The Traidhos Quarterly

A celebration of lifelong education

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Table of Contents
03 Prem: An IB World Boarding School
04 RAK
06 Golfing Champion
08 Twenty-first Century Learning
10 eBooks for Kids
12 Earth Day
13 Junior School Student-led Conferences
14 My Country: Japan
16 Nature Deficit Disorder?
17 Book Week and Mother Language Week
18 Chiang Mai: Simply Sensational!
20 A New School Rises from the Earth
22 Careers and Alum news
23 Summer Camps
24 FAME!
26 Chefs at Prem

Calendar

June
04 Public holiday: Visakha Budha Day
07 - 13 Grade 10 Pre-IB Week
15 Farewell Assembly
16 - 24 Exploring Global Issues Camp
17 - 22 Golf Camp
18 Thai Language Camp
23 Summer Camps (to 20 July)
30 Extreme Siam Camp (to 08 July)

July
01 Summer Camps (to 20 July)
21 English Language Camp (to 10 August)
College Prep Camp (to 10 August)

August
14 School resumes

The sporting academies at Traidhos Three-Generation Community for Learning are delighted to announce a partnership with TIPCO Co Ltd.

Aura Mineral Water is providing the goodness of natural mineral water to support our sports players. It is Thailand’s only 100% natural cold spring mineral water. Naturally filtered through the rocks beneath the mountains of Chiang Mai, it flows from the spring directly to the bottling plant, preserving all its natural goodness and many minerals essential to our health.

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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 + 66 807 929 925.
As Head of School, my goal is to position PTIS as a leading International Baccalaureate World Boarding School, where diversity, inclusivity, creativity, opportunity, innovation, entrepreneurship, academic excellence and global stewardship are explicitly visible and celebrated within and through the Traidhos Three-Generation Community for Learning.

We have been very excited to receive news from the International Baccalaureate office that with the addition of the newest IB innovation, the IB Careers-related Certificate (IBCC), PTIS is the first IB World School in South East Asia to offer all four IB programs.

**Why do we strive to be a leading IB Boarding school?**

The IB Diploma was created over forty years ago and has earned a reputation as a rigorous and challenging international curriculum for Grades 11 and 12, one that offers students entry into over 2000 universities worldwide. Over a decade ago, the IB developed international curriculum frameworks for the Middle Years (MYP) and for Primary Years (PYP) and now with the new IBCC all programs acknowledge the student as the center of learning, with a focus on international mindedness, inquiry, investigation, critical and creative thinking. As a K – 12 school we can now offer a meaningful IB course to all of our students.

The IB requires teachers to have specialised teacher training beyond their usual teacher qualifications and all teachers at PTIS are IB-trained - and many are also IB examiners, IB teacher-trainers and IB consultants.

**Universities prefer the IB**

We receive feedback from many universities that they often prefer IB students. Why? They say IB graduates are much better prepared for the rigors and demands of university. Having a global perspective, having completed a 4,000 word extended essay, a Theory of Knowledge course and 150 hours of creativity, action and service activities as well as six IB courses of study, prepare students to be thinkers and doers. Universities want these types of students to add diversity and success to their student population.

PTIS students have gained entry to a wide range of universities all over the world. The USA is now the most popular destination for PTIS students with the top students gaining entry to Duke, UCLA and NYU. Parsons in New York has accepted one of our top artists. The UK and Australia are also frequent destinations for our students, and former PTIS students are currently in University College London, LSE and Loughborough, and another of our artists is at Goldsmiths University of Art. In Australia, the University of Melbourne, the University of Queensland and Bond University have accepted our students. We have many students in Canada at UBC, Victoria and Toronto Universities.

In Asia our students have gained entrance into Hong Kong University, Seoul University Korea, Wasada University Japan and Singapore Universities in Asia. Thai students regularly gain entry into Chulalongkorn and Mahidol Universities. In Europe PTIS students have been accepted into German, Dutch, French and Belgian universities.

All major disciplines are well-represented in the career choices of our students from Fine Arts to Business, from Engineering to Film production.

Why do we strive to be a leading IB school? Because we believe the International Baccalaureate is the BEST curriculum we can offer our students.
The Random Acts of Kindness (RAK) crew from PTIS International School decided to spread the kindness by hosting the “Spread the Love” concert earlier this year. The concert took place in the Prem amphitheatre under the stars. The event was greatly successful and raised THB 160,000. All profit was donated to Baan Gerda, an HIV/AIDS children community village in Loburi, and “Support the Children”, the local AIDS children orphanage in Chiang Mai.

The acts varied and showed a real international community. There were duos, solos and group performances from all types of acts and nations. The performances shifted smoothly from Korean pop dance to jazz band to solo singings to choir and rock bands. The concert was enjoyed by many special guests, including Kenneth Foster (US General Consul), Rittipong Taehap (Deputy Governor of Chiang Mai) and ML Tridhosyuth Devakul (Founder of PTIS).

As the show rolled into full gear, people flocked to the food stall, enticed by the smells of the exotic foods: everything from sandwiches to Korean Bimbab to hot dogs was available. Having selected their food, people sat in the amphitheatre where lights, music and other spectacular sensations greeted them.

It was with astounding applause that the show ended. “Thanks for a great event,” Narae Yahng, the CMIS representative, writes. “I bet it was really stressing and tiring to do all those things and get ready”. We had gone past the stage of complaining about the extra workload and struggling to find time to fit it in to willingly putting everything into this project. The idea that we could change something, even if that something was making the HIV kids’ world a little brighter, had taken its roots in our minds.

To change something is not to shatter the world. It is to drop a leaf in a pond: it will ripple, resonating in every crevice.
IMI is one of the finest Hospitality Management Universities in the world. We offer courses from Certificate to MBA in Hotel, Tourism, Event and Restaurant Management and Hospitality Entrepreneurship.

From Certificate to a BA hons in 2.5 years.

The IMI campus in Luzern combines the best of everything Switzerland has to offer: the peace and beauty, a modern teaching environment and a truly international campus with students drawn from 40 different countries.

IMI will be present on PTIS International School in November, watch out for details!
Champion Golfer in the Making

E's Wittayakom and Smart Chayutpol travelled to the United States last April to follow their dreams of playing on the prominent International Junior Golf Tour (IJGT). The talented young golfers attend Prem School on golf scholarships as part of the Three-Generation Golf Academy’s Team Elite squad.

During a gruelling three weeks of travel across the USA’s eastern seaboard, these two determined players teed it up in three separate tournaments fraught with inclement weather, formidable courses and seasoned competitors. The tough test proved to be both a rewarding and an eye-opening experience. For Es it also proved to be a victorious journey as he returned to Thailand with two top-two finishes.

Es commented, “Playing tournaments in the USA was a great experience - and most importantly I had fun! After a long exhausting flight from Thailand I finally got to Washington DC. It was about 11.00 pm and we immediately headed to the hotel. We had one rest day and then we played our first practice round at the Duke University Golf Club. The temperature was a pretty cold 10˚C.

“The first tournament, the College Classic in Durham, North Carolina, held at the Duke University Golf Club, didn’t go very well. I wasn’t used to the conditions there at all. The greens were very fast, the grass was different and the wind was the main obstacle. I shot 78 on the first day and 79 on the second day finishing fourteenth out of over sixty competitors.

“The second tournament, The Jelly Bean Open, held in Hershey, Pennsylvania, at the Hershey Links Golf Course, went quite well even though my shots were not really that great. I had my game planned out and I played pretty much on-plan. I was able to keep my score quite consistent. The course was rather difficult with 30 mph winds, but I shot 76 on the first day and 75 on the second day finishing in second place.

“The third tournament, the IJGT Major Championship was held in Havre de Grace, Maryland, at the Bulle Rock Golf Course. This match also went well. Even though I threw away my chance of winning the event, I learned a lot from it. I was even par, just one stroke behind the leader going into the 18th hole when I drove my tee shot into the water. I finished the hole with a double bogey six, losing my chance to play in the play off and winning the tournament.”

Heading for Single Figures ...

Es is currently ranked eighteenth out of 193 players on the IJGT, whose goal is to provide a platform for juniors to increase their tournament results in a format that college coaches will notice.

The tour provides exceptional junior golfers representing forty-five USA states and forty-three countries around the world with the opportunity to develop and showcase their competitive skills while setting high standards to preserve the traditions and integrity of the game. As a tour that operates throughout the academic year, the IJGT hosts approximately sixty tournaments annually and three international events. Each event provides multi-day competition for junior golfers of all skill levels ages 9-19.

On his return to Chiang Mai, Es said, “My time in the States made it obvious to me that the mental part of my game is still my weakness when it comes to tough situations. This is what I will be working on now that I am home again. I learned a lot during my time there. The most important lesson is that I don’t have to hit the ball the furthest to score well - I just have to keep it on the fairway!”

Es W with some of his golfing trophies, and in action on the Prem driving range
Pasta - Pizza - Salad - Steak - Ice cream

Punna Place @ Nimman Soi 6 next to Power House Gym
Open 10.30 a.m.-10.30 p.m.

Tel. 08-5107 8170

10% discount for readers of Traidhos Quarterly
21st Century Learning in Grade 2
Connecting Globally and Locally: Come and Take a Peek

Research and the International Baccalaureate Primary Years Program (IB PYP) agree that students will understand and retain more when learning experiences are relevant, engaging, challenging, and significant to their lives. In the global networked environment of the 21st century, learning can expand beyond the classroom walls. PTIS is aiming to reach out to the global and local communities to reduce the boundaries that divide ‘school’ from ‘the real world’.

Learning experiences that are relevant to ‘the real world’ are becoming increasingly important. Children are growing up in a world of almost unlimited access to information and of enormous opportunities and difficult choices, and so it is more crucial than ever for teachers to help students make emotional and social connections to skill and content. To help students make these meaningful connections, teachers can create a 21st century context for learning by:

- making content relevant to students’ lives
- bringing the world into the classroom
- taking students into the world
- creating opportunities for students to interact with each other and with other children and knowledgeable adults in authentic learning experiences

Connecting Globally – Collaborative Learning

In her book, Curriculum 21: Essential Education for a Changing World, Heidi Hayes Jacobs challenges educators with the question, “What year are you preparing your students for? 1973? 1995?” By using technology to bring the world to their classroom and connecting with other children and experts around the world, PTIS is educating students for the future. Take a peek at learning in Grade 2 - both inside and outside the classroom.

The children recently connected with a class in Switzerland through Skype, real-time, with video and audio. The second graders in Switzerland prepared questions for PTIS students about how the weather affects their lives in Asia. In this instance PTIS students were empowered to share their knowledge and experiences as ‘experts’ living in Thailand. School partnerships, such as this experience, provide students opportunities to connect with children in other parts of the world in order to share knowledge and develop respect for other cultures. It contributes to developing global citizenship.

Emmy said, “We taught them that our houses are made of wood and there are two floors because the top floor is for floods and the bottom is for shade. It was fun talking with them because we met new people and learned about things.”

Imagine students writing poems knowing they will be shared with an author, and that they will have the opportunity to talk with the author of poems they have read in class. While learning about poetry, Grade 2 students emailed and Skyped Phil Bolsta, an author who has published books and children’s poetry. The Grade 2 students shared their poems with him and Mr Bolsta shared his personal stories about what he was like as a student, how he became an author and where he got his ideas and inspirations for writing. After viewing one of his book trailers students were motivated to finish reading their chosen books and create their own book trailers.

Snowy commented, “We read his poems and they were good and exciting. We were excited to talk with him.”

Connecting Locally

How are PTIS students connecting with their local community, and learning-by-doing?
Grade 2 students went to Baan Kwai Thai, the buffalo training camp, to learn about the historical practices of rice farming. This was a hands-on field trip, providing opportunities for active learning. “It was great fun. We had to get the rice to grow in the mud. I liked it. I nearly slipped down and Emmy was holding me! I liked seeing the old buffalo,” said Snowy.

The Grade 2 students paddled in the mud to plant the rice and witnessed all the traditional techniques. They were able to use the tools to process the rice, and were then able to compare this experience with seeing a machine at the local rice mill do it for them. This gave them an authentic chance of seeing simple machines in action. As a result of developing an understanding of local practices during this trip, students wanted to convince people to buy rice that was produced locally.

The class later explored the historical tools used to create coconut milk during their visit to the on-site cooking school. Kal described their experience: “We learned how to open coconuts and make coconut juice just like they did in the olden days. We also learned how they do it these days. They use different tools now. It is easier but it’s not good for the environment because the blender uses electricity.”

A trip to the Senior School Design Technology Center provided the students opportunities to see games the older students made. They learned how technology, including microchip processors, can improve the games. Burton shared, with enthusiasm, “We used screws, saws, hammers and drills. We cut wood and did what you would usually do for building. We learned people have developed technologies that have impacted on lives. I’d like to go back.”

Grade 2’s central idea for their current unit of inquiry is People have developed technologies that have impacted on lives. With a glance at the class bulletin board the students recognised and could articulate that this was the purpose of their recent trips exploring their local community.

Hello Real World!

Teachers at PTIS are involved in local and global networks, and are collaborating with other educators and experts to provide these experiences. For example, Kate O’Connell, classroom teacher of Grade 2, attended the online 2012 Social Learning Summit offered by Global Education Collaborative. Kate learned real-time with real teachers, exploring topics such as Web2.0-ifying Classrooms and Transforming Lessons with Technology. She continues to collaborate with others through the Flat Classrooms Ning and Classroom 2.0 Live. So, PTIS students and educators alike are learning through networks.

Whether it’s exploring the local community or using technologies to bring the world to the classroom, it’s evident students are motivated by these real-world experiences. Providing authentic learning experiences is valued at PTIS and these will continue to be offered and developed.
eBooks for Kids
Hurtful or Helpful for Young Readers?

It’s bedtime, and your four-year-old is tucked in and ready for her nightly story. Paperbacks are scattered around the room, and among them lies an eReader loaded with her favourite fairy tales. Do you reach for the worn-out copy of The Wizard of Oz from the bookshelf, or head into the interactive world of Dorothy and friends instead?

Parents today face a host of new choices at story time. They’re not only choosing what to read, but how to read it. Unfamiliar territory, smart phones and electronic tablets have parents wondering - do eBooks for kids hurt or help young readers?

For parents of very young children, the “total experience” of reading includes lap time, closeness and parental involvement. Some people are afraid that this experience will be lost with eBooks. The other big fear is that their child won’t learn to read properly if exposed to eBooks. When something is unfamiliar, we are naturally wary - but are fears about eBooks realistic?

Research by the Kaiser Family Foundation finds that while kids are more plugged-in than ever before, reading has not lost ground to media. In fact, print book reading has actually increased over the past ten years, despite the explosion of electronic readers on the market, and according to a study by Cambridge University, literacy rates among children have actually increased since the pre-computer age.

The march of technological progress isn’t going to stop - eReaders are here to stay. So how do you know what’s best for your young reader? Here are some tips:

Educate Yourself

Know the difference between an eBook and an app. Electronic reading apps can help literacy development, but are more like games than books. A digital Alice in Wonderland is a true electronic representation of the book, with no bells and whistles, such as noises or moving images. The Alice app, on the other hand, has more interactive features - a child can touch the screen and make things move or change. The eBook version boasts a beautiful illustration of Alice drinking the magic potion, but with the app, you can touch Alice and make her grow.

Reading Reinforcement

Choose reading apps wisely. If your child loves tales about royal beauties, read her favourites in print or on an eReader, and supplement the text with an app like Princess Presto’s Wands Up Writing or The Princess and the Frog read-along. Incorporating princess learning materials will help get your kid excited for story time, and motivate her to explore other educational tools.

Keep it in the Family

Keep reading activities family-centered. The same Kaiser Foundation study cited above found that families that were active in guiding their children in reading activities and media use had happier children. You don’t have to just give in to a tsunami of technology. You, as a parent, can still decide how much print and how much media to allow into story time. Reading eBooks doesn’t have to mean sacrificing lap time.

Experiment on your own and pick the books and apps that are right for your child. Here’s a breakdown of the various types of reading apps and eBooks available for kids:
Simple eBooks

The iTunes app store has many familiar classics like Cat in the Hat and Jack in the Beanstalk available. With these eBooks you can simply turn each page with your child and read it like a print book. Print-centered retailers like Barnes and Noble have eBooks as well as apps for children, with an emphasis on traditional fare like fairy tales and classics. Amazon also has a large selection of children’s material for easy download.

Touch-activated apps

Reading apps like Sound Touch let your reader interact with the image onscreen, whether that’s finding out what a word means or tapping the picture to make it come to life. Z is for Zebra, and similar alphabet apps, exercise phonics skills - just touch a letter on the screen to hear what it is.

Interactive Stories

Some digital apps allow your little learner to take the story into her own hands. The Puss in Boots app lets her pick different adventures for the feisty feline, while The Little Engine that Could app, created after the beloved childhood tale, helps your kid design a one-of-a-kind engine.

Create a balance between high-impact apps and books - whether the books are print or electronic - to avoid over-stimulating your child. Kristen McLean, executive director of the Association of Booksellers for Children says, “It’s important to balance high-information-intensity technologies with other kinds of (unplugged) experiences to create a balanced child with the ability to moderate their own attention.”

Above all, make sure to snuggle up with a story often - together or alone, in whatever format. The single biggest factor in raising a successful reader is to lead by example, so soak in as much of the written word as you can each day. Not only may you discover new page-turning material, you’ll be showing your kids that reading, either on a screen or on a page, can be as enjoyable as it is educational.


Roberta Munoz
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Earth Day ... A Doggie Wellness Day

We have recently read stories of the suffering of Thailand’s street and temple dogs during the 2011 floods. We hear of the horrors of thousands of dogs being rounded up for the dog meat trade, and we see the ongoing abandonment of dogs and the ever-increasing dog population. Earth Day serves as a reminder of all the things we should respect and protect. This special day was created to inspire awareness and appreciation of Earth and all of its inhabitants - human and nonhuman alike.

Earth Day is a celebration of all life and a special day to inspire awareness of this planet that we all share. It is a holiday that is dear to the hearts of two dog rescue organisations in Chiang Mai: Hand to Paw Temple Outreach and the Care for Dogs Foundation (http://carefordogs.org).

Villagers showed up all morning in a steady stream, with their pets in the back of pick-up trucks, sitting on motorcycles or led on foot to take advantage of Dr New’s free veterinary service and healthcare advice, free rabies vaccines and heartworm protection and discounted vaccines. The highlight of the day’s event was the ‘doggie bathing station’ manned by the Hand to Paw students who were up to their elbows in doggie shampoo, lathering, de-ticking and grooming a multitude of dogs and puppies of all shapes and sizes.

Education materials and discussion were also presented, showing the importance of adopting dogs from shelters, the worth of pet sterilization and vaccination, and the dangers of anti-pregnancy injections. Petitions were on-hand to be signed to bring legislation against the dog meat trade in Thailand.

“The day was beyond my expectations. The village elder, the villagers and the monks truly appreciated what we were doing to help their dogs and their community. They especially liked the demonstrations of basic health care skills which they could now take home with them, truly making a difference in the lives of their pets,” says Joy Huss, founder of Hand to Paw Temple Outreach.

Hand to Paw Temple Outreach is a group of animal-loving, service-oriented students from the Prem Tinsulanonda International School working to promote a sustainable, healthy dog population at six temples in their surrounding community. The Care for Dogs Foundation is a non-profit organisation and the community’s leading rescue shelter working diligently 365 days a year to sterilize, vaccinate, treat and care for Chiang Mai’s injured, neglected and ill street and temple dogs. Combining their resources, staff and students joined forces during Earth Day to bring their services to the small rural community of Baan Mae Ann. The event was held at the village temple to provide education and awareness to local residents about the many issues facing pet owners in Thailand.

Canine Wellness Centre

Hand to Paw Temple Outreach
Junior School Student-led Conferences

An important part of the Junior School International Baccalaureate Primary Years Program (PYP) is the student-led conferences, which form part of the formal assessment of each student’s work for the year. Students from EY1 to Grade 4 eagerly look forward to the day when they are able to share with their parents or guardians the sorts of things they have been studying in the various units of inquiry during the year. The pictures on this page show some of the students proudly demonstrating their new-found knowledge and skills.
My Country: Japan

But the Japanese way of living has been altered by western influences. Baseball, for example, is now the most popular sport and this, partly at least, has caused our rich society, once-flourishing with artistry and cleverness, in heart and in soul, to fall into a form of poverty. The traditional Japanese way of life was centered on the principles of rectitude, courage, benevolence, respect, honesty, honour and loyalty.

If everyone would act accordingly, the whole world would be a better place. However, the Japanese are continuing to be polluted by globalization, which eats away the heart of all tradition and culture.

A tragically more tangible form of erosion and destruction was the magnitude 9.0 earthquake and tsunami that struck Japan on 11 March 2011. This incident not only devastated those who were directly affected but everyone in the world. Watching TV in Chiang Mai about the incident was a traumatic experience for many of the school’s Japanese students and staff who were safe and sound in Chiang Mai while millions of people were hurting. The sales of special wristbands and other fundraising that happened at Prem to assist the tsunami victims was a real indicator of the warmth of people in the school and the encouragement from the Prem community.

Sublime food, exquisite ancient castles, vibrant theatre, art and modern music scenes, some of the world’s best railway services, a history stretching back to the Nara period of the 710 AD and beyond, leading industrial producers – and even the noisy and smoke-filled pachinko halls - all contribute to the modern Japan – my country, a country that is evolving and ever-changing ... and ever enchanting.

With contributions from Japanese Prem students and others.

1. Salmon roe sushi topped with gold leaf at Sado restaurant in Niigata, well-known historically as a source for gold
2. A shogi board ready for an intellectual battle
3. Winter in Otaru, Hokkaido
4. A Kyoto temple covered with pure gold leaf
5. (opposite) Snow storm
If you are someone who grew up with stories by Dr Seuss, the Lorax will have been your friend for a long time. For me, the Once-ler, the needs and truffula trees with their truffula fruits were not part of my vocabulary until I found myself reading The Lorax to groups of students on the Traidhos Three-Generation Barge in Bangkok. Charmed by the rhythm, challenged by the tongue-twisting alliteration and in support of its message I suppose I was one of those people who, in Lorax terms, wanted to care a whole awful lot.

Perhaps like you, a few weeks ago I found myself wearing must-have 3D glasses to view the recent cinema release of The Lorax. As I watched the animated characters wondering at this thing called a tree, I recalled the term coined by Richard Louv in his 2005 book Last Child in the Woods, of nature deficit disorder. The term applies to young people who grow up detached from the natural world around them, scared of getting their feet dirty and unaware of the world of seeds and creepy crawlies which have been a part of our growing-up for generations. Louv suggests that over the last thirty years “rapid disengagement between children and direct experiences in nature … has profound implications, not only for the health of future generations but for the health of the Earth itself.”

The last lines of Dr Seuss rang through my ears, unless ...

Unless we give students the opportunity to make a connection with the natural world, the forests and streams, the parks and the urban flowerbeds and roadside trees, why should they care? This desire to infuse more direct out-of-the-classroom experiences into their teaching drove a group of teachers from around Asia to converge on the Barge for a couple of days on the Chao Phraya River with EARCOS (the East Asia Regional Council of Schools) to explore different teaching techniques and ideas to facilitate increased learning in natural spaces. I co-facilitated the workshop with Kenny Peavy, a teacher and outdoor-educator currently based in Malaysia. It was a rewarding few days working alongside enthusiastic and motivated teachers, teachers who recognized that play and experiences in natural places motivate some students, help others to focus on learning and make others calmer and more willing to participate.

The concrete reality

As a group of teachers, we recognised that not all students will enjoy the chance to explore and be in a green natural space. Increasingly, as in the opening scenes of The Lorax film, urban playgrounds are the concrete reality for children as more and more people move to be city dwellers.

Kenny Peavy is passionate in wanting all children to experience outdoor places; so passionate in fact, that during June and July he plans to cycle from Phuket in Thailand to Bali in Indonesia to raise awareness of the role of environmental education and the importance of conserving natural spaces so that there will remain opportunities for children to play, explore and generally spend time away from their rooms, computers and shopping malls. Like Richard Louv, we have taught many children who have behaved differently and engaged quickly given time surrounded by fresh air, trees and soil.

As cities continue to grow and as concrete replaces rice fields here in Thailand, we need characters like the Lorax who will speak for the trees, but we also need teachers and parents who will introduce today’s generation to the wonders and patterns, shapes and relationships in the natural world. Teachers and parents who will ensure that their children do not suffer from nature deficit disorder but who feel so connected to the natural world that they want to help others enjoy it too.

If you wish to follow Kenny Peavy’s cycle ride please visit http://greenriders.asia/

Photographs by Jamie Raskin, GREEN Riders: Southeast Asia and Supitcha Kiatprajuk

1. The barge in Bangkok
2. A tiny Chao Praya River crab
3. Lynda Rolph

Lynda Rolph
Chief Operating Officer
Every 21 February, people around the world celebrate what the United Nations has named “International Mother Language Day”. On that date in 1952, Bangladeshi students were killed while protesting for Bangla to be made one of the national languages of what was then Pakistan.

At PTIS, where students speak over thirty languages as their first languages, this event was celebrated the week leading up to International Mother Language Day. The week began with a whole-school assembly, where Grade 12 students Shibga and Shezan (whose home country is Bangladesh, the birth place of Mother Tongue Day) presented a video on the history of Mother Tongue Day. Students of all grades then stood with other native speakers of their language, and all students had the opportunity to say a phrase in their own languages, which range from Swedish to Burmese.

In the Junior School, there were different activities over the course of the week. Parents were involved in leading activities relating to the languages of themselves and their children, and students had the opportunity to cook diverse foods, hear various stories, and learn more about the languages spoken around the world.

Book Week 2012 was another delightful week of celebrations. The theme this year was pirates, so the library was decked out with a treasure cave, a fleet of pirate ships, a talking parrot, an enormous crocodile and a mermaid … and plenty of great pirate stories. Activities during the week included reading all these pirate tales, making pirate masks, finding hidden treasure, sailing around the library in a pirate ship, and the traditional end-of-week Junior School fancy dress parade, when our youngest students dressed as characters from their favourite books.

Linda Newbery, the visiting British author, came to Prem for a full day of workshops with students from Grades 1 - 11. Newbery, an internationally-acclaimed author whose books are for children of all ages, was invited to Chiang Mai by Prem and several other international schools. She was very impressed by the questions the students asked throughout her day with us and took with her fond memories of her time at PTIS. Our own resident author, Linda Buck, better known as the school’s Director of Boarding, also sailed into the ‘Pirate’s Lair’ to read stories to several classes.

Shakespeare’s famous character Hamlet once said, “Words … words … words.” At Prem, whether words are spoken in Dzongkha or Arabic, or even by a pirate parrot, we treasure the chance to exchange ideas through the world of books and in many different languages.
Chiang Mai Province has a rich and varied culture, and nowhere is this more evident than in the classical forms of dance practiced here. Many of the dances date from King Rama V’s reign and in the North were especially promoted by Jao Dara Rasamee, the king’s favourite concubine. Regional differences see Chiang Mai dancers dressed in long-sleeved blouses and long skirts, while dancers from Isaan and Central Thailand tend to wear short-sleeved blouses and shorter skirts.

The dances were traditionally taught to all village children at the local temple by experienced village women, but now there are professional dance schools as well as lessons in schools for those who want to learn the age-old dances – or to play the traditional instruments that accompany them.

One of the most striking dances is the Fon Leb or Fingernail dance, where women wear elaborate finger extensions which accentuate the graceful, slow motions of the dance. A modern variation of the dance uses the same movements without the elaborate “fingernails”.

A much more vigorous dance, and one traditionally used to inspire warriors before going into battle, is the Victory Drum dance – Klong Sabad Chai. To the accompaniment of other drums, gongs and cymbals, the dancer uses special drum sticks as well as his arms, elbows, legs and even his feet to strike a large drum in an almost mystical whirl of body parts. Another dance which reflects the not-so-peaceful past of this part of the kingdom is the sword dance which features dancers performing with ceremonial swords and flaming torches.

The umbrella dance – Fon Rom – features umbrellas made of the special local Saa paper and for special events such as the opening of the ASEAN Games, the dancers will use the umbrellas to spell out the name of the event.

So while the West may have the tango, the waltz or hip hop dance forms, none captures the spirit of the North quite as well as the special Chiang Mai dances.
The market of choice

Rimping Supermarket is a locally owned premium supermarket chain serving Chiang Mai, the largest city in Northern Thailand. The Management has been involved in retail for more than 60 years, and the company takes its name from the first branch which opened on the east banks of the Ping River, which flows through the city centre. For over six decades since, Rimping has focused on providing a wide selection of quality consumer products at fair prices.

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Adobe mud houses have been with us for centuries. The world’s oldest and largest mud building, dating back to approximately 500 BC, is in Kerman province of Iran. Man has been using earth or dirt to build homes throughout the ages. A mud-built house is cheap, stable, long lasting, and eco-friendly. Wherever there is dirt, you can always build something - so why not build a school with it?

Earlier this year, Robert Thaprom from the Visiting Schools Program, volunteered to go to the Umphang area, Tak, near the Burmese border, to join up with other volunteers and Jon Jandai (P’ Jo) Pun Pun team (Center for Self Reliance). The mission was to build a school for a Karen hill tribe community, using only mud. The underprivileged Karen children are victims of a war that has been going on in Burma for decades. Their villages and schools have all been burned down, and they have to migrate to Thailand for safety. Most of the children hadn’t been to school or had any kind of education until a Karen iron lady named “Nana” took in a group of children and gave them a place to stay, food to eat, and an education. About thirty people came together from all over Thailand to learn and to help build this new school for Nana and the children.

Raw Ingredients

Using only dirt from the surrounding area, mixed with rice husks and water, the mud bricks were formed. Instead of using electricity-driven industrial machines, the mud and straw mixture was created by lots and lots of eager feet stomping in the mud pit. Once the mixture was ready, it was forced into wooden brick frames and after a day of drying in the sun, the bricks were ready to be used. The walls of the building were created by layers of mud bricks “cemented” together with yet more mud.

Many of the local people and the kids came out to help and to learn about this new building method. The local kids enjoyed mixing, playing, and throwing mud at each other. There was lots of laughter and smiles at the work site.
The building took five days to complete, and during this time, it rained most of the time. Surprisingly, the rain hardly damaged the building - the mud just took longer to dry. The crew worked in the morning and late in the afternoon because at midday it was too hot to work. In the break between construction stages, most workers went for a swim in the river - a very popular activity for the adults and the kids. The roofing and plastering of the walls was completed on the fifth day, and then the kids and the volunteers decorated the outside walls using mud to create trees, birds, stars and other creative images.

Pun Pun workshop also taught us how to make a water filter treatment system for the school. Once the water passed through the new treatment system, it was clean and safe enough to drink. A volunteer from Colorado also showed us how to make a smokeless charcoal maker. This way of producing charcoal causes no smoke and cuts in half the charcoal-making process. This is a very valuable technique because the earlier way of making charcoal produced a lot of smoke, and smoke and smog are big problems in Thailand.

It was hard work, and all of us were covered in mud most of the days. At night we slept in tents through midnight thunderstorms, amidst the smell of hard-earned sweat and the smell of Earth, but even while asleep, the children seemed always to have glowing smiles on their faces. On the last night, the children performed dances and gave a thank you speech, which was very emotional for all. It was both rewarding and a memorable experience for everyone around this project.

This project also brought together a good mix of strangers, but in the end it turned them into brothers and sisters – new friendships that will last just as long as an adobe mud building.
Imagine a university whose acceptance rate was 1%, a university that rejected 99% of applicants. How do they do it? New York University Abu Dhabi (NYU AD) has risen almost miraculously to become the most selective university in the world. Its belief in globalism, liberal arts and academic freedom is coupled with the caveat that all students “must be academically excellent.”

John Sexton, the President of NYU AD, a friend of Bill Clinton, was introduced to HRH Sheikh Zayed (Emir of Abu Dhabi) less than ten years ago with the instruction from Clinton, “You two should talk!”

The result has been the extension of one of the world’s great universities from central New York into the Middle East with a commitment to globalism and the exchange of ideas that such a mixture creates. HRH Sheikh Zayed sees the university as a beacon of tolerance and peace in a sometimes troubled region of the world.

While the definitive 21st Century ultimate high-tech university is being constructed on a nearby island, NYU AD attracted 15,000 applications for just 150 positions. It is more difficult to gain entry to NYU AD than it is to enter the USA’s Ivy League universities.

How much does it cost to attend this university? The university will pay whatever is necessary for selected students to attend – so payments range from nothing to the full tuition amount. For some students, attending NYU AD is much cheaper than attending any other university; for others it may cost more than US$60,000.

A former PTIS student – Fah - is now attending this university. She has used the freedom of the American liberal arts education to choose new subjects this year. Her major will now be movie production and she will take an internship in New York during the summer break to pursue this dream. She loves the university and its daily challenges. She is grateful that the IB made her work hard and think creatively.

When asked to describe what it is like being at NYU AD one student said, “Intense but remarkable!” I can understand his enthusiasm, as he had recently flown to Turkey to interview a political leader for a politics assignment and was off to Egypt for interviews with member of the Arab spring uprising for another assignment.

In the New York Magazine published in April 2008, Sexton argued that NYU AD will vault the university into the top echelons of global academia. The scale of Abu Dhabi’s support, he said, will help NYU to expand its student body by 4,000 over the next twenty-five years, to boost its meagre endowment and to transform itself into a “glocal” university. To Sexton, growth is by definition virtuous and international engagement a matter of moral courage.

And from what I saw during my brief time in the Emirate, excellent foundations have now been laid for the continued growth of an amazing establishment. Please email me if you would like further information: jonh@threegeneration.org
# 2012 Summer Camps

Registration now open!

**DO SOMETHING DIFFERENT!**

<table>
<thead>
<tr>
<th>Date</th>
<th>Program</th>
<th>Ages</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 - 24 June</td>
<td><strong>Exploring Global Issues</strong></td>
<td>14 - 18</td>
</tr>
<tr>
<td>17 - 22 June</td>
<td><strong>Thai Language Immersion Camp</strong></td>
<td>9 - 14</td>
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<tr>
<td>17 - 22 June</td>
<td><strong>Summer Golf Camp</strong></td>
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<td></td>
<td><em>For young junior golfers with a golf handicap of 14 or lower</em></td>
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<tr>
<td>30 Jun - 8 Jul</td>
<td><strong>Extreme Siam</strong></td>
<td>14 - 18</td>
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<tr>
<td>23 Jun - 20 Jul</td>
<td><strong>Summer Camps</strong></td>
<td>9 - 14</td>
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<tr>
<td></td>
<td><em>Choose one, two or three weeks of fun, adventure, learning and team-building!</em></td>
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<td><strong>Week 1</strong> 23 - 29 June</td>
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<td><strong>Week 2</strong> 30 Jun - 6 July</td>
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<td><strong>Week 3</strong> 7 - 13 July</td>
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<td><strong>Week 4</strong> 14 - 20 July</td>
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<tr>
<td>21 Jul - 10 Aug</td>
<td><strong>English Camp</strong></td>
<td>9 - 14</td>
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I’m going to live forever!
Baby, remember my name!
FAME!

The title song from the hit Broadway musical FAME! The Musical is a catchy number and when it was performed in the Prem International School Auditorium by a talented cast of over fifty students, it was one that had the audience tapping their toes and clapping their hands.

FAME tells the story of a group of hopeful young actors, singers and dancers at New York’s famous High School of the Performing Arts – or simply “PA”. The teachers at PA tell their students that acting and dancing and music are all hard work and that dreams of dancing on top of cars down 46th Street are simply that – dreams.

At Prem last term, fifty Senior School students and Junior School dancers lived their dream as they performed the show, accompanied by a fifteen-member stage band. Musical Director Gina Ryan acknowledged that the many weeks of rehearsal were indeed hard work, but the students’ enthusiasm and performances made it all worthwhile. In addition to the work needed to get the music up to performance level, the students learned many dance routines. Choreographer Agnieszka (Agnes) Kinga Wdowik showed the Prem students that with practice and more practice and yet more practice they could perform complex and eye-catching dance routines.

Following one of the performances, students were asked to name their favourite parts of the production. Some said that the moving song These Are My Children by Miss Sherman (Amy Kendal) was the best moment – especially as the tiny votive candles held by the chorus gave it a magical touch. Others voted for Fame! led by the talented Samata Shakya as Carmen, but for many Grade 4 students the best part of the show was the “awesome!” dancing by their classmate, Easton Schmuland, a member of the dance chorus.

Dancing, singing and acting in a school musical production and playing in the stage band are wonderful ways of boosting students’ self-esteem and self-confidence – and when it all comes together as it did at Prem this week, the result is one that had audiences believing that they really might live forever.
Easton
A finger dipped to check for balance, an extra sprig of coriander added to the pot, an additional minute or two left to simmer are just a few culinary decisions made by twelve new “Young Chefs” as part of Prem boarding students’ new cooking discovery program. Tomato and coriander soup was the dish of the day, and proved to be a tasty introduction into the world and art of cooking!

Unlike the popular competitive television series “Young Master Chef”, cameras, intimidating panels of judges, tears or disappointment will not be found at our “Young Chefs” cooking pavilion. Created by boarding parent, food aficionado and cookbook author, David Buck, the program is similar to the television show, but with a twist. It is not a competition, but rather a course in culinary discovery designed to be fun and experimental, open to all boarders from Grades 4-12.

The program will run over three consecutive terms with eager chefs learning the ins and outs of cooking safety and hygiene; fruits, vegetable, herb and meat preparation; identifying textures, aromas and tastes that combine to create diverse dishes and the art of food presentation.

With a culturally diverse group of participants from Korea, Bhutan, Thailand, England, Australia and Nepal, David hopes over the months to inspire the art of fusion cuisine: blending the culinary traditions of two or more nations to create and discover innovative and sometimes quite interesting dishes.

The grand finale will come at Christmas time when the young chefs will create their very own three course menu created from fresh local produce. Their creations will come from their own experiences during the previous months’ trials, experimentation, new-found knowledge and risk of discovery! Their respective dishes will be conceived on taste, creativity and presentation.

All participants are winners with their final creations to be published together in the first edition of Prem’s very own cookbook. Cooking classes are held every other Saturday for ninety minutes – two hours. Instructors David Buck and Three-Generation Cooking Academy’s very own, Khun Nae, are presenting the class at the Cooking Academy Pavilion.

Asian Soy Scallops on a bed of Avocado and Mango

This is another one of those truly wonderful tastes from Asia. Having lived in Asia for a few years you get more confident in fusing such wonderful fruits like mangoes, mangosteens and lychees to name but a few and it is no wonder that this is well-worth the effort in preparing this dish. Remember, if you have everything prepared, you need only to concentrate on the little time it takes to cook this dish. Do take the trouble of choosing a good wine not only to drink but to cook with - it does enhance the flavours.

Work time: 15 minutes, cooking time 2 minutes

Wine: Chilled Chardonnay

½ avocado per person, peeled and chopped
½ mango per person, peeled, and chopped
1 cup of light soy sauce
Juice of half a lemon
1 clove of garlic finely chopped
30g unsalted butter
1 glass of the wine you have chosen
2 shallots finely chopped
3 large scallops per person (if frozen allow time to defrost before cooking)
Black pepper to taste

1. Having prepared the avocado and mango, mix together gently as not to break them up. Arrange in the center of your serving plate and set aside in the fridge to settle
2. Using a wok, (or a deep fying pan) add the butter, soy, lemon, garlic and bring up the heat to bubbling. Add the shallots and wine and stir
3. Place the scallops into the bubbling sauce and toss all ingredients over the scallops
4. Remove wok from heat and cover the scallops for no more than 1 minute, giving you time to remove serving plates from the fridge
5. Remove the scallops, pat dry with kitchen towel, then place neatly on mango and avocado.
6. Drizzle over remaining sauce and serve with crusty French bread.
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