Table of Contents
02 Table of Contents
03 From the Head of School
04 From Eton College to Chiang Mai
06 “Good Thinking”
08 Yellow Love and other poems
10 IQ and EQ
12 My Country: France
14 Staff Profile
18 Preparing Students for a Digital Future
20 Chiang Mai! Simply sensational!
23 Alumni News

Calendar

September
20 Grade 7 and 8 Parent Forum
21 Senior School Day Out
23 School closed: Staff PD Day
26-28 IB Workshop Leader Training
27 Early Years Parent Information Session

October
04 Junior School Curriculum In Action Day
07-08 IB MYP Workshop
10 Junior School Parent Teacher Conferences
11 Swimming Carnival
14 Last day of school
17-24 Term break

November
01-02 EARCOS Conference
02 PTIS International Education Expo
05 PTIS Run Series
10 Loy Krathong
11 School closed: Staff PD Day
17 Gala Opera Concert
18 Founder’s Day Assembly
22-23 Book Fair

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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.

Cover caption: Boarding students at PTIS enjoy a variety of organised excursions and activities including white water rafting at Mae Taeng
As we start this new academic year at PTIS International School, we look ahead with new eyes. We have been operating for a decade now, having commenced school on 14 August 2001, and will officially celebrate our Tenth Anniversary on 18 November 2011.

Entering a new decade is an exciting prospect and looking back to reflect and learn from our experiences is a very important exercise, however, I am challenging our community to look forward and consider our future.

In today’s world with rapid changes occurring all around us, it is worth taking some time to think differently if we are to create a learning community that is successful now and in the future.

Daniel H. Pink, in his book *A Whole New Mind*, 2006, explains how humanity has developed over the past 150 years from the farmers of the Agricultural Age in the 18th century, to the factory workers of the Industrial Age in the 19th century and to the knowledge workers of the Information Age in the 20th century to the Conceptual Age of the 21st century where mastery of right brain thinking is required. He believes that we are moving from an economy and society built on the logical linear computer-like capabilities of the Information Age, to an economy and a society built on the inventive, empathic big-picture capabilities the Conceptual Age.

Pink claims, “The future belongs to a very different kind of person with a very different kind of mind: *creators*, and *empathizers*, pattern recognizers, and meaning makers. These people — artists, inventors, designers, storytellers, caregivers, consolers, big picture thinkers — will now reap society’s richest rewards and share its greatest joys.”

He outlines six essential aptitudes or “the six senses” that we need to develop is we are to survive and thrive in the Conceptual Age. He calls them Design, Story, Symphony, Empathy, Play and Meaning.

KnowledgeWorks Institute for the Future, Palo Alto USA, has worked on futures visioning since 2008 and has created a document called *2020 forecast: Creating the Future of Learning*. See [www.futureofed.org](http://www.futureofed.org)

“The 2020 forecast reveals how many of our fundamental relationships with ourselves, within our organizations, and with systems, societies, and economics being re-imagined and re-created in ways that will disrupt the status quo and challenge our usual assumptions.”

It is clear for us to see that our children will be living and working in a radically different world to what we have experienced and what we are currently experiencing. We need to prepare them for that world, not our existing world.

At PTIS we are about to start planning our next five-year strategic plan and we will embrace the ideas outlined above. We are excited to be creating our future and we invite families to be a part of this process.
In the winter of 2010 I was fortunate, or unfortunate enough, depending on how you view the English winter, to be in London. As the Director of Boarding for a very new school in Thailand, I was keen to understand the workings of one of the oldest and most prestigious schools in England.

In 1440 Henry VI founded The King’s College of Our Lady of Eton beside Windsor and a year later King’s College, Cambridge, which was to be supplied with scholars from Eton. The school was to be part of a large foundation which included a community of secular priests, ten of whom were Fellows, a pilgrimage church and an almshouse. Provision was made for seventy scholars to receive free education.

To this end Henry lavished on Eton a substantial income from land and a huge collection of holy relics.

The accommodation for the school along the north side of School Yard was completed in 1443: a single classroom below (Lower School) and a large dormitory (Long Chamber) above. College Hall, where priests, the Head Master and scholars ate, was in use by 1450. Cloister Court provided residential accommodation for priests and Fellows, and was completed about the same time.

A day of fasting

The earliest records of life in the school paint a picture of a strictly regimented and Spartan existence for the boys. Scholars sleeping two or three in a bed in Long Chamber were awakened at 5.00 am and chanted prayers while they dressed and were at work in Lower School by 6.00 am. All the teachings were in Latin. The boys received two meals a day except on Friday which was a ‘day of fasting’ so they received no food at all. Lessons finished at 8.00 pm at which time the scholars went to bed.

From the seventy scholars for whom Henry provided, the school has expanded to around 1,300 boys aged from thirteen to eighteen. The scholars are now admitted by a competitive examination. Today the students at Eton College still wear tailcoats to school, but their lives are very different from those early scholars. Boys arrive at the age of thirteen and live in a ‘house’ where they have their own bed-sitting room with desk and own wall decorations. Just over half the boys’ ‘houses’ have their own dining rooms and the activities of the house are organised by the House Captain.

A living institution

You cannot help but feel overwhelmed by this living institution that incorporates a long and continuous history, but I felt terribly homesick for ‘my’ school where the student community is challenged to act as compassionate, knowledgeable and principled global citizens. The age we live in allows for many different types of education and for that we should all be thankful. I would like to think that in the future the students at PTIS International School could set up a Friendship Link with Eton, with students learning from each other’s experiences.

As I walked down ‘The Long Walk’ in front of the Upper School I did smile to myself at the thought of some of our students and teachers getting ready for school in the morning, trying to tie a bowtie for the regulation uniform of morning dress!

Linda Buck with staff and students at Eton College

Linda Buck
Director of Boarding
Choosing where to study is hard. We think you should choose Australia, here’s why.

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Are you a good-thinker?

We considered good thinking in our attitude to people. The importance of moving outside of the safe bubble of our international campus to embrace the village customs and rhythms that are home to many of our support staff. We took time to visit the village surrounding our campus and learn from the staff who live there about the stories and cycles that make the place home.

The need to work cooperatively and collaboratively was explored through a team working exercise. Good thinkers should not work in isolation.

A Ladder of Inference

We considered what good thinking might mean in our Integration of cultures. Through a role play game we experienced the meeting of two cultures and the fears and assumptions that so easily arise when we do not fully understand and take time to comprehend cultural differences. We used Peter Senge’s Ladder of Inference to remind us to stop and look at the facts before we make assumptions and put our own point of view on a situation.

Finally we considered that to practice living more sustainably was a way to practice good thinking – we would be making a smaller imprint on the earth and we would be considering the world’s resources more.

As teachers returned to their classrooms and administrators and housekeeping staff to other areas of the campus we reflected on the importance Traidhos places on caring for each other and on caring for the world around us. Without developing such good thinking at all levels of our community, our students may simply enter the world as good thinkers rather than good human beings able to use their knowledge for the benefit of all.

Traidhos staff during the “Good Thinking” Professional Development day

Lynda Rolph
Head of Community
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The English for Academic Purposes Program (EAPP) Stage 1 and Stage 2 Writing classes joined forces last June to take part in a creative writing workshop. “Stage 1” students are those who have little or no English. “Stage 2” students have much more familiarity with the language but are still some distance from being fluent. The workshop incorporated many aspects of language: vocabulary (occupations and emotions), grammar (present participles and participial adjectives) and colour synonyms.

To start with, we brainstormed a list of occupations and then added a list of present participles/participial adjectives that could be associated with each occupation in our list: Chef - frying, burning. Once this list was finished we created a list of emotions and then looked at the Colour Synonyms posters that the Stage 1 students had prepared to familiarise ourselves with the various names of different shades of colour.

We then drew pictures to represent a variety of emotions, choosing the colours we used based on how they made us feel. We described each other’s pictures using words from the Colour Synonym posters and from the list of present participles we’d brainstormed earlier. Finally we used the writing that came out of this workshop to help us create pieces of free form poetry.

**The Final Poetry Writing Process**

We read everything that was written in the prior week’s exercise. We looked for connections amongst the phrases we found on the sheets and chose five to eight of the phrases to use in our poems. We arranged our selections in an order that made sense to us and then edited our poems, adding or taking away words as we wrote our final pieces.

Here are some samples of the poems that resulted from this writing activity…

**Yellow Love**

*Opal, Grade 6*

What is the feeling for amber colour?
The boy is giving the girl lemon flowers
The gold heart is in love
A yellow heart beat
Love is making the flower and family
Love makes the heart cerise

**Lemon Flowers, Violet Face**

*Emelie, Grade 6*

The boy is giving the girl lemon flowers
His peach heart is in love
Her face looks so scared
Her violet face is crying
He is angry because she doesn’t love him

**Angry Heart**

*Dedee, Grade 6*

Ruby fire is burning in his heart
What is the feeling for scarlet color?
He feels so bad and he is vermillion
He has cerise color on his face that shows he is screaming
He is angry because he had a fight with his friend

**The Meaning of Love**

*Yok, Grade 8*

The peach heart is in love
Love makes this heart turn cerise
When people have a love it makes their heart beat
When they have someone
Boys give girls peach roses
They like to give them pretty cherry roses too
Boys and girls hold each other’s hand
When they see peach roses girls feel like falling in love
The peach heart is love

Yellow Love and other poems

Love Means Everything
Vear, Grade 8
The ruby heart is love
Love makes the heart cerise
Love means flowers and family
I see the garnet rose and it makes me feel like falling in love
The cherry heart beat is happiness

Love Makes People Blind
Yu, Grade 8
The gold sun is shining in the sky
and I saw a man giving roses to a woman
Almost all the roses were a peach color
Love made her heart cerise
When she saw the salmon roses it made her feel like she was falling in love.
Pretty pink roses
Love means flowers and family
Growing in the lime grass next to the aqua water

Falling In Love
Best, Grade 8
I saw a boy and a girl holding hands
The boy gave the girl lemon flowers
Love made them become a family
They ate pretty cherry roses together
Another boy gave flowers to a girl
Almost all of them were roses
That love made their hearts beat
Fuschia roses make me fall in love
My peach heart is in love

Student reflections

The Stage 1 students later reflected on the writing workshops and were pleased to discover that it had helped them write and speak more clearly. One student, Emelie, also discovered the importance of revisions and editing, thinking that in a future version of her poem she would select other words to convey the emotion more powerfully. Best, a Grade 8 student, said, “I mix colours and words into sentences because it’s fun and it makes me think and have more creativity.”

And when learning is fun, progress is so much faster.
Emotional Quotient (EQ) is an indicator of emotional and social development. The term is derived from the more familiar IQ or Intelligence Quotient which is a measure of intelligence. There are many methods of measuring or assessing IQ. An IQ value is a relative and not an absolute measurement of intelligence. The IQ value of 100 is the age-specific mean value for the population, by definition. The “normal” range for an IQ can be considered to be 90 – 110. An IQ score is an indication of the cognitive skills of a child at the time the test is taken. It does not indicate if the score will increase or decrease in the future, nor does it necessarily predict how successful a child will be at school. As an example, a child may be advanced in her speech abilities, but below average in her manual skills. An intelligence test which measures both these aspects of development may average these out and return an average score, but the child’s school performance which depends more on writing skills may be below average.

This illustrates how an IQ score in the normal range may not be a good predictor of future academic success or work success.

A high EQ usually means a person is happy in life, which implies success in life since happiness can be said to be the primary life goal.

Someone who is persistently pessimistic or cynical, demanding, hypocritical, self-pitying, selfish, inflexible, excessively fussy or unable to accept any criticism would have a low EQ score. Other personality traits commonly associated with low EQ include lack of self-confidence, lack of courage in tackling every-day obstacles, being afraid of change or innovation, all of which make achievement in any task more difficult.

Improving EQ

Parents can take certain measures to improve or develop a child’s EQ:

• Be sensitive to the child’s moods, feelings and emotions, having more empathy
• Being able to cope with the child’s different moods while not being unduly affected by the child’s anger or stress
• Teach the child how to recognise his own feelings by telling him he is being angry, or jealous or despondent
• Teach the child to control his emotions and to find ways to calm down. Young children in particular are prone to violent expressions of frustration as they are unable to fully express their emotions verbally
• Teach the child limits and the consequences of breaching them. For example, teach that it is all right to cry when frustrated but it is not all right to throw or break things
• Train the child to help himself or solve problems by himself as much as possible. This helps build self-reliance and self-confidence
• Teach the child social skills, society’s rules and how to adapt to them, giving and sharing with others and having empathy with others. These are skills which will help the child to form beneficial relationships with others.
• Parents must lead by example in exercising self-control
• Do not give in to unreasonable demands as a way of mollifying the child. If a child breaks an established rule, do not ignore his action just to avoid confrontation
• Reinforce the child’s good habits and behaviour – such as when the child acts in a generous way or is polite or helpful. Do not be provoked by the child’s tantrums or outbursts of anger. Allow the child to calm down and then discuss the issues and consequences
• Undertake activities with the child which promote skills while being enjoyable: cooking, sport or singing
• Avoid adopting a regimented lifestyle full of rules and protocols

It can be surmised from the above that in order to improve a child’s EQ, the parents’ EQ need to be good in order to set an example. A close family relationship is the basis for a happy and stable family, which is in turn the basis for a civilised society.

Written by Samitivej Srinakarin Children’s Hospital and reprinted by kind permission of Red Mango Ltd
My country: France

PTIS has almost twenty French or part-French students and staff members. Here are some of their stories.

When we were in France this summer, we went to Montparnasse Tower in Paris and from the fifty-sixth floor we could see the whole city including the Millau Bridge, which is taller than the Eiffel Tower by twenty-three meters. In France, there are also high mountains where we went hiking with our parents. In the Southern Alps, near a small town called Barcelonnette, we saw chamois, marmots and plenty of flowers, including edelweiss and genepi, which are used to make liquors. We also saw the transhumance of sheep, hundreds of them, with a shepherd and sheepdogs guarding them. It is a wild, remote and very beautiful place in the Upper Ubaye valley.

A country feast

We drove through golden wheat fields guarded by fields of bright yellow sunflowers. The children liked to spot white and black or brown cows in the meadows. We did not have to drive far for the landscape to change from plains to hills and hills to plains. Villages and isolated houses made of pink bricks slowly changed into traditional constructions made of beautiful old white stones. A small lane led to our final destination, a small organic farm surrounded by poplar and oak trees and tractors. The farmer arrived and invited the children to help him collect the eggs from the henhouse, and we then sat down for an aperitif with a glass of wine, green olives and some natural crisps with salt. We shared a tomato salad, some saucisson, some melon des côteaux du Quercy, then a huge chicken hot from the oven and fresh cooked vegetables from the farm. This delightful meal was topped off by a cheese platter featuring local goat and sheep cheeses and crunchy French baguettes.

Contrasts

France is a country of contrasts, with huge cosmopolitan cities and sleepy little villages, luxury ski lodges high in the Alps and sandy beaches on the Mediterranean coast, and stately palaces and museums filled with stunning art from hundreds of years ago, as well as cutting-edge galleries whose contemporary architectural design and even more up-to-date works of art challenge and delight the eye.

France has been a major trading nation for two thousand years. In 1296 when King Mengrai established a settlement that would gradually become the historic Thai city of Chiang Mai, Paris already had such buildings as the cathedral of Notre Dame – construction of which started in 1163 – and the Louvre palace which started life as part of the fortifications built by King Philippe Auguste in 1190. Although these buildings have grown, been vandalised, restored and rebuilt, they are able to trace their history back for almost a thousand years. The idea of contrasts is particularly evident at the Louvre, where the historic fortress and stately castle can now be seen juxtaposed by architect IM Pei’s controversial glass pyramid, which serves as the principal entrance to the galleries.

Chamois and edelweiss, saucisson and baguettes, history and contrasts: our country is home to almost sixty-three million people – and every one of them could tell a special story about their special part of France.

Contributors: Emmanuelle, Olivier, Maxime, Basile, Christopher
Staff Profiles

Mike Galligan
Ultra-marathon Man

Over the summer break, Mike Galligan, Activities and Athletics Director at PTIS, competed in his second ultra-marathon race – an eighty-kilometre race that tracked its way up and down mountains, steep stairs and rock faces, with just two kilometres of relatively flat road and a vertical climb of 1,800 metres. This event, in Madison Wisconsin (USA), is part of a four race series with other, similarly gruelling, races scheduled for Michigan, Indiana and Florida. To prepare for this race, Mike trained regularly for eight months, and the training paid dividends as his recovery time from the torture imposed on a human body by such a race was much faster this time than after his first ultra-marathon.

“I enjoy running a lot – and since I started serious running at the age of twelve, I have probably covered over 72,000 kilometres. The ultra-marathons attract the wacky guys – the ones who are out there – a different breed of athletes,” Galligan said.

“The race is about 1% physical and 99% mental and I am fortunate to have the support of my wife, Karrie. Some guys who do not have strong support from friends or family approach the race slightly differently – and will come up during the race to have a chat on the run. Sometimes these short talks are actually a sort of welcome break from the intense concentration of focus.”

Mike compares the need to focus to the concentration of a monk meditating for nine hours – sitting still, oblivious to all that is going on around him – and focusing on his meditation. “For me, the race is like a nine-hour meditation!”

While this may be so, he also acknowledged that the race is a matter of weighing the satisfaction of achieving something that is normally far beyond what is possible and the pain afterwards, when he felt “like lying down and crawling into a ditch.”

Mike is a modest man but one who acknowledges that he has cupboards-full of trophies and caps and shirts and running shoes and medallions. In the race he has just run, he finished second in a field of almost one hundred runners. In his next race, as he continues to juggle increased age against increased experience, and challenge and achievement, he will be aiming to improve his time again – and perhaps to seize the prized first position.

Jill Vincent
Global Citizen

Jill, a true global citizen, joined PTIS International School in August to teach English in the Senior School. Her career in education ranges from the USA to Budapest to Jamaica, Bangladesh, Bulgaria, the Netherlands and Kuwait – her most recent city. Chiang Mai is her first South East Asian destination and Jill selected Chiang Mai and PTIS because the school and the Traidhos community offer students so much more than many other schools: “I feel that the ethos of the centre aligns well with my own beliefs – one of which is that art and PE should be the most important subjects for a student!” Jill commented. “I am enjoying the international feel of this school, which is a little like the school in Jamaica where there were also many dual-passport students, and which is quite different from teaching in Kuwait where I had only Kuwaiti girls.”

Like several other members of staff at PTIS, Jill is a runner and has completed thirty-four marathons. “In Kuwait I went running early in the mornings and avoided busy areas. It was important to consider the culture of the host country. It would have been a very different story in next-door Saudi
Arabia but in Kuwait women have far more freedom – they are able to drive and quite recently women were allowed to vote for the first time.”

A United States citizen, Jill commented that she has enjoyed being in small countries where the people are more connected and where the sense of family seems more important than it is in the USA. “In Kiev, for example, three or four generations of a family would live together in the same house and all life is on the streets and in the squares. In the USA everyone seems to be inside their houses or behind walls and fences.”

Jill and her husband have two sons – one just starting college and an elder son who is a graduate of Maastricht University and now working as a marketing consultant in Maastricht. Her husband is an international school director who now consults for ECIS as well as the SAMA Corporation of Kuwait. The family owns a villa in the small city of Villach, Southern Austria, and despite being far-flung members of an international family, they are able to regroup in Villach at holiday times, when they feel part of the extended family a small community offers.

Gina Ryan
Doctor of Drums

Although starting lessons as a trombonist at the age of nine in her native Newfoundland, Canada, Gina soon realised it was not the right instrument for her and persuaded her school Conductor to let her take on the role of percussionist, practising for two hours each day when in Grade Nine ... four hours a day in Grade 12 and up to an amazing six to eight hours per day when at university.

Gina’s path to Chiang Mai took her through musical tours of discovery in China and Japan, France, and the USA before accepting an Internship at an international school in Phuket and serendipitously applying for and being granted a position at PTIS.

She says that while it is possible for an orchestral percussionist to play melodic instruments such as the marimba, it is also exciting exploring found objects and other musical instruments including Korean gongs and Japanese temple bells. She is also highly proficient on tympani, snare and bass drums, the xylophone, triangle and glockenspiel. Gina is a woman with a clear focus on her goals. While teaching was not initially her chosen profession, she realised that gaining experience teaching at international schools would help her achieve her aim of being a music professor and teaching at university level. She also realized how much she adores teaching and being part of the musical growth of others.
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I believe we are in a time of profound change, largely due to advances in technology. I think years from now, educational professionals will look back fondly on the early 21st century and remark with amazement how education evolved during our generation. There is a need for us, as educators and parents, to be aware of the speed with which the world is changing. As educators we need to adapt the ways that we teach to help prepare students for their lives ahead and for many careers that do not even exist, and we cannot even imagine, at this time. It is both a daunting and exciting challenge for us all and one that we are addressing at PTIS.

**Authentic Opportunities**

Integrating technology, or using technology resources in classrooms throughout the day, provides authentic opportunities to teach our students skills and understandings helpful for being responsible global citizens. It allows possibilities for students to learn and express:

- Creative thinking and innovation
- Communication and collaboration
- Inquiry and research
- Research and information fluency
- Critical thinking, problem-solving and decision-making
- Digital citizenship
- Technology operations and concepts

These experiences vary by grade level. PTIS is fortunate to have a technology facilitator who plans with teachers school-wide to integrate technology, where appropriate, as a tool for learning. As well as desktop computers in a computer lab, there are twenty-three laptop computers in the Junior School (Early Years through Grade 5) classrooms. Teachers and students share the laptops and use them in their classes as appropriate. Sharing maximizes the use of the laptops as they are not needed at all times in any one class. There are plans to add more laptops to the Junior School in the future.

Here is just a sampling of ways technology has been integrated in the Junior School:

- Early Years students used Audacity to record and play back their reading
- Grade 1 students created a wiki with another Grade 1 class in Bangkok
- Grade 2 students explored virtual art museums and created art online
- Grade 2 students created iMovies as part of a ‘Flat Stanley’ collaborative project
- Grade 3 students used Keynote to create audio visual stories
- Grade 4 students explore cyber-bullying and internet safety
- Grade 5 students create podcasts using Garage Band

What do Junior School students say about using technology?

“IT’s fun! We play maths games to help learn maths.” Or, Grade 1

“The books on the computer help me learn. I click and it tells me the words.” Noa, Grade 1

“I like computers because they are awesome because we make things on them.” Douglas, Grade 1

“Computers help you be clever because the computer can teach you words and stuff.” Gino, Grade 2

“Well, if you want to learn some information – let’s say about birds – then you can look up online and learn about birds!” Holly, Grade 2

“I always go to the computer when I have a research project. It is super easy to find information. And you can book books from the library using the computer.” Raksin, Grade 5

“We share our learning using computers. We all work together and we exchange knowledge, like when we do slideshow presentations.” Joseph, Grade 5

“We get a lot of good information using computers. During our Unit of Inquiry on electricity we used the internet to learn how making electricity can cause pollution.” Ruben, Grade 5

“Computers help us. We use the computers for our portfolio covers and to write reflections and to write recounts.” Pim, Grade 5

**Why Apple?**

The use of technology in the Junior School prepares students for the Senior School, where they have a 1 - 2 laptop to student ratio in Grades 6 and 7, and over the next three years students in Grades 8 to 12 will experience a 1 - 1 student to laptop ratio. PTIS offers an IT Support Center and is moving towards being an Apple school. After much research, it was felt Apple products best support the needs related to education.

Karrie Dietz, Junior School Principal
Rimping
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E-mail: info@lecrystalrestaurant.com, www.lecrystalrestaurant.com
Saa Paper

Chiang Mai has become well-known for the huge range of saa paper goods, but the history of paper making in the province goes back almost one thousand years.

While the Egyptians are credited with the first forms of paper, made from the stems of the papyrus plant, it was the Chinese court official Ts’ai Lun who, in 105 AD, used sesame fibre, scraps of fabric and slivers of bamboo to create the first varieties of “modern” paper. Like Ts’ai Lun, Chiang Mai papermakers have experimented with seaweed, with many different sorts of leaves and bark from different trees – tamarind, bamboo or mango – and even with elephant dung! – but it is the bark from the saa or mulberry tree that has become the favoured material for making the province’s special papers.

Some consider the mulberry tree to be little more than a weed as it grows so quickly, and as it spreads so widely through the actions of birds. Its usefulness as a source of leaves to feed silkworms is well-known. What is less well-known is the fickleness of the silkworms, who seem to prefer their leaves young and tender. As the tree ages, the taste of the leaves changes – but the tree is then ready to be selectively stripped of its bark to make the saa paper in a very eco-friendly cottage industry.

Bleached and macerated

Most saa paper is hand-made, using traditional methods that date back to Ts’ai Lun. The bark is boiled to reduce it to individual fibres, which may then be bleached before being macerated. The pulp is then suspended in large vats. Moulds with fine screens are used to scoop out the fine pulp in a variety of densities, depending on how it is going to be used: very fine if the end-product is to be a tissue paper and much thicker if the aim is to produce a stiffer card. The pulp-covered screens are allowed to dry in the sun – a process which also strengthens and bonds the fibres.

HQ PaperMaker in Chiang Mai was one of the pioneers to incorporate decorative items into the hand-made saa paper. Petals, grass, leaves, strands of fibres are used to create random natural patterns or highly complex and artistic patterns.

A spokesman for the company says, “We use real petals, leaves and grasses that grow in the wild or are cultivated locally. These are gathered early each morning and incorporated into the papers within hours of collection to ensure full colour and shape. We take the utmost care with this paper, but because the petals and leaves are natural, sometimes colours will change unpredictably in time. This is a feature of the paper.”

Responding to consumer needs, HQ PaperMaker also has a vast range of original modern screen print designs to extend the usage of traditional mulberry papers for wrapping and handicraft purposes.

A pioneering company

Another local company – Grassroots HQ – is pioneering batik saa paper, where delicate designs are hand-painted in wax on the finished saa paper. When the wax is dried, the inlaid designs are then painted with various colours. The wax acts as a divide to control the flow of dye. When dry the wax is removed leaving just the painted paper, ready for use as a covering for gift boxes or other uses.

While hand-made saa paper is limited in size to the dimensions of the mould and its screen, it can also be manufactured using paper milling machines. Huge rolls of the paper can be produced and because the finished product is mechanically dried and pressed, it is smoother and more uniform in appearance – and so missing the appeal of the deckled edges which are an indicator of good hand-made saa paper.

The uses to which Chiang Mai’s saa paper can be put are limited only by the imaginations of those working with it. Traditionally, saa paper was used for Buddhist scripts and temple decorations, but today the range is enormous. Tiny items such as gift tags may be on the smaller end of the scale, and wallpaper rolls at the larger end, but in between come umbrellas, note pads, gift boxes of all sizes, bags, lampshades, artists’ paper, wrapping paper, photo albums and even hand-made jewellery where the paper is formed into flowers and beads.

From a “weed” to a beautiful handmade photograph album – the process of saa paper is as fascinating as its history is long.

With thanks to Jon Adams, Yuwadee Makpan, Wannapa Tiew Suksang, Susan Morgan, HQ PaperMaker and Grassroots HQ

www.ganyahtrading.com
www.grassrootshq.com
www.hqpapermaker.com

Working on a saa paper umbrella
Macerating the bark
Newly-made saa paper drying in the sun
Saa pulp
Tenth-year Scholarships

To celebrate its Tenth Anniversary, PTIS International School Chiang Mai offers students who are exceptional leaders and who have demonstrated outstanding qualities in the classroom, in the arts, in golf, tennis, cricket or football, a chance to be awarded special scholarships.

Who can apply?

* Students entering Grade 8, 9, 10 or 11
* Students not currently enrolled at PTIS
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* Applications for the Scholarship are now open

Scholarships offer:

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* 50% reduction in Foundation Fee
* Payment of the reduced Foundation Fee deferred for twelve months and then payable in two equal payments over two years
  For students entering Grade 11, the reduced Foundation Fee will be payable in full at the start of Grade 12
* Scholarships tenable to the end of Grade 12

How to apply:

* Complete the Application form on the "How to Apply" page on the PTIS scholarships website: www.threegeneration.org/Scholarships/How to apply
* Gather the documents indicated
* Write the essay
* Email the completed application to the address shown on the website
I’m happy to be home, not only living here but also protecting the country that so many have died for. In Israel, all men and women are required to serve in the Israel Defence Force. Although it is my duty as a citizen, I like to think of it as a privilege as well. Not only do I get to take an active part in defending the country, it’s also a really special experience. Basic training was difficult, but rewarding. I learned a lot about Israel’s history, about the army, about the important role each and every soldier plays, whether he or she is a combat soldier, a cook, or, in my case, part of the Israeli police force. I learned how to use an M16 (only in case of emergency, of course), I got first aid training, I learned Krav Maga – a form of martial arts - and I befriended people that I would never have even met while I was a civilian. All in all, I’m enjoying my service and I’m proud to be doing it. I hope to see you all in Israel soon!

Tatiana K
Class of 2009

Tatiana recently visited Chiang Mai to catch up with friends, teachers and her host family from her semester at PTIS. She has recently finished Year 13 back in her home town near Cologne, and following her three weeks in Chiang Mai and another three weeks of touring Thailand, will return to start work on her physiotherapy degree at Marburg University. Tatiana said that one of the best things about her time at PTIS was getting to know so many people from different parts of the world, and learning how all the different cultures mix.

Napassorn S
Class of 2011

For the second summer running, Pooh assisted Khun Jay and other staff with the Traidhos English Language Camp, where she reports the kids were great fun – although rather difficult to settle down and get to sleep at night. In September she will move to the United Kingdom, where she will study Society, Culture and Media at the University of East Anglia, in Norwich. Pooh admits that it was possibly her time in the Audio Visual Group at PTIS that has triggered this interest, and it will be interesting to apply her school skills at university.

Gun C
Class of 2010

Gun recently visited PTIS after having completed his first year of Electrical and Computer Engineering at Carnegie Mellon University in Pittsburg, USA. Some of the courses were quite easy, but there were also some very challenging ones. Although he had been a day student at PTIS, Gun is now in residence at the college where his roommate is an Israeli-American studying materials Science. Gun comments that it took some time to get used to life on-campus but now things are going smoothly and he returned to the State at the end of August to begin his second year.

Minji
Class of 2010

I am enrolled in the Singapore University of Management, where I am studying for an advanced diploma in business management. Next year I plan to go to the University of Birmingham to study for an international trade degree. Even though I am going through a lot of culture shock and misunderstanding among Singaporeans, Malaysians and other foreigners, I love being here. One in a six people in Singapore is foreigner, so I hardly feel that I am foreigner at all. Singapore is truly one of the most developed country in Asia, full of “study well and play well’ people. I strongly believe that my experience in Prem made a good foundation for me before I stepped out to the real world. I would like to thank all of my teachers, boarding staff and my friends. I deeply miss Thailand and Chiang Mai!

Takuya K
Class of 2010

Another former member of the AVG at school, Takuya has finished his first year in Information Technology at Melbourne’s Deakin University. In the first year he covered a variety of subjects to gain a broad overview of the course. He is now considering majoring in multi-media studies. In what has been a new experience, he has been sharing a house with several other people – some students, some in the workforce – but as their timetables are all different they do not regularly meet for meals or share the cooking duties – so Takuya says he relies on finding food in the refrigerator or eating noodles!
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