



**AIGLON**  
Switzerland



**School**

Excitement, adventure, drama... and perhaps a little exhaustion. Aiglonians relive their first week at school.

**People**

From banking to energy to social projects, Aiglonians are helping to drive an economic transformation in Africa.

**Mountain**

From wobbly novice to black run demon, everyone's ski journey starts and ends at a different place.

**Ideas**

Giving in the modern world is changing. Aiglonian philanthropists share their expertise.

**AIGLON**

*The Magazine of Aiglon College*

ISSUE 5 VOLUME 1  
WINTER 2015/16

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THE MAGAZINE

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# AIGLON

THE MAGAZINE

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[www.aiglon.ch](http://www.aiglon.ch)



Cover: Aiglon's ADISR cups  
Photograph: Marcus Ginns



## Features



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Being an effective philanthropist in 2016 is interesting and challenging.  
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Meet the team responsible for keeping students in tip-top condition.  
**page 44**

## Editor's letter

Welcome to the Winter issue of the *Aiglon Magazine*. Last August, 100 new families came up the mountain to start school at Aiglon for the first time. Today, through my window in Les Collonges, I can see students, old and new, getting ready to leave us for the Christmas holidays. It has only been a few short months, but after many adventures, those once 'new' students now call Aiglon home. On page 22 alumni and students share their memories of their first days at Aiglon – and if your family is receiving the *Aiglon Magazine* for the first time, I'd like to take this opportunity to welcome you to the Aiglon community.

In the Spring issue, alumni relived their theatrical highlights with memories of productions past. Many of you wrote in to remind us that Aiglon's drama programme was instigated and led for many years by Mrs Jean Benson (Teacher, 1959-64 and 1977-86) who inspired so many Aiglonians with the confidence to take to the stage. You can read memories of Mrs Benson opposite – and please do keep your letters of on-stage derring-do coming.

Do you consider yourself to be a fully evolved skier? Going from beginner to expert can be a long, and sometimes painful, journey. We take a lighthearted look at the stages through which all skiers must pass on page 16. On page 28 we talk to Aiglonians supporting economic and social development in Africa and on page 34 Aiglonians discuss the challenges of successful philanthropy.

I hope you enjoy reading this issue, and I hope to meet more of you in the coming year, either virtually through our social media channels, or face to face at an Aiglon event. Please stay in touch!



**Karen Sandri**  
Senior Advancement Officer  
kls12@aiglon.ch

-  School
-  Mountain
-  People
-  Mind
-  Body
-  Spirit

# Letters

## Your letters



Alumni will remember that the Aiglon drama programme was created by Jean Benson in the early 1960s. Dennis Pitt and Jean Benson put on *St Joan* in 1963, with Jean in the lead (there were no girls at Aiglon, just 50 boys). The Clairmont dining room was clearly inadequate, so they rented the Parish Hall in Villars, with the actors having to traipse through the snow to get to and from their dressing rooms. JC later wrote to tell Jean that hers was the best portrayal he had seen – as good as that of Sybil Thorndyke!

**Peter Benson**  
(Former staff 1977 – 1986  
and former parent)

I came to Aiglon as a severe dyslexic in 1979. However, Mrs Benson managed to convince me to take drama and eventually pushed me onto the stage as *Oliver Twist*. Until that point, I had never really felt that I had any strengths. She managed to give me this opportunity and a confidence which is with me to this day. I know her input in my life has had a profound effect on me. I will be forever thankful.

**Mark Stewart**  
(Belvedere, 1986)

## News



I just wanted to say that I have just received the latest copy of the *Aiglon Magazine* (this is the first copy I've received) and it is incredible! I am so thrilled to have had the chance to even flip through it and see pictures and names from the time I was there. It is fantastic and I really feel so much closer to school again, after having no idea how to keep that connection with Aiglon after I graduated.

**Sanjana Goenka**  
(Exeter, 2011)

The feature on sports in the last issue of the *Aiglon Magazine* made my day – 25 years after I left Aiglon, my records are still intact!

**Muhammad Babangida**  
(Belvedere, 1990)

It is with great delight that I am reading in the latest *Aiglon Magazine* that the school is about to embark on the construction of an Assembly and Arts programme. I am currently working on the Wellington College Performing Arts Centre in the UK, a 1,400-seat assembly and arts facility. There isn't a moment when I do not transport myself back to the early morning assemblies in the Aiglon gym, to remember the purpose and the effectiveness of gathering the school community together.

**Christina Seilern Goulandris**  
(Chantecler, 1988)

I would like to say how much I enjoy receiving the magazine – lively, well-illustrated and full of news.

**Joan Lambert**  
Parent (Miriam Alaoui,  
Clairmont, 2003)

Read alumni updates and register for events on our dedicated alumni portal, *Aiglon Life*. Log on to see updates, events and to keep in touch with Aiglon news. [www.aiglonlife.ch](http://www.aiglonlife.ch)

### Join the conversation!

[www.aiglonlife.ch](http://www.aiglonlife.ch)  
email: [advancement@aiglon.ch](mailto:advancement@aiglon.ch)  
write to: **Aiglon Magazine**,  
**Aiglon College, 1885 Chesières,**  
**Switzerland.**  
Facebook: [www.facebook.com/aiglon](http://www.facebook.com/aiglon)  
Twitter: [@aigloncollege](https://twitter.com/aigloncollege)

## Mountaineers triumph

Five Aiglon students have climbed Mont Blanc – the highest mountain in western Europe. **Vladimir Fartushnyak** (Belvedere, Upper Sixth), **Matt Topman** (Belvedere, 2015), **Oliver Patrick** (Belvedere, Upper Sixth), **Inigo Valenzuela** (Alpina, Lower Sixth), **Jack Wright** (Alpina, Fifth Form) and **Rutger Heijermans** (Belvedere, Upper Sixth) joined Head of Expeditions **Mr Paul Wright** and mathematics teacher **Mrs Tracey Wright** on the eight-day trip. The team climbed the Strahlhorn from the Britannia hut in Saas Fee, Gran Paradiso from Chabod hut, Dôme du Gôûter from the Tête Rousse hut and finally, five students summited Mont Blanc. To climb any one of these 4,000m peaks would be impressive; to climb all four in a week is a real achievement.

## New appointment

Aiglon takes great pride in its alumni and wider family. After careful review of the school's needs, and in recognition of the natural collaboration between admissions and alumni relations, a new department, Admissions and Advancement, has been formed. Headed up by Director of Admissions, **Mrs Valerie Scullion**, the new team also welcome **Mr Seth Barker** as Alumni and Events Officer.

## Mongol Rally

Never let it be said that Aiglonians are unadventurous. This summer **Alessandro Barel di Sant Albano** (Belvedere, 2012), **Ignacio Jimenez** (Delaware, 2012), **Frederic Kunz** (Delaware, 2012) and **Frederick von der Schulenburg** (Delaware, 2012) raced across 12 countries in a Suzuki Swift GLS 2002 and a Volkswagen Polo 2003 to compete in the 2016 Mongol Rally. Despite being stuck in the desert for 52 hours with no food, no phone and only four litres of water, the team successfully reached Mongolia, raising \$5,000 for breast cancer research in the process.

## Round Square Conference

In October, Aiglon sent five members of staff and nine students to Singapore to present at the annual RS conference. After the conference, the group toured India, visiting two RS schools. The RS committee raises funds for Aiglon Service projects and organises charitable events.

# Aiglonology



Construction projects with authorizations to build in  
Villars-sur-Ollon

Contact us for more information



HEAD MASTER RICHARD MCDONALD

# View from the mountain



Felix Odeil

The highways of education are paved in platitudes. The billboards that line the road through the school experience are dense with posters that broadcast wisdom, insight, values and calls to action, all carrying the endorsement of a monochrome moral crusader or an iconic entrepreneur.

Einstein sticks out his tongue at us, Martin Luther King exhorts, Mother Teresa implores, Mark Zuckerberg grins. There are civic duties to be executed, personal and collective responsibilities to be assumed, dreams to be dreamt, goals to be set, acts of selfless heroism to be performed. A plethora of road signs channel us into lanes, eliciting obedience, promising destinations, a matrix of arrows, dotted lines and the hieroglyphs that demand a decision and a commitment.

Frankly, it can seem bewildering, both as learner and teacher. Through a blend of luck and judgment (we will probably never be able to judge how much of each) we find our way out of the tentacular metropolis of formal education; and at that point the landscapes of our learning start to change. For some we may never leave the city limits, and the daily commute may become a repetitive, enervating or anaesthetising shuttle through suburbia. For others we may find ourselves traversing a tamed nature where the order of agriculture buffers us from the anarchy of the wilderness. For others again, it is that unbridled wilderness that frames our travel.

The concept of an education as a journey is of course a platitude – it just happens to be a very good one. It has become common currency to talk of lifelong learning. By extension the journey itself must be lifelong. And if that is the case, what is the destination? I believe that education has for too long been hampered by a need to define the destination. We grapple with mission and ultimate purpose – faith-based or



**“I believe that education has for too long been hampered by a need to define the destination”**

secular – and forget to celebrate the learning journey itself.

Many of our journeys in life – to work, on holiday, to visit, to discover, to collect – are return journeys, taking us back to a familiar point, a safe base or an earlier state. Arguably our life journey does too, if we believe we return to the dust from which we are conjured by nature or some other hand. The journey of learning is perhaps the unique one-way trip that we make.

It is certainly the longest, and is the sum of every other excursion, real or metaphorical, that we make.

Whatever the landscape, whichever arrow we follow, whichever moral or spiritual messages become our guiding mantras, it will be the journey that makes us.

In October 2016 Aiglon will host the 50th annual Round Square International Conference, in partnership with German school, Louisenlund. The theme will be 'The Journey that Makes Us'.



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HERE'S LOOKING AT YOU

# Anjali Singh

(Clairmont, 1999)

*Interview:*  
ANNE WOLLENBERG



Courtesy Anjali Singh

**Anjali Singh** (Clairmont, 1999) says that Aiglon helped to foster her passion for the natural world. “Aiglon taught me to love the outdoors, the countryside and the wilderness.” Like so many Aiglonians, she holds fond memories of setting out on summer expeditions and camping out with friends. “I loved the sheer beauty of the Alps.”

Today, Anjali is a business leader, artist, author and the mother of four-year-old twins, a boy and a girl. She has achieved huge success as a woman in what, she explains, is largely a man’s world. She succeeded her father as chairperson of the Anand Group, a leading supplier of automotive systems and parts, and is chairperson of Gabriel India Limited, the group’s publically listed flagship company.

Aiglon helped to nurture her creative side. Anjali remembers the joy of attending art lessons with **Mr Patrick Roberts**, “learning how to see the world through a different lens of imagination”. **Mr Didier Boutroux**, Head of the Junior School, was another favourite teacher, thanks to the one-on-one caring and mentoring he provided.

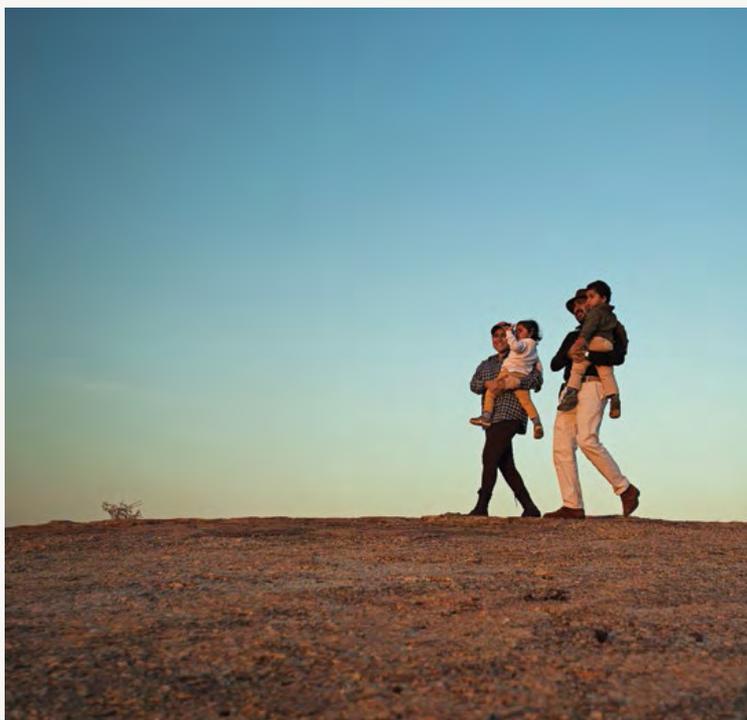
## “Aiglon taught me to love the outdoors and the wilderness”

Anjali’s artistic talents took her to Central Saint Martins for a Masters in Fine Art, and she then studied Business Management at the University of Westminster. She now combines her creative flair and business acumen by designing hotels under the SUJÁN brand she has built with husband, Jaisal.

As creative director, Anjali devised the concept and design for each hotel. “I don’t have a favourite,” she says. “They are like having five children.” Guests can expect unbeatable service, she adds. “It’s totally experiential. Even your newspapers are ironed!”

Photography is another great love and is something Anjali pursues as much as time will allow. “Both wildlife and photojournalism, all over India and Africa,” she explains. “It’s a challenge and a thrill to capture animals in action in their natural habits.” She is a co-author of *Ranthambhore – The Tiger’s Realm* and says her creativity also aids her in the rest of her professional life. “Using the left and right side of my brain is a stretch and that keeps me energised.”

Life has been busy and exciting, but Anjali still misses the mountains. “I like to return when possible,” she says. “Aiglon brought me friends from all around the world who are still dear to me today.”



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## STAFF ROOM

# And the winners are... humility and service

ESMOND TWEEDIE  
*Head of Sixth Form*



What does Aiglon stand for? Sometimes, when I'm asked that, it seems easier to say what we're not. We achieve outstanding results, of course, but we're not an exam factory. Yes, we do drama and music and sport, but we're not solely focused on excellence in these fields. The aim of Aiglon is the balanced development of mind, body and spirit through challenge, respect, responsibility, diversity and service. And I think it says a lot about Aiglon that our two most sought-after prizes – the John Corlette Prize and the Virtus Award – reward students who best exemplify these principles.

The Virtus Award springs from the idea of virtue – honour, morality,

kindness, service to others. It's given in recognition of an outstanding contribution to the life of the school, active participation in its varied programme and upholding the ideals of its founder through personal example. Similar themes inform the John Corlette Prize, given to the student who best exemplifies the ideals that our founder wanted to see in the boys and girls who graduated from his school.

The bar for these awards is very high. The awards committee – which I chair – is made up of a broad cross-section of staff and school management, including the Deputy Head (student life), the heads of art, drama, sport, PE and college counselling. We have three hour-long

meetings and try to get a really broad view of what the student has done over his or her career at Aiglon.

Of course, these are not the only prizes. Awards are given for achieving academic, sporting and musical excellence; their recipients should feel extremely proud. What makes the Virtus Award and John Corlette Prize different is that they are not consciously worked towards: one factor the committee particularly considers is humility and service to others.

Take last year's John Corlette Prize winner. **Štěpán Kolářek** (Alpina, 2015) is a very talented all-rounder, gentle, polite, yet modest. He entered Imperial College with great IB results, but he also helped the Astronomy Department with star parties and became a very good mountain biker and skier. He worked with HandiConcept, the local skiing organisation for people with disabilities. He spent a week in the holidays building a château in France for a service project.

And most tellingly, a lot of junior students, when asked who had been a really good prefect, picked Štěpán. He was approachable, kind, self-effacing and talented. You never felt he was getting too big for his boots.

So, yes, the people who get these awards are the students who fully engage in everything and take advantage of all the amazing opportunities Aiglon has to offer – whether it's service through being a prefect, helping out with drama, going on expeditions, academic work, or international service. They do everything, and they do it excellently. They are genuine all-rounders and an inspiration to the younger students, and they learn to manage their time and to have their cake and eat it, too. But they also combine great service with great modesty. They act, not because it suits them and it'll look good on their CV, but because they have a sense of service and a genuine desire to help others.



**“The winners of the John Corlette Prize and the Virtus Award do everything, and do it excellently. But they also combine great service with great modesty”**

AROUND THE MOUNTAIN

# Michel Dätwyler

Words:

SANDRA HAURANT

Photographs:

MARCUS GINNS



**Michel Dätwyler** and his brother, **Jean-Daniel**, are household names in Villars and legends in the ski world. Brought up high on the mountain at Col de Bretaye, where their parents owned the eponymous restaurant, there was only one way to fill their days.

“We spent our childhood on skis,” says Michel. “It was a childhood surrounded by nature, and that is where we learned to ski, where we first trained ourselves. We would go to school on skis in the winter.”

Michel and Jean-Daniel became a force to be reckoned with in local competitions from the very beginning – taking on the Aiglon ski team on more than one occasion. “When I was of school age, around 15 or 16 years old, I finished my studies at Beau Soleil,” says Michel. “While I was there, I took part in competitions with, and against, Aiglon College. Each year we had an inter-school competition – and as I was a good skier I won quite often.”

But the term “good skier” is something of an understatement, of course. The Dätwyler brothers quickly rose from local stars to the national team – Michel competed on the



skiing World Cup circuit for a decade, while Jean-Daniel brought home a medal in the 1968 Olympics in Grenoble.

Michel is still frequently to be found on the slopes, but under less high-pressured conditions these days. “I don’t ski competitively anymore but I ski for pleasure,” he says. “And I’m teaching my grandchildren to ski.”

He is a key pillar in the ski community as well as the local area – he has been at the head of the École Suisse de Ski in Villars and the Ski Club, president of the Office de Tourisme and syndic (or Mayor) of Ollon. His many roles within the community mean he has frequently worked with Aiglon’s staff over many years, and knows the team well.

Many Aiglon alumni, including no doubt previous adversaries, have caught up with him at Dätwyler Sports, founded by Michel and his brother, and now owned by his children and niece, double world champion in downhill skiing, **Celine Dätwyler**. “There are still a lot of people from Aiglon, people who were students a very long time ago, who come and see me in the shop,” he says.

[www.daetwyler-sports-villars.ch](http://www.daetwyler-sports-villars.ch)

FEBRUARY – JUNE 2016

# Diary

For further information  
or to book an event  
visit [www.aiglonlife.ch/events](http://www.aiglonlife.ch/events)



**Opposite page:**  
**Top:** Michel Dätwyler.  
**Middle:** A photo of Michel's brother, the 1968 Downhill Olympic bronze medallist, Jean-Daniel Dätwyler, takes pride of place.  
**Bottom left:** Michel and his family outside the shop in Villars.

**This page:**  
**Top left:** Michel's niece Celine (herself a double Downhill World Champion in 1991 and 1992) runs the boots and ski hire department.  
**Bottom:** Michel's son, Guy. "We sometimes see skis waiting to be repaired with famous names on them – but I can't tell you who they are!"



20-28 February 2016  
**Les Classiques de Villars**

Les Classiques celebrates its 20<sup>th</sup> anniversary this year, with one classical concert held each night in the Grand Salle de Villars.

4-6 March 2016  
**Alumni ski weekend**

Relive your Aiglon days at the annual Aiglon alumni ski weekend in Villars.

18 June 2016  
**Sports Day**

Parents and alumni are invited to watch students and houses compete for the trophies, the records and, of course, the glory.

25 June 2016  
**Graduation 2016**

Join us to celebrate the success of the Class of 2016. The graduation ceremony will be followed by a lunch. Your registration at [www.aiglonlife.com](http://www.aiglonlife.com) is much appreciated and helps us ensure we have space for everyone.

**Aiglon Global**

In 2016, Aiglon will be in Mumbai, Abuja, Lagos, Dubai, Baku, Madrid, Barcelona and Nairobi. Join us by contacting Seth Barker, [slb15@aiglon.ch](mailto:slb15@aiglon.ch).

23 March 2016  
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## PRIVATE PASSIONS

# David Fairweather

## Physics and Astronomy teacher

*Interview:*  
ANNE WOLLENBERG  
*Photographs:*  
MARCUS GINNS



“For kayakers, canyons have an appeal similar to summits for mountaineers,” says Physics and Astronomy teacher **Mr David Fairweather**. “It’s exciting launching into them and knowing you have to get yourself out. Once you’re in, you’re committed.”

Mr Fairweather spent a month of his summer holiday this year kayaking through deep canyons in Peru’s Atacama Desert, but he first tried the sport on a wet, cold Wednesday in southeast London aged 13. “I wanted to join a scuba dive club, but you had to be 14,” he remembers.

“We sometimes kayaked in swimming pools, but it was more about getting outside and seeing new places.” Whitewater kayaking always appealed, especially slalom. “I enjoyed racing through gates against the clock, but I realised it was even more fun kayaking rivers.”

Mr Fairweather’s travels have taken him to countries including Nepal, India, Morocco and Peru, where he and two friends tackled the Colca and Cotahuasi canyons. Colca’s depth is double that of the Grand Canyon and the top is one



of Peru’s most-visited places, “but so few groups pass through the bottom that you don’t even see any footprints”. At night, they found driftwood for fires and sat up talking. “We didn’t need tents because it was so warm.” It was, he says, the polar opposite of

holding star parties on the mountain at Aiglon. “The canyon walls were so high, everything was black apart from a strip of stars.”

Kayakers needn’t be incredibly physically fit. “You improve by spending time in a boat, learning how the water moves,” says Mr Fairweather, who once wrote an article for a kayaking magazine about the physics involved in the sport. “Many people in kayaking use terms like ‘momentum’ and ‘velocity’, but in an ill-informed way,” he notes.

Before Aiglon, he taught in north Wales, “where I was on the river every day by four o’clock”. Today, he mostly kayaks in the holidays. Future trips may include a sea-kayaking expedition around the Orkney Islands, and he hopes to visit a long list of other destinations including Chile, Colombia and New Zealand.

“A big part of the appeal is spending time with friends,” he says. It also puts the challenges of everyday life into perspective. “It’s hard to find trivial things stressful when, a week ago, you were trying to survive a rapid.”





“Kayaking puts the challenges of everyday life into perspective. It’s hard to find trivial things stressful when, a week ago, you were trying to survive a rapid”



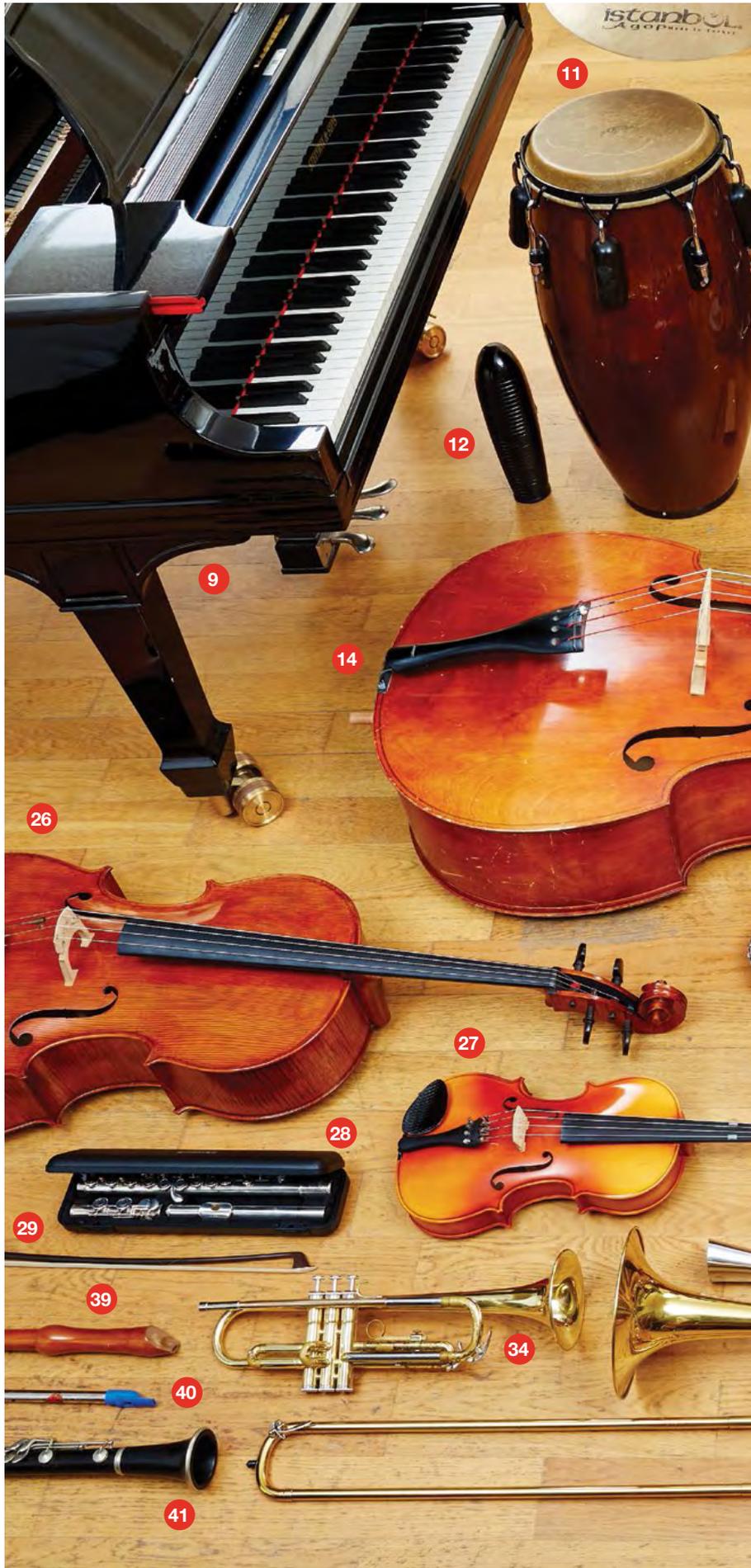
L A I D B A R E

# The Oudang Room



Photographs:  
MARCUS GINNS

- |                                    |                               |
|------------------------------------|-------------------------------|
| 1 Casio keyboard                   | 25 Tambourine                 |
| 2 Apple Mac                        | 26 Cello                      |
| 3 Microphone + PA system           | 27 Violin                     |
| 4 DJ controller                    | 28 Flute                      |
| 5 Tascam portable recording studio | 29 Bow                        |
| 6 Mixing console                   | 30 Agogo bell                 |
| 7 Roland keyboard                  | 31 Castanets & Finger cymbals |
| 8 Amplifier                        | 32 Bass guitar                |
| 9 Steinway piano                   | 33 Electric guitar            |
| 10 Drum kit                        | 34 Trumpet                    |
| 11 Conga                           | 35 Trombone                   |
| 12 Guiro                           | 36 French horn                |
| 13 Wood block                      | 37 Bass recorder              |
| 14 Double bass                     | 38 Treble, Descant recorders  |
| 15 Xylophone                       | 39 Treble recorder            |
| 16 Djembe                          | 40 Penny Whistle              |
| 17 Glockenspiel                    | 41 Clarinet                   |
| 18 Maracas                         | 42 Sjaler                     |
| 19 Tambourines                     |                               |
| 20 Shaker                          |                               |
| 21 Alto saxophone                  |                               |
| 22 Gangkogui                       |                               |
| 23 Spanish guitar                  |                               |
| 24 Cabassa                         |                               |





# The descent of man. In seven steps.

*For many of us learning to ski can feel like a slalom course, with countless gates to be negotiated on the way from novice to expert – as Aiglonians recall.*

Words:

WILLIAM HAM BEVAN

Illustrations:

JASON KRAFT



## 1 “What do you call this white stuff?”

When **Dadley Ogetti** (Alpina, Upper Sixth) arrived at Aiglon from Kenya last year, he had never seen snow. Nonetheless, he was now an Aiglonian, so he was put straight onto some skis. “I didn’t enjoy skiing that much during the first few weeks. I can still recall my short beginner skis and no poles, and other more experienced students whizzing past. However, I intended to be as good as any other student.”

Happily, Dadley was able to avail himself of some expert tuition – something that accomplished racer **Michelle Kremer Goldberg** (Exeter, 1988) had to do without on her first ski run at the age of seven. Michelle’s family had just moved to Switzerland from Africa and so her father took her to a small resort in the Jura. She says: “He gave me and my brother these little skis that he’d just rented, and said the best way to learn was, in his words, to ‘get up there – you don’t need instruction’.

“I remember the feeling of sliding on the snow, and how strange it was: the speed and the wind in my face. I remember feeling exhilarated, even though I had snow in my jacket and all down my pants, thinking this was unbelievable. But we realised that we’d never learn to ski unless we got some lessons!”



*Ski School, Day 1*



Snowplough coming through!

# 3

## “Look, Mum – French fries!”

Once upon a time, it was easy to pick out those who had learnt to ski in the United States as they’d speak of progressing from ‘pizza pie’ (snowplough turns, with the skis arranged like a pizza wedge) to ‘French fries’ (skis side by side). Today the terminology has spread through Europe – and substituting fries for pizza is a significant skiing milestone. “It’s something you pick up really fast when you’re young,” says Hugo. “As soon as you can get out of that pizza, it’s amazing.”

Nevertheless, one peril of parallel skiing is overconfidence. Having left the nursery slopes behind, learners can find themselves in terrain that seems scarily closer to vertical than they’re used to. **Mrs Naomi Haynes**, Houseparent of Delaware, began skiing last year, and remembers one occasion when a lift closure ruled out the usual route back home.

“My husband and I had to choose between waiting for an indeterminate time in a huge crowd, or try a more difficult route, which is what we did,” she recalls.

They were not the only ones to take this option and regret it. “There were lots of people on the side of this red run with the same facial expression as mine, and a partner slightly further down saying ‘You’re doing really well – it’s OK’. And most of them were seething like I was, shouting back ‘You should never have brought me here!’”

# 2

## “Snowplough coming through...”

Ask any group of skiers what they remember most about their early days on the slopes, and the snowplough position is sure to come up. Though it’s ungainly and tiring, the classic knock-kneed stance provides stability and the ability to make your skis go where you actually want them to. **Mr Michael Thompson**, Head of Sport, says: “That’s probably the biggest step in learning to ski – being able to check your speed and feeling in control.”

Some instructors swear by the use of mechanical aids to stop the ski tips from drifting apart. School Guardian and British Schoolboys’ giant-slam champion **Hugo Ng** (Delaware, Upper Sixth) recalls both advantages and drawbacks to this approach. He says: “There was a piece of rubber that I had to use, to keep the fronts of the skis together. It was a good way to learn. But if you fell over, the skis wouldn’t release from each other. That caused a few bumps.”



Nursery Slope

## The Lost Boys



# 4

## “Shall I carve?”

When the rudiments of good technique are in place, such as the ability to carve turns on a moderate incline, a wealth of terrain becomes accessible. Dudley Ogetti, who last year received an award for being the school’s most improved skier, says: “I believe I can pretty much do any slope now. If it happens to be a black run, I’ll have to regulate my speed. Nonetheless, I’ve got the experience and confidence necessary for difficult slopes.”

At this stage, it’s often said that skiers risk getting stuck on the ‘intermediate plateau’: they stop receiving tuition and never develop their technique any further. It’s a problem that Mrs Haynes has been determined to avoid. She says: “I carried on taking lessons to make sure I didn’t get into bad habits, which I think is easy to do when people aren’t watching. Then an instructor comes along and says ‘You’re wiggling your backside – you look ridiculous, and that’s not the way you were taught’.”



*The Tricksters*



*The Black Run Ninjas*

# 5

## “Going downhill, fast...”

At a school with Aiglon’s heritage, there comes a point where the focus of tuition may well move from the piste to the racetrack. As **Valentina Pianetti** (Le Cerf, Fifth Form) points out, very few things compare to ski racing. “I think the best feeling is when you go so fast that you feel so free and powerful.” Like many of his students, Mr Thompson began to train for competition at an early age – and in his case, sibling rivalry was a driving factor. He says: “I really wanted to get into racing because I had an older brother and we were very competitive. We’d go as fast as we could with little technique – which was all very well until I broke my leg racing him when I was 14.”

As a resident of Whistler, British Columbia, Hugo Ng was inspired to raise his game by the 2010 Vancouver Olympics – and by a Canadian ski legend. Rob Boyd, a three-time downhill champion on the World Cup circuit, was among his coaches at Whistler Mountain Ski Club. “I really connected with him,” says Hugo, “and that’s when I came to take my skiing seriously. And later, I was really excited

*The Speed Freak*



### The Locals



to come to Aiglon. **Mr David Mansfield** (Belvedere, 1982), who is manager of the ski team, got in touch straight away and we started figuring out training routines.”

Not all students take to racing, but Mr Thompson believes the surest way of developing advanced skills is to find a form of skiing that’s enjoyable and stick with it. “With students who are good skiers on the reds and OK on the blacks, we’ll try to enthuse them by introducing things like freestyle. So those who don’t want to race will go to the snow park and do the jumps with qualified instructors. And they can go off on ski tours with expert guides, and learn to ski in waist-deep powder.”

# 6

**“Any colour you like, as long as it’s black.”**

It’s liberating to unfold a piste map and know that everything marked on it is skiable; but this is just the first stage in becoming a truly advanced skier. Learning to cope with all snow conditions, from sheet ice to windblown crust, is a must. And above all, the vast back country beckons. Venturing off-piste safely demands mountaineering, the right equipment and professional guidance, as well as ski technique.

**Ali Daud** (Belvedere, 1984) ended up in the top ski group at Aiglon, but found he preferred freestyle skiing to race training. “The free ski groups were free-spirited, and we could explore all kinds of skiing,” he says. “We could go off-piste, look for moguls, go cliff-jumping... I loved it.

“I think that typically Aiglonians become quite adventurous and love to explore and conquer off-piste ski runs. It was part of the school spirit. Looking back, Aiglon taught us how to enjoy and respect nature.”

### The Expeditionists





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# 7



*The Powder Monkeys*

## “The steeper, the deeper, the better!”

For many Aiglonians, the ultimate goal is to become a complete skier: to be able to tackle all terrain with control and grace, from remote powder bowls to rocky chutes lined with VW Beetle-sized moguls. Reach this standard, and the rewards last far beyond schooldays at Aiglon.

Ali Daud still meets up each year with his former classmates for a weekend in the Swiss Alps. He says: “Even now, we are always looking for little challenges while skiing, even places where we could just get in five turns off-piste. We still think we are 18-year-olds!”

Likewise, dedication to the downhill or slalom course pays lifelong dividends. Michelle Kremer Goldberg raced before, during and after her time at Aiglon College,

representing the Kandahar Club in Mürren and St Lawrence University as well as the school, and competing at FIS (Fédération Internationale de Ski) level. “We had to be really disciplined and self-motivated, we trained almost every day. But that discipline is a value that I really cherish today, in all facets of my life as well as skiing.”

If there is a slight downside, it’s that gentler recreational skiing can never quite match the thrill of launching out of the start gate on race day. “You do feel as though the thrill has gone a little,” says Michelle. “And I still have that competitive spirit – every time I see a racecourse, I’m a little enticed. But when we go to Verbier at Christmas, I still enter the masters’ competition!”

**Valentina Pianetti**  
(Le Cerf, Fifth Form)



**Dadley Ogetti**  
(Alpina, Upper Sixth)



**Michael Thompson**  
Head of Sport





# Meeting the family

*Excitement. Adventure. Drama.  
And did we mention exhaustion?  
Aiglonians, past and present,  
remember their first week at school.*

Words:  
LUCY JOLIN  
Photos:  
MARCUS GINNS



**Above and right:**  
Mr and Mrs Knight with Alma  
and the Belvedere boys:  
Back row (left to right): **Andrea  
Giordano, Evgeny Shatilov, Alma,  
Alessandro di Paola, Mr Knight,  
Gabriel Broodthaers, Mrs Knight,  
Eldin Chespi, Rutger Heijermans,  
Danil Volodin.**  
Seated on the floor:  
**Zhanbek Mukshayev.**



“There isn’t a line of separation between the private side and the boy side. Alma got 47 new brothers. And the 47 guys of Belvedere got a new sister”

**Y**ou discussed it endlessly: what it would be like, which house you’d be in, the students you liked best when you visited. You packed – and then repacked. Travelled many miles from home. You said goodbye – and now, it starts. Your first day at school. For real.

**Gloria Wong** (Le Cerf, Lower Sixth) says she has vivid memories of that first day – not least of seeing her room for the first time. “I had just arrived from Beijing and I was worried, happy and scared – all at the same time,” she says. “The sun was shining in, so strongly. It looked like a golden palace.”

**Edward Smith** (Delaware, 2006), on the other hand, says his strongest memory of the first few days at Aiglon concerns buying uniform with his father from the school shop. “This girl, who was clearly a student already, was doling out loads of fashion advice – which bits of uniform to wear when, which bits were cool and which were uncool. I remember thinking: ‘This is

helpful. It means I’m not going to look like an idiot’. I’m sure my dad found it hilarious.”

**Henry Richmond** (Delaware, Lower Sixth) says that one of his strongest memories is of just not knowing what to expect. “It felt strange that first night, but kind of cool,” he says. “It was the start of a whole new thing. I had no idea what I was doing the next day, or the day after.” Gloria remembers lying in bed on her first morning wondering what to do. Should she get up? Should she go downstairs?

While students are busy trying to find their feet, their Houseparents are paying close attention, as **Mr Simon Rowntree**, Houseparent at La Casa, explains. “They are probably the most important days for us,” he says. “It’s our time to make it clear that we are here for them, and they are welcomed and loved, and that we have time for them.”

Houseparents have a variety of techniques up their sleeves



**Above:**  
**Gloria Wong** (Le Cerf, Lower Sixth) with roommate, **Alexandra Kirkpatrick** (Le Cerf, Lower Sixth)

**Opposite page:**  
**Henry Richmond** (Delaware, Lower Sixth) with his tutor **Mr Adam Bland**

for helping new students feel part of the family, ranging from the simple (“Sugar is the way to a boy’s heart,” says **Mr Jesse Knight**, Houseparent, with his wife **Kate**, at Belvedere) to the more esoteric, such as **Mr Tim Haynes’** impromptu performances of popular musical classics. “Mr Haynes,” says Henry, with a fond sigh. “Especially in the first week or so, Mr and Mrs Haynes, whenever they had free time, were just going round everyone’s room, seeing if everyone was OK. And in the morning Mr Haynes would come in screaming and shouting and singing into our rooms. Songs from *Frozen*. And random songs from the 90s. It’s sometimes tough to wake up to. And it ruins the song. You’ll never hear it the same way again.”

Then there are those factors that create a family feeling through simple human interaction – just doing stuff that families don’t think twice about, like hanging out in the kitchen, chatting about the day while messing around doing nothing

in particular. Mr and Mrs Rowntree’s 18-month-old daughter **Clara** is an instant connection. She’s never short of playmates, they say, whether it’s on the trampoline or being carried off for adventures. “It does make it easier for a family atmosphere to be established more quickly, because if you’ve got a young child, they feel a sense of responsibility in helping to look after her,” says **Mrs Alanna Rowntree**, Houseparent alongside her husband at La Casa.

Mr and Mrs Knight also have a daughter, one-year-old **Alma**. “At the very first house meeting we made it very clear that there wasn’t a clear line of separation between the private side and the boy side,” says Mr Knight. “As far as we were concerned Alma was getting 47 new brothers and 47 guys were getting a new sister. And it’s all about getting to know them and them getting to know you, and spending as much time as possible with every last one of them. It’s taking that extra 10



“It felt strange that first night, but kind of cool. It was the start of a whole new thing. I had no idea what I was going to be doing the next day, or the day after”

minutes at bedtime and catching up about their day or finding out something new about them. It’s passionately showing an interest and letting them know that you want to support them and that you want to love them. For a lot of our boys, that is exactly what they need to go out and become a part of the wider Aiglon community.”

Of course, students feel homesick. Gloria felt it during her first week. She missed her mother and father, and those rhythms and rituals that are unique to every family. “Every morning at home I go to my mother’s room and say good morning to her, and here I don’t. My dog usually comes to my room and starts licking me in the face and here I don’t have this. So yes, I felt a bit homesick. But now, I feel that this is my home. Everyone is like a family to me.”

It’s not always obvious, says Mrs Rowntree. “You have to be careful that you check in the girls’ rooms, as some will be



**Above:**  
**Mr and Mrs Rowntree**  
**with Clara and the La Casa girls.**  
 Top row (left to right): **Anait**  
**Gevorkyan, Rose Chukrwu,**  
**Alisha Musaeva, Ekaterina**  
**Grigoreva, Annika Melchior**  
 Front row (left to right):  
**Anna Gorbunova, Carmen Cierco**  
**Martinez**

quiet and solitary. Some are very open about feeling homesick, and will cry. But you also have those who retreat to their beds and go under the covers, wanting to be left alone.”

Knowing how a student is feeling is all part of getting to know them. A Houseparent will know the same way that a mother or a father knows something is wrong, says Mr Knight: that close observation that most parents aren’t even aware they’re doing, the instinct that something is not quite right, that the smiles have stopped.

It’s important to acknowledge those feelings, the Houseparents agree: it’s natural to be homesick and it’s a genuine feeling that shouldn’t be belittled. At the same time, they know that in most cases, keeping busy is the best remedy. “I think I felt homesick once, but not for long,” says Henry. “I feel part of things now. I feel like I could have been here forever. It’s weird. After two weeks I thought I’d been

here for a month and after a month I feel like I’ve been here for six months.” The whirl of activity in the first few weeks – expeditions, house meetings, spur-of-the-moment football games – doesn’t just keep young minds occupied, but also helps to make them feel part of the Aiglon family.

That getting-to-know-you-process works both ways. Mr Knight says his house became a true family on their first expedition, just after term began. The Belvedere boys had found a high spur of rock, roped up, and were, in his words, “going up and down like a bunch of spider monkeys.” Clearly the new housemaster, resplendent in his bow tie, had to join in.

“I never thought I’d do anything like that but the Upper Sixth boys, shall we say, strongly encouraged me,” he remembers. “I was told, in no uncertain terms, to get myself up this rock face. And it was one of the scariest things I’d ever done. The kids were screaming at me: ‘Don’t quit! Keep



“I never thought I’d do anything like that, but the Upper Sixth boys, shall we say, strongly encouraged me. We went up that mountain a friendly group of chaps. When we came down, we were a great big family. A community.”

going! I’m sure I looked like an utter disaster. But it was a real highlight. And there were a number of boys who, previously, wouldn’t have gone up – but once their housemaster had done it, they had to have a go. We went up that mountain a friendly group of chaps. When we came down, we were a great big family. A community.”

And as the homesickness and unfamiliarity fade, they’re replaced by something else: a sense of not just belonging but also of independence. “My roommate, Alexandra, showed me what to do when I first arrived, and I was very grateful,” says Gloria. “Then, after a few weeks, I was still asking and she said to me: ‘You need to learn this stuff now!’ And I realised, yes, I did. At Aiglon, I don’t have my parents making me do things. I need to do it myself. I need to do that work, think about time and planning. Every day, I become more independent. I hope that when my parents see me again, they’ll be impressed!”



# Africa rising

Words: VICTORIA JAMES

Main illustration: PETER GRUNDY

Portraits: MASAO YAMAZAKI



*Across Africa, economies are booming.  
We meet the Aiglonians helping to transform  
the continent's prospects.*

“Six of the top 10 fastest growing countries over the last 10 years have been in Africa,” says Aiglon alumnus, Kenyan **Koome Gikunda** (Delaware, 1999), who delivered the school’s graduation address this year. “And the world has noticed.” It’s a phenomenon that analysts have dubbed ‘Africa Rising’, and it has left commentators struggling to understand the speed of what’s happening.

But that new dawn is more complex than some commentators have suggested. Fast growth rates are due in no small part to a low starting base. And in September 2015, a United Nations/ African Development Bank progress report found that “Africa, excluding North Africa, only reduced poverty levels from 56.5% in 1990 to 48.4% in 2010 (an 8% reduction), which is well below the MDG [Millennium Development Goals] target of 28.25% by 2015.”

While much has been achieved in Africa, there is still much to be done – and Aiglonians are taking the lead in everything from banking to renewable energy to grassroots social projects. It’s a connection partly explained by Aiglon’s close relationship with fellow Round Square member, Starehe Boys’ Centre and School in Kenya, to which it offers sixth-form scholarship places each year. But perhaps just as significantly, Aiglon alumni are themselves drawn from no fewer than 14 African countries.



**Koome Gikunda**  
(Delaware, 1999)



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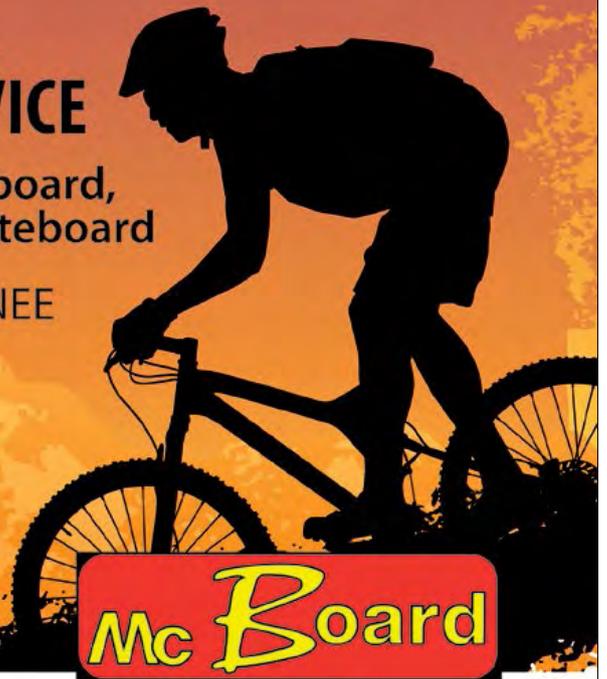
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And what's particularly encouraging for Nairobi-based Koome, now Director at Actis, a leading emerging markets fund that invests in companies, renewable energy and real estate, is that many of his African-born, internationally-educated peers are choosing to return to their home countries.

"I left Kenya in 1998," he says. "I was blessed to have studied in some of the best schools – Stanford and Oxford, and worked in good jobs in investment banking in London and New York. I could have stayed – but didn't. I have a number of very talented African friends who have had similar trajectories. Encouragingly many of them have moved back and are thriving – notwithstanding the challenges."

One of those returnees is **Wilson Kanyi Maina** (Alpina, 2006), another Starehe-Aiglon-Stanford alumnus similarly excited by what he sees as a coming-together of talent in this rising Africa. When people return, he says, they bring with them "new ideas and visions". And this fosters a flexible, collaborative mindset singularly well-suited to the way business here is now being done.

"We come up with a team of people, independent people," says Wilson, whose first enterprise out of Stanford was a Silicon Valley-based producer of affordable tablet devices (he now focuses on renewable and solar energy). "Contractors, suppliers, financiers. We come together as a consortium to do projects."

**"When people return they bring with them new ideas and visions"**



**Wilson Maina**  
(Alpina, 2006)

**George Waitthaka**  
(Delaware, 2006)



Wilson traces a clear thread through his studies to what he is trying to achieve today: "During my education I took a lot of classes on developmental economics, so I look at it from that approach. Yes, I'm an entrepreneur, I want to be very successful financially, but I look at the impact that each project has on society. I have the feeling that in Kenya lots of people are doing that. We are more conscious of development."

This new breed of development-minded entrepreneur, who wants both to do good and to generate wealth, while building the economic future of their country and continent, is hugely appealing to backers and investors. International sources of finance are these days as likely to be equity firms, private investment partners and high-net-worth individuals (HNWIs), as they are the aid budgets of developed economies or global institutions such as the World Bank and African Development Bank.

**George Waitthaka** (Delaware, 2006) is seeing this at first hand in his role at D Capital Partners, a Dalberg Group company that facilitates the flow of capital to under-served markets in sub-Saharan Africa and South-East Asia. There are two strands, as George explains: "The first is impact investment advisory, and the second is innovative financing."

Impact investment advisory supports private wealth – be that controlled by foundations, family offices or HNWIs themselves – in making the right decisions in Africa's local markets. George calls it "building an investment pipeline". Innovative financing – as the name suggests – is where the really creative work is done, to make projects that would be beyond the comfort zone of traditional business models work for would-be investors.

"We structure and design innovative products such as results-based financing, or pay-for-performance impact bonds," George explains, "as

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some of the traditional investing instruments are too risky for the markets we operate in.” He sees the money coming into Africa from foreign direct investment, and the number of multinationals choosing to operate across the region, as signs “that there is a lot of promise”. The figures certainly agree. Recent research conducted by fDi Intelligence (part of the Financial Times group) found that Africa enjoyed an astonishing 65% increase in capital investment in 2014 over the previous year, reaching an estimated \$87bn. And more than half of the companies investing in Africa said their interest was motivated by domestic growth market potential.

But even the optimists concede that there are some longstanding concerns in Africa which must be resolved if the region is to achieve its full potential. Several countries are dogged by serious corruption, and even in stable and prosperous Kenya where, Wilson says, people look to US President Obama as an inspirational figure, “there is the sense that we could have better leadership here.”

One Aiglon graduate knows first hand the terrible toll that corrupt governance can take on a country’s social and economic wellbeing. British-born Zimbabwean **Ben Freeth** (Belvedere, 1987) studied at Aiglon and in the UK, before returning to Zimbabwe. He married the daughter of white African farmer Mike Campbell and settled down as an official at the Commercial Farmer’s Union.

Then in 2001, the Mugabe government began a process of state nationalisation and violent evictions. Freeth, his family, and his parents-in-law were not spared. Nor were the estate workers and their families, more than 500 people, who to this day are destitute. Campbell’s 3,000-acre estate was seized and given not to disadvantaged black Zimbabweans but to a government minister – Nathan Shamuyarira. Freeth and Campbell were abducted and tortured when they protested these actions. The pair took their case to the Southern African Development Community Tribunal, which ruled that the seizure was racially motivated and violated human rights principles – prompting the Zimbabwean government to disregard the judgment in 2009, and subsequently get the court closed down for 280 million citizens in Southern Africa.

It’s as bleak a story as you could hear, but Freeth – who continues the fight for property and human rights, and was awarded an MBE in 2010 – believes it points to truths fundamental to Africa’s stability and future success. “The vast majority of Africa’s population have traditionally been denied the right to the rule of law and property rights,” he says. “Africans do not have the foundations required. Africa is unable to develop without them because development needs investment, and investment needs security. We have seen that very clearly in Zimbabwe. Where once we were the bread basket of Africa we now need food aid every single year.”

Acknowledging the rising foreign direct investment in the continent, Freeth nonetheless highlights the very low global share of that investment which flows to Africa. “Africa only attracts 2% of the world’s foreign direct investment because everyone is worried about the foundations,” he explains. “We are trying to shore

“I know the potential of Africa. We have amazing people and amazing natural resources. We could feed the world”

those foundations up – and at the same time assist those suffering as a result of the foundations being taken away.”

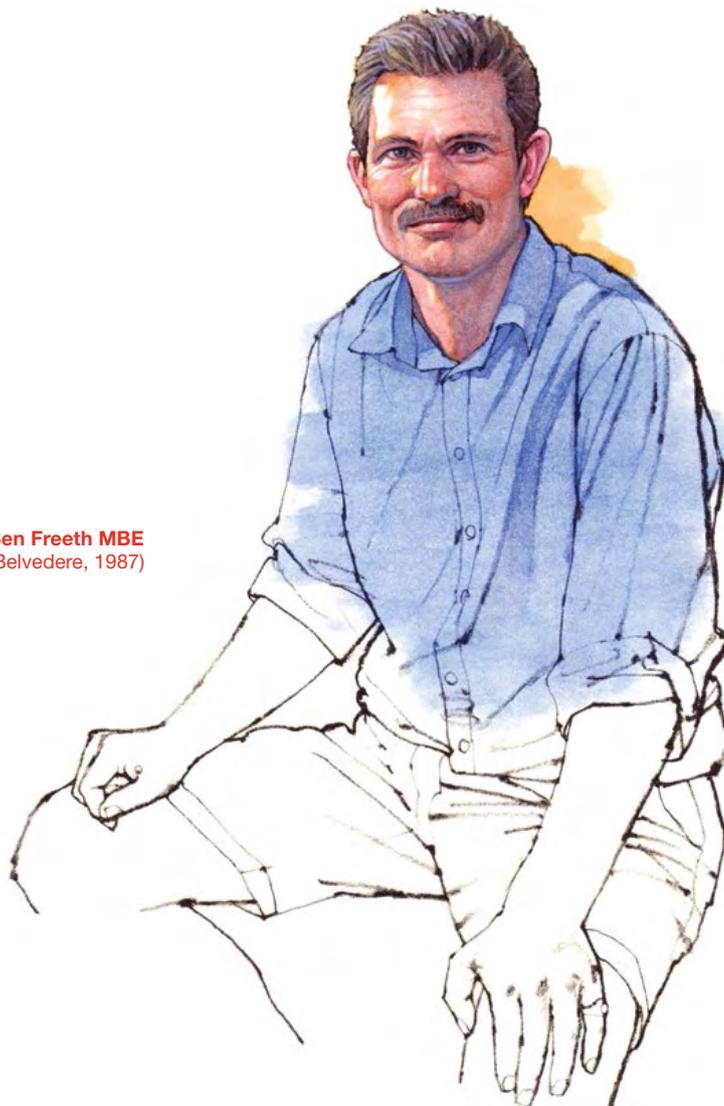
But while Freeth’s experiences testify to the dark side of what the Victorians once infamously termed the ‘Dark Continent’, he remains as firmly convinced of Africa’s bright future as his fellow African Aiglonians. “I know the potential of Africa,” he says. “We have about 30% of the world’s mineral resources as well as amazing people and amazing natural resources. We could feed the world.”

And helping bring about that fast-rising destiny for Africa is a task for which – all four agree – their years at Aiglon well equipped them. “Aiglon was my first time outside Kenya,” Wilson recalls. “It was amazing to be with people from all over the world. That made me learn about my country more, and appreciate it more.”

“I’m grateful to Aiglon not just for the doors it opened for me, but also for preparing me to enter those doors,” says Koome. “Aiglon enlarged my world view and gave me an ambition and confidence to do much more than I had previously imagined possible.”

That ambition and confidence must rise to an incredible challenge: nothing less than helping the vast continent of Africa itself rise.

**Ben Freeth MBE**  
(Belvedere, 1987)





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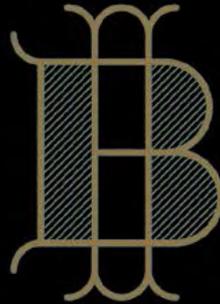
*Words:*  
WILLIAM HAM BEVAN  
*Photographs:*  
MARCUS GINNS

# The new philanthropists



**Left:**  
**Larissa Kirkpatrick**  
(Le Cerf, Upper Sixth)  
is an enthusiastic supporter  
of the Rwanda Service  
Project.

**Right:**  
**Maria Korobeynikova**  
(Clairmont, Upper Sixth)  
supports the Mission High  
School, Maela Refugee  
Camp, Thailand.



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**Above: Ali Shahbaz** (Alpina, Upper Sixth) is working with the UN to increase engagement among young people.

“My basic philosophy is that philanthropy works when you contribute your time and effort, not just funds. I don’t think that just by giving money you have done your duty”

The world of philanthropy is changing – fast. There are more causes, more need and more ways to help than ever before. For Aiglon’s many philanthropists, negotiating this changing landscape in ways that ensure their gifts are efficient and have the best chance of making the most difference, is a key concern.

**Princess Lana Wolkonsky** (Parent of Nick Forstmann, Belvedere, Upper Sixth) is a case in point. She supports causes all over the world, from the Republic of Guinea to the Five Boroughs of New York City. She has provided help for gospel choirs in Harlem and for art projects in Haiti. Mythic Bridge, a film-making workshop for disadvantaged youths in Brooklyn, has benefited from her patronage, as have the There is No Limit Foundation in Africa and New York’s Inner City Scholarship Fund. It’s a remarkably broad and diverse philanthropic portfolio. So how does she choose which projects to adopt? “There isn’t a golden rule,” she says. “Each person follows her heart. But I don’t think people should make the mistake of simply giving to charities that their friends participate in – it ends up just being a social spiral.”

Making such choices is a more complex business than ever before, according to many professionals in the field. Tom Watson, of Columbia University, has written widely on the subject and is founder and president of the non-profit consultancy CauseWired and says that philanthropists have more choices than ever before. “There has been a wildly increased number of non-profit organisations created, so there are many new causes out there in addition to the ones that have been supported by multiple generations.”

This has coincided with the rise of social media, making it exponentially easier for even the smallest non-profit organisations to get themselves noticed by a larger audience. But beyond the sheer complexity of giving, Watson has noticed a more fundamental shift in the character of philanthropy by high-net-worth individuals. “I think part of that is generational, in that there are more active philanthropists who are younger – the so-called ‘new philanthropists’. They tend to have a point of view about how things should be done and what’s important. For instance, there’s a greater emphasis on looking at financial data, demonstrating impact and doing so quickly. I think that’s definitely coming to the fore.”

Lana Wolkonsky maintains a high degree of involvement with all her causes, such as the There is No Limit Foundation. This aims to provide economic opportunity to some of the world’s poorest communities in Guinea. She says: “For one thing, it has to do with water accessibility in a community that is drought-ridden – and there’s the Ebola epidemic to contend with. The women and children have no access to proper education so we’ve started building a school there. It has been about getting them basic medical supplies, bed linen and other basic human needs. But the girls also produce fabrics; I am grateful that, through a personal connection, the designer Tory Burch agreed to use their fabrics in her last collection.”

She has even been able to forge a personal relationship with some of those she has supported, including the teenage gospel choir put together by Harlem’s Mama Foundation for the Arts. She says: “We formed such a close bond that they came to sing at my mother’s memorial in the Russian Orthodox Church. Some of them have a classical background but others have no musical experience at all. They’ve had a modest baseline education in the public-school system, but gospel singing gives them an opportunity to step up and become productive members of society.”

A family ethos is behind many of the most enduring philanthropic endeavours. **Tony Jashanmal** (Alpina, 1965) says: “From my grandfather’s time, we were taught that

we shouldn't see ourselves as individuals or as just a family. Everyone is part of society and everyone has a role to play. There are so many services in the community that have to be shared, and not everything can be looked after by paying taxes. You have to be involved in these things for the benefit of the community."

To current Aiglonians, Tony will be most familiar as the Chairman of the school's Board of Governors and for the sports centre that bears his name; but he has also taken an active role in supporting other schools and sporting foundations around the Arabian Gulf. In all cases, his background has determined his choice of projects. He says: "We have in our family 15 nationalities and at least five religions, but we're all in the same business together. We have no problem with each other because of our beliefs or associations. So it's never for us to give to any particular religion or national cause; it always has to be something global that has no discrimination towards any group."

**Mohamed Alrafi** (Parent of Tariq, Delaware, Lower Sixth) is similarly guided by a strong tradition of giving. His late father, Abdulsalam Alrafi, was responsible for philanthropic acts in healthcare and education throughout his life – most notably the funding of an entire outpatient wing at Dubai's Rashid Hospital. He says: "My father was also involved with two schools in India, with around 1,500 faculty there; and many years ago he funded a diabetic hospital in Dubai that opened to be free to the public."

Empowering people rather than giving them a handout is key to the family's philosophy of philanthropy. He says: "You don't just feed a hunger; you have to educate a person to be able to feed themselves. It's similar with health. You can buy a medicine for someone or cure them, but it's better to invest money in the hospital, or in the research to develop medicines. That was always our belief."

"We have a few avenues [in finding causes to support]. If it's to do with the community in India, the Far East or Africa, we know people in those parts of the world and they come to see us. They'll show us the project or the need, and sometimes I'll send people there to investigate, or travel out myself. Then, if I decide to go ahead, I get involved from day one."

For other philanthropists, determining where funds and expertise will have their greatest impact is arguably the greatest challenge. The good news is that organisations in the third sector are generally more transparent with their financial data – though there is always cause for caution. Tom Watson says: "There's certainly a movement towards more data being available to donors to help figure out where their money is best spent."

I think that's a worthy trend, although I always see things in grey areas; it is possible to manipulate data and create a story with the figures that looks great."

He further argues against using too blunt a metric to determine how well a non-profit organisation is using its funds – for example, a charity with low overheads is not necessarily more effective at accomplishing its goals.

He says: "You have to take a hard look at what the organisation is trying to accomplish, what field they're in, and what the marketplace in that sector looks like. You have to consider whether it's trying to grow rapidly. For example, does it need to create a strategic plan to map out the future, and have to pay for that to be done? No formulas are absolute. Serious philanthropists should roll up their sleeves, get inside the organisations and see what the overheads really go on."

Another key issue for philanthropists is exactly how much they want to get involved. When asked, non-profit organisations will generally state that their number one need is funding; but many Aiglonians take on a more hands-on role, sharing valuable expertise and skills. Philanthropists may choose to serve as board members, patrons or ambassadors, offering commercial acumen, access to personal and professional networks, and specialised advice and services that would be extremely expensive if bought in on the open market.

Tony believes that while financial aid may be sufficient in the case of emergency appeals or disaster relief, it is essential to become more deeply involved in longer-term projects. He says: "My basic philosophy is that philanthropy works when you contribute your time and effort, not just funds. I don't think you should feel psychologically content that just by giving money, you have done your duty."

It's all about striking a balance, says Tom Watson – and this requires trust, understanding and a good working relationship between philanthropist and recipient. "I believe in active and engaged philanthropy, but I also believe in just writing cheques: there has to be some aspect of leaving the professionals to do what they do best. That said, I do think expertise from philanthropists is incredibly valuable, whether it's in business, finance, marketing, legal help or anything that can be brought in at a high level of experience."

And in the end, the signature of successful philanthropy is that its value cannot be reduced to a simple financial sum. "In the United States, philanthropy is roughly 2% of the gross domestic product," says Tom, "but what it generates in social good is far higher than 2%. It's part of the fabric that holds society together."

**"People show us the project or the need, and sometimes I'll send someone there to investigate, or travel out myself. Then, if I decide to go ahead, I get involved from day one"**

**Opposite:**

**Sofiya Becanovic** (Le Cerf),  
**Shoshanna Doherty** (Le Cerf)  
and **Sophie Jo** (Le Cerf)  
fundraised to purchase musical  
instruments for St Nicholas School,  
Tema, Ghana. Read more about  
their house service project here:  
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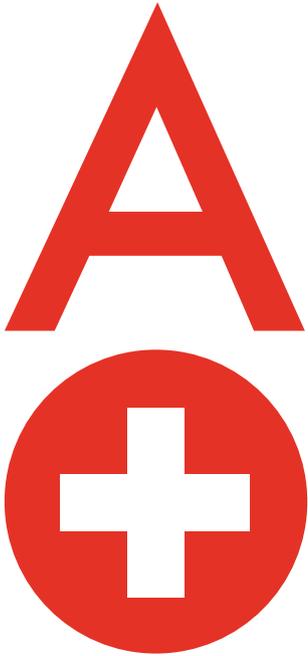
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# Why I love... AV engineering



Photograph: Marcus Girms; Interview: Olivia Gordon

## Andrey Makiyevskiy

(Delaware, Lower Sixth)



I grew up in Kazakhstan, and my mum, who is a great lover of culture, often took me to the theatre. So I was excited to play my part in my first school production, *It's A Wonderful Life*. I was in the Fourth Form, and at first I wanted to act – but I've been interested in technology since I was little (I loved to build model cars) and so then I thought I might like to do something technical, and work in the school theatre's lighting and sound department. It would give me a different view of theatre and make great use of my passion and my talents.

As I've got older, my love of technology has grown, and as soon as I started doing the lighting and sound, I felt I'd found something great, a chance to be a part of all the major school events and develop my skills. So I've done the lighting and sound for most

of the school's productions for the past two years, including a talk given by Carol Anne Duffy, musicals like *Avenue Q*, meditations and huge school events like graduation.

Despite the fact that we're always behind the scenes, it's important to our team to do the best we can. What I love is the vast amount of technology we have under our control. Everyone thinks it's as simple as pressing a few buttons, but there's an art to everything, and the lighting and sound department makes me want to be a perfectionist, the best I can be, and to strive for future greatness in my profession.

The last-minute nerve-racked feeling before the show is similar to what you get with acting – you check and re-check the script and make sure everything is set, but in the end it's always worth it. What I love the most

is getting to alter people's reactions – making them feel what you want them to feel. I've seen how acting isn't the only thing that can change the audience's mood – what we do behind the scenes is just as powerful. The highlight was last year's yearbook show – we got a lot of new lights and features and we really made the lightshow sync with the music. It was a very joyful moment for the whole school as we all looked back on our academic year.

The hardest thing is that sometimes you have unpredictable hours, but being at a boarding school, this isn't really a problem. It's amazing to be able to live in a boarding house a two-minute walk away from where I work and love to be. I'm now considering engineering as a profession – I think engineering could be very interesting.



BEHIND THE SCENES

# Health centre



Words:  
ANNE WOLLENBERG  
Photographs:  
MARCUS GINNS



Fall ill at Aiglon and you're in good hands. "Experienced nurses keep a close eye on students admitted to the health centre, making them comfortable and ensuring they receive timely medication and intervention," says **Mrs Diana lasillo**, who manages the centre. "We have someone available 24/7 in term time – and we're always at the end of the phone." There's no such thing as a typical day. "We could be handling a flu outbreak, then get a call to say someone has hurt themselves on the ski slope and we need to meet them at the télécabine." The winter term is always the busiest. "We're always reminding students to wash their hands, but things are bound to get passed around in the boarding school environment."

Each house has its own nurse. "They keep in touch with Houseparents and follow up on any long-term concerns," says Ms lasillo. If all six beds in the health centre are full, "nurses work closely with house parents to give students the TLC they need."

The dedicated health team works closely with the doctor in Villars, "who is very good at seeing students in the evenings and at short notice if needed". Another doctor visits weekly, a counsellor comes twice a week and a dietician comes every month.

Ms lasillo and her colleagues look after all kinds of arrangements, from making appointments with the orthodontist in Villars to organising transport. And with such a global community, "we're always aware that people have different outlooks on health and different expectations of our service".

Being up on the mountain also means that the nearest ambulance is 20 minutes away in the valley, "so we really are the first line of care. In an emergency, we call an ambulance and first responders can bring oxygen and stabilise the patient."

You won't just find them in the health centre – the team can also be found in the classroom, helping to deliver Aiglon's Personal, Social and Health Education programme, with conversation sometimes accompanied by hot chocolate. And as well as reminding students to drink plenty of water in the dry atmosphere of the mountains, Ms lasillo says she is always emphasising the importance of good sleep. "Students can be tempted to burn the candle at both ends, but recent research has shown just how important sleep is for boosting immunity." Happily, Aiglonians can sleep tight: the centre's staff are on hand for all their medical needs.



**Opposite page:**  
**Top:** Diana lasillo at the entrance of the Health Centre.  
**Bottom:** The assessment and treatment room.

**Top:** A nurse is on call at most sporting events.

**Above:**  
 Back row (left to right):  
 Lilianna Goncalves Silva, Francine Isoz, June Dragescu-Smith;  
 Front row (left to right):  
 Clare Willett, Deborah Grosjean

**Left:** Mr Bryn Hagan with Maxim Shatokhin (Delaware, Fifth Form)

Photographs:  
MARCUS GINNS



## Trophy hunters

They stand just 20cm high, are made of the finest pewter and sit in pride of place in the school's trophy cabinet. But what the ADISR team trophies – awarded to some of the most successful skiers in Aiglon's history – can never capture are the memories – good and bad – that make ski racing such a memorable and rewarding sport for Aiglonians.

"Of course the results are important, and I'm proud that we can say we have enjoyed more than our fair share of success in the ADISR over the years," says **Mr David Mansfield**, Aiglon's ski racing team manager. "But much more important, judging by what I hear from the students and alumni that I speak to, are the experiences that the trophies represent.

"Maybe it's the time when the bus got blocked by a snowdrift, or racing in a complete blizzard when it was snowing so hard you could hardly see the next gate, or those moments of uncertainty when you're waiting for the prize-giving ceremony to begin. Yes the results are important, but what seems to stick in the memory are the experiences of competing, of being up the mountain with your mates. That's what makes it all so unique."

Mr Mansfield has seen it all. As an Aiglon student himself in the 70s he experienced the highs and lows of the ADISR – collecting medals but also missing out on one painful occasion when a stray tourist on the slopes caused him to veer off track and end up wrapped around the finishing post. And he says the current crop are some of the strongest he has seen, students like **Hugo Ng**, **Emma Peters**, **Jake Doyle** and **Rebecca Chastney**, who have all represented Great Britain on the slopes.

**Top right:**  
A selection of Aiglon's  
ADISR winners cups.

**Left:**  
**Mr David Mansfield**,  
(Belvedere, 1982)  
Ski Racing Team Coach

**Below:**  
One of David Mansfield's  
many medals.

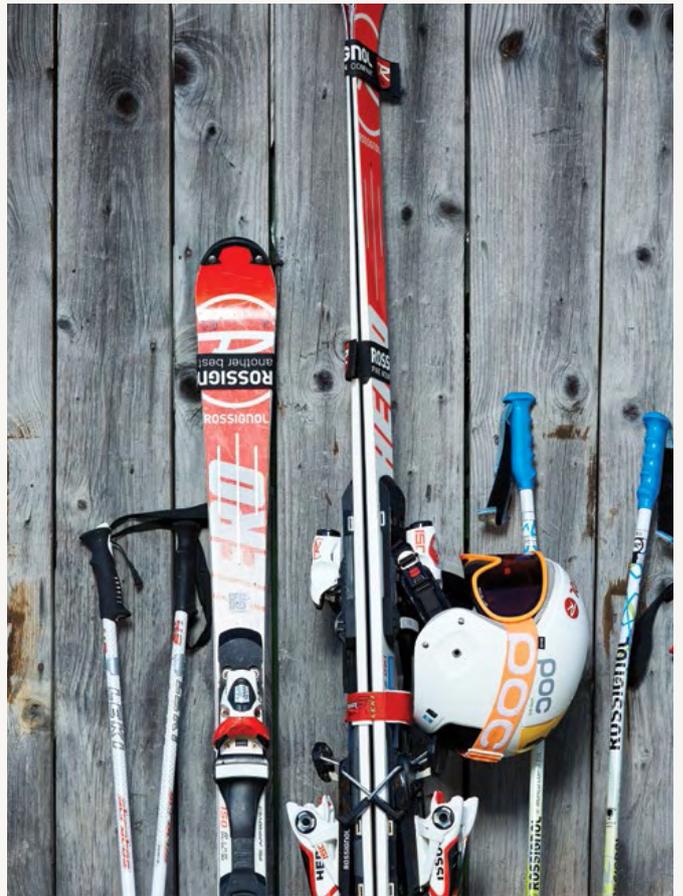


"The atmosphere at the ADISR races is something extraordinary, one that I can honestly say I only experience at these races," says Hugo. "Every single member of the team is so enthusiastic and willing to do anything to help Aiglon succeed. It is these moments that really bring the team together and help nurture both new and developing talent, as well as providing motivation for all the athletes, as individuals and as a team, to strive to achieve personal success throughout the season.

"These races also provide a sort of reunion for me; I get to see old friends from other schools from all across Europe who have been on the racing circuit with me for the past five years at Aiglon."

In such a fiercely competitive individual sport it is a measure of the camaraderie that exists at Aiglon that the team trophies remain a permanent fixture in the school's cabinet. The school's teams are currently British Schoolboys champions as well as Swiss Group of International Schools (SGIS) champions – both for a remarkable three years in a row.

"Those one or two days in March are, for many, the highlight of the year," says Mr Mansfield. "Do well there and we can say it's been a good season." Judging by the trophies and the memories, the good seasons seem set to continue for many years to come.



# Jonathan Fackelmayer (Belvedere, 1995) & Julia Heinen

*Interview:*  
ANNE WOLLENBERG



It all started with a dinner party in Geneva, hosted by a friend who was determined to play match-maker. "I was surprised to be introduced to more than one of her friends," remembers **Jonathan Fackelmayer**, who is known to many Aiglonians in his role as Vice-President of the Aiglon College Alumni Eagle Association. "It was very awkward because there were two Julias."

In fact, this wasn't the first time they had eaten together. "It turned out that Julia lived in the same building in Paris as my godmother's daughter and we'd both been to her wedding," says Jonathan. "We had been in the same place, at the same time – but hadn't met."



**Jonathan and Julia** married in an intimate ceremony in London. "Then we danced the night away at Annabel's," says Jonathan.

He began his proposal by asking for her father's permission. "We flew to Germany, Julia's parents picked us up and we went to a wonderful beer garden just outside Cologne. I asked there in the restaurant, in front of everyone."

Around 30 guests attended an intimate civil ceremony last May, on London's King's Road, followed by a lengthy lunch at the Mark's Club. Jonathan's nine-year-old twin daughters were bridesmaids and the guests also included fellow Aiglonian **Patrick Hofmann** (Alpina, 1992). "Then we danced the night away at Annabel's."

Another celebration will follow next year. "This was for very close friends and family," says Jonathan. "We're planning a bigger party next spring. It might be in Switzerland, but we haven't decided yet."



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