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Over the past decade, enormous societal changes have taken place. These are forcing educators to rethink how to deliver programs that will be relevant to the world in which our young people will be living and working. Teaching as a profession requires us to peer into the future, even as we stand in today’s classrooms. Progressive educators constantly need to anticipate the trends of the future. Sometimes, the pace of change is so rapid that the crystal ball of future predicting can become cloudy. Two elements remain certain, however: the advent of the Internet and the high-quality education resources that are changing how we all access information.

Tradition or the future?

Traditional top-down educational planning that historically decided what body of knowledge needed to be learned is now being challenged from many directions.

With the advent of social media sites and infinite electronic “libraries” of free information available, students can become knowledgeable in individual areas of passion, not waiting for teacher-directed lessons governing what they learn and at what pace they achieve this learning. In the lexicon of education, this will lead to more and more contested authority processes in education. In one week or less, an inquisitive and self-motivated student can learn in great detail almost everything there is to know about a topic, yet a traditional teacher ignoring modern methods may take a month or more to cover the same material in class.

We all have used this information pool to challenge, to question and to work in partnership with individuals who traditionally were seen to be the holders of the expertise and the knowledge. How many of us have gone to a doctor armed with supplementary information? We question and work in partnership with the traditional holders of medical knowledge. Imagine what students are now capable of doing now in many classrooms around the world!

At Traidhos, I have participated in a number of initiatives to assist with this enormous societal change. Students who are passionate about sports are finding that credible distance education programs along with top sports training are fitting their needs. Next year, a unique school called Think Global Schools will be based at our Centre for three months. Students who want an MYP international education can gain the world view so many parents wish for, while at the same time gaining the skills and processes needed to be an educated citizen. Here at PTIS and Traidhos Three Generation, we pride ourselves in being distinctive, and partnering with Think Global Schools (http://thinkglobalschool.org) will allow us to work in partnership with a radically different education approach.

The IB program that is offered at PTIS is adaptable and resilient, stressing process rather than the mere memorisation of facts. The teachers who deliver the program are twenty-first century educators who are excited about the challenges ahead.

This is my last article for the Traidhos Quarterly. My wife Marie and I consider ourselves fortunate as we have lived here for six years, and have helped create a unique education Centre which has gained a solid reputation around the world. We have always believed this is a school and an environmental centre that is global in outreach: a gem that can hold itself up against the major international schools around the world.

We wish the community all the best for continued growth and innovation in education.
Joint Chiang Mai International Schools Conference

The teachers and administrators at PTIS International School are committed to making the school an exceptional community for learning, not only for students - but also for teachers and professionals working with children.

For this reason PTIS undertook a great deal of planning and effort to host the recent Joint Chiang Mai International Schools Conference, Quality Teaching and Learning - Sharing best practice. 293 international teachers, administrators and educational professionals from Chiang Mai and beyond attended the conference in March 2011. The conference consisted of a plenary session, Creating Learning-Focused Schools followed by workshops, lecturettes, conversational breakouts and network meetings.

Almost thirty different workshops were offered throughout the day. Topics included Differentiated teaching, Assessment strategies, Understanding and educating Third Culture Kids-TCK, Motivating your students, Classroom management, Meeting the needs of ESL students in your classroom, Supporting special needs students in your classroom, Using Edward de Bono’s Thinking Hats, Collaborative planning, Teaching for inquiry, Block scheduling, Teaching creativity, Integrating ICT into your classroom, Guided research skills, Academic honesty, Cultural understandings, Teaching thinking skills, Teaching sustainable practices using the Compass approach and Project-based learning.

Several network meetings were lead by PTIS teachers to support teachers in the Chiang Mai region learn from each other and to share best teaching practices.

Feedback

The whole day focused on what matters most at PTIS, Learning. Some comments received from teachers reflect the quality of the day:

- What a great day! - GIS teacher
- The opening plenary session was really excellent. Workshops were well-managed and the topics are very helpful and relevant to the different content area teachers. - CMIS teacher
- It was an inspirational plenary opening speech. - CMIS teacher
- I just wanted to thank PTIS for hosting such an incredible seminar yesterday. I have been teaching for fifteen years and have never enjoyed a PD day such as that. The Job Alike session was also excellent. Lots of good dialogue and ideas. You have a great team there. - APIS teacher
- I think that the teachers from PTIS did a super job. What was done was very valuable to all of us. - NIS teacher
- Thank you for providing such a beautiful conference site. It was great to be part of it. - CMIS teacher
- In twenty-five years of teaching and professional development, this was the best-organised, inspiring and informative conference. Thanks to everyone who worked to put this together. - NIS teacher
- It was great to meet the other teachers in our area of teaching. - NIS teacher
- I thought it was a great conference with many learning opportunities while also leaving plenty of time to interact with others. - PTIS teacher
- Excellent time with fellow colleagues from other schools, and the introduction by Administrators was great and informative. - CMIS teacher
- I thought the conference was interesting and well-organized. - PTIS teacher
- Congratulations to PTIS on their organization of the day, it ran very smoothly and was well received by participants. - APIS teacher

If you would like to see more information about the conference please go to the following

www.threegeneration.org/events/cm-conference.html

I am very proud to be a part of a school that focuses on learning and ensures teachers are also valued as learners and leaders.

Maxine Driscoll
Head of PTIS International School
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One of the advantages of the IB Diploma is that it encourages additional co-curricular activities which not only help IB students gain hours for CAS (Creativity/Action/Service), but also teach us how to interact with others. In an international school community we encounter people of many different cultural backgrounds and ethnicities. We learn to accept people for who they are and not what they are. In this environment, I try my best to make a contribution to the local school and Thai communities, and sometimes to the global community. It sounds clichéd, but I believe that my small actions can make change in the big world.

When I moved to PTIS, I joined the Student Council. I thought if I joined this group, I might be a better person and I might be part of something great. I was a very shy and timid girl who preferred to be a supporting character - like the backstage crew in a play. I had to break out of my shell and show the world who I can be, who I really am. In the Student Council we’ve undertaken small but helpful activities like sorting-out students’ Lost and Found items, but we also do charity projects. Many of these support initiatives within the northern Thai community, but we also raised funds to pay for proper student ID cards. Perhaps the Student Council doesn’t do much for the other students, or perhaps it does: but it definitely encouraged me to be who I really am. I gained courage and leadership by being in the Student Council.

One of my favorite CAS activities is Vieng Ping. On Saturdays, several students from Grade 11 and Grade 12 come to school to play with children aged from three to five from the Vieng Ping Orphanage. Many of these children have lost their parents while other children’s parents are in jail, and other children have been orphaned by AIDS. Knowing these tragic backgrounds, we tend to feel sorry for the children - until we actually meet them. They are delightful, active, naughty, normal children. The students are brought by school van to PTIS from the orphanage so that we can use the library, the swimming pool, the playground and the classrooms.

Each Saturday morning as the children arrive, they get very excited when they see their “big sisters” and “big brothers” waiting for them. They are waiting to jump on our backs, hang from our arms, and get a big hug from us. I first joined the Vieng Ping activity to provide the children with some fun, but I didn’t anticipate what would happen. The children have given me some of the happiest times of my school year.

Earthquake Relief

I am Japanese and not so long ago when a magnitude 9.0 earthquake and tsunami hit Japan, I was frightened and traumatized. I looked for something PTIS could do. Previously when an earthquake hit Haiti, we’d had a fundraiser and sold pizzas to raise money. Our students have done some incredible fundraising to support people in need. For me, this Japanese earthquake was different. I knew that people from my nation were in great sorrow - but here I was in Thailand spending normal, delightful days. The Student Council thought of designing and selling wristbands to support Japan. This was a project that no one in the past at PTIS had done so we had doubts about selling them, and wondered if people would like them.

To date, we have sold 1000 wristbands! This project was first started within the school, but people from Chiang Mai have supported the project and we have raised over THB 70,000. These wristbands not only raised money for the victims, but also raised awareness in people. They provide a reminder to us that while we are safe, there are people who still have not heard from their family members, or who have lost their family.

Through these activities, I’ve learned that my life is not all about me. It’s about looking outwards, and making contributions to the community I live in, to the world I live on. Once we commit to these activities, we forget that CAS is a part of our academic program. I see smiles on people’s faces when I do service: smiles of students as they buy a donut at a bake-sale, smiles on those who bought a wristband, smiles on the children of Vieng Ping when they first see us on Saturday morning. The smiles I’ve gathered are as bright as sunshine: a pocketful of sunshine that I carry with me on my IB journey.

Ami Okuno (Grade 11) with Ajarn Marie Baird
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A Farewell to Staff

An international school benefits from the experience its teachers gain from working in different schools in different countries, and from having a range of ages of teachers and from having a range of those who stay for just three or four years to those who stay for a long time.

Some years we bid farewell to just a few faculty; other times the number is somewhat larger as our teachers and their families move on – whether for family or health reasons, or as they move up the education career ladder.

Those who are leaving at the end of this year – or who left during the year – have given over half a century’s leadership and learning and inspiration to the children at the school.

Returning to his home in the USA after sixteen years overseas, **Joel Tallman** will have followed an interesting pathway from Turkey to Switzerland to Beirut to the Escuela Bella Vista in Venezuela though four years Thailand and so to the Sturgis Charter Public School in Hyannis, where he may find some cultural readjustments necessary! Joel’s teaching discipline is English and he acted as Head of English for part of his time at PTIS.

**Lydia and Eric Eckstein** joined us in 2008 from the Istanbul International School in Turkey and have been teaching Spanish, EAPP classes, physics and maths for the last three years. They are now moving to far cooler climes – although a place not as “cool” as Chiang Mai – as they head off with their family to the Inter-Community School in Zurich, Switzerland.

**Jeff Ormrod** who has also taught IT at PTIS. He came here from the USA four years ago and now moves on to the Shanghai American School in China. When not in the classroom Jeff is a keen photographer and has been a coach of volleyball, futsal and football.

**Quinten Smit** joined us from China and now goes on to the Colegio Franklin Roosevelt in Lima, Peru. Quinten was in charge of Senior School music and an enthusiastic supporter of Battle of the Bands, Chiang Mai Idol and the school musical *Odyssey of Love*. 

**Zimbabwe-born Quinten Smit** joined us from China and now goes on to the Colegio Franklin Roosevelt in Lima, Peru. Quinten was in charge of Senior School music and an enthusiastic supporter of Battle of the Bands, Chiang Mai Idol and the school musical *Odyssey of Love*. 

The English and Humanities Departments will also miss the skills and enthusiasm of **Jeff Ormrod** who has also taught IT at PTIS. He came here from the USA four years ago and now moves on to the Shanghai American School in China. When not in the classroom Jeff is a keen photographer and has been a coach of volleyball, futsal and football.
Shan Hatwell, Paul and Natalia Rose all left the school earlier this year. Shan, a Design Technology teacher, joined us from the International School of Stuttgart in Germany and has now returned to Europe. Natalia and Paul and their family came to PTIS in 2004 from Western Australia and taught Junior School art, science and environmental studies. Paul was Head of Science. The family has returned to Australia where Paul is now at Kardinia International College in Geelong, Australia.

Michael Koronkiewicz left Vuepoint Corporation in New York and joined PTIS in 2006 as the Director of IT. He has also been seen leading co-curricular students fishing in the Traidhos lakes and streams as part of the after-school fishing club. Mike is moving on to another IT Director’s position at an international school in Nigeria.

We thank these outstanding professionals for all they have contributed to PTIS and the Chiang Mai community during their stay in Thailand and wish them and their families all success and happiness as they leap once more into the unknown of a new job in a new country.

John and Anita Veitch and their children Rico and Shay came to Chiang Mai from New Zealand, having earlier spent time at the Brent School in the Philippines, and will leave us to join Jeff Ormrod at the Shanghai American School in China. In their time here John was Athletics Director and Junior School PE teacher, and Anita has been the Junior School Deputy Principal.
On its website www.earthday.org the organisers report that the first Earth Day, on 22 April 1970, activated twenty million Americans from all walks of life. The passing in the USA of such important acts as the Clean Air Act, the Clean Water Act, the Endangered Species Act and many other groundbreaking environmental laws soon followed. Growing out of that first Earth Day, Earth Day Network now works with over 22,000 partners in 192 countries to broaden, diversify and mobilize the environmental movement. More than one billion people now participate in Earth Day activities each year, making it the largest civic observance in the world.

This year PTIS celebrated Earth Day in variety of enjoyable and memorable ways, all designed to raise the students’ awareness of what a fragile ecosystem we are all part of—and to show them how they could make a difference.

Junior School students had a day of ‘Making a Difference’ within school. Ajarn Mary reports that the Grade 4 and 5 students watched a slide show called The Dangers of Plastic Bags which brought to light the dramatic impact the use of plastic bags has on the planet. Grade 1 to Grade 3 classes wrote poems to express their appreciation of trees.

Ajarn Susan took the students for art and says that the Junior School students were involved in creating art through nature. The first step for this activity was to find natural materials, such as leaves, stones, and sticks that might be found on the ground. No plants were hurt in this process! Students then began to design their art projects either in teams or as a group. Many of the works that were created expressed either specific learning units or personal cultural reflections, while others were just free-form. In addition to discovering that art can be made with natural materials, the students also learned that as all materials used were biodegradable, creating art with natural materials does not hurt the environment.

Other activities that the Junior School students enjoyed included playing ‘The Earth Game’, making natural kaffir lime shampoo and planting trees in the butterfly garden.

The Year of Forests

For Senior School students, it was their fourth Day Out of the year, and all activities were in accordance with the UN’s Year of Forests which aims to ensure sustainable management of the world’s forests. The UN reports that the livelihood of 1.6 billion people world-wide depends on forests, which cover over 30% of the world’s land surface and are home to 300 million people. Forests generate over $300 billion each year in wood and non-wood products and are home to 80% of our terrestrial biodiversity.

Traidhos and PTIS have adopted Forests 2011 as an inspirational tool and all Day Out activities reflected the importance we place on our forests.

I was lucky enough to be with Grades 6, 8 and 10, as we walked twelve kilometres from Doi Pui to Doi Suthep through forests and some truly amazing scenery. For some of these children it was the first time in many years that they had actually been in a forest – which I think is a little scary! Grades 7, 9 and 11 went to the FORRU (Chiang Mai University’s Forestry Department) plant nursery on Doi Pui where they potted seedlings, went on a nature trail and scavenger hunt and learned about the way in which trees can help offset our carbon offset.

A Time for sharing

Earth Day 2011 was all about learning more about our environment – but it was also a time for sharing and having fun. Kids will remember the amazement that shampoo can actually be made from real raw ingredients and not just plucked from a supermarket shelf. They will treasure their objets trouvés natural artworks and will remember getting covered in dirt as they prepared seedlings for replanting in the forests, they will remember chance encounters with inhabitants – both human and non-human – discovered in the forests and the fun of impromptu football games in the forests. Earth Day 2011 and Forests 2011 are now part of our daily lives.
Beginnings and Endings with Lifetimes in Between is the intriguing title of a children’s book that was popular in UK classrooms a few years ago. I think of it often, especially at this time of the year, as the school term comes to an end and the excitement of the beginning of the summer holidays takes over those involved in international education. It seems such a short time ago that we were celebrating the beginning of this academic year and already the ending is upon us, exams have been taken, concerts enjoyed, the graduating class celebrated and all the other end-of-term rituals completed.

Soon the traditional countdown marking the end of the academic year will resound around the auditorium. This year the ending will be even more poignant for David Baird and Marie Baird, as they prepare for a new beginning in a new country after six years as central parts of the Traidhos Three-Generation Community for Learning, following their time together at the United Nations International School in Hanoi, Vietnam.

International schools are transient places, regularly welcoming and fare-welling teachers and students. The beginnings and endings are clearly marked so it is important that we do not lose sight of those lifetimes in between, the growing and the living, the learning and the experiencing that goes on day by day, term by term. PTIS has been fortunate to be guided by David Baird, firstly as Head of School and more recently as President, providing much stability for those lifetimes in between.

When David was able to escape his office he could be found with students fixing bikes or leading groups on cycle rides around Chiang Mai. Saturday mornings found him working with PTIS International School students offering community service. His interest in sustainability and his attention to the small details of administering a diverse community have all provided the stability for Traidhos to consolidate and grow in its reputation, ensuring that we all have rich lifetimes in between the beginnings and endings. Whether it was working with teachers and students and parents, liaising with local village headmen in times of political turmoil or keeping parents aware of recent developments on the campus or working closely with ML Tri, the owner, to steer the community to a sustainable future, David has been a major contributor to the life of Traidhos and PTIS.

He has been an active player in the International Schools Association in Thailand (ISAT) as well as bringing to our community much experience from his participation in IB school accreditation teams around the region.

Marie was recently Head of English at PTIS and her love of language and literature is infectious. We thank her for gently sharing this with her classes and for inspiring so many students to see the library as a room of good friends waiting to be known. Many of our Boarders will miss her Saturday invitations to join her baking cakes and cookies and we will all miss her care and concern and the value she placed on us communicating with each other.

The contributions they have made to our community, the students who have been encouraged and challenged by them, the special moments they have shared with day and boarding students both on campus and during excursions and expedition week and the ways they have helped to shape both the school and the Centre as a whole should not be underestimated.

The Traidhos Community joins together to thank them for their commitment to so many “in between times”, to wish them warm memories of Traidhos and happy endings at PTIS International School, bon voyage as they depart from Thailand and good beginnings as they embrace the challenge of their new home and workplace.

Beginnings and Endings with Lifetimes in Between
by Bryan Mellonie and Robert Ingpen

Lynda Rolph
Head of Programs and Deputy COO
An apology

We are indebted to Danny Bowes (danny_bowes@hotmail.com) for allowing us to include his photograph of the Qatari cricketer and of the teams lined up for the presentation in the previous edition of the Traidhos Quarterly. We unreservedly apologise for failing to give him due credit for his photographic work.
**What do you want to be when you grow up?**

This is a question that delights us when we’re small. It brings smiles, wide-eyed but thoughtful stares, and, most importantly, it welcomes an answer that can, quite literally, be anything. A pirate? No problem! A princess? Why not! A fire-fighter by day who masquerades as a secret spy by night? You bet! The question grants us full permission and encouragement to imagine a future where we can be – and can do – anything we wish. It’s a question that never seems to have a single answer, with responses inevitably changing from day to day as we find ourselves maturing and seeing the world in new ways.

The Early Years 2 (children who are four years of age going on to five years of age) students at PTIS are currently focusing on an International Baccalaureate PYP Unit Of Inquiry on Community Helpers, learning about how people within our community help us, and how in turn we can contribute to the community. We began our unit by looking at the school itself – Who do we see every day? Who takes care of certain jobs around the school? How many people work together? What would happen if someone didn’t do their job? We’ve talked about the gardeners, teaching assistants, van drivers and lunch ladies. We went and visited the security guards and the school chefs and we looked at the different tools everyone needs to do their job every day. When the students had counted over fifteen types of community helpers at PTIS, they decided to explore further, and to look at other roles in different types of communities.

Our classroom mailbox frequently has letters in it from the “Postman” and on any given day, our classroom bakery displays an assortment of play dough cookies where you can even purchase an empty but heart-warming cup of tea. When one of the students asked about astronauts, we built rocket ships out of toilet paper rolls and flew to the moon. We took a trip to the local fire station where we proudly sat atop the driver’s seat in the fire engines, and saw first-hand just how far a fire hose can spray! We walked to the local village to explore a community with a large golden temple, rice paddies and an open-air library.

As the students’ knowledge of community helpers continues to develop, I give them several opportunities to answer the question: “What do you want to be when you grow up?” Naturally, these ideas continue to develop and change. At the time of writing this article, Noa wanted to be an artist because of all the art he does at home and at school. Lily wanted to be both a hip hop dancer and a doctor, just because “I like it!” she enthused. Connor wanted to be an inventor, and not just any inventor, but one who “invents a hat with a propeller on top, to fly up, up, up, when you press a button…”

The students have yet to learn about the work of architects, mathematicians or journalists. We haven’t read any stories yet about marine biologists or astrophysicists or politicians, and we won’t … or not just yet. From one year to the next, I know that their understanding of how people can work together and contribute to the greater community will continue to grow and change.

But for now, I am happy to have a classroom full of artists, spies, ballerinas, princesses, and policemen on a Monday morning. By Friday, they are hardly recognizable, parading into the classroom with brand new ideas about who they will one day become. As a teacher who didn’t always plan to be a teacher when she grew up … I wouldn’t have it any other way.

**Erica Baird**

*Early Years 2 Teacher*
PTIS has a Canadian population of over thirty students and staff and family members who call PTIS home and add a special quality of life to the school and to the community – especially on such special days as International Day when it might be possible to catch a glimpse of people who just might be members of the Royal Canadian Mounted Police – the Mounties ...

Canada has had strong English, Irish, Scottish and French influences in its past history and depending on the location of world crises, has opened its doors in more modern times to people from all corners of the world including the Ukraine, India, Japan and Africa. It is a unified country – but because of its huge area (second only to Russia in size) it is one where the “East Coasters” will talk about the “West Coasters” as if they are people not only from a different part of the country – but almost from a different planet. And when the province of Québec is added to the equation the “three nations in one” idea becomes even more apparent.

“When I first went to France I was both pleased and somewhat annoyed when the French complimented me on my ‘cute’ French accent,” one Canadian commented. Another warned against travelling to the East Coast in summer as “...they have gruesome black flies” there.

But these differences are what make it a special country – that is one thing that everyone agrees on. The differences extend even to the provinces themselves. Our Canadians who have travelled extensively in their own country say that the provinces are like mini-countries, each with its own languages and habits and foods and political machinations.

Another thing on which everyone is in full agreement is the opportunity to enjoy an active outdoor life “... because our winters are so long and so harsh, it is almost considered a sin to stay indoors on a nice day.”

The beaches and the rivers and the mountains and the prairies are there for everyone to enjoy the “fresh, clean, crisp cold air.” If it were possible to define what a ‘typical Canadian’ is, then that person would probably be someone who enjoys hiking, camping, backpacking and enjoying the great outdoors. Even on Vancouver Island – the favourite destination of one member of our Canadian community – the great outdoors beckons, with small towns dotted along the coast and plenty of open green space and fields, yet the magnificent city of Vancouver is just a couple of hours away by ferry.

Were we to ask each of the 34 million Canadians what their favourite part of their country was we would probably get thirty-four million different answers, but asking our far smaller group still gives answers ranging from “Montreal for the summer festival”, to Nova Scotia, to Banff in Alberta’s Rockies “...where there are lakes in the summer, mountains all year-round and great skiing in the winter” and Québec City because of its French culture and its proximity to the rivers and mountains.

If one writes “Canada – land of the ...” into an Internet search engine, the final words to the tag line come up as “land of the free”, “land of the maple tree”, “land of the midnight sun”, “land of the silver birch”, “land of the lakes” and – curiously – “land of the beavers”. No-one said that their Canada was the Land of the Toronto Symphony Orchestra or of the Musici de Montréal Chamber Orchestra, or a place where literature or classical dance stirs the hearts, and while it is probably true that the PTIS Canadians do love the finer things in life, their Canada is the place where the magnificent outdoor lifestyle dominates.

West Coast Indian sculpture [Mary MacLachlan]
Glacier National Park, BC [Daniel van Wijk]
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CONGRATULATIONS
PTIS Class of 2011

From Chiang Mai to the World!
Top universities welcome PTIS graduates

United States (11 students)
- New York University (AD) FS
- Duke University
- University of California, LA (UCLA)
- Mount Holyoke College (FS)
- Emory-Riddle Aeronautical University
- PACE University (S)
- University of Puget Sound (S)
- Parsons The New School for Art Design
- Santa Monica College (3)

Australia (7)
- University of Queensland (2)
- University of Melbourne
- University of Sydney
- University of New South Wales
- Monash University
- International College of Hotel Management Adelaide

United Kingdom (7)
- Imperial College London
- University College London
- Goldsmiths, University of London
- Loughborough University
- University of East Anglia
- Bath University
- University of St Andrews

Thailand (9)
- Chulalongkorn University (4)
- Mahidol International (2) College
- Bangkok University (2)
- Payap University

The Netherlands (3)
- The Royal Conservatoire of Music
- University of Amsterdam
- SAE Institute Amsterdam

Canada (2)
- University of British Columbia (S) (2)

Belgium (1)
- Charles-Peguy Institute

Germany (2)
- Akademie der Kunste
- Heidelberg University

Israel (1)
- Interdisciplinary Center (IDC) Herzliya

Japan (1)
- Asia Pacific University

Singapore (3)
- Singapore Management University
- National University of Singapore
- Raffles Design Institute

Hong Kong (1)
- Hong Kong University

Gap year (2)

FS = Full scholarship
S = Scholarship

Quick facts about PTIS Class of 2011:
- 50 students
- 35 students full IB Diploma (70%)
- 15 students IB Diploma Program Course (30%)
- 15 % going overseas to top twenty universities in the world
- 20 % going overseas awarded scholarships

Accurate at time of printing
Chiang Mai Football Club

Panthers meet the tigers!

The past few months at Traidhos have been football crazy after an agreement to use the Traidhos training and swimming facilities was settled with the local professional team, Chiang Mai Football Club. The agreement with the Lanna Tigers, as they are affectionately known, came after a chance meeting between Cricket Academy Director and Boarding house parent, David Buck and former coach Rene Desaeyere.

Upon arriving in Chiang Mai, Rene was looking for new training grounds for his team to practice on, and David Buck was all too happy to invite the club to Traidhos to assess the facilities available. Rene was keen to accept the offer and sealed the deal with club chairman, Udonpan Jantarawiroj, who arrived with an impressive entourage of press and assistants. Although the relationship with Rene and the team didn’t work out, this hasn’t stopped the team from visiting the campus twice a week for their sessions.

Many benefits

The agreement between Traidhos and the Tigers has been mutually beneficial in many ways and Traidhos has gained a great deal by having the team use the playing surface. In a statement regarding the collaboration in early March, the Traidhos President David Baird commented, ‘This is a good opportunity for us to showcase our sports fields, and will give the grounds staff great pride that the local professionals will be using our facilities.’ This has certainly been the case, and the quality of the pitch has improved dramatically, to the extent where many of the Chiang Mai players believe that the Traidhos pitch is the best in Chiang Mai. Chiang Mai FC center back Christian Yao explained that while all the unseasonal rains had made training a little difficult, PTIS was a very good place for training as it was very peaceful and quiet.

It’s not only the ground staff and players who have benefited from the move however; our own students – the PTIS Panthers – have also had the opportunity to play alongside the team in a special training session run by a member of the Tiger’s first team coaching staff. PTIS Under 20s and Traidhos Three Generation Football Academy player Andrew Gan seemed pretty happy with the way things were going. Andrew explained how ‘… training with CMFC has enriched our development in soccer as avid lovers of the game.’ Andrew continued to say, ‘Not many can say they’ve trained with a professional team and I feel fortunate to be one of the lucky ones!’

Despite Andrew’s appreciation towards benefiting from the training, he’s also already taken the chance to get his team jersey signed by all the players!

Not long after the original deal was signed with the team, David Baird was keen to stress that things would be taken slowly to see how they panned out. A couple of months down the line it would seem that things are going well and the agreement is working out as hoped for both parties. All at Traidhos wish the team well and hope that the by using the Traidhos pitch they can gain that extra edge needed to survive in the Thai Division One!

Paul Middleton
Marketing Intern
Where will you be this Summer?

Information:
- www.threegeneration.org
- camps.threegeneration.org
- jaytanat@threegeneration.org
- 053-301-500 ext. 5008

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Learning Together

“Three-Generation?”
“What does ‘Three-Generation Community for Learning’ really mean?”

I am often asked about the name of our Centre in Chiang Mai. The Three-Generation part is the most puzzling and evokes the most interest.

Behind it lies the fundamental belief that we are all life-long learners and that we have much to learn from and to share with each other. The Traidhos Three-Generation Community for Learning has the potential to embrace this in its fullest sense with parents and families living in Greenburi adjacent to the campus and families and guests in The Residence and Spa on the campus. We have the makings of a community able to take advantage of the sports, computer and arts facilities on-campus at weekends and in the holidays, as well as being able to share time and expertise with students during term time.

Cross-generational learning

Three-Generation learning is not unique to Traidhos.

Traditional Thai culture promotes cross-generational learning and sharing but as families become less cohesive and the structure of the family unit changes, time spent participating with each other and learning from each other is often sacrificed for solo activities. In the UK, the National Institute of Adult Continuing Education actively promotes family learning. It is recognized as learning that supports parents, grandparents, carers and other family members to be active parts of their children’s learning, as well as becoming learners themselves. It includes many different types of activities and takes place in varied locations including schools, children’s centres, museums and libraries.

Three-generation learning views everyone as a lifelong learner in their own right. Family members of all ages are involved in each other’s learning activities and encourage each other. This helps to raise aspirations and create a long-term change in the culture of the family and patterns of learning. The combination of adults and children learning is crucial in building resilience in families, in creating community well-being, economic prosperity and social cohesion, important components of a sustainable society.

The Traidhos Three-Generation Community for Learning offers a number of family activity packages promoting activities for all ages. We recently welcomed a family from Bangkok to join together for a half-day jungle cooking package. Whilst Dad harvested and prepared bamboo, the boys picked herbs and lemons and Mum folded banana leaves to create containers to steam vegetables. They commented that it was “fantastically relaxing and educational” (Mum) and an “exciting and cool way to spend a morning” (boys).

In Bangkok, family days or weekends are popular on our educational barge giving families the opportunity to learn and have fun together away from the shopping malls or cinemas.

It is our challenge to seize the opportunity to spend time sharing new experiences, to learn with and from each other, and to embrace the resources around us.

If you would like to participate in a family day with the Traidhos Three-Generation Community in Chiang Mai or in Bangkok, please contact lyndar@threegeneration.org. Our packages include jungle cooking, seasonal Thai cooking, mud-brick oven recipes, environmental activities on the farm, bird-watching and biking, arts and crafts, or even a day on the Chao Phraya River.

Lynda Rolph
Head of Programs
Our educational barge on the Chao Phraya in Bangkok
Chiang Mai
... simply sensational!

Chiang Mai, Thailand’s second largest province, shares borders with Myanmar and Lao. Its 20,000 square kilometres play host to sacred caves, special craft villages, important and historic temples, jungles, fast-flowing rivers that end up far south in Bangkok, hospitable people and charming cities and towns. We will feature some of these locations and activities in this and future editions of Traidhos Quarterly.

Sacred Caves

Since mankind’s earliest days, caves have played important parts in daily life – as shelters, as homes, as “art galleries” and as holy places. Caves can be enchanting or threatening. In some caves around the world magnificent stalactites and stalagmites meet to form towering limestone pillars, while slow-dripping waters in other places have formed fantastic shapes of angels’ wings or other curiosities. Exploring caves can be done the easy way – or the hard way. Experienced travel and adventure companies will lead the more adventurous travellers and visitors deep into the stygian gloom of tiny crawl holes and caves filled with tens of thousands of bats, but for the less-adventurous there are caves which are easily accessed and yet which offer many opportunities to learn and to marvel.

In Chiang Mai Province visitors have a choice of several caves including those at Chiang Dao, the Muang On caves near San Kamphaeng, the Takkatan caves near Hang Dong and the Luang Mae Sap caves near Samoeng.

One of the most important – and one of the easiest – cave systems to be explored is located just seventy kilometres north of Chiang Mai city, at Chiang Dao. Burrowing into Doi Chiang Dao, Thailand’s third highest mountain, is a series of caves and caverns said to stretch as far as fifteen kilometres into the mountain. The cave system has special importance as it is said to have been the home of a hermit and teacher for over a thousand years. One hundred of the caverns have been named and some – Tham Phra Non and Tham Seua, for example – are easily-reached and feature important Buddhist images from Wat Tham Chiang Dao, with electric lighting to make the going easy. To venture further into the system a guide and artificial light and a strong electric torch are required.

Nearby is another small cave system into which part of the Wat Tham Pha Plong is built. Once again, access is easy – if you do not mind over five hundred steps up the side of the mountain ... and then down again. Considerate locals have placed inspirational plaques along the way – perhaps to help the weary continue their climb: “Do not grumble when you suffer – just persevere”!

Perseverance

Perseverance was certainly needed recently when a group of people from Chiang Mai Rock Climbing Adventures went seeking the deepest cave in Thailand. After spending quite a while without finding any cave which could perhaps win the title, a hole in the ground was found and the cavers rappelled forty-five metres into the black to be greeted by an unexpected find – a huge and ancient elephant tusk.

Further exploration went on, driving deeper and deeper into the mountain until time and equipment ran out, meaning a reluctant return to the daylight hundreds of metres above them. One of the party commented, “The value is not just in caving, but in the whole experience: following local legends and tall tales into the mouths of never-surveyed caverns, discovering fallen elephant tusks and splintered ancient coffins, appreciating the farmer’s gift of fresh-picked peaches and working to conserve the dramatic natural beauty of the region.”

Meditation

Caves may not be the best places for those who suffer from claustrophobia, but Chiang Mai’s caves offer the hardiest speleologists and even those who are challenged by the inside of an elevator something not otherwise available – a quiet place to wonder at history and to meditate – perhaps for as long as one thousand years.
With thanks to Chiang Dao Nest, Chiang Mai Rock Climbing Adventures (www.thailandclimbing.com), Denali Barron and other intrepid travellers. Photography by Joel Tallman, Chutikarn Chaiban and Christopher Hall
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