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## Calendar

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| March | 09 Senior School Day Out  
24 – 26 EARCOS Teachers’ Conference |
| April | 04 – 17 Term break  
06 Chakri Day – Public holiday  
13 – 15 Songkran – Public Holiday  
18 Term 4 starts |
| May | 01 National Labour Day – Public Holiday  
02 Substitution National Labour Day – Public Holiday  
03 Dance Fest  
03 – 23 International Baccalaureate Diploma exams  
05 Coronation Day – Public Holiday  
07 EARTH Summit  
18 – 25 Senior School Assessment Week  
24 Graduation Day |

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Cover caption: Grade 12 student Jonathan with local boys

The Traidhos Quarterly is produced four times each year. All current families will receive one complimentary copy. If you would like additional copies or if you receive more than one copy please telephone Christopher Hall in the Admissions Office: + 66 807 929 925.
Education is a wonderful investment and enrolling a son or daughter in a solid International Baccalaureate program is one of the best gifts a parent can give their child. Besides the proven benefits of the IB Diploma program, a boarding school experience, especially in the last two senior years, offer the secure “independence” bridge that is needed between high school and the overseas university experience. PTIS International School will be celebrating ten years of quality day and boarding education next year and we look forward to having more and more students explore the benefits of a bridging experience that combines solid academics with a family boarding experience.

International boarding schools such as PTIS offer additional benefits that day schools cannot.

They can attract bright and motivated students from around the world. Almost all boarding schools have supervised study and well-structured academic support systems in place for evening sessions where academic teachers and boarding staff act as mentors. Some boarding schools offer rewarding weekend programs that see students actively engaged in community service, the performing arts, outdoor programs and a range of other social and recreational opportunities: a range of opportunities which often far exceeds what students would be participating in otherwise. Students aren’t spending time in shopping malls – and most of them find the alternatives highly preferable! When living on-campus, students optimize their opportunity to take advantage of these diverse after-school programs that support excellence in the visual and performing arts, sport, and further academic pursuits.

PTIS offers enriched educational experiences and is well placed to meet the needs of the 21st century family for a host of reasons. Some parents’ lifestyles are very mobile and having a good boarding school “home” for the children can be a very positive resolution to a potentially challenging situation. Other parents would rather their children experience an education that does not involve traveling by car or bus a few hours each day. Some parents in major cities such as Bangkok and Chiang Mai are choosing the weekly boarding option for their children and then bringing the family together on the weekend. Other parents see boarding as a bridging experience – an opportunity for adolescents and teens to learn valuable skills of self-reliance in a caring and controlled environment before facing the challenges of independent living in a university community. Regardless of the reason for choosing the pre-university boarding school experience, parents and students quickly come to value the many benefits.

In a recent study by the Independent Arts and Science Group in the United States, involving extensive interviews with over 2,500 students and alumni from boarding, public schools and private day schools, key facts about boarding schools emerged. In the study, boarding students were at the top of the three groups surveyed in identifying their schools as very academically challenging. Boarding students reported that they were extremely well-prepared for college and university and remarked that they spent almost twice as much time on homework as their private day and public school counterparts. The study also found that many more boarding school students subsequently achieved top management positions compared to their private school and public school counterparts.

The boarding school experience teaches balance.

At PTIS we offer the academically demanding and highly valued International Baccalaureate program, but also maintain a family atmosphere and a comprehensive activity program. Students are supported as they learn to balance the demands of academics, relationships and personal growth. They are well-prepared to gain entry to top universities around the world, in the right programs of study. But additionally they have already learned the value of living balanced lives. The experience offers students the chance to develop increasing independence so that by the time they are ready to pursue further study, they already have a strong sense of what it means to be a responsible member of the broader community, and of the role they must play in maintaining the health of that community. This sense of community is an intrinsic value of the boarding school experience and one not to be undervalued.

Excellence in academics. A wide range of recreational, artistic and service activities. A secure environment. Lifelong friendships. Growing independence. The PTIS boarding school experience offers all this. And additionally, students gain a true sense of belonging, and an awareness of their individual responsibility to maintaining the health of their community. In our increasingly global notion of citizenship, this is a valuable lesson indeed.

David Baird
President
Popular activities include team building and leadership courses, geography fieldwork, living and working in local communities carrying out building and repainting tasks, environmental community service projects, and arts and cultural activities.

The Visiting Schools Program is an educational program offering high-quality experiences to students and giving them the chance to reflect on their learning and on the real-life issues that they see being played out in everyday life. It is our hope that a stay with the Community will not only be an enjoyable and memorable experience but one that challenges students to look at their home community in a new way and to be an active global citizen on their return home.

The Three-Generation campus is rarely quiet. As PTIS students close their books and shut down computers on the last day of term, the Camps Program opens its doors to students for the two- to three-week camp programs. Camps take place during both the Thai and international school holidays offering themed camps providing a focus on intensive English, adventure or living sustainably.

Each camp is unique bringing together students from different schools, backgrounds and countries. An important aspect is for children to be part of a community and to care responsibly for each other throughout the camp – as well as having a good mix of group-building activities, challenge and fun. For further information about Three-Generation camps in 2011, see www.threegeneration.org/camps

Learning from the expert: working with a potter on Ko Kret
A fishing village study in Chantaburi

Lynda Rolph
Head of Programs
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AN IDEAL COMBINATION

A non-profit guest house in Chiang Mai funds a children’s home on an organic farm. Overnight guests can stay at either one. (Better still at both!) The standard of comfort is high. The children benefit. They go to school, and also learn how to run the farm. Visitors find it hugely enjoyable. School students can also come here on organized camps for a few nights, to mix with the children, discover the techniques of organic farming and gain respect for all living things in this beautiful “classroom without walls”

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Overview: http://sites.google.com/site/joysenv/
Grade 2 is all about self-expression ... In more ways than one!

At the beginning of Grade 2 we explored “Who We Are” and inquired into how our friendships are fundamental to our personal development. We acknowledged our strengths (as well as our weaknesses) and how these shape us as individuals. At the end of the unit we made a book about ourselves, making connections with the IB learner profile. By the end of this unit we discovered that our friends were more than just “play buddies”: instead they help us to be risk-takers, more balanced and caring individuals. According to Pear, “When I play with Natasha I like to climb and skip rope. It is fun. This makes me a risk taker and more balanced.”

Life in Grade 2 can also be challenging even for a seven year old. Some days we come in from the playground sad because ‘he said that’ or ‘she did this’, but we are learning how to be more effective communicators. We know that we need to express ourselves openly and honestly towards our friends in order for us to all get along together. At times we may need an adult to help solve our problems but we know that we can try to solve our problem first ... although this can be difficult.

Life in Grade 2 also demonstrates creativity. We have recently explored how the Arts are a medium through which thoughts and feelings can be expressed and evoked. We studied various art forms from Picasso’s ‘Cubism’ to Andy Warhol’s ‘Pop Art’ and tried to understand more about different artists and their own individual stories. The students enjoyed completing different styles of art work and made honest reflections about their work. After a class survey we discovered that our favourite artist in Grade 2 was Picasso as he was the most interesting artist. At the end of the unit we all had the challenge of expressing ourselves through a piece of art work. Many of us chose clay as our art medium, some chose paintings and YeWon chose collage. “I chose collage as this tells you about my family. Can you see the leaves? It shows the four people in my family. The longest is my father, next my mother and then my brother. The shortest leaf is me because I am the smallest in my family.”

Life in Grade 2 … I wonder what the rest of the year will bring?

Christina Clissold
Grade 2 Teacher
Study in Australia “Safely & Warmly” with EDEN

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The night at the opera at PTIS commenced with Stefan Paul Sanchez, Artistic Director of the European Chamber Opera Company (ECHO), greeting the audience and telling them a little about the night’s performance. Sanchez and his company had been in Northern Thailand in November 2009, when they performed a touring version of Mozart’s comic opera *Cosi Fan Tutte* – and the production was the most amusing version that many people had ever seen. The comic antics of Sanchez himself were again a highlight of the concert at PTIS. With the assistance of a Bird of Paradise orchid as his “magic flute”, Sanchez appeared from somewhere behind the audience to sing Papageno’s aria, pinching bottoms, asking the audience to play his “flute” and cuddling up to the ladies in the front rows.

Sanchez and two of the other performers, Grace Echauri and Todd Geer, later played leading roles in the December production of Bizet’s *Carmen* at the Thailand Cultural Centre in Bangkok. Either singly or as part of different companies, Geer, Echauri and Sanchez have performed in Thailand, Mexico, France, China, the UAE, the United Kingdom, USA, Ecuador and Spain. They were joined at this concert by a rising young Thai soprano, Barbara Zion Daoratanahong, and the pianist was the brilliant young British player, Chris Huntley.

Drawing on their internationally-acclaimed experience, the four singers thrilled the capacity audience with songs from many operas, including *Madame Butterfly, Carmen, The Barber of Seville, La Bohème* and *The Pearl Fishers*.

The concert ended with several lighter songs – including Gilbert and Sullivan’s *Major General* and the haunting *Danny Boy*. A standing ovation, prolonged applause, and a request to come back and do it all again next week were indicators of the pleasure the five performers had brought to the people of Chiang Mai.

Classmate 50

Congratulations to Fah (Grade 12) for her outstanding achievements in the nationwide ‘Classmate 50’ competition. Fah was selected as a Chiang Mai representative to take part in a competition where she was pitted against another forty-nine of Thailand’s top school-aged performers. For the past few months she has been juggling not only her schoolwork and co-curricular commitments, but has also been doing piano exams and heading down to Bangkok for auditions and for the performances included in this prestigious event. She not only achieved a recording contract in Japan, but of all fifty students, she came First! Her high standards both in and out of the classroom have made her excel in many areas of music. Well done Fah!

ML Usni String Quartet

In January HE Admiral ML Usni Pramoj and members of his String Quartet came to PTIS and performed a movement from a Haydn String Quartet and ML Usni’s own String Quartet Number 1.

ML Usni gave the audience the political background to the composition of his piece and this made the “story” all the more graphic with its complicated musical textures, emotions ranging from the urgent to the aggressive, and to the reflective and particularly onomatopoeic pizzicato. In all, and even with its quiet references to early Alfred Hitchcock soundtracks, it was a stunning piece and could be an anthem of hope for the Kingdom.

The following evening the quartet performed at the Four Seasons Resort, Chiang Mai, to a sell-out audience and we look forward to welcoming ML Usni and his fellow performers back to Chiang Mai and to PTIS in 2012.

Charlie

Capacity crowds enjoyed the school production of *Charlie and the Chocolate Factory* in February. The production, directed by Ajarn Borys and Associate Director Ajarn Mary, was almost literally a Hollywood-blockbuster-cast-of-thousands event. With Oompa Loompas and squirrels from Grade 4, 5 and 6, and principal players from all levels in the Senior School up to Grade 12, and a production team of staff and students, almost one hundred people were involved – and this in a school with just over 410 students.

For many, the highlights included the delightful Oompa Loompa dances, Augustus Gloop’s untimely demise, slithering and squirming as he was carried along in the currents of the huge chocolate “river” that crossed the transverse stage, and the thoroughly well-deserved fate of the terrible Violet Beauregard as the squirrels tossed her down the waste pipe. How shocking children’s literature can be!

Naturally true valour and good character won out in the end, as Charlie was made heir to Willy Wonka’s chocolate factory, and all the chocolate he could eat for the rest of his life.
An occasional column featuring some of the people who make Traidhos and PTIS International School wonderful places

Sukanya “Boo” Charpentier

Boo has been a member of the PTIS community for four years, teaching Thai language, literature and culture. Prior to coming to the school she worked at a leading Thai school, at a Technical College in Chiang Mai and in an administrative position for another business. Boo has a BA and MEd, and remarked on the huge differences between the “book learning” and rote learning typical of some schools – and the inquisitive and exploratory teaching and learning styles demanded by the International Baccalaureate Middle Years Program and Diploma Program.

Boo is also very experienced in teaching other teachers. Several times each year she runs after-school classes for other PTIS faculty members who want to learn more than “Hello!” and “Thank you!” in Thai. She also helps supervise a group of Grade 11 students who are teaching English at nearby Wat Nahuk.

When not in the classroom, Boo’s passions are music and the cinema. An accomplished player of the stringed Thai instrument known as the “khim” – a form of dulcimer – Boo has passed on her love of music to countless students. Boo and her French husband enjoy watching classical Chinese films in Chinese, but with English sub-titles: English, Thai, French and Chinese simultaneously! And that, says Boo, is typical of life at PTIS where she and her students are part of a multi-cultural community.

Ann Gaillard

Ann (Junior School ESOL) comes to PTIS International School after teaching for many years in Kobe (Japan) and Manila, in her home country of the Philippines. She has three Master’s degrees – in Communications (France), TESOL (Australia) and Education (USA) and has taught in large schools of over 1000 students and smaller schools like PTIS. “The smaller school is much better,” Ann says, “as you can get to know every child and not just those in your own class. It’s more like a small village where you feel you are responsible for all children.”

“Another good thing about working at PTIS is the quality of life – a lovely campus, nature, fresh fruit and vegetables and friendly people with a great work ethic. In Kobe everything was concrete – the only colours were grey and white – even the cars were only grey or white!”

Ann worked in documentary film-making before starting her career in education and now manages to do both. She has been offered a place on the team which will develop film resources for students and other teachers in the IB Film Studies unit – so she can indulge in two of her passions (teaching and watching films) at the same time.

Ann is married to Sébastien Gaillard, and they have three children.
Christopher Dickerson

“I’ve always enjoyed helping young people. Before starting teaching I used to run Youth Groups in South Africa,” says Chris Dickerson, Senior School Deputy Principal and English teacher, “so teaching seemed like a natural progression – and the best decision I’ve made.”

Chris has a bachelor’s degree with a triple major in English, history and physical education. He also has a Higher Diploma of Education. He has taught at schools in South Africa, England, India, Kenya and Argentina, where he was Head of Physical Education. In the UK Chris taught as a supply teacher for six months and reports that the life of a supply teacher is not much fun. “It’s not really teaching at all – it’s crowd control. The schools you go to are some of the worst. Many of the teachers there are absent because of the stress. Kids in international schools, on the other hand, are so nice and this makes working a pleasure.”

With such a diversity of schools and countries behind him, Chris is delightfully unconcerned where the future may lead him, his wife Mel and their new baby. “You can feel quite free – you go to an education fair (where teachers are recruited for international schools around the world) and see an interesting job or an interesting school and say – ‘Yes! That looks like fun!’” The breadth and depth of experience Chris has gained working around the world gives him a special quality that – in addition to a very dry sense of humour – makes him a great asset to PTIS International School.

Jeremy Gaysek

“Perhaps the best thing about teaching,” Jeremy says, “is that it is all about empowering others to be independent, to learn to ask about things and to think for themselves.” Jeremy, the Grade 1 teacher at PTIS, has come to Chiang Mai along an interesting pathway. Born in Pennsylvania, he studied in Virginia, started teaching in San Francisco, moved to Dhaka (Bangladesh) for three years and has now signed on for a fourth year in Chiang Mai.

Jeremy’s time at Virginia Polytechnic Institute and State University was spent earning first a bachelor’s degree of science and human development, then his Master’s degree in curriculum and instruction. He is passionate about his teaching and comments that it requires a special set of skills to connect with different students knowing that the difference a teacher makes will reach far beyond the classroom, helping children to develop and grow and be life-long learners. “But it is not an easy task – if it were then everyone would be doing it,” he added. “No two children are the same so teaching involves a lot of re-thinking, re-planning and trying different strategies. What works with a group this year may not work with next year’s group so you start all over again.”

He is also a Workshop Leader for the IB.

Jeremy eventually wants to live and work in Japan with his wife (Tammy - Early Years 1 teacher) and two children (Noa - 5 years old, Mia - 10 months old).
PTIS International School recently hosted a Model United Nations (MUN) conference which was attended by students from the host school and from five other international schools. Over one hundred and sixty “delegates” – some in colourful traditional dress – braved the chants and slogans of an unruly mob of protesters outside the General Assembly Hall.

The MUN – an academic simulation of the real United Nations – educates participants about current events and topics in international relations. Participants role-play as delegates, representing different nations in a simulated session of the United Nations - the Security Council or the General Assembly. Students are required to research their countries, adopt roles as diplomats, and investigate international issues through debates and consultations, and then to develop solutions to world problems.

In order to represent the policies of their countries, students were required to use many communication and critical thinking skills: public speaking, group communication, research, policy analysis, active listening, negotiating, conflict resolution, note taking and technical writing.

The recent conference, World in Crisis, examined several issues including human rights in the Middle East, peace initiatives in Korea, and environmental issues in South East Asia during the controversial burning season.

Dr Richard Engelhardt, a distinguished and long-serving United Nations officer, delivered the invocation address to the delegates but the morning’s procedures were interrupted when the demonstrators (in reality Grade 5 students and their teacher) stormed the General Assembly Hall, seized the microphone and demanded that action be taken. Delegates listened as the demonstrators spoke forcefully and persuasively, imploring delegates to act and not just make idle promises.

The hard work subsequently done by the delegates in the General Assembly and in the many committee rooms following the Assembly clearly indicated that the message had been taken to heart.

Special features of the day included the participation of a newly-created MUN Press Corps, which produced photographs, videos, articles and news of the conference; and a revival of the International Court of Justice. On this occasion the ICJ heard the case of Haiti v United Nations / Nepal, concerning the deaths of thousands of people from a cholera outbreak in a refugee camp.

Conference convenor Andrew MacLachlan noted that the event, which sought to find solutions in an atmosphere of community and co-operation, and to have students succeed where adults so often fail, was a very rewarding activity. Mr MacLachlan also commented that there is potential to make the MUN Conference even “bigger and better” in 2012 with the possible participation by other Chiang Mai schools and universities, since the Model United Nations – experiential learning at its best – is an activity worthy of all.

And the violent protestors?

This time there was no tear gas or baton charges; having delivered their important message to the hard-working delegates they quietly moved off and resumed their Grade 5 mathematics lessons.
Living and working in a rural paradise like the hundred-acre PTIS campus has some wonderful advantages for staff and students - all kinds of outdoor activities close by and the peace that comes through living with nature all around.

However, when students approach graduation, they have a greater need for information from universities and agencies to get them ready for the big step from school to university, from the quiet rural setting of PTIS to the urban engagement required for attending a university in a big city. To provide that service the Careers Department invited universities world-wide to visit Chiang Mai as part of a large university and college fair to meet many of our students’ needs.

After several successful fairs like this, with many different universities present, we realized that the needs of Grade 9 – 10 students were not being met. These younger students had not made up their minds about courses or careers and many were not yet ready to talk to university counsellors, and so a careers day was offered at the same time as the university and college fair. People from all kinds of professions were invited to PTIS to give short insightful talks on their careers. The younger students were most captivated by these colourful presentations, some of which involved building bridges with spaghetti or catching eggs!

We also know that many parents enjoy talking to university representatives and finding out about courses offered, but that many struggle to keep pace with teenagers’ emotional ups and downs and need reassurance too. To resolve this we invited the well-known child psychiatrist Sarah Kate Hawkins to run a seminar on teenage problems. The younger students were most captivated by these colourful presentations, some of which involved building bridges with spaghetti or catching eggs!

Incorporating all of the above into a one-day event required considerable organization but the rewards for the students were worth it. We also invited all Chiang Mai’s international schools and any Thai schools with English programs to join us on the day.

This academic year our Expo was a huge success. We had forty-four universities or agencies attending, twenty-six guest speakers on careers, and about 1000 visitors. We had representation from the UK (St Andrews, the University of East Anglia); USA (Portland State, Michigan State, USF); Australia (Melbourne, Queensland, Bond); Canada (UBC); Thailand (Thammasat, CMU, Mahidol) and Korea (Sol-bridge) – please email me for a full list of participants.

Visitors who attended could obtain - in one place at one time - all the information needed to go to university. We like to think of it as a “one-stop shop” for children’s post-secondary future, servicing the needs of all the students and their parents, and so called the event The PTIS International Education Expo.

As one university representative said, “I just wanted to say thank you for an outstanding day today. The students at PTIS are of a remarkable calibre and the day was very well-organized with some great lead-in communication from yourself and the team. Thank you for managing such a great event!”

It has now become the biggest event of its kind in Chiang Mai for international education and we have many universities contacting us about coming next year. I welcome you to put it on your calendar and hope to see you on Wednesday 26 October 2011.

Jon Hartmann
Careers Counsellor
jonh@threegeneration.org
Cricket at Traidhos

Traidhos Three-Generation Cricket Academy Director, David Buck, may be wondering if his next holiday will ever arrive, as the Traidhos Oval has recently seen several busy tournaments and players arriving from all corners of the globe. The most significant recent event down at The Oval was the staging of the Asian Cricket Council’s Under 19 Elite Cup, where Traidhos were part-hosts of Group A, consisting of teams from Hong Kong, Qatar, Malaysia, Singapore, and Bahrain. Of these teams, the eventual winner will join the winner of Group B (played in Bangkok) to join a global qualifier later on this year.

The competition was hard-fought, going right down to the final day of play before the league standings were eventually settled. Early signs suggested that Qatar would be easy favourites for eventual Group A champions, having won their first three games. But in a surprising turn, tournament underdog Singapore pulled off a twelve-run victory over Qatar. Hong Kong defeated Malaysia on the last day, and as it had a higher rate run than Singapore, it ended up on the top of the table. Despite showing great promise in the league, both Hong Kong and Qatar were later knocked out of the competition by Afghanistan and Nepal respectively during the semi-final stages. The tournament was eventually settled in Bangkok with a victory for Afghanistan who beat Nepal by a total of sixty-one runs.

No sooner was the Under 19 tournament over, than the Under 17 Thailand ladies visited the Traidhos Three-Generation Campus for specialised training. The girls came to Traidhos to use the extensive cricketing facilities and to brush-up on their skills before traveling to an international tournament in Kuwait.

If all of this wasn’t enough, preparations are well underway for a forthcoming World Schools 20/20 Tournament in December next year. The term “20/20” refers to the number of overs per team, which are far shorter than the usual one-day allowance of fifty overs. In test games, unlimited overs are available to each side.

This particular variance of cricket has received great acclaim over the past few years, largely owing to the fast-paced and high-scoring nature of the game, as well as the recent conception of the Indian Premier League which draws in huge crowds and the biggest names in international cricket. Bringing the tournament to Traidhos will be a great achievement as this will be the first time that some of the best school teams in the world will come together to compete for the title of 20/20 World Schools Champions.

Schools from countries all over the world including South Africa, New Zealand, Australia, England, and Sri Lanka have been invited to join the tournament. While places are filling up quickly there are still a few spaces available for interested schools. Please contact David Buck at davidbu@ptis.ac.th for further details.
World Schools’ 20/20 Cricket Tournament
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Syed Ashraful Haq, CEO, ACC - ‘We like to hold our tournaments in different countries, but mostly in Thailand because it has the best facilities. The Three-Generation Cricket Academy is one of the best places to stage international tournaments.’

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Latest Recipe
My CAS (Creativity Action and Service) camp week was a very special and eye-opening time for me. Being new to Thailand, it was a great opportunity to experience an aspect of Thai culture which I would have otherwise never seen.

North of Chiang Mai, high in the mountains, are the remote hill-tribe communities of the Lahu people. The drive up to the village takes the most part of a day, with one or two stops along the way. When we finally arrived at the village, it was not how I had imagined. There is one main road which runs through the centre of the village, and along the sides of the road are simple wooden homes which varied in size. There is a sense of great craftsmanship still alive in the community. The homes are set high above the valley bellow, yet still in the shadow of beautiful surrounding mountains.

Our group of CAS students was split into individual groups of three or four and each group was assigned a host family. At first both students and villagers were a little shy and hesitant to interact with each other, but we all quickly settled into our new environments and were welcomed with open arms. My group was paired with a particularly shy host family. It was their first time hosting visitors and I could tell there was a mix of excitement and anxiety as they showed us where we would sleep. Showing great generosity and hospitality, the family let us sleep in the main bedroom. It takes time to get used to life in the village - the cold bucket showers and the simplicity of life were eventually quite easy to accept and were somewhat refreshing. However I would be lying if I said I ever got used to the loud frustrating sounds of the pigs and chickens that lived below our room. As the days passed my appreciation for a simple life, free of mobile phones, computers and the Internet, grew stronger. Days felt longer, but more natural and stress-free.

As CAS students we took part in a number of different activities around the community, both to give back and to learn from our hosts. Action hours included an amazing scenic hike in the surrounding hills and mysterious caves near-by. Our creativity was satisfied in learning from the culture and sewing tribal bags with our hosts or weaving traditional baskets. We also performed singing and dancing routines on the final night of our stay. For service we had two main goals: to teach young children at the local school and to renovate the concrete school yard. Many long hours of CAS were rewarded at the end of the day by the warm smiles of our hosts and good food.

Reflecting on my time with the Black-Lahu tribe, I learnt to respect simple but important values such as the importance of food to those who work hard for it and cannot afford to be wasteful. I also learned to respect the traditions and beliefs of a people from whom we as inhabitants of a modern world could learn a lot. I full-heartedly recommend the experience to everyone, as it is one of my greatest memories of my time here in Thailand.

Photography by Tom Rowlands and Noe Paparello.

Tom Rowlands
Grade 12
The Residence and Spa offers a tranquil retreat and the pleasures of resort living on the campus of the Traiphum Three-Generation Community for Learning in the Mae Rim district, north of Chiang Mai. The Residence is the newest creation of renowned artist and architect Mom Luang Tridhoyuth Devakul, better known simply as Mom Tri, a descendant of King Mongkut Rama IV.

The Residence has twenty rooms and suites, all of which offer the highest standard of quietness and comfort. The rooms range from deluxe two-bedroom suites down to studios, all of which are equipped with flat-screen televisions and wireless Internet. The Residence is located adjacent to PTIS International School on one hundred acres of rice fields, lagoons, mature trees and wandering pathways.

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New Zealand is also known as Aotearoa, which in the Maori Language means ‘Land of the long white cloud’.

New Zealand is a fascinating place. Situated in the middle of the Pacific Ocean, it is a very beautiful country filled with spectacular physical characteristics: amazing glaciers, incredible fiords, rugged mountains, vast plains, rolling hillsides, tropical forests, volcanic plateaus and miles of coastline with sandy beaches. Queenstown, in the South Island, is the best place to ski in the Southern Hemisphere.

New Zealand is well-known for its many cultural attractions. There are many hotels and resorts in rugged areas and along the coast line. Tourists love to watch the native Maori do ceremonial dances and celebrations in the age-old towns and villages. The local food of the Maori is the ‘Hangi,’ where meat, potatoes and vegetables are buried under the ground and a fire is made on top to cook the food underneath. No man-made oven can make food taste better than this.

Kia Kaha!

Sport is huge in New Zealand. Every Saturday you will find families watching, playing, supporting and coaching sports teams. Rugby is the number-one sport, where the national team, the All Blacks, have dominated this world-wide sporting code for the last hundred years.
Nichar Gregory (2007) graduated from the University of East Anglia (UK) with a BSc (Hons) in ecology and won a visiting research Fellowship with that university before being offered an internship with Eco Health Alliance in New York. She is currently applying for a place at Columbia University to study for her master’s degree. Speaking of her time in the UK, Nichar said that it was good to be able to study what you are passionate about – rather than subjects that are part of a compulsory curriculum – although the IB Diploma Program played a vital role in getting ready for life after school.

Joe and Lilly Lerer (2010) attended PTIS for one semester from January – June 2009 as Grade 11 Study Abroad! students. Joe is going to Harvard and Lilly to University of Chicago. Their father writes that PTIS was a positive factor in their college admission. Lilly adds, “PTIS opened my eyes to the rest of the world. Living in a community with students from all over the world taught me that people really do have more similarities than differences. The school’s laid-back atmosphere and engaging curriculum allowed me to learn in everything I did - from studying math and environmental issues to taking long mountain bike rides and spending time at local Buddhist temples. I don’t think it’s possible to overstate the impact of my time at PTIS on my high school experience. From my days at PTIS, I really do feel a sense of true ‘global citizenship’ – a motto that the school values enough to print on their gym t-shirts.”

Joe: Looking back on my high school years, the semester I spent at PTIS stands out as the most valuable experience I have ever had. It was amazing to befriend, room, and attend class with students from all around the world, each of whom brought a different perspective and cultural understanding to class discussion. As an American immersed in an international environment, I was able to reach past my inbred American way of thinking and learn about other perspectives I had never considered. The international school environment of Prem conduces learning and produces students with genuinely globalized mindsets, mindsets that have become increasingly valuable in today’s world. I am grateful for the incredible experience I had at PTIS.

Duncan Dawson (2008): Since leaving PTIS in 2008 I started my degree in 2009. I am studying at The University of Western Australia in Perth and very much enjoying it. I am doing a bachelor of commerce and now going into my third and final year. After I graduate I hope to find a job in Finance.

Australia is a great place to study and I would highly recommend it to anyone looking at going to University abroad. I have a great student life and there is plenty to see and do as well as many people to meet.
Alumni news

Mimi Lee (2009) left PTIS to pursue Communications at Bond University Australia. Bond has a strong reputation for finding great career destinations for its students. Mimi, although only half way through her degree, got an Internship with BBDO Singapore, a company which for three years in a row has won the Top Network in the World at Cannes Festival. She was so successful as an intern (Bond trains for the real world!) that she got offered a full-time job which she has accepted. Bond will allow her to finish her degree on-line over an extended time period. We congratulate her on this wonderful real-world success in communications.

Ton Leelamanit (2007) recently visited the school and spoke of his time in Melbourne, which he considers to be a real “global city” with its diverse culture and cosmopolitan culture. While enjoying this lifestyle, Ton earned a BCom in economics and marketing from the University of Melbourne, where he was a resident in that university’s International House. Ton commented on the twenty-seven different nationalities in the residence, saying that about half were Australian and that there were few Thai students. University life was enjoyable as much of the first year was simply a repeat of the last year of the IB program – and he was certainly ready for the “all-nighters” with assignments due the next day or exams around the corner. In March 2011 Ton started work in Bangkok with a consultancy firm, working on the econometrics of large projects.

Bhutanese student Ugen Lhazin (2007) followed an unusual career path, going, at the recommendation of College Counsellor Jon Hartman, to the small Quest University in Squamish in Canada. “It was the best decision of my life,” Ugen said. Squamish is a small town poised between Vancouver and the ski slopes of Mt Whistler. Quest University is a unique tertiary institution as it has a focus on undergraduate students, and, like the IB, every student must study both the arts and the sciences. Ugen’s degree (a bachelor’s degree in liberal arts and science) has led her back to Chiang Mai where she is working with COSA – the Children’s Organisation of South Asia – although her time in Canada has tempted her to apply for an internship with Free the Children, based in Vancouver.

Other alumni:
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