhar came from India! This is impressive by any standards.

Absolutely finally, I have learned that time does not matter between LAS alumni and their school. A month or so ago Angel Ibanez came to ski in Leysin with his wife, Nuria. As we chatted over cheese fondue, the years faded away and it was as if he had never left. We do so much enjoy having former students visit us, and showing them the new school projects that we hope will continue to generate those intangible ingredients that produce that special LAS bond.

To all alumni whom I have met – LAS and I am so proud of you all – and I am not even your mother!.

Frederick G. Sharp.

A tribute to the past

A Vision for the Future

Marc-Frédéric Ott, Head of School

Dreaming, brainstorming, discussing with parents and students, faculty and staff – this is how we have arrived at a vision for the future. A vision is clearly not a goal or an objective – it is, thus, not a strategy, but rather a compass direction that we need to forever improve education at LAS.

We consider ourselves on the “Threshold of Excellence”, as mentioned in my father’s speech during the Gala Dinner of October 7, 2010. We now need to work to crossing this threshold and work towards becoming one of the truly outstanding schools. Of importance are: students, faculty and staff, programs and the LAS campus.

Students

Students and their future defines the ‘raison d’être’ of LAS. Thus, I would like to start by discussing my thoughts on what is needed to cross the threshold. First, we need to rapidly grow to the capacity of LAS facilities, that is 300 students on the Savoy Campus and 200 at the Belle Epoque Campus. LAS with 500 students will be able to support a vast array of programs that will permit us to better meet individual needs and, thus, be instrumental in assisting students reach their own personal potential.

While numbers are important, the selection of students is even more so. While LAS may cater to the academically best through the IB campus at the Belle Epoque, we must continue to cater to a wide diversity of students. Academic achievement is not the only parameter of selection, but also citizenship, community service, and character. LAS must continue to represent an international community through diversity. We need diversity in nationalities, religious outlooks, race, and social-economic background. My hope for the future is that we dramatically expand the scholarship funds available to the school in order to avoid

becoming a school that only caters to the financial elite. While ideally we would have a ‘blind admissions’ policy, i.e. a student who is admitted can enroll regardless of the financial capabilities of his or her parents. This would mean that the tuition charged is based on financial capability of the parents. Obviously, we are a far from reaching this goal. So, let me hope that within a decade we can fund about 20% of tuition income through a scholarship fund, or about CHF CHF 5 million/yr.

Faculty and Staff

To cross the “Threshold” we need to attract and keep the best qualified staff educators who interact directly with students, i.e. teachers, student life and support staff. With a changing world, the professions of educational administration, teaching and support must adapt, as well. Our staff needs to keep abreast of developments and have the opportunity to grow.

We have made an excellent start in the collaboration that we have with Endicott University, Boston, and the 21st century programs in international education offered at LAS. Teachers can earn a Masters Degree while at LAS through two summers of on-campus and a year of on-line study. The Endicott courses covering international education, ESL teaching, educational administration and athletic administration, are modern and up-to-date with world-renowned professors and mentors.

Regrettably, Endicott degrees are in the field of education and those teachers who would like to earn a graduate degree in their undergraduate field of study, e.g. chemistry, mathematics or economics, cannot do so through Endicott. Thus, LAS is unable to support these members of staff at the same level. The school needs to find sponsor to provide sufficient monies to fund these efforts.





Over the long run, LAS needs to reduce the load for IB teachers. Today, all LAS faculty is required to teach five hours each day, generally involving three different courses. In the future, we need to have the possibility of reducing upper division teaching loads to four hours per day. This will permit additional hours dedicated to individual students' needs and interests. This one-on-one teaching will further the IB students' ability to pursue special interests.

You may remember Julia Dovshenko, presently at the Einstein Institute of Theoretical Physics and Mathematics at Princeton University, who had the opportunity of working with Dr. Cooper, professor of physics at the Federal Institute of Technology in Lausanne. She published her first paper in physics at seventeen. She benefited from the fact that Prof. Cooper, husband of Patty Cooper, Theory of Knowledge teacher at LAS, was willing and took the time to work with her. More students need to have the benefit of individual interaction with high-powered teachers during the IB years.

I would also like to see teachers have the opportunity of doing research in their fields of instruction. LAS is a wonderful laboratory for studies in such varied fields as history to a diverse student body with multiple backgrounds. Publications by our educators in the appropriate journals would also make LAS better known as a school that has reached excellence.

Programs

Programs need to be adapted to the educational needs and interests of students. Two years ago LAS added a course in 'Entrepreneurship', which has been successful in teaching the basics of business. Other new programs can be added as the needs arise. There may be a parent who has a special interest in a subject and wishes to sponsor a named faculty

position. For example, the science department has long dreamed of adding astronomy to its courses. With the clear nights of the mountains, star-gazing is especially enlightening!

A second thought on programs come to my mind, that is developing new teaching methods and curricula. Together with Endicott or faculty of education from some other university, we can certainly provide a living laboratory for experimental teaching methods. I believe that encouraging faculty to try new methods will automatically improve teaching.

LAS Campus

As the Grand Hotel of the Belle Epoque was taking on its special new face, parents, alumni and friends of LAS began asking me "What is next?". They wondered whether or not we had plans for a gym at the BEC campus or whether we plan to have a state-of-the-art theatre. It appears that the completion of the Grand Hotel has made them aware of other areas that are needed to make LAS a true 'School for the World'.

These comments encouraged me to constitute a board-level committee to discuss the development of a Campus Master Plan, which is now finalizing its report.

The 50th may mark a watershed year during which LAS begins crossing that magic threshold of excellence. This will depend on all stakeholders – faculty and staff, the Leysin community, and the parents and alumni. Going this next step will not be possible without the philanthropic involvement of those who wish to see LAS become 'The School for the World', as our 50th anniversary publication is titled.

Why invest now?

An Interview with Christoph Ott



Interview with Christoph M. Ott

Christoph, the youngest of the Ott children, did his studies at the Federal Institute of Technology (Zurich) majoring in Mechanical Engineering in undergraduate studies and in Industrial Engineering at Masters level. He continued studies on a part-time basis at the Business School of the University of Lausanne

(Haute Etudes Commerciales) and anticipates earning a PhD by early summer 2011. Christoph has been involved in Business Development and Special Projects at LAS with operational responsibilities in IT and non-academic services.

Christoph is married to Gosia and they have two boys, Jonas, born in June 2009 and Alek, born in September 2010. They live on-campus. Together with his father, Steven Ott, he has directed the renovation and construction work since 2008 at the Grand Hotel de la Belle Époque.

Panorama: What were the strategic considerations in purchasing and renovating the Belle Époque?

Christoph: By the early 2000's LAS had grown consistently at between 5 and 10% for many years permitting ever-more selective admissions and growing wait-lists. A number of programs had become successful, specifically the IB, ESL and US High School Diploma. Together with my brother, we worked on the idea of splitting the school,

one concentrating on high academic achievement with the goal of students earning the International Baccalaureate diploma, the other focused on ESL and study support with the US High School diploma. The original concept was to develop this second school on an independent campus, preferably in the nearby canton of Valais, which had shown interest in this project. Discussions were quite advanced for the establishment of the school in Leukerbad (Loèche-les-Bains), where there was an excellent government-owned facility available. On February 28, 2008 we were informed that the negotiations within the cantonal parliament had failed. This left us with a viable plan, but no facility!

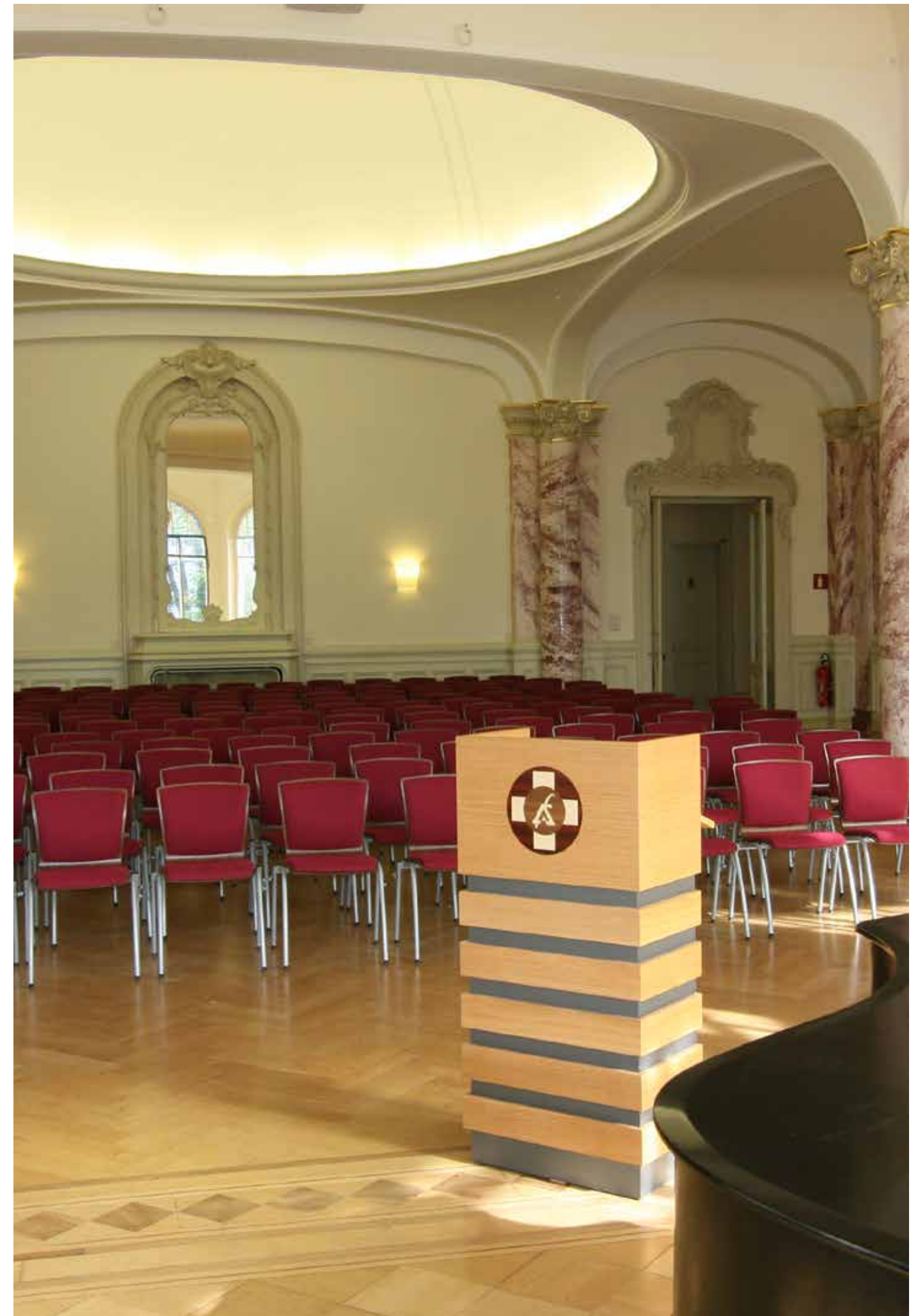
Mr. Udriot, mayor of Leysin, made us aware that the Grand Hotel, where the Schiller University group operated the American College of Switzerland, was up for sale due to dropping enrollments. The family visited the facility and saw the tremendous potential of realizing the concept of two schools right in Leysin.

Today, we have adapted the original plans to a "Two Campus – One School" concept.

The Savoy Campus, consisting of the original twelve buildings, now serves as the home for the preparatory years, 8 to 10, and for US High School Diploma students in grades 11 and 12. The BEC (Belle Époque Campus) provides a stand-alone campus for International Baccalaureate studies.

Panorama: What were the milestones of success and challenge during the past two and half years?

Christoph: The first shock came when we saw the condition of the building. Just imagine: The Grand Hotel, once the place of healing of the most important politicians,





costly norms that needed to be followed with the greatest of care.

Early on, we planned to make use of the LAS work crews, who had been involved in Savoy Campus renovation projects for many years. The chief, Slavisha Arsic, had worked at LAS for a quarter century and had our full trust. So, we set out to hire casual labor increasing the original work crew from fifteen to a peak of 55. They were divided up into teams, each with an experienced chief. These teams were primarily responsible for renovation of the existing buildings. The new construction was outsourced to reputable firms, local for roofing, electrical, and sanitary work; regional for steel and wood structures; and national for the important civil works. All groups worked well together with at times up to one hundred persons on site! Most importantly, deadlines were observed.

We had decided early on that the most LAS could afford to leave the building empty was one year. Thus, we needed at least one hundred student beds, twelve faculty apartments, and academic facilities to meet the stringent IB demands, by August 2009. To meet this important deadline we decided that we needed to impose earlier ones. The first one was March 28, 2009 when I got married to Gosia, which naturally took place in the Grande Salle of the Belle Epoque! Thankfully, snow covered the outside, which was still full of construction materials including cranes and cement mixing machines. Then, on June 24, 2009 Endicott welcomed forty teachers to the building to undertake master's studies in international education. By this time, the West Wing dorms were ready for as well as six learning studios. Perhaps the biggest challenge was having the Internet ready for use. Then, on July 28, we had the Astona Music Camp, which provides master classes to some of the most promising young string and piano

artists and business people of the first half of the twentieth century, being neglected for fifty years? Electrical wiring dating back to the beginning of the last century, rusted tin roof without heat insulation and rotting wooden support structure, heating plant going back at least forty years, corridors with up to five layers of carpeting, and a swimming pool half full of water from the snows that fell through the collapsing roof! My dad and I knew that we had a big challenge ahead of us!

We contracted with FNI, American school architects, now responsible for the Campus Master Plan, to do the projects for the Art and Learning Centers. The Lausanne architecture firm P. Giorgis, who had completed important studies of the Grand Hotel prior to the purchase by LAS, was responsible for government relations and the observance of building codes. This included not only the standard building requirements, but also major work in fire, lighting, and avalanche, earthquake protection, besides the Department of Historical Monuments that imposed

musicians in the world. We added one floor for use in the Central Wing.

Finally, on August 24, 2009 we welcomed about one hundred 11th and 12th grade IB students to Grand Hotel. While the Central Wing dorm rooms had not been renovated – these housed the boys and I felt they could 'rough it' for a while, our girls lived in style in the West Wing. All classrooms, including science labs and music rooms had been completed. While the Art Center was under construction – a project that took most of one year – art classes were held in a modified classroom.

We had survived pipe bursts causing inundations, collapsed walls due to the snow melts of spring, attempted union interference, and harassment by the chief of the Department of Historical Monuments. We had put in over 150 km of IT cabling, spent over 10'000 hours working on the roofs, and worked during the cold winter in an unheated old building.

We had the tremendous financial support that made it possible to complete the Art Center and the Central Wing facades. Donations have made it possible to renovate the Cave, student recreation center, and the fitness area.

Panorama: Is there still work to be done to complete this ambitious undertaking?

Christoph: Yes, while those areas in use are done, we still have some major renovation projects to complete. The Villa located on the Eastern side of the building, which will have offices, the health center, and one apartment, has not been started. We still need to do the recreation areas in the residence halls, as well as the 4th and 5th floors of the Central Wing. Also, the new girls' residence section needs



to be done. I estimate that we have about one more year to go. Once completed, we will renovate the Pyrolle, the building at the entry way of the Belle Epoque Campus.

Panorama: Do you wish to comment on the financing of this project?

I estimate that the whole project including purchase price, will cost about CHF 22 million. Some 12% has been financed through donations and the difference by bank loans and LAS funding. There are still a number of great donation opportunities that would not only greatly assist LAS, but also provide a tremendous opportunity to sponsors to contribute to international boarding education, as we do it at LAS. Think of a named science laboratory, a wing to the girls' residence hall dedicated to the grand-mother of a successful IB student, or sponsoring the renovation of the fabulous wood work of the Dining Room. Other options may include the outdoor art park, restoring the wood work of the dining room, or an apartment in the adjacent

Pyrolle for an artist in residence.

Panorama: How well is the two-campus concept working out?

Christoph: In a sense, this question should be asked of my brother, Marc-Frédéric, who is head of school. As I see the first results, I am convinced of the validity of this concept. IB students have different goals, are highly motivated and require other support than the young people at the Savoy Campus. LAS can now provide better educational opportunities and meet individual needs.

The 8th to 10th grades, prep years, permit us to distinguish between those students who can successfully meet IB requirements to those who may need ESL or learning support to graduate. Students, who wish to do the IB must earn their way, which is a great motivator. Support at the Savoy Campus addresses the needs of its students permitting university studies upon graduation. Support at the Belle Epoque is geared towards those who wish to

enter top-ranked universities and realize how much will be required to earn admission there and the studies then necessary to be successful. These students need help to manage the stress of high level studies.

We believe that can now provide the best for both groups and, ultimately, be instrumental in assisting them reach their own personal potential, one of the cornerstones of the LAS philosophy.

Panorama: What is next in your life?

Christoph: Once I have completed my doctorate and worked on restructuring the various non-academic departments that I have responsibility for, I wish to concentrate on two projects: first, to develop the Summer-in-Switzerland (SIS) program of LAS; second, I would like to see the special know-how that LAS has being applied elsewhere through the development of partner campuses.



Thank you

Following is a special advertising section, our opportunity to share with you the many partnerships, in Switzerland and around the world, that have made our Belle Époque Campus expansion possible. But most importantly, we want to thank the members of our LAS Maintenance and Construction crew. This project owes so much to the leadership and commitment of Slavisha Arsic & Vladan Radojkovic, artistically captured here by Sylvia Pincus.

Christoph Ott



Slavisha Arsic & Vladan Radojkovic
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Fulfilling the Mission Social Studies at LAS

A KEY TO FULFILLING THE LAS MISSION STATEMENT

Mr. Jamie Skove, Social Studies Department Head

The LAS mission statement is simple and clear: we are dedicated to developing innovative, compassionate, and responsible citizens of the world. The courses offered in the Social Studies department are a crucial component in achieving this goal. And we feel that the diversity of our student body gives them a unique opportunity to share their own cultural backgrounds, and to learn from those of their fellow students.

History is the branch of social studies that people can most easily identify. It is important not for nostalgia sake, but for understanding the causes behind the events. This is how we learn (hopefully) not to repeat past mistakes, and to get a better picture of what molds and shapes people and societies. Students need to understand that ideas have consequences and that history is shaped by philosophy whether it's good or bad. I like to say that studying history is like performing autopsies on culture. As we teach our students about history we need to show them the connective tissue that links events together, how ideas shape history. Discussing historical events, and how they came about, will help our students gain wisdom, and teach them how to keep their fingers on the pulse of society.

Economics and Business Studies focus on the distribution and consumption of wealth by the human population around the world. Every educated individual should have a basic knowledge of the world economy and

global issues like recession, inflation, unemployment, taxation, investments and sustainable development.

Comparative Government teaches a basic know-how of the world's political systems, public policies and political theories. It is to render this understanding

to our students, that we must teach them social studies. An introductory knowledge of the legal system of one's country is a vital constituent of being a responsible adult. Being a citizen of a certain country, one must know about its law and order. This idea further stresses the importance of teaching social studies to students.

When it comes to knowing our planet, the various life forms that exist on Earth and how their existence influences our living, we cannot escape geography. Very few are aware of the fact that geography is also a type of social science.

Had you imagined that even psychology is a branch of social studies? Yes, it is. The study of the very complex human mind is also a social science that aids a person in the study of various other life sciences. This reinforces the importance of teaching social studies in school and college.

Model United Nations teaches our students the skills of effective debate, problem solving, and teamwork, as well as principles of communication. Don't you think your child should be able to communicate effectively?



Don't you think your children should have a sound understanding of language? Then you will definitely agree on the importance of teaching them social studies.

Finally, in order to graduate, all LAS students must take Theory of Knowledge. In many ways TOK is ideally placed to foster internationalism, in close harmony with the aims of the LAS learner profile. The TOK aims embody many of the attributes needed by a citizen of the world: self-awareness; a reflective, critical approach; interest in other people's points of view; and a sense of responsibility.

For the young generation of today, to grow up to become humane, it is important that they are exposed to different societies and cultures. This is among the main strengths

of LAS, and it is imperative, both for our students and for LAS that we continue to build on this strength as we look to the future. Social studies aim at creating educated individuals who can grow up to be responsible citizens of their nation, and of the world. The study of social studies intends to build creative, caring and courteous (this particular task can be truly daunting at times!) human beings out of children. Teaching our students social studies increases the possibility of their becoming knowledgeable individuals. Teaching them social studies increases their chances that they will adhere to ethical and moral values in their lives. The study of social studies is necessary, if we want a brighter future for our world.





The next 10 years Campus Master Plan

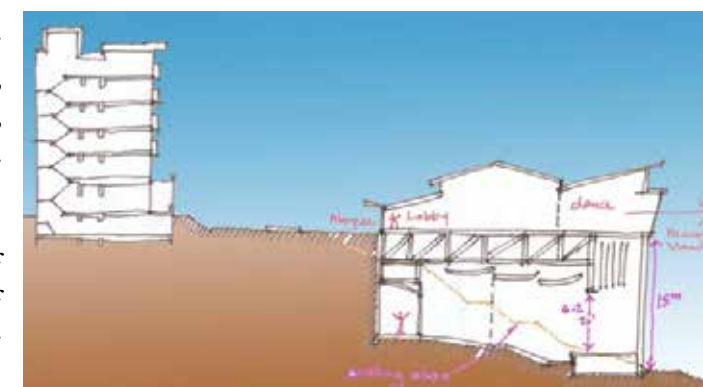
When Fred and Sigrid Ott were looking for a home for their new school, Leysin offered close to ideal possibilities – some sports facilities including ski lifts and pistes. But most of all, Leysin had available buildings that had served as TB sanatoria during the first half of the twentieth century. These buildings were readily transformed for school operations, since there were residential, dining, and recreational areas that could be used for dormitories, food service, instruction and recreation for LAS students. Opening in the Savoy and Clairiere, LAS within ten years had added the Esplanade and Beau Reveil buildings to its nascent campus. Fred and Sigrid realized that the lack of a multi-purpose auditorium/gymnasium was necessary if the school wished to have proper PE, music and theater programs. Thus, the gym was added in 1972.

After the retirement of Fred and Sigrid, Doris and Steven continued along the same path. The school grew and LAS took advantage of purchasing nearby facilities that were placed on the market. They added the Eden (1989), the Beau Site (1995), the Vermont (2002) and the Mont Riant Guest House (2008). The construction of the sixth floor in 1992 was the beginning of major transformations of the Savoy building resulting in the addition of the visual and performing arts centers, the fitness center, as well as the extension of the dining area and the library.

With the completion of the renovation and reconstruction of the Belle Époque building in 2012, the phase of acquiring and then renovating existing former sanatoria will come to an end.

We must now review this agglomeration of buildings and sites to see what needs to be done to complete the two campuses and create our 'School for the World'. This is what will constitute the Campus Master Plan (CMP).

Some principles guiding the establishment of this plan is that it must be a living document, that is, it needs to permit adjustments to meet the needs that may appear sometime in the future. The CMP must take into



account the environment through energy efficiency and local conditions. Finally, it must provide improvements and extension in the educational environment for our students.

Four chapters will ultimately constitute the Campus Master Plan.

1. Completion of Belle Époque Campus

The Belle Époque Campus will still take 24 months to complete. Not only must the girls' and boys' residence halls, as well as the villa be renovated, but the fitness center, learning theater, and dorm recreation areas need to be completed.

In addition, the Pyrolle building, located on the Belle Époque Campus needs to be renovated for staff apartments.

2. Facility Projects associated with the existing Savoy Campus

A number of projects of the Savoy Campus were postponed when LAS undertook the ambitious Belle Époque renovations. These include extending the top floors of the Esplanade, Beau Reveil and Vermont buildings.

3. Renewable Energy and Environmental Construction

LAS buildings generally date to the early 1900's and thus, were not built with energy saving in mind. Over the years much has been done in this direction: double-pane windows, enclosing the balconies to create a energy buffer, insulation of roofs, and modern gas-driven heating plants. Much still can be done!

The school undertook a first major experiment in the use of solar energy by installing solar panels on the roof of the Savoy that now provides most energy for the massive amount of hot water needed by students, faculty, and the kitchen. This first trials has been deemed very successful. As a next step, we need to plan to equip all LAS buildings with solar panels for hot water production. This is a major



undertaking since the installation not only requires the installation of solar panels but also the provision of major hot water stocking tanks and the necessary control system. It is estimated that the total cost for this system is in excess of one million Swiss Francs. Ultimately, we would like to mount photovoltaic panels on the roofs of our building to generate electricity.



4. New Construction

The most ambitious projects involve the construction of three major buildings deemed desirable to complete our campuses and provide world-class facilities to our students.

Belle Époque Gymnasium

The BEC, planned as a stand-alone academic facility for IB studies, sorely lacks a gymnasium. Students wishing to enroll in PE classes or simply throw a basketball to exercise

during study breaks need to go to the Savoy Campus. We foresee the construction of a functional facility located between the Pyrolle and the Grand Hotel of the Belle Époque building. We hope to be able to build the BEC gymnasium within four years. The cost is estimated approximately CHF 4 million.

Theater at Belle Époque Campus

LAS has a fine black-box learning theater, but uses the Savoy gym for larger theater or music productions. Certainly not considered a luxury is a purpose-built theater. To meet future needs this theater needs to seat about 800 persons and provide the necessary ancillary facilities.

We plan to have the theater below the Grand Hotel of the Belle Époque so that it can serve during graduation. We hope to build the theater within seven years. An initial estimation of the cost of this building is on the order of CHF 12 million.

Sports Complex at Savoy Campus

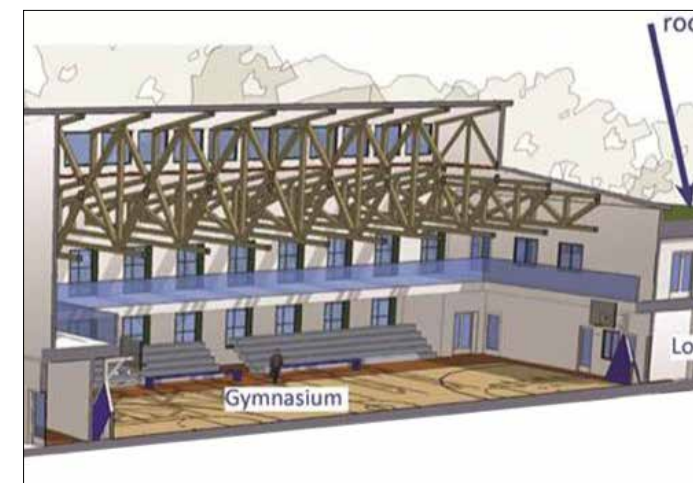
The LAS gymnasium at the Savoy, designed for a thirty year life span, is now close to forty years old. The original design was that of a light construction, requiring, for example, the shoveling of snow during challenging winters to avoid structural overloads. Furthermore, heat insulation and energy saving were not part of the building concept. For this reason we wish to replace this building over the intermediate run.

The plan calls for a LAS sports complex located on field East of the Savoy building, which would include a double-sized gymnasium with spectator rafters, fitness center, 25 m pool, and all necessary ancillary facilities. We hope to



build the sports facility within ten years with an initial cost estimate of approximately CHF 15 million.

LAS realizes that the above outlined plans are very ambitious indeed. We are convinced that with active philanthropy on the part of alumni and parents we can realize this dream.





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Teaching Teachers

Professional Development at LAS

Dr. Joyce Lujan Martinez, Dr. Steven Carber, Mr. Richard Pacheco - Endicott College, Beverly, Massachusetts USA
 MEd Programs at the Leysin American School, Switzerland

Professional Development (PD) among K-12 international schools and teachers is often exemplary for other schools around the world. The leading schools will link PD with staff appraisal. Teachers are not usually appraised in order to find weaknesses, but in order to identify growth curves that can be supported by focused intervention and instruction. “Teachers who actively participate in effective professional development sessions are more likely to positively influence student learning” (Morewood, 2010, p. 203). PD in international schools can sometimes take the form of workshops at regional conferences in impressive hotels and conference centers, having teachers attend subject specific conferences, and enrolling teachers in graduate level courses being offered by well known and respected colleges and universities. However, increasingly PD occurs in informal after school sessions, regular meetings with administrators, and innovative interventions such as focused online classes about effective curriculum and instruction. Some schools have realized that for the amount of money spent on sending a teacher abroad to a conference, they could substantially support that teacher’s enrolment in a quality Master of Education Program. To cite one such program, the authors of this article work for Endicott College’s MEd programs offered at the Leysin American School, with its additional online components. Some teachers have enrolled in a specific course or two in response to professional development needs identified in staff appraisal. In many cases, these teachers realize they are thereby well on their way to an MEd, and they choose to continue in the program. The authors feel that a MEd course is an even better expression of professional development than the occasional workshop at a conference center. The College stands ready to

help administrators identify specific course titles that will address a certain teacher’s appraisal-identified needs for improvement. “Because life-long learning is crucial to educational change, quality professional development opportunities must be available for teachers (Morewood, 2010, p. 201).” Recently, Endicott has added additional flexibility to start their programs with fall and spring online courses rather than in July only, thus increasing the opportunities that teachers have for additional professional development studies.

Courses such as Strategies for Change in International Schools, Clinical Experience, and Innovative Practices in International Schools present cutting-edge notions for guiding students in achieving success in the future. The Change course reviews several perspectives on the theory of change so that educational leaders can teach their students how to deal with the realities of constant and rapid changes that they are facing now and will face throughout their lives. O’Hara-Devereaux (2004) states that some of the major, rapid changes with which we will deal are the changing roles of women throughout the world, the longer life cycle that challenges all of us to re-create ourselves for creating meaningful and happy lives often through age 100, and the increasing social-consciousness about sustainable growth and the environment. In order to be able to effectively deal with these and other changes, we must learn to:

- Redefine and reinvent ourselves many times, for no longer do we stay in the same job 20-30 years to receive a full pension. Today’s students will change jobs often, sometimes every 2-3 years.
- Accept change and identify our role in the process.
- Become part of worldwide efforts to care for the environment.

Endicott's Change course brings to life the urgency to teach today's children to recognize the need for change, to develop an action plan, to recognize restraining or resisting forces and to move through changes smoothly and rapidly.

The Clinical Experience course offers educators an opportunity to apply new ideas in their work settings and to reflect with peers on how things progressed. Students not only read about but also test notions such as backwards design, inquiry-based instruction, genuine

internationalization of the curriculum, and classroom differentiation. They collaborate on group projects and prepare multimedia that would be suitable to present at a conference or to local staff. What sets this course apart from a Seminar in Curriculum Studies course found in other programs is that the emphasis is on trying things out in practice. The culminating project is based on an original inquiry-driving question of genuine interest to the student, rather than being based on a topic or thesis. This allows the student freedom to explore the area most relevant to their professional development needs.



Endicott's Innovative Practices course presents an overview of some of the most current teaching and learning strategies, instructional tools and assessment methods. Through the increasing use of technology in the classroom, our educators must learn to be flexible, innovative, and adept at solving problems quickly. Teachers who are not tech savvy or who cannot keep up with rapid technology tools may have difficulty finding a place in the work force. Additionally, students who are not prepared to integrate technology in their learning will fall behind academically and will have difficulty when they enter universities. Programs involving teachers working together in a true community of learning can also be key to the success of students. One of the most effective and powerful activities for improvement that a school can help establish will involve educators in a Peer Coaching program. Effective Peer Coaching is based on mutual trust and being open to explore new teaching and assessment methods. A teacher will form a partnership with a colleague in their school and will set up a series of exchange observations and open discussions to explore methodologies and learning and teaching styles. Effective processes and procedures for Peer Coaching must be explored and clearly designed before being put into place but the benefits of such programs are considerable. "Teacher teaming can reduce teacher isolation, increase collegiality, facilitate the sharing of resources and ideas, and capitalize on teachers' individual and shared strengths" (Troen, 2010, p.59). An exploration by educators of topics such as Howard Gardner's Multiple Intelligences and authentic assessment in their classrooms can only help their students to greater achievement and success.

It is clear that an effective forward-thinking and comprehensive professional development program is not only helpful, but crucial, for today's teachers to prepare our children for success in the next century. The authors feel that Master's Degree programs for international educators



at the Leysin American School tend to meet these criteria far better than one-shot staff development conferences or seminars. The sparkling clean air and fantastic views make this an ideal site for quiet reflection and intense study. It is a perfect location to engage in networking with professional educators from all around the world.

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This is our moment

Valedictorian's Speech

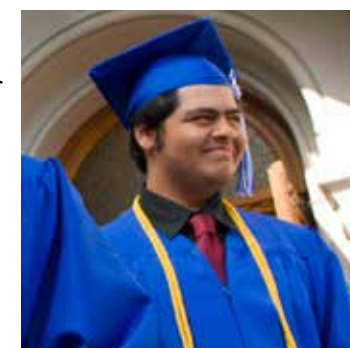
During my first semester at LAS, I was living in Savoy. One night, my Dorm Head and later ToK teacher, Mr. Hitchcock came in and asked me how I was faring up until then. I answered; very honestly, that I dreamt of the day I burnt down the Savoy building. He chuckled and said, "You say that now, but you just wait." Well, in retrospect, I now, finally, see the wisdom and inevitability in his words. Today we sit here in Graduation robes, ready to say our final goodbyes to LAS, I'll be honest, I did dream about this day, but now that its here, I'm not so sure anymore.

In my time here at LAS, there have been a number of moments that mapped my life. For that I will miss LAS from the bottom of my heart. We never really expect these moments to occur, but they do and they give us the one thing that lasts with us forever, memories. It could be that moment of a new experience when you had fondue for the first time at The Fromagerie. It could be that moment of utter frustration when you're banging your head on a table with your friend, comprehending the mystery that is logarithmic equations. It could be the moment you make the unlikeliest of friends while sitting backstage during a theatre performance. Or it could just be the day when you sat outside and stared at the mountains, thinking of absolutely nothing.

These moments have brought meaning and substance to our time here at LAS. They helped forge friendships and create experiences and allowed us to face our utmost fears. For me it was when I stood at the bottom of Berneuse at the beginning of the year and said, "There is no way I can do that..." And my friend Ebi looked at me and responded, "Oh yes you will!" She dragged me, literally at some points, all the way up. That was my moment of victory.

But today is different from all the other days because today we will all experience a number of moments: accomplishment for finally finishing high school, freedom

from check-ins, excitement for what comes next and a hint of sadness, as a lot of the people we've known and lived with for years are now breaking away from us and heading into different parts of the world. As we step away from LAS and for most of us Switzerland, we all head in various



directions to make new moments with new people. But no matter whichever piece of the world we end up in, the moments that we created here at LAS will give us memories that will last us a lifetime.

This day is our day and we've all worked long and hard to be here, we all deserve to be here.

Congratulations Class of 2010 for making it to the finish line, for being done with High School.

This is our moment, so let's seize it!

Thank you.
Soham



Graduation 2010 *Reflections*



by Emma Dixon, LAS Registrar

On 4 June 2010 the Board, Administration and Faculty of LAS joined 104 members of the Class of 2010, representing 41 different countries, to celebrate their Graduation at Feydey church.

The students chose Mr Hugh Kelly, Beau Réveil Dorm head, Spanish and Social Studies Teacher as their Faculty speaker.

The commencement address was given by Ambassador Helen La Lime, mother of Matthew 2007 and Adriana 2010, who suggested four rules for the Class to follow: 1) Be true to yourself and your values; 2) Give back; 3) Be brave and, if you fail, get up and try again; 4) Keep your mind and heart open.

Soham Panchamiya, Valedictorian, thanked the Faculty on behalf of the Class, and the winners of the main LAS

plaque awards were presented to the guests:

MOST IMPROVED STUDENT – Jan Mikolajczak;
SERVICE TO THE COMMUNITY – Mattias Horseman;
ECIS AWARD – Hazal Uzunkaya;
FACULTY AWARD – Ian Yeats;
FOUNDER'S AWARD – Sami Mourad

The Senior Choir brought tears to the eyes of all those in attendance with their rendition of Forever Young by Alphaville, sung in memory of Mehdi Berrada Hmima and Sidonie Fery.

The Graduation banquet was held, for the first time, at the Belle Époque campus. While the sun shone brightly and the Alphorns were played, the members of the Class of 2010 took their last souvenir photos with the unforgettable Dents du Midi in the background. Graduation banquet, the rain failed to dampen the day, lessen the goose bumps or to spoil the photographs. Best of luck to the Class of 2010!



We Hope

Farewell from Steven & Doris

Message for Graduation by Doris and Steven

Doris: We hope that you will strive for self-improvement through study and an open mind, and that you will never stop to find excitement in learning.

Steven: We hope that you will be loyal – Loyal to your friends and your family, in happiness and sorrow, in good times and in difficult times. Loyal to your convictions for they will carry you through the tribulations of life.

Doris: We hope that you will find love and will love beyond mutual attraction throughout life – but remember, loving is trying to make others happy. To quote Corinthians 1.13: Love is patient and kind; Love is not jealous or boastful; It is not arrogant or rude; Love does not insist on its own way; It is not irritable or resentful; It does not rejoice at wrong but rejoices in the right; Love bears all things, believes all things, hopes all things, endures all things; Love never ends.



Steven: We hope that you will be strong and withstand the challenges of life. As written by William Henley in the final verse of his poem 'Invictus'

*It matters not how strait the gate,
How charged with punishment the scroll,
I am the master of my fate;
I am the captain of my soul.*

Stay strong when the winds of life blow hard!

Doris: We hope that somewhere hidden in your soul you will remain a bit of a child, so that you can find joy in the small things of life. The excitement in winter's first snow, the budding flowers of spring, or the sun setting on the horizon. Keep on experiencing the beauty of the world like a child seeing it for the first time in wonderment.

Steven: We hope that you will remain a citizen of the world actively contributing to understanding among humankind -

A citizen of the world is tolerant and understanding of other traditions and cultures. A citizen of the world bridges



artificial barriers by finding unity in being members of mankind.

Doris: We hope that you will lead a full life and experience its joys. We hope that you will find the inner strength to face, overcome, and learn from the trials and difficulties of life, always putting them into perspective with those that other people experience.

Steven: We hope that as you experience success in life you will not forget those less fortunate than you. There is true joy in giving and helping others.

Doris: We hope that you will remember the magnificence of the Dents du Midi at sunset and loveliness of the first snows on the slopes above Leysin. We hope that you will be committed to maintaining the world's beauty for future generations.

Steven: And last, we hope, that as children of LAS, you will not forget your Alma Mater on the mountain - write to us and we will answer; visit us and you are always welcome.



Doris & Steven: Godspeed and au revoir

My Creed – from Graduation on 1962

I do not choose to be a common man
It is my right to be uncommon If I can.
I seek opportunity Not security.
I do not wish to be kept citizen, humbled and dulled by having the state look after me.
I want to take the calculated risk, to dream and to build, to fail and to succeed.

It is my heritage to stand erect, proud and unafraid,
To think and act for myself, to enjoy the benefits of my creations
And to face the world boldly and say:
This I have done.

All this is what it means to be a citizen of this world.
Keep the faith – in yourself and your creator. I wish you Godspeed as you close an important chapter in your life and as you depart.



List of Graduates 2010

Keep in touch

ABDELKADER HASSAN, Omar - Egypt
AL HOKAIR, Sultan - Saudi Arabia
AL MULLA, Bader Salah - Kuwait
AL MUTLAQ, Mohammad - Saudi Arabia
AL SHEIKH, Faisal - Saudi Arabia
AL-BLEHED, Abdullah - Saudi Arabia
AL-DABAL, Khalid - Saudi Arabia
ALIPKALIJEVS, Arturs - Latvia
ALIYEV, Elvin - Azerbaijan
ALMUTLAQ, Talal - Saudi Arabia
ATIKU ABUBAKAR, Aliyu - Nigeria
BACHELLER, Hannah - USA
BAKER, Manaf - Saudi Arabia
BARCH, Jenessa - USA
BASHCHYNSKY, Dmytro - Ukraine
BECKETT, Samantha - USA
BERISHA, Genc - Kosovo
BETTS, Camille - Canada
BURG, Everett - USA
BYKOVSKII, Sergei - Kyrgyzstan
CAMP, Joshua - USA
CHOUNG, Hyuk-Min - South Korea
CLASTRE MARTINEZ, Paul - Spain
CUTHBERTSON, Laura - United Kingdom
DAMACHI, Atona - Nigeria
DE LA CAMARA CAMPUZANO, Ximena - Mexico
DENHAM, Annika - USA
DONALDSON, Beth - United Kingdom
EKEH, Nnamdi - United Kingdom, Nigeria
EVANS-FREKE, Yorick - USA, Ireland
FU, Xiuyan - China
FULLOP, Meilin - USA
GAN, Amanda - Malaysia
GERMANO CAVALCANTI, Pauline - Brazil
GERRY, Edward - USA
GINZBURG, David - Israel

GÖÇER, Burak - Turkey
GOMES, Sarah - USA
GRIGORYEV, Nikita - Russia
GUIDETTI, Matthieu - Switzerland
HALL, Laura - USA
HAMELMANN, Raoul - Germany
HEMBLING, Jordan - USA
HICKEY, Ashley - USA
HILLEGASS, Mary - USA
HOFFMAN, James - USA
HORSEMAN, Mattias - UK, USA
HOVEM, Finn Kristoffer - USA, Norway
HUANG, Yishi - Austria, China
IGBODO, Ebi - USA
IVITSKIY, Roman - Russia, Croatia
JEKIMENKOVA, Jana - Latvia
KAKI, Ahmed - Saudi Arabia
KALLA, Abdoul Rachid - Niger
KEHL, Alysa - USA
KEHL, Paige - USA
KHOROLSUREN, Megddorj - Mongolia
KIM, Won Dae - South Korea
KLEMPRER, Oscar - Venezuela
LA LIME, Adriana - USA, France
LEE, Woolim - South Korea
LEE, Hyung Bin - South Korea
LIAKH, Siarhei - Belarus
LISBOA RIBEIRO BELO, Gabriel - USA, Brazil
LOPEZ, Alex - Spain
LOPEZ STAHLIE, Cristina - Spain, USA
LU, Mengdi - China
MARCH, Nya - USA
MARDUSINSKI, Jakub - Poland
MARINA, Fernanda - USA, Mexico
MARTINEZ CALATAYUD, Carlota - Spain
MARTINEZ MARQUEZ, Valentina - Venezuela

MATULAITIS COTTARELLI, Priscila - Italy, Brazil
MAZHIBAYEV, Diar - Kazakhstan
MESSERLI, Swanee - Switzerland
MIKOLAJCZAK, Jan - Poland
MOISEENKO, Julia - Russia
MOURAD, Sami - United Kingdom
MÜNCH, Pauline - Germany, Canada

OLAFSDOTTIR, Birta - Iceland
OWENS, Kasey - USA
PANCHAMIYA, Soham - India
PEREIRA JOSE, Nuno - Portugal
PROSSER, Emily - USA
RENAUD, Jeremy - USA
ROSSI DE CAMARGO, Daniela - Brazil
RUFFIN, Edmund - USA, Spain
SAIDAKHMET, Alibek - Kazakhstan
SAPAROV, Adilet - Kazakhstan
SEMENTARI, Alayibo - Nigeria
SHETTY, Suhan - India
SOHN, Hanna - USA, South Korea
SOLDATOVA, Anastasia - Russia
SOLTANI, Elnaz - Iran
SUJIT, Pooja - India
TAIT, Margaret - USA
TINOCO, Tyler - USA
UZUNKAYA, Hazal - Turkey
VARASTEH, Nazanin - Iran
WALI, Ahmed - Saudi Arabia
WINTER, Siri - Sweden
WONG, Danica - USA
YAO, Hanchen - China
YEATS, Ian - USA
ZHUMABAYEV, Daulet - Kazakhstan



We're proud of you

University Placements



The College Counseling Office at LAS has seen many changes over the years and continues to expand its services and opportunities for our students. With the growth of LAS and the advent of the Belle Epoque campus, LAS now has two counselors, Mary Galbraith, Director, and Stephen

Darby. The program has expanded its services in several ways: Weekly college counseling classes are a mandatory part of our activities program, and each senior is involved with one class per week during their first semester. Seniors have opportunities to see numerous college representatives from around the world. In fact, college visits to LAS have more than doubled in the last seven years with more than eighty visits to LAS in a school year. The Belle Epoque serves as a venue for most of the visits and the facilities have been received with much enthusiasm by the colleges.

Another part of the college program is that of offering a vocational and interest assessment to students in grade 10 as well as mandatory classes for juniors in the spring. Parents are invited to access our software program called Naviance, which is used world-wide and is the state of the art interactive program for college searches and a wonderful resource. In the fall students have the opportunity to attend a worldwide College Fair in Geneva where more than 100 colleges are represented.

Our number of applications and college acceptances have grown over the years as well. Students on average apply to about eight universities at more than 300 universities; this increase reflects trends nation-wide, with nearly 800 applications going out yearly. Despite increasing competitiveness, LAS can be very proud of its acceptances.



College acceptances to Barron's List of Most Competitive U.S. Colleges 2010 were up 25 percent from 2009 and nearly 50% in the last ten years. Overall, nearly 80% of university acceptances are to those universities that are considered very competitive, highly competitive, and most competitive. The Ivies were represented by acceptances to Princeton, Cornell, Columbia, and Dartmouth last year; in the last four years we have had students represented at all eight Ivy League Schools. Worldwide, students had offers last year from King's College, London, Imperial College, University College of London, London School of Economics, University of St. Andrews, McGill, University of Toronto, and University of British Columbia.

Mary Galbraith feels that without question, LAS, with its increasing prestige worldwide, its IB program, and the new Belle Epoque campus, has significantly enhanced

student outcome, with respect to college admissions and level of student commitment. The Belle Epoque has provided an academic atmosphere and is a source of pride for the students. "Students seem to be more academically motivated, serious, and collaborative in their studies. This effect no doubt will increase over time, she adds."

A list of acceptances to Barron's List of Most Competitive US Colleges follows, based upon results over the last two years.

- Bates College
- Boston College
- Bowdoin College
- Brandeis University
- Bryn Mawr College
- Carnegie Mellon University
- Claremont McKenna College
- College of William and Mary
- Columbia University
- Connecticut College
- Cornell University

- Dartmouth University
- Harvy Mudd College
- Johns Hopkins University
- Macalester College
- Middlebury College
- New York University
- Occidental College
- Princeton University
- Rensselaer Polytechnic Institute
- George Washington University
- Tufts University
- Tulane University
- UC Berkley
- University of Chicago
- University of Miami
- University of Rochester
- University of Virginia
- Wake Forest University
- Washington University, St.Louis
- Wellesley College
- Wesleyan University
- Williams College



Welcome to our family

New Families on the Magic Mountain

In the previous addition of Panorama, we have featured members of the Admin team. We are very excited to have such accomplished educators join the LAS team, bringing a wealth of experience from diverse backgrounds. You will surely hear more from all of them as the year progresses. Read about our staff in the Faculty Facebook,

Katie Ryan Kantz, BA, MEd

High Point University, University of North Carolina, University of Virginia
Director of Residential Life, Vermont Dorm Head

Born and raised in Durham, N.C., Katie Ryan attended Durham Academy, a co-educational day school, for her entire primary and secondary education. Katie Ryan spent the first two years of her college journey at High Point University where she was Philanthropy Chair of Kappa Delta Sorority. After taking a semester to attend the National Outdoor Leadership School (NOLS), Katie Ryan transferred to the University of North Carolina in Chapel Hill

where she met her husband, Glenn. Katie Ryan later took a junior lobbying position in Nashville and exercised her political science degree before joining the Foxcroft faculty in 2004 as a history teacher and coach in addition to many other important roles. In May 2009, she received her M.Ed. in Social Foundations of Education from the University of Virginia. In addition to teaching, Katie Ryan was named Athletic Director at Foxcroft and was twice named the Washington Post's Loudoun Extra Coach of the Year for Field Hockey. She enjoys spending time with her husband and their daughter Caroline (born Feb. 2008). She loves the outdoors, sports, historical sightseeing, cooking ethnic food and traveling.



downloaded in the Parents section of the school website, www.las.ch/parents.



Simoné Moreira, BSc., PGCE

Nelson Mandela Metropolitan University
Director of Learning Support

Ms. Moreira was born in South Africa, though she grew up in Portugal. She returned to South Africa for Tertiary Education (BSc. and PGCE). She has taught High School Science and Geography in South Africa in a SEN (Special Education Needs) setting. She followed by working in London (UK) where the experience in SEN was heightened, after completing a year of Nursing in St. George's Hospital - Port Elizabeth. She has also been involved in Community work in the Walmer Township (soup kitchen and basic health care provided) and as a Summer Camp Leader for the Summerstrand

Community Church, where she interacted with and guided children in physical activities and other events. Ms. Moreira enjoys the outdoors, cooking and scuba diving and is passionate about the Ocean, thus having done volunteer work in the BayWorld Oceanarium in Port Elizabeth. She looks forward to sharing many adventures here in Switzerland with my two year old son Joshua.



Paul Magnuson, BA, MA, PhD



University of Minnesota
Director of Summer Programs

Paul Magnuson has a PhD in Curriculum & Instruction from the University of Minnesota. His MA is in English as a Second Language; his BA in philosophy and music. He has worked in the areas of foreign language/ESL instruction

and educational policy at the Minnesota Department of Education. He has also spent 17 years working with summer camp programming, including Concordia Language Villages of Minnesota and the Middlebury Monterey Language Academy in Vermont.

Paul's wife, Chris, is on leave from her position as an LAS nurse with a new baby. Paul and Chris also have a daughter, Emma, who is in second grade.



Alumni News

Class of the 60's

Vicky Gillis Russell '64

She is on the faculty at Duke University, where she teaches in the Thompson Writing Program and directs the Writing Studio. She and her husband, Bob, have lived in Chapel Hill, North Carolina for the past 13 years. Their younger son, Benjamin, is an experimental filmmaker, the recent recipient of a Guggenheim fellowship, and teaches at the University of Illinois at Chicago. Their older son, Todd, is a public defender for the state of New Hampshire.

Curtis Vanaudestrade '65

Following serious illness in 2005, I committed myself voluntarily to the study and promotion of homeopathic, drug free programs. I spend a lot of time working with students to promote the harmful effects of street drugs in the Tampa Bay area and helping clean up some of the hardcore areas.



Molly Barrow '68

Dr. Molly Barrow is a clinical psychologist and the author of several books on relationships and psychological topics. She is a licensed mental health counselor, has appeared in numerous documentaries and has her own radio show. She created the renowned 'malia and teacup' books series providing humorous story telling to explain complicated therapy concepts to young children and troubled teenagers.



<http://www.DrMollyBarrow.com>
<http://www.maliaandteacup.com>

Class of the 70's

Stephen Frater '72

After graduating from Brown University in 1978, I worked for NYC international investment banks in Asia and Europe for two decades. Then in 2000, I started writing for the New York Times Company full time as columnist and business staff writer. This year, I have been writing my first book, a non-fiction WWII saga. I have already had one publisher make a proposal and am working



through a NYC literary agent to develop the project in book and film proposals. I live in Sarasota, Florida in the winter and in Narragansett, Rhode Island during summer.

Current students: enjoy it while you can because there is nothing like it again and you will miss Leysin very much after you graduate and for the rest of your lives. I still see the Dent du Midi massif in my mind daily.

Phyllis Stedman '79

She is a keen supporter and organizer of LAS alum reunion, has a big facebook group of friends (76-79) and is co-organizing the Las Vegas Reunion, 25th-27th June 2010 with Jeffrey Jones ('78).

Class of the 80's

Jeff Karaffa '87

Jeff works as a Program Manager for an IT company primarily dealing with government projects. He and his wife have two children. He visited Leysin in June of '07 and, unfortunately, there were not a lot of people to visit, but it was nice seeing the town again.

Katie Jones '88 (Family Photo at Right)

I have added 2 children to my family through the gift of adoption. Karlyle (04) and Caleb (05), their adoption was finalized in 2008.

Núria Massot Adell '89

Núria is married to Oriol, also a physicist who works in acoustics. She studied biology and works as an auditor of environment and occupational health in the German Organization TÜV. They have two great kids, Mar a girl of 6 years old, a little princess, and Biel who is almost 4 and a Barcelona soccer fanatic already!

Bill Brow '89

I finished my Ph.D. in synthetic organic chemistry under the tutelage of Prof. Martin F. Semmelhack at Princeton University in May of 2008. My dissertation is titled "Chemical modulation of interspecies bacterial quorum sensing." I married Jamie Lynn Brow (nee Bazanka) in May of 2008. I am currently employed as a patent agent with a patent law firm in Fresno, California.
** more news of Bill on "Hatches & Dispatches"

Class of the 90's

Angel Ibáñez '90

Angel is married but without children so far. He works in the advertising industry and his wife is a teen psychologist.

Kathy Strickland Rankin '90

I love getting updates from the Panorama and can see



Alumni News

the school continues to thrive; we hope to come visit one day in the future. I keep in touch regularly with a lot of alumni and am fortunate to have several in Denver: Kelly Strickland Gavlak (88)-my sister, JJ Cleaver Werfelmann (90), and Kira Reinhardt Johnson (89).
**more news of Kathy on "Hatches & Dispatches"

Johan B Larsen '90

I left Denmark in 1999 and now reside in Knoxville, TN where I do Real Estate Development. I have a daughter and am engaged to be married in May.

Kota Aihara '91

Kota is living in Osaka, working for a cosmetics company as executive director in charge of planning and sales. She is married and has a 7 year old daughter. She still stays in contact with Taro Itoh, Amane Kato, Miyuki Nishihara and of course, her brother, Shuta. Shuta is in Tokyo with their parents and working in thier father's business as a beauty hair salon school teacher. He is still single. Taro Itoh also went back to Utsunomiya and is working in his father's Gyoza Restaurant. Amane Kato is living in Nagoya and has 2 daughters, and is working for an automobile company. Miyuki Nishihara is in Tokyo and still not married.

Shannon (Lampkin) Burnett '91

Shannon lives in College Station, Texas now and teaches Early Childhood Education at Texas A&M University.

David Scizzlefries '91

David is living in Amsterdam these days working in IT... and for the past 20 years has been filling myself with experience and wisdom, traveling the world and enjoying life in general. He has a 14 year old little princess. He occasionally meets up with some of the old LAS crowd... Tarek, Karl, and Mike Campbell recently.

Marie-France Verreault '91

Alumni News

Everything is well with Marie, she is married with one daughter and another little one due in March 2010. Her brother Karl is also doing great with his wife, daughter and son. We are all healthy and living in Montreal.

Andy Chen '92

I am now based in Dallas, Texas. I have recently started a online travel company (www.traxo.com) that allows friends to share their past and future travel plans and alerts them if their travels overlap. It would be a great tool for LAS alumni to keep in touch.

Brandy Gill '92

Is living in Atlanta, GA USA. He is married to Andrea and they have a one-year-old son named Brando. Brandy works in advertising and is Executive Creative Director at Fletcher Martin.

J. Erik LeAnderson '92

He has been working at Chapters Bookstore in Downtown Vancouver for the last 2 years since I graduated from the University of British Columbia with a B.A. in Political Science. He mostly works in the Performing Arts Department (Thanks to Mr. Sharp for putting up with me in Drama class - I really enjoyed the plays we put on!!). Vancouver is also gearing up for the 2010 Olympics ~ the city is starting to see the final stages of the construction, and it's only a few more months away! Although he won't be involved in any of the Olympic events, he will be right in the heart of it living and working downtown. It's going to be interesting to say the least!

Patrizio Pilati '93

Patrizio is working on a fundraising program to build simple water wells for the villages in East Africa – Tanzania, Kenya, Uganda and the Democratic Republic of Congo. The water well will be built in a traditional way and the locals are empowered and responsible. An external body will monitor the fund and manage the purchase and payment of the well. A 20-meter well

cost \$15,000 to \$25,000 with a solar energy pump and distribution system that pumps water to various points in the village. There will be an auditing firm that will give quarterly reports on the funds collected and donated and how it is spent. The whole concept is to receive a constant donation per month per each individual. It can be as low as \$10 per month.

The donor will receive up dates and can inspect the wells. Each well after is completed will be tested for water purity every 3 months, to keep clean water flowing. Contact me if you want to help!

Nicholas Marx '93

Nicholas is married with 2 kids and a 3rd on the way in December. He manages a Walgreens Drugstore in Neenah, Wisconsin. His wife is tired of hearing about his ski accident, but she said she would continue listening to him if he takes her to Switzerland one day. So that's his promise.

Christian Armogida '94

Christian is in Los Angeles working in the film industry and writing plays and movie scripts on the side, hopefully to find production sometime soon.

Robert Snyder '94

Living in Long Island, NY. Currently practicing law. Godfather to Josh Vreeland's twin girls- Eva and Ana.

Aika Florence Yasui '94

I recently have been awarded the Japanese Foreign Minister's Commemorative Award for "Excellency in English" as I'm a former ESL student. Although I'm now a permanent resident of the United States, I also have been offered a job to manage a small-size company in Japan to see if I'm capable of making it bigger and international.

Tomoko Mizobuchi '95

To sum up the last 14 years, Tomoko attended International

Christian University in Tokyo, studied at UC Berkeley and have been working in Public Relations and marketing, and is currently in charge of product development marketing for all of Asia at Parfums Christian Dior. Tomoko got engaged last year and married in Hawaii in September. Fellow LAS alums, Jill Hodges, Mark Schacknies, and Jon Carron attended the wedding.

Angela McDougall '96

I got engaged on August 5th to Victor Umar and the wedding date will be announced at a later date.

Erin (Crosby) Blackmon '98

I met the man of my dreams while serving in the United States Navy as a Nuclear Electrician. After a 3-year courtship, and a 2-year engagement we were married June 29th, 2007. On March 12th, 2008 we were blessed with our first son Collin who is the coolest, and the center of our world. I quit my job and we moved from Virginia Beach, VA to Cumming, Georgia where I am lucky enough to be able to stay at home. We are currently expecting another healthy boy in early November.



**more news of Erin on "Hatches & Dispatches"

Kathy (Bartram) Flood ('99)

I can't believe that it has been 10 years since we graduated from the magic mountain! I miss everyone tremendously and can't wait to have a reunion for the class of '99. Since graduation I have completed 5 years of University and

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am now an elementary school teacher. Much love and happiness to everyone!

Yasir A. Rahman H. Elkhider ('99)

I studied Dentistry and Im working as a dentist in Sudan. I still tell stories about ALS and how beautiful Switzerland was. Some people believe me and others say 'Switzerland?! No way!' But it was the best days of my life.

Gakuya Shimizu '99

Gakuya has just been transferred from Nagoya to Kobe, having lived in Japan ever since graduating from LAS, and has been working for Mitsubishi Electric Company (Japanese GE or Siemens) for the last 5 years.

Bahman Sheikholeslami '99

After LAS graduation, Bahman moved to Paris where he started his undergraduate studies in Computer Science at the American University of Paris. His next move was to return to Iran to work with his father at the family business (Manufacturing of Resin and Industrial Coatings). After a few years, and gaining much experience he joined the MBA program of the University of Illinois at Urbana-Champaign. He will be graduating in May and currently is in the process of looking for a job.

Class of the 00's

Alumni News

Jason Evjen '00

I just moved back to Portland Oregon from Los Angeles California. I was there for 2 years after I graduated from the University of Oregon in spring of 2007. I worked in Production and Post Production working on set for TV shows, commercial and music videos. I worked with the Pussy Cat Dolls, Ashton Kutcher, Debra Messing and many more. It was fun, but I moved up to Portland and started my own production company named, Siena Productions. We create corporate videos but mainly focus on holistic healthcare practices and spreading the message.

Caroline Kroes '00

News after LAS... where to begin... Caroline finished her studies about 5 years ago (which she mainly followed in The Netherlands, although she had a few exchanges to Canada, Northern Ireland and France). She is currently working as a strategy advisor for the Port of Rotterdam. It's a great and also intellectually challenging job and she can honestly say that every day she learns something new. Besides that she got married last October. Her husband (Hai Jiang) is originally from China, so the international LAS culture never really left her life.

Heather Orlicek '01

I'm still living in North Carolina with my husband of 6 years. I'm a senior working on my bachelor's in Business Administration with an emphasis in Human Resources. My husband is in the Air Force and we just found out he will be deploying for 15 months at the end of December. I will move back home to Arkansas during that time to be with my family and friends.

Rebeca Najmias '02 (Photo below)

I just finished my Bachelor's Degree in International Relations in Mexico after studying one year in Tokyo, Japan



as an exchange student. I will get married in March 13th, 2010 with a Mexican guy.

Bryan Rollins '03



Bryan is currently working with a non-profit in Portland, OR called The Lotus Seed School (www.lotusseedschool.org). The Lotus Seed's mission is to make yoga available to low-income and under-served populations in Portland, by offering access to classes regardless of income or financial stability. He has just recently started teaching yoga at a local public middle school, daVinci Arts Middle, one day a week in their after-school program. That is a healthy challenge! Other studios that he teaches at in Portland include Manifest Men's Wellness Community (www.manifestpdx.org). Manifest offers over 30 wellness activities and events for men each month. He'll be teaching their beginner's yoga class starting this coming Thursday. He initiated and coordinated Manifest's Men's Gardening & Food Sustainability Team (too long of a title if you ask me) throughout the spring and summer of 2009. We brought together about 30 men from all over

Portland together every Saturday. We met at a different group member's house every weekend. If they already had a home garden, we took a tour, helped with maintenance, and learned some of their tips and tricks. If the group member had no garden, we spent 3 hours installing one. By August we installed about 12 brand new gardens. Very empowering work!

Throughout the spring and summer he taught gardening to elementary school students in North Portland. He jump-started the Clarendon-Portsmouth K-8 school gardening program, and ended up bringing over 80 different students out to the garden over the course of the spring and summer. It was a wonderful program. It is still up and running, and he is actively looking to connect with another public school in Portland to do the same.

Khristian Manuel Lopez '03

Since LAS life has been a blast. After school Khristian went back home to Panama and shortly after went to Chicago to attend Columbia in 2003. He graduated from there with a BA in Theater. He has still been traveling around the world visiting new places and meeting new faces. As of now, he is working on a book of poetry, has done some independent movie work, and he teaches karate. He is currently working at an Immigration, HR and Unemployment law firm as the bookkeeper.

Maciej Mikolajczak '04

I am presently studying at the Imperial College Business School in London. I would be very happy to meet any former students from LAS who are or will be in the area.

Alex Auman '05

It's been four years and change since the LAS Class of 2005 celebrated their graduation. In that time many of us have kept in touch, having taken numerous trips to visit one another and had reunions of various sizes, however most of us have fallen out of touch. I'd love to hear from fellow former classmates and teachers, and in the mean time here's an update on my life:

After LAS, I spent the summer living in Barcelona before

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starting college in the USA at the University of Vermont (Go Catamounts!). At the time my family was still living in the West Bank, so I returned home there the next summer at studied at Hebrew University of Jerusalem. After that, Vermont became my full time residence, and, minus a stint on the University of Virginia's Semester At Sea program (a semester spent living on a cruise ship and visiting 13 countries around the world), that's where I stayed until graduation this past Spring. I double majored in Political Science and History, with a minor in Having A Whole Bunch Of Fun. Immediately afterwards, I moved to Washington DC to work for a consulting company, where I currently do a wide range of work, such as defense contract procurement and environmental systems design. I don't know what the future holds, and I am enjoying the unexpected paths life has taken me on these last few years. I hope to see many more LASers in the near future. Shout out to Hailey, Justin, Tyler, Faris, Hope, Nora, and Sara – the former classmates I have seen in the past two months!

Shantanu Daga '05

Shantanu completed graduation from Bentley College, Massachusetts with a major in Economics-Finance. Thereafter, he returned to Calcutta to join the family business. He will be shifting to Chandigarh to take charge of affairs at his family's spinning unit which is located an hour away. He has plans to settle down once his girlfriend her MBA (in the next three years).

Kaloyan Dochev '05

Kaloyan studies at Richmond University in London, currently in his last semester and should complete a BA (Finance) by the end of the year. Most likely, he will continue his studies at the Masters level. Unfortunately, he hasn't visited Switzerland since graduating and misses Leysin.

Anton Georgiev '05

Anton will be starting his masters in Marketing Communications at the University of Birmingham in the fall, and will be round the London area often.

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Sarah Kennelley '05 (photo below)

In May of 2009 I graduated from the University of Virginia with my Bachelors degree in Biology and with a Masters of Teaching, and I am now a teaching associate at Charlottesville High School.

This past summer I rode my bicycle across America in support of affordable housing through a non-profit organization called Bike & Build. My route began in Charleston, SC and ended in Santa Cruz, California. Each member of my trip, which consisted of 32 young adults, raised over 4,000 dollars. We worked with numerous affordable housing organizations along the way, the highlight of which was working with Habitat for Humanity in Colorado Springs, and completing the entire exterior of a house in ten days. It was an incredible adventure!!!

Tyler Logan '05

(Press Release) Tyler P. Logan of George Washington University has been awarded a Fulbright U.S. Student scholarship to Bahrain in Sociology, the United States Department of State and the J. William Fulbright Foreign Scholarship Board announced recently. Logan is one of over 1,500 U.S. citizens who will travel abroad for the 2009-2010 academic year through the Fulbright U.S. Student Program.

Mina Safai '05

Mina will be in Geneva for a few months working at the Aga Khan Trust for culture and then back to Boston.

Robert Cutter '07 (photo below)

I attended Santa Barbara City College for a year and a half. It soon became apparent that I was not where I was supposed to be in life right now. So I decided to enlist in the United States Air Force! After eight and a half grueling and sleep-deprived weeks later in basic military, I had graduated. I



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Altynai Sultanbekova '98

Altynai is studying at the London College of Fashion, and doing what she has wanted to do for a long time. She would be happy if we could organize a reunion in Kazakhstan or London in the near future!

continued into technical training school for 15 weeks to become an Aerospace Maintenance Technician (Crew Chief) for the C-130 Hercules. After that, I got my first experience working on an active flight line at Little Rock AFB, Little Rock Arkansas. I am now stationed at RAF Mildenhall in the U.K. My job is very fulfilling and gives me the opportunity to travel all over Europe, Africa and the Middle East.

Imanol Moreno '06

Imanol is studying Tibetan and working at a Buddhist Tibetan center. In January, he will go to Nepal to continue studies at the Rigpe Dorje Institute of H.H. Jamgon Kontrul Lodro Taye.

Joe Zalan '09

I had applied to a few film schools during my last few months at LAS but decided to give college some time and do something else. That something else is traveling to Ghana with Unite for Sight, a non-profit organization that provides free eye care for those in poverty. I'll be spending a month and a half diagnosing eye problems and getting to know what true poverty looks like. Hopefully in a few years I'll be sharing my massive earnings but for now I think my little adventure will be very rewarding.



One final thought...

Reflections in a Mirror

Yesterday I had a hair cut. The barbershop had four seats, each facing a floor-to-ceiling mirror. A lady started cutting my hair.

I looked into the mirror and there sat a stranger - an elderly gentleman sat facing me. He had hands, like Dürer's famous drawing, with protruding veins and some dark liver spots, a face with deep creases, a white mustache, and a receding hairline. Perhaps he had a stooped back, and walked with a cane, perhaps he was retired living a quiet life contemplating his past. He seemed to be close to seventy.

In strong pictures, adventures and happenings during the past many years passed through my mind. I remembered my first 26 hour Atlantic crossing in 1955 on a propeller-driven DC 4, the uprising in Hungary in 1956, and the assassination of President Kennedy in 1963, when I had just started my studies at Stanford. Then, there was the first man on the moon and falling in love and getting married to Doris, my partner of the past forty years. In the seventies our three children were born and we moved to Saudi Arabia, where we spent five years. The eighties were marked by LAS: building an institution of quality step-by-step, taking care of the teenagers entrusted to us and seeing them off to universities, careers and life. There was the fall of the Berlin wall and the arrival of students from the then mysterious countries, such as Russia, Kazakhstan and Outer Mongolia. One generation of LAS students was replaced with another in a seemingly endless chain, but each class had a special place in my heart.

K. Steven Ott

...

The stranger across from me continued to mystify. I noted a slight smile and a twinkle in his eyes. He had some intriguing thought...

...

I spent day after day with the LAS student community. These teenagers raced up the staircase to make class on time - and I had to follow. They were pensive, studious, and purposeful. I continued - and even today continue - to discover their dreams for life. Some would seek advice on how to succeed at their LAS studies and others on university choice and careers. Then, they grew up, would graduate and go off to find their world. A new generation of students would then arrive starting this wonderful experience of discovery again: Sharing their dreams, understanding their challenges and living within their community. This has shaped me to what I am today. Indeed, I had discovered my personal 'fountain of youth' - it is my students.

...

I again looked at the person sitting across from me. He appeared less of a stranger, as I thought that behind the mask of age, there was a person with problems to solve today, homework for tomorrow, and dreams to realize in the future. It was me...

....

The hairdresser had finished and I was ready to go. I paid adding a generous tip and walked out with my back straight, a purposeful stride and a smile on my face. I now knew that at heart I was young and could be so for a long time.



Philippe Schaff

Vue du parc du Château de Pregny, arbres centenaires et espèces rares dont la famille Rothschild assure la pérennité depuis le 19^e siècle.

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- Gérer mon patrimoine, c'est penser à l'avenir de mes enfants.
- J'en conviens, mais c'est aussi synonyme de s'ouvrir au monde et s'enrichir de nouveaux points de vue.

”

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Forthcoming Events

Date	Event	Location	Contact
December 11, 2009	NY Drinks	NY	Melati Cattanach
January 28, 2010	London Drinks	London	Melati Cattanach
April 2010	NY Dinner	NY	Melati Cattanach
June 25-27, 2010	West Coast Reunion	Las Vegas	Jeff Jones (jwam767@aol.com)
August 15-21, 2010	ACS Reunion	Leysin	Keri (Anderson) Sparks (kez_sparks@yahoo.co.uk)

For inquiries for any of these events please contact Melati Cattanach at alumni@las.ch

