

AIGLON

THE MAGAZINE



ISSUE 10 SUMMER/AUTUMN 2018

School: Is the International Baccalaureate the future of education?

Mountain: My time, your time: alumni and their children compare notes

Ideas: The race to save the oceans is on, and Aiglonians are at the sharp end

People: Erudite, authentic and inspirational. Who was your mountain mentor?



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AIGLON
ISSUE 10
SUMMER/AUTUMN 2018



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Editor: Valerie Scullion
Managing Editor: Karen Sandri
YBM Editor: Mira Katbanna
YBM Deputy Editor: Steve McGrath
YBM Designer: Kate Monument
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Cover: Gregor Grassie (Delaware, Year 12) gets to grips with his beloved bagpipes
Photograph: Joe McGorty



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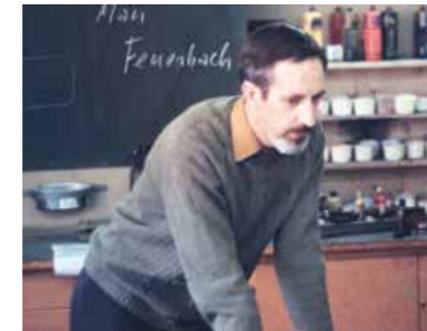
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WELCOME TO ISSUE TEN

NEXT YEAR MARKS AIGLON'S 70th anniversary – an enormously significant milestone for our school and one that we look forward to celebrating with you next summer. Details of what we have planned can be found inside this issue.

Over the past seven decades, our school has grown and evolved to meet the changing needs of our students, and we continue to look forward: on page 26 you can read what leading educators predict for the future of education.

Of course, here on the mountain, our Guiding Principles, inspired by John Corlette, remain our core values and constant guide. So, it comes as no surprise to find that so many Aiglonians are directly involved in saving the world's oceans. Their work is essential if life in the sea is to thrive, and you can read more about their work on page 22.

Elsewhere, on page 16, Aiglon families discuss how their experiences on the mountain have shaped them, and on page 32 alumni remember the teachers who helped to shape and inspire them.

As always, I hope you enjoy this issue and I look forward to reading your emails and letters. I also look forward to welcoming you back to celebrate Aiglon's 70th anniversary next summer.

Valerie Scullion
Director of Admissions and Advancement
 Send your comments to advancement@aiglon.ch.



A GREAT READ

Congratulations on an excellent issue! It is very impressive from both a content and graphics perspective. Initially, I thought I would skim through it but ended up reading almost every story and column note. Well done!

Michael McCabe
(Delaware, 1970)

ALL-TIME HIGH

I enjoyed the article on high ex (Issue 9). It brought back memories of when I climbed the Dents du Midi, aged 14, within two weeks of arriving at Aiglon. I had no idea what I was signing up for when I put my name down; I had never experienced that kind of physical exhaustion or spiritual elation. It remains one of my all-time peak experiences!

Cecilia Peck-Voll
(Clairmont, 1975)

PETROL HEADS

I very much enjoyed Simon Kidston's story in the article on the Aiglon petrol heads (Issue 9). I got to know Simon when he was employed by a classic car dealer in a Kensington mews around the corner from our home some 25 years ago. Little did I know then that my daughter Victoria (Clairmont, 2004) would one day go to Aiglon. Nor that Simon would start me off in the Mille Miglia twice. A true gentleman-driver and gentleman-everything!

Peter Schaad

EYE-OPENER

Richard McDonald's essay on snapping (Issue 9) makes an important point. It reminded me that a few years ago, when I was writing a jeremiad about the plague of selfies in art museums, I came across a survey that convincingly demonstrated that people are more likely to remember something if they don't take a photo of it than if they do.

Elsewhere, the high mountain expedition chronicle was vivid and fascinating, but the biggest eye-opener was the ski-racing piece. I had no idea it had become so pre-professional, with the kids training all year and in other ways acting like Olympic hopefuls. So different from the dark ages, when my colleagues simply returned from vacation, did a few laps to burn off the beer and cigarettes, then strapped on their skis and shot down the mountain.

Thanks so much for another impressive issue of the magazine. As a former executive editor of a monthly art magazine, I know something about what a challenge it is to put out a high-quality publication like this, so bravo!

Joseph N Rizzo *(Class of 1967)*

70TH ANNIVERSARY

Aiglon's 70th anniversary celebrations, which take place on 28 June to 2 July 2019, will see members of our community come together on an unprecedented scale. As President of the Aiglon College Alumni Eagle Association, and on behalf of the Board of Governors and Aiglon's alumni, I invite you all to join us.

When John Corlette launched his tiny Alpine school experiment in 1949, it is difficult to say if he would have ever imagined the Aiglon of today. A coeducational school representing 55 different nationalities that holds tight to his original vision: education is about developing the whole person. With a thriving expeditions programme, an array of artistic and sport opportunities, acceptances this year into universities such as Stanford and Yale, and the variety of fascinating stories told in this publication, we have a lot to be proud of in our 70 years of Aiglon history.

Your continued support has brought us to where we are today, so come back to the mountain to see the place and the people you know so well as we work together to shape the Aiglon of the future.

Sandro Corsini *(Delaware, 1975)*

Join the conversation!

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 write to: Aiglon Magazine, Aiglon College,
 1885 Chesières, Switzerland
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NEWS



Aiglon partners with Harvard

Aiglon staff and students have been invited to take part in a Harvard-led research project, in conjunction with Round Square. Aiglon was selected out of 50 schools as one of just five research fellows in the two-year international study, which will assess "how Round Square schools support students' international understanding".

Top college places for Aiglonians

Aiglon students will once again be graduating to a host of top universities around the world, including Cornell, NYU, Claremont McKenna College, Stanford, Middlebury, McGill and Yale. Offers have also been accepted for École Hôtelière de Lausanne, UBC and Durham University, Imperial College London, King's College London and UCL in the UK.

Join us for brunch in London!

Fancy the chance to meet like-minded Aiglonians at a top London restaurant? FOAC UK's Patrick Hofmann (Alpina, 1992) will be hosting an "Open Aiglon Brunch" at the Enterprise on Walton Street in Chelsea on the last Sunday of every month. For more information, please email kalina.boyadjiew@mac.com

Aiglon treads new ground in Kenya

The first Aiglon service project in Kenya recently saw a group of 16 students and four members of staff undertake a teaching project in the Rift Valley province. Students spent time at the Oserian High School, where they immersed themselves in the school's daily life and shared experiences with the prefects. The group also had the chance to visit Starehe School, the first African school to join Round Square and with whom Aiglon has established firm links, offering scholarships for students to join Aiglon and sponsoring 12 students to study locally.

Aiglon at Spacefest

As the only school in the world to have attended Spacefest, the annual event for all space enthusiasts, Aiglon is extending an invite to its community for this year's event on 5-8 July. For more details visit the website at spacefest.info



Illustration by Ruby Taylor



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The trouble with socks



Richard McDonald
HEAD MASTER

LIVING ON A MOUNTAIN WITH A sensational view naturally draws our attention outwards. But the paradox of looking outwards is that it frequently prompts us to look inwards, to explore some of the corners of our life where we do not habitually linger. Last week, for example, I visited my sock drawer.

Socks can potentially take many forms: socks for formal wear, for hiking, for skiing, ankle socks, thermal socks, therapeutic socks. They can take all shapes and sizes, and range from the sober to the frivolous. However, for the benefit of clarity, I believe there to be three categories.

First, and let's be honest about this, there are at least five pairs of socks that we never wear, but we keep in the drawer anyway. Either the elastic has gone, or they have holes, or they just don't fit right.

Then there are the *other* ones we don't wear. These are the expensive ones that are too good to wear, or are a bit too flamboyant, or are still in the 10-pack we bought when our luggage was delayed from our flight and we had a \$50 voucher from the airline to see us comfortably through the week.

And last but not least, of course, there are the ones we *do* wear.

So why do we keep the ones we know we are never going to wear? "You never know when they might come in handy; there's still life in them; they're my gardening/ decorating/dirty jobs socks; if I keep them long enough they'll just wear out by themselves and disappear."

What about the ones that are too good or too new? "I'm saving them for a special occasion; best to wear out my existing stock first; after they've been through the washing machine they'll never be the same again."

And why do we restrict ourselves to the same old regular, familiar stock of socks? Probably because they are the same, old, regular and familiar.

The prompt to undertake a critical review of my sock drawer came, I should admit, from a speaker at a recent event. The majority of his audience bashfully admitted that they did indeed have a motley treasure trove of unused items in their wardrobe. "Take the oldest five, cut them up and throw them away," he urged. "Take the best five and treat yourself by enjoying them."

We could, of course, apply the same principle equally to our habits, value systems or emotional baggage. We accumulate and we travel a well-worn middle road between the best and the worst. Just occasionally, by choice or by calamity, we purge our hoard.

Once through the pain barrier of loss, regret, nostalgia and other emotions that anchor us to the material and associative past, we feel an overwhelming sense of relief – simplicity in our lives can feel like going on holiday with a small, light suitcase full of our best things. Ideally it is carry-on size only, because if you lose it you will be buying more socks with that \$50 voucher. 

Sebastiano Arlotta Tarino

— (Belvedere, 2007)



“
I REALISED I COULDN'T LET
DOWN THE PEOPLE WHO HAD
GIVEN ME A SECOND, OR EVEN,
THIRD CHANCE

Words:
SARAH WOODWARD



PREFECT. HOUSE CAPTAIN. Winner of both the Victor Ludorum and a Virtus Award. Model pupil, right? **Sebastiano Arlotta Tarino** (Belvedere, 2007) says it is not that simple.

“I don't think I was a particularly bad child, but I was very energetic and found it difficult to channel all that energy into something productive,” he says. “I was all over the place, fooling around and distracting others, so I was always getting into trouble. I was suspended once, and when I was suspended a second time I was lucky not to be expelled.”

Instead, Sebastiano, then aged 15, spent a fortnight at a home for retired priests near Bern. He realises now that the Head Master at the time, the Reverend Jonathan Long, and his Houseparents, the O'Connors, still believed in him. “If it wasn't for the patience, passion and trust of the people around me, I might never have broken out of the vicious circle I was in,” he says.

“The days there were hard – I worked in the kitchen from six in the morning until after supper,” he says. “But I realised I didn't want to disappoint my parents any more, and I didn't want to let down the people who had given me a second, or even third, chance.”

When Sebastiano returned to Aiglon, he had changed so much that his friends “almost didn't recognise me – the boy who was always up for breaking the rules wouldn't fool around any more. But, suddenly, instead of spiralling down, everything started to click into place.”

Soon, Sebastiano became a role model. “I was made a Prefect rather late, in the autumn of my last year. The Head Master felt that as the black sheep come good I would help represent the other students and they, in turn, would be able to relate to me.”

Nowadays, he has found another way to harness his energy – running desert marathons. In the elite top 50 finishers of

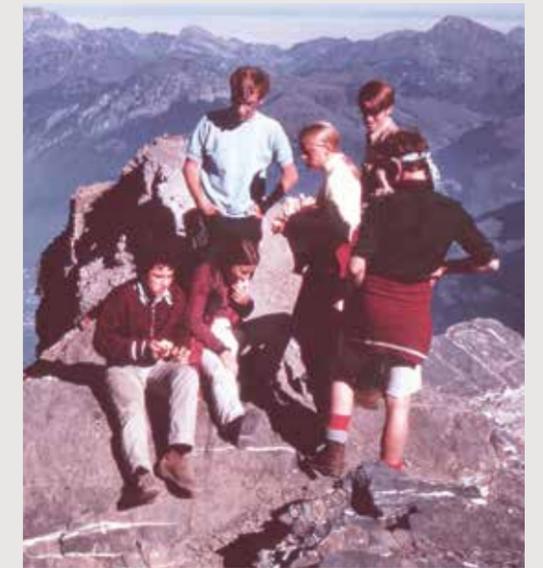
Taking on nature —
Now a seasoned desert
marathon runner,
Sebastiano has come
a long way since his
days as the “black
sheep come good”.

the famously harsh Marathon des Sables two years ago, he was placed sixth in the 260km Atacama Crossing in 2015, and second in the Gobi March in 2014.

Now working in a high-pressured job in finance, Sebastiano relishes the chance to take on nature in the harshest of environments. “When I am running in the desert, I am trying to find out what is beyond the things you see,” he says. “I learned to do that at Aiglon. I realised I had to make the most of it and not to take anything for granted, but, instead, make the most of everything on offer in this unique and beautiful playground.”

For his next challenge, attempting to run the 900km length of the Pyrenees in just 10 days, Sebastiano has turned back to Aiglon for help: his former Houseparent, Bill O'Connor, a renowned mountain guide, will be there cheering him on. Just as he did when Sebastiano was that incorrigible young schoolboy. 🏠

JULY – DECEMBER 2018



On the summit — The Dent de Morceles, October 1969.

Diary



5-8 July
Spacefest

Alumni, alumni families, students and current families with an interest in all things space-related are invited to this year's Spacefest. As well as the fantastic programme at the event itself, there may be opportunities for other Aiglon-led tours and events. For more, email advancement@aiglon.ch

22 September
Aiglon Oktoberfest

Held in the tent at Kuffler's Weinzelt in Munich, places are strictly limited. Contact egrampel@web.de

13 December
Parents' dinner

All parents are invited to dinner, location to be confirmed, but make sure it's in your diary.

14 December
College and Careers presentation

A chance to hear first-hand from the College and Careers Office in this presentation regarding your child's next steps.

14 December
Parent teacher meetings

Full details to be confirmed.

28 June – 2 July 2019
70th Anniversary celebration

Join Aiglonians from across the ages at this celebration weekend. Events culminate in a gala evening and cocktails. For details on the full programme of events and activities, visit the website at www.aiglonlife.ch/70th



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Nathan Ducarme, Belgian,
BBA in Hospitality Management

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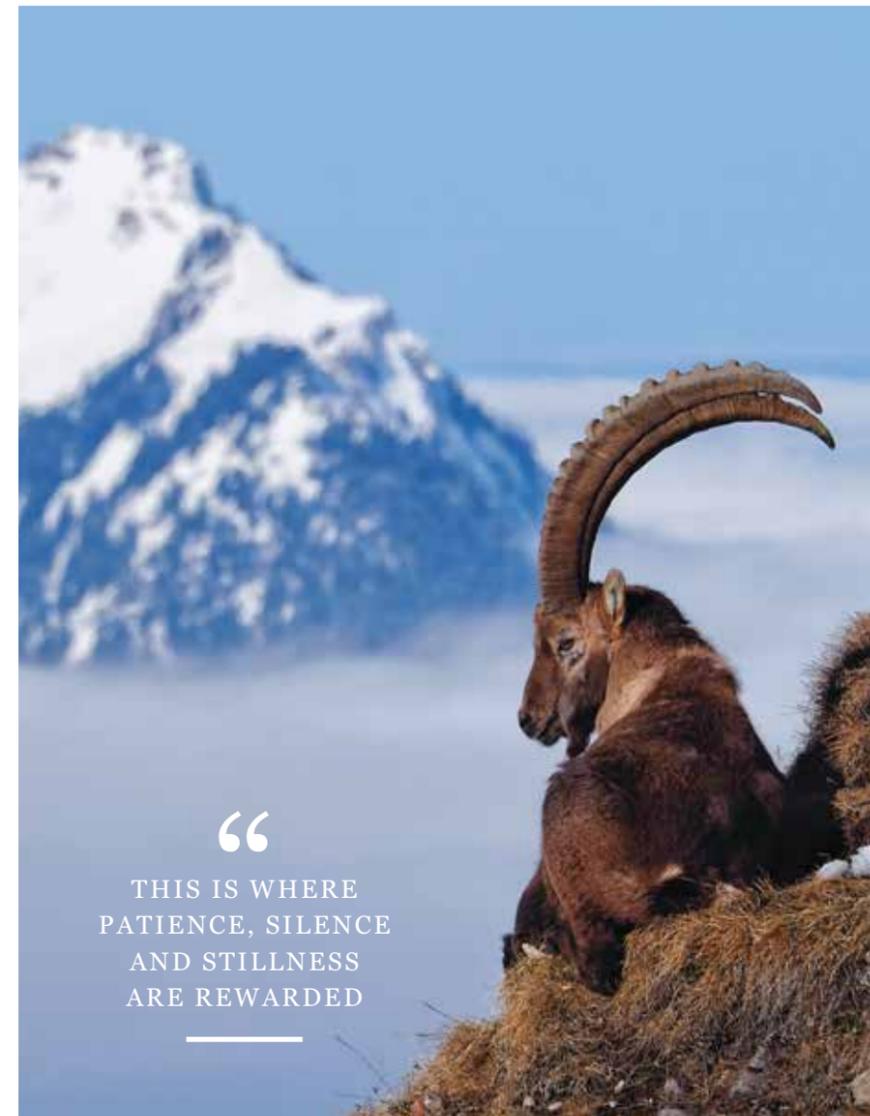
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Around the mountain

Into the wild



“ THIS IS WHERE PATIENCE, SILENCE AND STILLNESS ARE REWARDED ”

Words: SANDRA HAURANT
Photography: HILARY RHODES



THE MOUNTAINS AROUND Aiglon are alive with wildlife. Agile chamois graze the steep hillsides, or leap from rock to rock with astonishing precision. Bouquetins (ibex) stand proud with their giant curved horns, and marmots play chase in the warmer summer weather. Bearded vultures soar overhead, while orange crossbills are a flash of brightness against the green of the pines.

Yet this stunning abundance doesn't just reveal itself: you have to find it. "This is where patience, silence and stillness are rewarded," says **Hilary Rhodes**, a wildlife

In the frame —
From bouquetins to marmots, and vultures to butterflies, the mountains around Aiglon are teeming with life, as photographed by Hilary Rhodes.

photographer and member of the Swiss Nature Photographers Association.

Spend quiet time on the mountain, simply observing, and you will find the secret places where Hilary takes her best shots: that hidden valley carpeted with glorious purple saxifrage, the warm patch of grass where Hairstreak butterflies like to bask, or the dizzying ridge from where the chamois surveys his kingdom.

Hilary taught at Aiglon for 23 years, first as Expeditions Mistress in the 1970s, then as Head of Learning Support between 1992 and 2013, and she is still a familiar face around the school, where she now teaches yoga to staff and students. She has long been passionate about nature and the environment, as well as being a keen photographer. It was through Aiglon that she caught the digital photography bug, when she went on a teaching sabbatical in Tibet with a camera loaned by the school.

However, it is in the mountains around Aiglon that Hilary feels most at home, and almost every day she ventures out to capture images of the area's fauna, flora and landscapes. "As all Aiglonians know, it's a special place," says Hilary. "We all become 'mountaineers' to some extent. Since retiring I have discovered a lot of the places where alpine animals live and, by being quiet and discreet, I often find myself in a position to take photographs of them."

Her subjects, from tiny Orange Tip butterflies to the large, imposing bouquetins, are all set against the ever-changing Alpine backdrop, where a carpet of flowers can spring up in a matter of hours, and a spectacular sunset can set the skyline aflame with crimson. It's easy to see why many who buy Hilary's photographs have links to Aiglon. As she says: "A lot of people who spend time here find it very hard to leave it behind." 📷

See Hilary's work at an exhibition at Solalex from 28 July-10 August, or visit www.hilaryrhodesphotography.com

Heart warmers

— Mila Lopez Sancho and Klara Krüger



Words: SARAH WOODWARD
Photography: JOE MCGORTY



AN AFTERNOON VOLUNTEERING at La Castalie, the educational medical centre in Monthey for people with mental and physical challenges, isn't for everyone. But, says Spanish teacher **Miss Mila Lopez Sancho**, for those who take part, it can be a very special and worthwhile experience.

"The first visit can actually be quite eye-opening," she says. "The students are full of questions: one girl asked me how she would communicate if the residents didn't speak French. I pointed out that many of

them couldn't speak at all. There are many other ways to interact apart from speech."

Disability is an issue that is close to Miss Lopez Sancho's heart. "My younger brother is disabled so I grew up highly sensitive to the challenges he faced in society," she says. "I am always keen to help others learn about the difficulties faced by people who are less able."

Klara Krüger (Clairmont, Year 10) had a similar experience. "Growing up, one of my sister's friends was autistic and we had another family friend with Down's syndrome, so I was quite comfortable around people with disabilities," she says. "I thought by going to La Castalie with my friends I could make it easier for them." But there were still surprises in store. "On my first visit I went to the woodworking



class," says Klara. "There were six people in wheelchairs, all working at their specially adapted machines. I was amazed at their level of skill and the technology they used."

One of Klara's friends admitted that she was concerned that if she smiled the residents would think she was laughing at them. "I explained that they would be so pleased to see us that they would be the first to smile – she didn't have to worry," Klara says.

Now, two years after she first approached the centre with her suggestion of monthly visits from Aiglon students, Miss Lopez Sancho's group has grown from four to more than 20 girls and boys.

"One day I was boarding the bus to La Castalie with a group of students when we were approached by a young Kenyan," she recalls. "When I told him where we were going, he asked if the residents liked music. He came with us and we ended up singing and dancing all afternoon. Another time, I watched a student explaining colours to a blind resident. Although he couldn't see, my student thought he would be interested in knowing what colours he was using. And he was!"

Klara acknowledges that the visits can be pretty intense. "You are there with five or six people whom you need to entertain and make feel cherished," she says. "But when I get back to school after an afternoon at La Castalie I feel so full of joy and love – I wouldn't miss it for the world." 



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Staff room

A new home for enquiring minds

Words: MEGAN WELFORD
Photography: JOE MCGORTY



RAISED FROM THE BASEMENT of Clairmont and installed in the heart of academic life in the Parsons Building, Aiglon's library has undergone a transformation. No longer a 'place for the storage of books', it has become the Centre for Enquiry; a hub of technology, information and gathering – as well as reading, of course.

The dynamic new space opens up a wealth of new opportunities: from creative inspiration in the Makerspace to the relaxed learning environment of the learning pods. It is a unique space where students and staff can interact formally and informally.

"The best bit of the job is the interaction with students," says Teaching Librarian **Mrs Eileen Ray**, who also teaches Business Studies. "Answering questions, helping them find a book. We're more centrally located in this building than in the previous space. Since we've moved, we've become a real hub of school life."

According to Library Assistant **Mrs Natasha Storey**, the three-strong library team all have different strengths,



“CREATIVITY AND DIGITAL LITERACY ARE KEY SKILLS FOR THE FUTURE”



from Mrs Ray's technical wizardry ("she loves the new stuff: new software, new devices") to fellow Library Assistant **Mrs Melanie Myford**'s creativity ("she likes to make things and has great ideas"), and her own organisational skills, which ensure the library runs smoothly. Mrs Myford and Mrs Storey have worked together for eight years and Mrs Ray joined the team part-time four years ago.

The team is involved in the Makerspace programme in the 'Bang' zone, where robotics, coding and 3D printing are all on offer. "Creativity is a skill for the future," explains Mrs Ray. "The idea is that the students become experts and they teach each other."

Alongside the practical 'Bang' zone, there is 'Shh' for quiet work and reading, and 'Buzz'. The Buzz space is where people can go to make a cup of tea or coffee and have a chat. "It's a place where students – and teachers – can come together and collaborate," explains Mrs Ray. "We get

a real cross-section of visitors. There are always interesting discussions going on, about politics, the state of the world, eating habits or rugby. It's a place where people want to be."

"I really like the idea that students come in at breaktime and it's informal," says Mrs Myford. "We can have a chat about anything. The focus is on this as a learning space not a library."

Many teachers come in to take advantage of the technology housed in the Centre, and there is a flexible teaching space at one end of the room. "You can turn a screen around to become an interactive table," says Mrs Ray. "You can load Google Maps for Geography or films for English. We also have virtual reality headsets. Any class can book the space to enhance their learning."

"It's literacy for the future," says Mrs Ray. "Digital and information literacy. It's not a static space. It will change with the needs of the students." 

A hub of school life —
Library Assistants Ms Melanie Myford and Mrs Natasha Storey.
Inset — Teaching Librarian
Mrs Eileen Ray.



Photography:
JOE MCGORTY

Junior Maths

- 1 3d shapes (polyhedrons)
- 2 Fraction wheels
- 3 Board protractor
- 4 Positive and negative numberline
- 5 Unifix cubes
- 6 Pie fractions
- 7 Graph paper
- 8 Dice
- 9 Clock dominoes
- 10 Squared paper (1cm cubed)
- 11 Multiplication table facts
- 12 2d shapes (polygons)
- 13 Mass scales
- 14 Number maker
- 15 Triangular set square
- 16 Board protractor
- 17 Multiples of 10 dice
- 18 Number sentence dice
- 19 2d shapes (polygons)
- 20 360 degree protector
- 21 Coloured pencils
- 22 Kinaesthetic clock





The Generation Game



Words: HELENA POZNIAK
Photography: JOE MCGORTY

You've checked term dates. Packed the bags. Made it up the mountain. But this time, it's their turn.

We talk to alumni and their children about what it's like to share the unique Aiglon experience.

Tom Holland (*Delaware, 1980*)
and daughter **Bianca** (*Le Cerf, Year 12*)

Bianca Holland grew up listening to anecdotes about her dad's school days – it is 40 years since **Tom** persuaded his parents to send him across the world from Australia to Switzerland. While he might have moaned at the time, Tom says that his memories are extremely happy. "It was the whole experience, I couldn't unpack it: the community, the camaraderie. To wake up and go skiing instead of classes, now that's incredible. Life was so busy, we were always doing something."

When Bianca first arrived, she experienced a bit of homesickness, "but after about a week I was over it and haven't looked back since". "Bianca grew up in Monaco," says Tom. "It's a concrete jungle. I wanted her to live in the mountains and connect with nature."

Sixth-former Bianca is in her first year at Aiglon and says she is still in the "taking pictures of the view from my room" stage.

While Tom notices a few more home comforts at Aiglon – "In my day Delaware wasn't exactly falling apart but it was in need of repair" – he recognises that the heart of the school is much the same. "Apart from the beds. They are way more comfortable now," he says. "And the bathrooms – we had one per floor. But there was, and is, a unique character to the place."

In his junior years at school, Tom didn't enjoy the same privileges that his daughter enjoys as a senior. "I think it's really great that the students are given the chance and the space to discover things about themselves." Bianca has just completed a

snowboarding expedition, something her dad would never have been offered. "We just used to put seal skins on our skis and hike," says Tom. "We still do that," Bianca points out.

Fraternising with girls wasn't his priority, though he remembers boys' houses would occasionally lure girls over for dinner. Bianca, meanwhile, has just been to the Alpina Ball. "It was great fun," she says, "and a great chance for everyone to get dressed up."

While Bianca doesn't go to church as much as Tom remembers having to, he looks back fondly on Saturday activities. "It keeps them busy," he says. "In the teenage years there are so many distractions. The healthy mind and body message is so important." →

Aimée Salmi (*Clairmont, 1990*)
and daughter **Nicolette** (*Exeter, Year 12*)

It has been 30 years, but as **Aimée Salmi** peeks in at her old house, Clairmont, the memories flood back. “They were probably the best years of my education,” she says. And now her daughter, **Nicolette**, is discovering the benefits of meditation, hiking and room inspections for the first time.

Both agree the experience is more rigorous these days. “I think the style of education has changed,” says Aimée. “The IB seems much harder work than the A-Levels I did. We may have learnt things in depth, but this is a different way of learning.”

Aimée arrived from Norway with no English, but ski-racing, hiking and early-morning roll calls forged the strongest friendships of her life. “Coming back after holidays to new roommates was just so exciting,” she says. Nicolette adds that her roommates have become her closest friends. “They really help me out, and it’s great to come back to them and de-stress.”

Aimée remembers standing in line on Sundays for the shared house phone – “You got five minutes if you were lucky.” Letters were more common. Aimée recently wrote to Nicolette from the Bahamas, but the letter took nearly three months to reach her – and Nicolette’s reply has yet to arrive.

Although people did sometimes get into

trouble – “It was the boys who pulled all the pranks, like putting a curtain in a toaster” – Aimée particularly remembers the night half the school slipped out to meet at a local nightclub. “No way could you do that now as we have house alarms,” complains Nicolette.

“At 17, it was hard to live under what you felt were antiquated rules,” says Aimée. “Our Houseparents were very strict. Fail a room inspection and you’d suffer the consequences.” “We still have them!” points out Nicolette. “But I think that’s part of the Aiglon thing – it makes you organised.”

One thing both agree on is that the new resources, which include an observatory, new sporting facilities, and a central restaurant, allow students to spend more time together, as a whole school. “In my time, meals were served in our individual houses,” says Aimée, “and we had meal exchanges with other houses once a month.”

Gruelling expeditions and mixed backgrounds were, she says, fantastic for building character. “It’s ingrained in me. Aiglon made me a strong person and able to take the positive out of any situation; to aim to be happy and kind,” she says. “When you’re up a cliff on a mountain, you’re in a phenomenal playground. Those years were inspiring and just a sheer joy.”

Paul Stewart (*Alpina, 1984*)
and son **Ashton** (*La Baita, Year 8*)

Paul Stewart isn’t about to tell his 13-year-old son **Ashton** the naughtiest thing he did at Aiglon, but he does blush. “In those days, if anyone was busted for drinking, smoking or sneaking out, they’d put a big notice on the board. It was very public,” he remembers.

The worst he will admit to is sniggering during morning meditation. “It was so quiet, I got uncontrollable giggles,” says Paul. “In front of the whole school, a teacher said, ‘Stewart, get out’. I didn’t argue, I got up and left. But, apart from that and trying to sneak in the odd collarless shirt or anything approaching a sneaker, I did a pretty good job of staying on the right side of the law.”

It is 34 years since Paul left Aiglon, and while he thinks the school today is more polished, with some fantastic new facilities, the feel of it is essentially unchanged. “There’s a consistent ethos, based on John Corlette’s outlook, that seems to me

very much intact,” he says. Ashton agrees, suggesting it’s as challenging now as it ever was. “Things like the expeditions are tough, but everyone is up for it; everyone’s trying to sign up. Things will tire us out but we’ll keep on doing them.”

As a competitive skier, Paul says he was “just too knackered” ever to feel homesick. “We were never bored. Roll call, lessons, skiing, more lessons – going back to class was a killer – roll call, prep and bed.” If he ever heard from his parents, it was by happy accident. “We had one payphone in the house,” he says. (“What’s a payphone?” asks Ashton.) “My parents got annoyed that they could never speak to us,” Paul continues. “It was off the hook most of the time. Or someone would hog it during tea.”

In contrast, even when his parents are away, Ashton is in frequent touch with his family. “We used to write our parents a letter every week,” says Paul. “That would

be nice to receive now. I might ask the school to reinstate it.” Ashton looks aghast. “Do you know how unpopular you’d become?” he says.

Ashton finds the teachers more open-minded than at his former UK school, and thinks there’s a mutual respect between staff and students that encourages a great atmosphere based on hard work and achievement.

The school cuts through difference, says Paul. “No-one cared less where you came from. That’s what Aiglon is all about. All schools can teach Maths, Physics, Chemistry; but Aiglon creates this incredible, enduring bond.”

When he regroups with former schoolmates, the years melt away. “We have a great time and the stories kick off. All the wives and husbands roll their eyes” – much like Ashton is doing now – “because they’ve heard it all before!” →



Ashton Stewart

“Things like the expeditions are tough but everyone’s up for it; everyone’s trying to sign up.”

Paul Stewart

“There’s a consistent ethos, based on John Corlette’s outlook. All schools can teach Maths, Physics and Chemistry; but Aiglon creates this incredible, enduring bond.”



Haakon Lunde

“Jumping jacks before breakfast, running every day! If you were late or wearing the wrong clothes, you’d get laps. I wasn’t very good at rules when I began at Aiglon.”

Erle Lunde

“We have buffets, three courses; it’s like, ‘Whoa, so much food! And we have Ice-cream Fridays, with caramel sauce.’”

Haakon Lunde (*Belvedere/Alpina, 1984*)
and daughter **Erle** (*La Casa, Year 8*)

When **Haakon Lunde** went to Aiglon 37 years ago he was, he says, in the best shape of his life. “Jumping jacks before breakfast, running every day! If you were late or wearing the wrong clothes, you’d get laps – that meant running 1.5km. And if you were extra bad, you had to run to a chalet high up the hill and back. That was quite something, especially in snow and ice. I wasn’t very good at rules when I began at Aiglon,” he says with a grin.

Poor behaviour is still punished with ‘laps’, his daughter **Erle** tells him, but they now take the rather more modern form of sitting in silence. But it’s all part of a focus on academic achievement. “I think, generally, there’s a high expectation about what students have to achieve these days. You have to work hard; you know if you don’t, you won’t get the results.”

Haakon remembers with a grimace the room inspections and prowling prefects. But it didn’t stop him sneaking out at night. “To meet girls?” his daughter teases. “We had a rope at the back of Alpina,” her father replies, “and we used to go to where the new reception is now to hang out. It was out of bounds and we thought they wouldn’t come looking.”

No such luck for Erle – she says that if anyone tries to sneak out after hours nowadays, an alarm sounds. “The wonders of technology,” sighs her father.

He remembers a time when girls wore mink coats – “they looked ridiculous.” The new informal uniform is a bonus, he thinks, as are the red ski tops Aiglon students now

wear. “We had navy,” Haakon says, “but navy in Egypt isn’t the same as navy in Germany so we had all sorts. It’s much easier to spot students on the slopes now.”

Unlike her father, who was occasionally homesick, Erle hasn’t missed home at all. She shooed her parents away when they dropped her off. “I said, ‘You’re only allowed to visit if you buy me food.’” And they do, at least once a month.

In Haakon’s day, parents were only allowed to visit once a term. Nonetheless, he remembers having more free time than his daughter, and even having the odd lie-in. “We get called lazy if we don’t sign up for expeditions,” says Erle.

Like many alumni, he is envious of the new school restaurant. “When we lived in Alpina, all the food was made in Belvedere and driven up to us in a car. By the time it reached us, it wasn’t even warm.” “We have buffets, three courses; it’s like, ‘Whoa, so much food,’” says Erle. “And we have Ice-cream Fridays, with caramel sauce.” “Oh my goodness,” mutters Haakon.

He says Aiglon feels “a hundred times bigger” with all its new facilities. “We just had pottery and wood carving. Now it’s huge. There’s metalwork, 3D printing and internet coverage all over campus. It’s amazing.”

Haakon turns misty-eyed when his daughter talks about her planned expeditions – the trips form his fondest school-time memories. “Three to four days hiking or skiing,” he says. “One day, sun; the next day, hail. It was a crazy time, but magical.”

SAVING THE OCEANS

Sea life across our oceans is under acute threat. This is a global crisis. It requires massive, concerted action – which is why so many Aiglonians are working to change the future.



Writer: LUCY JOLIN
Illustration: NOMOCO

GROWING UP IN GREECE, **Kyriakos Filippou** (Belvedere, Year 12) can't remember a time when he wasn't swimming, diving or fishing. However, the majority of his dives these days aren't pleasure excursions but rescue missions. In his holidays, he works as a diver with the Coral Restoration Foundation (CRF), helping to restore coral reefs in the Caribbean that have been devastated by a combination of factors including hurricanes, fertiliser pollution, and rising ocean temperatures.

He has seen the ocean's devastation first-hand. On a dead reef, the characteristic bright-pinks and oranges of healthy coral fade to a uniform grey. As they decompose, a dull cloud of sediment washes into the water around them. The myriad tiny fish that once fed on the reef are gone, replaced by plastic bags, plastic nets, plastic bottles. The occasional lionfish – an invasive species, now rapidly multiplying – might swim by. On his coral rescue dives, Kyriakos will spear as many as he can, in an attempt to keep numbers down.

"Diving on a dead coral reef is like putting a needle in my heart," he says. "A healthy reef is an incredibly sensitive ecosystem, perfectly evolved to its surroundings over millions of years. And it has taken us just a hundred years to destroy them with our selfishness." The CRF grows new coral on inland coral farms and, when it reaches a healthy size, volunteer divers such as Kyriakos 'plant' it on existing reefs. So far, he has spent 950 hours underwater helping reefs to regrow.

Kyriakos is just one of the many Aiglonians devoting their time and energy to solving one of the most challenging problems of our time: saving the oceans. The statistics are staggering. Eight to 12 million metric tons of plastic enter the oceans every year – that is the equivalent of one rubbish truck every minute. According to the UN, nearly one-third of fish stocks are being over-fished and another 60 per cent are being fully fished. And the rising levels of carbon dioxide we produce are increasing

global temperatures and making the oceans more acidic, destroying the most diverse ecosystem on our planet.

The stakes could not be higher. "If we pollute the oceans too badly, we die," says **David Rebak** (Clairmont, 1965), Board Member of the Vancouver Aquarium in Canada, an Ocean Wise initiative. "The oceans, not the rainforests, are the true lungs of the world – they produce more than 50 per cent of the oxygen we breathe." But, he says, the magnitude of the problem doesn't mean we can't fix it. "You've got to start somewhere," he points out. "First, we need to educate and carry out research. And then we need co-operation between government, industry, and environmental movements. We have a growing number of millennials who are saying: 'We need to worry about the ocean.' The younger generation gets it."

Helen Normand (Exeter, 2010) is an Aiglonian who certainly 'gets it', and she credits her time at the school as an inspiration to do something positive for the world. She runs the outreach department for Sea Shepherd, an international non-profit organisation that focuses on ocean conservation. Their mission: to end the destruction of habitats and the slaughter of wildlife in the world's oceans. Sea Shepherd's ethos comes from a passion for direct action: the group's disruption of Japanese whalers in the southern oceans was the focus of the documentary series *Whale Wars*. Yet while direct action remains a central part of what the organisation does, Helen points out that it can't happen in isolation – local communities, governments, and companies play a crucial role.

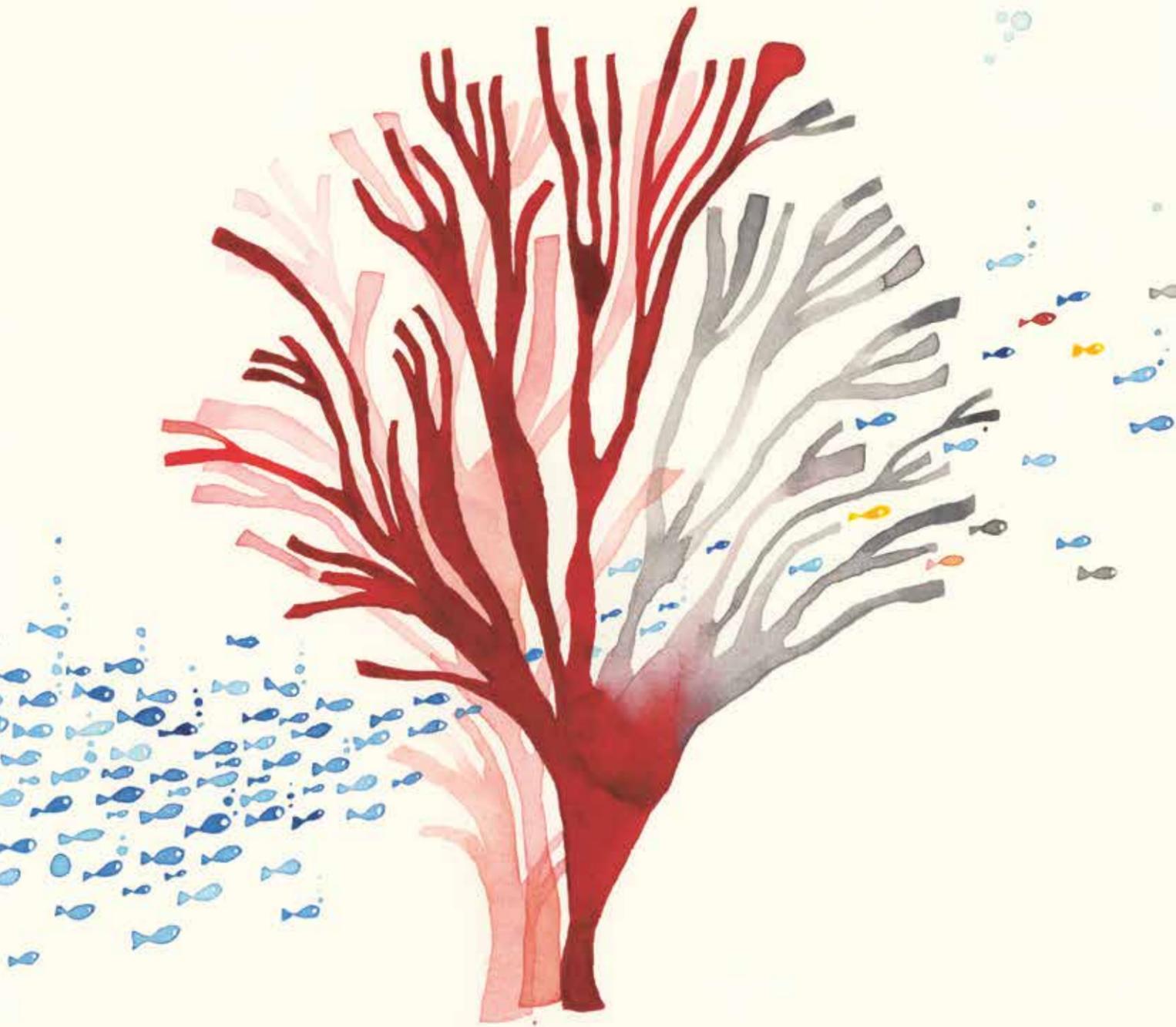
Sea Shepherd's campaign to save the last 30 remaining vaquita porpoises on Earth, which live in the Pacific Ocean's Sea of Cortez, off the coast of Mexico,

demonstrates the complex nature of the ocean's problems. Here, geographical, economic, and cultural factors have all come together to extinguish a species. "The vaquitas share their habitat with the totoaba fish, which is also endangered," Helen explains. "Totoaba bladders, known as 'maws', fetch up to \$20,000 on the black market – they are highly prized in China. To catch the totoaba, fishermen place gillnets, which also catch and kill vaquitas."

Four years ago, Sea Shepherd took action: their ship went to the Sea of Cortez and activists pulled up the nets. Then, campaigning group Parley for the Oceans turned the nets into yarn for use by Adidas in a new line of shoes, creating profit from conservation. It is all done legally and in collaboration with the Mexican navy and government. "The Mexican government made it illegal to put down gillnets but they didn't have the finances to patrol those →

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If we pollute the oceans, we die.
They, not the rainforests,
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Diving on a dead coral reef is like putting a needle in my heart. Perfectly evolved over millions of years, it's taken us just a hundred years to destroy them

areas effectively,” says Helen. “We have had two ships down there patrolling every year. Every time our activists see any activity, they report it to the navy, who send out their ships and make arrests. More recently, the navy has come on board with us, so that they can make arrests on the ships, too.”

Helen believes that her generation will make positive changes. “Social media has made it much easier to become informed, get together and stand up,” she says. “I think more and more people are conscious about what they do and how their daily choices impact on the ocean. It's probably a small percentage of the population compared with the entire world, but it is still a change. Ultimately, governments are a reflection of what their people want, and a government is not going to change something unless they are asked to.”

Aiglon's current students are typical of this desire to do something practical. “We already had a marine biology project running off the Maldives, where students arranged a scuba diving trip,” explains Head of Science **Mr James Pigott**. “But this year, a group of the IB biologists wanted to increase the service element. They asked if we could also look at how diving damages reef ecosystems and what we can do about it.”

This has resulted in a new programme. In February, the first cohort of students will undertake the EcoDiver Reef Check course, in Koh Chang, Thailand. This enables the students to learn how to survey coral reef in the Indo-Pacific region; they submit their data to the University of Queensland. Along with non-profit organisation the Reef Check Foundation, the university has conducted around 11,000 independent surveys to generate reef health data over the last 25 years.

“You can tackle most of these larger problems with legislation and education,” says Mr Pigott. “For example, tiny countries have now banned microbeads, the tiny pieces of plastic that are added to everyday cosmetic products, which were going into the ocean. With big business, legislation has to be the way forward. But education is making sure that the younger generation understands what those problems are, so that they are able to continue pressurising governments to legislate for what they perceive to be the largest problems.”

David agrees that no single approach will be enough to save the oceans. The urgency of the situation is reflected in a decision taken, two years ago, by the board of the Vancouver Aquarium to change “from an aquarium with an environmental mission to an environmental movement

that happened to have an aquarium”. Education and awareness are a big part of this strategy. Around 1.2 million people a year visit the building, but the target is for more than 100 million people to become engaged, either by visiting the aquarium or via the Ocean Wise website, ocean.org. “Just reaching the people who visit is not enough,” says David. “We need to do more.”

Various initiatives have spun off from the Ocean Wise initiative, including the Shoreline Cleanup project in Canada, which encourages people to remove litter from coastal areas. Yet, while such projects are incredibly valuable locally, David points out, not every shoreline is accessible to willing volunteers. The sheer scale of the problem demands both money and vision. Research is also vital – it only recently became apparent, for example, that leisure clothing such as fleece is contributing hugely to ocean microplastic pollution. Every time a fleece is washed, microfibrils break off and end up in the ocean. Now, thanks to research, some of the larger textile manufacturers are changing the length of the fibres they use, so they don't come off when you put them through the washing machine.

So it is not all bad news, David says – large organisations increasingly realise that only a multi-pronged, well-funded solution will work. “Governments are so focused on the short-term infrastructure and operational issues of their own country that nobody is really providing the funding necessary for a comprehensive approach,” he explains. “But, thanks to the efforts of multiple environmental organisations, there are a growing number of corporate entities jumping in with finance to help good projects move forward.”

He is currently in talks with a major consortium to fund potentially groundbreaking projects on an enormous scale. “And this is not about how much money you can make,” he says. “It is driven by the desire for our great-grandchildren to have clean, fresh water to drink and live in a world with healthy, flourishing oceans.”

Although it is a colossal challenge, Kyriakos believes that everyone can make a difference, however small. “Whether it's making a donation to the CRF, or eating fish that's from a farm rather than the ocean, the threats to the ocean are something we can all do something about,” says David. “We have damaged the ocean. It needs our help to undo that damage.” ^A

If you would like to support or just find out more about Aiglonian efforts to save the oceans, please contact the alumni office and we will put you in touch.



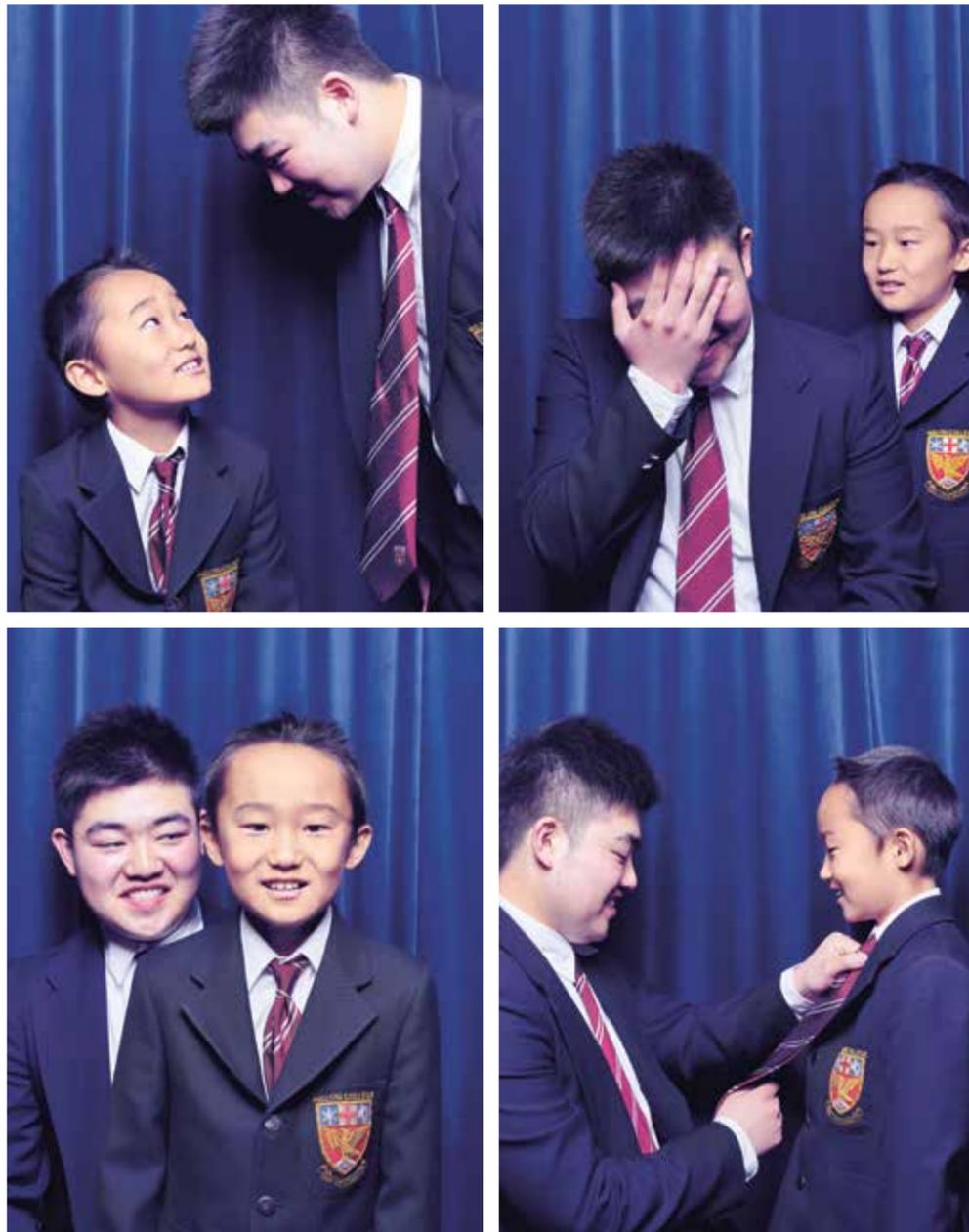
THE FUTURE OF EDUCATION

Words: WILLIAM HAM BEVAN
Photography: JOE MCGORTY

In today's complex and fast-changing world, there are no easy answers. Innovators must go beyond the obvious to find new and creative solutions. Which is where the International Baccalaureate comes in – celebrating its 50th anniversary this year.



Body of work
Sompors Tann (Clairmont, Year 12) says it took a little time to adapt to Aiglon life, but she has since grasped every opportunity with both hands.



Spirit of success
Kenta Tanabe (Delaware, Year 11) and Yukimasa Shimizu (La Baita, Year 6) are true proponents of the 'work hard, play hard' ethos.

If the International Baccalaureate ever updates its logo, Aiglon's Assistant Deputy Head (Student Life) has a suggestion. "It should be a giant question mark," says **Mr Brian Martineau**, "because the IB is all about making young people question things rather than accept them at face value."

There is one question, however, that Aiglonians are unable to answer until they have gained their IB Diploma and left Villars: just how good is it at preparing them for the complexities of modern life, within higher education or in society at large?

After arriving at the University of Exeter to begin her degree in English, **Shoshana Doherty** (Le Cerf, 2016) soon found out. "In comparison with the others on my course, I felt I'd had an extra year to prepare for university," she says. "Having to study a greater number of subjects meant I'd had time to discover what I was really passionate about and wanted to do at university. The IB is undeniably challenging – you have to have self-discipline and manage your time well – and it gave me skills that are directly relevant to my undergraduate studies."

The IB Diploma is celebrating a landmark birthday this year. Fifty years ago, the International Baccalaureate Organisation was registered in Geneva, paving the way for the first cohort of students to take official diploma examinations two years later. It embodied an ethos that chimed with the founding values of Aiglon College, which registered its first students for a limited set of IB Diploma examinations in 1972, and continued to present candidates in Geography and French until 1997. In 2010, the school returned to the IB fold, introducing the full two-year Diploma Programme (DP) for Years 12 and 13.

The IB Diploma is best known for its academic breadth, with students taking six subjects rather than the three or four that are customary in the British A-level system. Many staff and alumni, however, would argue that what is most distinctive is the 'DP core' requirement. Diploma candidates are required to study the theory of knowledge and show evidence of participation in creativity, activity, and service (CAS) projects. Since 1974, an extended essay of 4,000 words has been a mandatory part of the programme.

Shoshana, who won the John Corlette Prize during her time at Aiglon, says: "There's a lot of independent study and critical thinking involved in the extended essay, and the CAS programme teaches you leadership and independence. Theory of knowledge was present in every subject we studied at Aiglon, and it encourages you to think outside the box. That ability to reflect has definitely been useful. When I arrived at Exeter, it was very comforting to know that I was already used to this sort of learning environment."

It is a story that is very familiar to Mr Martineau. He says: "When students get to university after the IB, it really can feel as though they're taking their foot off the accelerator. They'll be with people coming in who have never tackled anything as lengthy as a 4,000-word research paper, and don't know how to reference properly or write a bibliography."

Nicholas Gorham (Delaware, 2014) went on from Aiglon – where he was Guardian – to study Economics at the New College of the Humanities in London. He now works as a financial analyst and writer in Florence. He says: "We'd be doing the IB a disservice if we only looked at its academic strengths. I don't think that's why it's special. Its overall breadth is beneficial to your development as a person."

"For example, when I look back at the CAS part of the IB, and at

the Aiglon philosophy, I feel what I've taken most from it is that one's life has to be balanced – in mind, body, and spirit, alike – for it to be fulfilling. This ideal is most useful when viewed in as practical a light as possible. So you should stay in shape, keep yourself informed about the world around you, and keep challenging yourself intellectually."

Given the shared history of the international schools movement, the IB and Round Square, it is not surprising that they have corresponding goals. "They all say a similar thing in slightly different words," says Mr Martineau, "so the guiding principles of Aiglon feed beautifully into Round Square and the IB. The challenge is to ensure they aren't just buzzwords that float around, but that we live and breathe them in our daily life and work."

"What's interesting about Aiglon is that these principles are so ingrained in everything we do. →

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your time well

For example, it's almost impossible to get to the end of Year 13 without doing your CAS. At some other schools it's considered a slightly irritating addition that has to be shoe-horned in. Here, it fits beautifully without us having to build in anything extra."

The IB Diploma does not only offer breadth in terms of the number of subjects that can be pursued, but within the syllabus of each individual subject. **Ms Claire Tierney**, Head of English, believes her department benefits considerably. "It offers us great flexibility," she says. "The prescribed lists of authors and texts is extensive, so at Aiglon we can design a course that's exciting, innovative, and always keeps the students guessing."

"We expose them to a wide range of texts from different cultures and contexts, giving them a very good overview of literary genres and periods. It develops their knowledge more keenly than A-level courses, which have a narrower focus and are far more prescriptive. And because we're an international school, our students' own cultures will lead them to have different responses to language and literature."

Theory of knowledge permeates the way English is taught at Aiglon. "It complements our subject very well," says Ms Tierney. "We'll always incorporate it into our lessons, especially when it comes to starting on a new module or author. We'll try to unpick the students' knowledge – establishing what they think they already know, how they know it, and how far they can trust those beliefs. We're always trying to develop them as critical thinkers."

Gregor Grassie (Delaware, Year 12) is among the latest group of students to embark on the IB Diploma programme. Like many in his year, he finds the CAS requirement particularly fulfilling – and, as well as covering the 'activity' element through his role as House Expeditions Captain, he has been developing a more unusual skill for the 'creativity' component. "I'm playing the bagpipes," he says. "I started it at my last school, Fettes, in Scotland, and I have lessons every week with Mr Logie, a maths teacher here at Aiglon. I thoroughly enjoy that part of the IB – it opens up a world of music, drama, and art in which we can get involved."

For his extended essay, Gregor has opted to look into the business challenges facing budget airlines. He says: "I'll be writing on topics such as Brexit and how it will

affect future budget travel to destinations in the UK and Europe. My business teacher, who is now my essay co-ordinator, helped me find the initial sources, but now I have to go on by myself and find a lot more information. I'm finding this part of the IB really interesting. I think it gets us prepared not only for the university essays we'll do, but for reports that we'll have to write in our jobs."

As Debating and Expeditions Captain for her house – and recipient of a Chamois Prize – **Somphors Tann** (Clairmont, Year 12) has thrown herself into Aiglon life. But when she first arrived, she experienced a degree of culture shock. She says: "It took me a while to adapt. My last school didn't have things like theory of knowledge – it was entirely subject-based."

"It's very different here. Take the extended essay, where you have to choose your own topic, formulate your research question and evaluate the sources you need. I'm finding it challenging, having that amount of independence. But at university, teachers won't always be there to help us, so it's for our own benefit."

Like Gregor, Somphors raises CAS as a vital component of the IB Diploma, rather than an added burden. She takes an active role in the Philosophy Club, which discusses a different thinker each week, and practises with the Climbing Club on Fridays. "For service, I'm helping with the refugee centre nearest

the school," she says. "We try to entertain the children and give them a good time, as well as bringing in some educational value."

Ultimately, it is all part of a scholastic blueprint geared to helping each individual become "truly and intensely alive", in the words of school founder **Mr John Corlette** – a vision he shared with the maverick educationalists who conceived the IB Diploma, and their successors who have helped it to develop into a qualification taken by more than 157,000 students across the world.

"I really do believe that the school is carrying out an essential educational mission that's beneficial to youth and modern society," says Somphors. "Following the guiding principles of mind, body, and spirit will create future citizens who have well-rounded international knowledge that will help them integrate better into the world. And that's the key to creating a more peaceful and prosperous society." **A**

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What's interesting
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A beautiful mind
Gregor Grassie (Delaware, Year 12) is House Expedition Captain, but always finds time around his studies for his beloved bagpipes. (Photo-bomb by Head of Drama and Theory of Knowledge teacher Mrs Melanie Bloor-Black).



Words: MEGAN WELFORD
 Photography: Photography features a selection from the archives, but particular thanks go to Patrick Roberts (staff, 1965-1987) whose efforts over the years have visually captured the history of our school.

MOUNTAIN MENTORS

Erudite. Authentic. Inspirational. We talked to the Aiglon community about the teachers who changed their lives.

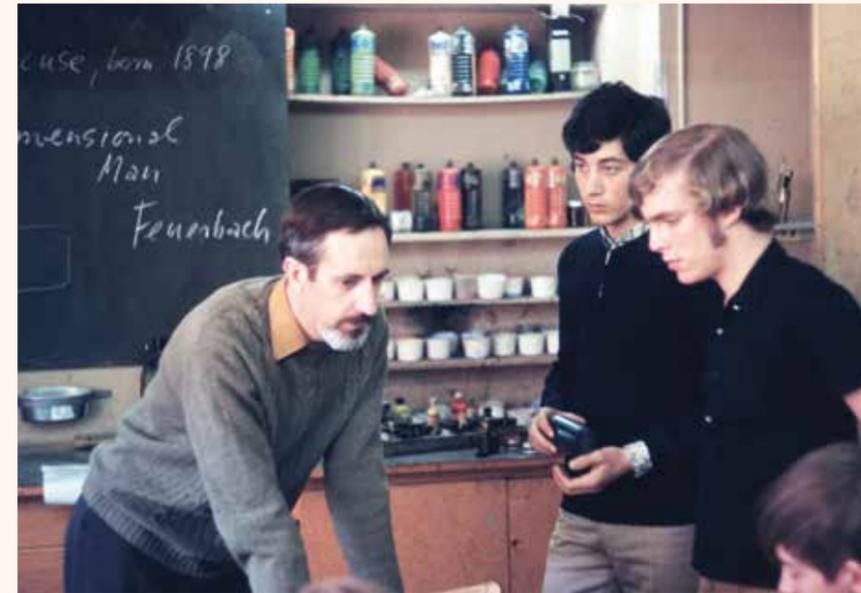
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 I don't know what I would have become without Aiglon. The teachers gave me an incredible education. I credit them with saving my soul



Opposite page — John Corlette and Joyce Lowe at the wedding of Mary Lewin (former staff 1968-1970) in August 1970.

This page, clockwise from top — Mr GustaveThéodore 'Teddy' Senn (1966-1993); Mr Philip Parsons;

Mr William Sutherland (1972-1988) and Aura Reinhardt (Clairmont, 1972); Lady Luia Forbes; Mr John Corlette and Elizabeth Watts; Mr Norman Perryman (1966-1973) with students Steven Vornle (Class of 1973) and Arthur von Wiesenberger (Alpina, 1972).



Below, clockwise from top left — The 1964 football team (back row, l-r: Lamb, Cainley, MacWatt, Jaff, Knight, Chilton, Karakashin; front row, l-r: Tattersall, Jhangiani, Mr Osborne, Kelso, Schoenfeld); Lancelot Harris; Robert Boas; Trevor Wilson; Marinda Liu (Clairmont, 1978); Virginia Lundin (Clairmont, 1979) and Andrea von Buchholtz (Clairmont, 1978).



“
Even today when I’m banging away at my keyboard, it’s Teddy’s voice I hear, telling me to use fewer, better words



Erik Friedl
(Delaware, 1969)



Donald Macdonald
(Alpina, 1963)



Eric Gibson
(Alpina, 1972)



Roya Ansari
(Clairmont, 1979)



Alma Fakhre
(Exeter, 1980)

IT MAY HAVE BEEN 50 YEARS since they shared a classroom, but **Erik Friedl** (Delaware, 1969) remembers his inspirational English Literature teacher **Mr Lancelot ‘Lance’ Harris** as if it was yesterday. “He was an old sea dog of a master,” says Erik. “He had spent many years in the Royal Navy, and when he taught

Coleridge you could almost believe he was the Ancient Mariner himself, leaning on his cane, practically dripping seawater. That kind of thing really sticks to the ribs – I can still recite the poem!”

Of all the unique experiences life on the mountain offers, Erik says it is the spiritual largesse and guidance of the dedicated teachers at Aiglon that he remembers with the greatest fondness.

“They were life-shapers. Things like **Lady Luia Forbes** giving me a copy of *Alcyone’s At the Feet of the Master* that had been personally inscribed to her by Krishnamurti – I never went on expedition without it. Or JC [school founder **Mr John Corlette**] cutting me a cheque for 150 francs towards my next 8mm film – no strings, except a commitment to try my best.”

Then there was **Mr Robert Boas**, the History and Languages teacher, who loved classical music, particularly Wagner. “More than once, at the last minute, he would pile three or four students into his Mini Cooper and we’d go roaring down to Milan to La Scala,” says Erik. “I remember seeing Herbert von Karajan conduct *La Cavalleria Rusticana*. I saw Nureyev. That was culture, up close and personal.”

“I don’t know what I would have become without Aiglon,” says **Donald Macdonald** (Alpina, 1963). “I arrived with pretty much no formal education. I’d gone to a tiny school in Scotland and I’d spent much of my free time learning to make raffia baskets and shooting on the moors with my dog.

“
Mr Senn had a Yoda-like quality. He had a vast perspective that took you away from the smallness of the things bothering you

The Aiglon teachers gave me an incredible education in two years – I went on to Boston University. I credit them with saving my soul.”

Eric Gibson (Alpina, 1972) remembers a life-changing lesson from Expeditions Leader **Mr Will Sutherland**. “I didn’t much like expeditions, out of sheer laziness and a sense of self-preservation,” he says. “But I really connected with Will – he was young, charismatic and full of humour. I found myself getting more involved in expeditions and mountain climbing, until one time I had to abseil over a cliff. It was only a 10ft drop but it might as well have been 1,000 – it was terrifying. To me it was a suicide mission. But Will encouraged me like he did everyone; he was such an energising guy, and I inched backwards over the edge and down a little, and suddenly realised, ‘I can do this!’ It was so exciting; from that point I was on cloud nine. It was an absolutely formative moment that I still think of – it taught me not to be afraid.”

Eric is now an editor at the *Wall Street Journal*, where he is in charge of a team of art critics. He says he discovered writing because of English teacher **Mr Gustav Theodore ‘Teddy’ Senn**. “Mr Senn loved using words. He had this love of language and incredible erudition,” he says. “He fired up something in me that led me to become a professional writer and editor.

He knew Shakespeare inside out, which was especially powerful because English was his second language. It gave me an impetus to step up. He made me appreciate the music of language and, even today, when I’m banging away at my keyboard, it’s Teddy’s voice I hear, telling me to use fewer, better words.”

Alma Fakhre (Exeter, 1980) also remembers Mr Senn. “He had a Yoda-like quality,” she says, “quite apart from his habit of saying ‘Mmm’ at the end of every sentence. He had a vast perspective, so it took you away from the smallness of things that were bothering you. He was in a higher realm. He was like a teddy bear, a safe haven for young people away from home. Head Master **Mr Philip Parsons** was also a safe haven. He and his wife **Bibi** were parent figures.”

Roya Ansari (née Mohagheghi, Clairmont, 1979) agrees that the Parsons, along with Houseparents **Mr Trevor and Mrs Gillian Wilson**, made Aiglon feel like a home away from home. “Sitting with the Wilsons every night and seven other students for dinner – we stayed together all the way through – truly felt like family,” she says. “Bibi and Philip had great compassion and humanity, and once helped my own family out. They were very kind people.”

Roya credits Mathematics teacher **Mrs Elizabeth Senn** with being a huge influence on her career. “I’m on my third Silicon Valley technology startup and I’m on the board for the Association for Women in STEM (Science, Technology, Engineering, and Mathematics),” she explains. “Mrs Senn taught me to not fear Maths, as many girls do. She had this very creative approach; she related Maths to life. Calculating angles would involve going up the hill to Alpina, for example. I could calculate in my head, and she’d ask me up to the front to show how I’d arrived at my answer – it gave me enormous confidence. Her creative, questioning way is something I use in what I do now. →

Below — Mr Gordon Dyke (1974-1991); Mrs Parsons in Forbes House, 1981; Ms Rosemary Hopkins (1974-1981) and Teddy Senn.



“She was very fun and very kind, but she could be a tough cookie too. I remember sneaking out the window once during study hall, because I wanted to get ready early for skiing. But I’d miscalculated the distance between the window and the ground so I was just hanging there from the windowsill. Mrs Senn looked over with a wry smile and said, ‘Would you like to come back in and join the class?’, and I had to climb back in. I was mortified.”

Alma agrees that her two most influential teachers, as well as being extremely good people, were also a little bit intimidating. “I loved [Biology and Pottery teacher] **Mrs Rosemary Hopkins** – I still do, she came to my wedding,” says Alma. “She was my Dead Poets Society teacher. But she was also intimidating and formidable. If you were misbehaving you’d get sent to her house in Chesières – it was a punishment but you sort of wanted to go. She was a healer – she had been a psychiatric nurse – and she’d boil herbs and make special ointments. In class she might suddenly stand up and say, ‘Let’s go and look for water!’, and she’d grab her dowsing sticks.”

“She taught pottery with so much passion. She’d invite us to her home in England and we’d meet potters (we met the great Lucie Rie), find fossils and fire pots by putting them in the earth.”

Art teacher **Mr Gordon Dyke** was also fierce in his brilliance, Alma says. “He was preparing us to find strength in ourselves,” she explains. “He’d shoot from the hip, but he wanted us to realise our potential. He’d catch you off guard. Although we were rich kids, we had the different suffering of migrant souls, and he saw that. He had the capacity to be a scanner of the human heart. One day we were drawing interlocking forms, and I had just started drawing a

Below (l-r) — Rebecca Chastney (Exeter, Year 11), Ms Geldeard, Lea, Anissa Zaman (Exeter, Year 11) and Kathryn Langston (Exeter, Year 11).



Lea Henaux
(Exeter, Year 11)

When you live in a school that demands excellence and independence from all of its students, it is very easy to become overwhelmed. I find it increasingly difficult to balance expeditions, CAS activities and exam revision on top of my everyday school work. Without the strong support of both the staff and the students I would definitely not be able to succeed and thrive at Aiglon. This is why I am immensely grateful to my tutor, Ms Geldeard.

Since my arrival at the school, she has been there to guide and advise me through the unfamiliar waters of Aiglon, and nowadays all my questions and worries still go to her. As our tutor, she takes care of the entire Exeter Year 11, so not only can we count on her for help and advice, but she also shares her passions with us. She'll recommend books she has really enjoyed or teach us new ways to stretch and exercise.

Most of my best memories at school include her and our tutor group: baking and laughing in the Exeter kitchen; gossiping in the duty office or watching Christmas movies in the common room. In many ways, she helped me to make this school a home away from home.

woman and a man. He looked at it and said, ‘That’s right, Alma, pour all your anger into it.’ I was gobsmacked, I hadn’t even known I was angry. But I was.”

Without Mr Dyke, she says, her whole life would have been different. “I am an artist now and he taught me how to see,” says Alma. “I remember we went on a trip to the Rhône Valley to look at all these churches and their stained-glass windows, and we were all saying, ‘Oh my God, how boring.’ But he said, ‘Look at this, look at how the light comes through’, and by the end we were all fascinated by stained-glass windows. I still think of him when I see one. He had this alchemist’s capacity to bring out your love of something.”

The man behind it all, of course, is Mr Corlette. “I remember meeting him for the first time with my mother,” says Donald. “This thin, ascetic, upper-class fellow, imbued with gentleness. My mother was very taken with him, and felt safe leaving her son at Aiglon. Later I remember him sometimes sitting down to have tea with us: brown bread and raspberry jam.”

“He was interesting, inscrutable, intimidating, and sharply intelligent,” says Erik Friedl. “Yet somehow I felt able to go and ask him for the cheque to make my second film, and he said yes straight away. Two years after I left he telegraphed me asking me to make a promotional film about the school. I hesitated because I’d never done something like that, but I did it, and I went on to have a career as a filmmaker.”

“During filming I remember him roaring up in his Jaguar and telling me to ‘savour the landscape of the mountain’. I’m very grateful to him and Joyce Lowe, the School Secretary and his right hand.” “He started Aiglon on a wing and a prayer,” adds Eric Gibson, “and he built this enormous legacy.”



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CLASS NOTES

Share your news and get in touch with the Aiglon community at alumni@aiglon.ch



OLYMPIC AIGLONIANS

We're proud to note that two of our alumni featured in the recent Pyeongchang Winter Olympic Games.

Hugo Ng (Delaware, 2016) was delighted to have the opportunity to watch his 16-year-old sister Arabella compete for the Hong Kong Alpine Ski Team at first hand. She was involved in the Slalom and Giant Slalom events, and Hugo says his personal highlight was to be start coach and be with Arabella in the start hut on her Olympic debut.

And **Alexander Glavatsky-Yeadon** (Alpina, 2013) competed

for Team GB in the Ski Halfpipe, although things didn't go quite as planned. Already carrying an old ACL injury to his shoulder, Alexander suffered a fall on his first run and fractured his collarbone. He decided to continue with his second run, but further injured the collarbone.

Undeterred, he plans to complete his studies in Graphic Design at the Savannah College of Art and Design; develop his clothing business, Saint Valais; and compete on the World Cup ski circuit in preparation for another tilt at a medal at the Beijing Olympics in 2022!



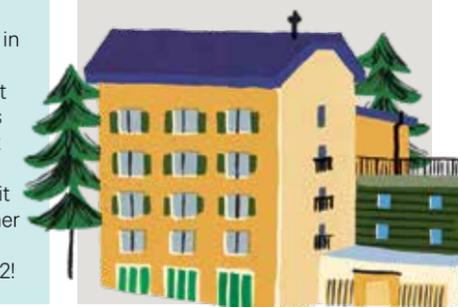
QUEEN'S COUNSEL

Samantha Broadfoot (Exeter, 1990) is still a practising barrister in London and was appointed Queen's Counsel in 2017. She is married with three children (11, 14 and 15) and is delighted to find that they love the mountains, whether walking or skiing, almost as much as she does. They are planning a trip to Villars shortly so she can show them the magic of Aiglon's mountains. Samantha remains in touch with quite a few alumni via Facebook, and occasionally manages to meet up with **Niall Elliott** (Belvedere, 1990).



FAST MONKEYS

Having been inspired by classmate **Bill Koch** (Belvedere, 1973), long-distance bicycle riding and racing with his two sons remains a passion for **James Thurber** (Delaware, 1970), since retiring from full-time teaching in the US. Being the eldest of the three, James is known as The Silverback (the team name is the FasT Monkeys Racing Team), and their rides have included the Furnace Creek 508, the Race Across Oregon and the Hoodoo 300.



Illustrations by Ruby Taylor



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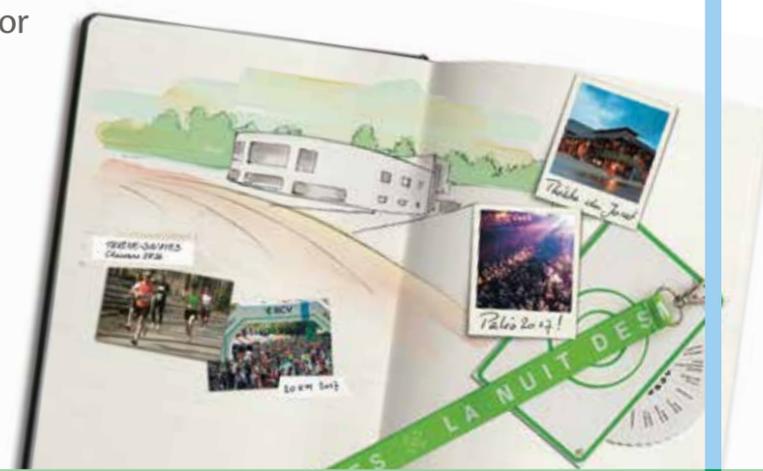
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70TH ANNIVERSARY CELEBRATIONS

All alumni are invited to "soar like an Aiglon eagle back to the mountains in Villars" for the Aiglon 70th anniversary celebration weekend, Friday 28 June to Tuesday 2 July 2019.

"We're planning an enlightening morning of meditation, followed by competitions, a boat trip on Lac Léman, a tour of Château de Chillon, a visit to Gruyère, an expedition at Solalex, a meal at Bretaye and a gala Saturday evening with cocktails, dinner and dancing," says Marcia Izant (Clairmont, 1971), Aiglon alumni 70th Anniversary Chairman.

Come and share your stories with fellow alumni. If you would like to donate to the auction, please contact marcia.izant@gmail.com



IRANIAN RECEPTION

Saeed Zaree (Belvedere, 1987) is living in Tehran with his wife Leila and two children Kourosh (13) and Soraya (11), and has been helping Aiglon increase recruitment in Iran

with a reception for the Director of Admissions last November. His new building project, a luxury apartment building named Residence Alpina (of course!) in the ski resort of Shemshak Darbandsar, about 1.5 hours north of Tehran, is nearing completion. The family recently took a trip to visit the campus ahead of his children attending Summer School this July, a visit he says would not have been complete without a visit to spend time with M. Gharibi at the Palais Oriental in Montreux with his long-time friend **Yiannis Tavoularis** (Delaware, 1987).

COOKING UP A STORM

Amna Alyamani (Exeter, 2005) has recently moved to Barcelona, Spain to undergo her MBA studies at IESE Business School, and says Aiglon has been a driving force in her life. "Appreciating that purpose, passion, effort, humility and hard work are the keys to success, and the importance of leading by example, are things that Aiglon taught me, and that I am actively applying in my career today," says Amna. "Thanks to these lessons, I feel like my life has been one long marathon, starting with a degree in Hospitality Management (from Glion Institute of Higher Education in Switzerland), followed by a career in food and beverage in Saudi Arabia (which for women back in 2010 was a challenge), and now the MBA, which should enable me to start up a bakery, that will hopefully become scalable in Saudi."



OKTOBERFEST

I am really excited to announce that this year's Aiglon Oktoberfest is taking place in Weinzelt on Saturday 22 September from 4pm-8pm. Places are strictly limited, so please contact me on egrampel@web.de as soon as possible to reserve your ticket.

Elisabeth van de Grampel (Clairmont, 1980)



BEST HOSTEL IN COLOMBIA

Benjamin Davis (Delaware, 2007) is the proud owner of El Rio Hostel, named 'Best hostel in Colombia 2018' – and second best in Latin America – by Hostelworld, almost 10 years since he first travelled to the area.

"My business partner Guy and I returned in 2015 with the idea to set up a 'boutique' hostel, aimed at backpackers with a slightly higher budget, who want the social aspects of a hostel coupled with the luxury of staying in a hotel," writes Benjamin.

In June 2015, they signed a promise of purchase on a plot of land located by the Buritaca river, around 3km from the coast. "Although there were a few hostels and hotels nearby, we believed that we had a great USP in the form of the river.

The land has a private beach with an enormous natural swimming pool, complete with cliffs to jump off and tubing right from the back door."

Throughout the end of 2015 and all of 2016 the pair lived and worked on the property, using a combination of local workforce and foreign volunteers to build the hostel and furniture, and were ready to open by December 2016. After three weeks of being operational it appeared that word had got out; they were fully booked. Last year there was a focus on re-investing and expanding – "we now have capacity for more than 60 guests and are expecting an even busier 2018. It goes without saying that if any Aiglonian is ever in Colombia they should stop by!"

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PRINCE OF PERSIA

After being deemed somewhat illiterate by my English teacher (probably more down to my laziness than actual ability!), I'm excited to share my new novel *Cyrus, Prince of Persia* (beaconpublishinginc.com/product/cyrus-prince-of-persia/), a piece of historical fiction with added adventure and romance! Looking forward to seeing everyone at the reunion.

Alex Jovy (Delaware, 1990)

LONDON CALLING

The Friends of Aiglon College (FOAC) UK have started a monthly informal gathering for all London-based (and surrounding) Aiglon alumni at The Enterprise on Walton Street on the last Sunday of each month. Contact me on kalina.boyadjiew@mac.com if you are interested in attending.

Kalina Boyadjiew (Exeter, 1994)



Tributes



Christopher Reynolds (Class of 1952, staff 1961-1966)

John Corlette's first ever pupil, and later French teacher and Housemaster of Clairmont, Christopher died in hospital in January following a stroke, aged 86. His was a full life, managing the family's cooking business in Portugal but returning to Villars often. He was also a light-aircraft pilot, enjoyed parascending and was an avid scuba diver. Aiglon truly brought him so much happiness throughout his life and he was a firm believer in the school and JC – it also blessed him with many lifelong friendships. In the moment, he retained an excellent wit, curiosity and depth of observation – always a gentleman and the epitome of JC's Aiglon.

Patrick Roberts (staff, 1965-1987) and **Anita Nott-Bower** (Exeter, 1984)



Kerry Jane Powell Golay (Exeter, 1984)

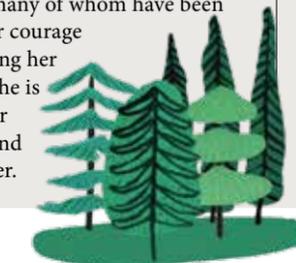
Kerry's family write to announce, with great sadness, her death in February, at the tragically early age of 51 years. At Aiglon, she was part of the schools' ski-racing team, played cello in the orchestra and accompanied on guitar in Richard Lunn's jamming sessions. After leaving Aiglon College, Kerry completed studies in the UK and Switzerland and pursued a career in medical research. She was a bright and lively student, admired and well liked by her peers, many of whom have been inspired by her courage and spirit during her short illness. She is survived by her two children and devoted partner.



Richard Trafford (Class of 1968)

We're sorry to report the passing of Richard Trafford last September. Richard grew up in the British Crown Colony of Kenya and on a pineapple plantation in the Philippines. After returning to the UK, to attend Swanbourne Prep and the Berkhamsted Schools, he spent three memorable years at Aiglon (1965-68), then joined the Royal Green Jackets. He completed several tours of duty in Northern Ireland with the Durham Light Infantry, before making Major and being offered a commission in the Rhodesian African Rifles, where he made more than 400 parachute jumps and saw frontline action during the Rhodesian Bush War. Our thoughts go to his wife, Gillian, and son, Charlie.

Erik Friedl (Alpina, 1969)





Summer School

The term may have ended but, for some, the adventures are only just beginning.



Summer fun — Mrs Fiona Tweedie and assistant Ingrid Bovay Munro.

Summer has come to the mountain. The Gondola is open for walking and the only sound is the distant ringing of cowbells. Where students once bustled to lessons and activities, peace now prevails.

For a while, at least. Because less than a week after the last Aiglonian waves goodbye, 200 students will be pouring into Villars to attend the Aiglon Summer School. And for Enterprise Manager **Mrs Fiona Tweedie**, things are about to get interesting.

“Students tell us they have a great time, but it’s a summer school rather than a camp,” she says. “Even though we’re not constrained by the school routine, it’s still very structured. Every day has an element of learning and challenge – there is very little down time!”

The Summer School day is structured around a range of courses in the morning: interactive English or French; Maths and Science Investigator; Technology, including website design and even 3D printing;



SAT exam preparation and Leadership (for the older students). In the afternoon, there are activities such as team games, cookery, drama, swimming and, of course, exploring the mountains. All students go on a two-day expedition.

“Each student has a staff group leader for activities, who becomes like a big brother or sister,” says Mrs Tweedie. “We’re sensitive to the fact that some of the children are away from home for the first time – the staff talk to them about it if they’re missing home, but generally the students are too busy!”

“They have to hand in phones and devices, so some students, especially the teenagers, can be a bit shy at the beginning, but it’s such a friendly atmosphere they soon get over it. We’ve had quiet students we’ve had to work on to bring them out of their shells, and by the end they’re up on stage, dancing!” Other evening activities include ice-skating and bowling, and sports tournaments, barbecues, and discos.

Some of the staff are alumni; some are university students or full-time teachers from other schools. “We have a good mixture of enthusiasm and experience,” says Mrs Tweedie. “They come in full of energy for a month of very hard work, and they totally buy into making it a brilliant summer. The students, too; each year some of them join Aiglon main school.”

There are 35 staff on the team, with more in catering, housekeeping, and at the health centre. “We may look relaxed in shorts and a polo shirt, but before the students arrive it’s spreadsheets galore,” says Mrs Tweedie. “We set everything up so that once the students arrive we can roll with the programme. My best bit is at the end, when the parents come up and shake my hand and tell me what a fantastic time their children have had, and that they can’t wait to come back next year.”

For more information, email summer@aiglon.ch or visit www.aiglon.ch/summerschool

Words: Megan Weirford / Photography: Joe McCorry



Culture shock

Patrick Wachira

(Delaware, Year 12)

I could sum up my first impressions of Aiglon in two words: culture shock!

Having been brought up by a conservative society, I was totally unprepared for what hit me here: people talk more openly about things we probably wouldn’t in our Kenyan community, and the banter between teachers and students is astonishing – but I actually prefer it.

Back home, this is unheard of: when speaking to a teacher, you only speak when spoken to or you appear rude; it’s more as if you are seen but never heard. Here it is different: you can have free and interesting dialogues with a grown up or a person in authority.

I’m still not good with names, but I never forget Gregor’s, my roommate, an amiable Scottish lad full of energy and always willing to lend a helping hand. This was particularly helpful in getting me settled in quickly. His infectious charisma and

attitude even convinced me to join the school touch rugby team with him, which I must admit I found quite interesting, given that I had never done anything like it before!

I’m still adjusting to the food here – my stomach and cheese are not necessarily boon companions. Trust me when I say I have learnt the hard way – it got to a point where I only had to catch a whiff of cheese and my appetite suddenly vanished, like a paranoid prison escapee who’s heard a siren.

The friends I have made are very dear to my heart. In the time I have been here, I have realised that every single person in the world has their own story, and through friendships we weave these stories together and create a magical fabric of joy and a sense of belonging. **A**

Patrick is the SEBA CZ Scholar from Starehe Boys Centre and School in Kenya.

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Personal best



See you in court

Want to become a better player? Alex Jacobs (Belvedere, Year 10) says it is all about taking one game at a time.



Words: LUCY JOLIN
Photography: JOE MCGORTY

On the tennis court, there is nowhere to hide. Few sports demand so much from an individual player, both mentally and physically, and few offer such massive rewards. So it makes sense that **Alex Jacobs** (Belvedere, Year 10) has set himself tough goals right from the start.

"When I started playing in tournaments, in Belgium, I remember there was a leaderboard with the names of around 300 children on it," he says. "My goal was to get in the top eight, so that I was eligible to play in the Masters. And I did that.

"For a while, I was at the number one spot. I reached my goal. When I got to Switzerland, I did the same thing, and I got to number one here, too."

Alex was seven when he decided that tennis was going to be his sport, having

already tried out football and swimming. "I enjoyed it, so I just kept on playing," he says. "My dad asked me if I wanted to play in tournaments and I said yes, so he signed me up. I was watching a lot of tennis on TV, which helped. Rafael Nadal was the first player I looked up to. I wanted to be just like him."

It has taken a lot of practice: around seven to eight hours a week when he is back in Belgium, and as much as he can manage at Aiglon. However, Alex's tennis journey has not been all trophies and tournament wins. There have been tough times, too, but they have all helped him grow as a player.

"At first, I was winning and winning and winning. Then, I had to play against this one guy who was way better than me, even though he was a lower rank. I started thinking: how? What am I doing wrong? I was winning so much that I'd forgotten what it felt like to lose."

Indeed, Alex says that losing has actually made him a better player, not least by encouraging him to set more structured goals. "My goal was to win the Swiss Masters this year, but I've realised that's something

I can work on in the future," he says. "Now my goal is to play against people who are better than me; if I can do that it will be good practice. My tennis will improve, I'll get used to that level of opponent, start winning and rank higher. Plus, it will be good mental training for me."

He also says that losing builds resilience in a way that winning can never do. "I remember losing a match that I was really looking forward to – and needed to win," Alex says. "It was so important to me. It went wrong and I didn't feel like playing for a little while. But I've only ever had that feeling once or twice, and it doesn't stay long. You need to keep going, and you need to like what you do, to be a good tennis player."

Right now, Alex does not know where his tennis will take him. But whatever he does in the future, he says, he will have memories – and skills – that will last a lifetime. "I remember my first goal was just to win a tournament. I was so happy when I won it. Now, I'm used to it and I have bigger goals. But the memory of that first win will always stay with me." **A**

Why I love...

Piano

Aimi Liu

— (Exeter, Year 11)



Words: LUCY JOLIN
Photography: JOE MCGORTY

When I was five years old, I heard my friend playing the piano. It was just a beginner's song called Giant Steps, and it only has a few notes, but I was very curious about how the piano made that lovely sound; there was something about it that I loved. I wanted to do it myself. So I asked my mother if I could start to play the piano. As a singer, she warned me that it would be tough and that I would have to do a lot of practice. But I wanted to play so much that she agreed, and bought me one.

I love playing because some of the melodies are so beautiful that I can express my emotion and feelings. My favourites are Chopin's waltzes and Fauré's Barcarolle. It feels relaxing to play them – it takes me away from my busy school day. Debussy is another of my favourites: his music is so interesting as it is more modern than classical, and there are many sudden chords that are not in the key, which surprises people.

Playing has also challenged me. When I was 12, I attended the Asia Piano Open Competition and finished number one in my age group. It was a bit scary: I had to play in front of three different teachers. But when I found out my results, it felt amazing. I couldn't believe it, but my mum was really calm! And I got a reward, too: my mum bought me my cat, Emily.

Practice hasn't always been easy. Until I was about 12, my mum had to tell me to go to the piano every day. But I'm very glad she did make me practise. I've only taken two exams in my life – my Grade 8

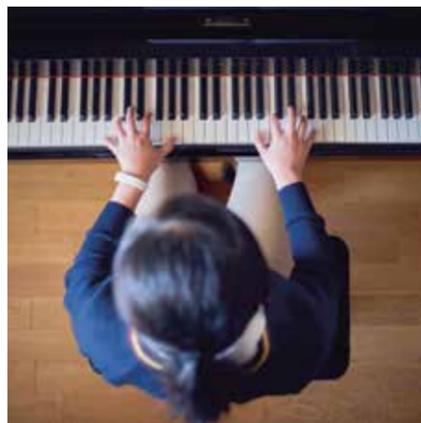


“
I was very curious about how the piano made that lovely sound – I wanted to do it myself
”

and the Associate Trinity College London Diploma (ATCL), which is equivalent to the first year of an undergraduate degree. I got distinctions in both, and I was so happy.

Before the ATCL, I was practising for at least an hour every weekday, and for two to four hours at weekends. If I hadn't done so much, I would never have done so well. I think if you practise enough and you love what you are doing, you will achieve what you want.

I have thought about being a professional pianist in the past, but now I think it's more suitable as a hobby. My parents say that to be a pianist you need to be very tough; you need to spend millions of hours playing, and there are so many pianists that you have to be outstanding to make a living. I might teach one day, but, until then, I'll just carry on playing and loving it. ♡



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1884 Villars-sur-Ollon info@kaenel-villars.ch
Tél. 024 495 26 55 www.kaenel-villars.ch

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