



AIGLON
Switzerland



School

Aiglon's tuck shop has been supplying sweet treats for more than 50 years.

People

Six Aiglonian experts discuss what the future holds for the art market.

Mountain

It is the expeditioner's essential refuge. We explore the joy of the mountain hut.

Ideas

John Corlette's vision is expressed today in Aiglon's guiding principles.

AIGLON

The Magazine of Aiglon College

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AIGLON

THE MAGAZINE



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Cover: The art cupboard containing more than 20 years of art department memorabilia left by students and staff
Photograph: Joe McGorty



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It has been supplying treats for those with a sweet tooth for more than 50 years.



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John Corlette's vision for Aiglon is as much a part of the school as it ever was.



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Six Aiglonian experts on what the future holds for collectors and artists.



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Sprinter Joshua Nda-Isaiah's recipe for success is based on the Aiglon way.



Editor's letter Welcome to Issue six

IT IS WITH GREAT PLEASURE THAT we present the sixth issue of the Aiglon Magazine. 2016 has got off to a wonderful start, with Aiglonian successes on multiple fronts. Our skiers won yet another big haul of medals and our Model United Nations delegation distinguished themselves at the Holland Conference. As the snow began to melt, the sound of hammers banging and power tools humming outside my window grew louder, marking the steady advance of Aiglon's beautiful new boarding house. Exeter girls are looking forward to moving into their new home at the end of August – not long to wait.

But alongside success and growth, our community has suffered great loss. On page 43 we remember two figures who were key in the creation and continuation of our school and in the personal lives of Aiglonians across the globe. Joyce Lowe and Philip Parsons have left a hole in the hearts of many of us, and will continue to be remembered.

In this past year I have been fortunate to meet many of you at one of the numerous events we have hosted around the world. I am so impressed by our community, and I am honoured to work for and with you. Our team is committed to community building and I hope to meet more of you in the coming year.

To find out where we will be next, visit our 'Meet us around the world' page at www.aiglon.ch/meetus

Karen Sandri
Senior Advancement Officer
advancement@aiglon.ch



Your letters

In response to William Lockwood's letter (AM, Issue 3), was it Châtelard that was put in peril by marauding Aiglonites? The story goes that the school duty master received a phone call from the fearful lady in charge of the beleaguered girls. Alarmed at the perils likely to befall her charges, her report of Aiglon's siege operations concluded with the words: "... and they have a ladder"!

I do enjoy the Head Master's apposite observations (View from the mountain, p5). I was once involved in a middle school expedition that included Morat. Unfortunately I was too busy to blitz the bookshops.

Terence O'Hara
(Former staff and
Houseparent, 1961-1970)





School



People



Body



Mountain



Mind



Spirit



I like the Aiglon magazine for its interesting content and good design and layout. My husband and I run the Klein Paradijs guesthouse near Gansbaai (the white shark capital of South Africa) and I display the magazine quite proudly in our public areas.

Susanne Fuchs-Wegmann
(Clairmont, 1981)

Thank you for pointing me to the online version of the magazine – it will be great to share it with friends and family far away. I really enjoy the magazine – it gives such a good flavour of the community at Aiglon. Wonderful!

Annabel Richmond
(Parent of Henry Richmond,
Delaware, Lower Sixth)

Left: Tony
Jashmanal Sports
Centre
Right: La
Dépendance



Join the conversation!

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email: advancement@aiglon.ch
write to: Aiglon Magazine,
Aiglon College, 1885 Chesières,
Switzerland.
Facebook:
www.facebook.com/aiglon
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NEWS



All new e-newsletter

Keep your diary up-to-date with Aiglon events and networking opportunities (not to mention news and classnotes) by carefully checking our new newsletter. It is sent out three times a year, and you can update your preferred email address at alumni@aiglon.ch

Questions answered

The College and Career Counselling Office would be delighted to meet with any parents who have questions about planning for transition after Aiglon and will be hosting information sessions at parent teacher meetings in December and March. For more information email careers@aiglon.ch

Board of Governors

Ingrid Christophersen MBE has stepped down from her role on the Aiglon Board of Governors after six years of service. Aiglon is deeply grateful to Ingie for her dedication and years of service to the school – spanning an impressive 35 years.

First weekend in July

Mark it in your diaries: the first weekend in July is now our official Aiglon Reunion Weekend. **Seth Barker**, Aiglon's Alumni Officer, would be delighted to help you plan and host reunion events on campus. Class Secretaries – and all other alumni who would like to get involved – are invited to contact alumni@aiglon.ch for more information.

Ski Mountaineering

Three Aiglon students represented the UK in the European Ski Mountaineering Championships against some of the best athletes in the world. **Oliver Patrick** (Belvedere, Upper Sixth), **Jack Wright** (Alpina, Fifth Form) and **Jake Doyle** (Belvedere, Fourth Form) made a vertical ascent five times longer than a standard Aiglon skinning expedition – in just two hours.

ADISR results

Aiglon's Senior skiers won an impressive nine out of 12 possible trophies.

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From the Head Master View from the mountain

Richard McDonald
HEAD MASTER

WHEN I RETURNED TO AIGLON as Head Master in 2009, I was no stranger to John Corlette's vision and many of his defining statements about the priorities of a good education. However, I was met with a fair amount of vagueness – and, in some cases, squabbling – about what constituted the guiding statements of the school.

Over a period of years there had been various iterations of “what really mattered” at Aiglon, and it was reassuring to see that a charter, outlining the school's seven guiding principles, appeared in a number of locations around the school. They were laudable, but there was a problem. Whenever I asked a member of staff what the guiding principles were, I got a quizzical look and a rather subjective amalgam of some of the key ideas. Whenever I asked a student I got a puzzled look and a tentative answer along the lines of “...not breaking the rules...? ...no hard liquor? ...no kissing, or worse?” If I asked someone directly to recite the seven carefully worded principles, I was met with either blankness, irritation – or alarm.

This didn't seem very satisfactory. As detailed elsewhere in this issue (see page 16), in 2010 the school embarked on an inclusive process to review all the guiding statements that had been generated and published since the inception of the school. From these, an eclectic group representing staff, students and parents distilled and re-articulated the school's current guiding principles, which went through a rigorous series of approvals. One of the key criteria was this: they had to be memorable, and memorisable.

From there it was a short step to agree that there was little point in them being memorisable if they were not memorised. And from this was born a Head Master's edict that must have seemed more 19th century than 21st: all staff and all students would be expected to memorise the Guiding Principles. Perhaps more terrifyingly, they

“Hooray for learning by heart! But memorisation alone remains a frail strategy for learning the standards by which we aspire to live”



Felix Odell

would be periodically summoned on stage in a whole school assembly to display their faultless mastery of them.

What began as a potentially intimidating rite of passage quickly became more of a good-natured game, as familiar as a TV theme tune, at the start or end of a school gathering. More importantly, it was astonishing how quickly everyone played the game, and seemed increasingly pleased that they could actually articulate, with affirming synchronicity alongside their peers, the essence of their school. Even new students at their very first meditation. It was not a list of “don'ts” and “can'ts”, but a simple mantra for a balanced and purposeful existence, with a shelf life that was permanent – not limited to a handful of fleeting school years.

I have been agreeably surprised how often in recent times students spontaneously make reference (occasionally, I admit, with a glimmer of gentle irony) to the guiding principles in a range of contexts.

And I can with fearless confidence suggest to a visitor or a prospective family that if they want to hear what the guiding principles of the school are, they can simply ask a student.

So, hooray for learning by heart! But memorisation alone remains a frail strategy for learning the standards by which we aspire to live. Understanding is better. Best of all, however, is internalisation, where the essence of what we have learnt and understood becomes truly a compass for our thoughts and acts. •



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Please Drink Responsibly



Here's looking at you Andrew Leslie

(Belvedere, 1976)

Writer: ANNE WOLLENBERG

Photography: BLAIR GABLE



“WHEN YOU’RE DANGLING halfway down a building with a kink in the rope, there’s only one person who can solve the problem,” laughs **Andrew Leslie** (Belvedere, 1976). This life lesson came during end-of-term celebrations. “We planned to rappel down the outside of Belvedere to demonstrate the outdoor prowess of Aiglon’s young men and women.”

Rehearsals went fine, remembers Andrew who, as Form Captain, went first. “All the parents were watching. I got about halfway, came to a shuddering halt and then was left dangling while everyone shouted advice. It was the talk of the school for days.”

Andrew, now a Member of Parliament for the Liberal Party in Canada, is a retired Lieutenant-General who served in the Canadian army for 35 years – the last four as its Commander. He says he owes much of his character to Belvedere houseparent of the time, Mr John Elliot. “He was a very capable and thoughtful gentleman.”

Rappelling notwithstanding, Andrew was hooked on expeditions from his first experience and he went on as many as



“I was left dangling while everyone shouted advice. It was the talk of the school for days”

possible. “Everything is an adventure at that age. But it was also a chance to get to know people really well,” he says. Andrew remembers one particular night spent in a Swiss army bunker, surrounded by soldiers out on a training exercise. “It was pouring with rain. They saw us trudging by pitifully and offered us shelter.”

He also recalls being woken by a landslide on the mountain just behind the school. “The earth started to move at around four in the morning. It wiped out a couple of houses. Belvedere went from darkness to a frenzy of activity and by dawn we were outside, giving people a hand.”

As Army Commander, Andrew had dealings with politicians at the highest levels of government. “I saw some good things, and some I wanted to improve, so I started knocking on doors.” The result was the decision to stand for Parliament. Two of his three children have pursued military careers, while the youngest is a stage and television actress.

“Aiglon taught me so many life skills,” he says. “I learned that there is no such thing as an army of one. Aiglon really teaches the importance of everyone around you.” •



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Staff room

Global aspirations

Patience Fanella-Koch
Director of College and Career Counselling

Below —
 Lucy Widdows, Patience Fanella-Koch,
 Carol Logie and Edith Miletto from the
 College and Career Counselling team.

STUDENTS COME TO AIGLON from all over the world – so it is no surprise that their aspirations are global. And they are all unique. That’s why our goal is to find the right fit for each individual, helping them to select a university and post-Aiglon career path which will enable them to be successful personally and academically. Last year, around 60 students submitted 540 university applications in 13 countries, from Switzerland to Singapore. Sixty per cent went to study in the US, 20 per cent to the UK and 20 per cent to the rest of the world. This year, 72 students have, between them, submitted 670 applications.

We are a team of four: three counsellors (myself, **Lucy Widdows** and **Edith Miletto**) and our administrator (**Carol Logie**). We know our way around the admissions process at universities all over the world. Criteria tend to change each year – we stay up to date by networking and attending conferences, ensuring we

“Our goal is to find the right fit for each individual, helping them select a path which will enable them to succeed”

can give students the best advice on IB Diploma choices and entrance exams.

Students at Aiglon have very packed schedules, but planning for life post-Aiglon is always key. Comprehensive counselling is available from the Fourth Form. We get to know each student in individual meetings and through the college preparation classes we teach from the Fifth Form on. From choosing IB Diploma courses to finding summer activities, students need to do things that will help them discover more about themselves and what they do – and don’t – enjoy, so Fifth-Formers do a ‘personality and professional profiling’ test that helps them identify their natural strengths.

Around 20 to 30 new students usually join in the Lower Sixth, so we work hard to ensure that they are well-prepared to make their post-Aiglon choices. The



Joe McGorry

whole Lower Sixth attends a college fair in Geneva with over 100 institutions, we have a very successful SAT intensive preparation programme on campus, we welcome over 75 university representatives to Aiglon each year, and we also spend time working with students on college essays, personal statements and interview technique.

We are available for individual meetings with visiting parents, or we can catch up via Skype – whatever it takes to make sure they get the answers to their questions and feel confident that they and their children have all the information they need to make good choices. Parents often comment that we make a complex process easier.

And we are not just here until students leave the school. Each year, around 10 per cent of the graduating class take a gap year. We help with planning and, when they return, help with university applications. •



If you are a recent graduate and would be happy to talk to Aiglon students about your university experiences, we would love to hear from you! Get in touch at careers@aiglon.ch



Around the mountain

GRYON

Writer: SANDRA HAURANT
Photography: JOE MCGORTY

YOU NEED STRONG LEGS TO navigate Gryon. This spectacular area has an improbably steep geography, with its lowest point sitting at La Peuffeyre, where the Avançon river flows, at an altitude of 680m, and its highest point, in the stunning Diablerets massif, perching at 2,262m. It's no wonder the locals say that 50 per cent of Gryon's chalets are built on a hill – while the other 50 per cent are built on a slope.

Making the climb through the village, as Aiglonians' expeditions often do, is well worth the effort, says Nicole Rahmé, who works as a guide in Gryon. The hillside, less than a 10-minute drive from Aiglon, is studded with unique traditional Swiss chalets, some of which date back as far as the 17th century – a living museum showcasing beautiful examples of the very special architecture that is so characteristic of this part of the Swiss Alps.

It is thanks to clever use of timber that these chalets, at once sturdy and intricate, still stand today, explains Nicole, who runs a tour that shows visitors the key sites of the village. "One of the oldest chalets in the

village was built in 1661 and there are others from 1667 and 1750, meaning they survived a serious fire that damaged the village in 1719. A lot of visitors just can't understand how that can be, but in fact, it is largely down to the care taken with the wood that was used to build them," she says.

At a time when there was less of a hurry when it came to construction, the building process was slow and careful, with respect for the environment, the seasons and local tradition. The trees used to produce the timber that went into building these chalets were only cut once a year. Woodcutters took to the forest in November, and even then they had to wait for a night with the moon in the optimal phase – in accordance with the lunar calendar which was (and sometimes still is) heavily relied on. The wood was then left to dry for a long time before it was considered ready to build with, and only then could it be put to use to create the structures that can still be seen today.

Gryon may only be home to 1,217 inhabitants but, unlike many rural villages, its population is actually on the increase. The chalets may provide a veritable window to the past, with their warm woods, elaborately carved balustrades and gables, but – with regular student visitors – the village is very much part of an Aiglon present. •

Nicole Rahmé offers guided tours of Gryon and surrounding areas. She can be contacted on +41 (0) 79 647 78 18 or at nicole.rahme@bluewin.ch.

Diary



JULY – DECEMBER 2016

For further information
or to register for an event
visit www.aiglonlife.ch/events



27 August 2016

New parents

Join us at the new student and parent welcome event. We look forward to seeing you on the mountain.

Autumn 2016

Aiglon Stateside

Join us Stateside to network, meet old friends and make new ones at alumni reunions in LA, San Francisco and Florida or meet the Head Master in New York at the NYC Aiglon/FOAC biannual gala. For more information about all these events please contact the alumni office.

9-14 October 2016

Round Square

This autumn, Aiglon will welcome students from schools around the world to the mountain for the Round Square International Conference.

September/November 2016

Aiglon network

Looking to hire a bright new employee? Want to find a like-minded partner or industry inspiration? Join us in Geneva in mid-September and London in November to meet fellow Aiglonians and share industry insights and networks.

15 December 2016

The play's the thing

If you are planning to be in the Villars area in mid-December, please join us for the Senior School's production of Alice by Laura Wade, a dynamic and modern adaptation of the much-loved Alice in Wonderland by Lewis Carroll – with a twist! We look forward to welcoming you to what should be a truly "wonder-ful" afternoon.

15 December 2016

Sixth Form Parents

Aiglon will host its annual Sixth Form Parents' Dinner on Thursday 15 December. We look forward to welcoming all Sixth Form parents to the mountain. Invitations to follow.

Throughout 2016/17

Aiglon Global

Wherever you are in the world, we'd love to see you! We love it when you return to the mountain, but Aiglon's Advancement, Admissions and Alumni team are delighted to meet the Aiglon community around the world. To find out when we will next be coming to a city near you, please visit our "Meet us around the world" page, which you can find here: www.aiglon.ch/meetus.



"Clever use of timber, sturdy and intricate, means that the chalets still stand today"

Nicole Rahmé
Gryon Guide



Page 10, clockwise, from left
The Chalet de l'Ours. The chalet was built in 1750 and, along with the barn, is a listed monument. The style is baroque – rustic and called "oberlandais", built by the carpenters from "les Ormonts". Ours means bear (the last bear in Gryon was killed in 1838).

Page 11, top
A view of the Dents du Midi, including the detail of a Protestant church.

Above, left and right
Detail of the Chalet de l'Ours.

A photograph of Louise Thomas, a rock climber, ascending a dark, craggy rock face. She is wearing a light blue tank top, purple pants, a red helmet, and climbing gear. An orange rope is attached to her harness and extends downwards. The background shows a clear blue sky and the jagged edges of the rock formation.

Private Passions

Louise Thomas

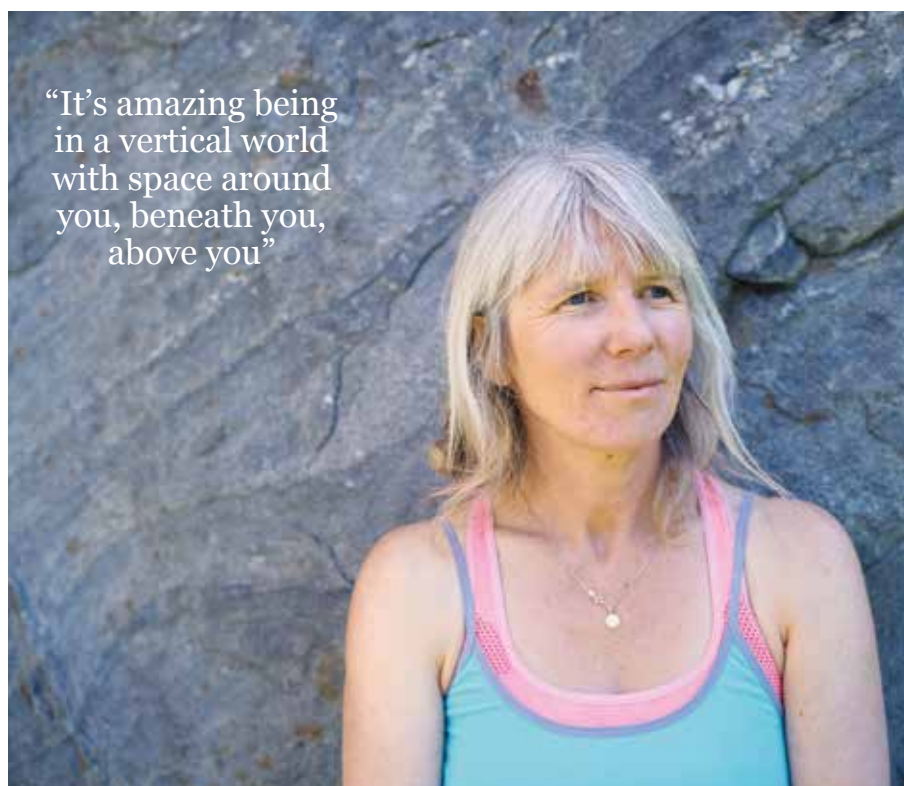
CAS and PSHE coordinator,
PE teacher and expeditioner

This page —
Louise on the local
rock face at Dorenaz,
used to train Aiglon
students.

Writer: ANNE WOLLENBERG
Photography: JOE MCGORTY



Below, top to bottom — Greater Trango in Pakistan, the biggest vertical rock face in the world; Louise “camping” on the face of the Citadel, Baffin Island (in the Canadian territory of Nunavut), during the first ascent of the “Endless Day”.



“ THE FEELING YOU GET AT THE top of a mountain is a sense of completeness. That if the world stopped right then, it would be OK,” says CAS and PSHE coordinator, PE teacher and expeditioner **Ms Louise Thomas**, who is one of just six British female international mountain guides. “It’s amazing being in such a vertical world with space all around you, beneath you, above you. I feel incredibly privileged to have those moments.”

She especially enjoys ‘big wall’ climbing: vertical faces that take longer to tackle. “Meaning you need to take a big bag. You move slowly upwards, dragging it behind you.” The biggest was Pakistan’s Greater Trango, the world’s largest vertical face. In 1998, Ms Thomas, her husband, **Mr Mike “Twid” Turner**, and two friends spent 21 days there. “It’s very beautiful, but very dangerous to get onto,” she says, with a degree of understatement.

On this trip, bad weather conditions made things even more treacherous. “A huge rock pillar broke off the top of the mountain and boulders started rolling down,” she recalls. “I had to hide under an ice cliff. I thought my husband was dead, buried under hundreds of metres of snow,

but then he stood up. He’d managed to duck down and all the snow and boulders went over his head.” The climbers eventually gave up 400 metres from the top. “It was hard to turn around, but the success was that we got that far and all came back down alive.”

As a teenager, Ms Thomas loved hill-walking. “I went to a very traditional school in Scotland where girls couldn’t join the hill-walking club, so that was how you rebelled – by going walking.” Books by mountaineers like Chris Bonington and Peter Boardman also captured her imagination.

After studying at Chelsea School of Human Movement (where she first met mathematics teacher Mrs Tracey Wright), Ms Thomas learned to rock climb in north Wales. She worked at Bedales School in Hampshire but missed the mountains – so she moved to Scotland to climb and finish her qualifications, then to Wales where she spent 18 years working at the National Mountain Centre, Plas y Brenin, becoming its first female Chief Instructor.

Climbing has taken Ms Thomas to all corners of the globe, from Greenland to Borneo. Today, she enjoys the intricacy of rock climbing and loves living in the Alps, but having a 10-year-old daughter means she is reluctant to embark on more dangerous expeditions. And the advice she would give to aspiring mountaineers? “Have patience – and enjoy the journey.” •





Laid bare The Art Room

Photography:
JOE MCGORTY



- 1 Paper tube
- 2 Metre metal rule
- 3 Clay
- 4 Large paintbrush
- 5 Oil pastels
- 6 'Jerry' – artist's mannequin
- 7 Art board
- 8 Palette knife
- 9 Palette
- 10 Painter's cloth
- 11 Pliers
- 12 Woodworking tool
- 13 Oil paint brush
- 14 Masking tape
- 15 Neon spraypaint
- 16 Oil paint
- 17 Glaze
- 18 Chalk
- 19 Bolt cutter
- 20 Glass
- 21 Poster paint
- 22 Indian ink
- 23 Linseed oil
- 24 Brushes
- 25 Stanley knife
- 26 Safety glove
- 27 Turpentine can
- 28 Glass block
- 29 Canvas frame
- 30 Roller
- 31 Handmade tool
- 32 UHU glue

Above —
The art cupboard, containing more than 20 years of art department memorabilia left by students and staff.





Nowhere else puts respect – for the environment, for yourself, for younger students – at the heart of school life

Andrew Cook
(Alpina, Lower Sixth)

“Aiglon
puts RESPECT
at the Heart
of the School.”



A rule to live by

John Corlette founded Aiglon with a vision for a new kind of school. Today, that vision is expressed in a set of guiding principles that run through the heart of every school day.

Writer: WILLIAM HAM BEVAN
Photography: JOE MCGORTY
Typography: GARY MONUMENT



*"Service
is about
giving back
-it
feels good!"*

For me service is about taking the opportunity to help whenever you can. And luckily it feels good to give back!

Isabel Sverner Haegler
(Exeter, Fifth Form)

BETWEEN THE COVERS OF A SLIM booklet, running to no more than 28 pages, is the essence of what makes Aiglon special – a mission to achieve “the balanced development of mind, body and spirit through challenge, respect, responsibility, diversity and service”.

These are Aiglon’s guiding principles, stating a goal that is as old as the school itself. As the Head Master’s foreword to the booklet explains, the principles are intended to be a codification of John Corlette’s original vision in 1949. However, Mr Corlette did not formulate a “Head Master’s manual” to facilitate this task – nor is there evidence that he even used the phrase “guiding principles” himself. This is the story of how Aiglon’s now-renowned guiding principles came to be formulated.

Mr Corlette’s ideals were heavily influenced by those of Kurt Hahn, his erstwhile mentor and the founder of Gordonstoun. Sharing Hahn’s emphasis on a holistic rather than a purely academic education, Mr Corlette believed that a school should foster its students’ development in four interdependent capacities: physical, intellectual, emotional and spiritual.

The last of the four – the spiritual dimension – is vital to an understanding of Mr Corlette’s particular blueprint for Aiglon, and retains its place in the guiding principles of today. In one of his most quoted addresses to the school, delivered in 1973, he said: “We believe that the goal of education is, or should be, the development of the whole man, by means of a direct ▶



apprehension of the purpose of life, and the true nature of himself. Such physical wealth as we may need for our passage through this life will automatically follow the spiritual wealth which we have worked to achieve. Hence we set as our primary goal the development of the spiritual man.”

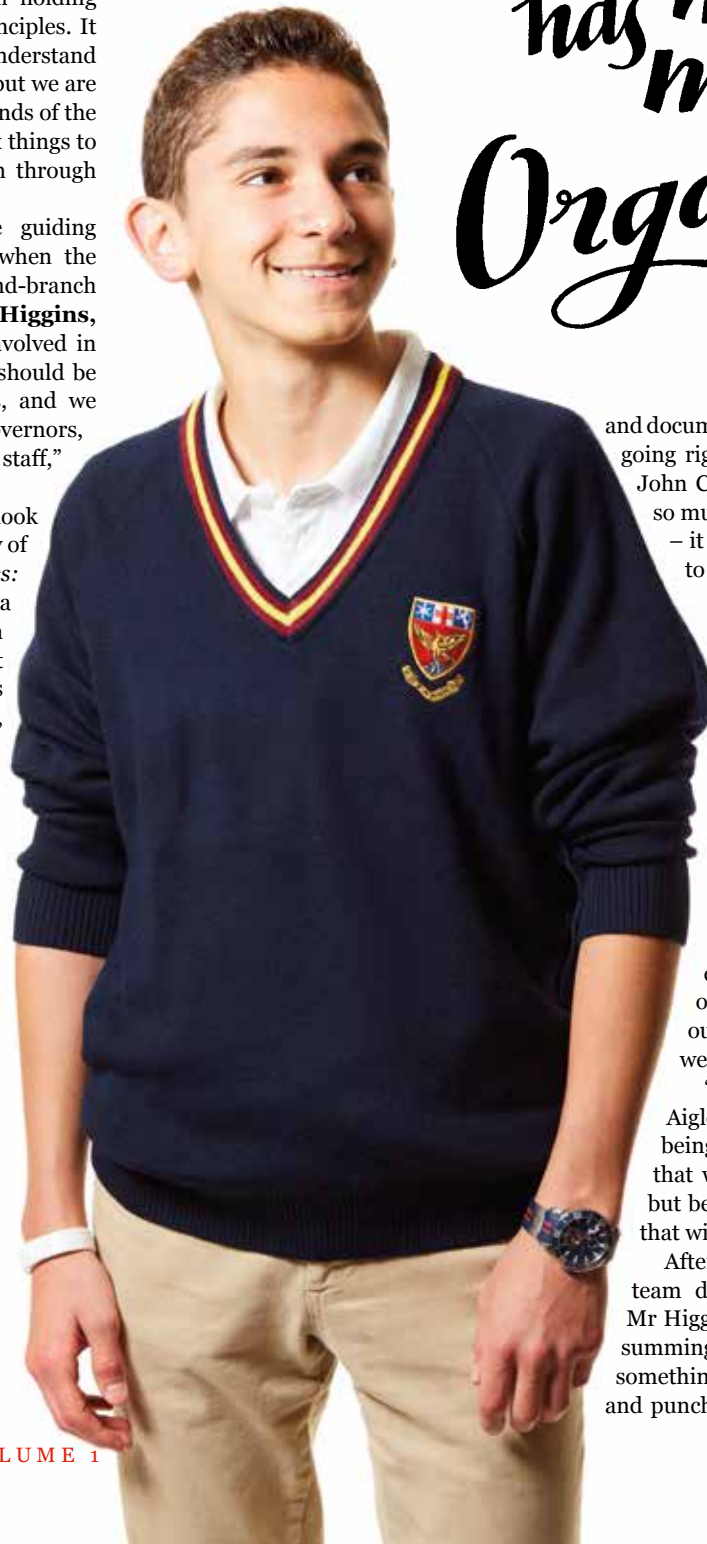
Mrs Valerie Scullion, Head of Admissions and Advancement, believes the guiding principles are a living expression of Aiglon’s educational heritage, and an important factor when parents choose to put their sons and daughters forward for the school. She says: “I think that it resonates with a lot of families that we can demonstrate longevity while still holding true to our original founding principles. It shows that, as a school, we really understand who we are. We may modernise, but we are not going to change to suit the trends of the market, or communicate different things to different people just to get them through the door.”

The current version of the guiding principles dates back to 2010, when the whole school took part in a root-and-branch consultation exercise. **Mr Tom Higgins, Head of Mathematics**, was involved in the process. “It was felt that we should be revisiting our guiding principles, and we involved a big group of people – governors, and both academic and pastoral staff,” he says.

“The first thing we did was look over the history. We all had a copy of the book [*With Wings as Eagles: the story of Aiglon College – a history of the school published in 1999*] and we read through that beforehand. Then we had excerpts of previous guiding principles,

Taking responsibility for myself, my kit and my friends on ex has made me very organised

Malik Ganiev
(Delaware, Third Form)



“Taking Responsibility on Ex has made me Organised.”

and documented speeches and meditations going right back through our history to John Corlette. The discussion was not so much about what we wanted to say – it was more about how we wanted to say it.”

Students were also represented. **Omar Kalouti (Alpina 2010)** was among the participants, and found much in Mr Corlette’s writings that chimed with his own experiences. “He emphasised knowledge of self,” he says. “There was one quotation that really resonated with me: ‘The goal of education is the development of the spiritual man – that part of us which is capable of a vision of the purpose of life, of the true nature of ourselves and the world in which we live.’”

“To me, that captured what Aiglon was about. You’re not only being equipped with a set of skills that will allow you to make a living, but being nurtured with a set of ideas that will allow you to make a life.”

After lengthy discussion, the team delivered up a final document. Mr Higgins believes it was successful in summing up the school ethos in something that was “memorable, short and punchy”, with its three headings and

"I have Developed an OPEN-MINDED perspective."



I have a very open-minded perspective on life and people – it's impossible not to when your friends are from all over the world

Anna Gacek
(Exeter, Lower Sixth)

five sub-divisions within each. "We then made sure it was communicated throughout the school in framed documents on the wall," he says. "And the Head Master had a good campaign where he brought the principles up at every assembly, and let it be known that he was going to quiz students about them. He would start them off with the first one, and see if they knew what the others were."

Such initiatives have a long history at Aiglon. One alumna from the 1980s recalls a rules test at the start of each school year, in which her class would be called upon to write out the then-current principles. It's a measure of the exercise's success that she can still remember them word for word: "The aim of the school is to train the mind and develop in its students the qualities of honesty, self-discipline, good health in body and mind, thoughtfulness and service to others."

However, ensuring that all members of the school are familiar with the guiding principles has only ever been the beginning of their value. They are designed not to be recited, but to be lived; and that is a process that begins even before admission.

Mrs Scullion points out that as one of a handful of international schools that invites all prospective students for interview with the Head Master, Aiglon introduces the guiding principles at an early stage. She says: "We make it clear that we expect all our students to know, to understand and to implement them in their own lives, and we continually reinforce this during the admissions process.

"This means that once someone becomes a student here, they can never say, 'I don't agree with that' or 'I don't want to uphold this type of thing'. It is very clear to all our students that, by choosing to take up your place at Aiglon, you are committing yourself to those principles."

The truth is that few students have any disagreement with the guiding principles, which have once again been under scrutiny this year as part of Aiglon's five-yearly accreditation review. The exercise has collated a large amount of comment from students. Responses agreed that the principles were "balanced, well-practised and unique", that they create "well-rounded people – which is important for the international community" and that they are "the rules we should live by to be a true, fulfilled Aiglonian".

Students also offered more detailed observations of what the principles meant to them under the three headings of mind, body and spirit. On the first, **Andrey Makiyevskiy (Delaware, Lower Sixth)** said: "Aiglon teaches you how to become an individual and how to become self-sufficient. It sends you out into the world a more balanced person."

Like many, School Guardian **Megan Chalcraft (Clairmont, Upper Sixth)** considers expeditions to be the purest expression of the guiding principles relating to "body". She said: "You get to see a different side of people when you're on ex. ▶

DOMAINE DE
MANDELIEU CANNES
BARBOSSI
LUXE ART TRADITION

HOTEL RESTAURANT VIGNOBLE GOLF EQUITATION SPORT



The real challenge is learning not just to follow the rules, but how to do the right thing

Sofia Ron Lopez Cano
(Exeter, Fifth Form)

You get to see who can take things in their stride – say they’ve fallen in a puddle, they get back up and carry on walking – or people who really struggle and need more help.”

And on spirit, **Anna Gacek (Exeter, Lower Sixth)** said: “It’s the things you learn outside the classroom that often hold a higher value in life, because life’s not just about sitting in a classroom or office. It’s often how you integrate with people, how you survive in difficult situations, how you get to the place you want to get to.”

Mr John Turner, Head of Physics, led all staff and students in a mass engagement event, during which groups discussed Internationalism, teaching and learning at Aiglon and each of our Guiding Principles. The feedback was encouraging, with fully 90 per cent of student groups agreeing that the Guiding Principles, as currently stated, are very appropriate for Aiglon. Among staff, the figure was a remarkable 100 per cent.

Indeed, it is clear that the school’s stakeholders view Aiglon’s Guiding Principles as being both unique and genuinely inspiring. Mr Turner says: “Almost everybody agreed that the way we describe the Guiding Principles now is excellent, but the feedback suggested that we do need to keep looking at how we implement them on a daily basis. The question is, what can we do to live by them even more authentically?”

Omar adds that the principles do not lose their relevance upon leaving school. “It was useful to have clarity as to what the underpinning philosophy of our education was – to have it down on paper, like a country having a constitution,” he says. “It helps you form a set of personal guiding principles at an early age, and that’s definitely something I’ve carried beyond Aiglon.” •



“Aiglon
(CHALLENGES)
Students^{to}
develop
good
judgement.”



TUCK SHOP

Fancy a Petit Beurre? That'll be five centimes
for three. What about a sip of Ovalmaltine?

A bargain at 20 centimes a glass.

This is the history of Aiglon's tuck shop –
a supplier of treats for more than 50 years.

Writer:

MEGAN WELFORD

Illustrations:

JOËL PENKMAN



“At that time there was nothing to buy in the chalet, you had to go down through the fields to Villars, then come back uphill during a break of 15 minutes”





HE FICTIONAL NANNY Mary Poppins and the English writer Virginia Woolf made two very important points about life. Poppins sang that ‘a spoonful of sugar helps the medicine go down’, and Woolf wrote about

the necessity of having a ‘room of one’s own’ in order to flourish. The tuck shop at Aiglon has been providing both for more than 50 years.

Aiglon’s very first one – serving just 24 boys, all housed higher up the mountain in Les Evêques – was established in 1954 by **Ian Crocker (Les Evêques, 1954)** for a clientele with discerning palates. He notes in his diary: “It has been rather a good week as we started to buy cakes. We bought 30 cakes one afternoon and by the end of the day they had all gone. We have sold no fruit again this week!”

Ian’s shop was called CroPop, combining his own name and that of his business partner and roommate, **Michael Pope (Les Evêques, 1957)**. CroPop’s bestsellers were Coca-Cola (sold at 45 centimes a bottle, with a 20 centimes profit once the bottle was returned); Petit Beurre biscuits (5 centimes for three); Nestlé chocolate (15 centimes for three squares); Spangles sweets; Ovomaltine and orange, lemon and raspberry juice made from syrup (20 centimes a glass).

By 1965, Aiglon again found itself in need of a tuck shop, and **Louie Snyder (Delaware, 1969)** stepped into the breach. Of course, sugar was not necessarily part of Head Master John Corlette’s vision. But as Louie explains, the Clairmont Club Room tuck shop was permitted to trade within particular boundaries.

Left —
CroPop, Aiglon’s first tuck shop, founded in 1954 by Ian Crocker and Michael Pope, sold Coca-Cola at 45 centimes a bottle for a 20 centime profit.

“John Corlette, or JC as we respectfully referred to him (but not to his face), made it a condition that we sell dried fruit and nuts as well as chocolate. Obviously they proved to be a less popular choice. So I kept a small number of these bananas – I remember they were dried in a bunch – in case he stopped by unexpectedly. But he never actually did. He trusted us!”

The tuck shop was also an opportunity for students to demonstrate their entrepreneurial flair. Louie spotted an opportunity to capitalise on his clientele’s fondness for fried potatoes. He recalls: “When Zweifel offered a 10 centimes discount on a bag of potato chips, which usually sold for CHF 1.10, I ordered 20 cases – 240 bags. We tore off the promotional sticker and kept the 10 centimes as profit, on top of the usual 10 centimes supplier’s discount. We were in ‘hog heaven’ selling regular, chicken and paprika flavoured chips. The cases sold out in two weeks.”

Other top products at the Clairmont Club Room were chocolate (made, of course, by Swiss chocolatiers Lindt, Suchard and Nestlé); fresh mountain milk (“Sometimes a bit too fresh! Still warm, and pungent!”) and soft drinks including Coca Cola, Sprite and German brand Sinalco.

Today, the tuck shop, Cookie on Campus, supplies not just the usual range of chocolate bars and Zweifel crisps (paprika and salt and vinegar are particularly popular), but also the temptation that is the fresh and hot homemade cookies. “Last week I tried to stop eating them – and the milkshakes,” says **Aleksander Ksiazek (Delaware, Lower Sixth)**, “but everyone is eating them and it’s too hard...”

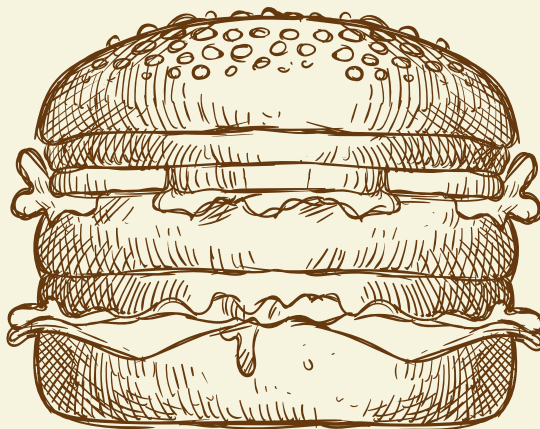
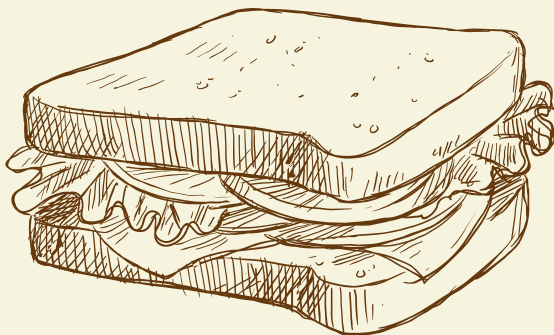
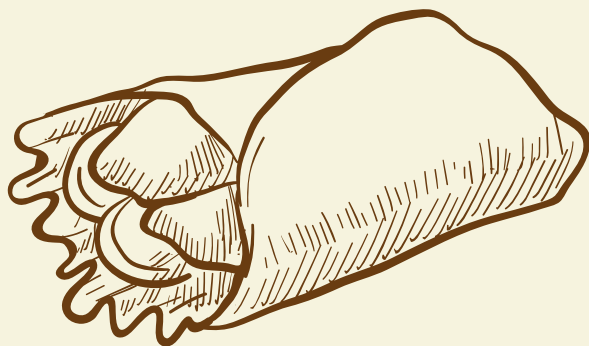
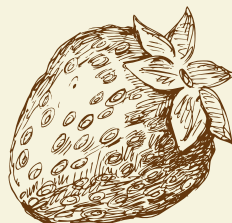
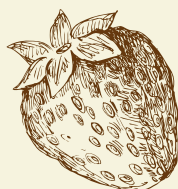
Aleksander sometimes chooses the healthier duck wrap, another firm favourite thanks to its mysterious sauce. “The sauce is not sweet, it’s not savoury,” says **Faisal Alfadl (Alpina, Upper Sixth)**. “I don’t know anyone who doesn’t like it.” In fact, Faisal has invented his own Oreo-based milkshake, the Fai, which is so good that Cookie staff, Charles and Xavier, are asked for it regularly. “I can’t tell you the recipe, though – it’s a secret,” he says. ▶



“My favourite is the duck wrap. It has this special sauce which I love, though I’m not sure what it is...”

Aleksander Ksiazek
(Delaware, Lower Sixth)

fresh food



cookie.
on
campus



Above, clockwise from left — Louis Snyder in the tuckshop; and a poster for Ian Crocker's CroPop. Are you the student eating chocolate with Louis or do you have memories of the tuck shop? Share them at www.facebook.com/aiglon.

Cookie on Campus, installed at the bottom of La Dépendance, boasts a whole array of rooms, tables and chairs, sofas, a TV and music centre as well as the food counter. But back in 1954, CroPop was just two tables and a bench squeezed into an upstairs room, three metres by four metres.

Ian remembers: "At that time there was nothing to buy in the chalet. You had to go down through the fields to Villars, then come back uphill during a break of 15-20 minutes.

"From May it was hot going. I thought the boys would be good clients if we sold sweets, chocolates and cakes – I thought we could make some money!

"Michael and I went to speak to John Corlette about it and he agreed we could do it, although he was a bit reluctant about the money aspect – he thought the boys might end up owing money. He was right as it turned out!

"He must have lent us the money to start, as I noted we were paying him back at five centimes on every glass of juice. He and Mr Peter Bates gave us a juice-making machine and we had nothing but trouble with it – you couldn't fit the nozzle onto the tap without it being tied up with string!

"We'd go down to our supplier, grocer Albert Pidoux in Villars, every day and mostly walked the stuff back up. But I remember JC giving us a lift in his Bentley when we had crates of Coca-Cola. We sold an entire crate to Mme Neff, our piano teacher, for the end-of-term concert.

"Any profit we made we put back into the business, and by the end of term we had paid off the machine. I wrote down we made a grand profit of CHF 159.85 but I honestly can't remember what we did with it."

The tuck shop always proved a profitable business, and by the end of 1954 John Corlette worried it was too profitable. "He thought we were selling too much, as people owed quite a sum of money," says Ian. His diary notes: "We had to close for two days on account of people not being able to pay. A bill of CHF 50 is owed."

The boys in those days received pocket money of CHF 5 a week, held by the school secretary, **Marie Thessier de la Vigne**, who would give it out weekly. But CroPop gave credit, and boys often exceeded their weekly allowance.

By 1965 that allowance had risen to around CHF 15 for Sixth Formers, Louie remembers, but still the students, especially the poorer juniors, managed to find themselves running into debt.

"During pocket money time we would send round our collection 'goons!' The juniors called us that. They didn't like it when a big tall senior leaned over them with his hand out saying, 'You owe us four francs and I see you with five there!' But we were teaching them an important lesson in becoming more financially responsible." ►



"The Sixth Formers get the back room, with the TV, couches and pool table. Everyone's there. It's always lively"

Sabri Jasani
(Le Cerf, Lower Sixth)

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Left — Cookie on Campus, in La Dépendance, has already made its name among current students for its handmade, hot and fresh... cookies.

Louie was prepared for the rough and tumble of retail from an early age. Hailing from a family who owned a department store employing 300 people in Norfolk, Virginia, USA, he was “weaned into the business”, helping in the warehouse from the age of four and travelling to sales conferences from the age of five. “We kids were probably more in the way than anything else,” he remembers, “but we learned!”

Under Louie’s stewardship the Clairmont Club Room went from strength to strength, moving from the second floor at Clairmont, where trade was conducted over a counter Louie had made himself in woodwork, to the bigger library on the ground floor. Here, it later gained an adjoining verandah classroom, dubbed Louie’s Den, with proper lighting, rugs, comfortable couches and a music system kindly supplied by Louie’s mum. “Back then it was all about the Beatles – there was no-one else,” he recalls.

In 1968, with the Swinging Sixties in full flow and in line with the times, girls were admitted to Aiglon for the first time. “I recall all too well being in the tuck shop with the lights off with one of the girls,” Louie says. “We were hiding from Mrs Green, Clairmont housemistress and the wife of the chaplain. We were literally frozen under the table as she searched the interior from the locked veranda window with a flashlight.

We managed to escape later but my girlfriend ended up having to confess. Prefects did have privileges but I was still reprimanded.”

Today, at La Dépendance, the couches and the back room remain popular, but online radio station La Fabrik has replaced the Beatles. “We like to blast loud music,” says Faisal. “And we like to sit on the floor and watch Nickleodeon and the Disney Channel – it’s funny when we’re all together.”

“The Sixth Formers congregate at Cookie’s,” explains **Sabri Jasani (Le Cerf, Lower Sixth)**. “The back room, with the TV, couches and pool table – everyone’s there. It’s always lively.”

Nowadays, students receive a termly allowance based on clear guidelines from the school – and subject to parental scrutiny. It’s a system that has its drawbacks, as Faisal discovered. “One time at Cookie’s my dad rang and asked where I was and I said I was just walking around school. I have high cholesterol so I’m not supposed to eat unhealthy food. He yelled, ‘No you’re not! You just bought a cookie!’ He’d seen the credit card transaction appear immediately!”

Treats aside, Faisal sums up the enduring value of the tuck shop. “You can relax there – eat, work, talk, listen to music, watch TV. It’s like being in your room – but with your friends around you!” •



“It’s like being in your room, but with your friends around you!”

Faisal Alfadl
(Alpina, Upper Sixth)



AIGLON ON

ART

The last five years have been turbulent ones for the global art market. We talk to five Aiglonian experts on what the future holds for collectors, galleries and artists.

Writer:
LUCY JOLIN



Sueraya Shaheen



S ANDY WARHOL FAMOUSLY SAID, “BEING GOOD IN business is the most fascinating kind of art. Making money is art, and working is art, and good business is the best art.” For Aiglונים collecting and working in the art world today, the business continues to surprise – and, sometimes, delight.

For **Asher Edelman (Father of Christopher, Alpina, Lower Sixth)**, art collector, financier and CEO of Artemus LLC, there is not one global market but three. “The one per cent market is what you read about most of the time: where various sovereign states or hedge fund operators are waving their hands around to buy trophy art,” he says. “Then there’s the manipulated market, which includes Warhol, Basquiat, Richard Prince and Christopher Wool.”

And the third market? “Everything else – which is the real market,” says Asher. “And that’s been down a touch, one or two per cent, in the last three years. It’s not frightening but it’s been without a lot of spark. All three markets have gone somewhat quiet, and it reminds me of what happened in the early 1990s, which was stagnation: not a lot you could really do on one side of the market or another for a few years then. I think that’s probably where we are now.”

Of course, the global art market never stands still. Emerging markets may one day be mature markets, points out **Alia Al-Senussi (Chantecler, 2000)**, especially the ones which are working on fostering a culture of art appreciation. Hans Ulrich Obrist, one of the art world’s most formidable intellectuals and co-director at the Serpentine, calls Alia a “junction-maker”. As well as sitting on the boards of the Institute of Contemporary Arts (ICA), Art Dubai, Art Basel and her role as Chair of the Tate Young Patrons, she is currently working on her PhD investigating the intersection of artists, patronage and government. One of the most rewarding aspects of her artistic life, she says, is bringing Middle Eastern artists together with those who want to commission them, and she’s recently helped Saudi Arabian contemporary artist Manal Al Dowayan and Emirati artist Mohammed Kazem work with Rolls-Royce on their arts programme.

The Middle East, she says, is just beginning a fascinating journey. “We haven’t seen the crest of the wave there yet,” she says. “I very much focus on that. In Jeddah, for example, or in Dubai with its plethora of galleries and artist studios, the art world feels like an organic movement rather than a government-imposed one. There’s the Saudi Art Council, a group of patrons who are very committed to the arts. Art Dubai is at the forefront: every year they bring international museum directors and influencers from the art world. It’s really interesting and it’s bringing people together to understand what’s happening in the Middle East.”

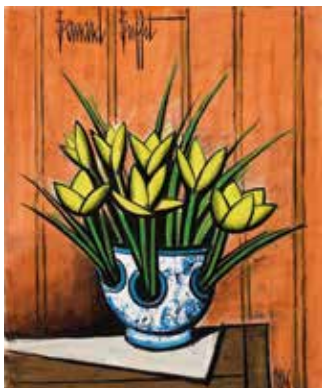
Collector **Mohammed Afkhami (Alpina, 1992)** has seen this happen first-hand. An Iranian who had never lived in Iran, he began collecting Iranian art in 2005 as a way of connecting with his heritage. Today, numerous galleries in Europe and the US show Iranian artists such as Shireen Neshat and Afshin Pirshamemi, and their work is sought after at the highest institutional level.

But it’s not all about big numbers, says Mohammed. “Comparing, say, Anish Kapoor or Damien Hirst to Iranian artists is simply not relevant. What’s important about the increasing presence of Iranian art is that it gives a very fresh and different perspective to a country that’s been regarded as a pariah state for so long. Iranians are like any other people: they love their art, they cherish their culture, and that aspect of being an Iranian has not been much out in the open. There is a flourishing cultural and artistic scene in Tehran, and other Iranian cities, which is really more reflective of the country than, say, the political imagery which is often portrayed on Western news channels.”

Previous page — Princess Alia Al-Senussi (Chantecler, 2000).

Above — Detail from “Femme à l’éventail” by Alberto Magnelli.

Below — “Tulips” by Bernard Buffet.



Iskandar Safa
(Father of Akram, Belvedere, Lower Sixth)



Mohammed Afkhami
(Alpina, 1992)



Asher Edelman
(Father of Christopher, Alpina, Lower Sixth)



Bob Haboldt

(Belvedere, 1974, and father of Valentina, Le Cerf, Fifth Form)

Everything about the global art market is extraordinary. Take the Safa Collection, a private collection assembled by **Iskandar Safa (Father of Akram, Belvedere, Lower Sixth)**, which contains more than 4,000 works of art, from Greek and Roman archaeological pieces to contemporary art and photography. The Collection's Curator, Claude Delias, explains that they are guided by a long view rather than following the hot trend. "The art market fluctuates enormously, and there have always been peaks and troughs," he says. "Currently it's clear that the price of art, particularly contemporary art, is soaring, but that is not always the case and will not always be the case. Mr Safa's priority is not to follow the highs and lows of the market."

And timing is everything. "We cannot avoid the fact that dealers and artists benefit from high, even inflated, prices today," says Claude. "But for Mr Safa there is always a conversation between us – what is a work worth? There is a balance to strike. It's important to know whether today is the right time to buy a work, or if it was yesterday or will be tomorrow."

Yet there's more to this market than just value. The Safa Collection contains works with both high and low financial value, by the renowned and the virtually unknown. "I do not think, for the Safa Collection, that we can say there is a financial motivation," Claude explains. "It is creating a significant legacy, of course. There is a great difference between Mr Safa and other collectors. He began collecting art without great financial means, and it was really the love of art above the financial side. The Collection started 30 years ago and intends to continue, but I think it was really the passion for art which motivated Mr Safa at the beginning."

Nonetheless, it is the contemporary and modern art market that tends to grab the headlines and it's not hard to see why: the most expensive artworks of 2015 include Picasso's 1955 painting *Les Femmes d'Alger (Version 'O')*, sold at Christie's for \$179,365,000, and Modigliani's *Nu couché*, painted in 1917/18, which went for \$170,405,000. **Collector Maurice Amon (Former parent)** specialises in this market: his collection includes works by Warhol and Basquiat.

"This market is extremely strong for very good pieces but is not as buoyant for lesser-known artists, particularly for pieces created early on in their careers; they can be acquired for very little money," he says.

"Over the last five years, many new collectors have joined the scene – they tend to not have much of a background in art or experience in the art market. They are more likely to go for very well-known names, which consequently inflates the price, and keeps the market high. This is in contrast to several years ago, when the average work of art would have a broader appeal and a clear market. Today, people are sophisticated enough to understand that it's worth paying more for the top quality than to get medium quality with a 10 per cent discount. The value in that stock is certainly much more secure."

It's hard to think of a market that hasn't been disrupted in some way by the internet, and the art market is no exception. Anyone can now look up exactly how much was paid for a piece of art at auction, making it harder for dealers to work within healthy margins. That means fewer dealers and more auction houses.

Yet there is still a place in this market for dealers, especially those with passion. **Bob Haboldt (Belvedere, 1974, and father of Valentina, Le Cerf, Fifth Form)** deals in Old Masters, working, he says, in the 'margins' of the larger art market. People who deal, say, in Egyptian seals or Chinese porcelains are specialists. Auction houses have a very broad range, but they will not necessarily be able to spend the amount of time that dealers do either with a work of art or, ultimately, with the buyer. For Bob, auction houses are big machines driven by turnover, while the art of the dealer is far more subtle and conservative.

Successful dealers must have an instinct for business, but they also need to combine this with a good eye, he says. They need to be able to spot a potential masterpiece sleeping beneath layers of dirt and varnish, and have the technical know-how to guide a restoration. They should also have the curiosity to tell the story of every piece of art that goes through their hands, and they must know their customers.

"You need to be capable of promoting a picture on someone's wall, whether that's a museum or a private house," says Bob. "You need to judge whether a collector's wife will dislike a painting, or love a painting. You must know the needs of both institutions and private people and where trends, if they exist in Old Master paintings, are, and what they might like next, which is very difficult to predict. And you must know the lifestyle. Ours is a conservative profession. I can't stand half-naked on the beach somewhere and say: 'Buy my Old Master painting.' It doesn't work that way."

So although it will always be the big numbers that make the headlines, the global art market isn't just about buying and selling. It demands something deeper. "For me, art is about bringing people together," says Alia. "It's part of family, society, life." Asher Edelman, meanwhile, has always given would-be collectors the same advice. "You may think of it as an asset, and it certainly is an asset class in terms of having asset value," he says. "But if you think of it as something you're going to make money on, it probably doesn't equate with other ways of making money. Buy art because you are interested in the art, and you like it." •



Rest and refuge. Food and friends.
All this and more is available to
those who abide by the rules of the

mountain hut

Writer:
PETER TAYLOR WHIFFEN





“It’s a refuge, not a hotel, and there are no home comforts. But it is so much more than simply a place to stay”

Vladimir Fartushnyak
(Belvedere, Upper Sixth)

Previous page
and above —
Cabane des Dix

Centre and right —
Cabane des Diablerets

IT’S BEEN A HARD DAY ON THE mountain. You’re exhausted, cold, hungry and not entirely sure how much further you can go.

And then you see it. It may be a dot in the distance, but it lifts your heart, for you know this dot means a bed, a hot meal and, perhaps best of all, a chance to relax with friends and relive the triumphs – and tribulations – of the past few hours. And you, like thousands of expeditioners, offer a silent prayer of thanks for one of the greatest alpine inventions – the mountain hut. “It’s always a welcome sight,” says **Vladimir Fartushnyak** (Belvedere, Upper Sixth). “It’s a refuge, not a hotel, and there are no home comforts. But it’s so, so much more than a place to stay. Mountain huts are very special places.”

The huts themselves boast a proud history. It is just over 150 years since the world’s first such structure was built by the Swiss Alpine Club to give its climbers some modicum of, if not exactly luxurious comfort, then at least safe respite from the elements. Now the country boasts 152 of them. They vary from tiny, sparse, seemingly precarious structures to 140-bed hostels with showers. Most, though not all, have guardians looking after the hut and its transient occupants. But all these remarkable places broadly expect the same standards of behaviour from those who stay in them.

“One of the first things you learn is the rules,” says current student **Larissa Kirkpatrick** (Le Cerf, Upper Sixth). “The main ones are keeping in your own space,



keeping the noise down and keeping the place tidy. I remember a few of us arriving for the first time and being told to quieten down because we were a bit boisterous. Two weeks ago, we had to do the same to another group of younger students. But you soon pick it up.”

Before long, the idea of simply treating your fellow climbers as you hope and expect they would treat you becomes second nature, says **Shekhar Kanabar** (Belvedere, 1998). “It’s all about respect. You quickly learn to have respect for the hut, for your fellow climbers and for the people who were looking after and providing for you.”

The first rule is enforced as soon as students arrive at a hut, says Head of Girls Expeditions, PE teacher and leading climber **Ms Louise Thomas**. “They have to leave their outdoor footwear at the door,” she says, “along with anything sharp – axes, crampons.”

Any sharp attitudes get left there too, says Larissa. “On expeditions you make more of an effort to get to know the people you’re with, and they with you. If someone’s tired or cold they might be a bit grumpy, but that soon disappears in a hut. If you spend the night in tents you’re all in your little groups of three or four, but what I love about huts is a feeling that we’re all together. I think the nature of Aiglon means we have that shared experience anyway, but a night in a hut with your friends brings you closer.” Shekhar agrees: “Any beef you have with people would be outside. Even someone you don’t particularly get on with outside will be your friend in a hut.”

That bond comes from a shared appreciation of the shelter and food on offer, says Ms Thomas. “The hut experience makes students realise that some effort has

gone in to providing this,” she adds. “If you’re high up in the mountains, the food has been helicoptered in, and that’s all that’s on offer. You can have all the money in the world but you can’t pay for something if it isn’t there. Appreciating that makes even the pickiest of eaters less fussy.”

Vladimir enjoys the menu. “Mountaineers love eating food and you can eat as much as you want – there’s soup, rice, meat, desserts – and if you really haven’t had enough you can buy some more in the café.” Larissa agrees. “The food is not what I’d usually eat, but it’s good, filling, energy food for being in the mountains.”

Not that a mountain hut is always a haven of warmth and comfort. **Elisabeth van de Grampel** (Clairmont, 1980) recalls a three-day ski/skin trail high ex from Arolla to Zermatt where the huts offered little more than basic shelter.

“We had two nights in unattended cabins in the middle of glaciers at 3,000 metres,” she says. “On our way to the first Cabane (des Dix, as I remember), led by our expeditions master, Mr Cross, we had to descend onto the first glacier, climbing down over a metal staircase, our skis on ropes, put on our skins and then we finally reached the hut. There was no tenant and the loo was outside on a windy ridge – to get there you had to hold onto a rope. It was freezing cold and I did not sleep at all.”

Nonetheless, what makes the hut experience so special for many students is the simple camaraderie, as Vladimir points out. “You’re detached from civilisation, the internet. What is there left to do but talk and play games? We might play cards, but if there are no cards we play hide and seek. And mountain huts have loads of great hiding places!” ▶



“The first things you learn are the rules – the main one is keeping the noise down”

Larissa Kirkpatrick
(Le Cerf, Upper Sixth)

Right —
La Cabane de
Susanfe, used when
climbing the Dents
du Midi.

Any conversation or games have to be conducted at a low decibel. “There’s a lot of respect in the huts for the fact that people have had a physically hard day,” says **Iñigo Valenzuela Lombera** (Alpina, Lower Sixth). “People are sleeping at any time of the day and night so the atmosphere is always quiet. The only place there’s any noise is in the dining room and even that’s quiet because it drifts up to the bedroom. The noise level goes down another notch at about 9pm, as people start to settle down for the night. The only people who don’t observe this tend to be those who haven’t been in a hut before – but they soon get told!”

Shekhar recalls that, in his time at Aiglon, there was always a warm convivial mood in the huts. He remembers telling the girls ghost stories to “freak them out”! But Ms Thomas makes it clear that today boys and the girls still sleep separately, albeit sometimes at opposite ends of the same room. But, she adds: “When that happens quite often the reaction from the girls is: ‘Oh my goodness, have we really got to sleep with the boys?’ There are always staff between the boys and girls. Romance might blossom downstairs in the kitchen but it certainly doesn’t continue upstairs!”

There is of course a ‘complete silence’ rule in the bedroom, not just at night but through the whole day, to accommodate early-morning climbers now taking a mid-afternoon nap. But although a hearty meal after a day on the mountain ought to give you a wonderful night’s sleep, bunking down on mattresses adjacent to both classmates and strangers doesn’t necessarily ease you into slumber.

“In the dead of night, in those bedrooms, you can hear everything,” says Ms Thomas. Inigo agrees: “A lot of people snore or talk in their sleep. That is really hard for those still awake. One time we were sharing the bedroom with a guy we didn’t know, and his snoring kept us all awake. Eventually our teacher hit him with a pillow. It worked!”

Snorers “have been prodded”, confesses Larissa, coyly. “I don’t sleep that heavily anyway so I just go with it, but some people do get angry if they haven’t had their sleep. There can be some arguments in the morning.”

But as dawn breaks, frayed tempers must be put aside as occupants focus on another hut ritual – tidying up. “When you’ve eaten



– breakfast is usually bread and jam – you take your rubbish out, and you have to fold your blanket and make your bed the way it was when you arrived,” says Larissa. “Usually it’s the job of one person to check under the beds.”

Vladimir recalls some more persuasive tactics to keep the hut tidy. “[Former teacher] Mr Maxwell used to make people tidy up and if he found one piece of rubbish, everyone had to do laps!”

Shekhar also recalls “having to leave the hut cleaner than you found it. Interestingly, even the most rebellious students were extremely responsible when it came to looking after the hut. We all understood the obligation to prepare it for the people to come after us.”

Ms Thomas isn’t surprised by the seriousness with which students abide by hut rules. “It’s a fantastic life skill, consideration of other people,” she says. “Although I do believe many Aiglonians develop that naturally anyway. If I get frustrated it’s because other individuals or groups aren’t doing what they should. But Aiglon students understand and take that responsibility and I’m always very proud of them for that.”

And then it’s out and onto the mountain again. Vladimir believes it’s climbing companions that make a hut stay special. “I don’t have a favourite hut,” he says. “My enjoyment of the experience depends on who I’m with.” Shekhar is in complete agreement. “The people are what make Aiglon great,” he says, “the people, and the beauty. I think you take it for granted while you’re there. So maybe that’s why the huts hold very special memories – they’re extraordinary places in an extraordinary landscape.” •



“There’s a lot of respect in the huts for the fact that people have had a physically hard day”

Iñigo Valenzuela Lombera
(Alpina, Lower Sixth)



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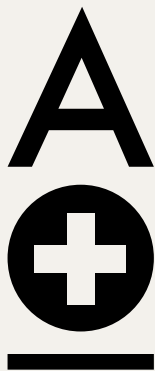
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Why I love... Junior Chess



Louis Masquelier-Page
(La Baita, Second Form)

My Dad introduced me to chess three years ago, when I was 10. Now, when I play against him – which is at least once a week and even more during the holidays – I always think I've got him, but then, at the very last minute, he seems to find a way to beat me. That said, he is finding that increasingly hard as I improve!

I'm the first to admit I don't like losing. The joy of the game for me comes from winning, and that winning gives me confidence – not just in chess, but much more widely. When I start on a losing streak, then win at the end, it's particularly satisfying. And of course, it's great to win against someone who is really good, although I always feel quite nervous when I start playing an opponent with an excellent reputation.

At school, Miss Lewis, our chess teacher, is brilliant. Each week, she teaches us new, smart moves and techniques. Last year, she asked if I'd be interested in joining the Chess Ladder – a club ranking system that encourages friendly competition. At that time, there weren't many people involved, but it's grown to about 25 people now.

I think there's something quite contagious about the enthusiasm people have for chess. I'm the current trophy holder, although I dropped down to third place for a bit when I played fewer matches at the beginning of the year. If I want to feel inspired and motivated, I take a look at the trophy, which sits on the mantelpiece in our living room.

I love the way that chess makes me focus. The only thing I can think of

“I love it when there's a checkmate in sight and the opponent doesn't see it!”

that's similar is ski racing. At the start of racing, I really concentrate and get into a tunnel vision way of thinking, where I see nothing other than the three gates in front of me – and it's exactly the same with the chess board. I love the silence of it too. Nobody talks.

When I lose, I feel annoyed with myself. And the best moments are when my opponent thinks they've got me with a checkmate, but then I've got them back. I also love it when there's a checkmate in sight and the opponent doesn't see it. It doubles the pleasure of winning when you tell them they missed their chance!

Probably the best person I've watched play is a 12-year-old Russian girl who came to our school. She's absolutely brilliant. I know I'll be seeing a lot more great players when I move into senior school. I'm looking forward to it. •



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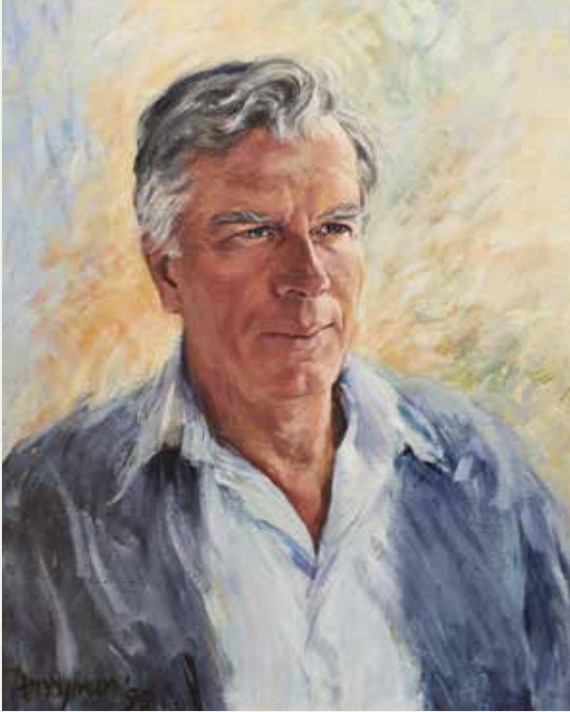
*De nos passions,
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Obituaries

In memory



Philip Parsons

30 July 1934 – 30 January 2016



It is with very great sadness that we report the death of former Headmaster Philip Parsons. Philip, affectionately known to all as PP, joined Aiglon, with his new wife Bibi, in 1962 as a teacher of history, eventually taking on the headship in 1976. Under his leadership academic standards advanced, the Junior School was conceived and established and Aiglon grew to 267 students representing more than 50 nationalities. He was a tenacious guardian of the school's founding principles and a tireless advocate of high standards. Ever thoughtful and unruffled, he kept the school on a clear and steady trajectory. His quiet-spoken and unfailingly respectful manner underpinned a resolute determination to do the right thing; integrity and authority were woven together in a way that inspired confidence. Together with Bibi he garnered the affection of a huge following of appreciative Aiglonians and their families. We remember him with thanks.

www.aiglon.ch/news/remembering-philip-parsons



Joyce Lowe

9 February 1916 – 19 December 2015



The school is also saddened to report the death of Joyce Lowe, who played a critical role in the growth and development of Aiglon College. Joyce came to Aiglon in 1958 as John Corlette's personal assistant, going on to become Vice-Chairman of the Board of Governors and a life member of the Aiglon College Association. Joyce's tireless commitment to the school and its students was rooted in a deep devotion to John Corlette, both as a man and as a source of transformational personal example to the young people who attended Aiglon. She will be remembered as a woman of remarkable character and resilience, and perhaps as the indispensable foil to John Corlette, ensuring that the founder's remarkable educational vision could be fostered and sustained for the future. She will be remembered with great fondness, appreciation and love by all those fortunate enough to have known her and experienced her commitment to Aiglon.

www.aiglon.ch/latest-news/2015/in-memory-of-joyce-lowe

These portraits of Joyce Lowe and Philip Parsons were painted by former Aiglon staff member (1966-1973) Norman Perryman and hang in pride of place in Forbes.

BEHIND THE SCENES

Grounds Crew

Come sun or snow, Aiglon's grounds crew are on hand to look after the school's lawns, courts, paths and buildings.





Writer:
KATE HILPERN
Photography:
JOE MCGORTY



“With around 20 acres of very hilly land there’s always lots to do, but we all relish a challenge”

Marco Beata
(Director of Estates)

Anyone watching a scene of people playfully throwing snow at each other in the grounds of Aiglon could be forgiven for assuming it’s the students. “But in fact, my grounds crew team love having a laugh while they work or when they shovel snow – and, yes, they do occasionally throw it at one another,” laughs **Mr Marco Beata**, Director of Estates.

It’s not that the team of six men – whose expertise includes electrics, carpentry, mechanics, flooring, painting and gardening – don’t work hard. Looking after 23 buildings, this team – headed by Mr Beata – manage around 40 major projects each year. So, on top of daily jobs such as shovelling snow, the team receive requests that range from re-flooring a bedroom or preparing for graduation, to creating an office from scratch or changing all the locks in a building.

“But there’s lots of banter and fun while the team works,” explains Mr Beata. “Some of the funniest moments are when they make little jokes about the way words get pronounced. It’s a very international team, including Portuguese, English, French and Swiss, so that happens a lot. They have a great sense of humour.”

Much of the day-to-day work changes with the seasons, says Mr Beata. “So while there’s the snow to clear in the winter, the tractor and mower will be out during the summer. With around 20 acres of land, which is very hilly, there’s always lots to do, but we all relish a challenge and we bring in external contractors for the bigger jobs.”

Sometimes the students get snowed in. “We can’t be everywhere at 7.30am, so we provide all the boarding houses with shovels. Some of the Houseparents create little armies of students to clear the snow, so we don’t have to,” says Mr Beata.

At other times, students are sent to help to work off a punishment. “It usually involves something like stacking chairs or preparing carpets. They don’t mind too much – it’s better than some of the other tasks which they could be assigned!”

The groundsmen have a good relationship with the students, says Mr Beata, who is himself one of the school’s volleyball coaches. “Having worked for many years in education, it helps sometimes to understand teachers’ and students’ needs!” he says. ●

Above

The grounds crew, from left to right: Marc-André Da Silva, Alex Cozzarolo, Laurent Calise, João Cardoso, Alcino Dos Santos and David Moss.



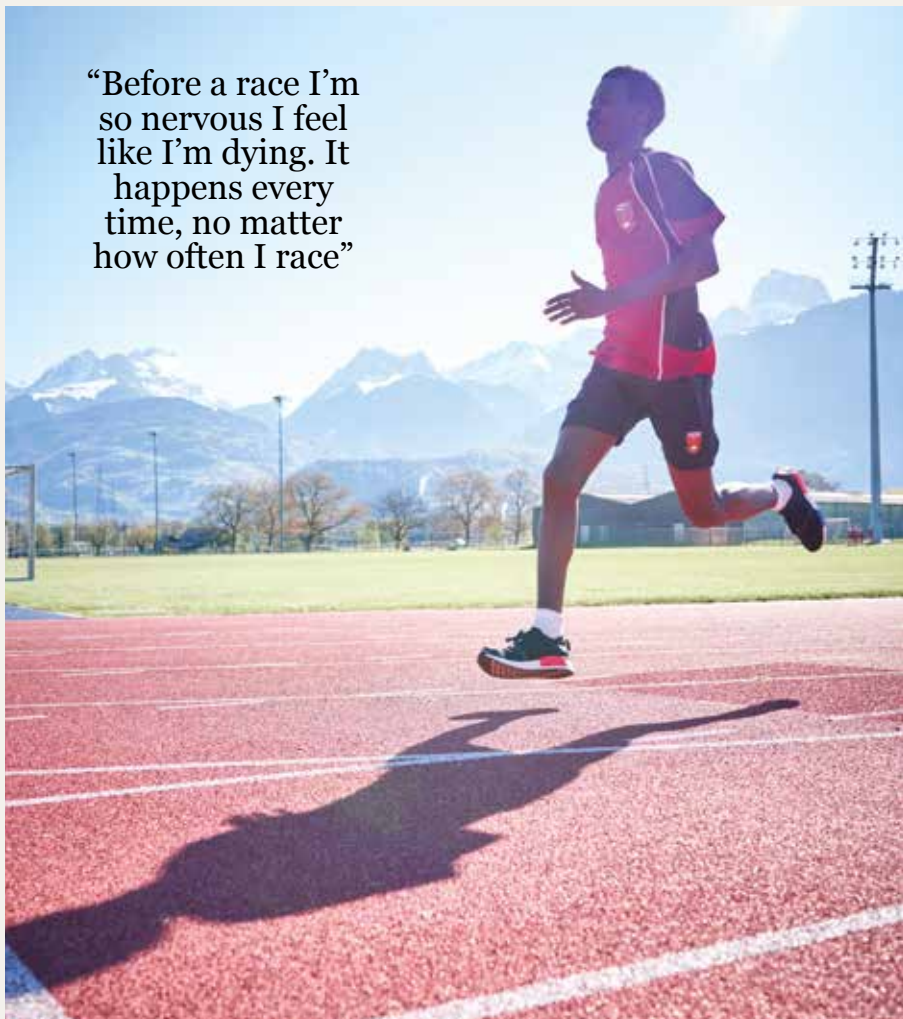
PERSONAL BEST

Running man

Achieving your personal best
requires a combination of
mind, body and spirit.



“Before a race I’m so nervous I feel like I’m dying. It happens every time, no matter how often I race”



Writer:
MEGAN WELFORD
Photography:
JOE MCGORTY

Joshua Nda-Isaiah (Alpina, Fourth Form) says that the Aiglon mantra of the balanced development of mind, body and spirit is, in fact, the perfect recipe for sporting success.

While he is racing, Joshua’s mind is focused entirely on running. “Before a race I’m so nervous I feel like I’m dying,” he explains. “It happens every time, no matter how often I race. I’m so scared. But right before the gun goes, I’m not scared any more. While I’m running the only thought in my head is, ‘Don’t fall!’ I channel everything else out. I hope people are cheering but I can’t hear it.”

The results of this mental stamina can be seen in the speed of the body. Currently Aiglon’s 100 and 400 metres record holder (11.5 and 55 seconds respectively), Joshua now has his sights set on beating [former Sports Captain] Victor Gladskoy’s (Alpina,

2015) record for the 200 metres (23 seconds). “If I train hard I hope I can do it,” he says.

But whatever his success, training remains a battle with the spirit. “Training is the worst thing,” says Joshua, whose efforts up and down the 500 metres of road between Clairmont and La Casa every other day is a familiar sight to students. “It’s so hard, the pain never gets less. What keeps me going is I want to run. It’s extremely important to me that I keep on progressing. If I stop I’m just cheating myself. Aiglon’s high altitude makes it harder, but when you go down into the valley to race other schools, it’s easier!”

His personal training programme is on top of regular PE sessions, and the three hours per week of extra curricular athletics coaching he does with Mr Thompson and Mr Hayden. There he does running drills and muscle exercises for pace and stamina to

prepare for the inter-school competitions that take place throughout the summer, a vital part of the overall sports scene at Aiglon.

Joshua discovered his love of athletics during his second year at Aiglon. “My first year I was just settling in,” he says. “It was a big change for me coming from Nigeria. The first time I saw snow I didn’t realise it melted! I rolled in it because I thought it just fell off you, so I got really wet!”

“In the summer term of my second year I started long distance running and felt I had a good pace. Then I tried the sprints and realised I was good at it! That was a great feeling. What I love best about it is just the running. It’s been like that with me since I was a child. I’d play football but I wouldn’t even chase the ball, I’d just run for the fun of it. For everything else I’m nothing special.”

Sport is obviously about winning, but it’s also about being able to lose, and that’s where Joshua says Aiglon has really helped him. “My tutor, Mr Broad, has really helped me,” he says. “He tells me, ‘No matter how big and strong you are, there’s always someone stronger and faster.’ I like to stay positive. It’s like waking up and saying to yourself, ‘This is going to be a good day’, or thinking, ‘That was a good breakfast, I’m not hungry any more.’

“We learn that kind of mindfulness in meditation and it really makes sense to me. I can’t expect to win everything. But if I feel positive about a race I feel confident, and I run better.” ●

HOSPITALITY MIAMI-STYLE

I have relocated to Miami, Florida from Singapore and have launched a new business, with Megan Reed, called "Every Bell That Rings". Bringing the right touch of signature hospitality to your home!

Nicole Eisen (Clairmont, 1996)

Illustrations:
RUBY TAYLOR



SF BAY GREETINGS!

Karel and Anne send greetings from the SF Bay Area, where they have lived for more than 30 years. The Fishers have three grown children and six grandchildren, all of whom live nearby. They enjoyed the recent SF reunions, seeing long-time friends and making new ones.

Karel Fisher (Alpina, 1965)



MEET UP IN DC

Roya writes to say she's on her third business venture in Silicon Valley – mixing technology and fashion – while her son is studying at the George Washington University in DC. They would love to meet up with Aiglonites in DC or play host anytime to any Aiglonite that comes to San Francisco.

Roya Mohagheghi
(Clairmont, 1979)

Class notes

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

A NEW HOUSE

The past year has been an extremely busy period for us as we decided to have a new house built in a charming little French village called Auffargis. The building work started in July 2014 and we moved in mid-June 2015.

Justin Pepper
(Belvedere, 1977)

FRIENDS FROM 1959-62

I'm retired and share my life between Long Island, NY and – believe it or not – Chesières, and I'd like to reconnect with old Aiglon friends from 1959/62. So, if you remember me, please get in touch.

John Hooker (1968)
Contact John via alumni@aiglon.ch and we'll pass on your messages.



1985 REUNION

Simon and I organised a class reunion for 1985 last summer at Chantecler. In total some 25 alumni made it back to school. Two girls even flew in from Sydney!

Egon Vorfeld (Delaware, 1985)



A NEW BALANCE

I can't believe it has been four years since I started my company, Ellipsis Advisors, providing a thought-sparring advisory product for CEOs. I love being able to balance my work, with social entrepreneurs, with the free time to enjoy other pursuits that also make me happy! I am living in Fort Lauderdale and travelling at times to New York and Brazil – a far cry from the global travel I used to do.

Hans Hickler (Alpina, 1980)





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