



1956 - 2006



IN PURSUIT OF EXCELLENCE - An Historical Perspective 1956 - 2006



# IN *of* PURSUIT EXCELLENCE

An Historical Perspective

The American School in Switzerland / 1956 - 2006  
The American School in England / 1976 - 2006

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The American School in England / 1976 - 2006



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2009



## Mission Statement

TASIS is a family of international schools that welcomes young people from all nationalities to an educational community which fosters a passion for excellence along with mutual respect and understanding. Consistent with the vision of its founder, M. Crist Fleming, TASIS is committed to transmitting the heritage of Western civilization and world cultures: the creations, achievements, traditions, and ideals from the past that offer purpose in the present and hope for the future. Seeking to balance the pursuit of knowledge with the love of wisdom, and promoting the skills of lifelong learning, an appreciation for beauty, and the development of character, each school combines a challenging academic program with opportunities for artistic endeavor, physical activity, and service to others. Believing in the worth of each individual and the importance of enduring relationships, TASIS seeks to embody and instill the values of personal responsibility, civility, compassion, justice, and truth.

**One of the first things Mrs. Fleming did** after the first Swiss Holiday summer camp had ended was to fly to Finland where her father was on a fishing holiday in order to tell him that she was planning to open a year-long school program at the villa in Locarno. His immediate reaction was one of incredulity. "This is absurd," he said, "it's the first of August. What makes you think you can pull a school together by the first of September?" Her powers of persuasion, however, must have been quite convincing since he finally wished her good luck, telling her if he'd been ten years younger he would have been willing to join her as a math teacher. He then gave her a piece of advice she has always heeded. He said, "Just remember, if you have only your own three children – and that's all you will have because it's so late – run it as though you have three hundred. Always stress excellence, don't compromise - regardless of numbers - on the quality."

Mary Crist Fleming's decision to found her first year-long school in Switzerland was inspired by the spectacular location in Locarno of Villa Verbanella, which she had rented for her summer program in 1956. She truly believes that "...young people need and deserve to be surrounded with beauty. It's like a security blanket that will always remain with them, no matter what the rest of life may bring." Of all the international schools in Europe, this is an obvious trait which sets the TASIS schools apart from their competitors.

**Gwen Martinez (G.M.)**  
*Mary Crist Fleming and Her International Schools:  
Heritage, Achievements, Legacy*  
(Ed.D. Dissertation, Boston University, 2003)



TASIS Campus and Certenago 2006

*Education is a companion which no misfortune can depress, no crime can destroy, no enemy can alienate, no despotism can enslave. At home a friend, abroad an introduction; in solitude a solace and in society an ornament. It chastens vice, it guides virtue, it gives at once grace and government to genius. Without it what is man? A splendid slave, a reasoning savage.*

**Joseph Addison** 1672-1719  
(Quotation written on back of each commencement program since the beginning of TASIS)

*For me the recipe is simple! Find a beautiful property, both house and surroundings, for young people need and deserve to be surrounded with beauty. Fill this setting with young people from all over the world, because the world has become so very small. Fill all their waking hours with commitment to study, sports, the arts, and responsibility to others. Instruct—stretch them in all areas. Place in this “house” very special human beings as teachers, friends, counselors, and role models, people who have a sense of the excitement of life and learning—of the huge challenge this world presents, and above all, great faith in their young charges. Sprinkle and cover the whole wonderful concoction, basting frequently, with generous portions of tender, loving care!*

*Mary Crist Fleming*

*Mary Crist Fleming  
Founder & Director Emerita*



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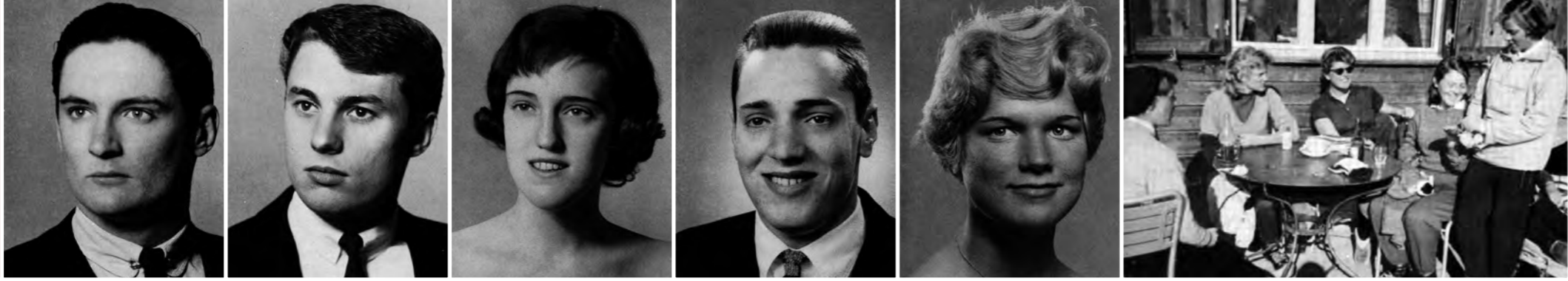
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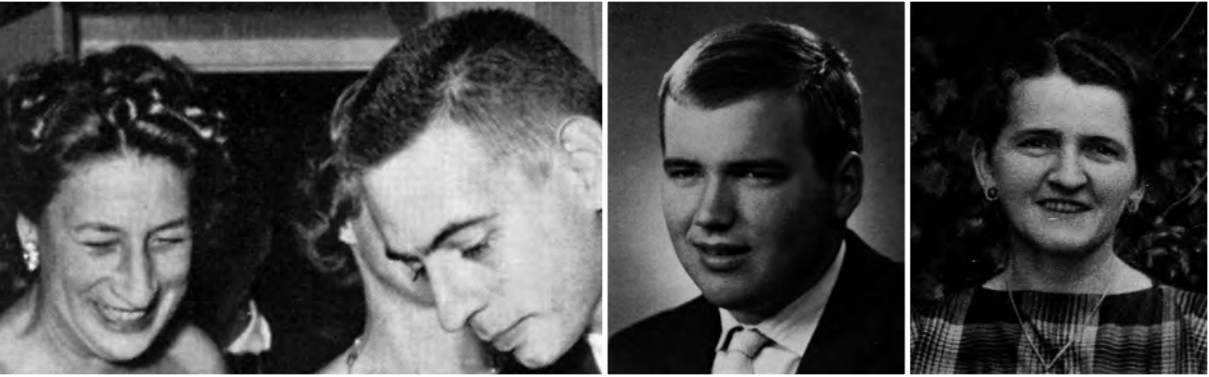
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1956 - 2006



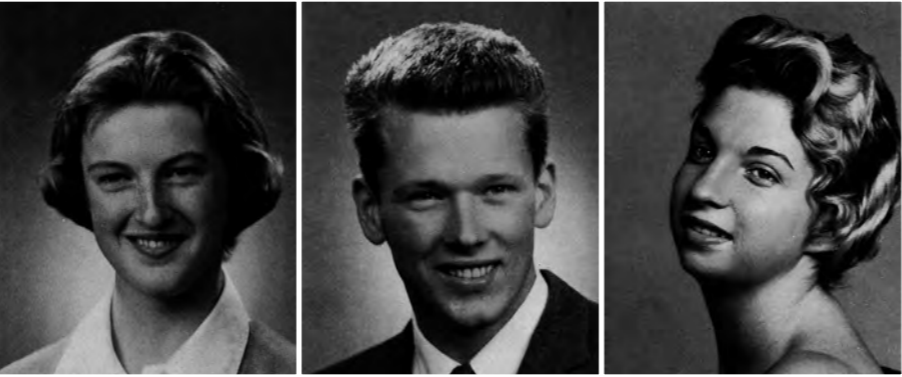
Alexander White  
 William Pitner  
 Alexandra Brock  
 William Avery  
 Alice Deering



# TASIS 1950's



Mrs. Fleming &  
 Warren MacIsaac  
 Ted Crow  
 Cecilia Bianconi  
 Susan Williams  
 Chuck Johnson  
 Susan Rafferty



## 1955

- Frog Hollow's Swiss Holiday, a summer program, had its small beginning in a chalet in Gryon in the summer of 1955. In 1956, the 2-month program for ages 14-18 was established in Villa Verbanella, a beautiful villa in Minusio-Locarno overlooking Lago Maggiore, an inspiring site for the beginning of the school in the autumn of 1956



Diana Sears  
 Paul Gutzwiller  
 Freda Wolf  
 Nina Di Lucia  
 Gay Fleming  
 Mary Kay Fitch  
 Grace Lawless

## 1956-57

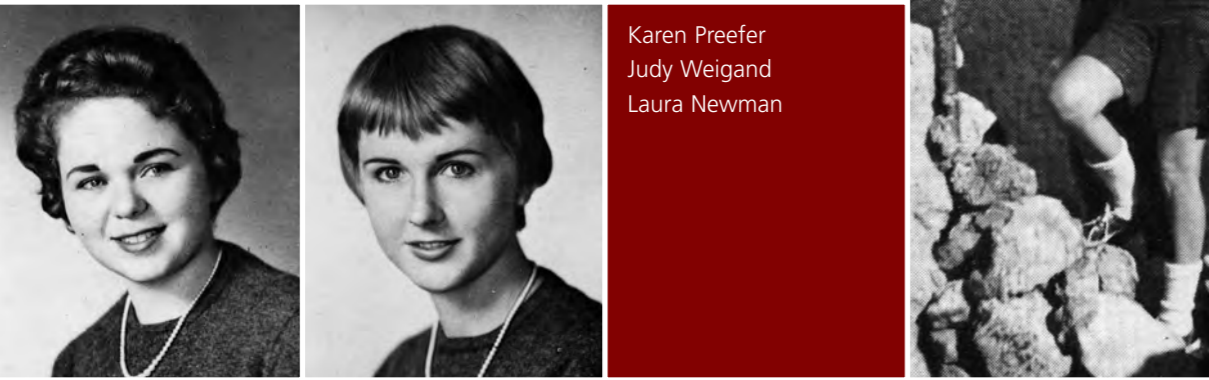
- Founding of The American School
- The first year of the school at Villa Verbanella Alta in Minusio near Locarno: 12 students and 6 faculty members, with Mrs. Fleming as Director and James Elford as Assistant Director



Hillary Johnson  
 Hanny Newman  
 Janice Hanley  
 Diane Escott  
 Karin Mundt

## 1957-58

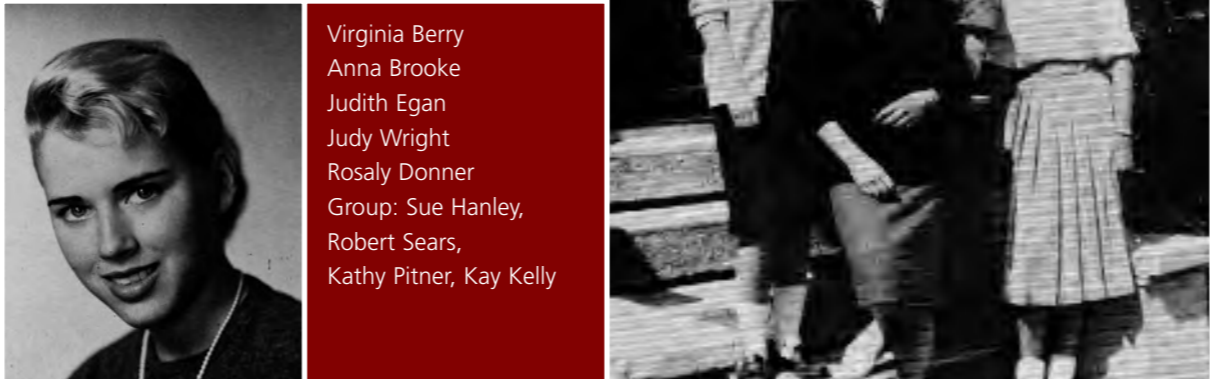
- Annexation of the lower house at Verbanella to permit student enrollment to go to 30
- In 1958, the school moves to Villa Soldati, Lugano-Loreto: 10 faculty members, with Warren MacIsaac as Academic Director



Karen Preefer  
 Judy Weigand  
 Laura Newman

## 1959-60

- Beginning of the Post Graduate Program with 8 students (1960 : 22 students)
- School: 63 students, 1960 with Roger Palmer as its first headmaster



Virginia Berry  
 Anna Brooke  
 Judith Egan  
 Judy Wright  
 Rosaly Donner  
 Group: Sue Hanley,  
 Robert Sears,  
 Kathy Pitner, Kay Kelly

## On the Occasion of TESIS's 20th Anniversary Mrs. Fleming Reminisces....

*In 1776 our ancestors started a country; in 1956 I started a school. One event is 200 years ago—and one is 20 years ago. Now I'm almost old enough to have been present on both occasions but my memory is clearer regarding the second event.*

*It was getting on past midnight and I was crossing the Alps. The elephants were missing, but I had some of everything else—a blue Volkswagen bus, an MG TC, 70 suitcases full of books, linens, games and peanut butter, a German shepherd dog, a spare husband, and some of those things belonging to someone else that I am most noted for having—namely, children. I had two of my own with me, to be sure, but the others I seem to have acquired somewhere between Philadelphia and Paris.*

*I had wanted to stop the caravan at some nice sensible Swiss town like Brig for the night, and cross the Alps in daylight, but my charges were so excited about reaching their destination that even though they all fell fast asleep, we drove on to arrive at three in the morning in Locarno, Ticino, the southernmost and only Italian-speaking canton of Switzerland.*

*We arrived at the Villa Verbanella, which had been rented sight unseen in December, to be the home of Swiss Holiday, the first TESIS program. The villa was located high atop a series of hairpin curves demanding such driving concentration that the spectacular view at the summit caught you unaware because it burst upon you so suddenly. Even in the half-light of morning and totally exhausted, I was so stunned by the beauty of the vast expanse of Lago Maggiore stretching out below that I determined at that precise moment that there must be a school—an American school—here on this very spot.*

*This was the 30th of June, 1956, and in sheer intoxication with the startling loveliness I opened TESIS*



Villa Verbanella Alta,  
Locarno-Minusio, 1956

*ten weeks later with 12 children and six faculty. Three of the children were mine, three were day students from Locarno, three were somewhat homeless waifs, and one very nearly made me a correspondent in a divorce case. Such was the young man's determination to become part of the new school and so shocked was his mother that anyone would have the audacity to create a school in two months' time that a family feud ensued, with the boy's father championing my cause to the extent that I became highly suspect. Be it said that the young man is now a very promising lawyer, and his mother and I have built a fast friendship of these 20 years' standing.*

*I was to drive again over those hairpin curves in November, two months after the opening of the infant school. I drove to Paris in the MG, all dressed up in a black velvet hat with a veil, to advise the U.S. Embassy and Art Buchwald, then a reporter for the Tribune in Paris, of the historical significance of the opening of TESIS. They were, unfortunately, not impressed with either the event or my hat, so I drove back dismayed, but proud of a 30-pound frozen American turkey that I'd conned out of the Embassy luncheon.*

*The turkey sat straight up in the seat beside me all the way back, cold comfort as we crossed the Simplon during such a heavy snowstorm that as I started up they closed the pass. The Swiss military, bivouacked at the top, stopped me in disbelief at the open MG, the hat with the dotted veil, and the suspicious looking lump in the passenger seat. Happily, they let me through before I got snowed in for the winter. On my return to Villa Verbanella, I learned of the Russian invasion of Hungary and that 30 refugees who had managed to escape had been installed in the villa next door. Sharing our American bird with them gave a new and special significance to Thanksgiving dinner.*

Villa Soldati, Lugano 1958



*The entire first year of TESIS was sailed in uncharted waters; having passed America's most important feast day in fitting fashion, Christmas holiday loomed as "What do I do with this one?" Transatlantic flights were still exorbitantly expensive and had not yet become sky busses. The whole school could still be contained in one Volkswagen bus, so into the little blue wagon they were all shepherded and off we drove headed for Spain. In the back seat was a lone Christmas tree in a pot in case Christmas had to be spent in the bus. Spending the second night in Aix en Provence, I secretly acquired a creche for each child, made up of ten santons, small ceramic figures of the holy family, the wise men, shepherds and small animals.*

*We arrived in Barcelona on Christmas eve at about 4 P.M., just in time to shop for ten-peseta gifts for each other and trimmings for our four-foot friend, the tree. My room at the hotel was a purposely spacious Spanish style chamber, and here we set up our first Christmas. There was midnight mass at the Gaudi cathedral, followed by champagne and the opening of the gifts around our potted friend who occupied center stage. It was one of the loveliest Christmases I ever spent, my ten children around the candlelit tree, their eyes reflecting the candlelight and each setting up his private shrine, the creche from Aix.*

*The second year, TESIS grew from 12 to 30 students, so that another large villa had to be annexed. Faculty and*

*courses were added, and the tradition of going to ski country was initiated when we moved to the hotel Helvetia in Andermatt for a month. But in the summer of the second year enrollment was heading for 50 students, and no house large enough to hold us was available. I was offered three different grand hotels, and I mean "grand"—200 beds. Terrified, I inspected the special kitchens for breakfast, for soup, for sauces, for pastry, ovens for roasting, deep-bellied pots for frying, wine cellars for 3000 bottles in dusty bins, and walked past attic bedrooms for a domestic staff of 50.*

*"Thank you very much, but I'm afraid it's a little large for the school," I stammered to the gushing real estate agent. Thus, on the first of September, when I accompanied the departing Swiss Holiday group to the Zurich airport, there was still no roof to be had in Locarno to cover the heads of a confirmed enrollment of 50 students. Desperate, I returned from Zurich to Lugano to seek possibilities there since Locarno offered nothing. With the dear Lord taking care of those who call upon him, a deserted house was produced. Weeds in the park were waist high, windows were gaping holes, paneless with even the metal frames twisted, and dust, dirt, and rubbish had accumulated for three years. But it was available—and very empty.*

*Grabbing a contract for only a single year, but with an option to buy at the end of that year, I went to work on September 1 to prepare for the opening of school on the 20th. Workmen thought me insane, but fell to with a vengeance, they being Italians and I being a woman. Carpenters, painters, iron workers, gardeners, glazers, masons, electricians, plumbers—they swarmed over the building, bumping into each other, falling down stairs, but working at break-neck speeds. Simultaneously began the transport of two years' accumulation of school furniture and supplies from Locarno to Lugano. Our then fleet of three Volkswagens had to make the move to save hiring a van. Thirty-five voyages, with the valiant little blue busses loaded as high on top as inside, puffed and panted over the Ceneri Pass to Lugano.*

*By the 20th of September a small lab had gone into the laundry room, a woefully scant library had moved into the greenhouse, the tower and a few bedrooms became classrooms, and then came the shocking realization that sleeping room for only 20 was left. Where to house the other 30 due to arrive any hour? A small hotel was leased for a month, but on the strict condition that we move out then as they were closing for the winter!*

*With this deadline hanging over us, two pre-fab pavilions were begun in the lower garden. There was of course no money to finance the project, and local Swiss bankers were so scandalized that anyone would attempt to build two houses in six weeks that they promptly refused any loan to that crazy American woman.*

Villa de Nobili, Montagnola



*My image was not helped in a Catholic canton when I had to move a statue of the Virgin Mary to make room for the boiler for hot water. But my students would shortly be on the street, so I was impervious to demands for money and just pushed for the pavilions' completion. Completed they were, but heat was missing, paint was still wet, the cement foundation hardly dry. The pioneer spirit indeed was called upon from the students!*

*Two years later, an enrollment of 85 and the same problems. Where to house the students? Again at the last moment, destiny delivered Villa de Nobili in Montagnola, our present, and I desperately hope, permanent campus. But again it was September 1 with a deadline of only three*

*weeks for conversion to school needs. History surely does repeat itself—again workmen falling over each other, this time extending beyond the actual opening so that students too were tripping over electric wires, falling into cesspools being prepared, getting stuck in wet paint. And even then there was no time to install central heating, so all 85 students had to be shipped to the Monopol in Andermatt for January and February so that the entire Villa de Nobili could be piped from top to bottom.*

*My dear alumni, thus I might go on for countless pages recounting 20 years of challenging adversities and moments of near failure, but matched by those glorious moments, felt particularly deeply at graduation, when each crop of wonderful young people marches slowly across the TASIC stage into their unknown futures. All the reward is there when you sense what TASIC has meant to them. To many, TASIC has been not merely a second home, but a spiritual home. It has often been the most cherished period of their young lives.*

*I fervently hope and pray that TASIC will go on forever, for the most strategic challenges for any country or civilization will always be the education of its young. And human understanding must advance to match and surpass that of our too materialistic technology. This can be achieved only by a heightened dedication to internationalism and to learning.*

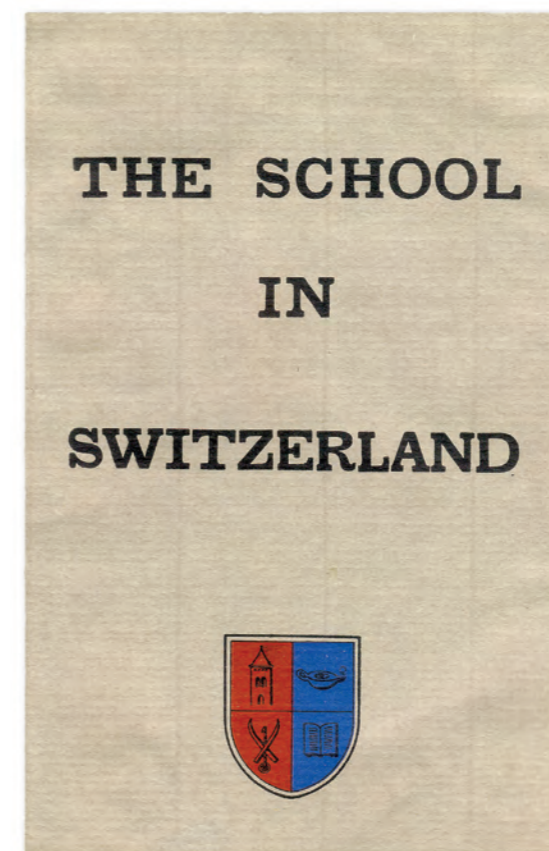
*Alumni Magazine 1976*



Giorgio Guglielmetti

## Great Schools Are the Stuff of Dreams...

**They begin with an idea** underpinned by deeply held convictions and beliefs. They require dedication and commitment. They demand common sense and vision. They evolve and mature. And ultimately they become greater because they do the things that other schools only dream about.



*The TASIC experience* has increased my understanding for other people. One of my jobs today is working as a mediator, where I help people resolve conflicts in organizations. I am a very strong proponent of peace. I think I am who I am today because of TASIC.

*Kathy Pitner '62 (2004)*

*The intensity of the academic program at TASIC* made the rest of school seem easy. I certainly enhanced in myself a sense to take responsibility for my education and treat it seriously. It also opened up the world, so that my whole view of it became very different, as you would expect—coming from a small town from the center part of the US. When I went to college, I majored in International Relations... I do believe that TASIC set me off on a different path than I would otherwise have taken, my father being an engineer and I wanting to do the same. I ended up having quite an international variety of things happen in my life.

*John Gage '57 (2005)*



*The community of TASIC* is special and unique and almost ideal. Here, different cultures, religions, nationalities, and types of people come together in what I truly feel is a replica of this world. My whole life, I've been told that a globe is a symbol for the world; I now believe that TASIC is a microcosm of the world at large.

*Caroline Rothstein '01 (2000)*



FROG HOLLOW'S SWISS HOLIDAY

**HERE WE GO!**

*Off to the Fairy-Tale Land of Switzerland*

After ten years of camping in the pleasant Pennsylvania countryside Frog Hollow is going to enrich its program with a holiday in the lovely mountains and lakes of Switzerland. No locality in Europe seemed comparable in beauty, inspiration and abundant good living to Montreux on the beautiful lake of Geneva. It is here that Frog Hollow will spend this summer.

Rather than the old farmhouse in the hollow and the cabins in the woods Frog Hollow this year will have a chalet on a sunny hillside to shelter the children; rather than the swimming pool this year's campers will have the clear water of Lac Lemman for not only continued instruction in swimming but also the added delight of boating and sailing. There will be hikes, picnics, bicycle trips and overnights in the green foothills below the summits of the sky-high, snow-capped Alps. Conveniently located close to funiculars and train service there will be many excursions to magnificently beautiful Zermatt, Interlaken and to medieval towns full of enchantment and old folk-lore. French will be the language and the days will be packed with the rich experiences of living and playing among children of another nation.

The group will fly straight to Geneva via Swissair June 22 at 12:30 P.M. from Idlewild Airport.

The tuition, all inclusive, is \$675.00 for boys and girls 6 to 12 and \$875.00 for boys and girls 12 to 15 years of age. A registration fee of \$100.00 is applicable against tuition.

Dr. Georges Buchlein of Montreux will be the camp doctor. Montreux has an excellent hospital and Lausanne and Geneva are famous European medical centers. Camp health blanks must be filled in by a physician by June 15 and accompanied by a vaccination certificate.

Clothing requirements are simple. A detailed list of needed items will be sent upon registration.

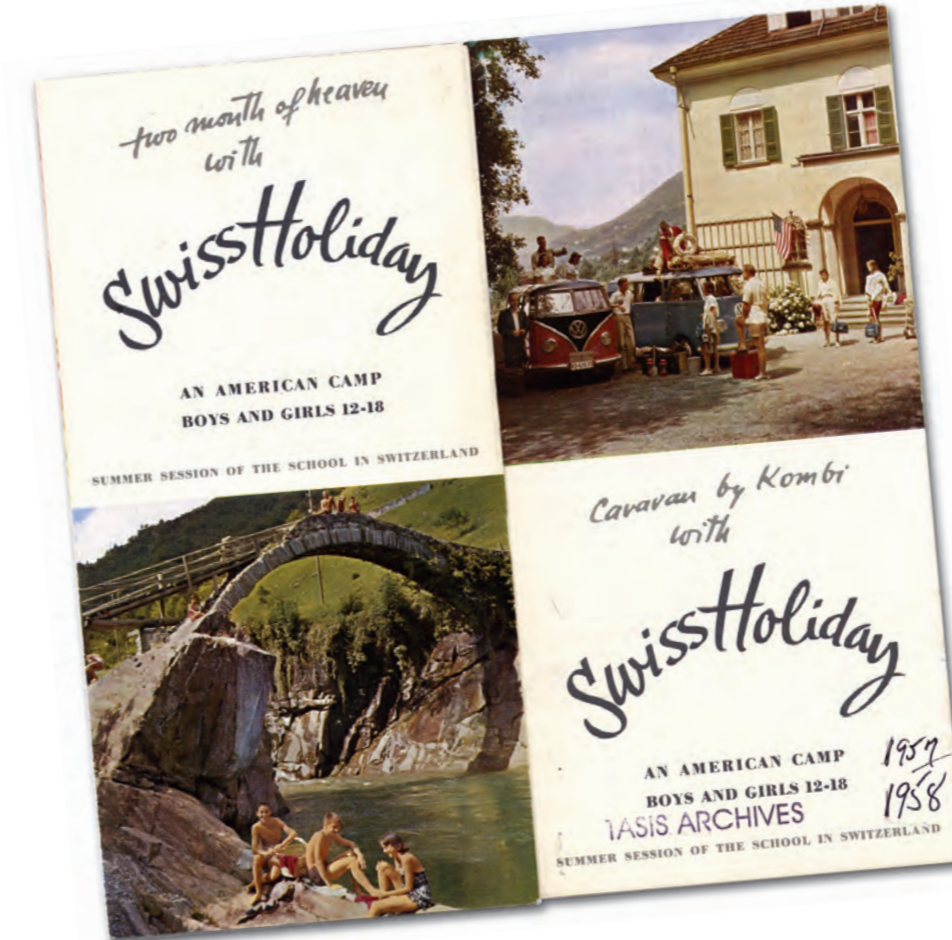
Mary Fleming Christman, leader of the group and director of Frog Hollow, was educated in Europe, headed college groups there for five summers and is just returned from two winters in France and Switzerland with her children.

**We landed in Zurich after 13 1/2 hours.** By the time we arrived in Locarno, it was pitch dark and I had no idea what it was like. I still remember when I woke up the next morning, looking out of the window and just being dumbstruck...

In that first summer, there were probably about 30 students, between 13 and 17 years old. It was an 8-week program. We travelled for 4 weeks and then we stayed in Locarno for 4 weeks, studying Italian. When almost everybody came back the next summer, Mrs. Fleming had to think of a different program. At the end of each summer, tacked on was a week somewhere else in Europe, for example in Paris or Copenhagen. We did some of the romantic and elegant things that tourists in certain places are expected to do, such as going to the Moulin Rouge in Paris or seeing Cannes and Monaco. When we went camping in these tiny army surplus tents, the girls wore dresses every day—we got out of the tent and had a dress on—and we travelled with white gloves, in our tents.

Something we used to do was to go and see the smugglers off. In the 1950's, there was still a lot of smuggling of cigarettes to Italy. These mountaineers would go off with these enormous backpacks. They would leave from their little villages and then go across the mountains at night and try not to be caught. There was quite a famous leaving place, so we would go up around tea time and have bread and cheese there - and everybody would wave. They started off in daylight and would sneak over the border at night. That was quite a lot of fun.

**Betsy Newell (2004)**  
*Swiss Holiday in Gryon, 1955, then Locarno;*  
*Former Counselor and US Representative;*  
*Director, Le Châteaux des Enfants*



Villa Verbanella, Locarno-Minusio

**When our son John was 14 in 1956** we thought he was ready for a different sort of summer experience and so, having met MCF briefly in Michigan where we then lived, we enrolled him in Swiss Holiday which was being based in Locarno. We were interviewed by MCF in New York and passed inspection and in early June John and his father met the group at the airport in New York for the flight to Milan. Among those present was Gay Fleming, then about 16. In her white gloves she was a lovely, self-confident, gracious young lady. Very near the end of the Swiss Holiday program MCF decided to start a school in Locarno to be called "The School in Switzerland", now TASIS. John wrote with this news and said he would like to stay. I wrote back saying "no way." He then cabled and my response was the same... so he then called his father at the office and his response was that he had met Gay and if MCF could do that with her own daughter then she was welcome to our son for a year. And so he stayed and was one of 12 students, three of whom were Mrs. Fleming's own children. This led to 35 years of continued association, as I became her West Coast representative and visited the school annually for 23 years. What a wonderful, warm pleasant relationship it has been.

**Jean Gage**  
 Alumni parent and former TASIS  
 West Coast Representative 1958 - 1981

Frog Hollow in Switzerland - last photo before boarding the plane at Idlewild - June 22, 1955



BE ACCOMPANIED BY —

THE **Guardian Angel**  
 OF  
 SWISS HOLIDAY.  
 Leave IDLEWILD  
 June 24th Younger Holidayers 12 to 15  
 June 29th Older Holidayers 15 to 18  
 and fly

**TWA**  
*Travel with Angels*

To LONDON for a day at the Tower, the Houses of Parliament and Westminster Abbey and a day to Stratford to see Shakespeare's house, his burial place, the theatre and Ann Hathaway's cottage in Shottery. Return via Runnymede and Windsor Castle.  
 London Address: Fleming's New Clarges Hotel, Half Moon Street, N. W.

To PARIS for a visit to Notre Dame, Les Invalides, the Tuileries, the Madeleine, the Sacré Coeur in Montmartre on the first day in town. Second day's trip to Versailles.  
 Paris Address: Hotel France et Choiseul, 239 Rue St. Honoré.

SWISS HOLIDAYERS are accompanied from Idlewild by our American Staff and met at London Airport by our European Director, Dr. Paul Gutzwiller, who personally escorts the Group throughout their travels. American Staff returns to Idlewild with Holidayers.

I. T. Sw. No 1

Arrive ZURICH June 29th and July 4th  
 VOLKSWAGEN busses meet the group for drive to the Ticino and the Villa  
 for  
**Two months of heaven**  
 with  
 SWISS HOLIDAY  
 Leave ZURICH August 23rd Younger Group and August 29th Older Group and fly

To FRANKFURT for a day's visit to HEIDELBERG. To COPENHAGEN one day in the City - Rosenborg, Glyptek, Thorvaldsen Museum, evening at Tivoli. Second day to Elsinore.  
 Copenhagen Address: Hotel Egmont, Notre Alle.  
 Arrive NEW YORK August 27th Younger Group and September 2nd Older Group

Transatlantic Circle Trip via **TWA** \*flight, seven days of hotels and sightseeing and trip from Zurich Airport to Locarno and return by car, including ANGELIC supervision — \$ 695 !

\* and connecting carriers: B.E.A., Air France, Swissair, Lufthansa, S.A.S.



TERRACE LUNCH in JUNE and in JANUARY!

SWISS HOLIDAY is divided between these exiting travel programs and restful

*Life at The Villa*

SWIMMING, SAILING, WATERSKIING, TENNIS, badminton, hiking and mountain climbing in the surrounding Swiss Alps.

PICNICS and day trips to Milan, Varese, Lugano, Como, Lago di Garda and Lago d'Orta.

LANGUAGES: FRENCH, GERMAN AND ITALIAN are offered. Conversation is stressed in class and there is opportunity to speak daily in Locarno and while travelling.

TRAVEL TALKS as introduction to the history, the arts, and the present economic and political situation of the countries to be visited. These courses increase appreciation and deepen the impressions of the summer's travels.

PARTIES at the Villa —  
DANCING on the lake or on terraces along the lake —  
LITTLE THEATRE PERFORMANCES, foreign movies —  
THE INTERNATIONAL FILM FESTIVAL in Locarno are delightful diversions for summer evenings.

Nine weeks of Travel Program **1** or of Travel Program **2** to include alternating weeks of Life at the Villa \$ 1095



*Attending Swiss Holiday, I had already fallen in love with Locarno—and with Mrs. Fleming. But when I wrote to my parents to ask if I could stay for the school year, they wrote back and said "absolutely not". That didn't surprise me because I came from a small town in Michigan and my parents had never been to Europe. And I had my bags packed and I was ready to go to the airport to go home when I received a telegram saying "we have reconsidered and you can stay..." - so I stayed.*

*While the summer camp was being converted into a school, we had a Volkswagen bus and some of the camping equipment and were taken by a teacher/counselor to Normandy and Brittany for a month. When we returned, the school had been transformed: During that time, Mrs. Fleming had hired teachers and got books, etc.*

*Since it was the first year and all these teachers had been hired virtually on the spur of the moment, on sight or unseen, they were a mixed bag. Some of them were terrific and continued on at the school for years, some of them were gone at Christmas time and were replaced because they were not appropriate. But there were many aspects of that first year that we made up as we went along, though less and less each year as there was more experience. An important part of that experience was that it was so spontaneous.*

John Gage '57 (2004)

*Win a wing!* as a fledgling angel

SWISS HOLIDAY 1958 lets you choose or

*Tried and true fly on Two!* as a veteran

**1** Travel to —  
SWITZERLAND - San Bernardino Pass - Chur - Zurich - Lucerne - Burgenstock - Interlaken - Berne - Vevey - Chamonix - Mont Blanc (16 000 feet) - Simplon Pass. Six day tour.  
SOUTHERN FRANCE - Mongenèvre Pass - Avignon - Nîmes - Pont du Gard - Arles - Marseilles - Toulon - Cannes (day on beach) - Monte Carlo (day on beach) - Genova. Seven day tour.  
AUSTRIA - Maloja Pass - St. Moritz - Innsbruck - Vienna (2 days) - Venice - Verona. Seven day tour.  
ITALY - Milano - Piacenza - Parma - La Spezia - Pisa - Florence (shopping) - Fiesole - Rome (2 days, Pensione City, Piazza di Spagna) - Perugia - Ravenna - Bologna. Nine day tour.

**2** Travel to —  
SPAIN - Montpellier - Perpignan - Barcelona - Montserrat - Tortosa - Valencia - Almeria - Toledo - Alcazar - Madrid (2 days) - Valladolid - Bilbao - Biarritz - Lourdes and the Pyrenées. Fourteen day tour.  
NORTHERN FRANCE - Chambéry - Lyon - Roanne - Clermont-Ferrand - Limoges - Angoulême - Poitiers - Tours - Les Châteaux de la Loire - Blois - Orléans - Chartres - Normandie - Reims - Luxembourg - Saarbrücken - Strasbourg - Colmar - Bâle. Fourteen day tour.  
YUGOSLAVIA - Trieste - Ljubiana - Zagreb - Brod - Beograd - Sarajevo - Dubrovnik - Split (two days on Dalmatian Coast) - Fiume. Fourteen day tour.

Travel in small groups of nine in our blue VOLKSWAGEN busses, guided and looked after by two leaders, one American and one European. Where the sights are beautiful and romantic, set up your tents and sleep under the glittering stars. And should the weather turn bad stay in carefully selected Inns. Your travels are mapped out carefully — strenuous days of sightseeing are offset with rest or days at beaches. The art of old Europe and world famous sites are shown to you by a sympathetic and scholarly staff. And in the evening you'll dance at the Casino in Cannes, you'll attend a performance of the Salzburg Festival, an Opera in Rome at the Baths of Caracalla, or a bull fight in Sevilla.

For information on programs write to: SWISS HOLIDAY, LOCARNO, SWITZERLAND Cables: Holiday, Locarno Phone: 7 41 25  
In February and March: Mrs. William Fleming, the Director, may be contacted at Hotel New Weston, 50th and Madison Ave, New York Pl. 3-4800



*The second or third year, we went to Paris and had organized to buy tickets to the opera. We thought that tickets had been ordered for everybody, but in the end only about 15 tickets came, so we chose among us who would go. Then we discovered that each ticket admitted four, each one was for a box for 4 people, so we were sitting one in each of 15 boxes in the grand tier...*

*Gay and I and the second-year group were in Yugoslavia, going down the Dalmatian coast when it was still untouched. There were no paved roads outside the major cities - just dirt roads. Because it was a communist country, we were very restricted with the currency, and we couldn't have survived with what we were allowed to bring, so because we were camping and had all our stuff on the top of the van, we stuffed the money into the broom...*



Mrs. Fleming with John Gage

Betsy Newell (2004)

EDUCATION IN SWITZERLAND

An outstanding opportunity for boys and girls

Study Sun Snow

at THE SCHOOL IN SWITZERLAND

Winter Session of "SWISS HOLIDAY" • Grades 6-12

Experienced American Staff Complete Ski Facilities American School Credits Assured

For information and catalogue, write:  
Villa Verbanella Alta, Locarno-Minusio, Ticino • Telephone: Locarno 7-4123

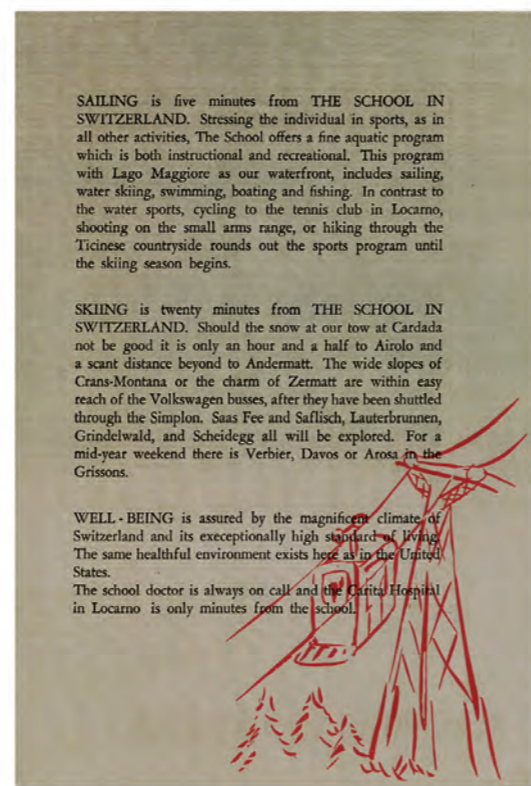
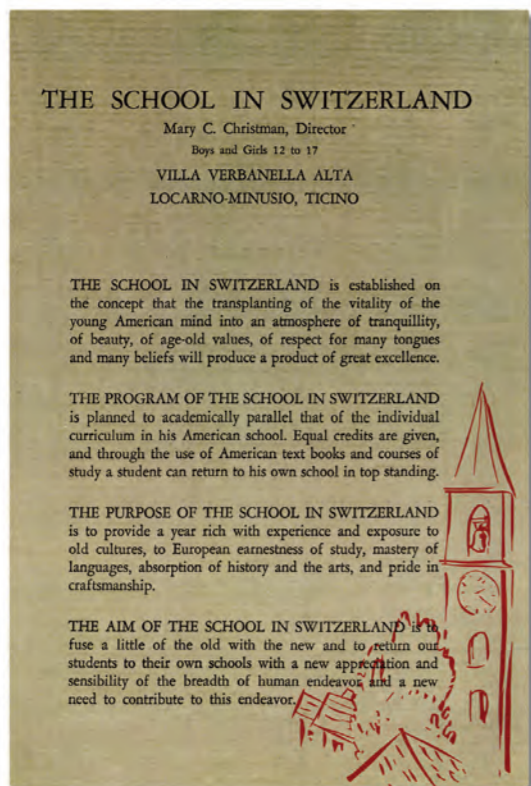
Map showing strategic position of Locarno as a pivot for trips to all parts of Europe



**The American School in Europe** is established on the concept of a fine education enriched by exposure to old cultures, to European earnestness of study, and to experience with many languages. It is the aim of the school to blend the classroom study of history and the arts with direct impressions gathered in the very places where events transpired. **The Travel Program** is an integral part of the school plan. Thanksgiving week brings a trip to Florence, fountainhead of the Renaissance, home of Leonardo da

Vinci, Michelangelo, the incomparable Dante and many other Masters of our Arts and Culture. **Treasures of the World** have been weighed and sifted by Venice, hub of the great trade routes of history. Against the background of gondola-filled canals, the students, spending a lonspring weekend there, can see how commerce has enriched our whole existence. **There are Visits** to Villa Favorita in Lugano, with the largest private art collection in Europe; the opera at La Scala; the wonderful September Music Festival in Ascona; the concert series in the Castle and international movies at the Kursaal, both in Locarno. Trips include Zurich, Torino, Milan and many small, little-known cities such as Morcote, Parma, Verona, and Padova. There are local ventures into the Verzasca Valley for camping and mountain climbing, or junkets to Stresa, Lago d'Orta, and Lago di Garda. **Christmas Holidays** offer a skiing excursion in the Tyrolean Alps of Austria, or in Northern Italy or Switzerland, the mecca of skiers of the world; **Spring Vacation** plans include a voyage across the Adriatic to Piraeus, the port of Athens, to bring to life our studies of Ancient Greece and the Golden Age of Art and Man. Alternatively at this time there may be a comprehensive circling of southern France, across the Pyrenées into Northern Spain, with visits to Barcelona, Madrid, Toledo, and Valencia. **Weekend Activities** at the school range from travel or sports in nearby areas to social functions such as dramatics in our "Piccolissimo Teatro", dancing and parties, or much needed relaxing time after our strenuous five-day American work week.

TASIS Catalogue 1958



The upper terrace of the school overlooks the lake



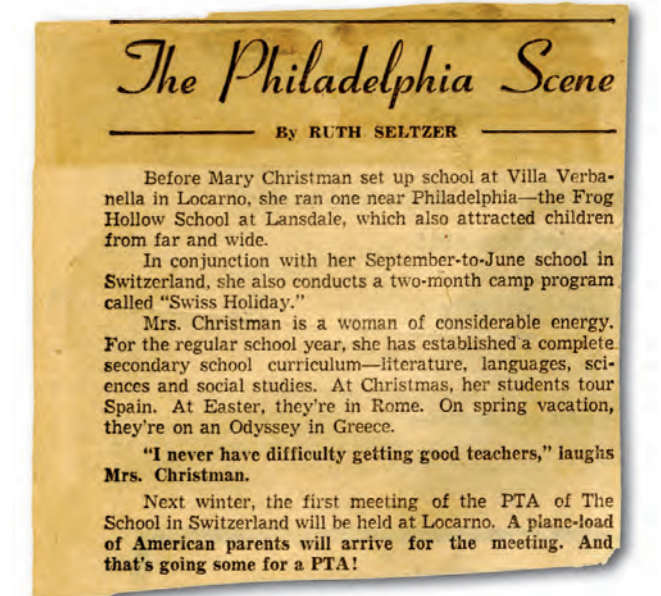
*It is no exaggeration to describe Mrs. Fleming as a "second mother" to me during the first year of TASIS in 1956-57. It was an extraordinarily formative time of life—14 years old, away from home in Michigan for a year, transitioning to high school classes and boarding school life in Switzerland. Of course it was a formative time in the life of TASIS too, and within the broad outline of Mrs. Fleming's grand vision, the 12 of us students (including Gay, Tom, and Lynn Fleming), and six teachers felt our way along day by day. My memory is of intense academic activity interspersed with grand adventures and new experiences, frequently adjusting to unanticipated changes of plan that prevented anyone becoming too comfortable with the status quo. We shared many of the outings that have become legendary over time: jumping off the rocks and bridge at Verzasca (probably no longer tolerated), attending operas both at La Scala and the Roman amphitheater in Verona, learning to ski (in Andermatt in the early days) and winter luncheons on the School's sunny veranda at the Villa Verbanella outside Locarno. Mrs. Fleming was everywhere, dashing around in her black MG roadster (often with her German Shepherd behind the seat), organizing the curriculum and the extra curricular*

**TUITION**

The tuition will be \$2400, including Transatlantic fare. Passage of \$400 plus \$1000 are due upon entry and \$1000 on February 1. All ski weekends and travel except the trips during Christmas and Spring Holidays are included. Incidental expenses are: laundry \$50, laboratory fee \$15, and health insurance \$20. The price of books and supplies will be determined by courses taken.

**Living in a land of so much beauty** is in itself an inspiration. The Villa commands a view of the whole wide sweep of Lago Maggiore, one of the most beautiful of all European lakes. The terraces rest high above vineyards that drop down to the shores of the lake, one hundred meters below. Rich woodlands enfold the gardens at the rear and seem to concentrate the sunlight that floods the year round dining terrace. Sunlit classrooms and study halls look out over the tops of palm trees or up to snowclad peaks, offering a peaceful setting in which to learn. The Girls' and Boys' dormitories are homelike and tastefully decorated. Each has a salon and fireside, where students may relax and entertain fellow students and friends. These residence halls are supervised at all times by house-mothers or masters who are in residence. Our immaculate Swiss Kitchen draws from the country's rich warehouse of fruits, vegetables, choice meats, eggs, poultry, fish and, of course, pasteurized dairy products of almost infinite variety.

Catalogue 1956



*activities that made the year particularly memorable. From my present perspective, I can only wonder at the clarity of vision and the strength of personality that permitted her to announce early in August the intention to found a school and actually open the doors with teachers, staff, and students 30 days later. A great highlight was the Christmas trip to Spain, where we went to midnight Mass at the cathedral in Barcelona on Christmas Eve and then returned to Mrs. Fleming's hotel room for champagne and gifts. It put a merry glow around what might have been a sad, lonely separation from home. In fact, I don't recall a moment of homesickness at any time because Mrs. Fleming made me feel an important part of the adventure on which we had all embarked together.*

John Gage '57 (2000)



*Youth is the best time to form the impressions that can advance international understanding.*

*Together... with mutual understanding gained through language and personal meetings... a new generation can help to keep our unified culture in peace.*

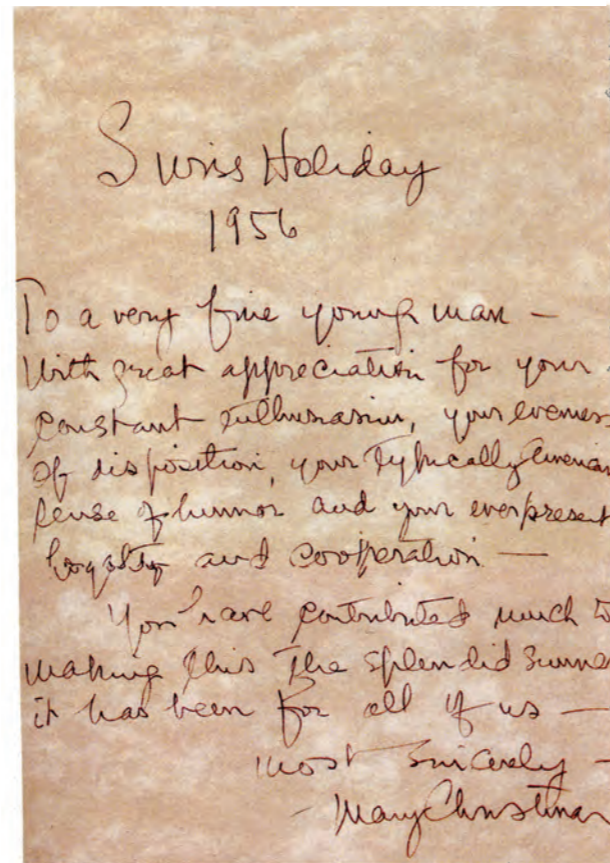
By the second year the numbers had increased to 35 and the following year to 50. The original building, Villa Verbanella, was by now totally inadequate despite the addition of a nearby cottage for Mrs. Fleming and her family to live in. The increase in numbers was largely due to what Mrs. Fleming refers to as "the invasion of Americans" from across the Atlantic. American companies, which in the late fifties saw Europe as a place to expand their growing businesses, sent their employees and their families abroad. Schools were needed for their children and TASIS was a viable option, particularly for those requiring boarding facilities when their fathers worked in the various countries on the European continent. The founder of Merrill Lynch in London, and then later in Paris, was one of the first executives to send his children - there were three of them - to Mrs. Fleming's school. Although there were several boarding schools in Switzerland by this time, TASIS was the first to claim a wholly American curriculum.

G.M.

*From very early on, Mrs. Fleming had a very clear overall philosophical view of what the school should be and what education should include. It was really important that there would be not just academic classes, but that there was music and there was art, and there were visits to the opera and to special sights—some of the social graces and interests outside of just learning. Because of this view and because so much of it was being created as we went along, there were plenty of times when things didn't go smoothly, and that was also a big part of the education. It was the "experience"*

*One of the things I remember is that we were constantly being photographed, primarily for promotional purposes for brochures, etc. There were a fair number of times when we actually posed for photographs. Academically, it was a very rich year, in terms of studying two foreign languages, and even Latin. The classes were typically two or three students, because Lynn was only 10 years old, I was 14, Gay was 15, Tom was 13 and the others were sort of spread in between. It was very individual and very intense—that was one part of what was a very new experience for me. And then, of course, there was the fact that it was happening in Ticino, and we were going down to the local market and practiced our Italian, and we went skiing at Andermatt. We already had a ski weekend - not the ski sessions (which came later), but we went for weekends during the winter.*

John Gage '57 (2004)



From John Gage's Scrapbook

*that counted. That as much as anything was a valuable lesson to have drawn from that first year - that you can't control the way things work out but you can look at them with a certain degree of sense of humor and flexibility.*

*We also had a boat—there were six of us that rowed on Lago Maggiore. And we learned how to dance. I bought my first suit that I ever owned, which I had made in Italy for only \$20.*

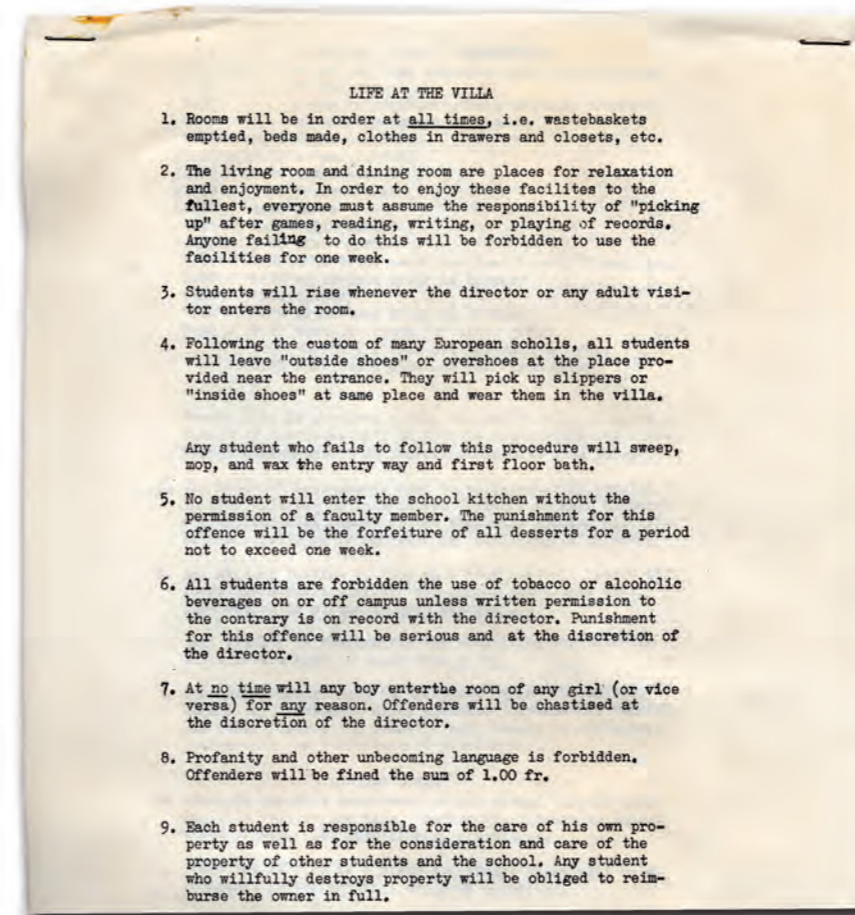
John Gage '57 (2004)



On a shopping expedition in Lugano, students of the American School in this trilingual city must do their buying in Italian, French, or German



## School Rules 1956



### Table Rules and Regulations

1. Grace or blessing will be said before each meal by the students, each person leading for a period of one week.
2. Good table manners are in order at all times. Courtesy demands that all persons remain standing until everyone is present, no one begins eating until everyone has been served, conversations are carried on in normal tones, and no one leaves the table without permission.
3. Everyone will present himself at each meal in a neat and clean fashion.

### Off-Campus Regulations

1. Students will conduct themselves as ladies and gentlemen at all times. Any act prejudicial to genteel conduct will be punishable at the discretion of the director.
2. All students will use the bicycle road along the lake when walking to or from Locarno unless granted special permission to do otherwise.
3. No student will go in or on the lake while alone. The punishment for offenders of this rule will be to lose all fishing, boating, swimming, and water skiing privileges.
4. All students will sign the signout book before leaving the villa.



Gay Fleming Case '59

**Our class began**, along with the school, just three years ago. Only one of our members, **Gay Fleming**, has been here since her sophomore year. Her first year was a busy, formative one for Gay and the school. In the junior year, Gay, with Italian verse ringing in her ears, greeted three more members of our class. **Susy Williams** arrived from New York with the top hits fresh on her tongue, and **Fred Sears** came from "Gay Paree," rolling his "r's" all the way. While we were studying and skiing (spending most of our time making sitzmarks) during two weeks in Andermatt, **Laura Newman**, who had learned excellent French in Lausanne, joined us, immediately adding to our sitzmark total. Highlights for the juniors were a week in Venice, the Andermatt ski trip, and evenings at La Scala. Then along came our Senior year and four more seniors—all girls. **Rosaly Donner**, from Florida, arrived on her water skis and has discovered that she prefers water over snow any time. **Judy Weigand** came in by dromedary from Saudi Arabia and enjoyed the change in scenery but missed the sun. **Karen Preefer**, from New York, joined us to take some postgraduate study and has acted as a wonderful college encyclopedia for us all. **Sharon Canning**, also a

postgraduate, arrived from Virginia, and although enthusiastic about Europe, she finds it quite a change from life on a cattle ranch. A week of skiing in Schuls, the Inaugural Ball, teas with Lugano students, and the Spring Dance are among our pleasantest recollections of our last year in school.

Yearbook 1959

*The quality of the teaching contributed greatly to TESIS's success. Here in Lugano, it's also the cultural exposure. The opportunity to learn languages . . . the understanding of other cultures. The blending of international students. It's such a positive thing because the students would carry that understanding of other cultures away from this place to their own countries. Language and communication are so important. The ability to communicate with other people in an international environment; the awareness that we all have different abilities, and the acquiring of foreign languages are certainly very much part of the TESIS experience.*

Gay Fleming Case '59 (2004)



Locarno 1957-58



Commencement at Villa Verbanella, 1958

## Skiing at Its Best

**The bright red train** winding back and forth up Nättschen is a familiar sight to the American Schoolers in Andermatt. From 12:00 to 4:00, Tuesday thru Saturday, the train is busy hauling skiers to the top of the slopes, then meeting them at the bottom to make another trip. Despite the twisted ankles and a few other mishaps, the stay in Andermatt has been an experience that the students will not easily forget. The skiing advocates not only had the opportunity to practice daily, but also to take frequent trips to Oberalp and Hospenthal where the new tows offered a variety of slopes. Picnic lunches were packed to make these all-day excursions possible. Skiing begins early and ends late at the American School. With Andermatt approximately two hours away, weekends or winter weeks from mid-December to mid-April

are most often spent at our quarters there. Professional instruction is given through the Andermatt Ski School with Herr Kari Russi, Director, as our chief instructor. Weather permitting, local skiing at Cardada (20 minutes by funicular from the American School) replace the sports activity of the day. For a special weekend of skiing our Volkswagen buses are shuttled through the Simplon after which Crans-Montana or Zermatt are within easy reach as are, in the opposite direction, Davos and Arosa.

Foreign Correspondence 1961

Mrs. Fleming filming TESIS skiers



*In the days I went to school here, we moved to Andermatt for over two months. The whole school moved there during the skiing season, and now they only do a couple of weeks. We always moved to one particular building and maintained our lives, but added skiing. I remember a very structured schedule—like rising at 5:30 or 6, breakfast at 6:30, classes from 7:00 to 10:00, skiing from 10:00 to 2:00, with a packed lunch. Then back in classes at 3:00. On the weekends, we had a little more free time. If you didn't want to ski, there were other options, like ice-skating. Because of this opportunity, I became a good skier and still today enjoy skiing every winter.*

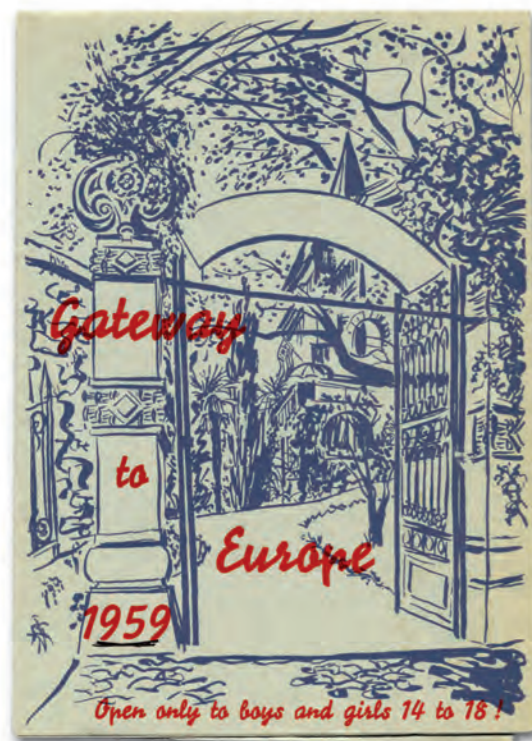
Kathy Pitner '62 (2004)



*After we came back from the Christmas break, we would do part of the winter semester in Andermatt. We would be at the old Monopol Hotel, which again was a relic of times past . . . We would start classes much earlier so that we could ski in the afternoon. That was a really unique experience. I don't think any other school offered this kind of program.*

Glenn Tupper '67 (2004)





On September 1 of '58 when the Swiss Holiday group flew out of Zurich, no quarters had yet been found for the 50 incoming students. On September 2 good fortune brought forth the Villa Soldati in the Loreto section of Lugano. With only 20 days to go until the opening date, the school "folded its tents" in Locarno—moving buses, blackboards, and odd bits of furniture to settle again in a rented house, a house that had been uninhabited and vandalized for 20 years. Meter-high weeds were cleared away, bent window frames and broken windows were straightened and replaced, rusted water pipes renewed, dangling electrical wires changed, the old boiler moved to a corner to make room for the lab table, blackboards hung on walls of cellar rooms, a collapsed terrace

*"At the last minute, as I was accompanying my Swiss Holidayers to Zurich at the close of the summer program, I was offered an abandoned, derelict, unfurnished villa in Lugano! I grabbed it, of course, and rushed back to get it ready in three weeks to receive 50 students.*

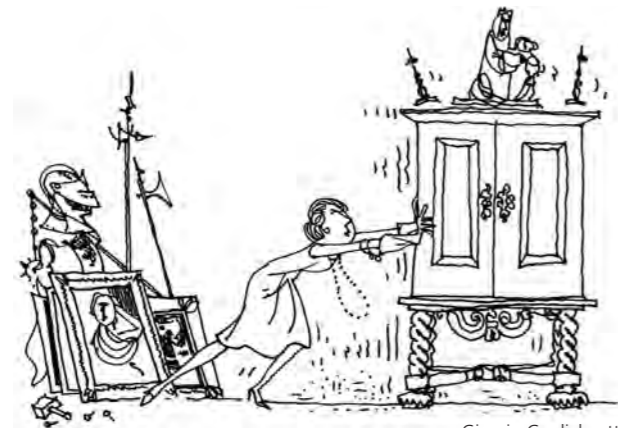
*In so doing I somehow overlooked the need for a kitchen and a dining room and had to take the whole school to a restaurant for the first two weeks..."*

MCF

remade to cover an alley for a library, and the entire mass of bad Victorian architecture was repainted—in three weeks, in time for the opening. But with salon and dining hall, offices and classrooms, laundry and kitchen consuming much of the space that had initially seemed limitless, there proved to be sleeping room for only 20 students. Thirty of the 50 students still had to be installed in a local hotel while two pavilions—Swiss conception of prefabrication—were thrown up in two months, made ready for entry on Thanksgiving Day!

Alumni News 1964

*The new campus was just a big piece of gingerbread cake, and I had rented it with an option to purchase within one year for a million dollars. This was a huge sum of money, and I knew I could never afford it, but at least I had the option to purchase. I spent the three weeks trying to put it into condition because it had been derelict for years—there were windows missing, with distorted frames, there was no kitchen to speak of. But I did get everything ready*



Giorgio Guglielmetti

*for sleeping. I had virtually two jobs—running the school and promoting it to keep students coming to pay the bills. I lost a few students that year because I was in America a great deal trying to raise money. I had hopes of actually being able to purchase the property, but in those days that kind of money for a property in Switzerland was shocking. It wouldn't be now, but in those days people in the States couldn't believe that a house in Lugano, which a lot of them had never even heard of, would be worth that kind of money. Eventually, I sold my option to Baron Thyssen, which is when my friendship with him started. (Actually, not too long after, the Baron sold the property and made a million dollars on it, which was a good basis for our friendship!) From him I got a five-year rental; I got no money out of the agreement since all sales money went to the owners of the property, but I did get peace of mind from having a roof over my students. Even though Heini Thyssen bought the gingerbread property, Villa Soldati, I was allowed to stay there and when he sold it I still had the option of staying in it for five years. But that's when I started looking to buy because I realized I couldn't keep moving. By then it was apparent that the school was going to be permanent and a success and I was committed to living in Europe and to having my children live and be educated in Europe...*



WE HAVE MOVED

to a new Location  
High on a Hill  
in the Center of

LUGANO SWITZERLAND

THE AMERICAN SCHOOL,  
VIA GENEROSO, LUGANO

The move to Lugano called for a new school catalogue, complete with color photos which would show the charm of the villa's gardens and the gorgeous view from the campus of Lake Lugano and the Alps in the distance. By the time remodeling was completed and school was well under way, however, there were no more flowers in the garden, and the grass had turned a dull grayish brown. Alumni from that year still recall with delight how they posed for pictures.

Mrs. Fleming bought some sod and some plastic flowers. Students wore bright spring clothes under their winter overcoats. On a signal from the photographer they quickly stripped off their coats, clenched their teeth to keep from chattering, and smiled amongst the flowers.

Alumni News 1964



Class of 1960: Nan Brooke, Bill Pitner, Diana Sears, Ed Durkin

*At that time, the students were all Americans. The international student body came much later. But we had 2 young women from Italy who spoke very good English. The second year I was here, we had a young man from Saudi Arabia. Still later, a young man from the Philippines. So there were a few international students, but not many. We didn't have a headmaster then, only after we moved to Lugano.*

*At my second year at the school, we moved to Lugano, to a different campus ... the Villa Soldati. It was a beautiful old villa. In typical Mrs. Fleming style, she did the move quickly, but the villa was not ready and we had to put up temporary pavilions. Mrs. Fleming had these put up very quickly. When we were doing pictures for a brochure, she was bringing in grass clippings from some place else and spreading it out, so that the grass would look green on the pictures.*

*In those years, we had some very significant basic changes. We grew pretty quickly. When we were in Locarno, we were only 35 students. Then we moved to Lugano, and we jumped up to at least 50 that next year, and 60 or 65 the third year, and also added the Post Graduate Program. Once we had moved to Lugano, the school grew quickly. There remained some flavor of being a family because it was still not a large school, but we didn't have quite the intimacy that we had had in Locarno. Our life was pretty structured in*



Villa Soldati

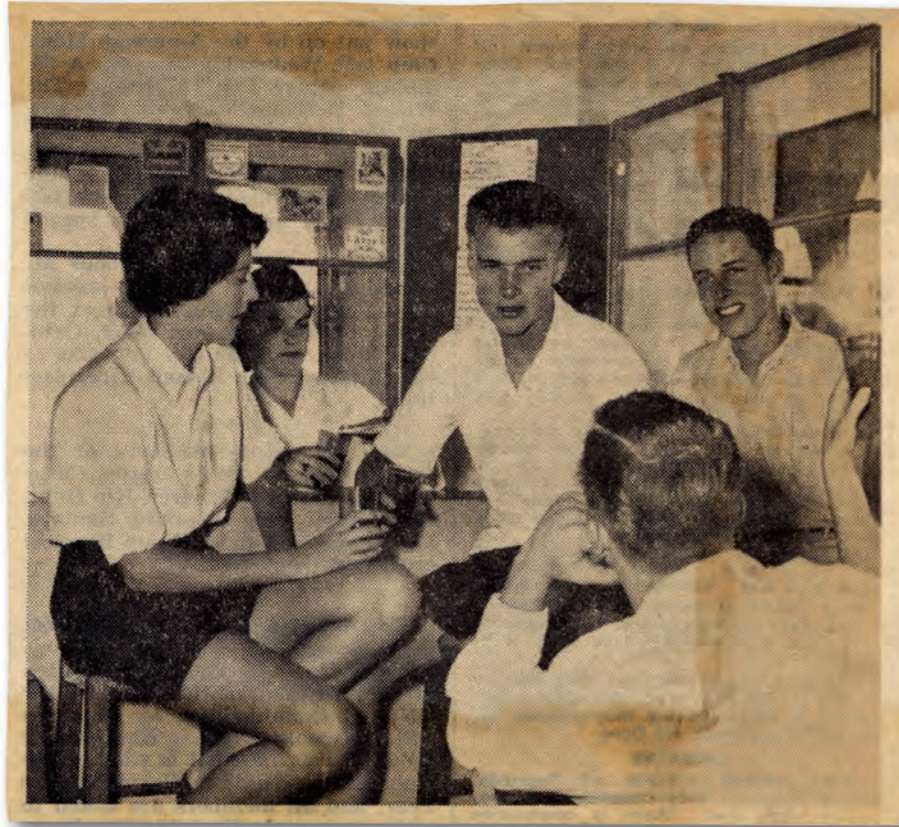
*those early years. Mrs. Fleming demanded also that we dressed well and that we used manners at table.*

Kathy Pitner '62 (2004)

*Although there wasn't a formal uniform, we had to wear coat and tie in the class and the girls skirt and blouse and a nice sweater.*

Steve Maloney PG '61 (2004)

# American School in Lugano – Soft Drinks in the Turret



A group of students gather round the bar. They can smoke, but the drinks, of course, come no harder than "coke"

**You could say that Gay and Tom started it all.**

Certainly their five-years' trek around Europe and their subsequent difficulties in adapting to their college programme in the States implanted the germ of the idea in their mother's mind. Mary Crist Fleming is the buoyant type of energetic American to think up such ideas—and carry them out too - without faltering. To solve the problems of parents in a similar situation and for the benefit of Americans wishing their teenage sons and daughters to spend a post-graduate or even a college year in Europe, she founded the American School of Switzerland in Lugano.

**Ingrid Etter**  
Geneva Tribute, 1959

**When the school moved to Lugano and Gay was off to college, I remember Lynn, then about 12, organized and ran the snack bar which she created in a gingerbread tower in the eccentric 19th-century villa that housed the school. Every night, Lynn made dozens of brownies, and she knew the favorite snacks of everyone on campus and tried to provide them. Her thoughtfulness was extraordinary even then, and no teacher's or student's birthday went unnoticed without their favorite cake. More important, even as the youngest member of the community, Lynn was an active participant, sensitive to people's needs and contributing what she could do to enhance life at TASIS.**

**Betsy Newell (2006)**

**Important memorandum to parents, friends, and Swiss Holidayers, old and new:** I stopped in Lugano in March to be brought up to date on things there. I saw the new dormitory pavilions for the first time, completed, and am thrilled with them. They are a wonderful addition for both camp and school, modern, sunny, and airy. This year we can comfortably house 60 youngsters plus staff (even allowing for the extra clothes we always beg you not to bring). The main villa, in spite of its Victorian gingerbread, is spacious and stands with majesty at the peak of the hill on the estate.

**Mrs. C. Gilpatric**  
U.S. Representative of Swiss Holiday and The American School in Switzerland (1959)



Pledge of allegiance at morning assembly at Villa Soldati



Villa Soldati 1959



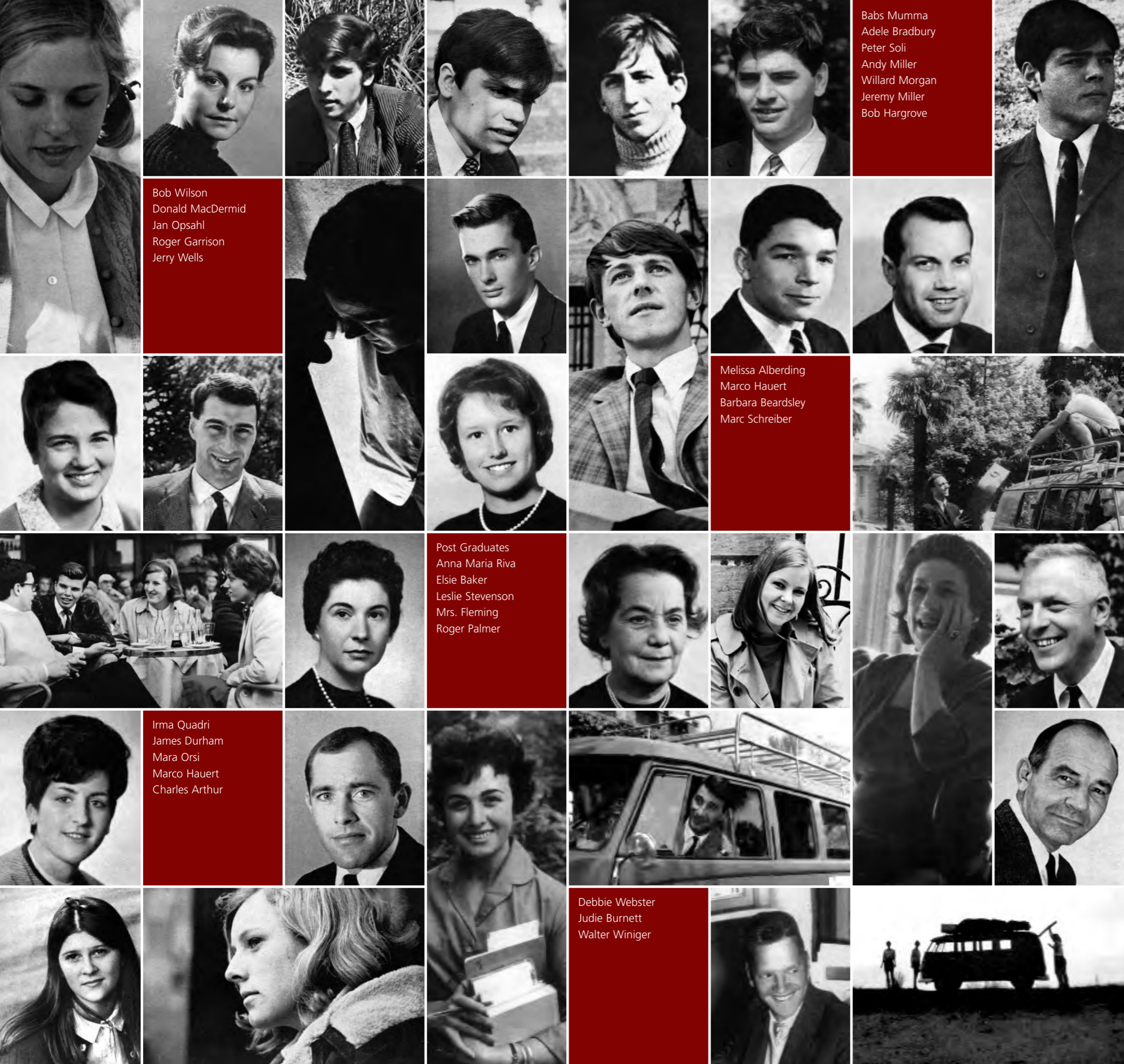
Faculty 1959, left to right: Miss Pentz, Mr. and Mrs. MacIsaac, Mr. Vartuli, Miss Berry, Madame Haussmann, Mr. Mostert, Miss Riva



Terrace at Villa Soldati



# TASIS 1960's



Babs Mumma  
Adele Bradbury  
Peter Soli  
Andy Miller  
Willard Morgan  
Jeremy Miller  
Bob Hargrove

Bob Wilson  
Donald MacDermid  
Jan Opsahl  
Roger Garrison  
Jerry Wells

Melissa Alberding  
Marco Hauert  
Barbara Beardsley  
Marc Schreiber

Post Graduates  
Anna Maria Riva  
Elsie Baker  
Leslie Stevenson  
Mrs. Fleming  
Roger Palmer

Irma Quadri  
James Durham  
Mara Orsi  
Marco Hauert  
Charles Arthur

Debbie Webster  
Judie Burnett  
Walter Winiger

## 1960 - 61

- An historic year: Acquisition of the Villa de Nobili in Montagnola as the first permanent campus of The American School in Switzerland
- Founding of The American School in Switzerland Alumni Association

## 1961 - 62

- The acquisition of Hadsall House as residence of the boys, enabling the girls to move up into de Nobili
- 30 PGs in 1961

## 1962 - 63

- A student body of 85 in the High School and 35 in the Post Graduate Program
- The School becomes two schools: acquisition of Villa Negroni at Vezia in the spring of '63
- Restoration of one wing of the great villa completed for the coming school year

## 1963 - 64

- End of lease of Villa Soldati in Loreto. One pavilion is moved to Montagnola to become a classroom and laboratory space, thus creating space for 100 high school students
- Beginning of Summer School in France, based first half of the summer in Brittany, then the latter half in Provence

## 1964 - 65

- Completion of the second wing of Villa Negroni
- Post Graduate Program has 90 students
- Celebration of 10 years of Swiss Holiday
- New programs: Project Russia (summer program) Summer School in France, and PG Year in France at Le Château de la Boissière, Uzès
- New York office (155 East 55th Street, New York) is center of alumni activity

## 1967 - 1968

- Project Europe (formerly Swiss Holiday)
- First Ski Term in St. Moritz, Hotel Laudinella

## 1968 - 1969

- The newly-established Fleming College, a two-year degree-granting college, has its inauguration in November, 1968, at the Palazzo dei Congressi in Lugano
- Institute for European Affairs, part of Fleming College
- "The Spaghetti Bus" Alumni Tour across the US

## 1969 - 1970

- STWE - Summer Theater Workshop in Europe (first summer, second summer called ARTE)
- Summer of Study—SOS

## 1970

- ARTE - American Repertory Theater in Europe

*In five years TASIS, of course, outgrew Loreto, so I went property hunting again, this time to purchase, as TASIS could not forever pick up its tents and be a nomad school. I found Villa de Nobili, our present, permanent, and beautiful TASIS base. It was for sale, but money from where? I asked the parents to please send the first semester's tuition so I could buy a house to put their children in when they started school! They sent in their checks and "de Nobili" was acquired. I didn't tell those wonderful, trusting parents that I was going to move all their children to Andermatt for skiing in January so I could put heat in that new building.*

MCF

Prompted by a further significant increase in student numbers, and by a diminishing lease, in 1960 Mrs. Fleming moved the school for the last time, from Loreto to Montagnola, a village three miles away, high above the town of Lugano, with a spectacular view of the lake. Mrs. Fleming found and purchased the 17th-century Villa de Nobili. This she also accomplished by persuasion rather than by personal financial backing...

G.M.



Giorgio Guglielmetti

The crash of masonry and rubble, the shouting of workmen, the screech of unyielding furniture being dragged across tiled floors. By these sounds the new students and those returning after last year were greeted upon entering the great wrought-iron gates of the new villa and school at Montagnola, a little town in the hills outside of Lugano. Upon inquiring as to the cause and purpose of this mass confusion one could discover that this new villa, larger than the other, had been but recently purchased by the American School and required extensive repair and renovation which had been under way for just over six weeks at the time school opened.

Finally the big day came upon which the main body of the students was to arrive. Miraculously, confusion became organization and order emerged from chaos in various key places about the villa, such as the entrance hall, the salon, the dining rooms, and in some rooms upstairs. At last, when the new students drove through the gates almost all was in

readiness. Marble busts of Roman patricians were arranged around the entrance hall, the salon was furnished impeccably, save for the curtains which just could not be ready in time. A fresh coat of wax made the dining room tables gleam. The aged, long unused rooms again had become a fit place for a reception.

In a few days, school life fell into some semblance of order, but the work continued. Since the whole of the electrical system needed rewiring, the floor was a tangle of wires, and gaping holes appeared in the walls at regular intervals showing where new wiring had been installed and old ripped out. Newspapers were spread in the hallways to catch the drippings of freshly painted walls, and the halls were congested with bulky and antiquated bureaus which were to suffice until lockers could be erected. All the food had to be shuttled back and forth from the other villa on Via Generoso because there was as yet no kitchen at Montagnola. Still other hardships had to be borne by the boys who lived at the new villa. Among the difficulties was procuring laundry and towels in a reasonable length of time. Even more upsetting, the boys could only get hot water once a day, at about 3:00 in the morning.

However, all this was soon to change. Gangs of workmen swept with renewed vigor over the villa. Lockers soon replaced bureaus. A new and more efficient hot water heater was installed and faces began to appear somewhat brighter. A kitchen was built, and the students were able to know the taste of hot soup. Fresh paint brightened dark halls and the classrooms in the basement were at last ready for use. Although this touching up may continue for some time, the villa is, for the most part, finished, and is quickly becoming a fitting new home for the American School in Switzerland.

Foreign Correspondence 1960

Main gate and road in front of Villa de Nobili, 1925



Villa de Nobili as first acquired in 1960



Villa de Nobili, the heart of TASIS, gains an expanded salon and large terrace, 1972

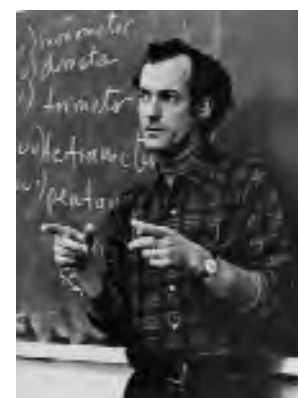


Villa de Nobili, with another addition, a new wing for science labs, offices, and student rooms, 1992



*... I knew that a school couldn't be in a rented property indefinitely. So in 1960 I bought Villa de Nobili in Montagnola. I paid a half million francs, which was a steal, even in those days. I was able to put a down payment on the beautiful 17th-century villa and property by asking the parents of enrolled students to pay the tuition in advance. I have never been afraid to take risks, and happily Swiss banks have finally given me loans, which is very good of them. I collect mortgages like most women collect charms for their bracelets. I never thought a stamp collection was as interesting as mortgages, in terms of collectors' items!*

MCF



John Stifler

Although this villa was not as derelict as the previous one, there was a lot of work to be done to convert it for school use. Again, Mrs. Fleming accomplished the near impossible by convincing the artisans working for her that they could carry out the required alterations in record time. One conversion problem seemed insurmountable: central heating. This required three months of work and access to the property in an uninhabited condition. Even this did not faze her. Instead, she introduced an idea that was to become a standard part of the TASIS experience for all future students. She moved the students to Andermatt, in the Alps of German-speaking Switzerland to the north of Lugano, for the required three months, adding obligatory skiing classes to the regular academic ones.

Although students no longer spend as long in the mountains, ever since this first venture it has become an established tradition that for two weeks every January the entire student body is transferred to a comparable location with a mixed program such as the one described.

G.M.

One of the most popular traditions at The American School in Switzerland grew out of another of MCF's moments of inspiration in the face of a problem. In 1959, when the school outgrew its first Lugano villa, she moved it to Montagnola, a village which overlooks Lugano from the Collina d'Oro, the "Hill of Gold," covered with chestnut forests and punctuated with small clusters of stucco buildings, among them the 17th-century Villa de Nobili, now the main building on the TASIS campus. In typical form, she moved the school into the villa with a speed that took her helpers' breath away. Still, the villa had no central heat, and installation would require three months during which time the building could not be occupied. Reasoning that no one's education in Switzerland is complete without knowledge of the Alps, she moved TASIS to a hotel in Andermatt for the winter months. One morning breakfast was served as usual in the villa dining room. During the day, desks, mattresses, library books, blackboards, maps, and the pots and pans from the kitchen, not to mention the chef himself, were moved high up into the Alps. By evening the entire school was in Andermatt, dining off its own china, candles and flowers included. Classes met as usual, except that the sports program was modified in the predictable way: everyone took ski lessons. Every year since then, even with the heating system long since put to work, all TASIS students and teachers spend two weeks in the Alps—St. Moritz, now—in January. Classes meet in the early morning and early evening, with the rest of the day for skiing and for discovering a very different part of Switzerland.

*I took them all up to Andermatt for three months while they put central heating in the building. We left in the morning, had breakfast in Lugano and dinner in Andermatt. We all went up by truck and skidded up the road, and then went into a kitchen [at the hotel] which was deep in water! . . . The faculty must have been behind me. They must have had a certain sense of adventure. It was a big hotel which was not very well equipped. I had to carry up the bed linen, china, lamps, and curtains to make it look semi-attractive, so all that was a challenge for me. The kids loved it because it was beautiful and they skied. They studied but they skied a lot too. In other words, that was not too difficult a problem to solve.*

MCF

Picture-postcard views of the Swiss-Italian lakes, skiing in St. Moritz, twice-yearly trips to Florence, Paris, Vienna, Rome—these images might well be the main excuse for having such a school as TASIS. In fact, however, TASIS is no jet-setter's play school. First of all, it is an excellent school academically; second, it has developed over the years a diversified student body: a few basically prep-school-oriented students; many students from other countries; and many American students who would be going to public schools back in the U.S., except for the fact that their families live overseas. The European setting and the boarding school intensity attract faculty members with imagination, and the vitality of TASIS depends on their initiative and their energy. Typically they are liberal arts college graduates, well prepared in their academic fields. They teach high-powered advanced placement courses, solid English and math, arts . . . and they are constantly called upon to be versatile: drive a van-full of students to the opera in Milan, lead a hike up an Alpine valley, organize a bicycle trip in southern France, think up ideas for parties, show students the museums of Florence. This versatility and desire to get as much as possible from such opportunities is communicated to students. In the classroom they are challenged to think and to handle substantial assignments. Like many other college prep schools, TASIS boasts of seniors' acceptances by prestigious colleges and of its ability to "teach students to mature with confidence and competence in a changing world."

John Stifler  
Alumni Magazine 1981



Casetta  
Casa Fleming (r.)

Early ski semesters at the Hotel Monopol in Andermatt were the triumph of ingenuity over necessity



Early ski semesters at the Hotel Monopol in Andermatt were the triumph of ingenuity over necessity

## A Student's Perspective . . .

**Snow. Snow everywhere.** Thousands of pounds of it covering rooftops and pines, isolating towns, whispering down from a child's God. Snow. Six o'clock a.m., darkness and warm pajamas, then cold wood floors and hands groping for overhead light switches. Slowly after cocoa the day comes into focus.

It's awfully cold in room A, the heater must have died. The sun's coming up, so contemplate the golden mountain on the left for a moment; it will be gone in five. Later there will be pommes frites at the Sterns and skiing skiers, the ice rink and a Meyer's sweater waiting and the Gemstock and



Early ski semesters at the Hotel Monopol in Andermatt were the triumph of ingenuity over necessity

jelly donuts, but for now there is Algebra and French.

Lunch and impatience mounts, announcements finally commence, and it's scramble for boots, hat, gloves, parka, poles, A15's, Diplomats, Combies, Heads, White Stars, Riesenslaloms, wax, and Tobler. Then burst through "Privato" doors, crystalized shouts, skis on shoulders, crunch after each other to left turn and station. Crowded train, first tunnel, second tunnel, third tunnel, Nätschen, Gütsch, and three hours there of timelessness.

After Coupe Denmarks and yoghurt and last period classes, anxiety sets in as the time for mail call nears. "Parents, colleges, friends, lovers, Mad magazines: please come through!" By darkness the Monopol undergoes the transformation from residence to shelter and, while silent light filters through its cracks and openings, the air conveys the sound of pages being turned and impolitic laughter. Cattle-like, the freshmen, sophomores, juniors, and seniors are bedded down. Cattle-like, a few resist . . . walls echo remnants of conversations . . . night walkers steal across halls . . . illegal midnight cramers toil and eventually sleep . . . silence . . . snow. Obliterating footsteps past and present, the snow keeps falling.

Yearbook 1963

One of my earliest memories of The American School in Switzerland is sitting on my desk in the Casetta talking on the telephone to a parent while inches of water swirled around on the floor. In spite of such occasional untoward incidents, the Casetta made a dandy admissions office and was a very busy place. Two secretaries typed efficiently on the top floor, prepared outgoing mail and sorted the incoming. The latter made us very popular with students and teachers alike. A little wood stove (nicknamed "Old Smoky") heated the lower floor and a large electric heater did the best it could topside. The setting was bucolic. Windows facing away from the campus overlooked a small vineyard where a tall elderly Swiss tied up his grape vines with willow withes. A wire fence ran between the campus and a small pasture. Sometimes a few sheep would settle down on the pasture side baaing comfortably to their lambs. A tall ancient tree towered above the Casetta and occasionally a student could be seen perched among the branches on high.

The Casetta served many uses during its three centuries. Built over a well, the Villa laundry was done there for many years. Steps went up one side so that the laundry could be carried above for drying. A caretaker lived on the two upper floors. Later the bottom floor was boarded off lest gypsies seek to camp there as they had been prone to do in the past. Later on, Casetta became an aviary housing great cages of exotic birds. On occasions these would be brought outside so the birds could be admired while visiting ladies had their tea under the trees.

With the advent of TASIS, the first floor of the Casetta became a classroom and upstairs a student store. In a year or two it became the Admissions Office. Later a second outside door and steps were added, giving independent access to the top floor.

I always felt that, sheep and all, the Casetta was the most charming office a person could have. Many, many admissions went through that little house, but it was intended to be living quarters, and I was delighted that it





**Alice Lytel** spent ten years at TASIS, devoting herself to admissions work at the high school (at a time when enrollment grew from 83 to 250), at Fleming College when it was located in Lugano, and subsequently at Fleming College Florence.

finally realized its rightful purpose by housing TASIS students.

The tower on Casa Fleming was built for the purpose of netting tiny wild birds, a delicacy of the area. Considering the early date of the Villa, however, and the political situation in nearby Italy in the 1600's, one is led to conjecture that the tower may also have been a fine place to observe anyone who may have been coming in the distance. The ground floor of Casa Fleming was extensively remodelled to become the charming place it is today. Originally it housed a storage area and the greenhouse, with a little terrace on the outside where the ladies of the Villa would take tea, possibly while they awaited the arrival of carriages. Originally the big entrance gates stood next to the road at the head of a driveway between the little terrace and the Villa. The carriages could come around the curve of the main road and go directly through the gates onto the Villa grounds. Remnants of the gate posts can still be found there.

Villa de Nobili. The date 1614 appears above the kitchen delivery entrance door. This date is earlier than the date of the Villa (1680's) and probably refers to an older building, part of which was retained when the Villa was built later in the century. I was once told that an order of friars lived there.

This might be worthy of a little research by some history-minded individual—an alum perhaps?

Students who have lived or are living on the second floor of de Nobili may find it interesting that the two rooms above the front entrance of the Villa (about the middle hall where the old wing and the new wing join) were the Marchesa's own suite—a bedroom and a sitting room. I can imagine that there she gave instructions to the servants and planned parties and activities for the many visitors.

As befitted the diplomatic rank of the Marchese de Nobili as Ambassador to Belgium, the Villa saw many distinguished guests and much entertaining. During World War II the Villa became the headquarters for the Italian Resistance Movement. It is not so well known, however, that the Villa was the scene of secret negotiations toward the possible independent surrender of Italy. Some of the negotiators stayed at Agra; the British Consul lived across the street at what we now call Hadsall House.

**Alice Lytel**

TASIS Admission Director 1963-73  
(Alumni Magazine 1989)

## Villa de Nobili's Story During WWII

For most young Americans, World War II is



Mr. and Mrs. Petrini

something known to them only through movies, history books, and the memories of relatives. It can probably be said that TASIS students, who have lived in the very countries where the destruction and the heroism, the victories and defeats took place, have a slightly more vivid idea of what the War meant to the Europeans. But how many TASIS alumni are aware of the role their campuses played during that momentous era?

TASIS alumni will no doubt at some time have heard that there was some Resistance activity around the campus during the War. Two of Montagnola's leading citizens, Mr. Giulio Petrini, the retired village postmaster, and his wife Hilda shared with *TASIS Today* their vivid recollection of life in Montagnola during World War II.

**TT:** What was happening at Villa de Nobili during this time?

**Petrini:** Well, I must give you some background first. Rino de Nobili di Vezzano was an Italian Marchese from a very prominent family. He married Elsa Nathan-Berra, a wealthy Swiss Jewess, youngest daughter of Sara Berra, who was from this area, and Nathan, who was of English descent, I believe. She became a Marchesa when she married da Nobili. I believe that the villa had been in the Berra family for many generations. De Nobili was a diplomat and served as the Italian Ambassador to Berlin prior to the war, and he was naturally alarmed by what he saw going on there, the growth of Nazism. He left Berlin and the family came here to live during the war, but they were far from inactive. Villa de

Nobili became a hive of anti-Nazi and anti-Fascist activity throughout the war.

**TT:** Was this generally known in Montagnola?

**Petrini:** No, not generally. It was kept very quiet. But as postmaster I had a good idea of what was happening. Also, I was friends with the majordomo at Villa de Nobili and he told me stories about what went on there. Many leaders of the Resistance were in hiding there at some point during the war. There were also meetings attended by Resistance leaders from all over Europe. The majordomo told me that sometimes these people would go from Villa de Nobili to meetings somewhere on Monte Bré. After their meetings, they would stuff all the records and documents up the chimneys in Villa de Nobili to keep them hidden. François Mitterand was here during that time, as well as Allen W. Dulles (head of the American Office of Strategic Services in Switzerland) and many other leaders. They were conspiring against the Nazis and the Fascists.

**TT:** Is the rumor that Churchill visited Hadsall House true?

**Petrini:** I don't know if it is true or not. But it is quite possible as that house was occupied by a family by the name of Anastasi from Lugano. The woman who lived there was English and her husband was the British Consul in Lugano. As I said, because of the nature of the activity, they made every effort to keep the comings and goings of the visitors quiet.

**TT:** Did the Swiss authorities know that this "conspiratorial" Resistance activity was going on in Villa de Nobili?

**Petrini:** Yes, but they turned a blind eye. Officially, the Swiss

were neutral. But unofficially, the Swiss authorities were thought to be heavily involved in moving many people in and out of Switzerland over the Italian border. They knew about the people staying at Villa de Nobili and they must have known about their activities. There were also people hiding at the Palazzo Camuzzi here in Montagnola—but they were mostly Jewish refugees and not necessarily Resistance freedom fighters.

**TT:** Was there any activity in the area on the part of the Nazis or the Fascists?

**Petrini:** Absolutely not!

**TT:** What happened to the da Nobili family after the war?

**Petrini:** Before I answer that, I must tell you one important additional fact. It is not generally known that the first Italian government formed after the war was planned at Villa de Nobili. The first people to lead Italy after the fall of the Fascists were those who sought refuge and who planned the future of Italy during their time in hiding at Villa de Nobili. It is also said that the Mazzini uprising (which led to governmental reform in Italy in the 1830's) also had connections with the Berra family and Villa de Nobili—but that is another story! The da Nobili's had no children or heirs. After the war the Marchese died, and after Mrs. Fleming purchased Villa de Nobili from the Marchesa in 1960, the Marchesa passed away as well. They are buried in the local cemetery.

*TASIS Today* Spring 1990

For three centuries history has run circles around Villa de Nobili. From its obscure origins in the 1600's, the Villa distinguished itself both during the Risorgimento, or Italian unification, and in two world wars. The role of Villa de Nobili as an opponent of Fascism makes an especially intriguing spy story; the facts of this article have been compiled from primary sources, including personal interviews and personal correspondence with some of the figures involved.

By 1943 the Allies had conquered the southern half of Italy and were preparing for an assault on the North. Mussolini was overthrown and arrested on July 25, and there was hope that all of Italy would be under Allied control before winter. The few existing anti-Fascist movements now exposed themselves and swelled in membership to nearly 200,000. Bonds of alliance were made between the many small, disjointed groups, and Milan became the center of command. A delay in the Allied assault allowed the Germans to occupy the North and set up defenses. On September 12, a German glider squadron rescued Mussolini from the Apennines ski resort where he was held, and by September 15 "il Duce" was reinstated by the Germans as head of the new puppet government of the North. Disillusionment deepened as Mussolini's methods became intolerably brutal and as the anticipated Allied attack failed to materialize. A

hard core of resistance was formed when the partisan fighters realized that, after two years of constant fighting against the regime, going home would be suicide. Morale was low, as were ammunition and supplies; could the partisans get help from the Allies to help them continue the fight?

Ferruccio Parri won the silver medal for military valor as an officer in the Italian infantry during World War I. He was revolted by the murder of Matteotti in 1924 during Mussolini's rise to power and worked from that time on to rid his country of the Fascists. He helped to smuggle the



*Soon after acquiring the heart of a permanent campus for TASIS, we bought Hadsall House, a property across the street from Villa de Nobili. My own house on the campus has always been a private house although the school uses it a great deal; my children called it Grand Central Station for many years. Over the years we bought two more properties contiguous to us, Villa Belvedere and Balmelli. We have made a contract with the town that we will only take 250 students, otherwise they are afraid that we will explode. They already think we have taken over the small village of Certenago. We are quite a large group of people when you consider adding a faculty of 50, so we are talking about 300 people in a village of 90 inhabitants. We must concentrate on just making a better school, not a bigger school. . .*

MCF

Socialist leader Filippo Turatti from the Italian Riviera to safety on the island of Corsica by motorboat and was arrested when he returned to Italy. Parri was sentenced to exile on the Isle of Lipari, until his release in 1933. He went to work for the Edison Electric Company in Milan, organizing a militant resistance movement in his spare time. He was arrested again in 1942 and held for a few months. Upon his release he returned to resistance work full time. Parri was one of the founders of the Partito d'Azione, or Action Party, which became the most prominent of the anti-Fascist partisan groups. He was also an instrumental founder of the CLN, the Committee for Liberation of Northern Italy. This was a coalition of the five non-fascist political parties, the strongest of which was the Communist Party. Parri, as leader of the Milan resistance movement, became spokesman for all the partisans in the North.

Along with Luigi Massarenti, a Communist fighter, it was Parri who contacted the American undercover agent in Lugano, Donald Pryce-Jones, asking for a secret meeting with the Allies. This was a break for Jones, in that this meeting became the first major contact with the partisans since his arrival in Lugano early in September 1943. He soon discovered that the work of a freelance undercover agent has its drawbacks. Operating in competition with the British and German spy networks in Lugano, it became extremely difficult for this one man to keep track of the comings and goings of the Italian exiles in the city, as well as to establish contact with the partisans of northern Italy. Jones hastily contacted the head of his organization, the OSS (Office of Strategic Services) in Bern with the news. Allen Dulles had been chosen by President Roosevelt to establish an information gathering station in Switzerland. With his background as a lawyer and diplomat, he managed an efficient network of espionage which had contacts in all the countries surrounding Switzerland. Dulles responded immediately that Jones should okay the rendezvous and find a secluded spot near Lugano to hold the conference. Jones then invited General MacCaffary, the leader of the British Intelligence Agency, to join the group. The obvious place to hold the meeting was Rino de Nobili's Villa Berra in Certenago. Located across the road from the Villa Tamigi (the British Consulate, now known as Hadsall House), and a known center of underground anti-Fascist activity, the Villa Berra was agreed upon by all.

The Marchese de Nobili offered his services as interpreter, as well as his Villa, for the secret meeting of the Allies and the Italian partisans. On November 4, 1943, Ferruccio Parri crossed the border into Switzerland (illegally) and met Luigi Massarenti, General MacCaffary, Donald Pryce-Jones, Allen Dulles, and the Marchese de Nobili at the Villa Berra. The Marchese had injured a leg, so that the entire night was spent in earnest conversation in his bedroom. This conference, held in our own Villa de Nobili, marked the Allied recognition of the partisans of the CLN as a fighting force in conjunction with the Allied forces in the South.



Hadsall House expansion

Arrangements were made for parachuting food and supplies to the mountain strongholds of the partisans, and literally millions of Swiss francs were changed into lire and delivered via secret messengers to the resistance fighters. In part due to the Allied support, the partisans were able to liberate Milan and Turin as well as half of Florence before the Allied armies arrived. And what happened to these men after the conference? Ferruccio Parri was arrested when he attempted to recross the Swiss-Italian frontier. He was tried in Bellinzona, and then upon orders from the chief of police, delivered to the home of Dr. Elio Ventura in Chiasso. From there he was helped across the border by some of the Marchese de Nobili's eternal guests. Donald Pryce-Jones went on living in his "albergo" by the lakeside. The hotel, however, was full of German spies who suspected him of being the same. And as for the others, Allen Dulles continued his clandestine operations, eventually arranging the surrender of all of the German forces in Italy. Parri, following the treaty of surrender, became Prime Minister of Italy for a few months during 1945, as leader of the Action Party and the CLN. During this tenure in office, he appointed the Marchese Rino de Nobili as Italian Ambassador to Belgium. And finally, Allen Dulles spent 20 years as head of the CIA.

Dan Stookey  
Alumni News 1968



THE AMERICAN SCHOOL IN SWITZERLAND

Operating Statement  
School 1960 / 1961

Administration	Fr.	13'688.05	
AVS (1/3 of Fr. 12'283.80)	Fr.	6'141.90	
Assegni Familiari 1,5%	ca. Fr.	3'600.--	
Advertising	Fr.	72'365.86	
Books	Fr.	26'879.13	
Car. maint.	Fr.	9'898.50	
Commissions	Fr.	6'437.80	
Misc. (diverse)	Fr.	20'092.50	
Entertainm. stud.	Fr. 2'803.25		
" school	Fr. 4'775.20		
	Fr.	7'578.45	
Equipm. furniture	Fr.	23'985.60	
Flowers, Post	Fr.	3'075.30	
Food	Fr.	164'287.23	
Gas	Fr.	6'084.95	
Heating	Fr.	13'063.20	
Insurance	Fr.	24'186.05	
Interest	Fr.	32'480.--	
Light/Electricity	Fr.	14'076.11	
Maintenance real estates (Loceto, Villa De Mobile Villa Tamigi)	Fr.	54'755.85	
Petrol, gasoline for cars	Fr.	5'604.60	
Postage, stamps	Fr.	7'846.20	
Rent: School buildings Lugano 15'000.--			
Apartments for prof. + Hotel Monopol Andermatt	Fr. 37'347.65		
Salaries: Switzerland	280'290.35		
USA	14'465.20		
Lecturers	1'650.15		
	Fr.	296'405.70	
Sports	Fr.	2'999.90	
School supply	Fr.	13'163.70	
Income tax	ca. Fr.	8'000.--	
Telephone	Fr.	16'185.10	
Water supply	Fr.	2'580.60	
Carried forward	Fr.	907'811.93	

SWISS ADDRESS: LUGANO-MONTAGNOLA TEL.: (091) 2 89 04 CABLE ADDRESS: AMERICANSCHOOL MONTAGNOLA  
U.S.A. ADDRESS: 55 EAST 65TH ST. NEW YORK TEL.: REGENT 4-8795 MRS. CHADBOURNE GILPATRICK

THE AMERICAN SCHOOL IN SWITZERLAND	
Operating Statement	
Swiss Holiday 1961	
Advertising	Fr. 3'906.20
AVS 2,4% + 0,5% charges (3 months)	2'269.55
Assegni familiari	en. 1'000.--
Books	1'285.75
Cars	4'192.40
Commission	13'607.60
Misc. (diverse)	3'738.95
Entert.	4.199.80
Equipment	33'374.--
Furniture	14'968.40
Flowers	1'388.50
Food	33'072.10
Gas	1'634.25
Insurance	7'386.05
Interests	220.--
Light, Electricity	2'324.35
Maintenance (buildings)	14'528.25
Petrol for cars	3'194.35
Postage and Stamps	837.10
Rent	15'000.--
Salaries: Switzerland	Fr. 70'418.60
USA + lecturers	5'779.80
Gen. supplies	
Snack - Bar	
Sports	
Telephon	
Travel ( 3 buses )	
Water supply	
Income as per separate statement	
<u>Profit net.</u>	
Lugano, 1st September 1961	

THE AMERICAN SCHOOL IN SWITZERLAND	
Current Account	
Transf. interests	Fr. 22'506.70
Transf. dividends	6'321.--
Transf. interest	42'705.00
Transf. interest	1'228.30
Transf. interest	5'000.--
Transf. interest	19'890.00
Transf. interest	21'000.00
	Fr. 114'569.00
Income as per sep. statement	Fr. 8'022'297.00
Net result	Fr. 8'200'485.30
	Fr. 178'056.60
Lugano, 1st September 1961	

SWISS ADDRESS: LUGANO MONTAGNOLA TEL.: (091) 2 89 04 CABLE ADDR  
 U.S.A. ADDRESS: 55 EAST 65TH ST. NEW YORK TEL.: REGENT 4-

Campus with temporary bubble, pool, and pavilions



Joe Leschetsko, Academic Director 1961, Headmaster 1962

Faculty Meeting 1962:  
 Raymond Robbins, Anna Riva,  
 Joe Leschetsko, Mary Crist  
 Fleming, Rev. Edward Young,  
 Nurse Mirylees, Nicola  
 Mambretti, Jeremy Miller,  
 Carol Johnston, John Hurley



During the winter months when the students are at Andermatt and in Austria, work will go on finishing for residence the top floor of the newly acquired Hadsall House and converting the basement into recreation and smoking rooms. The lower portion of the gatehouse of Hadsall House will be transformed in June into a lecture -type classroom that will also serve as a reading lounge that will be large enough for film and slide showings. This renovation comprises the beginning of preparations for the move in the fall of 1963 of the Post Graduate Program from Loreto to Montagnola, for at that time the lease on the old villa expires. Hadsall House, which is directly adjacent to the present high school campus, will become the Post Graduate Center. Thus, the two programs will become unified for greater effectiveness, yet remain separate. Service facilities, such as administration, library, and the kitchen will be shared by both schools, yet each will have its own faculty, classrooms, and residential accomodations. We now plan for a maximum number of

125 students in both schools by fall of '63 (there are 100 currently enrolled in the two programs), and after the first five years of rapid growth and change, we hope to settle down to a steady pattern of academic excellence in a beautiful, permanent, and highly functional school plant.

Foreign Correspondence, 1961

*When we lived in Certenago, over the years most of the students got to know people around there, even if it was just from the local ice cream store and local restaurants. This kind of walking about and dealing with people on a daily basis made it a much more pertinent experience. I personally made many good friends here—I was involved with different people around town and would talk to them, for example in the store where I developed photos. So it wasn't just the school environment but the whole community around which our day-to-day life evolved. This aspect of being in Europe and actually interacting with people on our own was very important for me—not just living in the cloistered environment within the school and being taken on organized tours. I also valued the traditional experience—that there weren't a lot of dramatic changes, whether it was intentional or not. I appreciated the continuity, and the images the school projected were very much those of a traditional private school within the United States. Obviously, there were additions to the physical facilities, and they developed the programs of study, but the changes were not really that noticeable. The culture was very consistent, the traditional values persisted.*

Glenn Tupper '67 (2004)



*A vision of international education—which to me is education in an international setting.*

*Curtis Webster '75 (2004)*

## First Impressions



Prill Jones '66

*"I hear that you're going to school in Switzerland. What's the matter? Did you get kicked out of here?" . . .*

*"I hear the school over there is pretty wild; you know, no work, just one extended tour of Europe" . . . "I know some kids who went to school in Switzerland, they used to be nice." Just before I left for Europe, so many people had tried to be interesting and helpful. Now as I sat tightly wedged into the back seat of a blue VW bus which roared up the steep incline, gasping for breath at each turn, I began to wish that they had kept their friendly advice to themselves. We rounded another 90° turn, just exactly like the 40 or so we had already passed, except this corner had a large white sign with an arrow and the words "Scuola Americana," and behind a thick stone wall, a huge pink-and-yellow-checked building was firmly entrenched. I had studied the pictures in the school catalogue well enough to know where I was. There was no hope for escape now. The bus turned slowly to the right and rumbled cautiously down to the gray lot between the blankly white buildings which were, I found out later, Hadsall and Coach House. A collection of half a dozen or so students, with appropriate luggage, stood uneasily, wondering what to do next. As I carelessly glanced around, the campus seemed crowded and cramped, uncomfortably so, even though most of the students had not yet arrived. Later, as I wandered cautiously through the quiet buildings, I remember being particularly impressed with the decorative dining room—the tarnished and somehow fragile armor. The people, as I gradually got to know them, were not at all what I had expected. They are different from most of their contemporaries in the U.S. They are better educated and have more initiative; they are more individualistic and . . . self-confident. And now, after four weeks of living here, this is my home—not a Swiss boarding school, but a home.*

*Prill Jones '66  
Nuova Mentalità 1965*



Judy Brand '63



Patricia Hedlund Oxman '63

*When I arrived on the Montagnola campus in the early 1960's, I was interested in art. By the time I left TASIS, I was determined to be an artist. We had an amazing art history teacher who packed us into one of the blue VW buses and took us to Florence to study art in the museums rather than in a classroom on campus. We spent our days viewing every Renaissance sculpture, painting, and architectural work in Florence while our teacher lectured. We took notes as we walked. In the afternoons, we wrote papers on our*



Anna Riva, Master Italian Teacher 1958-1968

*The philosophy of the school is profoundly important. The crux of the matter is when that philosophy can be communicated in such a way that it plays an instrumental role in the lives of the students who have been here, so that their reactions to the world and their interaction with the world would be different than those of their contemporaries who have not had this kind of international experience.*

*John Gage '57 (2004)*

*impressions of the works we saw during the day. In the evenings, at the Pensione Rigatti, where we stayed, the living room was our meeting place. After dinner, we gathered there to read our papers. That unique introduction to art had such a profound impact on my life that I'm tempted, when listing my art education on a résumé, to simply write "Florence," instead of listing the art schools I attended. The TASIS experience has been, and always will be, an integral part of my identity.*

*Judy Brand '63 (2005)*

*I was a student at TASIS for three years, in Lynn Fleming's class in fact, and graduated in 1963. Just a few of many happy memories: 1. Italian "club." Miss Riva would have me, my sister Ann Hedlund, and Loni Steiner to her apartment in Lugano for weekly tea and "conversation." Miss Riva was a strict and excellent teacher with a heart of pure gold! We felt so special actually being invited to her home on a regular basis. She also took us to La Scala, in Milano, several times and gave us our first introduction to the world of opera. We knew we were in the hands of a very gifted teacher, one who comes along only once in a lifetime! 2. The outbreak of appendicitis at the Monopol Hotel in Andermatt. Within a period of two weeks, in the winter of 1962, there were 13 students who required appendectomies. The cause was never found. 3. Miss Mirylees, the school nurse, took a group of biology students down to the hospital in Lugano to observe surgeries in progress. We stood, in our street clothes, only a couple of feet away from the actual operating table. I felt my knees give way and had to leave the room. 4. I remember going to the bakery next door to the Monopol Hotel at 4:00p.m. on a regular basis to get the jelly doughnuts as they came out of the oven. 5. I also remember Lynn Fleming's devoted dog, Graf, who followed her everywhere and would lie down quietly next to her desk throughout all of her classes. 6. We lived in "pavilions" in 1960–1961. I still remember catching more than one or two peeping toms looking in our windows at night! I would be thrilled to write to Miss Riva and tell her what an inspiration she will always be for me.*

*Patricia Hedlund Oxman '63 (2005)*

## Founding of the Alumni Association

In 1961 the school looks back on 336 students who have participated in one of the four programs of the school. Since each program represented a manifestation of one basic concept, it was felt that an alumni association should embrace students from all four programs. "To look at the past is to look at the many young men and women who have formed the school. To them we owe our deepest gratitude, for from them we have received our greatest strength. We wish therefore at this time to pay them tribute, and so that they may continue to feel an active part of all that we hope to accomplish . . ."

*Foreign Correspondence, 1961*

In the meantime events are taking place off-campus....

## Creation of E.C.I.S. the European Council of International Schools

*One very positive result of the Beirut conference was the foundation of a regional section of the International Schools Foundation to include only European schools. It was felt that with greater homogeneity of problems and interests we could effect greater gains in such areas as international equivalencies and internationalizing the curriculum. The American School in Switzerland will be host to the first meeting of this group from March 22-24, 1963, while our students are on spring holiday.*

*MCF*



*In a hall blazing with chandeliers some hundreds of us were listening to an address of welcome by the Lebanese Foreign Minister. The place was Beirut and the date was November, 1962. As the speech droned on we all suddenly became aware of a "presence." Into the hall, 15 minutes later and trailing a mink stole, swept an electric personality - who? Mary Crist Fleming! It took just enough time for Cris to reach the rostrum and be greeted by the Minister for many of us to fall in love with her "on sight." Her personality, after all, is just a little bit special. At that conference, so long ago, a handful of us founded E.C.I.S. (European Council of International Schools), and its teething troubles (many) at our half-yearly meetings were cushioned by the continuous hospitality and generosity of Mary Crist at her beautiful Palazzo Negroni in Lugano.*

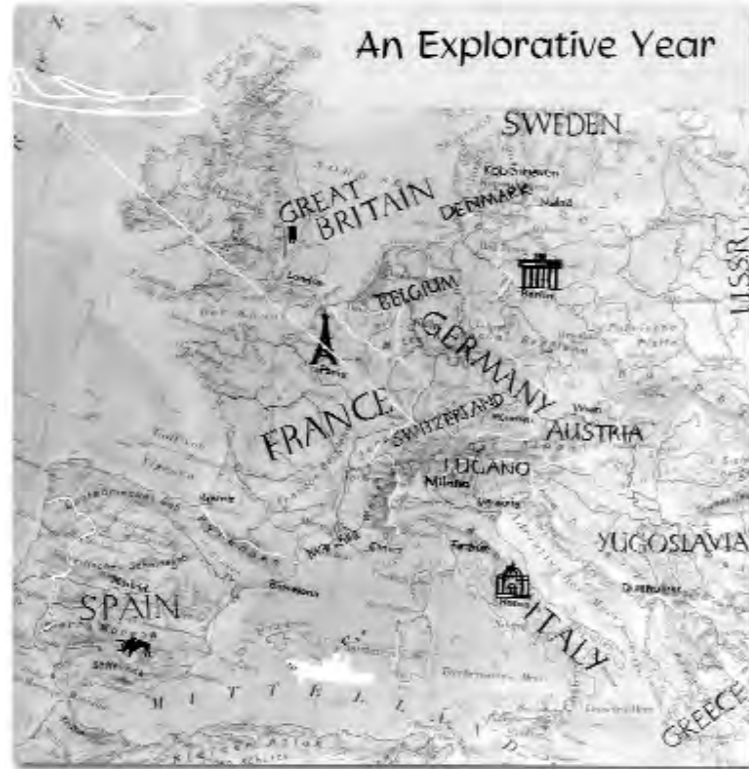
*Peter Waller (1980)*

Conference in Beirut 1962



*"At that conference a handful of us founded E.C.I.S." Steve Eckard is on left with Peter Waller to the left of Crist Fleming, the founding mother of E.C.I.S.*

Back in Lugano the Post Graduate Program is born – but grows so quickly that it creates problems of space requiring urgent action...



This program has been conceived to serve the needs of many young Americans who are not yet ready for the rigorous academic climate of our present-day college curriculum. Many of these young people and their parents question the wisdom of the constant pressure of competition created by a post-war population increase in our schools. With a year to mature, a year of release from such pressure, a year of physical or emotional growth, these students can proceed with equilibrium to college, to professional school, or to marriage and a place in the community. A year in Europe offers, as no other experience can, a wealth of intellectual stimuli that creates a cultural and spiritual



maturity impossible to achieve by a purely additional high-school year in the States. At the same time this year will not encroach on the unity of a college experience.

The students are a representative group of young Americans from different parts of our own country and of the world. The fathers of many of the students are with American consular, military, or industrial activities abroad. Their reasons for being at the American School vary, as will the emphases in their courses of study. This variety increases the benefits of living in a broadly selective school community. Students applying for entrance must be receptive, responsible young people: theirs will be a measure of independence not commonly granted to undergraduates. The applicant must be the kind of person who can see the wealth of this opportunity and can hold himself responsible for getting the utmost from it.

PG Catalogue 1959

Villa Soldati—PGs ready for departure



There were only 20 or more in our program, but there must have been about 100 students in the high school... We melted in with them at certain events that Mrs. Fleming had planned together. We had separate classes but some shared meals, especially when the school moved to Andermatt. It was interesting - because you could tell that the school was new and growing, but it wasn't chaotic in any way. Mrs. Fleming was present everywhere - she was quite a leader. It was a very enjoyable time. Because we were few PG boys, we were more flexible in that the school could move us around. We didn't have a permanent location at the time, e.g., we started out in Montagnola in one of the dormitory rooms and then we moved downtown near Loreto, to an apartment building where the faculty stayed, but the lease must have run out. So they put us in another little village up above Montagnola and gave us our own bus to drive back and forth to classes, and that was really creative.

Steve Maloney PG '61 (2004)

The Villa de Nobili's greenhouse, tool shed, and servants' quarters became the house of the Director, frequently used for student and staff meetings and social gatherings. The tiny Casetta tucked away in the extreme corner of the two-and-a-half-acre property with only one room upstairs and one down, each only 12 feet square, became admissions and administrative offices. Even with the acquisition of De Nobili with living accommodations for only 40 students, it was still necessary to keep half the students in Loreto as enrollment was up to 80. The girls lived in the pavilions in Loreto, commuting by bus each day; the Post Graduate group that grew in one year to 22 took over the Villa Soldati.

Alumni News 1964

Villa Soldati, Loreto



Marc Schreiber with PGs 1960



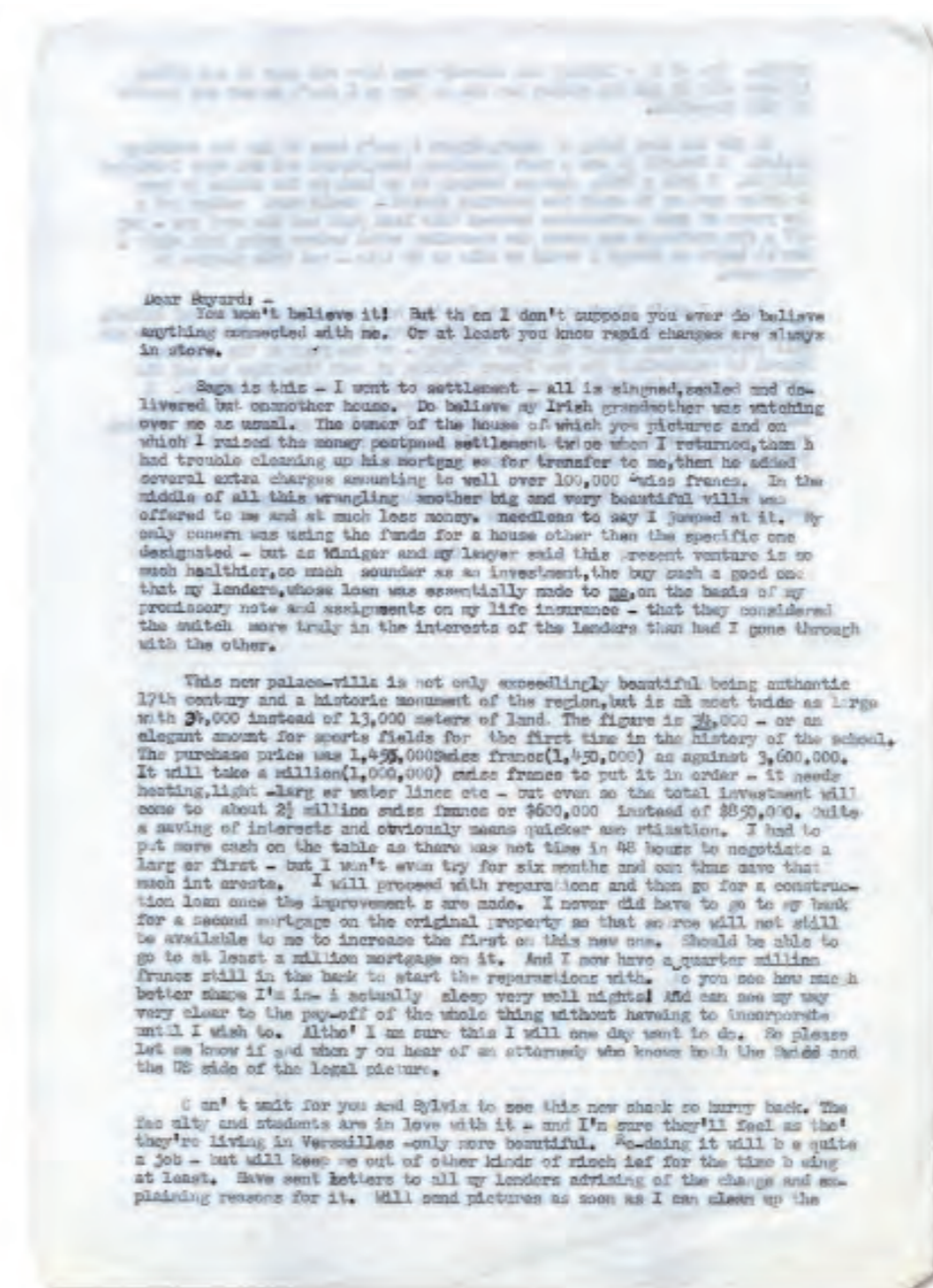
Pavilion residence in Loreto

... In the early 60's I was also eyeing a gorgeous property near the Montagnola campus, especially and exclusively for the Post Graduate Program. I had been to the States several months before to borrow the money to purchase it, but when I returned and prepared to meet the owner of that property, Mr. Joos, he raised the price a few hundred thousand francs for the carpets and the gilded crystal chandeliers. He had already been a difficult man to deal with, but I was so angered by his changing the agreement at the last moment that I called my lawyer to accompany me to look once more at another villa I had seen. I fell in love with that villa all over again (I had visited it several years earlier), and with cash in hand from my Stateside trip, I bought the Villa Negroni that afternoon before five o'clock in the year of our Lord 1962.

It is probably the most beautiful villa in Lugano and made a wonderful campus for our Post Graduate Program and later Fleming College. I eventually sold it to the town of Lugano, when we consolidated the school onto the enlarged campus in Montagnola. I owned Villa Negroni for at least 10 years and completely modernized it. I had to put in all the bathrooms, because it was built in the 17th century. Happily there was space for bathrooms because they had large tin tubs, and servants who came in and poured water over them for baths. In fact I still have some of those tubs—they are wonderful for ice and beer, and chilled wine! At least the space was there so we could put in all the bathrooms for American students and the heating system, which wasn't easy. Jerry Wells, who restored my house and is now head of the Cornell Architectural School, did all the planning, and very ingenious planning it was, because the whole heating system had to go under the villa. You couldn't possibly destroy a historical monument with functional items like a heating system!

It was all a challenge and I'm afraid I always need a challenge. Making something beautiful is very important to me. The challenge of Villa Negroni was to restore something basically beautiful, which had been allowed to run down, into a living building and place again. It was very successful. We filled it with students for years and they loved it because, coming from America, old historical buildings are part of the reason they come to Europe. The Belle Arte didn't interfere with my restoration because I was more fussy than they in preserving the authenticity of the villa.

MCF



MCF to Bayard Sheldon, Spring 1963



Courtyard of Villa Negroni for many meals "al fresco"



The old stables, chicken coops, and servants' quarters make wonderful student rooms, offices, and snack bar

Villa Negroni, the most beautiful villa in Lugano



Salon of Villa Negroni



Steve Maloney '61

The TASIS experience broadened my horizon, it taught me to be more tolerant toward different cultures and different people. You realize that the world is big and you are just a little grain of sand.

Steve Maloney PG '61 (2004)

## On the Purchase of Villa Negroni . . .

*The constant need of a challenge—sounds like a disease, doesn't it? As well as the renovating, decorating, and organizing side of a new school, there is the social side of it, getting to know the Mayor and the local people. It is very important to have the support of local people, particularly for a school of young Americans where local citizens question whether the students are going to be a cultural disturbance to the community, especially in a small community. I guess I enjoy the challenge of anything you must do to make something successful. You might as well enjoy all aspects . . .*

MCF

**Our relationship all began at least 30 years ago.** That's a long time! A mutual acquaintance introduced Cris Fleming to me. And I sensed at the time she was probably brought to my office because hearing what she wanted to do that mutual friend considered I was the only banker who would even listen to her plan. I was known as a brash young free-thinking banker. And I probably was. But I worked for what was then a most conservative banking house—the Harris Bank.

The program she had laid out for herself was perfectly straightforward—in her mind. A beautiful villa was on the market in Lugano. It would make a splendid facility for a school. The American School in Switzerland was already off and running. This villa would answer another need—a college-level campus. The facts that there was a deadline of weeks in which to act, there were no places in Switzerland at that time which would lend money on such property irrespective of the worth of the borrower or the property, and she had little or no money to commit to either buying the villa or financing the start up of another school simply were not germane in her mind.

She bought the villa. She started the new school. And like everybody else who has come to know her I helped put it all together. Of course, I couldn't go to a conservative bank in the Middle West and explain to the board I had a lady at my

desk from Pennsylvania who ran a school in Lugano, Switzerland, and wanted to buy a villa nearby and start another school. They would have first asked where Lugano was—or perhaps even have asked where Switzerland was. They knew where Pennsylvania was and still is. You must remember this was in the 1950's!! Gary, Indiana, was a long way from the Chicago Loop. Among those who believed in Cris Fleming were many. And I knew if they had any money they too were or would be scared to death placing their money anywhere offshore. We devised a scheme whereby an escrow was established in a Washington, D.C., bank. A more sophisticated bank. A bank where the board was made up of men who knew where Switzerland was, but maybe had never been to Lugano.

Into this escrow these friends of Cris's deposited shares of listed companies as collateral. They could continue to draw the dividend income and even trade in the shares. However, it was understood they would replace any shares withdrawn from the escrow with shares of equal quality and value. Against this collateral it was arranged in Switzerland to draw down sufficient funds with which to buy the villa. Later she was able to arrange refinancing and the escrow was dissolved. Cris had her villa and she started the new venture.

**Bayard Sheldon**  
New Zealand, 1990

The second wing of the Villa Negroni has been completed and the Post Graduate Program goes to 90 students who come to Lugano via the *SS Atlantic* of the American Export Lines on September 15 - first transatlantic crossing by ship of an American School group! The second pavilion has been moved to Vezia, cut in half to make room for the domestic staff and half has been added to, elaborated upon, and converted into a charming house for the Dean of Students of the Post Graduate Program. With the acquisition of the Villa Negroni, TASIS is now composed of two campuses. The Upper School, located in Vezia, comprises seniors and post graduates. The Lower School, comprising the seventh through eleventh grades, occupies the Montagnola campus.

Alumni News 1964



Villa Negroni

The Villa Negroni is an eighteenth-century Italian villa, built by the Morosini family. Among its guests have been such celebrities as the composer Giuseppe Verdi and Thaddeus Kosciusko, the Polish hero who offered his services to the young United States in its struggle for independence. The villa's ten-acre campus provides playing fields and a large covered air structure for sports, as well as a theater. The main building is divided into two wings, north and south, connected by an arched passageway. The second floors of each serve as residences for students. Administrative offices and classrooms, the library, dining hall, a salon for concerts and lectures, and the theater are in the south wing. During mild weather, meals are served in its formally landscaped courtyard. Classrooms look onto the courtyard of the north wing, which also houses faculty offices and the snack bar, a popular gathering place for students. The inner courtyard often serves as an outdoor setting for student plays and for lectures.



Alumni News 1964

Boys crossing from residence to classrooms



On the Right: South Wing – women's residence, North Wing – men's residence



The Post Graduate Program of The American School in Switzerland was founded in 1959 by Mrs. Mary Crist Fleming. Three years earlier Mrs. Fleming had established The American School's secondary school. In June of 1965 the school celebrated its tenth anniversary, culminating a period during which its combined annual enrollment had risen to over 200 American boys and girls. Planned as a year of study between secondary school and college, the Post Graduate Program is also intended to spark young Americans toward a greater concern for the forces, political, economic, and cultural, which are shaping the destiny of the "New Europe." Linked by the common bonds of an Atlantic heritage, Americans today, aware of their global responsibilities, are reassessing their role toward Europe. In this connection

President Kennedy's 1961 declaration, announced in Philadelphia and calling for Euro-American interdependence, sums up the American School's academic commitment to greater worldwide understanding. Courses in modern European affairs have been added to the curriculum each year. Dedicated to the idea that intelligent, internationally minded Americans should speak more than one language, the PG Program also offers a number of courses in French, Italian, German, and Spanish. In the Department of Political and Economic Science, students participate in lectures and seminars which treat the issues of Gaullism, the economic miracle of Italy, the reunification of Germany, the social stability of Scandinavia, and the workings of a postwar, economic Europe divided into three trade blocs, EEC, EFTA, and COMECON. Language classes are audio and visual and provide another forum for discussing the French mind or the rise of Communism in Italy.

Literature courses explore the European novel in the 20th century and add substantially to each student's heightened awareness of social realism, existentialism, or the attitudes of youth in Europe today. Lectures in art and music, designed to discuss the influence of Renaissance thought on current attitudes, add to the year's study. Over the past years the Post Graduate Program has come to be recognized as forming part of the "New Mobility" of American education, a phrase borrowed from Dean David Muirhead of the University of Colorado. In coupling an extensive six-week field trip program with its standard academic fare, the Post Graduate year enjoys a unique advantage and exploits its mobility. Students study about the New Europe in class and then, to test their book knowledge, are exposed to the give and take of discussion in the factories, journalists' offices, political party headquarters, schools, and government buildings of Italy, Switzerland, Germany, Belgium, Holland, France and, not least, the Soviet Union.

Having started with a small group of eight students in 1959, the Post Graduate Program in 1966 numbers 100. Curriculum has been expanded, field trips increased, and college guidance services extended. Post Graduate alumni are represented on campuses all over America and many, following their post-secondary school exposure to Europe, are in graduate schools majoring in international relations. Many young men and women plan careers in diplomatic service, international business, interpreting, or United Nations' work. With seven years of solid accomplishment behind it, the Post Graduate Program looks forward to more academic adventures in the years to come. Plans are afoot to incorporate part of North Africa into the field trip program, thereby introducing TASIS students to the problems of less developed countries. An international conference bringing distinguished speakers and American junior year abroad college students together for three-day, hard work sessions at the PG villa was instituted in 1964, carried to a higher level in 1965, and will play an increasingly important role in the PG future. The recent signing

David Mellon, PG Director, and Theo Brenner, PG German instructor and Director, Project Europe



of cultural exchange agreements between the US and the Soviet Union will facilitate the traveling of PG students to Kiev, Moscow, and Leningrad during spring vacation. In 1966 the American School will institute a visiting lectureship for an American professor on leave. The first, a professor from Barnard College, will come for the spring term, 1966-1967. In May of 1965 *Time* magazine lauded the Post Graduate Program for its accomplishments in the area of international education. The American School is grateful for this recognition and will continue to combine the best of American and European academic methods and standards in offering students the invaluable experience of pre-college confrontation with the people, places, and institutions of the pulsating new Europe of 1966-67. The underlying belief of the American School's Post Graduate Program is the one that traditionally prevails at any liberal arts college: American students need broad general knowledge in the humanities and social and physical sciences if they are to confront successfully the complexities of modern civilization. At the same time they must have an area of specialization, in this case modern Europe. Above all, mid-twentieth century American youth must realize and understand the fundamental

Newspaper staff outside Director's office



moral, ethical, and spiritual values implicit in being citizens of one of the world's great powers in an age characterized by a revolution of rising expectations.

PG Catalogue 1967

In a recent article in *Time* magazine on the Post Graduate Program of The American School in Switzerland, the students were interested to learn that "The plan lets high school graduates, free from all the pressures of being graded, alternately study in the relaxed resort city of Lugano and travel through Europe to quiz politicians, industrialists, cultural leaders, and university students." How nice it would be if the former statement were true. As of now, I have not found any student of the 88 who has been free from the pressure of grading this year.

The academic pace this year has been rigorous, to say the least. While we have been in Lugano, we have had little time to relax. (If *Time* had found out much about the city, they would have discovered that, contrary to "relaxed," Lugano is a busy, frenzied city). There was plenty of reading this year, with Literature requiring one book a week, and if the student took any Advanced Placement Courses or any higher language courses, there would be additional reading to do. Having barely managed to do the work necessary for his classes, the student also had several extra lectures during the year in addition to the weekly art and music lectures. Needless to say, some of the extra conferences that were held at the Villa demanded that the students do outside work in preparation for them.

*Nuova Mentalità*, June 1965



A New Beginning

On Saturday morning the PGs and the high school seniors were graduated at the villa in Vezia. This symbolic event terminated the year in Europe and climaxed a week of year-end activities. On Thursday night at Vezia the PGs celebrated their annual "Last Supper." The program for the evening consisted of an abundant "Mrs-Fleming-type" dinner and a full list of speakers. It was generally felt that this dinner terminated the year with appropriate spirit and dignity.

*Nuova Mentalità* 1965



SCHOOLMISTRESS FLEMING & STUDENTS  
American students can't afford to be simply tourists.

OVERSEAS STUDY

The Breather Year

"I was lying in a hospital bed recovering from appendicitis when it occurred to me I didn't have the foggiest notion what college was all about," recalls Robert Watkins, a graduate of St. George's prep school in Newport, R.I. "I wasn't ready." Some 4,000 miles away in Lugano, southernmost city in Switzerland, Mrs. Mary Crist Fleming, 54, was pondering a related idea. "Every bit of extra maturity and training a high school graduate can get before entering college is going to help," she said. "They need a breather, a chance to get excited again about learning."

These two attitudes mesh so nicely that Watkins, son of the *Providence Journal's* publisher, is now attending Mrs. Fleming's unique precollege travel and European studies program at her American School in Switzerland. A Radcliffe graduate who wanted to give her three children both a European experience and preparation for a U.S. college, Mrs. Fleming nine years ago

opened her own high school in a 17th century cobblestone Lugano villa. It now has 100 students, all Americans. Yet Mrs. Fleming still felt that her "students were not getting as much out of Europe as they should." So she thought up the idea of a breather year.

In a Cool Mine, The plan lets U.S. high school graduates, free from all the pressures of being graded, alternately study in the relaxed resort city of Lugano and travel through Europe to quiz politicians, industrialists, cultural leaders, university students. "American students can't afford to be simply tourists—that day is over," explains the energetic director of the program, Ian D. Mellon, 31, an M.A. from New York University. The program's 88 students recently finished a two-week swing through Belgium and northeastern France. Their two dark green buses had carried them to Common Market headquarters in Brussels, a coal mine at Lens in northern France, the offices of UNESCO, *Le Figaro*, *Le Monde* and Paris-Match in Paris, Council of Europe headquarters in Strasbourg.



Fritz G. Renken

**The importance of telephone communication** was still paramount in those days, and it was literally brought home to me one long night during a PG trip to the Soviet Union. News had come through that one of our students had contracted meningitis. Reports were alarming. It fell to me to find out how she was and to contact the parents. They were—of course!—away on holiday, and, after phoning all over various states in the American West, a sheriff was located who had seen them and went after them in his four-wheel-drive vehicle. Meanwhile, wires were heating up between Lugano and Bern, switchboard center for special international calls where, after hours of trying, a charming—by her voice—operator managed to get me through to the very hospital harboring our student: not just that, but to the doctor in charge who spoke excellent German. It turned out to be the Botkin Clinic in Moscow,

catering to VIP's who were either more equal than all the others in that society or who were foreigners. Another set of miracles attended the parents to whom the Soviet Embassy issued a visa which was flown to JFK New York where PAN AM held their scheduled flight for papers and parents to embark together. They ultimately returned to TASIS along with the American Embassy doctor who, according to Soviet law, had to accompany the convalescent and who was delighted to escape Moscow for Lugano. As to the care the patient had received: the dedication and expertise of doctors and nurses had been second to none and the farewell Russian, with tears, embraces, and vows of friendship.

**Fritz G. Renken** (2004)  
Dean of the Post Graduate Program 1965 - 1968  
Headmaster 1968 - 1970

### TASIS Rules and Regulations in the Sixties

1. Students are allowed to drink wine and beer in the company of faculty but must have written permission from parents. Hard liquor is never tolerated nor is any kind of drinking without an adult. 2. Smoking is permitted and parental permission is not required. 3. Students may not have motorized vehicles. However, bicycles are recommended. 4. Students must be present for all meals and all school functions unless excused by the Director. They must also be on time for meals, assembly, classes, and similar gatherings. 5. Girls and boys are expected to acquit themselves as responsible young adults in their relations with each other. While we recognize that mutual attraction is understandable and that some romances are bound to spring up, we also want no public displays of affection, however minor and however innocent. School is a place for work! All serious attachments are discouraged as our experience shows us that such involvements usually lead only to difficulties for the students and for the administration. 6. Needless to say, boys are not permitted in girls' rooms and vice-versa, at any time for any reason. Students should be particularly aware of this on trips. Infraction of this rule means expulsion. 7. Any student may be expelled or suspended for violation of the serious rules, drinking, cheating, stealing, entering the room of a member of the opposite sex.

### Tuition and Expenses in the Sixties

<i>Tuition and Board</i>	\$ 2,750.00
<i>6 weeks course-correlated travel (Italy, France, Germany, Austria)</i>	\$ 500.00
	\$ 3,250.00
<i>Additional Expenses for Text Books, Laundry, Linens, and Accident Insurance</i>	\$ 270.00
<i>Deposit:</i>	
<i>Concert Fund - a drawing account to cover optional and required cultural events and excursions. An accounting is rendered at the end of the year and unused funds returned.</i>	\$ 70.00
<b>OPTIONAL</b>	
<i>Christmas Trip to Spain</i>	\$ 300.00 (18 days)
<i>Christmas Ski Holiday</i>	\$ 180.00 (18 days)
<i>Spring Vacation Trip to Egypt or Greece</i>	\$ 420.00 (15 days)
<i>Music Lessons</i>	\$ 150.00 (2 terms)



PG students on tour

PG **Fred Hagen** with **David Mellon**, Director 1961-1969

## Curriculum Field Trips



Elisabeth Crawford PG '66

Field trips described here are an integral part of the academic schedule and participation is required.

### I. Atlantic Crossing: New York to Naples

Classes begin officially on board the American Export Lines' *S.S. Atlantic* where Post Graduates for France join with Lugano Post Graduates for the ten-day sailing to Europe. The purpose of the shipboard orientation and class schedule is to introduce students to the broad outlines of the year's study and to acquaint them with the most immediate aspects of contemporary European culture. The academic curriculum consists, in addition to classes in languages, mathematics, and art history, of programmed lectures and student participation in discussions concerning the contemporary political, economic, and cultural atmosphere of Europe in general and of Italy and France in particular. Through these discussions, students are expected to demonstrate their familiarity with the suggested summer study material. The reading of one work of Italian or French fiction is also required during the crossing.

Final class schedules for the year are determined before the end of the voyage.

*We left on a ship* and we had classes in the morning in Italian, Italian literature, and Italian history. When we arrived in Naples after two weeks, we already could get along in Italian and were prepared for the two weeks of touring Italy before we even got to Lugano. We had enthusiastic teachers. There was respect, and there was discipline. During the two weeks in Italy, we also had classes in the morning and we certainly had our homework to do, but in the afternoons we were free and went off to explore.

Elisabeth Crawford PG '66



### II. Italy—Naples, Rome, Assisi, Florence, Milan

Classes and field travel in Italy are augmented by meetings with Italian students, politicians, artists, factory workers. In Rome the group visits the Vatican, the modern EUR complex, a trade union center, a political party headquarters, the offices of the IRI, and the artistic masterworks which fill the city. En route to Tuscany and Florence, an afternoon stop is made at Assisi for a look at the Church of St. Francis and the famous Giotto frescoes. The treasures of Florence speak for themselves and for the prominence of Italy's first capital. Students also visit the newspaper offices of *La Nazione*, the Chianti estate of Barone Ricasoli, and the artistically important city of Siena. Art lectures supplement visits to the Uffizi Gallery, Pitti Palace, the Duomo, Michelangelo's *David*.

In Milan, the affluent capital of industrial northern Italy, students are introduced to Montecatini Chemical, the modern Pirelli building, La Scala, and Milanese soccer in the Stadio San Siro. Afternoon views of the Brera Museum, the Sforza Palace, and Da Vinci's *Last Supper* fill out the stay, and the group travels west to Torino and visits Fiat, en route to Uzès.

PG catalogue 1960

*Now at 56, there are still so many fond memories . . . from getting lost in Moscow, to Mrs. Fleming calling me Nick and Rick, to seeing snow on a palm tree from the balcony of our room (I'm from Southern California), to Aida at the opera house in Milan complete with an elephant. Still fond memories of fellow students . . . some of the CRAZIEST people I have ever had the honor to know . . . as for teachers . . . I no longer remember their names . . . yet they taught me*

## Vivid Memories of a PG Year

*I can honestly say no school experience ever brought me more joy, more adventures, more growth, and more learning than the PG year at TASIS. So many memories of my PG '66 year have nurtured and entertained me over the years.*

*Where do I possibly begin? For one, how about the stunning beauty of Lugano with all of her resplendent seasons? Late fall with the ancient, acrid smells of the vineyards and non-filtered cigarettes co-mingling, the cold mornings that morphed into balmy afternoons, and snow-covered dustings on the peaks of distant mountains stand out and still haunt me to this day. And what about the friends and relationships I made then, the # 5 bus to Lugano every Friday night to see a foreign film, the exquisite romances, the adventures we took, like on the boat from NYC to Africa, or the bus tour through Italy, the train to Russia, to Venice on a foggy winter night to see and hear an opera, to Paris in the spring, to the south of France in February, spending the night in Mrs. Fleming's castle under a full moon, then riding horses at daybreak, and catching a glimpse of Mirò as he worked on a sculpture at the Foundation Maeght in St. Paul-de-Vence down the road from Nice; or the vision from the bus, standing in the pebbled driveway of the historic villa that was bathed in soft floodlights on that chilly October evening, of Mrs. Fleming,*

Loggia at Villa Negroni



*a love of art, a long love of reading, and a passion for history . . . I shall always remember with great love my regard for Mrs. Fleming . . . and the blind fear of being invited to tea . . . I shall always carry TASIS in my heart and soul . . . to this day, so many years later, I am still a gentleman and proud of it.*

**Eric ("Rick") Schloen PG '67 (2005)**

*with her magnificent hair and peerless showmanship, greeting us with her beaming smile and open arms to our new elegant home . . . Being a teacher now, I am aware of how the passion and humor and humaneness of the teachers in that golden year affected me profoundly, allowing my enthusiasm for learning to blossom, to be expressed in countless creative ways. David Mellon was an exceptional teacher! His love of history, politics, Italy, good wine, great movies (Fellini and Bergman), or anything that brought a good laugh infused me with curiosity about . . . well, everything.*

*He taught me to care for my work and my world. He was a mentor for how passion for a given subject matter is the driving core ingredient to being a great teacher. So often when I teach, I think of him and thank him silently. I think of TASIS and am forever grateful.*

**Steven Kampmann PG '66**

*I had looked at a couple of schools in Switzerland when I was in high school. This one appealed to me the most because it had the most traveling. It was a study/travel concept, not just staying at one place. It was the year that changed my life.*

**Elisabeth Crawford PG '66 (2004)**

**From Jeff Graham, PG '65, now at Yale:**

*" . . . I think you should take it as a very fine compliment to TASIS and the PG program that all the members of our class whom I have heard from so far this autumn are finding university life almost stagnant and somewhat disappointing. It comes to the very simple fact that you did too good a job. What I experienced last year was such a total intellectual success that Yale is having a hard time even approximating it. I don't speak for just myself. Jim Jones is most frustrated out in Dairyland, as are Mike Mole, David Williams, Sue Hammond, and Carol Bradley. Winter Knight has left for training for the Peace Corps, which I think speaks eloquently for the sense of awareness many of us experienced for the first time in Lugano . . ."*

*Alumni News 1966*

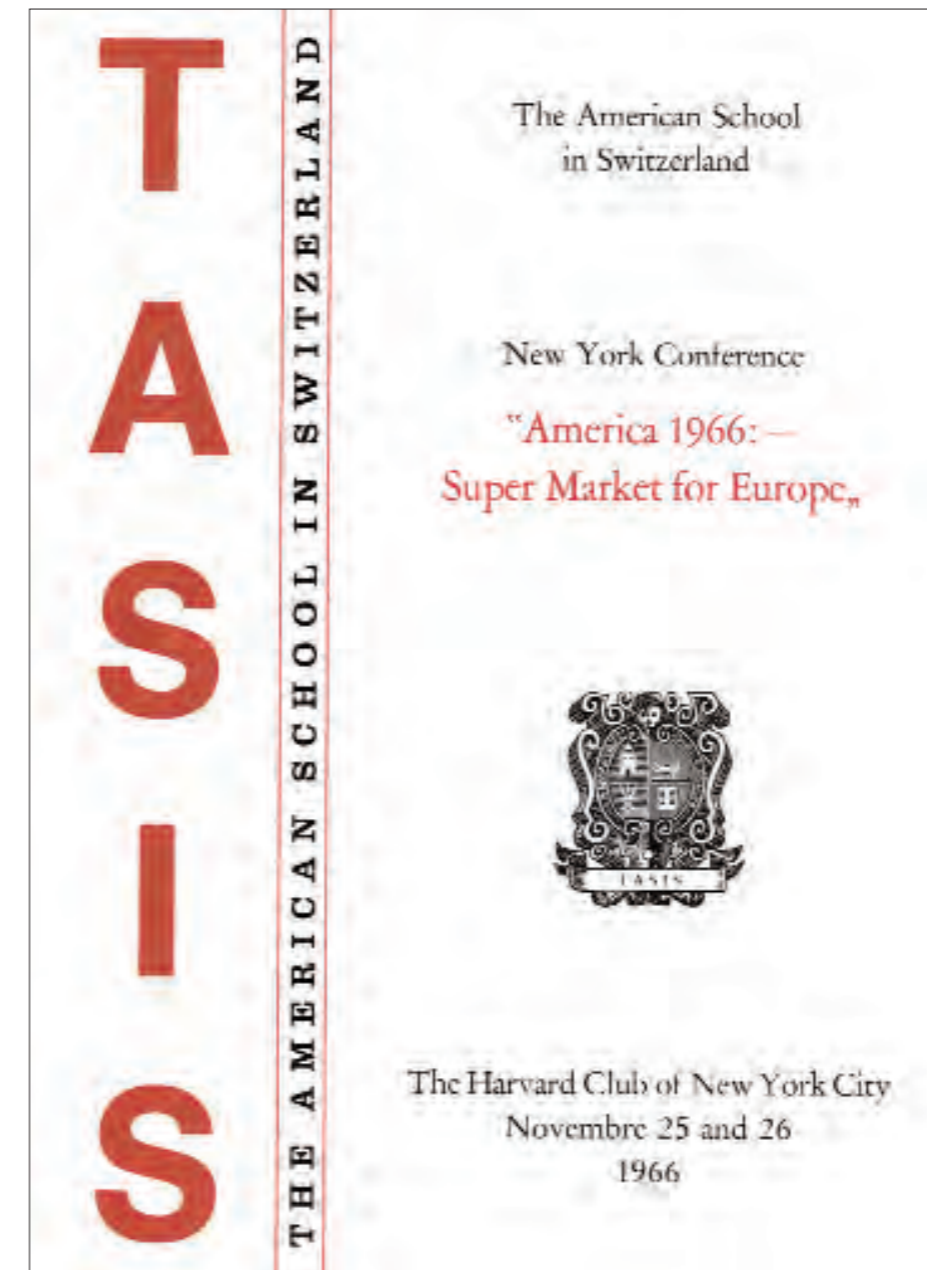
## The Harvard Club of New York City, November 25 and 26, 1966

**When historians examine our generation** decades from now, what are they apt to find? We certainly know of many things that could and will be said of the first 20 years of our new generation, but what of its maturity and wisdom compared with the countless predecessors of our fling through time? Will the ideals advanced by many today ever become the constructive enlightened practices of tomorrow that they are intended to be? These problems and many, many more we face in a world that is already calling upon us to act. Idealism is perhaps the hallmark of today's youth—ideals mired in confusion, for never have so many done so much in so many different and unique ways. They are not even sure of themselves, and undoubtedly their beliefs bear this to be true. Many are swept up in an "easy way out" morality, where nothing can be judged right or wrong, but merely evaluated on the pleasure it gives . . . Indeed, at times the whole of the young people of today

seem to have no emotions that affect anything higher than their stomachs. It may be the "in" thing to do, to advocate "love, not war," but to accept it without thought or advance an ideal without any sound reason behind it, is senseless, dangerous, and exactly what they complain about in the past generations.

Many of today's youth cry the merits of awareness and perception, while being lost in the unreality of what they are campaigning for. They bang their heads against innumerable walls, attempt to destroy the barriers with "explosive" folk songs and futile sit-ins, and never see the other ways of doing anything. In their fight to rid the world of the atomic bomb and sexual ignorance, they have overlooked the mail-order gun dealer and the corner drug store pornographer. In their battle for equality they have in fact created their own class distinctions based on fashion and the possession of the newest of everything. And in their advocacy of many illegal practices they have lost many who would have listened and considered, and many times the right to express themselves at all. These are not the majority, but they point to the difficulty faced by every generation, particularly ours: that of realizing what can be done and how to set about doing it. We can only hope, in the words of Thomas More, "for the ability to change what we can; for the courage to accept what we cannot; and the wisdom to tell one from the other."

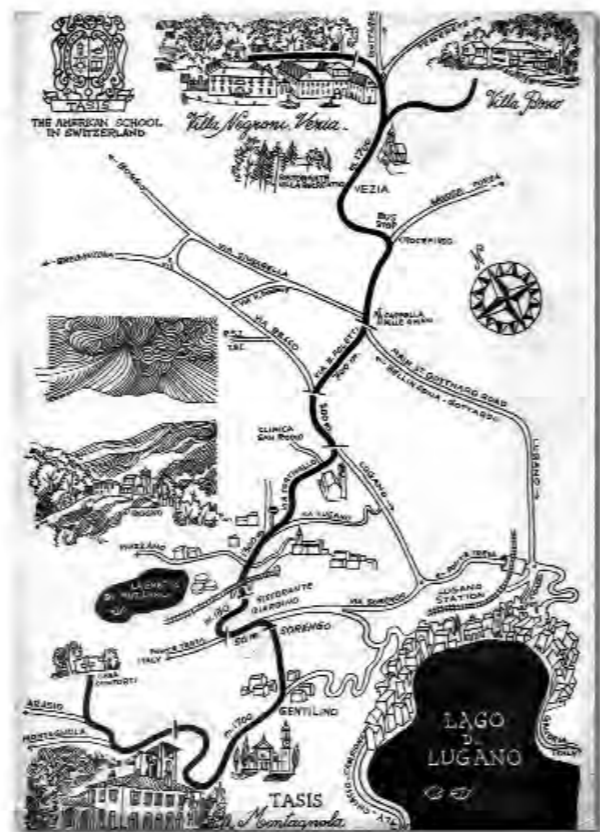
PG newspaper *La Nuova Mentalità*, June 1967



### On two campuses, both schools continue to thrive...



Junior Class 1962: Judy Callaway, Leslie Gordon, Pamela Temple, Deborah Butler, Jo-Ann Gaskill, Rex Grey, Eden Gerli, Ted Knight, Iris Shapkin, Veigh MacElhannon, Martin Vogt, Pauline Brock, Lony Steiner, Pat Hedlund, Trish Ingersoll, Penny Kahl, Linda Sayre, Tina Clausen, Diane Gollan (left to right) Beth Burnite, Lynn Fleming, Robert Hood. (absent)



### TASIS Stalwarts



Max Page



Myriam Guscelli



Shah Akbar Khan



Bertha Seifert



Bertha Seifert was Head of Residence at Tasis in Lugano from 1968 to 1972. De Nobili never looked better nor had a more pleasant atmosphere than during her stay there; she ran both a "tight ship" and a home-away-from-home for numerous students. Tasis was sad to lose Bertha in 1975 to the Laudinella Hotel in St. Moritz, where she was Assistant Director with special responsibilities for the hotel's noted music program. We were truly happy when she decided to return to the family as Resident at Tasis England last fall. Her musical and linguistic talents, her European and

New England experiences, and her exceptionally high personal standards and dedication to duty, leavened by a good sense of humor, make her a great asset.

*Alumni Magazine, 1979*

Bertha Seifert, a highly gifted music teacher, applied for a job at Tasis in 1967, when she was interviewed and hired in New York by Mrs. Fleming. For the better part of the decade she was the Head Resident in de Nobili, taught piano, music, and German, played piano and organ for school and church functions, and was a noble senior mentor to Tasis teachers. She grew particularly close to Lynn and Michael Aeschliman. Bertha spent periods as a member of the faculty at Tasis England and Tasis Hellenic, and in 1990 she was the chief pianist and music coordinator for Mrs. Fleming's 80th-birthday celebration in Burgundy. She also had a

long-term liaison with the Laudinella Hotel in St. Moritz, where Tasis went for its winter ski term for many years. After her retirement from Tasis in the late 1970s, she moved to the Laudinella, where she was an administrator and pianist-in-residence. In honor of her service to Tasis, the School annually gives its highest music award in her name. Bertha Seifert died in 2005 in a retirement village in Florida, at the age of 100!

*From an article by M.D. Aeschliman, Alumni Magazine, Spring 2006*

### Out to Lunch



Angelo Piattini is the school banker and distributes student allowances. In 1961, he started Angelo's store and the snack bar, and in 1985 he became a Tasis employee.



"Can you give me 10 centimes?" "Hey can I borrow half a franc?" "Excuse me, do you have 20 centimes to loan me until Saturday when there is banking?" One might just as well add, "Hey Buddy, ya got a quarter t'get a guy a meal an'a drink?" But, as luck would have it, this is far from

being the Bowery or Grant Ave.—as far away as the American School Snack Bar. We Americans, with a proverbial love of initials, might do well to rename the organization T.A.S.S.B. Actually the Snack Bar is the thriving extension of the "Little Store" in Certenago. It is located under the Coach House and is usually open. Signora Piattini, proprietress of the little store, with the help of her son Angelo, of renowned soccer and arbitrating skill, and her daughter Rossana, runs the Snack Bar with the utmost confusion on the students' part and efficiency on the Piattinis' part.

*Bill Hess '66 Foreign Correspondence 1965*



Bill Hess '66

The Snack Bar itself is nothing more than some tables, three-legged chairs, and a long counter behind which is hidden almost every commodity necessary to the sustenance of the average American teenager. This is to say from orange soda (a Green Spot arancia) to an ice cream sandwich (untranslatable), from all sorts of Swiss chocolate (the best in the world?!) to soap, shaving cream, and last and, according to some, not at all least, cigarettes both foreign and domestic. Aside from, or possibly because of all these succulent comestibles, there is an attraction to the Snack Bar even for the poorest. It is a place of warmth, life, possibly a loan, and people. It is to the underclassmen at morning break what the Senior Terrace is to the "elite" group. At this time, occasionally a Senior will show his face for a brief struggle to the counter, an exchange of pleasantries with Rossana, and two jelly doughnuts and 80 centimes later will emerge breathlessly into the cold awaiting him on "his terrace."

*Some recollections: The setting of the school remains in my memory forever the magnificent view down the mountain from the Library; Saturday mornings enjoying pizza in the Square along beautiful Lake Lugano; occasional paddle boat excursions. Staff: Mr. Akbar Khan and his endless patience with my geometry failings; Mr. Max Page (English) and his obsession with T.S. Eliot; Bertha Seifert (Dorm Mother/Music teacher) and her good humor with our childish pranks!*

*Villa de Nobili: Tossing our dirty laundry bags out of our second and third-story windows into the alley below each week; frequent visits to Angelo's snack shop for ice cream and chocolates; late night ghost stories revolving around the suits of armor surrounding us!*

*Education: Well-rounded exposure to academics with both American and European influences. At the time, we thought Study Hall six nights a week was excessive, but in retrospect it paid off!*

*Doreen Mosher Louderback '70 (2005)*

*Nothing was better than a quick run after class to Angelo's to get a sandwich of prosciutto and Bel Paese (especially on nights that our German chef was not at his best) . . .*

*John Palmer '64 (2004)*



Doreen Mosher Louderback '70





Assembly in the salon

Duke Ellington . . . prosciutto and bel paese sandwiches from the little store . . . blue book bags . . . ink fights with Jesse . . . Saturday night wrestling ("you only got one bottle?") . . . 600. franc slave sale . . . the handbook says, but Mr. Robbins says . . . "seniors have 15 minutes to get ready" . . . punch at the dances . . . my roomie for three years, Carr . . . and oh yeah, the academics . . . Paloma and his diploma.

*Maturity, a coming of age, is not an easy status to achieve, yet you, the class of '64, have achieved this to an outstanding degree. In so doing you have linked your accomplishment with that of The American School in Switzerland. Through the stern demands of academic excellence the school has placed upon you and the even sterner demands you have placed upon yourselves, you have brought to fulfillment the dream and purpose of this school. The finest colleges in the land have opened their doors to you; several of you have achieved recognition on national honor rolls; you have brought renown to your school because of your sustained intellectual performance. Through you the "dream and reality" have met. The school is deeply proud of you, the Class of '64. Hold high before you the Flame of Knowledge. Let it light the darkness around you so that all our fellow beings may one day live in its radiance. My fondest good wishes and gratitude go with you.*

**Mary Crist Fleming**  
to Class of 1964

Little did I appreciate, at the time these words were put out to us by Mrs. Fleming, how true they were. Little did I appreciate the foundation of life that I had received. Many thanks to Mrs. Fleming, the staff, and all my fellow students for giving me one of the best and most meaningful times of my life. *La diversità è vita, esperienza di cultura migliore.*

**John E. Palmer '64** (2005)



John Palmer with Mrs. Fleming in 2006

John Palmer '64



*I have so many memories of my three years of high school in Lugano/Montagnola that it would be impossible to pick just one as the most memorable. So here is a montage of things, some of them happy, some of them sad, some of them laughable, and some of them childish foolishness (after all, we weren't all the mature geniuses we thought we were). It was a school of 100 and a senior class of 35. We arrived from all over and we dispersed to all over. Many of us were the best of friends and had the best of times, but sadly lost touch quite quickly as our lives evolved. So forty plus years later, here are a few snapshots pulled from the back of my mind . . . my memories that allow me to verify that Mrs. Fleming created something of lasting importance in my life: Senior floor . . . Los Quatro Templados . . . "Eckway!" . . . authentic Lebanese dinners at the Shasha's . . . Andermatt . . . "There's no room at the Monopol; you four guys get that chalet up the hill" . . . pommes frites . . . sled rides behind the VW to Hospental . . . Mr. Mole the mad scientist . . . chess with Miller . . . Mr. Watts/Mr. Munch . . . authentic Italian dinners at Ms. Riva's . . . red wine headaches . . . umbrellas for Rev. Young's sermons . . . "Pork again, Chef Wagner?" . . . the music man . . . "Don't look if you don't like it" . . . "But I'm just waiting for Nurse Guscetti, Annette!" . . . bridge with Mary, Dave, and Nancy . . . Mary . . . Gigi . . . Ralph . . . Ted . . . Sheri (Georgia on my Mind) . . . surfer boy's (bad?) habit . . . bush patrol . . . Can and Judy's "table" . . . Coach House party raids . . . the ridge runners minus one . . . Greg and Rex gone early, but not forgotten . . . love, vespas, and wine in Florence . . . Don Juan in Hell . . . three in a bed in Amsterdam . . . spring break in Greece . . . Olympics in Innsbruck . . . trips to Milan (Biffi's for a burger and La Scala) . . . Lake Como with Loni . . . Frank and Jim Beam in Lausanne . . . penalty points (weekend record 83) . . . good citizens . . . Dean Robbins coming into evening study hall and saying President Kennedy had been shot, and the memorial service on Hadsall's lawn . . . segregated study hall . . . non ho l'eta . . .*

## The Andermatt Feeling

**Skiing and school do mix at Andermatt**  
By ELEANOR GUREWITSCH

Nearly one hundred high school students from "The American School in Switzerland" completed a six week semester at Andermatt in central Switzerland on Monday (February 15). For young people whose first choice of winter activity would be skiing, skiing, skiing, school at Andermatt is the next best thing. A full academic program of maintained classes are arranged to permit best possible utilization of our ski area.

Despite the strong emphasis on skiing during the winter semester, the American School in Switzerland which has its permanent headquarters in Lugano-Montagnola is a serious academic institution. Founded in 1950 by Mrs. Mary (Mrs. Fleming), it was planned from the beginning as an independent secondary school designed to give American students preparation for American colleges plus exposure to culture and languages other than their own.

Through nearly all of the students are American and plan to return to the United States for college, during the last school year students came from sixteen states and thirteen foreign countries. The 1964 graduating class numbered 56 students, all of whom were accepted at one or more American colleges.

Against this background of high academic standards, it is possible to evaluate the success of a ski and school program. And looking at the record, it is pleasant to report that the combination does work. Grades for the second quarter have just been issued. According to Hofmeister (Raymond P. Hanson) director, two quarters three out of four students have received better grades, some have increased their marks significantly. The number on the honor roll has increased, the probation list has decreased.

The Andermatt school day starts at 8:15 a.m. Students have classes from 7:45 until 11 a.m. have a quick lunch and are out on the ski slopes for nearly four hours. Classes resume at 4 p.m., continue until 5:30 p.m.

After dinner there is a two hour study hall. The normal Monday through Friday school schedule is carried about one day at Andermatt. There are Sunday and Monday days, school Tuesday through Thursday. The school week all day Monday to Saturday. The school has no weekend classes. Some of the most enthusiastic skiers go out on Sundays as well, others relax or do some extra studying.

Ski instruction is compulsory for all students until they are considered sufficiently competent to be out on the slopes alone, beyond that point it is optional. A group of six American ski instructors, university students on a holiday from their universities, provided all instruction for the school group.

Mr. Robbins believes it is possible to maintain high academic achievement plus many hours of skiing only at the expense of cancelling all extra-curricular activities and non-skiing activities. There are no trips to concerts or art galleries or the opera while the students are in Andermatt; no meetings of the debating society; school games and other club activities. There is too few time for independent study. But the same number of hours are scheduled for class time and study time as in Lugano. The only supplementary program maintained by the mountain is the series of lectures by distinguished visiting professors from American and European universities.

Since Andermatt is just two hours by train from Lugano, the students from The American School will not give up skiing for the season now that they have moved here to Lugano. Until spring vacation in mid-March, the school remains on a Tuesday through Saturday schedule, providing an opportunity for pupils to ski on Sundays and Mondays, or even to make convenient one-day Monday ski trips to Andermatt.

There is 100 percent participation in the ski program among the students. Many of the faculty participate as well. The teachers are every bit as enthusiastic, freely admit to being somewhat less skilled but on the average, both students and teachers have nothing but praise for the combination of skiing and studying. Every year skiing proves impressive: some years, including the present one, grades improve also. City cultural facilities are sacrificed gladly for the opportunity to ski for six solid weeks in one of Switzerland's loveliest resorts.

Weekly Tribune, February 1965

The bells at the Hotel Monopol began to ring, alarm clocks went off in the students' rooms, and the church bells began to sound. Blurry-eyed students awoke in a groggy daze. As they pulled up the shades and looked outside, their eyes began to brighten. The day started well as the students noticed the newborn sun shining on the snow-covered mountains. By 7:30 the students were ready for their full morning of classes. Classes seemed to go quickly as the students' minds were invigorated and inspired by the fresh clean air and the beautiful surroundings. After a hot lunch, the students took the 12:00 train to Natschen and took three or four runs down to Andermatt before Mrs. Baker served 4:30 tea in the hotel. After another hot meal at 6:30, the greatly needed and appreciated study hall began at 7:30 and ended at 9:00. The students were all in bed and asleep at 10:00; although a light bulb or two could have been seen into the wee hours of the Andermatt night.

This was a typical day of the four-week stay in a small village in German-speaking Switzerland. Andermatt was not

all fun; there was much hard and time-consuming school work. The students had to plan their time carefully and do their work quickly and well. At 5:00 on many of the afternoons some of the French students and M. Villaret gathered with guests to relax and to better their French conversation. Some would talk to a soldier or a university student about Swiss federalism or Swiss neutrality; others would merely speak about the day's skiing. On Friday and Saturday nights after dinner, the students heard Mr. Amis speak on Stravinsky or Britten; other nights the students heard Dr. Hillman explain and discuss modern psychological theory.

Our three weeks at Andermatt passed quickly, and we soon found ourselves with skis in one hand and suitcases full of well-worn books in the other, boarding the train for Lugano. Behind our tanned faces, we carried a fond memory of Andermatt, of the cracked walls of the classrooms, and of the ski-tracked slopes; the mind and the body worked well there.

Yearbook 1963

*Andermatt is a feeling. It hits you many times, such as: that first unbearable 7:10 class; the mad hustle to the lifts after lunch; the friendly warmth of the after-skiing; and the fight for the showers in the evenings. Of course, one could define Andermatt as a small Swiss village near the famous St. Gotthard Pass in the Alps, elevation 1444, etc. But this is hardly the Andermatt I know or the one which the inhabitants know during the six weeks TASIS is in Andermatt. The sensation of change and strangeness which first greets the students draws them closer together and multiplies school spirit to the extent that, by the time we leave Andermatt, by then an old friend whom we all know well, the school is a tight little unit of young people. This Andermatt is a feeling, that of unity.*

*Andermatt is another kind of feeling too. It is a feeling of exhilaration, of joy, of being alive, of being young. Andermatt brings forth, through our skiing, the chance to challenge the elements and win. There is, in addition, the swift easy thrill of pleasure skiing, for, above all, Andermatt is skiing. And a glorious feeling.*

**Scott Latham '66**  
Foreign Correspondence, 1965



Hotel Monopol, Andermatt (r)



Raymond P. Robbins

We went to *TASIS* after graduate school at Harvard (I recall Gay was at Radcliffe at the time) to provide world-class teaching for the daughter of the school's proprietress. I believe it was the 1961-1962 school year. **Joe Leschetsko** was headmaster (I think it was his predecessor who abandoned the school for the French Riviera - with a couple of young teachers), and for your mother's reasons she asked me to replace Joe during the year (we were in Zermatt for spring vacation when I received the fateful call). At 25 years of age I didn't even have enough experience or wisdom to realize what was being asked of me! It does occur to me that maybe you orchestrated the entire affair to get rid of your sub-par biology teacher. "The rest is history" too. It was seven years happily—if not always successfully - heading *TASIS* and starting our family and enjoying the unique experience of being part of the *TASIS* family. Needless to say, Lenita and I remain grateful for the opportunity and experience.

**Raymond Robbins,**  
Headmaster 1964-1968  
in a letter to Lynn Fleming Aeschliman (2005)

Betsy Bacon Newell with alumni  
Donald MacDermid and  
Lynn Fleming Aeschliman



After *TASIS*, I went to Wellesley for four years (yes, I was one year behind Hillary Rodham—even then she was a woman extraordinaire) majoring in psychology—a discipline for which I was well prepared by the explorations of human motivation (through literature) that Mr. Wilson guided us so skillfully/sensitively through. I gave up my ambitions (or my mother's ambitions) to become an MD and instead headed into a career in clinical psychology. I really do feel that Robert Wilson had a lot to do with this choice—and I felt throughout my Wellesley years that I had been superbly well prepared for college (in fact, my literature courses were stronger at *TASIS* than at Wellesley). Incidentally, I minored in pre-med and Italian—finally learning to read and speak the strong and melodic language that surrounded us at Montagnola and the language of my own maternal grandmother and great-grandfather. Who from *TASIS* doesn't remember "C'è ancora pane?" or "Porca miseria!" I am delighted that my son Jesse (now 14) is planning to take some Italian at Princeton High School.

**Tracy Schornagel Orleans '65**

A school like this is really a reflection of the persons who run it—their energy and vision and dedication . . .

**Glenn Tupper '67 (2004)**

**Betsy Newell (2004)**

The current student body reflects what students are like all over the world. There is a kids' culture that is pretty widespread, mostly because of TV, and now there is the Internet. In the old days, there were very few foreign students. There were many American companies abroad that were stuck with employees with kids and no school to send them to. So there could be 20% or more students in the winter whose parents were all working for the same oil company in the Middle East. The company was a major patron because they paid all the tuition bills for their employees' kids. In many ways, the present student body is much more sophisticated as well as much more international. But even in those early years, there were a number of students who went to Ivy League colleges.



Tracy Schornagel Orleans '65

## She Encouraged Me to Aim High . . .



Leslie F. Tolbert '69

My years at *TASIS* had a huge impact on who I am, and, since who I am includes being a neuroscientist, I now know that part of the reason for that impact is that I was at *TASIS* during a time when my brain was ready to grab and absorb new experiences into its very structure. All of us alumni were. Research in neuroscience over the last few decades has revealed that brain development doesn't stop when we are very young. In fact, the brains of school-age children, even into our early 20's, are still developing and are highly "plastic," or susceptible to change in response to experience. After that, our brains continue to change in subtle ways, but the main features of our neural circuitry are firm. Thus, all of us who had the opportunity to be at *TASIS* for part of our education were there at an age when our experience would have a profound impact on the brain circuitry that, for the rest of our lives, drives our perceptions and thoughts and actions.

Somehow, I think Mrs. Fleming knew that before the biologists did. In creating *TASIS*, she created a situation in which young people from all over the world would be stimulated intellectually and emotionally not just inside the classroom but outside, by the exciting cultures of Europe, in extraordinary ways. I am deeply grateful to my parents for having the insight to realize that *TASIS* would provide an exceptional education and for the grand generosity to send my sister, Kim, and me there in the late 1960's. And I am deeply grateful to Mrs. Fleming for every aspect of the *TASIS* experience. At *TASIS*, I enjoyed mind-bending teachers, wild and crazy roommates, and stimulating classmates, and I sucked into my brain the beauty of Lugano and the excitement of the many corners of Europe we visited. I also benefitted from having Mrs. Fleming, who acted with energy on her ideas and achieved such dramatic success, as a role model. When I thought about where to go to college, Radcliffe had special appeal because she had gone there. She encouraged me to aim high, and when I arrived at Harvard/Radcliffe as a budding math major, I found I had not only a competitive math and science background, but also a breadth of cultural experience that enriched my experience there. Now, as a neuroscientist, an interest in learning about the scientific basis for wanderlust or the appreciation of art is as important to me as the specific research projects my own lab group conducts. And as a parent, instilling in my two wonderful children an openness to new experiences and an expectation of constructive and compassionate engagement with the world is as important as anything else my husband and I can do for them. We alumni tangibly carry the *TASIS* experience with us every moment, wherever we are and whatever we do. How lucky we are!

**Leslie F. Tolbert '69 (2005)**  
Ph.D., Regents' Professor, ARL Division of Neurobiology,  
University of Arizona

I had been given the great gift of living in Europe by my father, who worked for Proctor and Gamble, was transferred to Germany, and wanted each of his three children to experience his own expanded sense of "life beyond the American myth." We did just that . . . There are so many moments . . . but one that I would like to share is the one of looking out of my window over the Lugano watershed where an incredible new bridge was being built (1966) and thinking "That is so beautiful . . . I want to do something like that!" . . . and winding up, 35 years later, with bringing beauty and passion to people's lives. It's hard to describe the emotion and the potential that propel me. Even in this year, when I am being recognized for my contributions to the field of Landscape Architecture by being made a "Fellow" in the American Society of Landscape Architects . . . it started with my genes and my perceptions, but it reached a "flashpoint" that propelled me onwards from my small window, overlooking the Lago di Lugano.

**Becky Benton Hanson '66 (2000)**

The maintenance of high academic and personal standards in a boarding situation requires total dedication. Getting our students admitted to fine colleges, recruiting faculty, meeting parents, seeing improvements in the physical plant, the "bubble", the European study trips by train and in those indefatigable blue VW vans, the St. Moritz term, the memorable candlelight dinners in an environment of noble Ticinese traditions, Villa de Nobili, the beautifully arranged graduation ceremonies - all this remains with me.

**Fritz Renken (2000)**  
Headmaster 1968-70

When one looks onto the long road ahead, when one contemplates the work to be done, the dreams to be achieved, one feels an overwhelming frustration that one is given only one lifetime when two or three would hardly suffice. It is only in looking occasionally backwards that one takes encouragement and renewed strength to again face forward, to feel again the challenge of the future.

**MCF, Alumni News 1965**

Having memorized the lines of Mrs. Fleming's recipe for a school, it all seems to follow . . . You find a beautiful place, find a beautiful building, usually a villa, . . . get exciting teachers who love children and young people and are excited about what they teach, and then bring in the young people—just open the doors and let them meet each other.

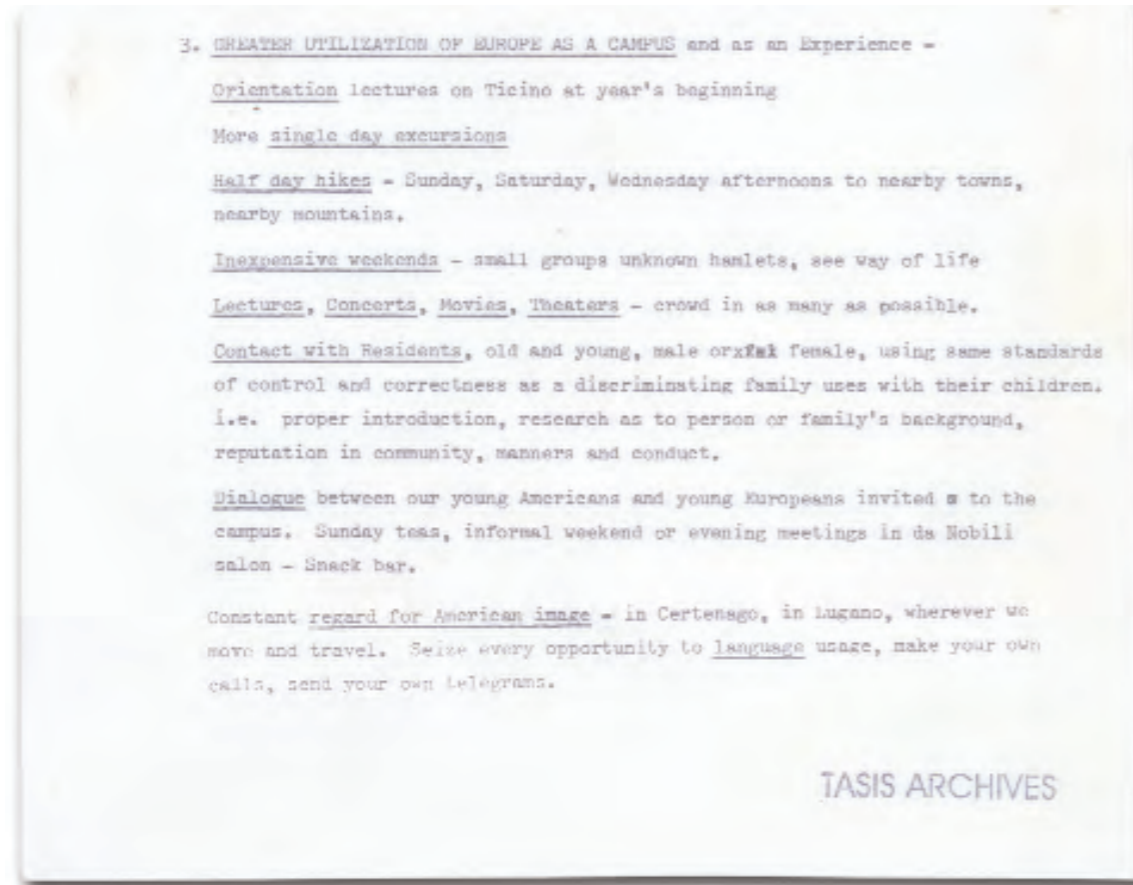
**Elisabeth Crawford PG '66 (2004)**

## Europe as a Campus

Excerpt from Governing Board meeting minutes



History teacher *Hendrik Woods*



## My First Visit to the Soviet Union in 1968



*Michael Army*



*Kathy Pitner '62*

*A memorable moment in my junior year (1967–1968) at TASIS was the spring trip to the Soviet Union led by Hendrik Woods. We visited Czechoslovakia during the Prague Spring of Alexander Dubcek and Moscow long before the collapse of the Soviet Union. As far as we could tell, colored winter coats had not even gotten into the Soviet 5-year plan of that time. This trip, plus the Soviet History course taught by Woods and a long-term interest in seeing things for myself, led me to study Russian at the University of Wisconsin, Middlebury, and the Pushkin Russian Language Institute in Moscow (fall of '79). Since then I have traveled to Russia to discuss energy and environmental programs and participated in delivering a US government non-proliferation program that provided training on business skills to former weapons scientists in the former Soviet Union. All of this has provided a useful additional perspective in my work for the environmental non-profit organization I founded, Leonardo Academy.*

*Michael Army '69 (2005)*

*I remember a trip to Egypt... with a group of about 12 students. That was also an amazing trip for a young girl. I remember being on a train at night. We slept on the train,*

*we traveled a long distance... but we went through the desert, and the sand from the desert blew into the train—and we had opened the windows because it was so hot. We woke in the morning and we were covered with sand.*

*Kathy Pitner '62 (2004)*

*One of the things that I think is most valuable is the way TASIS mixes travel with the normal school experience. The excursions that we would take to various parts of the country and to places in Europe... They would take us to special meetings with student groups from other countries, which really gave us a feel for the country, even though we perhaps didn't understand all its underlying issues. That kind of exposure to a country at first hand was invaluable. It gave me a much broader understanding of Europe. Through the trips, we learned a lot about other cultures... in an actual experiential way—to see the different governments and how they affected the lifestyles of the people. Even at the height of the Cold War, we went to Russia and to Hungary. It certainly made me much more open-minded about things in general and about politics and government in particular.*

*Glenn Tupper '67 (2004)*

## A Year in Europe – Le Voyage: a Challenge to Baudelaire

In the eyes of the homebody who never stirs from his armchair in front of the tube, the world is frighteningly vast and many-peopled. In the eyes of the traveler, the world is a thrilling storybook with wonderful tales of beautiful people. One day we left for the Old World. We thought of the experiences to come as the plane tried to soothe us with its incessant drone, as our hearts beat pitifully with mixed emotions. Some of us were glad to be leaving our families behind. Others of us, while overjoyed to be stepping out at last into the world, felt pangs of premature homesickness and longings for the apron strings. When we had nestled ourselves into our American European community, we realized that, in order not to deprive ourselves of any of the personal enrichment, we must enter into the midst of the people themselves.

What wonderful discoveries we made, both about ourselves and about others! We proved that curiosity does not kill the cat but in fact gives him another nine lives. Once we had started looking and learning, we found that we could not calm the loud, greedy voice inside us that cried, "More! More!" Each new encounter, the discussions with Czech, Russian, and French students, left us with a feeling of exhilaration and fulfillment. Our imaginations groaned and stretched, and the rusty cog wheels in our brains began to spin with renewed vigor. We pitied the tourist who was spending his time in museums and cathedrals. He, in his isolation, would never see what we were seeing nor feel what we were feeling.

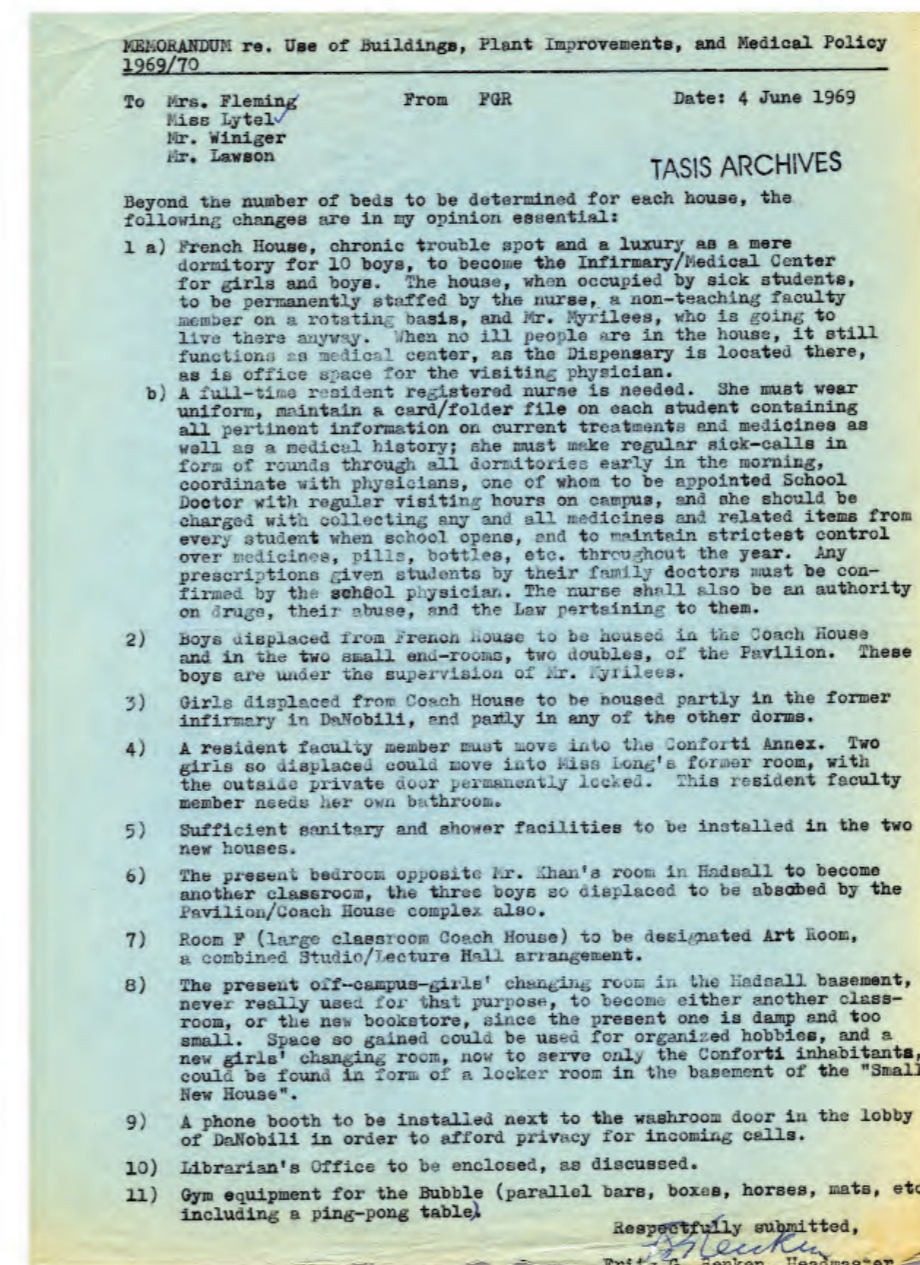
Of course, we too, like any other tourists, have our snapshots and souvenirs, but these are mere trifles. More dear to us are the remembrances of our personal experiences, our bewilderment of the fast-changing world around us. We felt the effects of the upheaval in France. We were disturbed by the troubles in our own country, more so than if we had been there ourselves. We grieved for Martin Luther King and Robert Kennedy and some of us cheered ourselves hoarse for Nixon. We may not have actually seen history take place, but we were there and we felt it.

Still, you may be wondering what we saw. Naturally, we interested ourselves with the heritage of the countries, visiting a few museums and cathedrals, as well as taking time to visit the theater, old and modern. We were not blind to Nature's beauty, but we felt a growing appreciation from here. We felt thrills of excitement race through us when, curled up in our blankets on the roof of a hotel, we saw a shooting star cross the sky and disappear. When we looked out of the windows of the plane en route from Prague to Moscow, we were fascinated by the rainbow colors of the billowing clouds below us as the golden sun bathed them with her rays. We could see building after building as we walked along the ramparts of an old watch tower, and beyond them, hills and trees melting away into the horizon. We were bewitched by a pink moon peeking between the towers of the Papal Palace in Avignon.

But we are lucky. We have seen many of the wonders of the world, and we have learned to appreciate them and to love our fellow men. We have grown and changed. But there are those who are less fortunate.

Pitiful homebody! It is impossible to believe that there exist those who will never know change or growth.

By all means, don't travel if you don't want to acquire a bit of independence. Don't leave home if you don't want to understand yourself and therefore understand others. Don't step out of your corner and into the crowd if you don't want to learn something from others as well as share a part of yourself with them. Don't travel if you are going to drift from one sightseeing spot to another. Because if that is the way you feel, you'd only be wasting your time and return home more pitiful than when you left. But we who have profited



from our journey encourage you who are willing to gamble away a part of yourselves and step out of your sheltered lives to come to Europe. If you are lost and are looking for self-dependence, come to Europe, maybe she can help you. If you are afraid of the world and of mankind, come to Europe, she'll show you beautiful people. If you want to shake off your inherited conventional ideals, come to Europe, she'll liberalize you. If you have a dull sense of curiosity, come to Europe, she'll show you something that will make you more curious. Better yet, if you are already independent, bold, curious and broad-minded, come to Europe. You can profit more than others and maybe you can teach others what you

have learned. We have seen and heard more than we will probably ever be able to comprehend, but we have learned from our experiences. And we have changed and grown. Now our time is up, and again we will fly across the ocean. But this time we will head for the New World with its new ideals. We'll wave farewell to the world that taught us to be ourselves. We'll think of home and family while listening to the incessant drone of the plane as she tries to soothe our hearts, beating pitifully with mixed emotions.

*Susan Perry '68*  
SSIF '68 (Alumni News 1969)

## Thoughts on Becoming the TASIS Headmaster



Fritz G. Renken

**One of the reasons for my joining** The American School in Switzerland was its apparent watchword "Sky is the Limit". In a very positive sense, there never is a dull moment. My three years before the mast at the Post Graduate Program have been, I hope, a good preparation for working with the High School. As far as my new environment is concerned, the general atmosphere of action is resting upon a tradition now a dozen years old. With each passing year, this foundation will broaden into a base of increasing stability. The overriding concern of any school worth its salt is its students. Given its stated objectives, my main responsibility will center around such questions as to whether the institution's activities and programs are consistent with those objectives and whether it has reason to believe that it is in fact attaining them.

Of all angles to consider in this context, the human one is, in the last analysis, the one that counts. An organization may be ever so well set up but it will not function properly if the people involved in it do not pull together. The individual has to find his own level within but not against the community which, on the other hand, must give him enough space in which to move.

Pindar said: "Become what thou art." It is my hope, and it will be my aim, to become part of a community that has regard for the sturdy self-reliance typical of this mountain land, an academic atmosphere inciting its members to do their best, and a strong sense of social responsibility.

*Fritz Renken*  
Alumni News 1968



Fernando Gonzalez

**"Every year there seemed to be a new challenge and a new problem to be overcome. Even Lugano was initially not viable for us, given the high cost of the Swiss franc and the weak dollar... I think that's what made TASIS exciting—it attracted people who were problem solvers, people who enjoyed the aspect that it wasn't just your typical traditional school."**

*Fernando Gonzalez*  
in "A Taste of TASIS" (documentary 2000)

**There were changes—all of a positive nature. The students were given the chance to express themselves—within the school and to the public, and to the countries that they visited. We had a good drama program which has continued and developed very nicely. We had performances up here; we had speakers which made the school better known, and we had study trips, just as the Post Graduate Program had had. We did everything to put the school on the map. The school was not yet all that old and we were still anxious to secure its future, so that during my tenure there were fewer changes happening than planned. Mrs. Fleming was always bubbling over with ideas, and this rubbed off on the school.**

*Fritz Renken (2004)*  
PG Dean 1965-68, Headmaster 1968-70

## Notes from the Montagnola Campus

The most obvious innovation this academic year at the Secondary School is our "BUBBLE." The Bubble has, in fact, provided us with a long-needed gymnasium. It is fully equipped for tennis, volleyball, and basketball. Varsity and Junior Varsity Basketball games have already been held there. Our sports program has been greatly extended this year, a Varsity competition takes place in basketball, soccer, and skiing, and presently all our teams have winning records. At the intra-mural level we now have tennis competition both for boys and girls, and we are hopeful of developing this into a varsity sport. Other innovations have been the introduction of hockey, fencing, judo, weight training, and water ballet at the Hotel Europa. We continue to have visiting lecturers

of high caliber. The Drama Club has produced *Spoon River Anthology* and is presently in rehearsal for a presentation of *Antigone*. Our Wednesday afternoon program of movies of cultural interest continues, and this is now supplemented by Saturday evening movies, in a lighter vein, in the Salon. Pilot camping trips have been made in the fall, and the weekends of the Spring Term will find our students camping out in various parts of Switzerland and Northern Italy. We are continuing to expand and grow according to the ideals of TASIS, and we hope that this year will have proved a rewarding experience for our students.

Alumni News 1969

## The Bubble...



Graduation in Bubble  
Sports in Bubble (r)




TASIS's new, beautiful,  
and big Bubble

Among the buildings of TASIS there is one that is unique among them all - totally different from the others. The Bubble, of course. I remember well the evening it was blown up - literally. A vast floor had been put down and upon it had been laid a great mass of some kind of heavy grayish material, perhaps canvas. Doors were standing free here and there. Two air compressors started up making a hideous

commotion in the evening air. At first the mass didn't budge, then slowly it seemed to breathe. It got larger, then larger and larger. Spotlights were turned on and the scene took on an eerie aspect. Students and teachers stopped by to enjoy the sight, but it was long after lights out before the show was over. The next morning VOILA our instant air-supported gymnasium had become a reality, looking for all the world like a huge displaced dirigible. The students immediately named it "the Bubble," and the sports program took a new lease on life in its spacious interior. Bubble had a few problems: when the electric power was low, so was the Bubble; a snowfall would cause it to slump and get lopsided. One day during the Christmas break a very heavy snowfall almost did poor Bubble in. Although Bubble recovered, a strong wooden frame was erected inside. The frame you see now has been there ever since, and Bubble has been a reliable sports arena to this day.

*Alice Lytel*  
TASIS Today, 1989

ARC  
INS  
ALK  
Page 3



February 26, 1967

THE AMERICAN SCHOOL IN SWITZERLAND

Dear Alums —

The high school students have just converged on Lugano from Andermatt, the P.B.'s from visiting individual families in Germany, Belgium, northern Switzerland and France and from the sky — over the US! In short, TASIS students have been spread across our 712,000 square-mile campus — Europe!

Now all of us are back after varied research travels, all have returned to the books — what books? Our pitifully small school library! Does this ring a familiar note? Does the "back to the books" cry flash a nostalgic image of sparse shelves?

For years now the one censure of TASIS as a good and potentially great school has been no library. No real library. This chant has rung in my ears long enough! So it's "TO HORSE!" — the old lady is back in the saddle. We're going to correct this large weakness of TASIS — and fast!


The first fine flash of pleasure at seeing so many of you again while in the States is still upon me. From those of you I did see I have that warm re-assuring feeling that your enthusiasm for and pride in TASIS is still strong. Thus I am confident an intense campaign launched immediately to strengthen our library will bring generous response from all our loyal alums. I enclose starting information — more details next week.

With most affectionate greetings —  
Mary Crist Fleming

TASIS ARCHIVES  
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## TASIS LIBRARY CAMPAIGN

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*are you here now? \$11,264.50*

Dear Alums,

We're closing a CAMPAIGN and, as you will see from the enclosed, opening a COLLEGE. The decision to convert the well-known Post Graduate Program into a two-year college has been long in the making. Many alumni from that specific program have been fearful that this would mean the termination of an unparalleled educational experience. To the contrary, the decision has been made to assure perpetuation of the dynamics of that unique program through establishment of a foundation; to permit expansion and strengthening through outside funds and grants; to offer to a greater number of young Americans, the all-important dimension of travel and study in Europe as a timely supplement to their American college curriculum. Casting Fleming College in the mold and on the campus of the Post Graduate Program should guarantee that the spirit of the Program will continue. I count on the support and enthusiasm of the graduates of this particular program to help us successfully launch this newest evolution of your alma mater. Closing the library campaign in no way means cessation of effort to continually increase the number and quality of volumes at hand for TASIS and Fleming College students. For a library campaign can never really end. It is a continuing and preeminent need demanding support. Thus I hope that, though we will not send you monthly reminders and requests for funds, you will still keep your library very much in mind and will solicit interest and gifts from any persons with whom you come in contact who are interested in strengthening American education abroad.

May I take this occasion - the printing of the last Library Bulletin - to thank all the TASIS alumni and friends who have contributed to the campaign. Your interest and support have been enormously appreciated, I assure you.


Gratefully yours,  
Mary Crist Fleming, Director  
Annual Giving Fund 1968

### MESSAGE TO TASIS ALUMNI

HAVE YOU EVER WONDERED WHAT OTHER PEOPLE THINK OF WHEN THEY THINK OF SWITZERLAND?

CUCKOO CLOCKS?  
YODELING?  
NUMBERED BANK ACCOUNTS?  
HEIDI'S GRANDFATHER?

WE KNOW WHAT YOU THINK ABOUT TASIS. CAMPING. SKIING. TAKING THE CLASSROOM ALONG. WARM FRIENDS. BLUE BUSES. ABSORBING CLASSES. TEACHERS WHO CARE. MOUNTAINS EVERYWHERE.




HAVE WE BROUGHT TEARS TO YOUR EYES? WE'RE GLAD. WE WANT YOU TO REMEMBER TASIS AND TO CARE.

WE REMEMBER YOU. AND WE CARE. WE FOLLOW YOUR ACTIVITIES. YOUR COLLEGES. YOUR MARRIAGES. WE COUNT UP HOW MANY CHILDREN YOU HAVE. WE'RE HOLDING A PLACE AT TASIS FOR EACH OF THEM.

TASIS NEEDS MONEY. TO CONTINUE TO BE A SPECIAL KIND OF A SCHOOL. IN SWITZERLAND.

IT TAKES MONEY. EVEN AT TASIS

BECAUSE EDUCATIONAL COSTS TODAY ARE OUT OF SIGHT. INFLATION. EQUIPMENT. GOOD TEACHERS. LIBRARIES. STUDENT AID. BLUE BUSES.



WILL YOU HELP?

# Reunion Recipe



Get one baby blue Volkswagen bus, pour in a ton of spaghetti, add a dash of Gerhard, stir till doing 100 k's an hour, blend in Brian and Philip, top off with the latest TASIS film, and ship all over to the United States.

Those were the miles my friend—we thought they'd never end. All the way from Washington, D.C., to New York, via San Diego. But while in America our intrepid Austrian and Englishmen never felt far from Europe what with the alumni film on never-ending tap, ready to be shown at every whistle stop. The film, prepared by the TASIS Instant Film Corporation of **Brenner, Mellon, and Villaret**, traces the history of the school from its Locarno inception in 1956 to the New York inauguration in September, 1968. In between, 50 minute's worth of footage, old and new, recollect **Betsy Bacon**, aged 15, **Ray Robbins** as a young science teacher, **Bob Wilson** before the map of Greece, **Herb Stothart** "leading his charges to the athletic field," and **Dave Williams, Miller, and O'Connor** looking wistfully at St. Peter's while the Pope pronounces his blessing on needful PGs. There's also a panorama of Project Europe, Summer School in France, and

closing shots of architect **Jerry Wells** planning for the future.

What with a surfeit of spaghetti and chianti, checkered tablecloths and the alumni film (not to mention candlelight), how could any nostalgic North Carolinian, Californian, Chicagoan help but feel the delights of *Remembrance of Things Past* and with Proust ask, "C'è ancora da mangiare?"

Alumni News 1969

*The craziest task I ever did for Mrs. Fleming was the Spaghetti-Alumni-Tour with Brian Kusel and a Maltese chef in a caravan decorated by Betsy into a Ticinese grotto restaurant, pulled or rather dragged by an underpowered VW bus. We were barely able to shift into fourth gear, with headwind into second. I found a napkin with the geographic schedule. I chickened out in New Orleans to stay sane. Maybe you remember? I certainly do, every detail of it.*

**Gerhard Schwarzacher**  
Swiss Holiday counselor,  
and TASIS representative (1990)



Villa de Nobili, Armour room

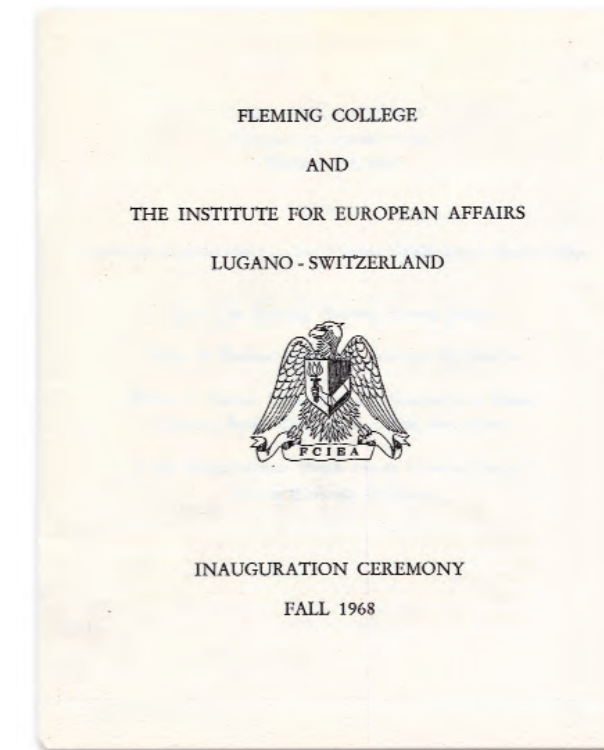
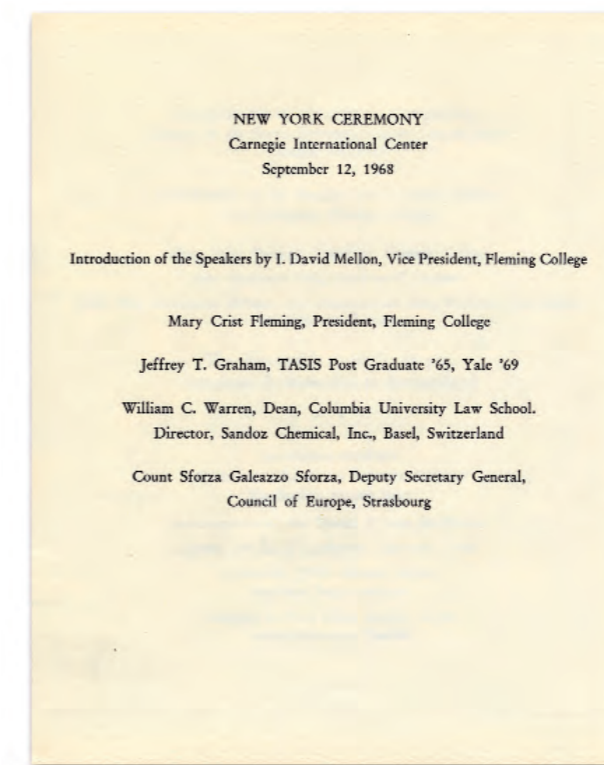
Left to Right: **Carol Bradley, Brian Kusel, Helen Bond, Nancy Jenkins and Tom Powell**

# Fleming College

In 1967, five years after the acquisition of **Villa Negroni** for the Post Graduate Program, a decision was taken to enlarge the TASIS option by incorporating a two-year college-level program, to be known as Fleming College. The one-year Post Graduate Program would still continue, but it would now be known as The Institute for European Affairs. The one-year students would participate in all courses offered by the college, but with a special emphasis on developments in American business abroad and foreign relations. Six weeks of the academic year would continue to be spent in other countries. Unlike the planned college program, the one-year Institute would continue to be non-credit.

The espoused aim, by its founder and president, Mrs. Mary Crist Fleming, was to train "... a new kind of American, international in outlook, versed in languages, current in political matters, aware of his responsibilities to the United States, a fast-changing Europe, and to a developing Third World." Humanities, social sciences, and languages would be at the heart of the curriculum, but discussion ranging from the developments of US business abroad to seminars in the Common Market's economic and political edicts would form an integral part of the whole.

Both new programs were to be inaugurated at the Carnegie International Center in New York on September 12, 1968, and the freshman class of Fleming College would then set sail for Naples on the S.S. Leonardo Da Vinci, undertaking research on their way up by land through Italy to Switzerland. The Institute students were to sail on the Nieuw Amsterdam, bound for Rotterdam, making a two-week long trip through Holland, Belgium, and West Germany, visiting important sites as they made their way



down to Lugano. Classes for both were to begin at Villa Negroni on October 5, 1968. After two successful years of study at Fleming College with the completion of 60 college credits, an Associate of Arts degree was to be bestowed on its students; the one-year program Institute students would be awarded a certificate.

By 1965 TASIS had acquired a governing board made up of seven to nine members of the administration with two elected faculty representatives. Until that time Mrs. Fleming took policy-making decisions alone, without consulting anyone. After the formation of the board she still retained the right, as long as TASIS remained a proprietary school, to overrule the governing board. This was a veto which she never used, except on one occasion a few years later. It was this board which in 1967 made the decision to extend the Post Graduate Program into the new two-fold higher educational structure, comprising Fleming College and The Institute for European Affairs. Initially Fleming College was to be a two-year program, later to be expanded to a full four-year institution.

A three-year plan for the development of Fleming College was put in place. In this period of time it was estimated that an income of \$3,000,000 would be needed to serve a student body of 300 students. In the initial academic year, 1968-69, facilities for a student population of half that number existed. On October 12, 1968, a formal dedication ceremony for Fleming College was held in Lugano attended by the American Ambassador John S. Hayes, Mayor Ferruccio Pelli of Lugano, and other dignitaries, for the charter class of 150 students.

G.M.

Jeff Graham on the platform together with Dean Warren of Columbia Law School, Mrs. Mary Crist Fleming, and Count Sforza, Deputy Secretary of the Council of Europe. On hand for the event were some 500 students, alumni, parents, and friends. Messrs. Holmes, Brenner, and Villaret represented the college faculty



Main speakers arriving for the Lugano inauguration



## The Need for Education

Bernhard Auer, Chairman of the American Board of Advisors, proposed a toast to the success of the college: What success the college does achieve will be due in large measure to the efforts of the Board—and of the alumni. To alumnus Jeff Graham, we are most grateful for remarks which come from an ‘intelligent heart’ and testify on behalf of so many to what the TASIC experience meant and continues to mean.

“This is a very confused and frantic world and a very agonizing year, but one thing seems clear. This is the need for education. This may sound ridiculous, but I’m not speaking of the kind of education that means teaching people to read and write and to pass exams and to do well on college boards and on law boards and on med boards, although I would not deny the importance of this kind of education. What I am particularly speaking about is the need to educate those who already know how to read and write and those who are already in college and graduate school. Today the world desperately needs men and women of ability and understanding and the premium on human understanding is higher than ever before . . .

In Varese we walked the streets taking a poll just before the municipal elections to see if we could forecast the vote. We were chased down the street by a communist butcher

who said it was none of our business how he voted. We talked with students who were communists and we visited cities that had communist mayors. The year after I was a post graduate, Mr. Mellon and a group of students visited a communist party meeting and had a pretty wild time.

Well, the point, I hope, is obvious. There are many ways to learn about things and any of them is better I suppose than not learning at all. But you students are going to have a really unusual and enjoyable learning experience. You’re going to learn more and understand more than you ever have. You know, one of the favorite spring-term pastimes at Yale and a lot of other schools is sitting around plotting how to get to Europe for the summer. You are really lucky. You won’t have to go through that agony.”

Jeff Graham PG ‘65  
Excerpt from Alumni News 1969

### Ambassador Hayes, President Fleming, Mayor Pelli of Lugano, Vice President David Mellon, and Signor Ghirlanda, Head of the Ticino Department of Education, Herald the Opening of TASIC’s Newest Educational Adventure

At formal dedication ceremonies held in Lugano on October 12, 1968, American and Swiss government officials, officers and faculty of Fleming College, and a charter class of 150 students ushered in a new era in the history of the TASIC organization and gave life to an idea—the creation of a two-year, degree-granting college. In measured tones, Ambassador John S. Hayes traced the difficulties faced by America today, focusing particularly on the great issues of Civil Rights and the war in Vietnam. Mayor Ferruccio Pelli

countered by noting that seemingly tranquil Switzerland also had its share of problems, not least in education, adding wryly that it took Americans to establish the first institution of higher learning in Ticino. Serious, but tinged with characteristic good humor, President Mary Crist Fleming said, in French, that with the opening of Fleming College, her problems were just beginning. David Mellon acted as Master of Ceremonies for the dedication. The opening ceremony was followed by an inaugural concert.

To implement the goals set out in the FCIEA inaugural ceremony and translate words to deeds, the college plans to expand its already highly developed travel program. Come April, 30 IEA students and 26 sophomores will journey to Tel Aviv, live for one week in a kibbutz, switch gears, go to Istanbul and live with Turkish families for four days.

Renzo Arnold and Matteo Bellinelli, the first to benefit from the FCIEA Scholarship program



Meanwhile, FC freshmen will have been to Budapest for a week in February and made comparisons, in the spring, living with German families in Cologne. Already, a broadened scholarship program has added a European flavor to the campus. Numbered among non-American freshmen are two young men from Lugano (see photo), a sprightly French mademoiselle from Avignon, Janie Lescure, and Ecuadorian

Susanna Gallegos. As a matter of fact, for one reason or another, South America is well represented at Fleming College, with delegates from Peru, Brazil, and La Paz, Bolivia. On the international business front, Mr. Fred Close of Ampex, well known to many TASIC alumni, is teaching a dynamic course on Market Europe, bringing the fresh insights of an on-the-spot businessman to the rarified precincts of a college campus. Similarly, Theo Brenner has marched IEA halfway around Europe in quest of on-the-scene confrontations. An added spur to all these efforts has been provided by new faculty members like Dr. Horus Schenouda of Alexandria, Egypt, professor of Middle East History and Arabic, and Maria Teirumniks, whose specialization in sociology has opened up new vistas for study of the European city, among them Milan, Paris, Zurich, and Cologne. Fleming College plans to introduce new courses on Comparative Religions and European Intellectual History, these to complement the already strengthened art and literature departments so that the embattled humanities can stand on equal ground with the social sciences.

Supervising these various endeavors is a 34-year-old Dean from Los Angeles, Michael Holmes, whose wide experience in college administration combines with a fine passing arm to insure that the process of being “internationalized” is leavened with doses of American heritage. In these labors he is aided by such Yankee stalwarts

Maestro Feist conducts the opening piece by Beethoven



as Herbert Stothart, Margaret Holley, Jim Alleman, and of course administrators Fleming and Mellon. Not least, he gets the active support of some 150 cheeseburger-cherishing scholars who, in spite of loving Europe, living in it, learning from it, still wonder how the new Nixon administration will handle the questions of NATO, Gaullism, the Mid East, and Black Power. Fleming College is launched, its educational philosophy tacked to the masthead. Before the young college lie great and difficult tasks. If the institution is to take wing and the promises of the inauguration are to be fulfilled, funds must be raised, accreditation sought and gained, new faculty recruited, old courses continually strengthened, new ones added. Above all, able and dedicated students must

come in increasing numbers, and their training at Fleming must provide strong under-pinnings for the rigors of the best American four-year colleges. Our transfer record will be one yardstick of whatever success we achieve. The hurdles before us are formidable but not insuperable. Working with alumni, now over 2,000 strong, and with an equally strong parent group, there is no challenge which, together, we cannot undertake and overcome. Above all, it is our firm belief that the spirit which animated the Lugano inauguration of Fleming College will carry through in the years ahead.

Alumni News 1969

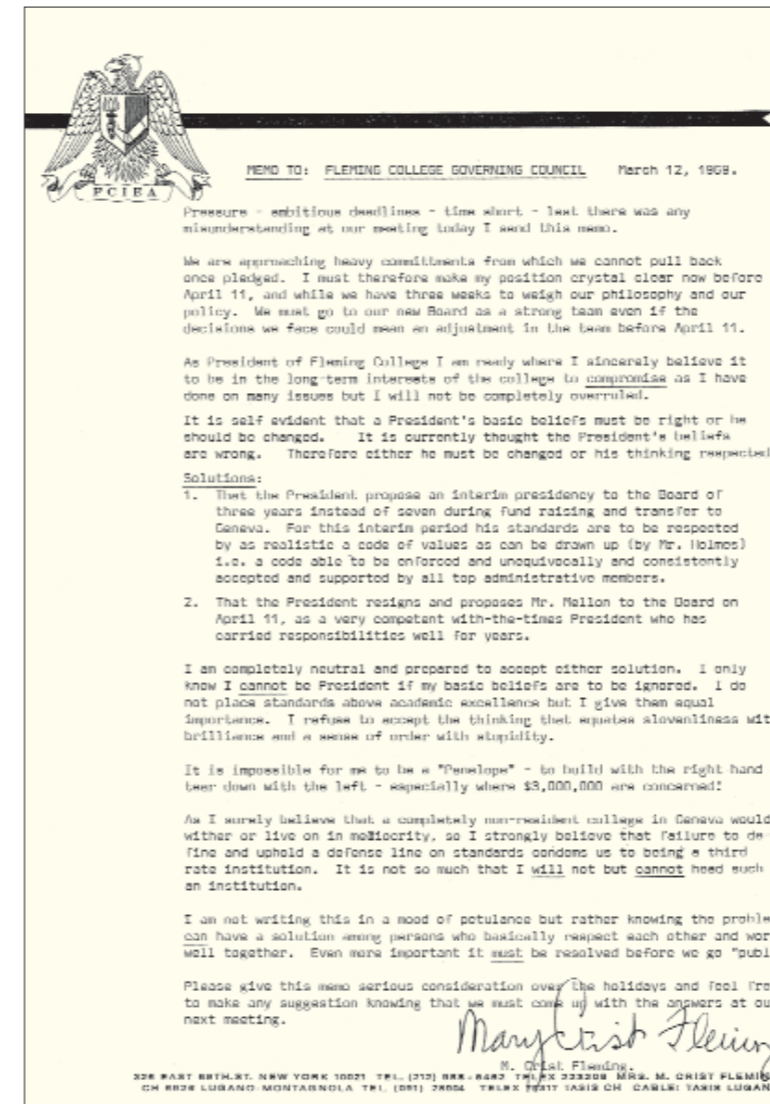
Fleming College and the Institute's first Thanksgiving dinner held in our new "theatre"



Four years prior to the opening of Fleming College, the first major student revolt had taken place in America, on Berkeley's campus in California. Six months prior to the Fleming College inauguration ceremony in Lugano, at Columbia University in New York rebellion had broken out. The issues that led to these disputes were different as was the nature of their leadership, though they were all reactions to the Vietnam War and the Civil Rights movement. The proclaimed issues at Columbia were "... the gym, the Institute for Defense Analyses, previous disciplinary actions against students; a week later for many more it was the decision to bring in the police to remove the students from the occupied buildings." Other reasons for nation-wide unrest were identified. One authority declared that "... there were more demonstrations about dormitory and other living group relations and campus food service than about US actions in Vietnam." It was also clear that considerable support for student concerns was evident among faculty members. This included those in various European institutions, in Berlin, London, and Nanterre, where they either stimulated or supported student protest.

By the end of the first year of Fleming College's program, similar problems were being raised . . . Although not directly supporting students in their concerns, certain members of the Fleming College faculty also saw themselves at odds with the administration over a number of issues. The underlying perception was that they had no involvement in the running of the institution. In a letter to the President, Mrs. Fleming, they stated that "in disregarding its most articulate voice, Fleming College is out of step with the times." Among those who signed this communication was the Vice President of the college. In a subsequent letter to Fleming College parents, Mrs. Fleming informed them that she had resigned as President because she was unable to continue in the leadership of an institution which no longer reflected her ideals.

G.M.

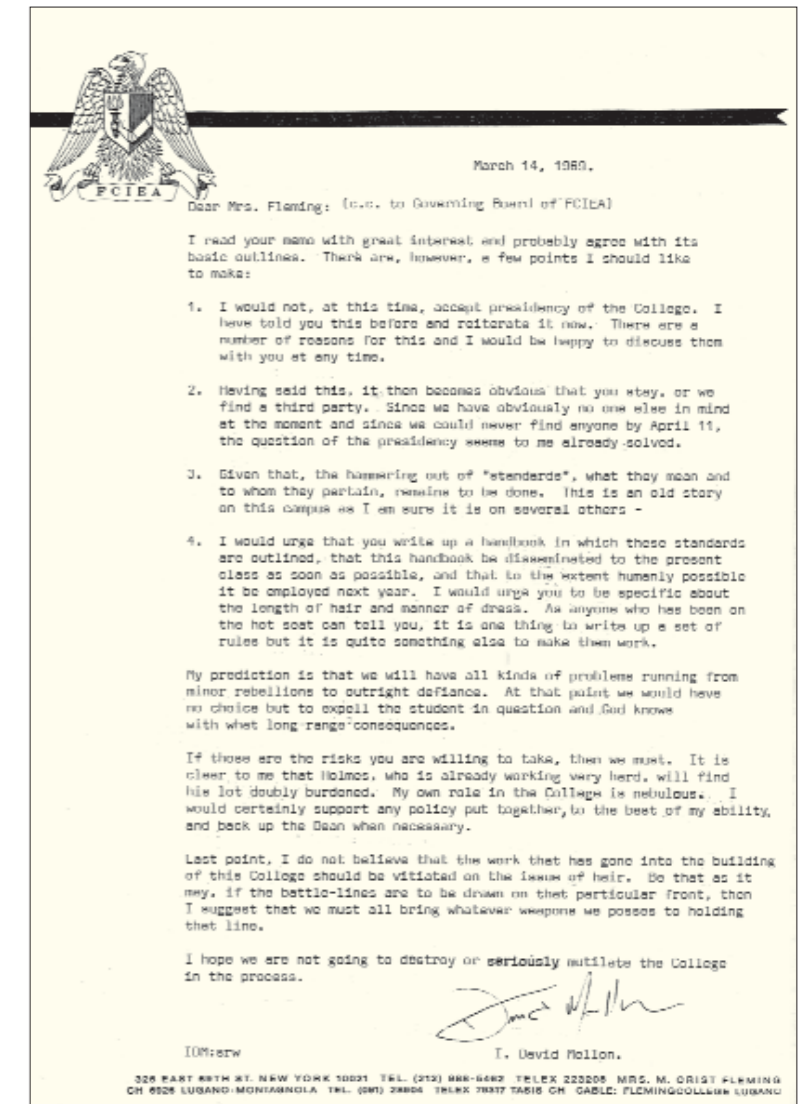


*UNDER SIEGE this spring—Every campus in the USA. Chaos is the order of the day. "Curriculum" has become an obsolete Latin word. "Confrontation" is the term—denial and defiance of the University as a symbol of the rule of reason.*

*MCF  
Yearbook 1969*

*In the late 60's, there was this so-called "revolution". . . although I couldn't quite perceive what it was that they were rebelling against. For me, this experience was still interesting and unique, and I have benefited even in my own personal life by having lived there at that period, because it made me very aware of all the dynamics of personality and the interaction between the administrators and the other participants. Personally, I have learned a lot from it. I think a lot more about the implications of changes, the implications of the distribution of authority, and the administrative power in organizations. This certainly was something that has served me well.*

*Glenn Tupper '67 (2004)*



*The move from Vezia to Montagnola was overshadowed by what I call "the revolt." Some of the faculty were trying to set up a different institution. They didn't go along with some ideals by which Mrs. Fleming was running the school. We stayed loyal to Mrs. Fleming—I don't recall any of the teachers here taking part in it. They were mostly PG people, and they went and set up a college, the survivor of which is Franklin College. But now the waves have calmed. What kept the school going was weathering the storm . . . and cultivating a positive attitude, also in regard to the environment. As an American school in Switzerland, you always had to be mindful to get along well with the community. It must have worked over the years—otherwise the school would never have had the permission to do all this development work. We certainly were able to contribute to this kind of good relationship between the school and the community. What we tried to do is improve what we had.*

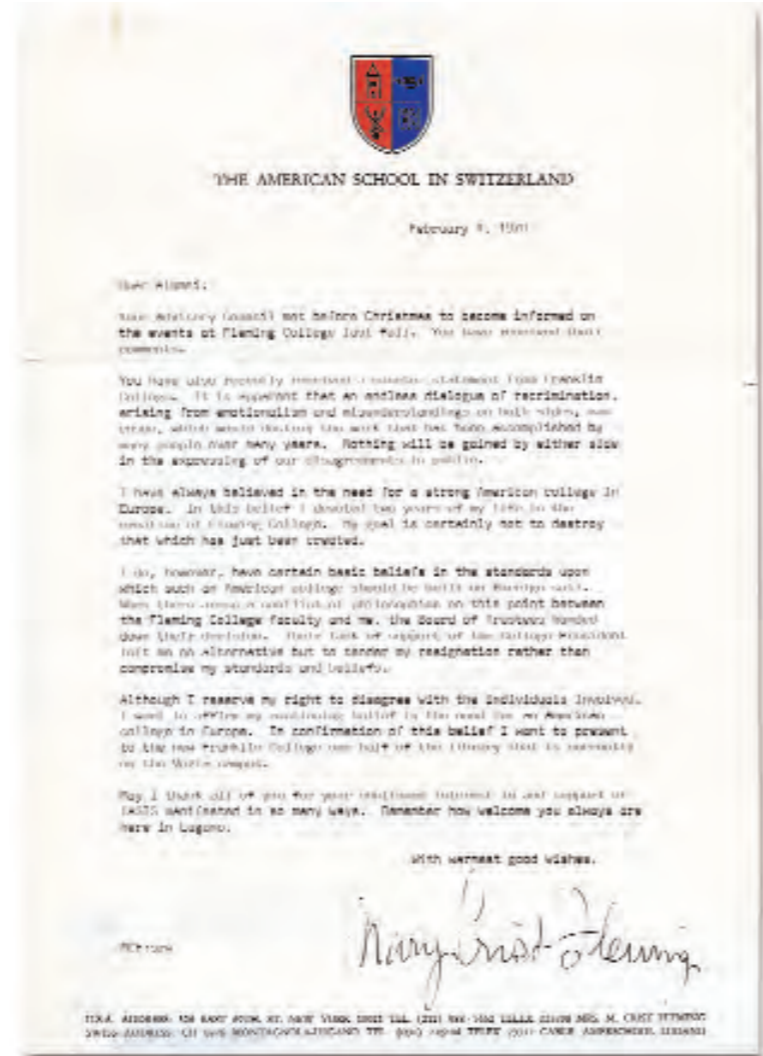
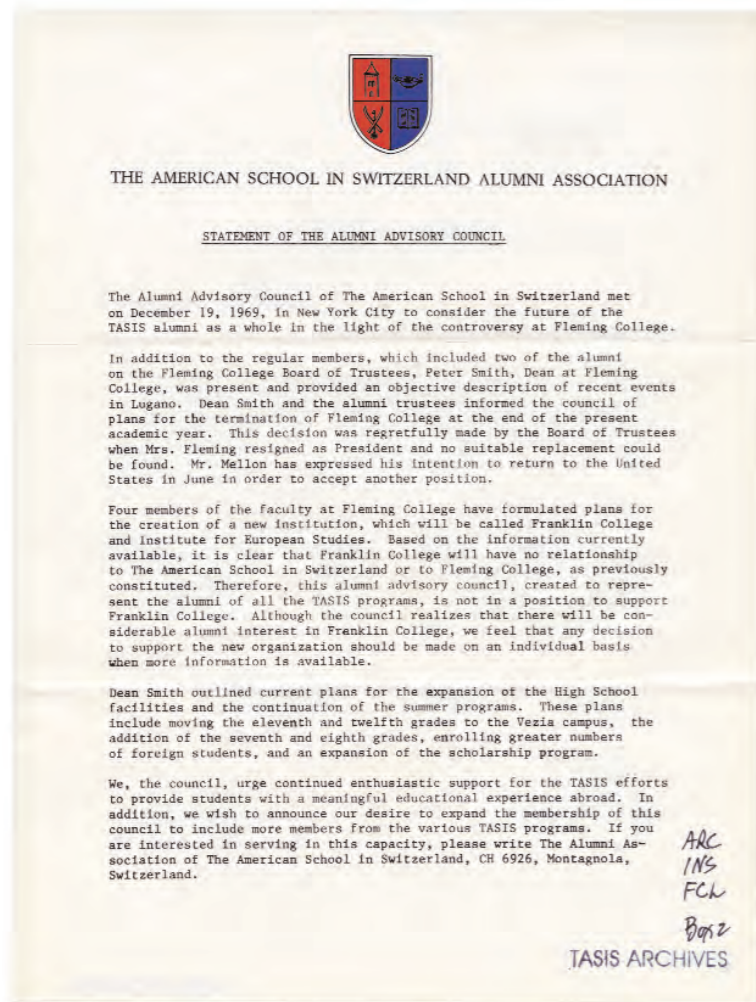
*Fritz Renken (2004)  
Headmaster 1968-70*



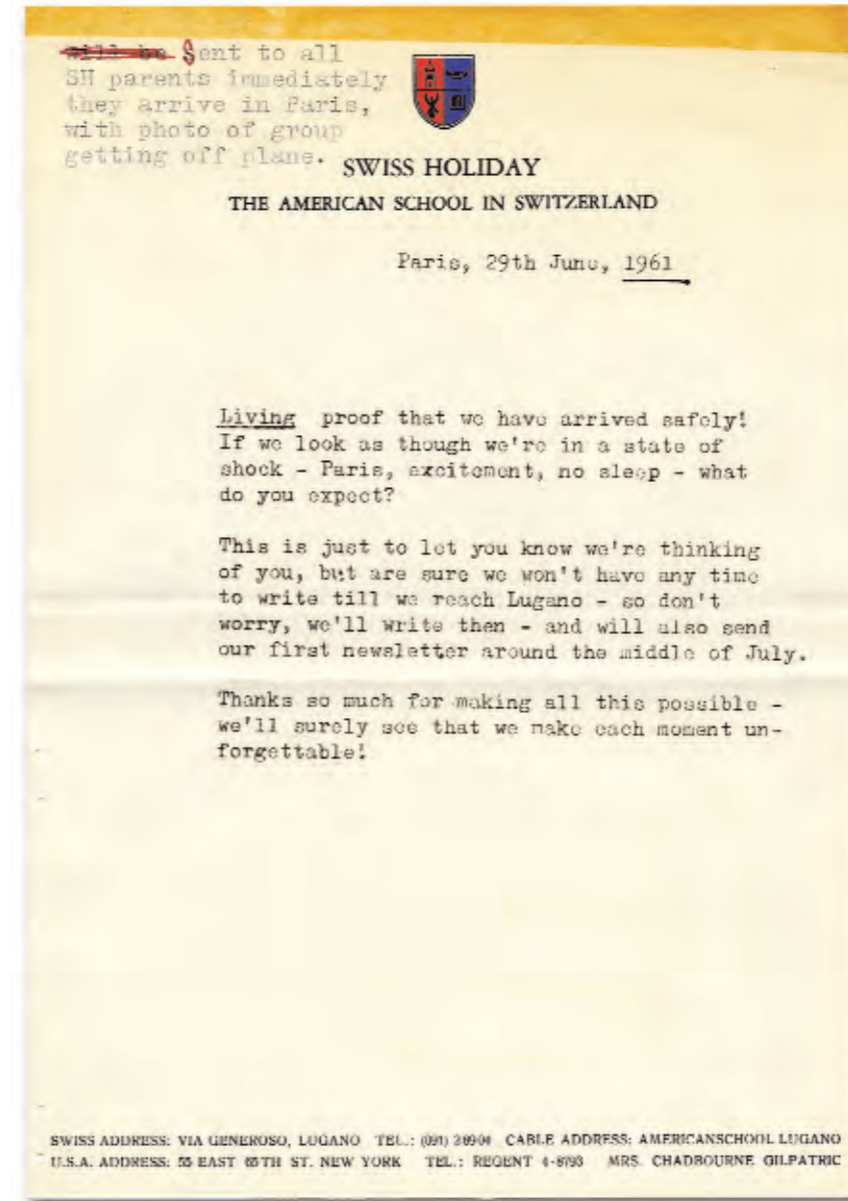
Although a plea was made for Mrs. Fleming's return at a subsequent board meeting of the remaining members, Mrs. Fleming categorically refused to even think about the possibility, stating in a letter to her attorney in New York that "I would not even vaguely consider going back without the dismissal of more than half the faculty and this would begin the revolution all over again!" Plans were subsequently made for the termination of Fleming College at the end of the 1969-70 academic year. Four members of the faculty, however, quickly formulated plans for the creation of a new institution, to be called Franklin College and Institute for European Studies. In a subsequent letter written by Mrs. Fleming to TESIS alumni she declared that "Although I reserve my right to disagree with the individuals involved I want to affirm my continuing belief in the need for an

American college in Europe. In confirmation of this belief I want to present to the new Franklin College one half of the library that is currently on the Vezia campus." She also recognized that the new Franklin College would be a near neighbor to her TESIS community so this gesture insured a degree of cordiality, rather than dissent, between the two institutions in the future. The 2000 volumes given formed the nucleus of Franklin's new library, but it was not housed in Villa Negroni. Mrs. Fleming reclaimed her property, thus severing any other ties with Fleming College's successor.

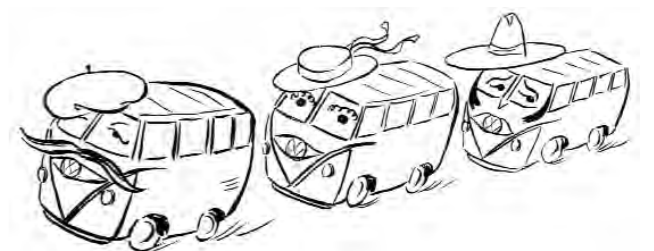
G.M.



## Special Programs of the 60's: Swiss Holiday, Swiss Ski Holiday, Summer Seminar for Adults, Project Russia, Post Graduate Program France, Project Europe, Summer School in France, ARTE—American Repertory Theatre in Europe



One of Mrs. Fleming's many greetings of a plane full of Swiss Holiday students



## Welcome to Swiss Holiday...

An unforgettable summer is ahead for you. You are going to see Europe in a unique way, and you will have the fun inevitable in living among and traveling with a fine group of American boys and girls. On arrival in Europe, you will be met at the airport by a fleet of buses and driven right to the door of your sumptuous summer home. Once established in your room at the villa, your mind will turn to plans for the summer's travel, knowing that between each trip you will return to your Swiss villa. The travel will be by Volkswagen bus so that you may have the flexibility of stopping for a meal in an appealing spot, camping out at night in places where there are no hotels, no airports. Your leader will be a European (who will speak several languages,

including English)—so you will see the famous cathedrals and museums and the little known places of charm and interest as well. During the periods "at home" in Switzerland, you will have morning classes in the language of your choice, travel talks before lunch on the terrace, sports in the afternoon, and planned activities to suit every taste in the evening. A number of local excursions and picnics will be arranged, just to add variety to an already mixed bag of tricks. There is never a dull moment—though, should you find one, we hope you will use it to write home to the wonderful parents who made your summer possible.

from Student Info 1963

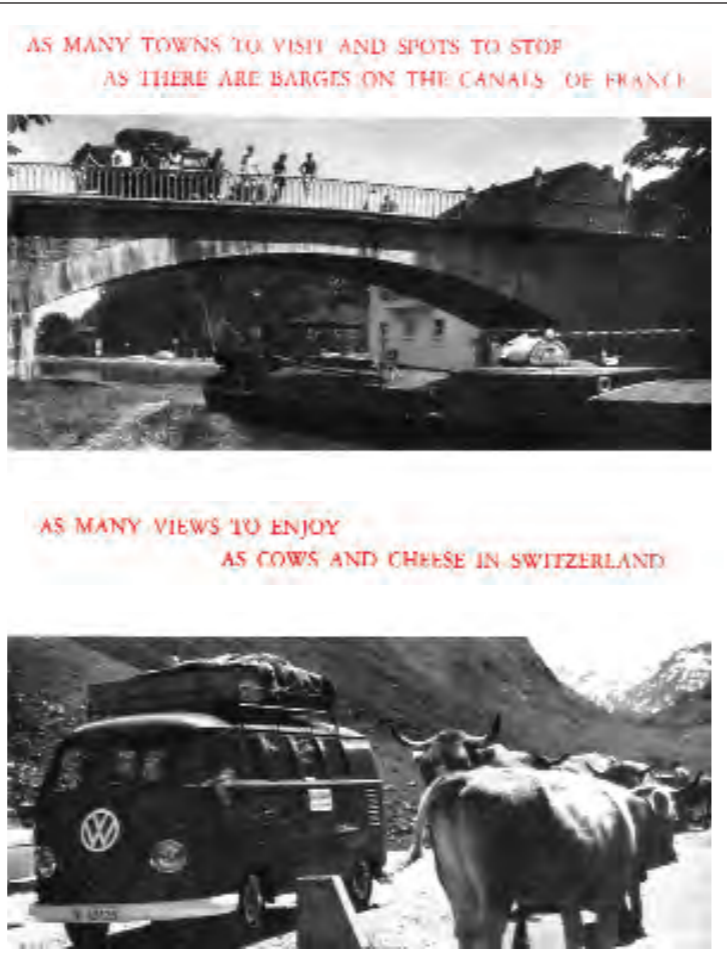


Glenn Tupper '67

*Even at Swiss Holiday there was the combination of a normal school environment with the touch of elegance that Mrs. Fleming always had—the flowers, the surroundings, the villas. For many Americans like myself who came here for the first time, this was the classic experience—the European castles and the historical background.*

*This elegance of the school environment certainly made a lasting impression. It also contributed to my wanting to come back after I finished the Holiday program.*

*Glenn Tupper '67, FC '70 (2004)*



**With Camping as Keynote**

The campsite may be an incredibly beautiful pastoral setting, an historical landmark or the immediate environs of an exciting city. After setting up camp and preparing dinner, there are many possibilities—meeting and talking with fellow travelers who have pitched their tents close by and with local people, visiting nearby landmarks, towns or cities or simply relaxing by the campfire.



**Camping While Traveling Across Europe Alternates with Life at the Villa**



We alternate a week of travel with a week of language study and history courses at the Villa. All classes are held in the morning.

A fleet of blue Volkswagen Kombis, each completely equipped for camping with tents, sleeping bags, stoves, lanterns, and an ice box, gives not only complete flexibility and mobility to each program but permits our HOLIDAYERS to explore little-known corners of Europe, to stumble upon unknown hamlets, local festivals, and unanticipated and rewarding contacts with the natives. Thus, our young Americans learn to understand the people and their language, their way of life and thought, in each country through which they journey.

**To the Counselors:**

Your job is a difficult one to define. Ostensibly you are in charge of planning and directing the lives of the Swiss Holiday group while they are at the Villa, excluding the regularly scheduled events of each day. This leaves all the evenings and many of the afternoons up to your ingenuity. More important, you must be imaginative, flexible, enthusiastic, and able to fill in any extra hours at a moment's notice. Every year the group is different and will enjoy and react to different kinds of planned entertainment. There are certain local places that it is important they see each summer. However, this still leaves plenty of empty evenings for you to concoct some new and exciting diversions. It is up to you to sense what kinds of group activities go over best this particular season and to gear your thinking to try and meet these requirements. Above

all, you must try to put these ideas over with as much color, attention to detail, and personal enthusiasm as is humanly possible. The whole program moves at a whirlwind pace; it is imperative that there be no letup in your attempt to make this summer the most exciting and important (even exotic) one in the life of each individual student.

Swiss Holiday, 1963  
(from notes to counselors)

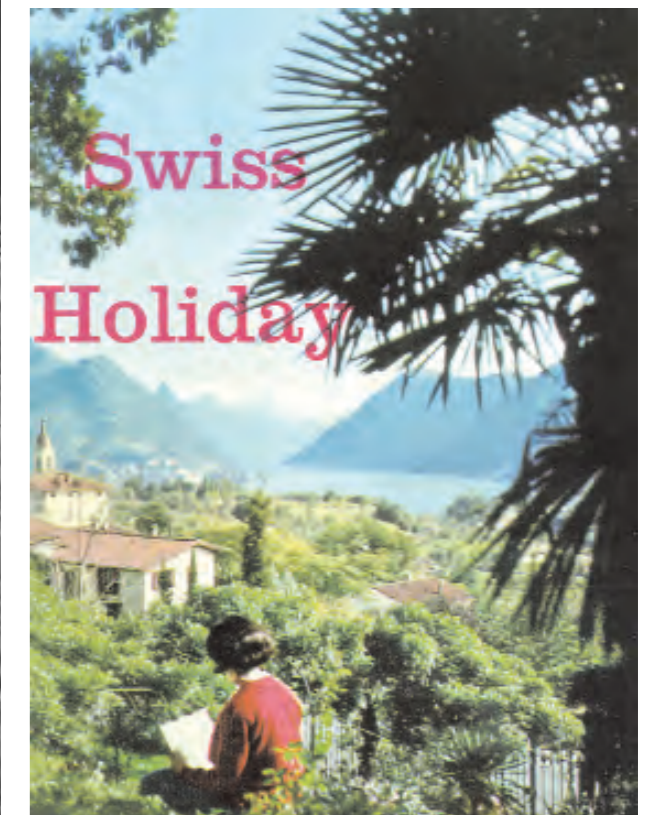
*It's still the most beautiful place for going to school. There has always been an emphasis on the aesthetic quality of the property. There were a lot of people like me who came back year after year.*

*Betsy Newell (2004)*

Swiss Holiday 1963



Coach House 1960



# SWISSHOLIDAY



trip tickets. Then the Junior Counselors, who had been collecting our papers, etc., began the task of assigning us our rooms. I found that I wasn't going to be at the main villa, but down at a smaller one, the Villa Campo, which was on the same campus, beside the soccer field. There were only eight of us at the Villa, and one counselor from Austria, Miss Roswita Sinner. It was a lot nicer there than up at the main villa, because it wasn't half as crowded.

At dinner that night, Mr. Theo Brenner, the head of Swiss Holiday for this summer, introduced us to all of the European counselors we would be having and to the staff. Then Mrs. Fleming, head of TESIS (The American School in Switzerland), officially welcomed us. Her speech really made me feel and realize that I was actually there since she had been the one who told me about it that January. The next morning, Mr. Dave Mellon, the head of the Post Graduate Program at TESIS, gave us our first lecture. It was entitled "Europe 1966," which described it perfectly. He gave us a good introduction to the present affairs we would be faced with, the problems in France, and the general run-down on what we would see. Then we had language classes to go to (Italian, Spanish, French, or German). On the second night we were at the villa, we had to go down to the soccer field and set up tents to see how we would do out on the road. It was sort of a contest, and after we had set up one tent, successfully, we were supposed to cook our own dinner!

We had all kinds of lectures while we were at the villa. Music, art, politics, government, or the teenage fads in Paris. We also had lectures on Communism, NATO, Russia, and De Gaulle. Our counselors came from as interesting places as the lecturers. Countries represented were England, Switzerland, Bolivia, Spain, Argentina, Austria, and Germany. . . We drove to Avignon and on to Uzès, where the French campus of TESIS is. We had some pots and pans to deliver to the school for Mrs. Fleming . . . All in all, we literally crammed a small portion of the beautiful sights of Europe into two months of concentrated traveling and lectures . . . At 2:30 a.m. Friday night we left the big and impressively lovely Villa Negroni, the last time for many, and the last time until next summer for some.

Excerpts from summer student Sally Peters' personal account 1966

. . . We landed in Zurich the next morning. It was drizzling a little bit, so we hurried off the plane and straight into customs. Then, Gerhard Schwarzacher (his name really fooled a lot of us too!) got us all onto two buses, destination: the Zurich train station. We hadn't finished our long traveling time, we still had a four-hour train ride left. Most of us fell asleep on the train since we had stayed awake on the trip over from New York. When we finally pulled into the train station in Lugano, we again got on some more buses and headed for the school. That afternoon we drove into the Villa Negroni for the first time, but certainly not the last. This was the main campus for Swiss Holidayers, all 130 of us. We handed in all the passports, doctor certificates, and return-



## Skiing in Andermatt



Neue Zürcher Zeitung, February 1963

A tiny Swiss German village in the heart of the skiing country of the Gotthard Pass. Ski Holidayers stay at the Monopol Hotel, only a minute's walk from the train station, from which sports trains leave regularly for any one of the four nearby ski areas. All areas have beginner, intermediate, and advanced slopes. Practice or learn on Nättschen, which runs directly into the town—or climb higher by lift to the top of the Güttsch, 2600 feet above the town. In the evening, gather for fondue, enjoy one of the many inns, most of which feature orchestras and other entertainment, or simply rest for the next day's run.

"Ski Holiday" flyer

THE AMERICAN SCHOOL IN SWITZERLAND invites you to

# Ski

for Christmas at **ANDERMATT** SWITZERLAND

**STUDENTS HOLIDAY SKI TOUR**  
two weeks - DECEMBER 19 - JANUARY 2

**\$595.00**

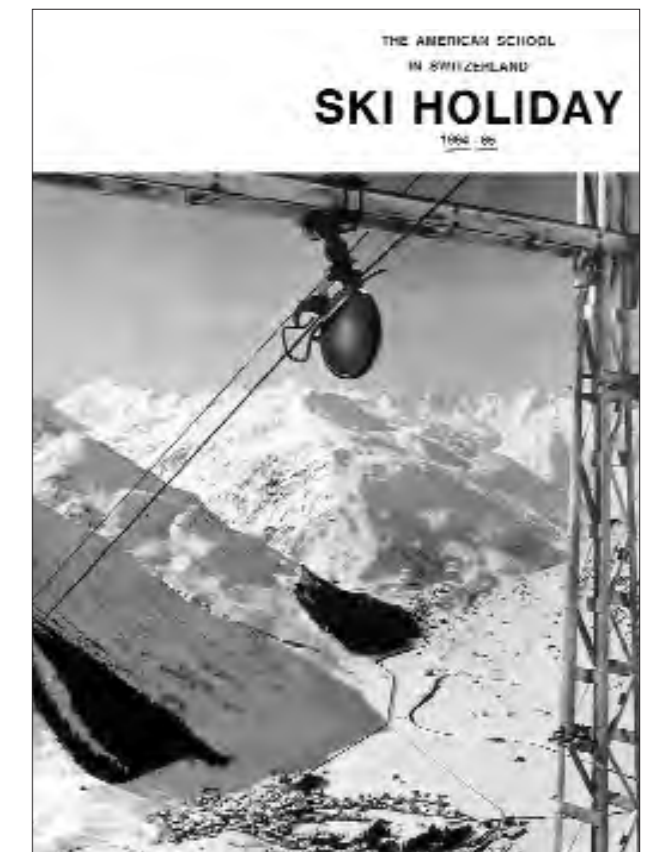
INCLUDING


- Round Trip to Switzerland via BALAIR (departure & return SWISSAIR TERMINAL, IDLEWILD)
- Hotel accommodations
- All meals
- Instruction

open to all students, and also to alumni of THE AMERICAN SCHOOL & SWISS HOLIDAY  
RESERVATIONS MUST BE MADE BY NOVEMBER 20  
Address inquiries to MRS. C. S. GILPATRIC, 55 E 65 ST., NYC, Tel. Regent 4-8793



Hotel Monopol, Andermatt





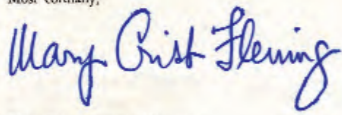
THE AMERICAN SCHOOL IN SWITZERLAND

Dear Parents, Alumni and Friends of The American School:

Over the many years that I have travelled in connection with The American School, over the many miles, how often I have been asked: isn't it possible that one day The American School will be open to us, to the parents and friends of the school?

The American School has generated a spirit of excitement. Its programs, the Secondary School, The Post Graduate Program, Swiss Holiday, and now Summer School in France have furthered the idea of greater international understanding and awareness. Stimulating students has been our chief task, but our work seems also to have inspired our parents. And so the many requests — from New York to Denver, from Washington to Los Angeles and in Chicago, Philadelphia, Rome, London, Brussels — is there chance that we parents can go back to school for a while (though just a while, we're busy you know). We'd love to discuss history (my children embarrass me so often!) — brush up on art (it's years since I've been to college) — take a refresher on music (did Verdi do Trovatore or was it Puccini. I never remember!).

Enclosed you will find our response to these many requests. Together, even beyond school age, we can generate some intellectual excitement of our own! And have fun doing it. I hope to welcome you to the first session, the premiere, of Short Summer Seminars at The Villa Negroni, Lugano, Switzerland.

Most cordially,  
  
 Mary Crist Fleming, Director

ARC  
INS  
SUS  
1964

TASIS ARCHIVES  
 U.S.A. ADDRESS: 135 EAST 37TH ST. NEW YORK 22 TELEPHONE PLAZA 2-3873 MRS. M. CRIST FLEMING  
 SWISS ADDRESS: LUGANO-MONTAGNOLA TEL: (091) 28994 CABLE ADDRESS: AMERICANSCHOOL MONTAGNOLA

Brochure 1964

BY AIR MAIL  
PAR AVION

Summer Seminar for Adults  
 THE AMERICAN SCHOOL IN SWITZERLAND  
 Lugano - Montagnola  
 Switzerland

TASIS ARCHIVES  
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1964

THE AMERICAN SCHOOL IN SWITZERLAND  
 announces  
*A New Way to Meet Europe*  
**A SUMMER SEMINAR FOR ADULTS**  
 European Politics of the 1960's  
 The Art of Her Great Galleries  
 The Music of Her Renowned Festivals

Become a student again for a Day, a Week or a Month!  
 From June 26 to August 28, 1964

A refresher course for the over-travelled traveller, a pleasant interlude for the over-pressured business man, a quiet haven of beauty in an old world setting made exciting and alive through daily lectures and discussions on Twentieth Century problems.

Feel at home in your own 17th century Villa! The courtyards, the patios, the spacious reading rooms, salons, library and dining hall are all yours, as well as the wide terrace for relaxing hours in the sun of the Ticino — the Swiss Riviera.

Only a few minutes from Lugano, a long hour from Milan, three from Zürich, you are completely secluded but immediately accessible to such famed beauty spots as Como, Stresa, Ascona, Lago Maggiore and St. Moritz. Venice and Florence are only four hours away.

Mornings of provocative discussions double the delight of afternoon excursions planned as part of the program. Tennis, golf, swimming, sailing for those preferring to relax and unwind.

Modern accommodations - a private bath and a telephone with every room. There will be a reading lamp and an ice bucket by your bedside and orange juice, an egg and the Trib or the Times on your breakfast tray!

In short — **SCHOOL WAS NEVER LIKE THIS!** But be young and gay — The American School Way! With education a continuing process sharpen your wits through courses that will add a whole new dimension to your European trip.

A UNIQUE WAY TO HOLIDAY  
 The Week's Program  
*Excursions that supplement Morning Classes*

**First Day:** Buffet lunch in the Courtyard of the Villa  
 Afternoon Trip to Locarno and Ascona  
 Dinner in Ascona

**Second Day:** Lunch on terrace overlooking the lake at Gandria  
 Visit to the Villa Favorita  
 Shopping in Lugano

**Third Day:** Barbecue on the terrace of Villa Negroni  
 Lunch and sun at the Beach House  
 Trip to San Salvatore or Monte Generoso  
 Dinner on lakeside terrace of the Casino Carlton at Morcote

**Fourth Day:** Picnic at Verzasca  
 Beautiful walk in the little-known but lovely valley  
 Dinner at the Recreation - next door to Villa Negroni

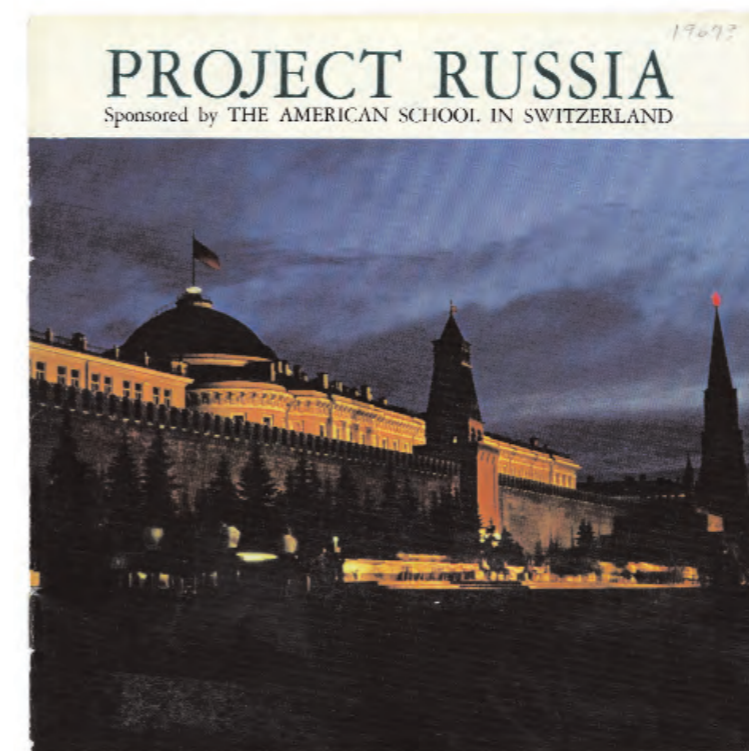
**Fifth Day:** Lunch at the Villa Negroni  
 Trip to Bellagio, Menaggio, Tremezzo, the Villa Carlotta  
 Dinner on the island of Comacino in the lake of Como  
 Lunch in Milan

**Sixth Day:** Afternoon in Milan - The Sforza Palace, the Brera, the Scala Museum - or shopping  
 Dinner en route home at the Villa d'Este in Como

**Seventh Day:** Lunch on the terrace of Monte Brè  
 Afternoon free for browsing in Lugano  
 Boeuf Bourguignon Dinner on Terrace of the Villa Negroni.

Or take any day off and enjoy the following

**ALWAYS AVAILABLE:**  
 \*Swimming in the Lake of Lugano \*Golf at the Agno Country Club  
 \*Tennis at the Lago \*Sailing  
 \*Pleasant walks or active climbing in the surrounding mountains  
 \*Sunning and relaxing on terrace of the Villa Negroni  
 \*Many quiet pleasant places for reading and writing  
 \*The «Scuderia» our stable bar, open before meals and in the evening  
 \*The Kursaal in Lugano and the Casino in Campione for those who like gay, late evenings or the spinning of the wheel.  
 \*Our Volkswagen busses manned by our knowledgeable graduates for the above excursions, trips to town, the courts or the golf course.  
 \*at guest's own expense.



PROJECT RUSSIA

Sponsored by  
 The American School in Switzerland

An unequalled program of summer study and travel for perceptive and curious young men and women 16 to 20.

One week preparation and relaxation at The American School campus in Lugano, Switzerland.

Unique six week trip through some of the satellite countries and across Russia from the Baltic Sea to the Black Sea.

One week of summation and relaxation at the Lugano, Switzerland campus.

The campus of The American School, shown on the following page, offers an atmosphere of old world charm in one of the most beautiful areas in Europe — the Italian lakes region in southernmost Switzerland.

Program Director —  
 Raymond P. Robbins, B.A., M.A.T.  
 Dartmouth College  
 Harvard University  
 Headmaster, Secondary School  
 The American School in Switzerland



Travel in the Soviet Union provides personal meetings...  
 and hopefully understanding and peace



Return to Switzerland  
 Lugano



with the satisfaction of having spent an exciting and educationally rewarding summer. A summer rich in experiences given additional meaning because of the carefully planned preparation and follow-up discussion sessions led by a highly qualified staff.



Each summer since 1955, Project Europe (formerly known as "Swiss Holiday") has given thoughtful young Americans an adventure in international understanding. It is essentially a holiday, but a holiday of mental stimulation deep in its effects upon personal growth and the capacity for understanding other peoples, other ways of life. Programmed camping trips by Volkswagen bus extend into France, Germany, Austria, Spain, Italy, Yugoslavia, Greece, and by boat to the Greek Islands. Each trip is of approximately eight days' duration and is preceded by several days of seminar orientation and language briefings to prepare the students for the great cities of Europe, the tiny villages, the industrial centers, and the farming communities, for historical offerings of centuries-old cathedrals, for great works of art in famed museums and art galleries.

Project Europe flyer, 1968

**PROJECT EUROPE**  
FORMERLY  
**SWISS HOLIDAY**  
Summer Program  
of  
**THE AMERICAN SCHOOL IN SWITZERLAND**  
MONTAGNOLA - LUGANO

An Incomparable Two Month Program  
of  
Summer Travel and Study in Europe  
for perceptive and inquisitive young Americans  
ages 15 to 20

An encounter with the Continent of Today. A comprehensive camping-study program explores Europe's present and its monumental past. Residence in an 18th century villa near the Lake of Lugano, studying music, art, history and contemporary politics. International faculty and counselling staff.

*A unique summer holiday — an exciting educational experience.*

The Railtime Board

**STUDY  
ABROAD**





**SUMMER PROGRAMS  
OF THE  
AMERICAN  
SCHOOL  
IN SWITZERLAND**

FOR INFORMATION WRITE:  
Mrs. Elizabeth Bigelow  
326 East 69th Street  
New York City  
New York 10021  
Tel. (212): 988-5462

BOOKLETS DESCRIBING  
THE PROGRAMS ARE IN  
THE POSSESSION OF:

## Oh, To Be in Lugano...



Theo Brenner, Director of Project Europe

The fever began that June day three years ago when I left for the United States after nine months as a Post Graduate at The American School. I vowed then as I drove out of the gate that I would return. When over these three years I saw old classmates, we would reminisce about our fantastic year and the things we had seen and done. I missed the 1966 Thanksgiving reunion in New York due to the distance, but I was constantly thinking of the fortunate students in Vezia for the 1966-67 academic year. Then in January it happened! Mrs. Fleming held a reunion dinner for alumni in Denver. Dinner over, a movie of our year as PG's was shown. After that, there was no holding me back, and I plunged in and put my name down for consideration as an American counselor.

After my acceptance, it was all I could do to keep my mind on my studies. June 26 wouldn't come quickly enough. When it did and I was on my way to the Swissair terminal, I kept wondering whether Project Europe would be as exciting

as the Post Graduate year. At the airport, someone stuck out his hand and said, "Hi, I'm Lee Goerner, another American counselor this summer. I was with the High School, graduated in '65." My roommate from the PG year, who himself had been a counselor the summer of '65, was there to see the plane off. More and more people kept milling around until I saw Carol Bradley, Steve Tamburri, and Jeff Graham, all classmates of mine and all headed back to Europe, Jeff to summer school in France. Finally . . . "Swissair Flight 121 now boarding."

Then, Zurich airport—"Hey, did you visit the Swissair complex at the airport, too?" and the long, beautiful train ride from Zurich to Lugano. Through it all, excitement among the counselors ran high and reached the whole group as we strained for our first glimpse of the villa from the train. As the villa flashed by, we knew there was no time to lose and we started to show the new kids how The American School is able to unload thousands of suitcases in the brief seconds the train stops at the Lugano station. Though a little rusty from lack of practice, we managed to unload everything with time to spare. Buses were awaiting, familiar to those who had traveled through the Common Market countries, and soon we were back. We were a rather quiet group of counselors as we got off the bus, hardly daring to believe our good fortune, but after the first breath—ecstasy! That night, after getting used to the villa's strange ways again, we met the European counselors. They seemed to be an extremely intelligent group, just as excited as we were to show Europe to young Americans on their first adventure to this fabulous land. Steve Tamburri and John Taylor wasted no time as they got into yet another noisy discussion, "Listen, Tamburri, you've got all your facts wrong . . ." We went to bed that night, knowing it would be a great summer.

Tom Barbour, PG '65  
Alumni News 1968



If you are interested in a summer position as an American counselor in Project Europe or Summer School in France, please contact:

Mr. Theo Brenner  
Director of Summer Programs  
TASIS, CH 6926 Lugano-Montagnola  
Pre-requisites: Previous attendance at TASIS  
Valid driver's license  
Minimum of one year in college.

NB: There are only very few openings for women during the summer, all of which are ground staff positions i.e. no traveling.





You're tagged — for a **MERRY CHRISTMAS** from these merry monsters —  
So why not hang one on your Christmas tree?  
For that very special young person in your family  
The Christmas gift that lasts a lifetime — EUROPE! Summer '69

The first venture to bear the imprint of Mrs. Fleming's initiative and personality, Swiss Holiday in 1956 was predicated upon two main ideas:

Young Americans were to travel in Europe in the company and under the direction of qualified European counselors. Watchword: "Personal encounter with present-day Europe." Travel was to involve camping, to avoid the pitfalls of the hotel circuit. Motto: "Exposure to contrast." These concepts hold as true today as they did in 1956. But when in 1965 Swiss Holiday was called PROJECT EUROPE, it reflected in a way the changing needs of our time. Europe in the 50's was above all a continent rich in artistic heritage, a continent clinging to memories of a distant past while nursing the

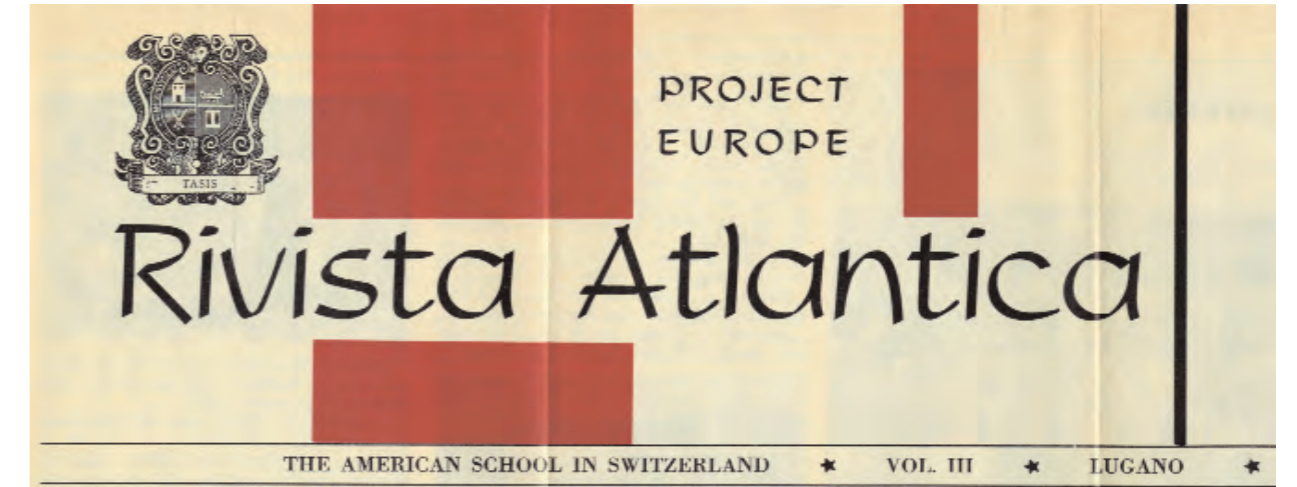
wounds of recent disasters. By the mid 60's, the picture had changed dramatically. While headlines now played up the Kennedy Round Negotiations, rising steel production in Italy, the Atlantic bridge, or the agricultural agreements in the European Economic Community, countries of the Old World were competing against each other over who could herald the largest annual growth rate in industrial production. Europe was on the move again and signs of affluence spread across the continent. To meet the challenge and to keep up with changing expectations on both sides of the Atlantic, Project Europe has been enlarged to comprise the Summer School in France and Project Russia. In each of these three programs, a new dimension came to be emphasized: Study was to take first place over travel for the sake of travel. Lecturers from both TESIS and American colleges began to populate our campuses daily during the summer to talk about Europe, from George Kennan's Containment Policy of the Soviet Union to Italian pop-singer Bobby Solo or the prospects of British entry into the Common Market. Stressing the necessity for students to learn first and then to discover and to interpret for themselves, TESIS summer programs have sought to ensure the students' intellectual vigor by integrating a thoroughly educational background. The result has been gratifying. At the end of Project Europe 1967, more than 90% of its students voiced their hope that yet an even greater emphasis may be placed on the academic part of the program. With an ever-increasing need for international understanding, we hope to do just that in the years to come.

*Alumni News 1968*

*Americans in foreign countries and of maintaining a favorable image in our personal contacts. This image which we upheld brought about an intangible but significant change in most of us. We have consequently matured and developed a more broad-minded attitude towards the customs and characteristics of Europeans. Every meeting with Europeans increased our understanding. A metro station, a passer-by would each in its own way further our knowledge and appreciation. In the same way, the attitude of the European is readily influenced by our willingness to attempt to speak his language. To me, this contact with European people was even more important than the cultural benefits of Project Europe. The ability to accept people on their terms is the key to future cooperation. Although a hundred Project Europe students do not run the world, our attitudes and effort towards a better future can be a positive force at a time when such force is badly needed. We, as young Americans, are only just beginning to recognize the needs of the world, and TESIS has helped us orient our increasing understanding which is so vital in our times.*

*Kathy Pirson '67*

*Our generation views a world more complex than ever before. As statesmen encounter numerous obstacles in the search for peace and coexistence, we realize the need for international cooperation and understanding. Last summer most members of Project Europe began to see the world in reality for the first time. Whether we accepted the cold truths about various areas of the world or not, we experienced them directly. We created our own impressions and now can take a stand on what we feel are the proper matters of policy for the United States. Above all we were very aware of the tremendous responsibility of presenting ourselves as*



Some 15 years ago, a very unusual American lady bought a blue Volkswagen bus, two tents, a portable gas stove, some boxes of cereal—in those days they were hard to come by any place but in Switzerland—and placed herself in the driver's seat next to a whole variety of European road maps and a few enthusiastic young American explorers with an unshakable determination to see Europe in a formula of contrasts. From tidy Locarno in Switzerland, which served as a base for this venture, to the bare rocks of Provence in France, from the Black Forest in Germany to the golden sandy beaches of Italy, they traveled and experienced it all in the frontier way of American tradition. Since then, many young explorers have ridden in many blue Volkswagen buses guided by quite a few experts who were young in heart but old in the love of this new European continent. The formula remained basically the same: a Summer of Contrasts...

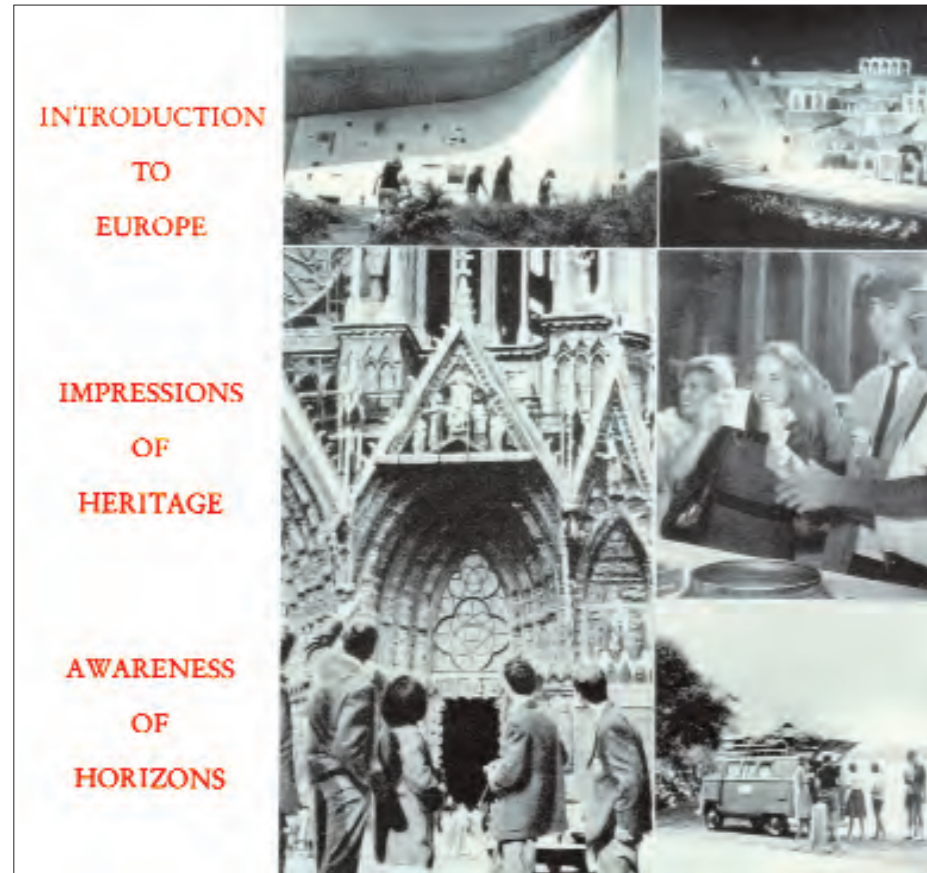
Times and the years have changed, the students have changed; the Europe of Hallstein and the Comecon was

created, the name and the itineraries have changed. Yet the idea of being a selected group of young American ambassadors sharing the secure feeling of a second home in Europe didn't diminish one iota. Blue Volkswagen buses haven't changed either, you know. How is it possible to learn the languages of everyday usage in a few weeks of balanced trips and stays on campus at the Renaissance villa of the Negroni family from Lombardy? How do you avoid feeling homesick for that air-conditioned car when the thermometer rises to 98? Prepared by lectures on contemporary politics and economics, art and music, our students seem as able to deal with every situation during their summer in Europe as they are to understand the increasing interdependence of America and her favorite trouble child—Europe.

*Gerhard Schwarzacher,*  
Assistant Director of Project Europe,  
*Rivista Atlantica 1968*

## Villa Negroni... home in Europe





INTRODUCTION  
TO  
EUROPE

IMPRESSIONS  
OF  
HERITAGE

AWARENESS  
OF  
HORIZONS

*I slowly awakened to the music of Simon and Garfunkel playing while bouncing and swaying to the movement of the Volkswagen bus. It was the summer of 1968 and I was on my way to experience the world through the guidance of a tiny American school in the little Swiss town of Lugano, Switzerland.*

*Being only 18 years old, having just graduated from high school, and not knowing anyone out of the 76 students involved, I began to feel a little nervous and out of place. Upon arriving, we were greeted by the school's founder, Mrs. Fleming, in such a delightful fashion that I began to feel right at home. Her energy and enthusiasm excited us all and we couldn't wait to begin our studies. I soon came to realize that everyone else was feeling the same way. We were all hoping to make many new friends in the days to come.*

*It all began with the group to which I was assigned to travel to Greece, Yugoslavia, and Italy. We were to study the culture, art, and history. My group was made up of six students who were 18 and one who was 16. We were accompanied by two counselors: one was a student from Harvard and one a student from Rollins College, Florida. We traveled in a VW bus. We pooled our money and bought a tape cassette player which proved to be our only link to the outside world, as fate would have it.*

*Beginning in Switzerland and heading to Greece through Yugoslavia was to test our very nerves and stamina. Croatia was beautiful. The medieval city of Dubrovnik was a thrill. We danced and sang to the music of our trusty tape*

*player while we made our way through these beautiful and serene places of history.*

*Bosnia, Serbia, and Macedonia followed on our path to Greece. This included five days of traveling on goat trails through Serbia and Macedonia. Rough terrain and mud-covered roads carved out of mountain cliffs were maneuvered by our little VW bus. There was very little civilization encountered along the way through Serbia and northern Greece. Once in a while a large truck would appear on a curve and cause our VW bus to cling to the edge of the cliff. Needless to say, our guardian angels were with us here.*

*Reaching Athens and knowing we were still alive and well was such a relief. We celebrated and sent telexes back to the school. We were eager to relate our adventure yet we all treated it with delicate silence. We met the pre-arranged chartered boat to sail the Greek islands for ten days.*

*Upon our return to campus, four weeks had passed. It felt good to be back in my old tower room on the top floor of the school's Villa Negroni. Here, I reminisced with my four other roommates, some of whom had been with me on my travels and others who had taken a different route through Europe that summer. We all seemed so grown up and worldly now. It's funny looking back. I think for a brief moment, I was actually more worldly right after my TESIS experience than I am now!*

*For the few days left of our summer, we went to downtown Lugano, where most of us enjoyed the lazy days left. It was nearing the time when I would return home and go off to college. To my surprise, the last morning I woke up to see the school's beautiful soccer field and its alpine flowers covered in a light blanket of snow. Seeing this made me feel as if I had changed right along with the seasons . . .*

*Now, 26 years later, in the summer of 1994, my daughter traveled to the very same tiny school tucked away in the Alps with the same familiar look of fear and anticipation. Mrs. Fleming was there as gracious and as energetic as before. I fought the tears as I saw my daughter's facial expression change to one of excitement and enthusiasm.*

**Kipley Pereles** TESIS Summer Language Program '94 wrote this story in 2000 while in high school about her mother's experience at TESIS. Her mother **Michele Jackson Dammeyer** Project Europe 1968.



## Wouldn't It Be Wonderful If One Could Take those 700 Châteaux and Turn Them All into Schools?

Château  
de la  
Boissière



*My daughter says châteaux become me. My Business Manager says it's an affectation, meaning more likely an aberration! I admit I have a weakness for châteaux and have gone through two already and am currently hoping a third will drop in my lap. It's not that I want to be a châtelaine with lots of keys jangling around my waist. It's because I think, with the exception of the plumbing, that châteaux are wonderful places in which to install schools. My family and my friends became a little worried when they heard that just in the province of Bourgogne in France there are 700 châteaux. I'd like to get there before Hilton or the Trust Houses Forte, but I am restraining myself. It's the beauty of the surroundings, the fairy tale feeling letting your imagination run wild, the tranquility conducive to meditation and study, the history within the walls, the animal world and nature all around you, which make most chateaux perfect settings for schools.*

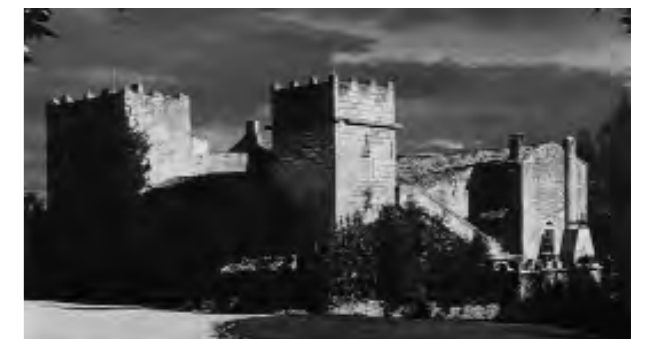
*Contrast a chateau against a functional-built modern school (so often overcrowded) and we wonder why much of our education in America is in such a sad state! Le Château de la Boissière, my first chateau, looked like this when I acquired it and like this when I finished. It was built in 1200 by a knight who left from there to go to the Crusades. He built it near the port of Grau du Roi, for that was the port from which so many crusaders sailed. We did, of course, add plumbing and a swimming pool, but they in no way detracted from its beauty and romance.*

*For five years it housed 50 young Americans every summer who fanned out from there, absorbing the*



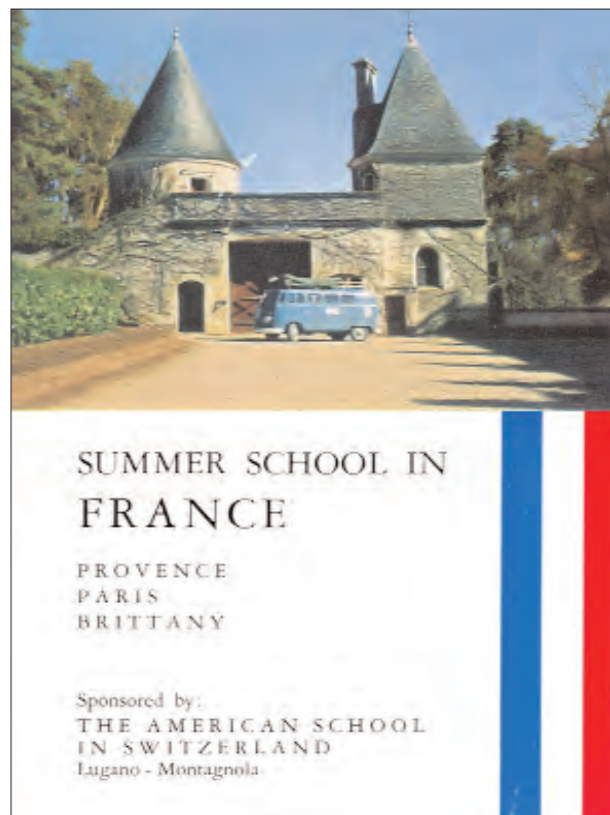
*language, the history, and the beauty of France. Then it became the "Château des Enfants"—a child's fairy tale world for six- to twelve-year old children. So many came each summer that it overflowed and had to be moved, and the chateau was sold to acquire a much larger base in Switzerland, where it still carries the name of a chateau created for children and the program is still overflowing.*

MCF



Summer School in France  
CHATEAU DE LA BOISSIERE





*Mrs. Fleming, being such a Francophile, had always wanted to have a program in France. She went to the south of France to look for a suitable place and found that old chateau near Uzès, on the road to Nimes. This road had been a major route for almost two centuries, until they built a more modern road. Le Château de la Boissière had been a prosperous . . . house which had lost all its clientele because of the new road. When they started to do the renovations, they found thousands of champagne bottles in the basement . . .*

*Betsy Newell (2004)*



Sur le Pont d'Avignon...

### First Year a Success

Some ideas come fast, others more slowly. Our Summer School in France is more than an idea, it is a program, and a program which was realized quickly, and until now has worked very well. Twenty-eight young Americans chose as their purpose for the summer to improve their knowledge of the French language, of France, and its inhabitants. The plane that brought the students to Orly Airport on June 27 was heavily loaded, not only with people, but also with good intentions. The young people disembarking were determined to realize the good intentions they had when they applied for the program.

Nine weeks have now gone by. During these nine weeks the students have shown that they have more than the will and courage to learn; they know the art of learning. They have proved that it is possible to work during summer vacation. In the morning we have classes in history, geography, politics, and conversation; in the afternoon the students are talking and discussing on the beach, in the streets or in homes with French people, thus transforming the theory into practice . . .

*Jacques Villaret*  
Director Summer School in France  
Foreign Correspondence 1964



## Termination of the Summer School in France

Despite its success as a summer program for five years—first as a program for high school students, using it as a base to travel through and explore the history and beauty of France, then later as a program for six to twelve-year-olds, known as Le Château des Enfants, its size and location were not perfect, thus leading to its closure. It was a lovely property but very small. It was down near Marseilles, in Provence. It took eight hours from Lugano. At that point in time there were only flights to Nice or Marseilles, or TGV, or you drove. You couldn't go eight hours for a weekend on a Friday and eight hours back . . . Practicality, once again, dictated change. Le Château des Enfants, however, was not closed down. Instead, the program was relocated to the Lugano campus where it has flourished every summer to this day.

G.M.

The Summer School in France stimulated interest in France—its language, its people, its history, its food, and its wine—until "le grand Charles" (De Gaulle) struck out at the United States in general and its gold reserve in particular, and thus marred, for a short period, the historic friendship between France and America, causing Americans to avoid travel in France. So Le Château de la Boissière was sold toward the creation of another program. Summer School in France gave way to Le Château des Enfants, based in Lugano (1972), an international educational summer program for children of many nations. One hundred children (50 in July, 50 in August), 6 to 12 years of age from 11 different nations, joined in this imaginative summer experience. One of the hopes for this program was its eventual increase in the number of non-Americans attending TASIS, thus making it a truly international school.

Alumni Magazine 1972

### Introducing ARTE



Roman Theater in Fiesole

Project Europe formerly Swiss Holiday, which was actually the forerunner of TASIS, was terminated when transatlantic air-

TASIS is unusual in that it emanated from a summer program, only later extending into a full year. Consequently, summer schools of various kinds have been an integral part of the school's development, and the income they generated helped endow the following academic year's tuition. One particular program, however, did not. It was a highly specialized one which gave Mrs. Fleming a great deal of personal pleasure, despite its financial implications, known as ARTE, the American Repertory Theatre in Europe. ARTE was established at the Villa Negroni campus in Vezia in the summer of 1969, after the first academic year of Fleming College had been completed. At a time when American youth was generally viewed in Europe in a negative light, Mrs. Fleming saw a need to do her part to help persuade her European neighbors that "not all American young people are lazy, sloppy-looking kids with knapsacks, sleeping bags, and a penchant for pot, hash, or stronger." She decided that one way to do this was by launching a cultural theatrical program for college-level drama students and semi-professional actors and actresses.

The program covered a two-month period: the first month was to be spent auditioning, rehearsing, and preparing sets and costumes; the second month was allotted for the tour itself, with plans to put on a variety of plays in English at such venues as the Teatro Romano in Verona, Teatro Antico in Taormina, and the Teatro Grande in Pompeii. Mrs. Fleming, who admits the love of theatre is in her blood, recalls this venture with considerable enthusiasm albeit as one which cost her money rather than making any. She identifies it as one of her "Fleming Follies."

G.M.



George Marchi coaching Thad Jenkins

fares dropped simultaneously with parents' demands for supervision, and the concept of concerned care yielded to the motorcycle and the thumb! Project Europe has been replaced by the American Repertory Theatre in Europe, a dramatic program in every sense of the word. ARTE students, working on a professional level, perform in ancient theatres throughout Italy, in this way presenting young Americans to Europeans as artists rather than as tourists. An ensemble of some 40 actors and actresses journeys from the head to toe of Italy giving performances all the way from Lugano to Taormina, doing the USA and TASIS proud.



# ARTE Theater Season



Thad Jenkins

**1969**  
A SHAKESPEAREAN COLLAGE  
Uzès, France  
Fiesole, Verona, Vicenza, Italy  
Lugano, Switzerland  
(First year called "Summer Theatre Workshop in Europe")

**1970**  
Euripides, THE TROJAN WOMEN  
Aristophanes, LYSISTRATA  
Les Baux, France  
Fiesole, Pompeii, Italy  
Patras, Greece  
Lugano, Switzerland

**1971**  
Eugene O'Neill,  
LAZARUS LAUGHED  
Verona, Fiesole, Pompeii, Italy  
Taormina, Sicily  
Lugano, Switzerland

**1972**  
Euripides, MEDEA  
Aristophanes, THE BIRDS  
Lugano, Switzerland  
Taormina, Sicily  
Pompeii, Minturno, Fiesole, Italy

**1973**  
Shakespeare,  
THE TAMING OF THE SHREW

## Drama Reunion:

Former American High School students of Montagnola who remember their Drama I and II — think of the following possibilities:

### A Summer Drama School and Theatre Group.

Drama classes and a theatre at the Villa Negrone in Vezia. Productions presented to the residents of Lugano and a chance to tour with plays in Italy. An opportunity to attend theatre festivals together. Tentative dates: July 1 to August 24. We hope to compose the group of former students so as to start productions immediately. Mr. Wilson and a former associate professor of the University of California, Berkeley, will be teaching and directing.

If you are interested, please write to:

Robert Wilson  
TASIS  
6926 Montagnola-Lugano  
Switzerland

We must know before the 31st of March. React — respond — now. Costs and a more detailed schedule will be sent to you as soon as the response is forthcoming.

From informational notes "AMERICAN REPERTORY THEATRE": Debut in the Roman Theatre of Fiesole, summer of 1969. The original group of 16 students are all former drama students at TASIS in Bob Wilson's class. The program's basic philosophy is that the theatre is still one of the greatest, purest, and most immediate sources of the delightful and the profound: it is the theatre which still possesses the strength to surmount any barriers which might otherwise exist between nationalities.

Productions are given in English—the directors of the program emphasize the musical and visual qualities of the plays—dance, song, movement. The aim of the program is to create an American Theatre which will attempt to bring to Europe a genuine, sincere, and vital interpretation of classical and modern plays—to pay a cultural compliment to an area of the world to which Americans shall always be artistically and aesthetically indebted.

ARTE—first American student theatre company to be based in Europe—and the first American student repertory theatre to act in the classical Roman theatres in Verona and Fiesole. Our motto: "Young Americans as artists, not just tourists". Third year: We had 36 students from 25 different schools, colleges, and universities. Classes and rehearsals the

first four weeks and then on tour for the second four weeks. Classes in speech, dance, movement, music, acting.

Theatres – ARTE has performed in: Verona – Teatro Romano, Fiesole – Teatro Romano, Pompeii – Teatro Grande, Taormina – Teatro Greco, Chateau des Baux in Les Baux en Provence, France; the Greek Theatre in Patras, Greece.

## U.S. Cast in Europe: Toughie for Touring Troupe LA Times July 24, 1971



Thad Jenkins

Lugano, Switzerland – The oldest establishhead, permanent, floating American Theater Troupe in Europe could hardly pick a tougher play for this year's tour than obscure Eugene O'Neill. But the challenge delights Mary Crist Fleming, who thought up the whole project. "Anybody who wants to launch a little U.S. theater in Lugano must be crackers," she breezily concedes. "But with a solid school established, one is entitled to a few special delights." The acting company comprises 35 student performers from such far points as New York, Colorado, Maine, Texas. Their repertory theater is a summer adjunct of the American School in Switzerland which Mrs. Fleming founded 15 years ago. Next week the embryo Lunts and Bernhards start a month-long performing tour to ancient Roman amphitheatres in Verona, Fiesole near Florence, Taormina, Pompeii and home to Lugano. Five minibuses carry the ensemble, props and 150 costumes.

Extra Strength. O'Neill's rarely done poetic fantasy, "Lazarus Laughed" is being played. For a bit of extra strength the title role has been entrusted to Paul Abbott of the American Conservatory Theater in San Francisco. "We're doing this play because it is the one that was picked by the two directors, Robert Wilson and George Marchi," Mrs. Fleming says. Two summers ago the venture was begun with a Shakespeare synthesis: last year, it continued with a pair of works from old Greece. "It seems to us that a basic repertory cycle can be completed with homage to America's greatest

guardians of historic shrines to open them to new drama has taken a bit of doing. Mrs. Fleming's 25-year-old daughter Lynn acts as advance agent, manager and general administrative factotum. Mrs. Fleming now has her eyes upon future participation in such festivals as Dubrovnik, Yugoslavia, and Baalbek, Lebanon. Eight of this year's troupe have been in both prior productions, and about half are back for their second stint. For one month the students take classes in thespic essentials under the supervision of Wilson, Marchi and Helen Panoussopoulou, an Athenian ballerina. Teaching people to do things comes naturally to Mrs. Fleming. She hails from Philadelphia and her family operated the Mary Lyon School, a preparatory institution at Swarthmore which during World War II vanished into the expanding facilities of the 5th Naval District.

William Glover  
AP Drama Writer

Tuesday, August 8, 1972



## AMERICAN STUDENTS SET A STAGE IN EUROPE

By Eleanor Gurewitsch

Lugano, Switzerland

A rare opportunity to see and hear theater in English on the Continent is offered by the American Repertory Theater in Europe (ARTE) this summer. The theater's season opened in Lugano on July 20 and will close Aug. 11 with a performance of «Medea» at the Teatro Romano Fiesole.

Despite its name and performance schedule, ARTE is a drama school, not a professional drama group. A few of the most talented and most experienced actors and actresses in the group are on scholarships and don't pay a penny of tuition. The rest, mostly from financially comfortable families, are paying tuition high enough to provide an elegant three-star vacation in one of Europe's most luxurious hotels.

That this program ever got off the ground is due primarily to Mary Crist Fleming, who heads The American School in Switzerland (TASIS), a roof organization for a number of academic programs and projects, including ARTE. Mrs. Fleming wanted to persuade the sophisticated people who are her European neighbors that not all American young people are lazy, sloppy-looking kids with knapsacks, sleeping bags, and a penchant for pot, hash, or stronger.

But how?

She decided that the best answer was to do something on the cultural level: to put on good plays in English in such places as the Teatro Romano Verona, the Teatro Antico Taormina, and the Teatro Grande Pompeii.

She put theater experts to work deciding on the program and her school staff rounded up the students (cast if you prefer) and some engagements. A month was allotted for auditions, rehearsals, and preparation of sets and costumes. A second month was allotted for the actual tour.

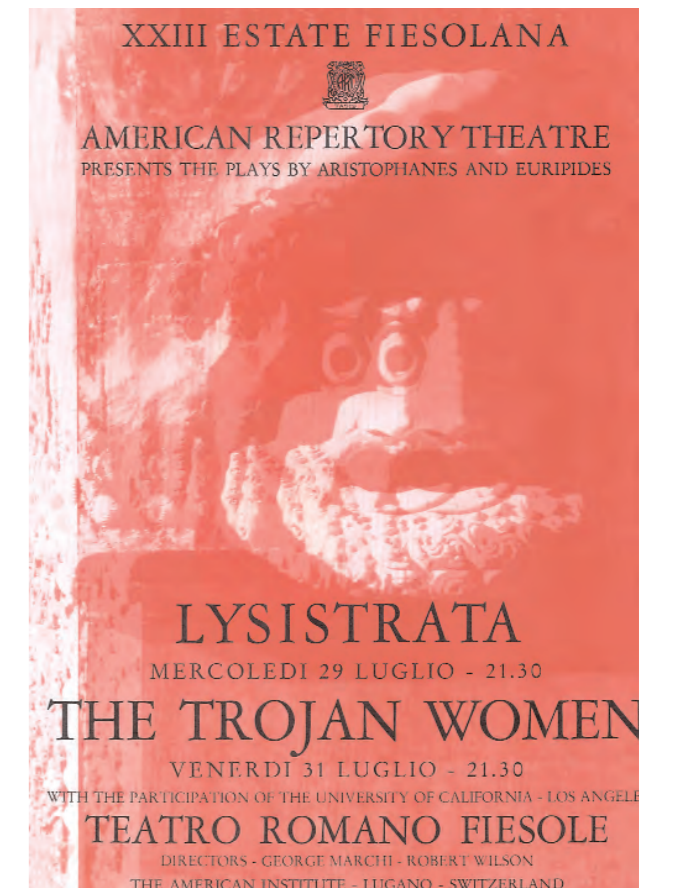
With the help of Robert Wilson, a theater expert who is also director of the TASIS high-school theatre program, and George Marchi, another theater expert who recently joined the school on a full-time basis, ARTE decided to go professional immediately.

The first year it was a «collage» — scenes from Shakespeare, T. S. Eliot, and Albee. The second it was «Lysistrata» and «The Trojan Women.» Last year it was the first European performance of Eugene O'Neill's seldom produced «Lazarus Laughed.» This season «The Birds» and «Medea» form the repertoire.



playwright, and we'd like hereafter to rotate a similar sequence," she adds. The troupe's average age is 20, and most are on sabbatical jaunts from collegiate studies at home.

Only One. As far as the dynamic boss lady knows, this is the only continuing English-language venture in Europe, although companies from across the ocean frequently visit. "We always play where English is a foreign tongue, so we stress the visual aspects," she adds. Persuading local



*My daughter's job was to precede the traveling actors to arrange for permits, theatres, hospitality, and more importantly the necessary powerful spotlights, putting up posters on billboards, coping with the electrical and the ticket takers unions, the dressing room staff, the ice cream and coke vendors, and heaven knows what other obstacles that only Italy can so effectively throw up. I lost my shirt backing this program but thoroughly loved attending the final show in every town, so proud of my young people's performance after the month of strenuous rehearsals, of making costumes and stage sets, and then traveling to the next theatre. I particularly remember the fun of strolling down the main street of Taormina in Sicily en route to the magnificent amphitheatre overlooking the bay and Mt. Etna, with a full moon touching everything with shining brilliance. The actors had to dress in the hotel as there were no suitable dressing rooms in the partial ruins. The leading man took me on his arm as the cast followed us, doing part of their action and playing up to the crowd as we paraded to the theatre. It was real Commedia dell'Arte with everyone laughing, singing, and dancing as though a circus had come into town.*

MCF

*This ambitious company toured Europe for many years and I was invited to join them for their 1972 season. It was a summer company made up of advanced students and young professionals. The year I was with them we presented two plays, Euripides' **Medea** and Aristophanes' **The Birds**. We played the major open air Greco-Roman theatres found on the long peninsula of Italy. We opened in Taormina, Sicily, then on to the beautiful theatre in Fiesole, just north of Florence.*

*I directed **The Birds** and since we would be playing to a predominantly Italian audience, many of whom would not understand English, I knew I must use every possible trick to make the play coherent and/or interesting. I was lucky to have two brilliant comedians for my male leads: Rodger Henderson and Dirk Torsek. Both are very physical actors and were able to convey much with gesture and mime. The chorus (the Birds themselves) was comprised of young, handsome American females. Tom Roberts, our distinguished designer, gave them magnificence with large birdmask headdresses. He gave them very little else; he knows his Italians, too.*

*The comedy is bright and silly and great fun to play and direct as well as to watch. The best opportunity for me as director came at the very end of the play. It has a happy ending of course, the leading characters being united in a glorious wedding ceremony. As the story takes place in the clouds (Cloud Cocoo Land), Tom covered the stage with huge white helium filled balloons. He placed a charming latticed bird house in the center. At the finale, with the music at full volume, banners flying and my near naked chorus down front, we released the balloons. They floated triumphantly up into the black night. Then, as the balloons cleared the heads of the actors, I set off a glorious display of fireworks! It was a director's dream come true; I felt like Rheinhardt, de Mille, and Barnum and Bailey combined.*

*Touring is always a rich experience but this particular one had an extra dimension. We would arrive in town, hot and tired from travel, find the theatre, lay out the props and costumes and rehearse, just as you might on any tour and then, sometime during the performance, sitting backstage awaiting your cue, it would occur to you: the realization of where you really were. We were playing in the very theatre for which these two -thousand-year-old plays had been written.*

*This was an experience of a lifetime and one for which a great many people—both on the stage and in the audience—will be deeply grateful to that high priestess, Mrs. Fleming.*

Jack Cook (1990)  
Visiting Director, ARTE



Mrs. Fleming's daughters Lynn and Gay ready to head off for Sicily to set up the theatre tour



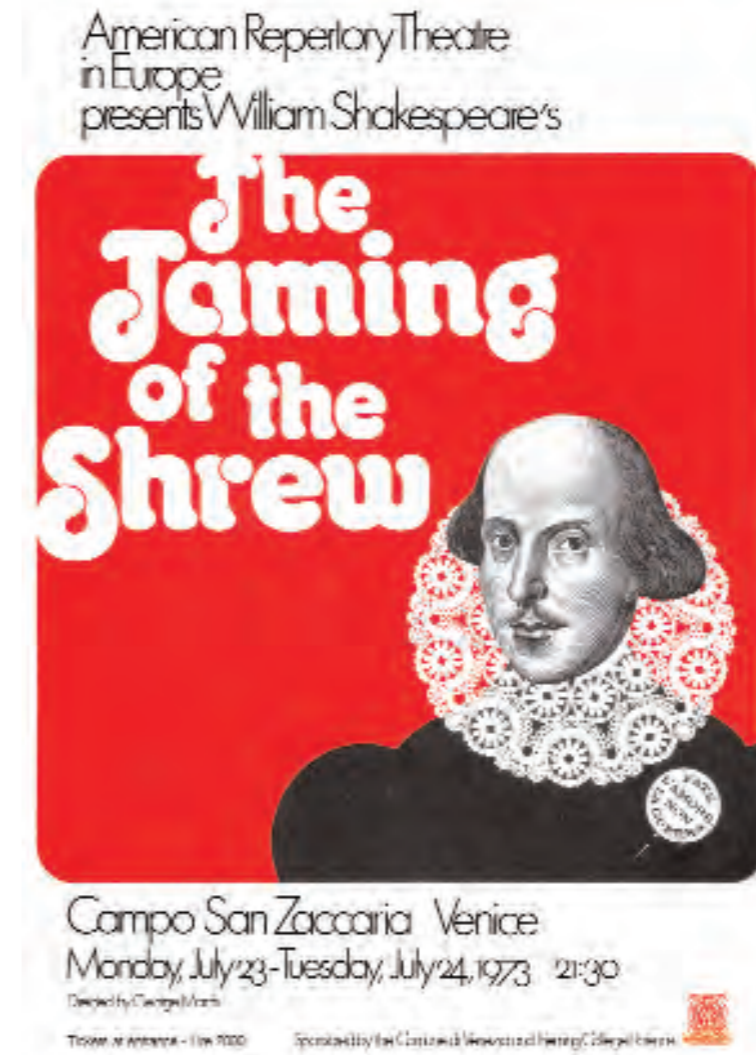
Mrs. Fleming celebrating after the performance



Mrs. Fleming and Florentine drama critic Emilio Poesio

To Warren MacIsaac  
*Dear Warren:*  
*I am sorry to relate that our very exciting American Repertory Theatre in Europe program is no longer in existence in its original form. By original form I mean when we toured the famous amphitheatres of Italy. I am forwarding under separate cover copies of some of our past catalogues about this program. I forward them sadly as we regretted deeply having to close the program, but there was just no way it could be kept alive financially. We now have a very simplified and reduced form of a small theatre going on in Florence in the summer time. I have passed along your name to George Marchi and Robert Wilson who remain actively interested in sustaining ARTE against the day when we can find appropriate finances to back it.*

MCF



Dirk Torsek with Bob Wilson in "The Birds"



ARTE performs Aristophanes' The Birds in Fiesole

# TASIS 1970's



Jay Devine  
Will Holbrook  
Kathryn & Vincent  
Pfisterer  
Chris Devine  
Heidi Boardman  
Michelle Watson

Vivian & Marcel  
Serraillier  
Karin Moore  
John Watson  
Alice Lytel  
Alexa Mason  
Dieter Metzger

Leslie Lishon  
George Marchi  
Hendrick Woods  
Amelia Eilers  
Ewan Mirylees

Jane Goldman  
Wendy Hollinger  
Elena Sopranzi  
Helen Ballard  
Ken Blessing  
Christian Draz  
Robert Winer

Linda Jaekel  
Dick Ginns  
Aurelia Sassi  
Linda Grey  
Michael Aeschliman

Cari Wolk  
Peter Smith  
John Pritzlaff  
Ken Bastian  
Scott Taylor

## 1972

- Opening of Fleming College Florence with Institute for European Culture
- Le Château des Enfants (CDE) Summer Program
- First Alumni Reunion held in Lugano, Villa Negroni
- Fall—Consolidation of the 2 campuses at Montagnola
- 235 students in the High School
- A new wing is added to de Nobili with three science laboratories on the first two floors and new administrative offices on the third floor
- The team of Acting Headmaster George Lawson and Assistant Headmaster Robert Bussey replaces the traditional concept of a single headmaster
- Villa Negroni leased to Point Park College of Pittsburgh as their European campus

## 1973

- January—Completion of further residence space on the top floor of de Nobili
- ARTE discontinued
- New indoor swimming pool on the hillside next to the Casetta on land acquired by TASIS in the summer of 1971

## 1974

- Addition of the International Section to The American School in Switzerland

## 1976

- Founding of TASIS England American School in Thorpe, Surrey

## 1977

- Closure of Fleming College Florence
- Re-opening of Post Graduate Program in Lugano

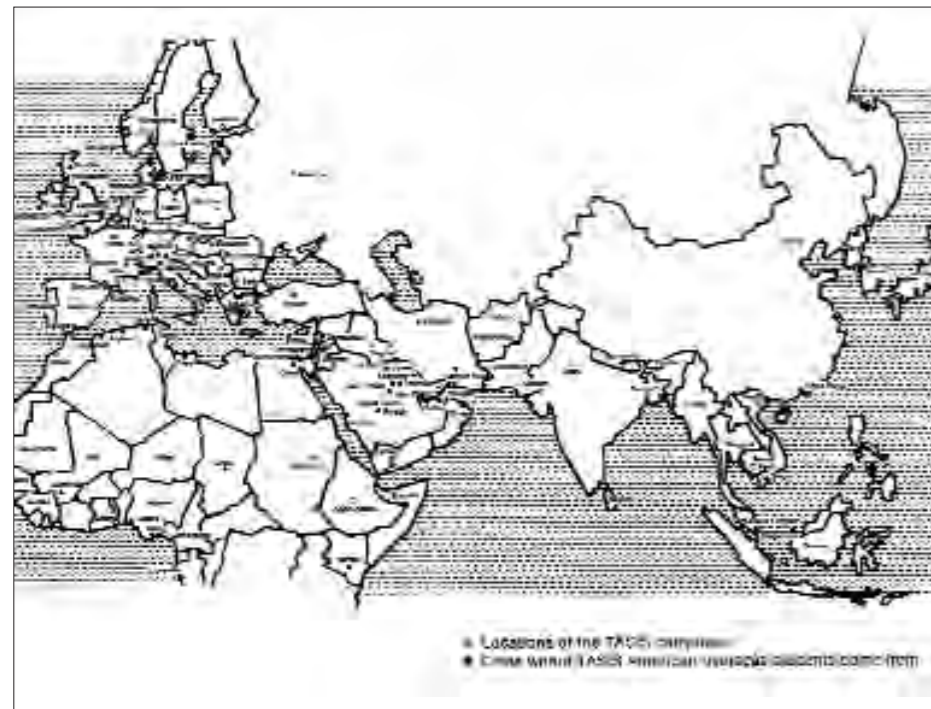
## 1978

- TASIS Summer Language Program (TSLP)

## 1979

- TASIS Greece opens with approximately 80 students and 600 day students after merging with Hellenic International School (later called TASIS Hellenic)
- TASIS offers International Baccalaureate for the first time

## From all Over the World . . .



**You just aim for total immersion!** So, in a school, you aim for immersion in the subject matter of the classroom, in the chemistry laboratory, on the sports field, in the theatre and at the student council meeting; you aim for as much exposure as possible in the fervent hope that something will be absorbed. No matter what our individual theory of how it is done or our different approach as to the business of education, we all know that we have one goal in common. That is to give to each of our students as broad an introduction as is possible to the world, representing as it does man's cumulative knowledge, his vision and even his "impossible dreams." We do this in the hope that large quantities of man's wisdom and experience will be in some measure transferred to these new manifestations of human endeavor that we are trying to educate.

A vigorous international faculty dream less of the endowed chair and is instead alive to learning with the students, eager themselves for exploration, eager to crawl over barriers in other men's minds and to delve into those limitless regions that evade the pages of textbooks.

I have chosen Europe for my experiment because to me it signifies the greatest concentration of the greatest variety of benefits created by man. I do not believe that an incursion into Europe, or any other foreign land, as an educational experiment should be limited only to the formally structured academic year. There are limitless variations on the same theme that should encompass the summer months and the normal vacation periods so as to maximize the immersion process.

Consider the invention of the wheel as one of the most important landmarks of history. Consider that today's students can journey as far in a year of their young life at school as Marco Polo did in a lifetime. How amazing and

*how wisely we should use the incredible opportunities this phenomenon offers. So along with my theory of immersion, I believe strongly in the function of the wheel.*

*In the summer, out of the academic routine, under the aegis of a European student guide, small buses full of students and camping gear can explore hundreds of kilometers of European terrain. In the fall and spring, small groups of students can put geology classes into the field. Mountain huts shelter climbers as they venture into the Alps or the foothills of the Jura or Appenines. Enthusiastic cyclists place their "wheels" on a train to cover the first tiresome stretches and get into cycling areas that are particularly rewarding.*

*While less personal as a mode of travel a larger bus for the winter months is equally effective in bearing groups of 25 and 35 students across the borders of neighboring countries or on four-day weekend visits to Munich, Florence, Bern, Basle, into France or even to Ljubljana. Steel wheels on steel tracks turn through the night as couchettes carry groups to Paris for a five-day Thanksgiving break. Wheels on runways lift other groups into European skies as they fly to Prague or to Copenhagen. This sounds expensive, but with careful cost control, special group rates, the use of package and student tours, an amazing amount of Europe can be seen and absorbed. Classes are concentrated, meet on Saturdays, or double periods, to make up for time out of the classroom. In terms of generating greater curiosity, greater firsthand knowledge, and enhancing the desire to learn in so many subject areas the benefits of travel are immeasurable.*

*Now we have the two chief ingredients of an educational scheme, large-scale immersion and the concept of mobility. Surely these match the world of the twentieth century where one can be on a bus on Madison Avenue at high noon and that evening in a gondola on the canals of Venice; where it is commonplace for the businessman to leave his Stateside office and a few hours later be in the offices of the foreign subsidiary; where, in an equally small space of time, Air Force One carries our President from the Oval Room to the palaces of Peking. There will be no retrogression from this kind of life in our century, and the more we can groom our young people to live with it and learn from it and not be exhausted by it, the better the preparation we have given them for "the shock of the future"!*

Mary Crist Fleming

(Article from the 1973 Vincent Curtis Educational Register; republished in 1990)

## TASIS Times Two

Getting oriented

This year TASIS is bringing its Stateside students to Europe by ship on board *La France*, where ears become attuned to the French language and where appetites are whetted not only by the French cuisine but also by lectures on Italy, Germany, and France.



**TASIS is expanding!** This year—in continuing to meet the needs of all its students most effectively—TASIS has two campuses. Under the direction of Mrs. Fleming, **Mr. George Lawson** will head the Lower School at Montagnola and **Mr. Peter Smith** will head the Upper School in the Villa Negrini at Vezia. Mr. Smith was previously the Dean of Fleming College. At the Lower School seventh and eighth graders, a new addition to the TASIS family, have their

own residence and faculty and follow a basic American junior high school program. Ninth and tenth graders begin their college preparation.

Juniors and seniors will receive extensive college preparation. The program at the Upper School will be enriched with elective seminars and independent research, designed to prepare upperclassmen for the added responsibilities and freedom of college. While each campus has its own library and sports facilities (a new sports bubble is going up at Vezia!), the Upper and Lower Schools also interact beneficially. There are faculty exchanges and student mobility in academic areas; combined social, athletic, and extracurricular activities; joint lectures, concerts, and travel programs. And, of course, the entire school will be together for the St. Moritz term in January.

Alumni Bulletin 1971

## Seventh &amp; Eighth Grades

**The American School in Switzerland** has added seventh and eighth grades to its already well-established secondary, college-preparatory program. However, these younger students, housed on the Montagnola campus, have their own separate residences supervised by their own resident faculty. The two residences for these students are adjacent to the campus, sharing the same garden. This enables them to have all their extracurricular activities together. They are removed from the main residence buildings of the ninth and tenth grades and are completely apart from the juniors and seniors who have their own Upper School campus.

The schedule is organized to allow classes to finish on Thursday afternoon every fourth week, providing a three-day weekend for course-correlated travel, and in the spring and fall for camping trips. It is an important part of the school-in-Europe experience to profit from proximity to the historical and cultural centers of Switzerland, Italy, Germany, and France.

Catalogue 1970

## How Could We Forget?



Mark Burdick '71

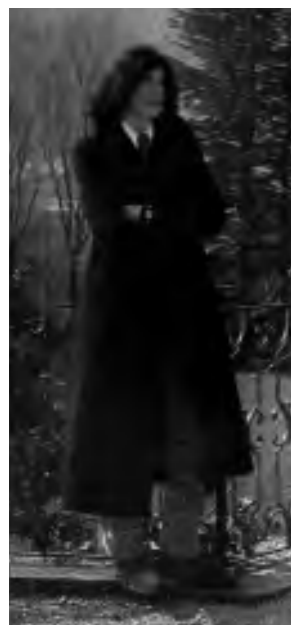
**Lugano in the 70's was a magical time and place.**

*We were surrounded by the beauty of Switzerland, while ironically at the same time we were bombarded by havoc Stateside. We had CSNY (Crosby, Stills, Nash, and Young) and George Harrison advancing enlightenment, both spiritually and politically. We knew that there was a war called Vietnam, but we, as young men, hoped to hide our individual fear of potentially having to fight in a meaningless war. We clung to our own for guidance and encouragement; we had Akbar, our (now deceased) math teacher, our English prof Max, and of course, our amazing leader Mary Crist Fleming, to name just a few. And we had each other. Days and nights we spent journaling poems, songs, images, and observations. How could we forget?*

*Years later, many of us have made it to look back, and some of us unfortunately have not, and they will surely be missed. Together we shall sing In My Life (Beatles) and praise (the many forms of) God for giving us Mrs. Fleming and allowing us to live lives forever changed by the experience simply known as The American School in Switzerland. I raise our school crest and give thanks that not much has changed. We still hold the same ideals of international community and academic freedom. Cheers to all!*

Dr. Mark Burdick '71 (2005)

## Great Values



Alan Robinson '71

**Mrs. Fleming instilled in me such great values** of courage and strength and fortitude of the human soul; her values were not material but of a spiritual nature which she impressed on her students—the importance of education and civilization as well as manners as important qualities on which to judge people. This goal to attain a more civilized society through a global education reaches to peoples around the globe. The spiritual values of education and manners towards all cultures were impressed upon me



Evelyn Gustafsson '71

**In May, 1971, a small group of TASIC high school students, including myself, was asked to go to Venice over the weekend to participate in the production of a promotional film about a new TASIC opportunity planned for Venice.** We were chosen, at least in my case, not for acting talent, but probably because we were reasonably clean-cut in appearance. I don't remember every detail of the road trip from Lugano to Venice, although I can't forget one moment in which **Lynn Fleming** decided that she was going the wrong way on a very crowded Italian road and made a U-turn, essentially bringing on-coming traffic to a screeching halt in this death-defying maneuver. Nevertheless, we made it safely to Venice, and my lifelong fascination with the city began as we arrived late at night.

**Hannes Vogel, MD, Director of Neuropathology**  
Stanford University Medical Center, TASIC '71 (2005)

at an early age by the education and guidance I received at TASIC. What I learned at TASIC will always be with me and left me with great memories of a great high school education which enlightened my life and bridged the gap between globalization of cultures so diverse from my own.

**Alan Robinson** HS '71, PG '72, FCF 1974-76 (2006)

**A memorable faculty member?** Three actually: **Akbar Khan, Robert Wilson, Max Page.** Not that I was a brilliant student at maths, but I learned other things from Akbar. Robert Wilson I remember for being, at that time, a pain in the neck. Only later did I realise what his aims were. Max Page I remember for being so strict, which has, oddly, helped me throughout my working life.

**Evelyn Gustafsson** '71 (2005)



Hannes Vogel '71

## Surviving Crises in Style

The revaluation of the Swiss franc by 7% last spring and the further drop in the dollar value from the standard 4.30 to 3.95 meant an income loss of approximately 10% or \$150,000 for TASIC. Thanks to a head tax of \$250 per student, advanced payments of second semester tuition against further dollar devaluation, but mostly due to a rigorous tightening of operating costs without reducing academic quality the school's operating budget will break even this year. This forced and tough look at the status and future of TASIC and the subsequent actions taken under crisis conditions has underlined the need to consolidate TASIC, to guarantee its future and to move without further valuable time loss.

The following is a proposal for accomplishing these goals.

TASIC GOALS	
The need is for \$500,000 which I want to raise through loans <u>not</u> gifts within the next six months.	
THREE REASONS for the required amount of \$500,000.	
1. This is the sum needed to build and complete the necessary dormitory, theatre, classroom and studio space on the Vezia campus. The Vezia campus has been selected for permanent development as the base of the school because the land area is 3V2 times that of the Montagnola campus.	
2. \$500,000 is approximately the amount of insurance I carry on my life as supplementary guarantee to a lender in addition to offering a second mortgage on the property where the building will be placed.	
3. I am 61 years old and have a <u>minimum</u> of 4 years good mileage for those who believe in my energy as well as my integrity.	
The sum of \$500,000 will be allocated as follows:	
New dormitory (see plans) for 50 students. This new dorm establishes space for 150 students on the Upper School campus. Full cellar for much needed space for laboratories, bookroom, maintenance shops, storage etc.	\$275,000
Existing building (see photo) to be restored as theatre with the necessary facilities for costumes, scenery, dressing rooms, art and photographic studios, and three classrooms.	\$150,000
Two tennis courts and indoor-outdoor pool.	\$75,000
	<u>\$500,000</u>
	*****
Estimates are from completed plans and returned quotation of building costs.	
TASIC FOUNDATION	
Tax deductible donations will be sought through an Annual Giving Program to purchase lights, control panel, simultaneous translation and movable seating equipment for the theatre as well as books for library and science laboratory equipment.	

THREE REASONS for the 6 month deadline -	
1. This June the lease on two of the presently rented housing facilities expires and cannot be renewed.	
2. The rental on these two facilities, even if they could be renewed, is \$20,000 i.e. slightly more than the interest I will have to pay of 5V2% on a \$500,000 loan.	
3. By completing the construction by July 1st, I can rent for summer '72 the new facilities when added to the existing facilities at a profit of \$25,000 to help toward amortization.	
Contracts have been signed for summer '72 for 120 medical students on the Vezia campus and 80 members of an educational group on the Montagnola campus. These groups are long-term in their planning. The two groups are in addition to the TASIC American Repertory Theatre company that played in Verona, Florence, Pompeii and Taormina last summer and, Le Château des Enfants, a highly successful TASIC international children's program of 70 students from 12 different countries. This last program leads to an opening of the European market for TASIC thus helping to guarantee continuation of our enrollment.	
PLAN FOR REPAYMENT	
Loans would be rotated every 2 years or as requested by the lender. Initial interest at 5V2% available at the National Bank of Washington equals per year \$27,500. This amount is naturally reduced as annual amortization is paid.	

from Mrs. Fleming's proposal for the consolidation of TASIC, 1971

## Looking Back



Fernando Gonzalez

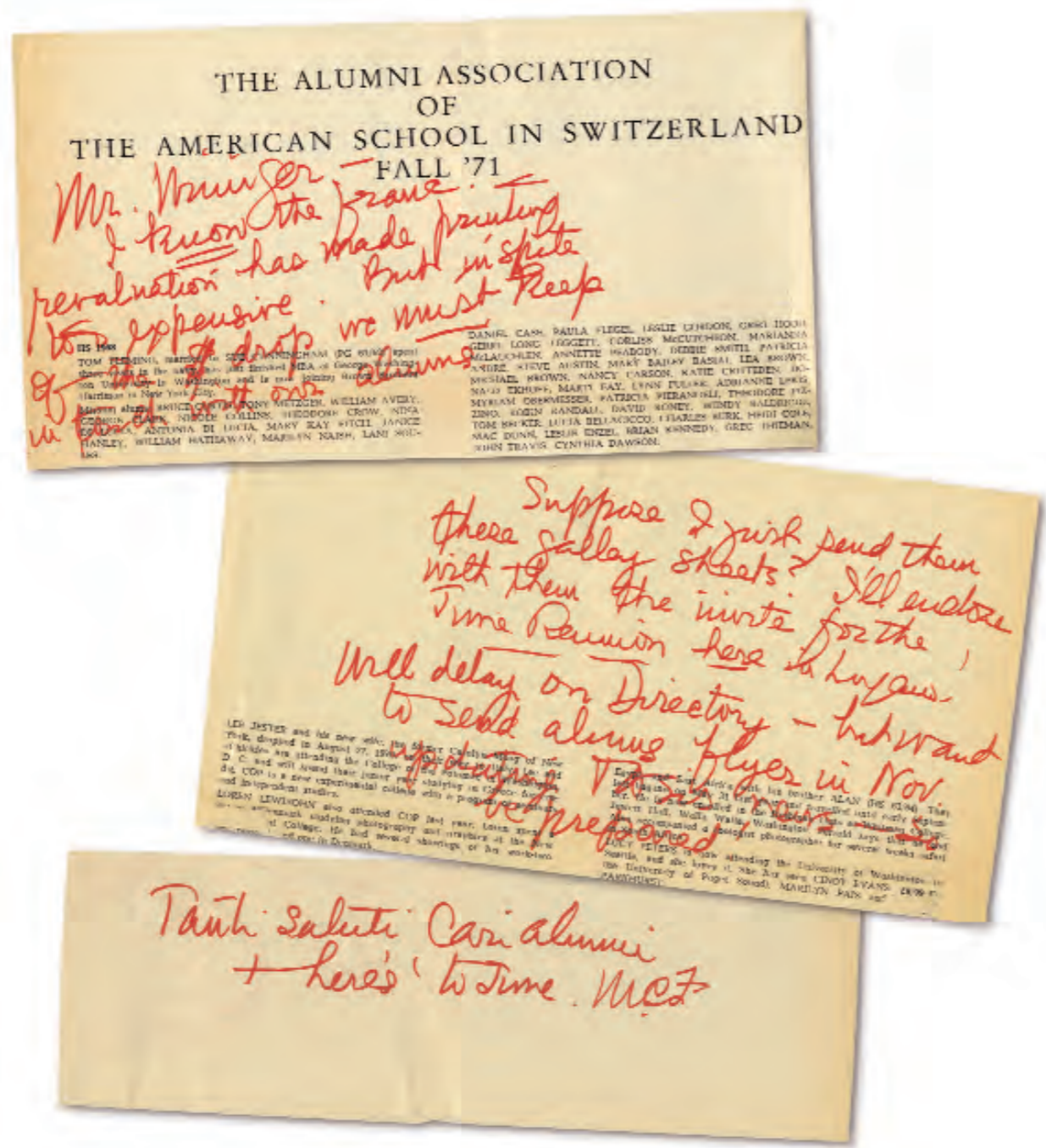
**In 1972 when I first arrived on campus** to look at it right after I was married, it was being taken apart . . . They were consolidating two campuses—it was absolute chaos. Vezia and Montagnola were being combined into one campus and the Villa De Nobili was being extended. But because they had extended without proper permit, they had to take the top floor down. So we had to put 20 students downtown into a hotel, and the swimming pool was in pieces—it was a mud bath . . . I remember arriving and meeting **Pat Lytel**, the Admissions Director—she was the only one on campus. I asked her, "Is this campus going to be ready in three weeks' time for the start of school?" And she said, "Yes." When I came back from my honeymoon three weeks later, sure enough, it was ready. We were putting up temporary buildings that ended up being pretty permanent . . . We still have some of them . . . But these were times when TASIC was doing things very quickly and we didn't always get it right.

My first recollection was when I arrived on campus and I was starting the art program, but there were no art facilities to speak of; there was no art room. So I said to Mrs. Fleming,

"If you really want an art program, you will have to look at the facilities." She dropped whatever she was doing and we walked around the campus, and we created a new studio and a new photography room, within half an hour. This first recollection summed up TASIC from day one, that "can do" attitude, the flexibility. Whatever the challenge or the problem, someone was going to be there to solve it.

Of course, this is more difficult now, because there is more at risk. There is a much bigger organization and its reputation is much stronger, although risk-taking is still something that's inherent in this institution. For example, two years ago we started the new school in Puerto Rico. So there is still that sense of adventure and challenge. TASIC still is able to achieve great things, with the right people. We give people tremendous opportunities, but tremendous responsibilities, too. It's that spirit of adventure and that searching for excellence that distinguish TASIC.

**Fernando Gonzalez** (2005)  
Current Chairman of the TASIC England Board of Directors



**MCF to Class of 1973**  
*Your college record is there for all the world to see. What the outside world does not know is the difficulties this particular year at TASIS has presented to you. The reunification of TASIS on one campus has meant a year of confusion and inadequate facilities. In spite of these handicaps you have assumed real leadership of the school to such a degree that you have turned what could have been a disastrous year for TASIS into a highly successful school year and a memorable experience for almost every underclassman at TASIS.*

science, chemistry, and biology, as well as one floor of administrative offices and faculty room are already in use. The top floor will be completed by January for residence. The stately beauty of De Nobili will not be marred since the project calls for the extension to be in the same style. The large room beneath the library in Hadsall House has been converted into a new studio theatre. Behind the gymnasium bubble, where a wooden structure has been installed, a new indoor heated swimming pool will be finished in January and will provide more athletic facilities for the school's expanding sports programs. The school has enlarged the Montagnola campus to include some of the adjoining property behind the bubble in an attempt to allow enough space to create a centralized educational complex. Plans are to build a large assembly room-theater next to the pool and residences above the pool. By means of thoughtful expansion the school is attempting to increase the quality of the education that it makes available to its students. Facilities help education, but committed and enthusiastic minds make it. TASIS is striving to attain and to maintain the best of internal as well as external resources.

Alumni Magazine, Autumn 1972



Stages in the building of the new swimming pool

### A Gift Beyond Price

**I graduated from TASIS Lugano in 1973.** My parents were located in Riyadh, Saudi Arabia, and not only was I away from home for the first time, but in a foreign country. The summer prior to going to TASIS I spent in Riyadh trying to adjust and prepare for school. I arrived in Geneva a few days prior to the date I was required to report to the school. My younger sister Kimberly and I were traveling with two other students, Chele and Bob Mauer, and we were going to be in Geneva for a few days and then take the train to Lugano. Seventeen, no parents, money to spend on "school clothes." Were they crazy?? We actually bought school clothes, ate in nice restaurants, strolled the lake boulevard. This going away to school was looking better and better to a girl from little Los Gatos, California . . . We arrived by train and took a taxi to school. It was overwhelming . . . the beauty of the town of Lugano, the lake, the buildings out of history, all so much like a picture-perfect postcard. I felt a bit like a country bumpkin and, at the same time, as though I had stepped into a dream. This opportunity of a lifetime was not clear at the time, but as the year unfolded and the dream unfolded, something dawned on me that I had been given a gift, a gift beyond price, one that if I was able to be conscious of would be one I

would carry with me for the rest of my life. The gift was one of experiencing history, culture, art, education, travel, and events that would never be duplicated, if I was awake enough to do one thing and not take it for granted. I stood in a large meadow one afternoon, an ancient building standing alone behind me. The town below, the lake in the distance, the school down the hill. The rumor at school was that Hermann Hesse had worked in that building on the second floor and written some of his best work there. Whether it was true or not did not matter. I was living in history. I made a promise to myself that day to never take the experience before me for granted. And I never did. I learned that fall afternoon that if I choose not to take something for granted, I choose to be a volunteer in my life and not a victim of it. TASIS changed my life forever. I became the woman I am greatly through the life's lessons I learned that year about myself and who I was, but more importantly, who I wanted to be. I thank Mrs. Fleming for her dream allowing me to attain my dream. We have met only a few times in the last almost 30 years since 1973, but I have carried her with me daily as I became the person I was to be.

Donna Jean Minden Stryker '73 (2000)

### The High School Begins Its 17th Year

**Unification and Expansion.** After a two-year experiment with two campuses, the operations of the high school of The American School in Switzerland have been unified on the Montagnola campus under the guidance of Acting Headmaster **George Lawson** and Assistant Headmaster **Robert Bussey**. Although the school was reluctant to close its operations at the lovely Villa Negroni in Vezia, the overwhelming sentiment among students and faculty was for unification at Montagnola. There were many valuable elements in the Vezia experience of Seniors and Post Graduates studying together, and under the able direction of **Mr. Peter Smith** and his assistant, **Mr. William Crisp**, the school has acquired

experience and insight which should serve it well in its new Fleming College Florence venture (in which Mr. Crisp is Assistant Dean to **Dr. Richard Adamany**) and in the future progress of the high school toward ever-more receptive and beneficial educational approaches for its young people. A major building project is now well underway to accommodate the increased number of students at Montagnola for 1972-1973, and the campus during the summer bustled with the combined activities of construction crews and the excited young performers of the American Repertory Theatre's fourth season. A new wing of four floors being added to the Villa De Nobili is near completion. Two floors of expansive and modern laboratories for general

THE AMERICAN SCHOOL IN SWITZERLAND

**NEWS LETTER 72/73 wrap-up**

...where everyone is willing to give and to learn."

At this stage, I feel I can say with the utmost confidence that the academic year 1972-73 will go down in the history of The American School in Switzerland as one of the best years ever. At the beginning of the year many students, faculty and parents wondered what would result from merging the upper and lower schools into the Montagnola campus. I, along with many others, feel the combination has worked out much better than we had anticipated and has proved to be beneficial to everyone concerned. The American School in Switzerland is now a family, where everyone is willing to give and to learn.

To facilitate our growth, many new facilities have been added. After an initial period of inconvenience caused by building delays and the increased student body, we overcame the discomfort with patience and calm. In the end, of course, it was worth it and everyone feels that The American School now has one of the most modern, yet natural and beautiful campuses that a school could possibly hope for. Students and faculty alike can share and enjoy the benefits of the campus, and at the same time, breathe a sigh of relief now that all the workmen have finally disappeared.



"The American School is a family..."



The success of the academic year has stemmed from many sources, but the major contribution has been the faculty. At The American School, our teachers have been more than simply well-qualified classroom lecturers. They have been truly fantastic people who have served as dorm residents, coaches, chauffeurs, advisors, guidance and college counselors and, above all, open-minded people who always have been willing to help students, often at their own expense, and communicate with them as best as possible. There have been many demands placed upon the faculty and I feel they have responded to their responsibilities, doing much above and beyond the call of duty.

But it is not just the faculty that constitutes a school. It is also the students. This year, students have been subject to many pressures and inconveniences - workmen, overcrowding, self-help programs, and numerous international problems, along with a very full and heavy work-load. The students of The American School have handled these better than I have ever seen a group of students handle responsibility. They have all worked very hard and have earned The American School in Switzerland the highest honor, of being -the best American school this side of the Atlantic.- Hard work earned the seniors places in some of the best colleges in the United States. Student-faculty cooperation with the administration has established a strong liaison which has enabled us all to live happily in close contact with each other.

In every walk of life there must be rules, and wherever there are rules, there is bound to be someone who will break them. In many schools, a guilty student appears before an administrative board which knows him only by name or student number or by a previous episode involving discipline. At The American School in Switzerland, there is a faculty-student review board which consists of three students and three faculty members who hear cases and decide on a proper punishment. Students know the board will discuss not only the breach of rules, but will also consider the motive and consequence, considerations which lead to a fair judgment. This year's faculty-student review board deserves a warm vote of thanks from all of us, for they have devoted many hours to their task and have consistently made fair, just decisions for all of us.

Behind any strong and capable student body, there must exist some cohesive, unifying organization. This year the Student Council has served that function extremely well. When I ran for Student Council President in October, I did not know many of the other students running for office, as I myself was a new student.

From the help and cooperation which I have received from each and every member of the Council, I can truly say that the student body made some very wise decisions. I have never had the privilege of working with such helpful people, willing to devote much of their time and energy to the running of the school. With their help, we have been able to provide the student body with an average of three activities per week-end, ranging from hamburger, hot dog and ice cream sales to films, games and dances. These have helped to keep apathy at a minimum and student interest and school spirit at a maximum. The exceptional quality of the student body has helped us in student government considerably, making this a very good year for all.

Of course, being in Europe has been another factor - an important factor - in making this a really great school. With in-program travels, many students have had the opportunity to see and experience many different European countries. We have become aware of the difference in customs and the problems which confront many nations, and this has helped increase our appreciation and knowledge of the world in which we live. Seniors have been allowed the extra privilege of independent travel and many of us have taken trips to out-of-the-way places which we might not otherwise have been able to visit. Many of us can tell you places to see and things to do which you will never find in any tour book, and many of us have had experiences which have helped us tremendously and will prove invaluable in years to come. Travel has made everyone's year here at The American School an unforgettable one. Together with the other students I feel certain that 1972-73 will go down in our school's history as one of the best ever.

**Gordon Heyd** (1990)  
former TASIS history teacher

**Charles A. Winans,**  
President of the Student Council



Crises...



Cynthia Whisenant

**In the winter of 1974-75** we experienced the effects of the oil embargo. When we left for Christmas holidays, we broke for an extended period and did not have our ski term. Students stayed home longer or traveled wider while we conserved oil to get through our winter in Montagnola. There were drive-free Sundays, and people brought out their carriages and horses. That was an absolute delight. There were other innovations that year. For example, our headmaster **Ken Blessing** changed the class day schedule so that we had our "weekend" in the middle of the week and classes on Saturdays and Sundays. Having the break in the middle of the week, everyone could go skiing in Andermatt or San Bernardino and not have long lift lines. At that time, our school was small enough (about 180 students) to be spontaneous and flexible with seemingly entrenched aspects of life in Ticino and at our school.

**Cynthia Whisenant** (2005)

**I remember the time in the 70's when there was the oil crisis,** and in Switzerland, too, eventually there would be no cars allowed on Sundays. So the people who had horses, the farmers, were taking their horses and carts out so that people could have transport. They had a nice extra business then. But we had a faculty meeting; Mrs. Fleming came to speak to us. We were new, it was our first year. She came to talk to us about the continuation of the school. She talked about salaries for the next year. Here we were, people who had been working terribly hard, for not a great deal of money—enough, but not a lot—and she said to us, "You are the most important part of the school. Without you, the school wouldn't even work. But because of this oil embargo, this crisis, and the cost of oil, there will be no raises for next year. We don't want to let anybody go, but in order to keep everyone, we are going to ask for everyone to take a 10% salary cut." Now, this was not the kind of thing that comes over terribly well . . . And yet, somehow, because of Mrs. Fleming's intense caring about the school, caring about the faculty, at the end of that we not only said, "Yes, we accept this," but we applauded. This is almost unbelievable. She had this incredible charisma; she could inspire other people to feel as committed as she was. Her ability to do that epitomizes her.

**Kate Woodward** (2004)



Gordon Heyd

Global Villagers



John Luttrell '74

**Another incident often springs to mind,** especially during periods of international currency fluctuations. I just forget the point in time and the exact year, but the U.S. dollar had been almost fatally devalued. Naturally, as the school fees were payable in Swiss francs, a lot of American parents were hurting, and if they were hurting, so was TASIS. Mrs. Fleming called us all together in the library, told us of the situation, explained that it was only a "temporary inconvenience," but pointed out that we might all have to put our shoulders to the wheel, and even might have to forego our salaries for a month or two. There were a few mutterings of discontent, so, if only to break the tension, I pointed out that the Canadian dollar was very healthy at the time, even fetching a premium, so why did TASIS not conduct its future affairs in that currency. I was rewarded with a rather wan smile by Mrs. Fleming.

**Gordon Heyd** (1990)  
former TASIS history teacher

**My family, like many** whose daughters and sons went to TASIS, were nomads in the 1960's, 70's, and 80's. Living in places such as Venezuela, Libya, Nigeria, England, and the US, we followed the other hordes of Americans who worked in the petroleum industry on a journey around the globe.

We visited the campus in the summer of 1972 and Ms. **Alice Lytel** gave us the grand tour. Of course, I was intrigued by the lovely campus grounds (to the extent that my ninth-grade mind could appreciate). On the other hand, I was feeling a bit squeamish about being away from my family and going to boarding school! I told myself it would be fine; as a growing 13-year-old boy, the thought of being away from my parents and my siblings had a certain appeal.

Beauty Makes a Difference



Suzanne Price '77

**Dear Mrs. Fleming,**  
For your 90th birthday, here is my short story "gift" to you about one of the clearest gifts you and TASIS gave to me. It was 1973, and we were convened in the salon at Vezia for your welcome address. We had arrived—several of us whose American families were living in Saudi Arabia—a night or two before, when it was dark and raining and frightening to climb the wooden staircase to the girls' dormitory. There we were, though, a day or two later, in the salon, in the daylight, sitting in brass-framed fold-out chairs with worn green velvet on the seats.  
You told us then about the importance of learning and living in a place of beauty. I believe you told us that you were deliberate in choosing to put TASIS in just such a place. And in every respect the environment of TASIS could not have been more beautiful. Lugano is, of course, the epitome of scenic and cultural beauty. The buildings that comprised the



Upon arriving in Zurich and taking the train ride to Lugano, I embarked on a three-year journey which has truly impacted my life in many ways. Through traditional and non-traditional learning, In-Program travel, and all my experiences at TASIS, I learned that knowledge, creativity, imagination, friendship, and love are the common threads that create the fabric of our lives. The TASIS community really exemplifies the term "global village," and I am truly proud to be a global villager.

**MacRae Ross** (1990)  
former TASIS history and English teacher,  
College Counselor, and Special Projects Coordinator

The foundation that Mary Crist Fleming built in 1956 and the tradition of excellence that she carries into this new century and millennium are a marvel and inspiration to us all.

**John Luttrell** '74 (2000)

TASIS Switzerland campuses then (Montagnola and Vezia) were equally beautiful (the prefab dorms, perhaps, excluded). They even had/melodic Italian names as if to underscore their charm. The furnishings in the buildings, too, were rich and textured. I wish I could sleep every night on the heavy, starched, white linen sheets with which we made our beds (the boys wouldn't know about this, given the regularity with which they changed their sheets.)

The gift in this lesson—in your address to us that day in 1973 and in the learning and living we did at TASIS in those surroundings—was understanding that beauty makes a difference. Whether it's an ability to feel good in a beautiful place, or a keener sensibility to beautiful things, or the passion to fight for the preservation of beautiful spaces, the beauty of it all does matter. Thank you and Happy Birthday, Mrs. Fleming.

**Suzanne Price** '77 (2000)

## A Great Journey of Growth



Rick Mullen '77

... **We took the fast train to Lugano** the next morning and my father dropped me off with **DeHaven Fleming** at the Vezia campus and released me into a great journey of growth and development that would last the next four years and serve me the rest of my life.

I was extremely fortunate in many ways. My first year in the middle school in Vezia with a total of only 60 students while I was in ninth grade was a very special and unique year of my life. We were very lucky to have that small, intimate, peaceful year in that beautiful campus. I was also lucky in that my closest friends that first year, Ed Fletcher and Kelly Bouwens, would stay with me as roommates and brothers for the next four years at TASIS. In fact there were many close friends who were there the full four years: **Jenny and Suzi Price, Hiedeh Honari, Toni Perreira, Greg Goldstein, Mark Becker, and Pat Vaughn**. We all grew up together in that ShangriLa in the Swiss mountains by a beautiful lake. It was incredible.

I was never homesick. Partially because I was coming from an all-boys' Irish Catholic school with uniforms and corporal punishment under the eternal gray skies of Ireland. I was so excited and thankful to have the opportunity to go to TASIS that I literally savored every moment. We loved it there and we knew what a special time it was and that once we left there, it would never be the same. We have so many wonderful, wonderful memories that we can tell stories for days when we get together. I have had many close friendships since leaving TASIS. I've had many great experiences. But nothing

can compare to the four years I spent growing up with my friends at TASIS. I feel very lucky indeed.

We were completely in awe of you, Mrs. Fleming. You seemed to be a "larger than life" person. We had that picture of you from the TWA ad in Newsweek magazine on the wall of our dorm room. You know, the one that is a full-length photo of you just getting off the plane on the ground walking toward the camera like you owned the place. You were our hero. You built this fantasy place of learning that brought us together from far distant places to grow up together and mature together in this ShangriLa in the mountains. You prepared us well and gave us an appreciation for the world as a whole.

You took care of me and my two brothers who came after me, Steve and Tom. I will never forget that. I can never give to you the equal of what you have given us. But hopefully you can share in some of the deep personal feelings from many people whom you set in motion through the years. You provided all of us with a magical learning environment. You gave us the opportunity, and we seized it. Now we want to give you a few words of thanks for "our" TASIS experience. You had a vision years ago. That vision bore fruit. That fruit is a spark of vision that you put in all of us that we carry with us through our journey through life. Thank you for our TASIS experiences.

Rick Mullen '77 (2000)

## A Place and Experience I Did Not Want to Miss



Shirin Amini '75

**It was the spring of 1973.** My mother had arranged an interview for me with the Headmaster of The American School in Switzerland. I don't remember where in Tehran I met **George Lawson**. I have a vague recollection of a large sitting area, perhaps in a hotel. He was a very nice man, but I was most definitely not interested! I did not want to go to some strange school in Europe. I did not want to leave my friends and the school I had known since the first grade. We talked a bit about this and that. Finally I just flat out told him, I didn't want to go to his school. Thank you very much, but I was going to stay in Tehran! He smiled an enigmatic smile. I had no idea what he was thinking. After leaving the meeting I was sure that would be the end of that. I hadn't filled out an application so I figured he would go to the next applicant—perhaps someone who wanted to go to Europe.

Two months later an envelope from TASIS arrived, addressed to me. Shock would be a good word to use. I could not believe it. Why would a school want someone who didn't want them? I stormed around the house. I swore that I would do everything in my power to get myself thrown out. In the end I boarded a plane with my dad and, surly as ever, went. Later my father told me that when **Mr. Blessing**

drove him back to the train station after dropping me off at the school, his last sight of me was standing at the main gate with a very, very lost look in my eyes. In fact, I was lost. It took me 45 minutes to figure out where my room was (behind the bathroom in the attic of De Nobili).

A few months later I had the opportunity to ask Mr. Lawson how and why I had been accepted by TASIS. He told me that every once in a while a school needed to bring in fresh blood. Someone who might shake things up, keep things in perspective. By then I had been in Lugano long enough to know that this was a place and experience I didn't want to miss. Many things were shaken up in my two years there. There were a number of times I think (even to this day) I should have been thrown out (I still have stories I may never tell!). But, between Mrs. Fleming, my teachers, my guidance counselors (both formal and informal), and my friends, I was guided to graduation from TASIS.

Thank you, Mr. Lawson and Mrs. Fleming, for believing in me when, perhaps, I did not believe in myself.

Shirin Amini '75 (2000)

## Fleming College, Vezia, Becomes Fleming College Florence

**The Post Graduate Program was unique** and alive until 1968, when the draft made an interim year perilous for young American males. Thus began the metamorphosis into Fleming College. After the first two years, it had been planned to move Fleming College to Geneva, since the faculty expressed the feeling that Lugano was too small and too much a resort town to offer the cultural advantages basic to a college community. Mrs. Fleming had secured the gift of a one-and-a-half-million-dollar property in Geneva for the College and had set up a board of trustees to help her raise three million dollars to create the necessary plant facilities. All these plans were cancelled by the subsequent unfortunate series of events when Fleming College was caught in the troubled times of '69 and temporarily closed at the end of

that academic year until the troubled times abated.

Three years later (1972), Fleming College reopened in Florence. The Renaissance city has been chosen as a symbolic site for the rebirth of the College. Situated only ten minutes from the center of Florence, the villa has been equipped to serve the needs of a modern educational institution, yet retain the atmosphere and advantages of a country home. With a beautiful view of the Tuscan hills, the villa, **Torre di Gattaia**, had a setting equal to its facilities, which included a large salon, a library and reading room, terraces, dormitory rooms, and dining hall, classrooms, a studio theatre, art studios, and science laboratory.

Alumni Magazine 1972

**"Civilization is a race between EDUCATION and catastrophe!"**

How many times, dear Alums, have I quoted to you that statement of H. G. Wells?

Your TASIS has been in that race for 18 years—we're still in!

Your '73 *Alumni News* is in the mail to you now showing the many facets of TASIS's intensified international training.

- T** now has 14 nationalities represented in the High School
- A** Château des Enfants program had 120 children this summer from 11 different countries
- S** English Language Program's 20 students this first summer came from 4 countries
- I** American Repertory Theatre in Europe in July played Shakespeare to over 6,000 Europeans
- S** Rugby team competed in Italy, Switzerland, and Yugoslavia

We're racing to build that international network of friendship, the only guarantee against the *catastrophe* of future conflicts.

But **we need the support of our Alums—every year** we will need it.

It costs **\$50,000 annually** more than even a high tuition provides for **library books, science equipment, scholarships**, funds for increasing international exchanges.

Alums, you are now **3000—only \$15 from each of you each year**—double it, triple it, or ten-fold it, to compensate for the heedless ones—will keep us in the race.

Please send **check today** while your intentions are strong!

Your gift is **tax deductible**. I know you will respond to this appeal.

Confidently yours,

*Marycrest Fleming*

MCF

Alumni Magazine 1972



**The TASIS experience is something which I've always carried with me.** Being an American and living in America, it gave me such a greater sensitivity to our place in the world. As an American, Mrs. Fleming provided a kind of international vision—it's about all of us finding our place in the world. TASIS really helps people to do that.

Curtis Webster '75 (2004)



# A Family Addition



The International Section

*I have attended many schools in my life, in Los Angeles, Connecticut, England, France and, of course, Switzerland. Most people find their years at college to be their most memorable. For me there is no question that I learned more and grew more at TESIS than at any other institution. At TESIS I discovered the classical guitar and classical music in general. This led to a Ph.D. in music history and a career as a university professor. At TESIS I discovered the joy of travel. At TESIS I discovered the joy of speaking foreign languages and exploring foreign cultures. At TESIS I discovered the great outdoors and the joy of hiking. At TESIS I discovered the joy of learning. But most importantly, at TESIS I discovered the joy of close friendships.*

**Richard d'Arcambal Jensen '73 (2000)**

**Next September TESIS will welcome approximately 35 new students to Lugano.** These 12- to 18-year-olds will come from a diverse number of countries and backgrounds: From the deserts of Saudi Arabia to the jungles of South America; from the fjords of Scandinavia to the urban centres of Italy. Their goal is to combine the learning of the English language with a transition into an American college-preparatory program.

**The International Section** of The American School in Switzerland was founded in response to the growing needs of non-English speaking students who wish to transfer into an American high school or directly into an American college or university, having completed an American college-preparatory program. The goal of the school is to provide each student with a sound knowledge of all aspects of the English language.

A highly qualified faculty, a specially designed curriculum, outstanding facilities, and stimulating and varied programs of travel, lectures, concerts, and sports, all add up to an atmosphere which fosters the ideal of independent thought, intellectual curiosity, and the high standard of academic performance inherent in the American independent school tradition. The addition of the International Section represents a further step toward the realization of the long-held TESIS ideal of promoting international understanding in a world divided by language, nationality, and ideals.

**Christopher Lynn**  
Director of Admissions, Yearbook '75



**Richard d'Arcambal Jensen '73**



**Christopher Lynn**



**Ali Zoibi '75**

*I enjoyed sitting with friends on the lawn outside the main dining room. We gossiped as only teenagers do and settled many of the world's problems there. The cooks were wonderful and very kind, and I liked their various menus. After study hall in the evening we'd gather in the lounge beneath the library where a local favorite, Angelo, would set up shop. A sandwich, cola, and music were our nightly rituals. I suspect my total expenditures with Angelo over my two years at TESIS may have equaled the tuitions. In the end both were worth it.*

**Ali Zoibi '75 (2005)**



**Diane Didi Atwood '73**

*Here are just a few treasured moments from the TESIS years: the morning sun on the trees and bell tower at Certenago; the frescoed doorways and window boxes filled with flowers; the rough texture of the stone walls. . .*

**Diane (Didi) Atwood '73 (2000)**

*The one thing that struck me about TESIS that I had never experienced at other schools was that I was not treated like a child and tracked at all times and loaded down with lots of rules that were impossible to live with. I felt that I was treated as an adult and therefore expected to act like one. And I think that for the most part it worked. Obviously, certain things were expected of us but we were also allowed to have time to ourselves to explore and develop. The opportunity to travel on our own was a growth experience rarely given to high school students. I was more mature and better prepared for college than 90 percent of my peers.*

**Kathy Gamble Pilugin '74 (2000)**

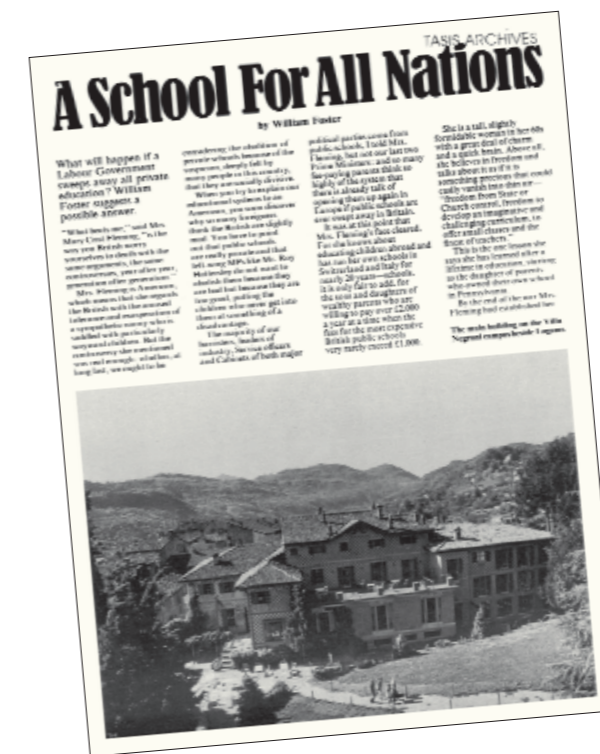


**Kathy Gamble Pilugin '74**

# A School For All Nations

by William Foster

*"But I had this dream of starting something that was outside and beyond the narrow frontiers that countries draw around themselves. I was really aiming at an international school. And in Switzerland, a democratic country with international traditions going back 700 years, I found what I was looking for."*



She is a tall, slightly formidable woman in her 60's with a great deal of charm and a quick brain. Above all, she believes in freedom and talks about it as if it is something precious that could easily vanish into thin air, "freedom from State or Church control, freedom to develop an imaginative and challenging curriculum, to offer small classes and the finest of teachers. . ."

Whenever prospective parents exclaim over the splendour of the campus and admire the relaxed, unhurried way in which students (it is hard to call them schoolchildren) stroll around, Mrs. Fleming prefers to talk about more mundane matters, such as examination results. And in this department her record is also pretty good.

## ECIS College Representatives Tour

On November 5, a beautiful sunny day following a freak three-inch snow storm, representatives from twenty-four American colleges and universities visited TESIS to talk about their individual programs and to meet interested students. A slide presentation introducing their colleges and college in general was followed by individual meetings in the library with TESIS students and students from schools in Zurich and Milan.



"We're certainly the strongest academic American school in Europe. I would expect a child of reasonable intelligence to get into the university of its choice, whether it's in Britain, America, France, or Germany. You can't say more than that." Not that I'm satisfied with our position. The school should be even more international than it is.

"But of the 250 pupils, 90 per cent are American and that's too darned many American." She is happier in the position at the adjoining Château des Enfants, which she also runs, where 80 smaller children up to the age of 12 have a two-month summer holiday programme that is part play, part schooling. Only 12 of the 80 are Americans.

Excerpt from **Homes and Gardens**, (March 1974)

Colleges such as Columbia, Swarthmore, Lafayette, Bentley, N.Y.U., University of Miami, Pratt, Hollins, Northeastern University, to name only several, were represented on the tour. Students were able to ask questions not only about these specific colleges, but about college in general. For many, this was a great help in firming up their ideas about their college plans.

Newsletter, Nov. 74

## A Season of Firsts



Hans Figi '75

**One of my fondest memories is of Horst Dürschmidt** taking a couple of others and me to see a concert in Lugano. It was my first classical concert (at age 18!) and I will always remember the strong impression it made. It was held in an old stone church with soaring vaulted ceilings. Our group was off to one side and I was making faces at the kettle drummer, who—rather than being annoyed—prized the attention, was very animated, and played his part enthusiastically. This experience was one of many at TASIS that opened a whole new world for me and I have enjoyed innumerable classical concerts since. Here's a vague but profound memory: It was midnight—or thereabouts. I was walking my date back to her dorm somewhere on the east side of the campus. It was dark, quiet, and deserted. We entered a courtyard that separated the buildings comprising the dorm and some private residences. We heard waltz music wafting down from an open window. I took her in my arms and we made our very first waltz steps, tentatively at first, trying to match the rhythm to the footwork. I thought to myself, "Well, this is just like a polka—how hard can this be?!" We quickly got our feet under us and danced in perfect synch, circling around faster and faster over the cobblestones of the small courtyard. We danced until we were too tired and then laughed until we cried. My first waltz.

As an addendum to that story, the same girl I waltzed with went to Zurich to see Tina Turner in concert. She met Tina backstage with a dozen roses and ended up playing on tour with her in Europe for a couple weeks—AWOL. She was a gifted guitar player and obviously was an ardent fan as well. I read that she played on at least one of Tina's albums after high school. That took some guts . . .

**Hans Figi '75** (2005)  
Director of Development since 2006

**When I met Mrs. Fleming** in 1974, 30 years ago, I realized instantly that we shared a love of the arts or, specifically, a love of the beautiful. We both were convinced about the

importance of teaching the appreciation of beauty at TASIS. Fifteen years before I arrived in Switzerland, she had chosen a beautiful place for her school in Montagnola. The campus was extremely well kept and attractive, and even beautiful despite the numerous prefabricated buildings similar to the current "Giardino" building which used to be a boys' dormitory before being transformed into classrooms. There was a Coach House, the kind of art studio I had dreamed about when I was a student in the US. I always wanted to teach in a quaint little building like that in the mountains with a lake nearby. Well, in the summer of 1974, the dream became reality.

At that time, Coach House was only two-thirds of its present size. The art studio was on the main floor and the first floor was a boys' dormitory. During the school day, I taught studio arts and crafts in Coach House. Then in the afternoon I taught photography in the basement of Villa De Nobili. At that time we had 20 to 25 students enrolled in photography. Today there are 55 to 70 students enrolled in photography. I remember the small darkroom with five enlargers and the tiny toilet which served as the film developing room. There was no classroom attached to the darkroom. Critiques of recent photos occurred in the corridor. At times it was rather troublesome to run the art studio on one side of the campus and the photo lab on the other side. At that time I was the only art teacher and therefore WAS the Art Department.

**Horst Dürschmidt** (2005)

Veteran Art and Photography Teacher and Arts Festival Founder



Horst Dürschmidt

**A few months ago** when the year 2000 was fully upon us I suddenly realized that 25 years had gone by since I had received that all important high school diploma. Although I hadn't been in touch with anyone for years I decided it was time to do something about it. How? I would try the Web, this wonderful invention that can help you find anything and anyone anywhere in the world. And there we were, not only TASIS in all its beauty, but also the TASIS class of '75.

Pictures, ideas, and addresses all in front of me and the memories that started flooding in. So I started clicking away and writing to people I hadn't heard from in a long time. The answers came back quickly and the surprise was great. Yes, great because it seemed like we had never been separated.

**Desirée Petroff del Noce '75** (2000)

## In-Program Travel



Desirée Petroff del Noce '75

**On Tuesday evening**, November 5, the first groups started off on In-Program Travel for several destinations never before possible. With the longer period available for these trips, faculty organizers this year included Paris and Vienna as options. Other trips went to Salzburg-Innsbruck, Florence-Siena, and Rome (which saw two separate TASIS groups, one from the High School and one from the Middle School). With a student-faculty ratio of ten to one, small groups were able to pursue special interests such as plays, concerts, art collections, and good restaurants. They were better able to use public transportation, allowing more relaxed and thorough exploring, giving additional language and cultural exposure not feasible on shorter trips.

Newsletter Nov. 1974

## A Bigger World with Grand Possibilities



Julie Mills '76

**I attended TASIS from 1973 through 1976.** Almost 25 years have passed since then and one would think the influences of those years would have faded with time. Yet like a hardy plant that continues to put down new roots, my TASIS experiences continue to enhance and inform my life. What made it so special?

First, the people. What an intriguing and remarkable group of people! My most enduring and deep rooted friendships were formed in those years at TASIS, and I continue to value those connections as much as I do those with my own family. My classmates were not just fun high school friends, they grew up to be fascinating, challenging, and interesting adults. I continue to be both inspired and amazed by the various paths their lives have taken. TASIS enabled all of us to see a bigger world with grand possibilities!

In retrospect, I've also come to greatly value the pace of life at TASIS. What a wonderful setting in which to grow! Lugano was just large and sophisticated enough to allow me to gain an appreciation for cultural activities, but not so busy that it overwhelmed or discouraged exploration. Up on Collina d'Oro we were even one more step removed from the hustle and bustle. With no cars (thank goodness!) and no locks on the doors, there was a simplicity to TASIS life that encouraged creative thought and the development of personal relationships. The Swiss way of life with its conservative approach to consumerism further removed distractions that I think would have been all too present in the United States. I am so thankful that in those formative years I learned that quality of experience is more valuable than quantity of possessions. And without cars I gained a lifelong appreciation for the pleasure of exploring on foot.

Last, but certainly not least, was the stunning natural beauty of the area. With the view of Lake Lugano as a constant backdrop my eyes were opened to the gifts inherent in sky and mountains, trees and flowers, water and light. How profoundly our environment influences our lives.



Theodore H. Miller '76

## One of the Greatest Years in My Life



Louise Jordan Beales '77

**Trying to find one particular defining moment** of my two years at TASIS is impossible. Of course my first year in Lugano was a learning year. I definitely spent much more time getting to know the people than my books! But the seeds were planted for lasting friendships. This is a quick review of that year (75-76). **Mr. Jay Devine** picking us up at the Milan Airport, pointing everything out to us, while we kept asking "Are we almost there?" Getting to know my way around the campus, meeting my roommates (Toni Perreira and I email each other all the time), having the pleasure to meet **Greg Goldstein**, a friendship that has lasted to this day. Learning how to get downtown. The overnight train to Paris! Being in Paris! The overnight train to Holland! Being in Amsterdam! Skiing in St. Moritz! Actually

Natural beauty has the ability to uplift, comfort, and immeasurably enrich our lives. The magnificence of the view of Lake Lugano was a subtle and yet constant reminder of how great it is to be alive.

Now in my early 40's, I am aware of how my TASIS experiences have been a constant thread throughout my life and are very much in evidence today. I have always felt so very fortunate for the three years at TASIS and I am grateful for how the lessons learned have contributed to a wonderful life.

**Julie Mills Oswald '76** (2000)

**TASIS shook me out of my complacency.** Its challenging courses, dedicated teachers, college preparatory format, travel, boarding school life, and ethnically diverse population introduced me to, literally, a world of opportunities.

**Cindy Fletcher Rothstein '75** (2000)

**I was three years old** when my sister started school at TASIS. Throughout the years as I grew older, I would visit the school nestled in the village of Certenago from time to time to see another sibling graduate from this hillside utopia. Then finally it was my turn. What an immensely rewarding experience to be surrounded by the heart-aching beauty of Ticino, looking out the window to the lakes and snow-covered Alpine peaks. Perhaps surprising in one so young and so deaf to so many adult dicta, I knew even then that I was lucky . . .

**Theodore H. Miller '76** (2000)

going to Teheran for spring break!!! After a year like that there was absolutely no way my parents were going to send me to boarding school in the States for my senior year. It was a long summer . . .

My senior year started with a trip to London to meet up with **Michelle Pagnotta, Hiedeh Honari, Becky Cook, Suzy and Jeni Price.** What a great way to start one of the greatest years in my life. I probably grew up more in that one year than I care to admit. Every day was a wonderful experience. Every moment cherished. The definite highlights of the year were senior trip to Mallorca and Senior Skip Day. The saddest day was graduation. I knew that day I was saying goodbye to friends that I might never see again.

**Louise Jordan Beales '77** (2000)

## Travel Tasistics



Val Verzasca

**The location of TASIS**, being in Switzerland, is one of the most convenient there could be. Right in the middle of Europe there is no limit to weekend trips and other sorts of travel.

**Connor Hayes** (2000)



**Jonathan Reeser** '78

**The vivid memories I have** of people and places, things learned, and ideas exchanged are too numerous to mention. For some reason the one that I recalled was of my initial tour of the campus in the spring of '73 (**Ken Blessing** was our guide) and then subsequently sitting in the salon in De Nobili, wondering if I would some day have a chance to add my name to the various cups and trophies on display. I feel fortunate indeed to have had that honor.

**Jonathan C. Reeser** '78 (2000)

## Unique Experiences

**I really enjoyed In-Program Travels** during my early years at TASIS. There were three In-Pros a year, and we all travelled by Danzas coach or train to a particular metropolitan cultural center. Students travelled together as freshmen, sophomores, juniors, and seniors. The hope was that with so many trips carefully assigned to the various grades, students at TASIS over a number of years would have genuinely completed a European education by having been to all major European cities at one point or another. Sophomores went to Florence and Rome, juniors to Paris, and seniors to Munich and Vienna. I remember travelling by overnight train to Vienna with one other teacher and 50 seniors. I had brought with me copies of a play which I handed out as I went from couchette to couchette chatting. The students read the play and slept little, but arrived in Vienna in good shape and in a good mood to visit the "Kunsthistorisches Museum" and enjoy Madame Butterfly at the Opera.

During one spring vacation, we had so many students who were not going home for the vacation for one reason or

another. Our school trips to Russia and Greece were fully subscribed. The headmaster asked me several days before vacation if I would be willing to put a trip together and travel on my own with these students. I agreed to take 13 students to France. There was no itinerary, there were no tickets, and there were no reservations. A TASIS friend was contacted who was able to find a farmhouse that had been recently converted into a small hotel where we went for two weeks in the south of France. We had such a wonderful time, and the students learned so much. I taught them some elementary French, how to purchase lunch at the charcuterie, how to use regional public transport, and how to enjoy and appreciate at ages 13 to 18 having three-hour dinners together every evening. Fortunately, I knew enough about French history and architecture that I was able to be their guide in Nimes, Arles, Avignon, St. Remy, and Les Baux.

Of a possible 270 questionnaires, 148 were returned—a 54.8% return, which is less than most third-rate elections. The computer computation revealed that 410 cities were visited in 32 states and 51 countries, an amazing statistic. Broken down into specifics below, the survey revealed that a little over half of TASIS traveled to practically all corners of the world.

### No. Areas Traveled

- 89 Europe (21 countries)
- 43 United States (32 states)
- 42 Middle East (10 countries)
- 14 Africa (7 countries)
- 07 South America (7 countries)
- 06 Far East (6 countries)

TASIS Today 1975

**Cynthia Whisenant** (2005)

English Department Chairman and Veteran English Teacher

## A New Headmaster



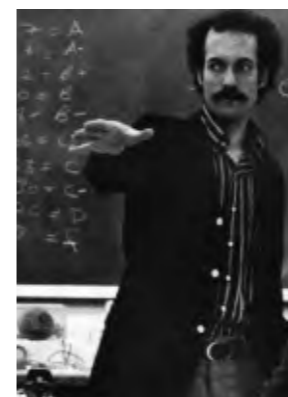
**Peter Stevens**, TASIS Headmaster  
1975-79 TASIS  
1979-82 TASIS England

**TASIS is a constructive eddy.** When I first visited the school before assuming the position of Headmaster (yet after many years in boarding schools as student and teacher), I was struck by the extraordinary human relationships on the campus in Montagnola. This little refuge fosters love and warmth—certainly not immediately for our often bewildered students, but definitely in the long run for many. Now, after almost three years, and after watching what I consider to be a very high percentage of returning alumni, and after reading many nostalgic letters from others, I am even more humbled by this invaluable contribution that the community makes.

**Peter Stevens** (1979)

**When the school hired** a seasoned New England prep-school teacher and administrator [**Peter Stevens**], it unwittingly acquired a set of skills in a person who knew what it would take for TASIS to be respected and admired by serious first-rate prep schools, not just by some overseas American families whose previous experience in education was public schooling in states where the public schools mostly are not very good.

**John Stifler** English Teacher  
CHITE 1974-1979 (2005)



**John Stifler**

**...a permanent Headmaster for the High School!—a man of stature, resilience, energy, intelligence, and a sense of humor... This is a tall order.**

**MCF**  
Alumni Magazine 1975

### Dear Class of 1975:

As TASIS moves into its twentieth year, with belts being tightened everywhere, with the collar depressed, and with coats of beside skyrocketing, there is increasing criticism of TASIS as an unnecessary luxury. These are criticisms which are hard to disregard since the pinch has not left TASIS entirely untouched despite the peace and quiet of beautiful Lugano. But it is precisely the critical nature of present circumstances that redoubles my conviction that while TASIS may be a luxury, it is an absolutely necessary luxury which will serve our students the rest of their lives.

In their years at TASIS, our seniors have had the opportunity to live, and to study on our beautiful Collina d'Orò in the extraordinary peace and beauty of Switzerland - to stand upon this high place and survey the world around them without the tyranny of daily events intruding. While at times our young men and women understandably feel restless and want greater involvement in the fascinating turmoil below, yet most of you come to understand that your time at TASIS is almost magic time such as you may never have again.

These are times when events and changes are running on each other so fast that men are close to breaking down with sheer bewilderment of it all - times when standards and values are eroding under the onslaught of despair and disbelief. If we have to give anything to you, our young men and women, it is a high place to stand; it is the opportunity to examine for a moment in your lives in peace the past, the present, and future; and to receive, to build, and to test values - an inner high plane when the demands and conflicts of life begin to overwhelm you. This will be necessary as perhaps never before, as desperate situations demand better than desperate and delusory answers.

The greatest lesson you have received here is your experience with the remarkably dedicated TASIS faculty. You have had the example of their belief in what they are doing, of total involvement and commitment to the endless job of continuous self-education in order to educate others. They have done their best to give you the critical tools to judge what is good and bad, and the developed awareness to appreciate the richness of the past, the fullness of the present, and the potential of the future.

TASIS is not hiding in its Swiss mountain fastness; it is very much a part of the modern world. We must bring together old dreams with new realities into a fusion of international cooperation and communication, ever more essential as the world pinches us closer and closer together. We are moving to realize this dream through the new International Section, and our two summer programs, Le Château des Animate and the English Language Program, all of which are bringing us new students from all over the world. This can only add vigor to our school as it moves towards its third decade.

Certainly TASIS is a luxury, but it is a luxury which those who will lead (and follow) wisely must have if they are to see where they are going. It is my wish that you never leave the luxury of TASIS' golden hill, that you, Seniors of 1975, have a place to stand for the rest of your lives. I wish you well.

*Mary Crist Fleming*  
Mary Crist Fleming  
Director

## The Experiment

**"Since wars begin in the minds of men,** it is in the minds of men that the defenses of peace must be constructed." If one looks at education as the process by which a person lives to both shape and live in the future, this statement applies greatly to education at TASIS. Although the peace of the world does not depend upon the solutions to many of our daily problems here, the international community we do have on the TASIS campus makes possible significant understanding among a Turk, a Finn, an Iranian, an American, and students of many other nationalities.

We're often both aware and unaware of the cultural differences which exist at TASIS: "unaware" in the sense that we feel together as a family on so many weekend trips to Florence or Andermatt, "aware" in that national pride is reflected both inside and outside of the classroom. Pragmatic reasons for international understanding among young people might be less well understood by a faculty different in makeup from ours. When one considers the six former American Peace Corps Volunteers, an Indian, two Swiss, and a number of British teachers, as well as the years of experience almost every faculty member has had in various cultures around the globe, one can see why there is such a high regard for internationalism.

Multi-national classes enrich every course which focuses on student learning rather than on textbook teaching. The International Section, which is composed of those non-American students who study English-as-a-second-language, perhaps most clearly demonstrates this.

Recently, TASIS has tapped one more valuable source of education for its students—The Experiment in International Living, which was founded in 1932 to solve the question, "How can people of different nations understand one another well enough to see to it that their governments live peacefully together?" The Experiment believes that the individual is an indispensable means of furthering peace.

TASIS supports this belief. This year, therefore, during the In-Program Travel period, five students were placed by the Experiment with Swiss families. The students who participated are typical of those who come here: a Japanese (one of our International Section students) and four Americans whose families live in Saudi Arabia, Yugoslavia, Illinois, and Tennessee. The results of this homestay were tremendously successful, as is clear from the warm responses of these students to their Swiss "families" and to the entire experience.

**Tim Maciel,** *TASIS Faculty*  
*Tasis Today, 1976*

Villa de Nobili



## Dear Class of 1976:

*Twenty years ago, a small group of boys and girls ventured to TASIS during the first year of its existence as a college preparatory school in the heart of Europe. They helped to realize my heartfelt dream of quality American education abroad by discovering the wonderful opportunity of living in such exciting surroundings. They studied European history, art, and languages close to the source of these subjects. They skied in the Alps and visited museums in Milan and Florence. They even rode in those*

*dear Volkswagen buses all over the Continent. Now you, the class of 1976, are bidding farewell to TASIS.*

*There is much that continues to be dreamlike about TASIS. Our location, for example, is thoroughly remarkable and perhaps does not seem real in all ways. We sit upon the Collina d'Oro, our hill of gold, and are somewhat sheltered from the rest of the world. Here we can enjoy a special kind of peace, a serene environment in which to spend these valuable years of learning and growing.*

*TASIS is unique as a school, unique as a way of life. The wonder of TASIS is that its uniqueness extends far, far beyond the original dream. Yes, we have a strong college preparatory program. We believe in serious study, and TASIS students can learn what it means to excel, if they also learn to develop self-discipline and self-control. Yes, the location of TASIS makes available a wide variety of cultural experiences. Yes, the moon looks beautiful as it rises over San Salvatore. But the uniqueness of TASIS lies deeper than these things.*

*TASIS has many strengths, but its deepest, most abiding strength is something hard to see at first. It eludes any label, any name; but I should like to call it a strength of heart, for certainly the TASIS dream would not have its counterpart in reality without the emotional attachment*

*which so many teachers and students have formed, in one way and another, for this school. Some of those who have been the most critical of TASIS while here - and TASIS needs its critics - have missed TASIS the most after they have departed. As you leave TASIS, I expect you to be looking forward to those challenges ahead about which you have heard so much. I also hope you will indulge your memories now and then, and that you will remember TASIS, not as a dream, but as it really was for you.*

*I am extremely proud of our school. But more important than pride is my feeling of simple happiness. I am happy that you have been here at TASIS, happy to see you about to enter college, and happy thinking that TASIS is a part of the foundation on which you will build your futures. God bless you.*

*MCF (Yearbook 1976)*

## A Rebirth: The Post Graduate Program

The Post Graduate Villa overlooks the Lake



**Among the most enthusiastic of TASIS alumni** are graduates of the renowned Post Graduate Program, which ran from 1959 to 1968 and was widely acclaimed for its success in introducing young Americans to Europe. Now, nearly a decade later, Mrs. Fleming has reopened the Program because of the return of a widely-felt need for such an option. The reborn PG Program draws on the experience of the earlier years, and a living link with those years is provided not only by Mrs. Fleming but also by **Bob Wilson**, now Dean of the program and a veteran of 13 years at TASIS as English and drama teacher, theatre director, and director of ARTE. The PGs who have participated in the reopened program have lived in their own residence, Villa Bosco, just above Montagnola and a fifteen-minute walk from the school. Their core curriculum consists of three inter-related

seminars, in Art History, Modern European History and Contemporary European Affairs, and Modern European Literature. As in the old PG Program, the new one emphasizes course-related travel, and expeditions have been numerous, including visits to Florence, Rome, Venice, Paris, and Amsterdam. One of the highlights of the first year was the trip to Venice to attend the 1977 Biennale, which was devoted to cultural dissent in Russia and Eastern European countries; another was a trip to Paris on the weekend of the momentous French national elections; and still another was the Amsterdam trip, which focused on architecture and the art of the Dutch masters. Some of the PGs participated in the spring 1978 production of plays by Jules Feiffer which went on tour to the Amerika Haus in Munich. And of course independent travel took individual students to destinations even more far-flung—to Spain, Sicily, Greece, and Moscow, and points in between.

The Program's current Dean and staff try to live up to the high standards and notable accomplishments of the previous PG Program. They seek to enlarge the moral and intellectual capacities of the students, to have them drink of the deep and refreshing waters of European culture, and to give them a joyous and unforgettable year abroad.

*Alumni Magazine 1979*

Instructor **Michael Aeschliman** conducts his PG literature class

**Dean Wilson** presents diploma to PG **Anne Blaska** at the Final Banquet





Mark Aeschliman, Art History teacher

**When I first came in 1979** I stepped right into the role of being a tour guide as well as a teacher. I taught two-hour classes in art history, three times a week. It was more like a college program, because the Post Graduates were housed separately from the campus and they travelled together. We did five trips a year: Florence, Venice, Rome, Paris, and Vienna. The kids had four courses: Modern European History, Modern European Literature, Italian, and Art History. There were a lot of really good and motivated students. I did

a lot of teaching outside, in museums, churches, and other places. That was very exciting. One thing that led to the demise of the Post Graduate program in 1995 was when we started getting more students who needed ESL. You couldn't conduct these seminars at a very high level because these students didn't have the language ability. Having some students in ESL and others not, fragmented the group. After 1995, the PG Program turned into a 13th year.

Mark Aeschliman (2004)

## TASIS Offers the International Baccalaureate

By 1979, TASIS Lugano had widened its program specifically for its growing population of international students, as announced by Mrs. Fleming in the *TASIS Alumni Magazine*:

*I have exciting news to report to you. Not since the founding of TASIS in 1956 has anything matched the importance of its own birth. We have been accorded the privilege of offering the International Baccalaureate curriculum . . . This is an old dream of mine come true, for the original purpose in founding TASIS was to contribute, through the education of young people, to a true and*

*far-reaching internationalism.*

*Four years ago we started the International Section of the High School. About a hundred students are now enrolled in that section and the possibility of offering them the International Baccalaureate will greatly expand their educational opportunities at TASIS.*

**As Headmaster Peter W. Stevens noted** in a letter to the TASIS faculty, the International Baccalaureate program is a "logical extension of the hopes for internationalism in secondary education that led Mrs. Fleming to found this fine School well before the International Baccalaureate was itself conceived!"

The IB is an examination-based curriculum, resembling the British GCE system or the French Baccalaureate. It will enable TASIS to attract and keep European or other non-American (and even some American) students who wish to prepare for European universities; it will thus increase cross-cultural connections for both Americans and non-Americans. This has been the direction of Mrs. Fleming's efforts and those of TASIS administrators for many years.

The words of the IB educators can thus be accurately

applied to the School's long-held ideals and to its future hopes when they write that their goal is to give an education that is broad enough to enhance the awareness of a "common humanity" and social responsibility and at the same time specific enough to insure the acquisition of those skills (both disciplinary and interdisciplinary) that are the essential tools for higher education or employment in a competitive world.

TASIS and the IB are natural partners; one hopes that the offspring of their marriage will embody the truth that "what is common to us all is not at all common."

For many years TASIS has sought out ways to develop and extend its international dimension. In 1978 a great milestone in that search was passed when the International Baccalaureate Office in Geneva granted TASIS permission to offer courses leading to examinations for Certificates and Diplomas in the International Baccalaureate program. This program is internationally renowned for its rigorous and selective curriculum and entrance requirements; its immediate goal is to provide an internationally standard program for admission to European and other non-American universities.

There are 60 schools in about 30 countries offering the IB curriculum. Six of them are in the USA, five in Canada, ten in the United Kingdom, and five (including TASIS) in Switzerland. In 1978 over 200 schools applied for permission to offer the IB; only seven were accepted, including only one in Europe: TASIS. There will eventually be a total of only 100 schools allowed to offer the IB.

**N.B. In 2006 there are 1,450 schools that offer the IB.**

Peter, Hope, Abby and Josh Stevens



Gina Milano '77

**It's impossible for me to choose a single memorable moment** from TASIS. There were so many. I'll provide a few below: Meeting friends from such amazingly diverse backgrounds who became family within several weeks of sharing every moment together... Performing "A Midsummer Night's Dream" in the theater in the woods on campus with tie-dyed butterfly-winged costumes... Grabbing Angelo's delicious sandwiches and scarfing them down between classes... Attending morning classes followed by ski lessons on the slopes of St. Moritz and not having a clue just how chic a place this really was! Sipping Ovaltine and relaxing

luxuriously on eiderdown comforters at our hotel, the Laudinella... Taking solitary walks behind the school on that little path that led up to Montagnola and gasping at the magnificent views—even though I was a teenager!

Cycling on a school-sponsored bike trip from Urbino to Venice and suddenly following my impulse to stop and admire the landscape causing a near disastrous collision with my TASIS friends close behind!

Gina Milano '77 (2005)

## Memories of a Commencement



**In the rows behind us**

they had begun to mutter about dark suits and suffocating ties. All our fresh spring flowers had wilted and we imitated them. One distinguished guest followed another and soon my thoughts were wandering from the droning voices. My attention turned first to the parents seated in wide, colorful rows beside us. It was strange how misplaced they seemed here in this environment. Until this time they had remained remote figures entering our daily lives only through letters or phone calls. They did not belong here as did teachers and friends. After four years this was, for most parents, their one and only visit.

ships that I would share that year. In their present state I was curiously cautious of the three soggy "lads" now drying slowly on the darkening bedspread and carpet. I declined their invitation to join them for a walk downtown that evening and instead found myself, later, eating a marvelous Italian ice cream with Greg, Cam, and Mr. Peterson. I had spent my first evening at TASIS among many new friends and that first evening was to serve as my introduction to the year of growth and change which followed. I had not made such close friends in many years and these people with whom I was to share many experiences throughout the year, both classmates and teachers, were friends. They were concerned for me, they helped me, and in turn they needed me. I had never before lived in a dorm, but knowledge and understanding came with the experience—up early for hot showers, slipping softly in and out after hours, hiding fugitives in closets. Most valuable and at times most trying was the experience of living with another person in close quarters. Living rather than surviving is a crucial distinction which required a great amount of patience and understanding.

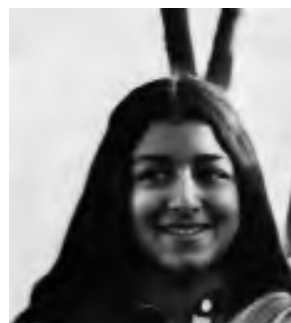
I quickly understood that working and studying were often late-night and all-night affairs. The papers, projects, and reading assignments seemed endless. I learned and grew in many ways. I gained a greater understanding of my capabilities, my limits, my hopes, fears, dreams. This growing, I found, was the result of an exchange and sharing between friends. "Kelly Bouwens . . . Mark Chapman . . ." A deep booming voice echoed familiar names and once again I was seated among my classmates. Kelly and Mark were stepping down from the raised platform, diplomas in hand. How long ago that first encounter seemed now. They were the first, and other friends followed. Then I too was shaking hands and saying "Thank you." The flowers in my arms were drooping sadly. My last classmate stepped down, a short prayer, and the ceremony had ended. The air of formality was quickly dissipated by a traditional mad dash for bottles of champagne, carefully laid at the base of a tree nearby. The year had ended but the memories, the friendships, and the growing will continue.

Lisa Shaw '77  
*Alumni Magazine 1979*



Lisa Shaw '77

Shifting away from the rows of parents I focused on the Alps in the distance. They were still snow-capped, even Monte Bré. It had been a long winter and a rainy spring. The snows would soon melt and the summer tourists would arrive. My thoughts wandered still further as early memories of the year now ending flashed in accidental patterns and sequences before me. Seated alone in my new room, I was writing a letter home, listening to the soft pattering of the rain and studying the speckled lights of the town below. Home was a small world far removed from boarding school in Switzerland. School would not begin for a few days and I was appreciative of the luxurious privacy of being a solitary soul in a suite for six. A knock at the door startled me. Two friends I had made earlier and another early arrival presented themselves at the door. The three dripping wet bodies came inside and we talked. Rick, Mark, and Kelly were the first of the many friend-



Nounou Taleghani '79

**I will never forget** the day my parents and I were skiing in St. Moritz, and we sat at a table next to this very nice American couple, **Peter and Hope Stevens**. I was busy trying to sound intelligible in English (I spoke French at the time), and my dad started talking to Peter. I don't know exactly what transpired in the conversation, but the following autumn I was boarding a plane with my mom and coming to Lugano to begin what would be **THE BEST FOUR YEARS OF MY LIFE!** I was only 11 years old in 1975...I had a calendar each summer where I would mark the number of days left before I could return to TESIS. In 1979, as you well know, there was a revolution in Iran, and my parents were in St. Moritz, dropping me off after Christmas break. At a "tabac" across the street from the Kulm Hotel, my dad purchased a

copy of the International Herald Tribune and read in horror that the Shah had left Iran. I will never forget the months that ensued. My parents never went back to Iran. They stayed in Cannes until I finished the term, and we all emigrated to the States.

**Nounou Taleghani '79** (2000)

**Iran was a big market** for us in the mid and late 70's, and we lost our whole market there because of the political situation: the Shah was deposed and then there was the hostage crisis. Americans could no longer go to Iran. We used to have 30 to 40 Iranians who were gone from one day to the next.

**Fernando Gonzalez** (2005)

**I was on a recruiting trip** down the East coast of the USA in the fall of 1974 when I received one of those "middle of the night" calls. I'm certain that it wasn't the middle of the night, but it was that type of call. MCF says that she wants to open up an office in Teheran and would like to know if I am interested in running it. Having always found it very difficult to say "no" to MCF, and having nothing planned, I of course said "yes." After I had been in Teheran for a few months, in early spring, MCF decided that it was time for her to visit the outpost. I contacted all the people we knew in the city and between us we put together MCF's social calendar for the ten-day stay. It was fairly simple, we had an event for every luncheon and every dinner for every day with the exception of one dinner, and a few breakfasts and afternoon teas thrown in for good measure. One of the events was a picnic up in the Elburz mountains, with a Scotsman who was the head of the Iranian Oil Service Company. He drove us up into the mountains in a Range Rover, with a companion and his two children. MCF was dressed for the occasion in a white raincoat and white sneakers. Our host had not emphasized that the temperatures for the picnic would be in the 30's and 40's and that there would still be snow on the ground. MCF was totally undaunted, enjoyed the stark scenery, was entertaining, and cold.

At every lunch and every dinner there was caviar,



straight from the nearby Caspian Sea. It was always served the same way. A large bowl was filled with ice and an almost as large bowl was filled with caviar and placed in the ice of the first bowl. It was the best there was, served with plain white toast. Next to the caviar was another bowl of ice with a carafe of vodka placed in it. The social pace was hectic. Even after two weeks of unlimited access to caviar, there was no talk about having had too much. It was a memorable visit. The Iranian parents were among the most friendly and hospitable people I have ever encountered.

**Ewan Mirylees** (1990)  
former math teacher and TESIS Representative

## Three of the Most Significant Years of My Life

**I attended TESIS** for my 10th, 11th, and 12th (1975-1978) grades and they were truly three of the most significant years of my life. My brother Victor attended from 1972-75. After my graduation, I worked for CDE for four summers in a row and again had a wonderful experience. My sister Susi was a junior counselor during two of those years. My daughter Monica attended TESIS summer program last summer (2004), and this summer she is doing the TESIS program in Spain. She loved her experience as well.

I think TESIS's academic and travel program was an excellent way to go through adolescence and become well prepared for university studies. I returned to TESIS 20 years after my graduation, with my husband and two children, and I had tears in my eyes when I entered Villa De Nobili. It was like stepping into the past. Everything looked as lovely as I remembered it. A very tall man was walking out of the CDE office and came over to me and greeted me by name; it was **Mr. Khan**. I was flabbergasted that he would remember me



after so many years; perhaps he recalled that I had to drop Physics because I could not make sense of that damn ripple tank. I was saddened to hear he passed away. It is a great loss to the TESIS community.

I feel very fortunate to have been a part of the TESIS program and know that my teachers gave me the knowledge and strength to succeed in my academic and professional ventures. After TESIS, I completed my Advanced Bachelor's degree majoring in Economics and minoring in Spanish. I went on to the American Graduate School of International Management and obtained a Master's in International Business. I will always remember TESIS as my second home and treasure the time I spent there. I learned so much and had wonderful teachers who were truly concerned about our academic development. Perhaps my grandchildren will also enjoy the benefits of the TESIS experience. Who knows?

**Lucy Carolina Roman '78** (2005)

## Living Trophies



Lynnae Bramhall Rittenhouse '78

**I went to TESIS for an education**, and I left with a backbone for my life. I became a member of a small multicultural society built in the most beautiful part of the world where the measures for success were limited only in your mind. We were uniquely different individuals forming our own realm that taught us how to live life by touching and helping others. Learning also that our diversity was not a point of separation, but a source of enrichment we celebrated in developing the wholeness of our lives. I think you made a place for us where we successfully crossed boundaries of cultures, countries, race, fame, and economic status... TESIS still harmonized amidst political chaos and change. And so we carried this peace with us, where I am sure we all strive to share with those we touch today. We learned how to think for ourselves and reach for something higher. We entered the world more healthy and balanced by our experience. I left with the high-

est standards of life, many close friendships that I still celebrate today, and many fond memories that are always lessons for tomorrow. We are honored, so many years later, to be a part of this and still take the highest pride in your dream of TESIS.

Although I am certain that countless certificates of success from educational entities have been awarded you, my prayer is that we alumni are all "living trophies" for you. I hope we have made you proud. The TESIS experience has truly helped us achieve our goals. Our successes are built upon your successes. Thank you for reaching, striving, and acting upon your vision of TESIS. We have all reaped the benefits of your dreams.

**Lynnae Bramhall Rittenhouse '78**  
(Letter to MCF on her 90<sup>th</sup> birthday in 2000)



Paul Greenwood

**When I first came here in 1978** students were allowed to smoke. Almost everybody smoked. You had to have parental permission. At the beginning of the year maybe 30% of the students didn't have it, but by the end of the year they had it because the parents thought their children were smoking anyway and they didn't want them to get into trouble. You had to be very strong to resist the peer pressure. Now it's better. One thing I was instrumental in changing was to get rid of the smoking. There was some reluctance at first, because it was thought that it might affect enrollment. We eventually did change this rule, which was a step in the right direction.

We had a lot of temporary buildings, such as the bubble, and we had Prato, Lago, and Giardino pavilion dormitories. I remember the faculty housing we had on either end of the pavilion classrooms, which was more like a cupboard than

an apartment. We have come quite a long way since then.

There were a couple of years just after I arrived when the enrollment went down. We had about 220 students when I came in 1978, and we actually went down to 180 one year. The Director was very worried, because if enrollment stayed that low we would either have to look at ways of changing the program, which itself would make it more difficult to find people, because we would be cutting out things which would attract them or, at some point, we would have to consider whether we could in fact keep going. There was a time about 20 years ago when that was a worry but, since then, enrollment has grown pretty steadily. Each year, we found more places in which to put people.

**Paul Greenwood** (2004)



Steven Prentice

**The main classrooms were the P rooms** (P for pavilion). Lago, Prato, and Giardino were boys' dormitories. Lago and Prato were similar but a little smaller than the pavilion classrooms. The P rooms had small rooms attached to the side for faculty accommodation. When a faculty member opened the door it would hit the bed at the other side of the tiny room. Soon things started to change; Lago and Prato were sold, and Giardino became a classroom. Giardino was the first classroom with flat tables, so that I could teach geometric constructions. Until then the students sat at chairs

with kidney-shaped table tops attached to one side. The back of the P rooms had the first computer lab installed in the school. Apple II's, with green monitor screens, were the state-of-the-art at that time.

I remember when the two tall trees (and I mean tall) on the Hadsall lawn were hit by lightning on separate occasions; I was only feet away from the second strike, and I saw the tree split from the top to the base.

Steven Prentice (2005)



**When I began teaching** at TASIS in the early 70's, our classrooms were called the pavilions. These were pre-fabricated buildings with little or no heat. Even though we wore our down jackets to stay warm, the atmosphere exuded another type of warmth which created the pleasant atmosphere. The buildings didn't seem to matter because there was wonderful education occurring in those pavilions.

Cynthia Whisenant (2005)



Cynthia Whisenant

Owing to the dramatic strengthening of the Swiss franc against the dollar, by 1978 Mrs. Fleming became very concerned about the viability of financially maintaining the TASIS campus in Lugano:

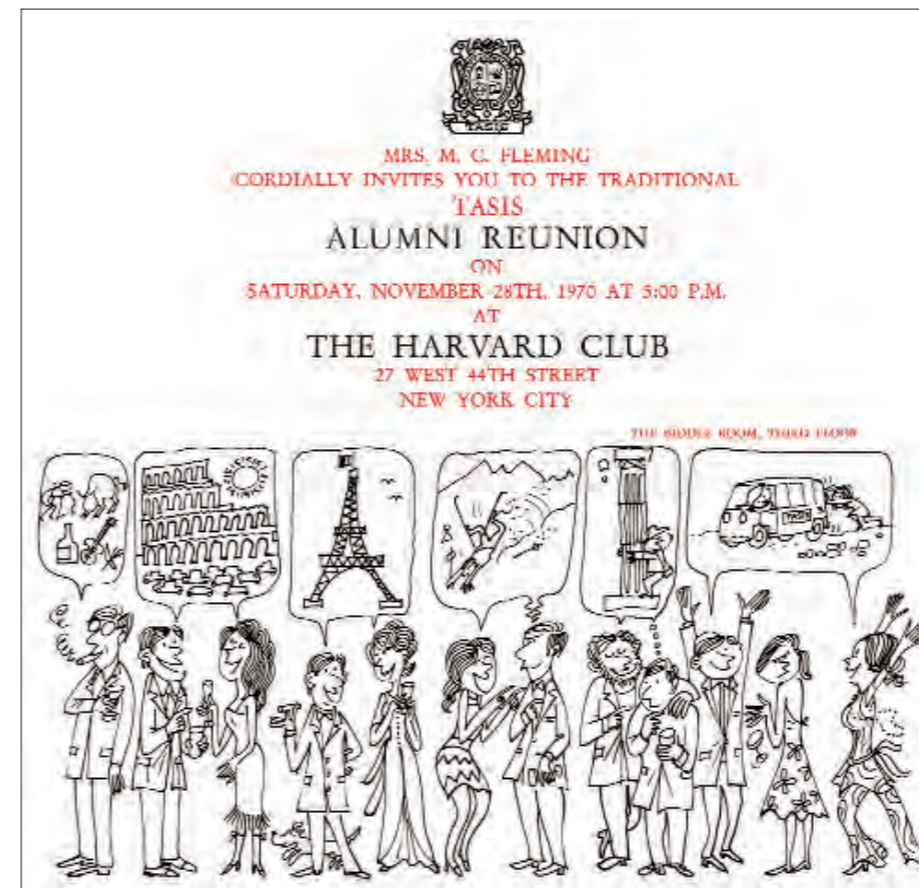
*"With the Swiss franc climbing to Alpine heights it is high time we consider an alternative to our being forced to close by forces outside our control. In short, I would prefer to decide the time and the place for a move of TASIS Lugano into a more favorable climate than to be compelled to do so when we have no other option. As we all know, the English venture has proved to be successful and the timing was good. I now feel equally strongly that the time has come for us to give serious consideration to leaving Switzerland. The TASIS reputation is strong enough, our standards sufficiently sought after that we could move all that TASIS stands for to almost any location and be fol-*

*lowed by present clients to almost any location we deem suitable.*

*I feel strongly that we should do all possible to move to an area where we can charge precisely the same tuition as we do in England. This has long been my hope with regards to Lugano and Thorpe but it was never able to become a reality. I plan to research the areas that I now have under consideration before our next Board Meeting. For the time being, for both educational and financial reasons, I have narrowed the field to the following possibilities: France (in spite of the high social security taxes), Luxembourg, and Portugal."*

It was not until 1986, eight years later, that Mrs. Fleming accomplished her long-held ambition to open a campus in France.

G. M. (2003)



**In the 1970's**, the dollar's decline relative to the Swiss franc raised the effective cost of sending a student to TASIS to nearly double the tuition at Andover or Foxcroft. Yet, during the same period TASIS grew from being an exciting European adventure, mostly for students from traditionally private-school-oriented families who wanted some experience of Europe before going to college, to a well-established trio of international high schools for a remarkably diversified student body.

For many American families, a school like TASIS is not a luxury but practically a necessity. In Africa, Asia, and the Middle East, American employees of internationally based companies live with their families in communities where there are no American schools beyond the eighth or ninth grade. MCF saw ten years ago that TASIS could serve these families by offering the relative convenience of a school less far away than its stateside counterpart . . . and offering American children the chance to see some of Europe while their families are living in Jeddah or Tripoli. She sends headmasters and admissions representatives to these areas to tell families about TASIS, to convince American companies to recommend the school to their employees.

During the recession of the 70's **Mrs. Fleming** decided that if TASIS was really a viable educational alternative overseas, then it would not merely stay afloat; it would expand. Sensing the demand for an American boarding school in Great Britain, she bought an estate 18 miles outside of London and **founded TASIS England in 1976**. Wary of Britain's own perilous economic state, a few disinterested spectators thought the new enterprise was poorly timed, but questions were silenced quickly by the success of the new school. Opening its doors to 135 students the first September, it grew in four years to 375 students in 12 grades, establishing itself as both a first-rate college preparatory school and, simply, a beautiful place: a campus of broad green lawns and perfectly trimmed rose bushes that evoke the flavor of older academic institutions in England.

**John Stifler**  
former TASIS English teacher  
(written in 1981 for the TASIS Alumni Magazine)





You are cordially invited to the  
**20th Anniversary  
 TASIS Alumni Reunion**  
 to be held  
**JUNE 20-22, 1976**  
 on the  
**Montagnola Campus**



Cappuccino, Merlot and grappa. Pizza at Federale's. Dinner in the grottoes. Boatrides across the lake to Morcole and Gandria. The moon above San Salvatore. And all the friends who shared these things with you.

The Alumni Reunion is a chance for you to renew acquaintances, freshen memories, and take the time to rediscover Europe. A trip to the Roman bridge at Val Verzasca—in the inevitable blue buses, just so you know you're really back at TASIS. A visit to Fleming College and Florence—Botticelli's Venus, the view from Piazza Michelangelo, a drama performance by ARTE. Depending on flight schedules, there's also the possibility of a stop-over, en route, to visit our newest program—TASIS-London. Would you believe all this, round trip from the States included, for under \$ 400.00?

Lugano, Florence, London... and as much more of Europe as your time allows you. 1976: celebrate America's 200th along with TASIS' 20th. Fill out the form below, mail it today, and encourage your TASIS friends to do the same. This doesn't represent a final commitment, but simply a way to plan the best of all possible reunions.

This space reserved  
 to add your own  
 favorite TASIS memory.



MCF and alumni group en route to the Florence reunion

**I remember a road trip during an all-program reunion in the 70's as we traveled from Lugano to Florence to see the newly acquired villa housing Fleming College just above the Piazza Michelangelo.** Led by Mrs. Fleming in her Lancia, a motorcade of blue VW busses was traveling down the Autostrada del Sole on a typically HOT summer day when it encountered the traditional Italian traffic jam. As we inched along, steam started to appear from Mrs. Fleming's engine and the motorcade ground to a halt among many other steaming Fiat 500's along the roadside. A planned alfresco picnic in the mountains was obviously NOT in the cards.

The group was hungry and hot. So, by the side of the road—with dual lorry after dual lorry, burly barechested truck drivers hanging out the windows, Fiat 500's with 25 Italian family members dressed in their finest, wedding bound, or with 25 male teenagers whistling at our women while inching by, the accompanying "staff" set up folding tables, brought out the red cloth tablecloths, set up the silver chaffing dishes, uncorked the wine (Mrs. Fleming had already donned her "gloves"), and we dined, alfresco, in elegance, by the roadside, handing sandwiches to the truck drivers! "Autostrada Rose" Mrs. Fleming presided with quiet elegance and dignity, making SURE her "young people" were properly fed and taken care of!

**Ned Lynch, PG '66 (2000)**

**alumni reunion**

Mrs. M. Crist Fleming invites the Alumni of all TASIS programs and of Fleming College to the New York Fall Reunion Friday, November 25th, 1974 from 4:30 pm to 7:30 pm at the Colony Club, Second floor, 564 Park Avenue, New York, N.Y. 10021

RSVP  
 326 East 69th Street  
 New York, N.Y. 10021  
 Tel: (212) 388-5482

## Librarian Extraordinaire



Joyce tackling Mt. Everest

... But we couldn't resist, and Geoff, my son, and I heard a clarion call in Mrs. Fleming's innocent suggestions at an alumni gathering to consider returning to TASIS to integrate the Fleming College library collection with the high schools in England and Lugano. Never mind the Herculean task of deciding which school got which books, or matching 45,000 catalogue cards with 9,000 books 2,000 miles apart in a few short summer weeks... We flew over with joyful anticipation. Just before departure we learned that part of our work had been accomplished and apparently in 48 brisk hours. It was an intramural event of quiet but determined efforts. In the first half, the team of **Wilson, Gonzalez, and Dürschmidt** descended upon Florence and divided the books for Lugano and England into hundreds of sturdy cardboard shipping cartons marked "C. Sestini Traslochi." As the

men disappeared with satisfaction into the Tuscan sunset, the second team, composed solely of **Mr. Page**, materialized on the field and judiciously rearranged the contents of the boxes. After examining the prizes in both collections, I determined it was a tie, and neither side bore a grudge against the other. Granted, Lugano received a strong modern drama selection, all the photography books, and most of the current novels; England garnered a rich treasury of exquisite art books, a solid core of classic literature, and needed standard reference books. Just the selection I would have made!

Work began in earnest then in England midst the damp summer rains and under scaffolding and the legs of cheerful English and Italian carpenters, plasterers, and plumbers dutifully following the orders of **Lynn Aeschliman** and her brigade of architects as they remodeled the library and adjacent dining room in a flurry of dust and flying plaster. Under such conditions books could only be unpacked, sorted, pondered over, and then repacked at another point in the room after



TASIS Lugano library

opening their boxes had released swirls of plans and accompanying problems associated with their eventual disposition. The patient, courteous accommodation of the English staff, the Canterbury bells nodding in the rain outside the tall library windows, and the bells of Thorpe's village church soothed any frustrations. Lo! at the end of three weeks, stately bookcases, also "translocated" from Florence and newly positioned on a soft blue carpet in England, held a valuable and varied high school library collection.

The secret of integrating and reconstructing a library lies in bringing one's personal library clerk along—one who is a genius at organizing, a perfectionist, and lover of labor leading to accomplishment. Just such a helpmate I had in Jackie Lech, my assistant from California. And it helped that, by necessity, we had to leave most of the 45,000 catalogue cards to be filed by the two librarians coming in September. We journeyed from England to Switzerland, surveyed the same angular cardboard mountain rising from the red carpets of the Lugano library, and with wry smiles and deep sighs plunged in again. But first we had to clear the loveable, pesky puppies of TELP out of their summer library social parlor to the most gracious consternation of **Akbar Khan**, who always agreed with reason in the end.

Ah, Lugano! Who wouldn't rip open box after box, stack and restack, count and puzzle and sort in order to be in that environ again? There was not a worm on the willow. TASIS is immortal. The view was the same through the pines to the lake, the rough walls of Cameroni and Casa Norma felt the same, Mario's creamed raviolis were served with the same gusto, the little man with his bucket still walked the alley behind the kitchen to his gardens, Dante was still there. Miriam and Bruno made the wood and plaster fly this time and soon the library office was moved into the entry hall, the entrance to the library switched to the lake side and the periodical room crowded with stacks to accommodate the 3,000 new books from Florence that swelled the already substantial Lugano collection. The job was done. TASIS students have unrestricted access to a gathering of ideas in their libraries that allows them to pull together into a meaningful philosophy the "things" that happen in their lives. It is only for them to search, to peruse, and to enjoy.

**Joyce Ball**  
 TASIS Librarian 1974-75

TASIS England library





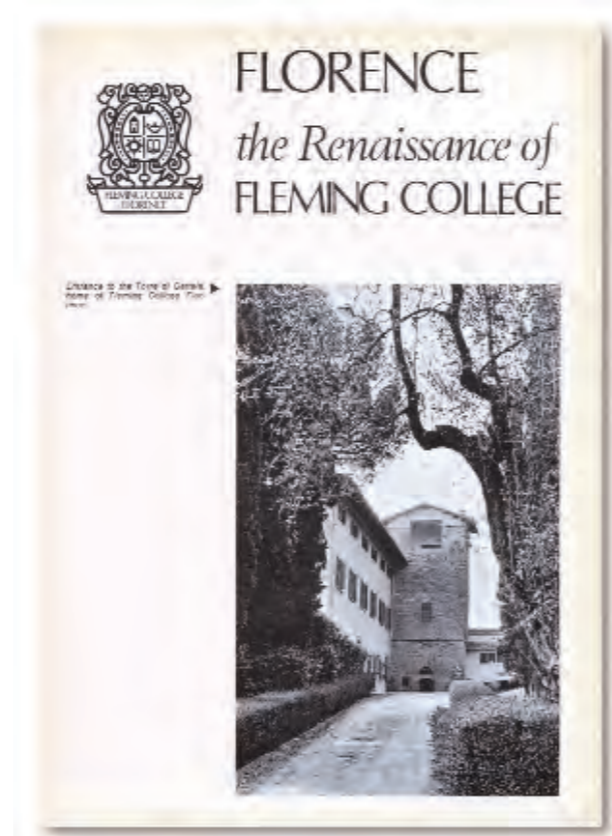
## Fleming College Florence

... Then there was Italy to lure me. Just 15 kilometers over the border there it was, wagging a tantalizing, beckoning finger. After France I bought our first family home away from the school campus, a derelict 12th century farmhouse, my "retirement" home in the Tuscan hills. I had always loved Florence, but instead of my actually looking for an appropriate school property there, a property came looking for me—a beautiful, old Italian villa, just above the Piazza Michelangelo, with a magnificent terrace looking out over sloping olive groves and a swimming pool surrounded by tall stately cypresses. How could I resist? It had once been used as a finishing school, so sleeping space was adequate, and it had a large garage which I knew instantly would convert into a little theatre.

Of course, I didn't even try to resist, but proceeded to rent the Torre di Gattaia and to reopen there the Fleming College that a Board of Trustees had closed for me in Lugano. I believed, and others agreed, it was a little jewel of a junior college. But not being a branch of a large U.S. college or university it had difficulty attracting enough students to insure its survival. Also, even though Italy is a musical-comedy country that works better without a government than with one, since the government falls every few months, there can still be legal complications and taxes that turn a comedy into a nightmare.

I was forced, for instance, to install a fire security system comprised of long hoses coiled behind glass to be broken in case of fire. We are all naturally in favor of security against fire, but after the huge expense of the installation, the water system of Florence went dry and was totally exhausted for all that summer so that no water came through the hoses! But the fire department gave me the license anyway, for I had installed the required equipment and it did look impressive. God love the Italians!...

Torre di Gattaia's magnificent terrace and gardens



**The owner of the Villa Torre di Gattaia**, lived in Lugano and approached Mrs. Fleming with an offer to lease her the property. Mrs. Fleming took a five-year lease on the building although at the time of signing the contract she made a serious attempt to obtain an option to buy, since she thought such a short lease impractical, considering the costly and time-consuming renovations which would need to be made to the building. With hindsight, however, it can be argued that it was fortunate that she did not succeed since the college did not survive beyond the leasing period.

Fleming College Florence was considered a rebirth of Fleming College Lugano, but this time in a city renowned for the art of the Renaissance and its history—a city which Mrs. Fleming felt would not be overwhelming in size for its students, set in a part of Italy famed for its beauty and accessibility to other cultural centers nearby. Its academic program was to be designed in such a way that it would attract not only students from America, but also those from other parts of the world, thus making it truly international in concept. Its intake was to be smaller than that envisaged for its predecessor in Lugano. It was designed for a maximum of 140 students, rather than the 300 at the Vezia campus, but like the one in Lugano its academic program was to supplement teaching with questioning and debate, as well as to incorporate a significant amount of international travel to enhance learning. It was in fact the only independent two-year college program in Florence to which direct application could be made, though there were—then as now—numerous one-semester or one-year branch programs of American colleges and universities.

G. M.



"At Fleming College Florence we have the conviction that education is a personal, direct, and intimate exchange between human beings living and working together in a social and academic framework designed to lead to self-awareness and social responsibility. Living in Florence, European travel, demanding study, and social experience generate the excitement and wonder that form the basis for the spirit that permeates the College."

Dean Richard Adamany



Heidi Flores Boardman was Administrative Secretary at Fleming College Florence from 1972 until the college closed in June, 1977. Her charm, enthusiasm, and multilingual talent recommended her for the position of Director of Admission at TESIS in Lugano.

**Fleming College is a coeducational American liberal arts program** in Europe which provides the freshman and sophomore years of college training and confers the Associate of Arts degree. The College prepares a student to enter a four-year college or university program as a junior, having gained a comprehensive understanding of the complexity and vitality of modern Europe and a deep appreciation of Europe's past.

The affiliated Institute for European Affairs offers a student an interim pre-college year of European study and travel or an intensive year of English language study for international students. A college year abroad at Fleming College may be arranged by American undergraduates. The College offers over 120 semester courses designed to give students a wide background in the liberal arts while allowing them to develop special interests and talents.

Academic work is integrated with European experiences by means of course-correlated travel, lending strength and dimension to course work. Departmental offerings include International Studies in Economics, History, Politics, and Government; Modern Languages; English and Literature; Art History; Archaeology; Philosophy; Music; Theatre Arts; and Studio Arts.

With a one-to-six faculty to student ratio the College fosters an educational environment where dialogue is encouraged, and where the individual's progress is important. The location of Fleming College in Florence permits the student to be a daily participant in the cultural and historical heritage of the past and provides an excellent point of departure into the European present.

FCF Catalogue

**I remember the first time I heard about the school.** In fact it was not TESIS, it was Fleming College Florence due to start in September, 1972, just below the Piazzale Michelangelo. Sometime in the spring of 1972 we got a call from a certain **Lynn Fleming** at our home in Via Pietro Tacca, down the road from the Torre di Gattaia, which was visible from our house. Lynn asked to speak to my father, **Dr. Flores**, who was still residing in Kinshasa, Zaire. She mentioned the name of Dr. Hedberg, an old friend and former colleague of my father's back from our days in Havana. Lynn wondered if my father were free to help the new school set up a science department. My father wasn't due back to Florence until the fall and I mentioned that yes, I would pass the message on to him. As it turned out, when my father finally retired from the Gulf Oil Company and decided to settle in Florence, he was able to help the newly born FCF to set up its science department in what was known as the theatre building of the Torre di Gattaia, but it was I who came to work there in late September to replace (temporarily) the newly hired secretary who was having a difficult pregnancy. As it turned out, she never did come back and I started to work as Administrative Assistant.

**Dr. Richard Adamany** is a sophisticated, charming, and versatile educator who seems almost uncannily well-qualified for the demanding position of Dean of Fleming College Florence. An American of Lebanese descent, Professor Adamany received his Ph.D. in English Literature from the University of Wisconsin in 1963. Before receiving his degree, he spent two years as a Fulbright Scholar in Florence, where he did research on the Renaissance and held the position of Lecturer in English Studies at the University of Florence. At various times he has lived and taught in other European countries and he has traveled extensively throughout the continent.

In his ardent enthusiasm for the present and future of the unique educational enterprise, he has written: "The excitement, and even wonder, that is evident when students move from the grasp of an idea to the experience of a concept is seen daily, and this activity is the basis for the spirit that permeates the College after these initial months ... Those of us who conceived of Fleming College Florence did so with the conviction that education is a personal, direct, and intimate exchange which is achieved within a structure such as we have in Florence. We had to believe in our design, which was theoretical; now we begin truly to know the value of our design as it becomes real."

Alumni Magazine 1972

**Never Take No For an Answer.** I walked up to the Torre one day for the interview with **Mr. William Crisp**, the Assistant Dean, with no particular idea of what I would find, and in fact very despondent about my capabilities to fill in for the secretary on maternity leave. After all, I didn't know how to type, I had never worked in an office, and besides speaking and writing both English and Italian very well, I had no other skills I could think of. But they hired me, and with some trepidation, I started work. I couldn't have imagined how much fun and exciting the new job would be. I was thrown in the deep end, having to organize the rooming lists for the incoming students at the Gattaia, answer the ever-ringing telephone, show families around, and type up endless lists of things to do. All this with the imminent visit of Mrs. Fleming looming ahead and always talked about. I had been told that all had to be just perfect when she came down from Lugano to look over everything. Everyone seemed to be slightly terrified of her and would almost whisper the high standards she expected of everyone. Pia, the governess, was frantic, placing furniture, ordering bedspreads, and setting up tables and chairs in the dining area. Umbrellas went up on

the terrace, the salon was decked out to receive the new students, prints were hung on the walls, gravel was ordered, flowers were cut and placed in vases around the house, books were delivered, and finally the day came when Mrs. Fleming walked in. I heard her deep powerful voice first, her tingling gold charm bracelet second, and then saw her, her large, alert face, bright lipstick and light blue eye shadow, hair piled up high, dressed in black, with high heels, and her Roberta di Camerino handbag spilling papers. She greeted me very affectionately, as if we had met before, and seemed to know everything about me. But I could see her eye roving over everything, making mental note of changes to be made later, calling to Pia and Antonio about this and that, and then she was gone, back to Lugano in her large, white Volvo station wagon. I had never met anyone like her before, she exuded energy and joie de vivre. My long list of problems and

solutions to be found was gone, I felt as confident as anything about my tasks and the opening of the year. She gave me quick instructions, warned me that she never took NO for an answer, and I'd better learn that quickly if I wanted to stay! I was amazed and completely won over. The fire department had to release the permit to open the school, and the process was a long way from being complete. Surely, I thought, we can't open without the permit. This didn't prevent her at all from opening. Nothing was going to stop her. We were to go ahead and get ready. Everything was possible in her eyes, nothing stood in her way. To me, already used to the Italian way of procrastinating decisions and to the feeling of never quite knowing how one stood, this lady was a mountain of positive thoughts. She transmitted security, she made things look easy and dissolved problems. I had been infected: I stayed and also believed that anything was possible!

This was my first impression of her and as I met with her many times in later years I came to appreciate her commitment to her ideals for educating the young in beautiful surroundings and her relentless, on-going belief in what she was doing, never doubting that it was the right thing. This firm belief gave many people a sense of security, a sense of doing the right thing. In my long career in American programs abroad I have never met anyone with such a strong feeling of commitment.

Heidi Flores (2004)

Almost 30 years ago Shaw Scates, my high school art teacher in Knoxville, Tennessee, told me I should write to ask for a scholarship to Fleming College Florence. That letter had to have been as awkward as I felt writing it, but I was granted a full scholarship.

The time in Florence was a great eye-opener. Is there a better place in the world to study art? I discovered an interest in language and culture as well. Since then I have lived in Japan, Costa Rica, and now in Indonesia. I have worked as a graphic artist and illustrator wherever we have lived, sharing ideas virtually and verbally across cultures.

Peter Stillman, FCF '74 (2000)

Several teachers I had at Fleming College were very important role models to me—Licht, Kolvig, Scates, Adamany, Mambretti. It was a very international mix of faculty who were highly competent, and an absolutely spectacular location. It didn't work out because the political climate in Italy at the time was not conducive to the kind of organization Mrs. Fleming wanted to run. There were restrictions and rules imposed by the Italian bureaucracy. But it was a great and inspiring time. And because of my experience there, art history became my major interest.

Mark Aeschliman (2004)



Nida Mambretti Language teacher at TESIS and Fleming College for many years since 1961

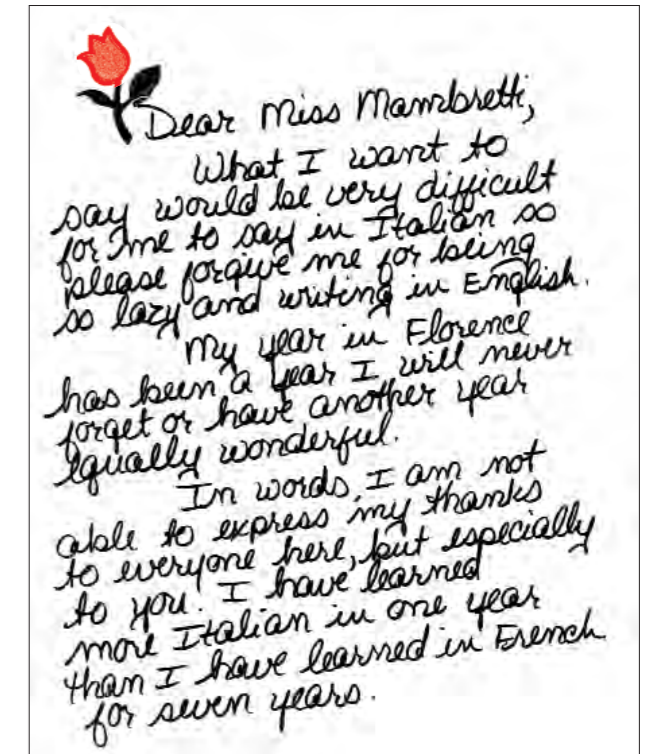


TASIS is timeless. I remember when I first met Mrs Fleming with Lynn at the lake of Lugano, when Lynn was 12 years old. If I come here after many years and I see Lynn . . . , even if I haven't seen her for 10 years and I would hug her again, it's like not having been away at all. If friendship is genuine, it's eternal, and eternity has no time. For me, it began on July 4, 1958, and it will always stay with me.

When I met Mrs. Fleming in 1958, she was looking for a spot on the lake. My grandmother gave her permission to park the vans under the trees next to our house in Casaro and to dock her sailing boat. Later, she found a place in Figino. The school was still at the Villa Soldati, and she invited us to their 4th of July party. In 1960, Mr. Leschetsko had hired me as a substitute teacher of German during the term in Andermatt. After three weeks there, Mrs. Fleming called and asked if I wanted to stay for the whole year, or even longer. So I taught for a few months in Loreto and then in Montagnola, for three years. Then, with Mrs. Fleming's blessings (she believed in people living a variety of experiences), in the 1960's I alternatively worked in Rome at the Vatican and taught at TASIS. During the school year of 1972, I taught in Vezia in the morning and in Montagnola in the afternoon, like Akbar Khan and Cynthia Whisenant. When Fleming College Florence opened in September, 1972, I asked Mrs. Fleming if I could move there, because I loved Florence—and she said "of course you can." So I went to Florence for five years and had the happiest time, except the last year when it had to close. After Fleming College Florence closed in 1977, I came back to TASIS Lugano and stayed until 1982 when I met my husband. My wedding reception was all prepared by Lynn

and Michael, at Casa Fleming. Horst Dürschmidt and Mark Aeschliman were among the people present. Mark had been one of my students in Florence. I came back to TASIS again in 1996 and taught part-time for another two years. So, on and off, I had been with TASIS for 18 years. Thanks to Mrs Fleming, I had the best of both worlds . . .

Nida Mambretti (2005)



Succ III C 2

**FLEMING COLLEGE FLORENCE**

Budget Fleming College 1973/74  
(Tuition and Board)

<b>I Expenses:</b>			
40%	<b>Direct tuition costs:</b>		
	Salaries	Sfr. 374'500.--	
	Teaching supply, sports	" 34'000.--	Sfr. 408'500.--
1%	<b>Accommodation:</b>		
	Salaries domestics (1)	Sfr. 10'400.--	
	Insurance etc.	Sfr. 11'000.--	" 21'400.--
14%	<b>Catering:</b>		
	Salaries domestics (3)	Sfr. 34'900.--	
	Food: 50 boarders + 150 adm. + 5 dom. staff for 195 days	" 123'000.--	
	Maintenance	" 4'000.--	" 161'900.--
3%	<b>St. Moritz (Laudinella)</b>		" 40'000.--
9%	<b>Administration:</b>		
	Salaries (2)	Sfr. 41'900.--	
	Supply, PTT, etc.	" 63'100.--	" 105'000.--
17%	<b>Promotion:</b>		
	Salaries ( )	Sfr. 43'900.--	
	Adv., printing, alumni, travel, etc.	" 144'000.--	
	N.Y. Office	" 7'000.--	" 194'900.--
16%	<b>Utilities (Common facilities):</b>		
	Rent Torre Gattaia	Sfr. 80'000.--	
	Electr., heating, maint.	" 104'000.--	" 184'000.--
			Sfr. 1'115'700
<b>II Income:</b>			
	50 Boarders at Fr.15'800.--	Sfr. 790'000.--	
	40 Non-residents at Fr.8'800.-- (without lunch, but St.Moritz incl.)	" 352'000.--	Sfr. 1'142'000
	Income (US\$356'800)	Sfr. 1'142'000.--	
	Expenses (US\$348'650)	" 1'115'700.--	
	Balance	Sfr. 26'300.--	

Exchange rate applied = Sfr.3.20 to 1\$

**TASIS ARCHIVES**

FLEMING COLLEGE FLORENCE, TORRE DI GATTIA, VIALE MICHELANGELO, 50100 FLORENCE, ITALY. TEL. 296 736  
SWISS ADDRESS: REGISTRAR, T.A.S.I.S., CH 6926 MONTAGNOLA-LUGANO TEL. (091) 28904 TELEX 78317 TASIS CH  
U.S.A. ADDRESS: 926 EAST 69TH ST., NEW YORK, N. Y. 10021 TEL. (212) 688-5462 TELEX 233208

## On the Closing of Fleming College Florence

To almost everyone who had anything to do with it or knew anything about it, Fleming College was an idyllic place, offering not only an immensely interesting and pleasant environment, but an excellent faculty and a constantly improving curriculum. It seemed in many ways an ideal college experience, with an intimacy and personality hard to find anywhere in the educational world these days. It is hard to imagine a better setting than Florence for a college specializing in the humanities and the arts, and this fact seems to have been recognized by the Common Market educational authorities who established the first "European University" in Florence shortly after Fleming College opened.

But there are grave problems in Italy these days, problems which finally led to the closing of Fleming College in June, 1977. Not only does inflation rage in the economic sphere, but the gradual Marxianization of Italian culture and politics has created a climate that is hostile to private institutions of any kind. Punitive tax laws and a nightmarish bureaucracy make it difficult to operate legally in Italy. Despite the move from the Torre di Gattaia down to the Palazzo Bargagli-Petrucci on

the Arno in 1976, Fleming College was not financially strong enough to survive the economic crises of contemporary Italy. Despite the strong leadership of Drs. Adamany and Flores as Deans, it was not able to overcome the instability of its place and time. Yet the College was filling a need, and those students who were lucky enough to be educated there will never forget it. With few exceptions, its faculty was intelligent, loyal, and enthusiastic; some of them, such as Miss Mambretti and Mrs. Heidi Boardman, have continued on with TASIS, while affectionate letters and contacts with many others attest to the fact that the College will not soon be forgotten.

"In brief measures life may perfect be," Ben Jonson tells us. For many people, students and faculty, administration and friends both near and far, staff members, parents, and visitors, Fleming College Florence was perhaps too good to be true. In its ambience of culture and beauty, of caring and sharing, its brief life reached heights that no one who knew it will ever forget. Of such stuff are dreams made indeed.

Alumni Magazine 1979

# TASIS 1980's



Nicla Mambretti  
Bertha Seifert  
Chantal Cleland  
Horst Dürrschmidt  
Robert Wilson



Jim Campbell  
Elia Rossatti  
Antonella Nosedà  
Howard &  
Lauretta Stickley  
Charlotte Turner  
Peter Mott



Eros & Bruno  
Marina Alamillo  
Jay, Karen &  
Rachel Long  
Carolyn Heard



Mark & Simone  
Aeschliman  
Mrs. Fleming  
& Sir Peter Smithers  
Barbara Mott  
Paul Greenwood  
Paul Zazzaro



Steve Prentice  
Angelo Piattini  
Nilda Lucchini  
Michael & Lynn  
Aeschliman  
Myriam Guscetti



Alexandra Heumann  
Sarah di Lenardo  
Mario Dell'Olmo  
Cynthia Whisenant  
Miro Pozzi

## 1980

- Acquisition of Belvedere property adjacent to Montagnola campus

## 1980 - 1981

- Nursery School—Summer program for ages 3-6, Montagnola campus

## 1982

- Middle School moves to Belvedere

## 1983

- Mrs. Fleming receives award in recognition of her work in international education from the U.S. Secretary of Education T.H. Bell
- TASI Cyprus opens
- TASI elected member of National Honor Society of Secondary Schools
- Acquisition of Scuderia
- Lease of first Monticello, formerly a clinic

## 1984

- Mrs. Fleming receives Alumnae Recognition Award from Radcliffe College

## 1985

- TASI Hellenic: 28 nationalities, first Headmaster John Kidner
- The TASI Development Plan
- New Humanities Program and General Studies Program

## 1986

- TASI Cyprus closes and moves to Château Beauchamps: TASI France
- New Advanced Placement Program

## 1987

- Opening of Villa Monticello, new dormitory for girls and classrooms

## 1988

- TASI Switzerland accredited by both ECIS and NEASC
- Mrs. Fleming mentioned in Who's Who of Women
- TASI France closes
- Alumni Association induction for seniors and PG students

## 1989

- La Vie de Château (interhostel adult program), Château Beauchamps, France

She flew so much that TWA created a full-page ad around her (Newsweek)

*At this important moment in the evolution of TISIS history, when certain changes are given to us, I feel the need to add structure, to create more buttresses to the TISIS organization. Above all I want to assure the unity of the three schools, to bring TISIS Greece to an equal if different excellence in line with Lugano and England and, of course, perpetuation of the TISIS schools is constantly on my mind.*

MCF (from memo to administration 1981)

**"BOOK ME ON TWA WHEREVER AND WHENEVER POSSIBLE"**

Mary Gail Fleming is an American educator directing four programs in Europe for students from fifteen different countries. She travels often, and to the far corners of the globe.

Her travel agent quotes Mrs. Fleming as saying "Book me on TWA whenever and whenever possible, even if it isn't the most direct route."

Naturally, Mrs. Fleming chooses her favorite airline for her students too. Each Fall a group of 50 young people fly TWA from New York to Lugano to attend The American School in Switzerland. In the summer, children from six to twelve years of age are entrusted, unaccompanied, to TWA.

Mrs. Fleming explains that the highly personalized service she receives in every airport from TWA ground service agents outweighs her to avoid her young charges to TWA too.

"It's as though I put one of my own staff on board to care for the children."

Mrs. Fleming goes on to say "I have the impression that every TWA employee is imbued with the spirit of service from the outset of their training, for like any important activity in a competitive world the only thing that finally gets the stamp of quality on the product is service."

"Whether it's our college in Florence, our High School in Lugano or our two summer programmes at The American School in Switzerland, we know that the quality that parents and students alike are seeking is personal interest and care."

"My experience of nearly twenty years of flying with them proves to me that TWA, like The American School in Switzerland, and its branches, meet the highest personal concern and quality of service. That is why I always fly TWA."

We have found that many experienced travelers agree with Mrs. Fleming.

Ask your Travel Agent to book you on TWA next time, and you'll understand why.

**TWA'S AMBASSADOR SERVICE TO:**

NEW YORK	BOMBAY
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CHICAGO	OSAKA
LOS ANGELES	SINGAPORE
MANHATTAN	HONOLULU

Plus service to over 100 other cities.



A view of Lugano from the TISIS Campus Belvedere (r)



The new property will house TISIS's Middle School during the 1982-83 school year. The villa will contain a dormitory area and a dining room exclusively for the younger students, and some Middle School classes will be held there as well. This addition to the campus will give the Middle Schoolers a definite "home base" and therefore a sense of separate identity. In this way TISIS will be able to better meet the needs of this age group.

The increased dormitory space provided by the Belvedere villa has made it possible to transform the second floor of Coach House into new art and photography facilities. Furthermore, other dormitories are being converted into classrooms, and plans to develop an infirmary are in the works.

TISIS Today, Summer 1980

## The Post Graduate Program

**INTERNATIONAL Herald Tribune**

PARIS, MAY, 1981

**A SPECIAL SUPPLEMENT**

**International Education**

*Group from The American School in Switzerland at Epidauros, Greece*

**Students Seek Wider Vistas During Year Abroad**

Tom Mauro graduated from Laguna Beach (CA.) High School last year and was accepted at the University of California at Berkeley, but he wanted to get a different kind of experience before going to college. He had heard of The American School in Switzerland, and he applied to the post-graduate program. Now he lives in the post-graduate dormitory, a house in the village of Montagnola looking across Lake Lugano toward the southern ranges of the Alps.

The TISIS post-graduate program, which was created in 1977, can be followed as an interim year before college or as part of a first college year, although most students seem to come for a year. It enrolls 12 to 15 students annually, most of them Americans, at its campus near Lugano. They handle college-level assignments and in many cases receive college credit for their work. The small size of the program allows for a good deal of personal attention.

The following description of the Post Graduate Year was written by the Program's Dean, Mr. Robert Wilson, who has taught at TISIS for the past 20 years. In addition, Mr. Wilson serves as TISIS's Dean of Faculty and English Department Chairman.

The Post Graduate Year Program is specially designed to take advantage of the educational and cultural resources of the European setting. Post Graduates are students of European civilization, language, and culture. The core of the Post Graduate curriculum is comprised of the three Post Graduate Seminars, which require extensive reading, constant analysis, and frequent written work.

The first is Modern and Contemporary European Literature. This study of the major European writers of the 20th century serves as a guide to Europe itself. The basic aim of the course is to prepare the student to enter a particular European society better equipped to make contact with the ideas of that society and with the people themselves.

The novelist, the playwright, the poet, the short story writer, and the essayist prepare one for the philosophies, politics, customs, and culture of some of the different countries actually visited. Italy is particularly emphasized in the seminar as it is the closest country to the Swiss campus of the Post Graduate Program.

The next is Modern European History, which examines the history of Europe from the Florentine Renaissance to the pres-

*The joy of discovery of European civilization*  
Coming from America, I was assuming that America was the best. Just coming to see a different way of life and a different history, and in many ways a richer history, opened a new world to me, and I think it does to many students who come here.

*On the weekends we would go on trips, and a good part of it was seeing the art that we had just seen in class—seeing it "live." The combination of going to various parts of Europe in a historical sequence, following the Art History curriculum, made me begin to have an appreciation for European history, something I had not known anything about prior to coming here, and Art History being a course that I don't think I ever would have taken, had it not been required for Post Graduates. I became a Europhile to a certain extent during that year. I tried to get back as often as I could.*

Tom Mauro PG '81 (2004)

*The advantage of the PG program for the whole school was that it stood out as this real little jewel of a program—as an example of what TISIS is about: The European experience, the travel, the small classes, the seminar-type classes, and twice a week we had dinner together with just the PG's and the PG faculty. It stood as a little program apart to show what the whole organization of TISIS was about, i.e., creating that kind of a program. In that way, it contributed to the overall school.*

Bill Eichner (2004)  
Admissions Director



ent, attempting to relate contemporary events with the past. Political, social, and cultural developments are considered in philosophical and ethical terms, and the modern "idea of progress" provides a focal topic for the year's lectures and discussions.

Finally, Art History, using the abundant art treasures at our doorstep, concentrates on major trends in European art history, from the Ancient period to the Modern. Emphasis is given to course-related excursions which include trips to Florence, Rome, Venice, Milan, and Paris; for it is here that students explore and discover the worlds of Michelangelo, Titian, Rubens, and Van Gogh. Since two of the three PG seminars are given on the Advanced Placement level, a student who performs well in those classes usually earns college credit by means of the Advanced Placement Examination (CEEB) in the spring.

In addition, the program stresses languages and each student takes five classes per week in Italian, as well as any other languages he or she chooses to study. Each student gets a foothold in Italian language and culture by participating in our homestay program. Students spend a week with carefully selected families. During this week, the students are practicing their Italian, sharing meals with their family, and participating in other family outings. Some students

develop close relationships with their host families in northern Italy and return to visit during holidays and free weekends throughout the school year. Past students have found this experience invaluable for gaining an in-depth knowledge of Italian culture. Students may also elect to take one or two other courses of their own choosing from the wide selection offered to the upperclassmen at TASIS, including courses in history, mathematics, science, and English. TASIS is particularly strong in art and theater, and Post Graduates are encouraged to participate in these activities.

The curriculum of the Post Graduate Program is arranged so as to make maximum use of Europe as a classroom and laboratory as well as for pleasure travel. Trips focus on both the historical and the topical, the eternal and the contemporary. Course-related travel thus provides a uniquely valuable resource for Post Graduates, introducing them to Europe in a serious and unforgettable way. The experiences shared by the Post Graduates on their trips, in the PG house, the focus of academic life, and in their joint activities outside of the classroom weld them into an academic unit with its own identity and into a group of friends who have taken significant steps together in exploring Europe, past and present.

*TASIS Today*, Winter 1986

**Mr. Peter Stevens Moves to TASIS England** Due to changes in mid-year at TASIS England, Mr. Peter Stevens left his position as Headmaster in Lugano to take up the same job on the Thorpe campus. Mr. Stevens had spent 3 1/2 years in Lugano, where he solidified the school's curriculum and recruited an excellent faculty to implement it. A long-time observer of the Lugano school has remarked on the improvement in the caliber and quality of the TASIS administration since Mr. Stevens' arrival. Peter is a man who has given leadership and insisted on quality in all areas of school life. His dogged and tireless attention to detail superbly complements his capacity as an intelligent and articulate educator. TASIS England could not be better led.

**Mr. DeHaven Fleming Becomes TASIS Headmaster** An immediate consequence of Mr. Stevens' decision to take up the post of Headmaster at TASIS England was the promotion of Mr. DeHaven Fleming to the position of Headmaster in Lugano. No strangers to TASIS or its alumni,

DeHaven and Windreth Fleming (no relation but affection to Mrs. Fleming!) came to the School in 1971, De as a biology teacher and Windreth as librarian and English teacher. They became the Directors of the Middle School in Vezia and remained with TASIS until 1974, when they went back to the States so that De could finish law school at the University of Florida. De established a successful law practice in Florida, but evidently he and Windreth could not easily forget their TASIS years. They rather courageously decided to return to the school with their young son Tristan and did so in the fall of 1978. De and Windie again became Directors of the Middle School and Windie took up the job of Coordinator of Student Activities. At mid-year De became Headmaster. An intelligent, articulate, and morally earnest man, he is also notable for his cheerful good humor.

*Alumni Magazine*, 1979

**I traveled extensively in the Middle East** where a lot of our boarding students came from at that time, because of the oil companies. That's a big change in our student body. Now, we have exactly 14 students from the Aramco oil company and a couple from Chevron, and that's it. In those days on the Swiss campus alone there were at least 70 to 80 students from oil companies. At our school in Cyprus, we had over 100 students from oil companies.

*I remember my first trips to Saudi Arabia—going to Riyadh where we had 40 students just from one city. We would host huge events in Saudi Arabia for all these families. In the big picture, though, we are much better off today with a more diverse student body and not being so reliant on a single market. It's very positive progress we've made, but nevertheless, those were very interesting times.*

*Bill Eichner* (2004)

## Early to mid-80's



Paul Greenwood

**There was one quite big American company** (El Paso Liquid Natural Gas) which had a lot of employees in Algeria, mostly artisans and skilled laborers. We had quite a lot of their kids. I think they closed down operations and the kids stopped coming, so from one year to the next we lost about 30 students. I remember our saying then that we should never again put all our eggs in one basket—and we had a lot of eggs in that particular basket. It was an interesting experience for the school, though, because these were families who typically would not send their kids to boarding school. They added an interesting dimension to the school because most of our students have tended over the years to be from relatively well-off families, and these kids weren't. On the positive side, it was interesting to have that contrast, so we weren't just a monoculture of rich kids. On the negative side, some of their parents didn't have great educational aspirations. Some of those kids saw this as the most wonderful opportunity that their parents could possibly have given them and really took advantage of it, while others were at odds with their parents for having sent them here because they couldn't do certain things that they could do at home, such as having their own cars, and they just resented being here. This was an interesting mixture of kids. For some of them, we provided the opportunity to build new horizons, so I felt a little sorry when they stopped coming.

*Paul Greenwood* (2004)

**In the 80's**, there were all kinds of difficulties, e.g., companies became less competitive. The rapid growth in Saudi Arabia had come to a standstill. When the oil prices dropped, companies couldn't hire people. We had a large market in Saudi Arabia that pretty much dried up. The lesson we learned was that we can't depend on one market and that we had to diversify to continue to attract students.

*Fernando Gonzalez* (2005)

**One of the things that is special about TASIS** is not just the diversity of the students but also a certain disparity. Some of the students who come here would never have had a private education if their parents hadn't been posted to a certain location or worked for a particular corporation. For these students, this is a most wonderful experience, and they, in turn, have a positive effect on other students who may always have been in private education. I see TASIS, fortunately for us all, providing a little bit more of a democratic nature to the student population which complements the beautiful surroundings that Mrs. Fleming created. TASIS is an international school with a beautiful boarding village environment that encourages students to feel comfortable, to feel safe, and to feel free to experiment with their intellectual, artistic, and emotional lives. Some significant aspects which have contributed to the success of TASIS have been teachers who love children, the willingness of people to work very



Susanne Adahl and roommate

hard simply for the sake of doing something well, the diversity of the students, the idyllic campus, and a very positive, open teaching environment.

*Cynthia Whisenant* (2005)

**Some experiences are hard to put a price tag on.** With this I mean that when I hiked up a mountain near Andermatt and saw the sun rise over the peaks of the Alps with a handful of TASIS students, I could not then realize how this image would ingrain itself in my mind. This image represents to me the reason why we need to protect our environment. I naturally remember the less dramatic times spent together—the parties, the cafes, the bars, the trips to Italy. We had fun and we broke the rules on our road to becoming independent. This has strengthened my conviction that we all need to challenge the rules and push the borders to get answers. Citizens of the world need to speak up and question international "rules" that violate the human rights of citizens . . .

Internationalism, or, shall we say, globalism, is a central aspect of the work I do in a development cooperation voluntary sector organization and in the anthropological field research I have conducted in Nicaragua. In my childhood and teenage years I experienced the positive side of globalism—the diversity of cultures, travel, communication, widening my horizons. Today, yes, these positive aspects remain, but global forces are challenging our rights to diversity as citizens of the world . . . The language I was given at TASIS was one that prepared me for higher studies, for academic jargon. I am glad that I can today use my education to give some kind of voice to voiceless people . . .

There are few world leaders I admire, but my real heroes and heroines are people at the grassroots. It is the poorest people who have showed me the most generosity and the most warmth when I have come as a stranger into their homes. We came as strangers to TASIS and built bonds that have lasted throughout the years because we have shared experience, we understood each other, and we have created stories of everyday life together. With this I am trying to say that the internationalism and quality education provided by TASIS is an enormous privilege, especially when seen in the light of how the majority of the world's population live.

I sincerely hope that TASIS will continue to give young people a sense of global responsibility. I strongly believe we all have a role to play in changing the world by changing ourselves just a little, by consuming wisely, by caring for the environment, and by caring for other people even if they are strangers, some living in a country far away, who eat different food than we do, and have customs we do not always understand. This is our world, all the way to the far corners of Africa, Asia, or Latin America. The message of TASIS is for us to learn, to strive, and to care for others. With a little empathy we can go a long way. May TASIS follow the path of social responsibility in this century also.

*Susanne Adahl* '85 (2000)



Peter Stevens



Mr. DeHaven Fleming



A younger William Eichner

*The first characteristic of the school that I noticed when I came here was the friendly atmosphere. TESIS is more like a family than a school. Everyone welcomes you most warmly and helps you become a part of the "family" quickly. Throughout the halls you hear cheerful laughter and see many smiles. When I graduate this year I will be leaving a loving home, not a school.*

*Another important aspect of TESIS is the cultural diversity represented by the faculty and students. There are at least 30 countries represented in this school. The exposure that students receive is incalculable, for an awareness of world issues and a sensitivity to other cultures is one of the most valuable lessons a student can learn. At TESIS,*

*one definitely receives a more personal feel and interest in what is happening throughout Europe and the rest of the world. One gains a respect for foreign cultures that might not have been gained otherwise.*

*Patrick Loveless '90*

*TESIS: It's been great. I remember the first day... THIS is my room !?! What about a private bath?! And... "I'm from the U.S... what about you??" "I'm from Iran"... "Oh, uh... nice to meet you...!"*

*Joe Walsh '82  
Yearbook 1982*

## My TESIS Family



*Tania Shetabi Nordstrom '82*

*Everyone who has attended or graduated from TESIS talks about TESIS as family. Although I have many great, funny, and unforgettable memories from my four years at TESIS, the most important one for me, and the one that truly demonstrated what the TESIS family is, happened my first year at TESIS, my freshman year.*

*I was a student from Iran, from a small town called Khorramshahr. It also happened to be the town that Saddam Hussein's army chose as its invasion point during the Iran-Iraq war. I heard about it on the radio and was in utter shock. Emotions that I felt were fear, pain, and more shock. I could not reach anyone who could tell me the fate of my mother, father, and little sister. It was at that time that my friends and even acquaintances at TESIS rallied around me to comfort me and to offer me encouraging words. Mr. De Fleming, who was headmaster at the time and my advisor, sought me out, hugged me and assured me that he would do whatever*

*he could to help me. There was a telex operator who kept vigil at the telex machine for two weeks, until one day I heard her yelling my name excitedly and running to my room to deliver a message from my family. They were all well! We jumped around and hugged. She quickly became one of my favorite people; she always made sure I got my messages from my family. My teachers were very compassionate and sensitive. It was hard being a 14-year old in such a situation and so far from home. But my TESIS family were ALL there to help me get through a very difficult time. Mr. Fleming was my advisor for four years and one of the best people I have had the honor of knowing. He stood by my side the whole time acting as a surrogate father. But then again, I guess that is what family does...*

*Tania Shetabi Nordstrom '82 (2005)*

## The Gift of Innumerable, Delightful Memories



*Jennifer Haldeman '83*

*On the occasion of this momentous birthday, Mrs. Fleming, we hoped to give you a gift which could in some way equal the gift you have given each of us—the gift of innumerable, delightful memories. Each of us has our own memories of our TESIS experience, but they all share one thing in common—none of them would have been possible without your vision, passion, and determination. Thank you for the gift of the following memories that I hold dear:*

- That first view of TESIS coming up the winding road from Lugano*
- Thanksgiving dinner in an Italian villa*
- A Christmas candlelight concert in the small church of Montagnola*
- My first introduction to Gauguin on a visit to Villa Favorita*
- Raclette in St. Moritz and gorgonzola pizza at Mary's on the Lugano lakefront*
- My first trip to the French Riviera and the Picasso Museum in Barcelona*
- Graduation on the lawn, a sea of white-clad maidens and dark-suited young men*

*It has been said that it takes a village to raise a child—but you took it one step further—you created a village, our global TESIS village, and you raised us all very well. Thank you for one of the greatest gifts of our lives.*

*Jennifer Haldeman '83 (2000)*

## A TESIS Thanksgiving



*Tina Ramsey '82*

**Turkey Day is an annual tradition** at The American School in Switzerland. Each November when Thanksgiving rolls around the entire population of TESIS "transports" itself to the field just below the school and partakes in a game of touch football. To play the day away, dorms competed in intramural jump-rope and sack races. The object of the jump-roping is to get as many dorm members skipping at the same time as possible. For the sack races, there are dorm teams and one faculty team hopping and falling all over the field. Afterwards, the football game finally starts. This game is faculty vs. students, each proclaiming they are better and could whip the other hands down. It is a harsh game with many bumps and bruises administered. After many hard knocks, everyone breaks for coke and chili. There is also a water-balloon throw to sharpen one's aim. Plus, many students enjoy a game of Frisbee before returning for the Thanksgiving dinner.

The dinner is THE dinner of the year. The TESIS staff begins preparations early in the day to get everything just so. The places are all set, baskets of fruit are laid out, and candles

are put on all the tables. Back in the dorms, the students are beautifying themselves for the dinner and anticipating the actual turkey!

Everyone is seated at the same time, which is a switch from the everyday dinner. The décor and atmosphere put everyone in a holiday spirit. During the dinner, which consists of turkey, vegetables, and other Thanksgiving specials, the choir sings a blessing and Mrs. Fleming gives a special speech. The most interesting part of the meal is dessert. Plum pudding is brought out flaming and served with ice cream on the side.

From 7:00 to 9:30, everyone is relaxed. Afterwards students are free to wander and finally to return to their dorms. Most have a leisurely cup of coffee and talk for several hours. When the students finally do get back to their dorms, they realize just how tired they really are and they fall asleep just as their heads touch the pillow—only to dream of the day that passed so quickly into memory land.

*Tina Ramsey '82  
TESIS Today, Fall 1981*



**Development Board Plans TESIS's Future.** On October 25, 1982, the TESIS Board of Directors gathered on the Lugano campus for their annual autumn meeting. This group, known as the Development Board, meets in the autumn and spring to review the entire family of schools and programs: TESIS, TESIS England, and the newest addition, TESIS Hellenic International School, as well as TESIS England Summer School, TESIS Summer Language Program, and Le Château des Enfants.

"The major goal of the Development Board is to plan for the future," says Mrs. Lynn Aeschliman, Assistant Director and Chairman of the Board. "It carefully analyzes the schools and programs to meet the changing needs, demands, and interests of their 2,000 students from around the world."

The board consists of nine members: Mrs. M. C. Fleming, TESIS Director; Mr. Walter Winiger, Associate Director; Mrs. L. F. Aeschliman, Assistant Director and Chairman of the Board; and the Headmasters of the three schools, Mr. Lyle Rigg, Mr. DeHaven Fleming, and Dr. Ruth Clay, as well as Fernando Gonzalez, Director of Development, Mr. Paul Zazzaro, Business Manager, and Mr. Michael Aeschliman, Assistant Director for Curriculum and Humanities.

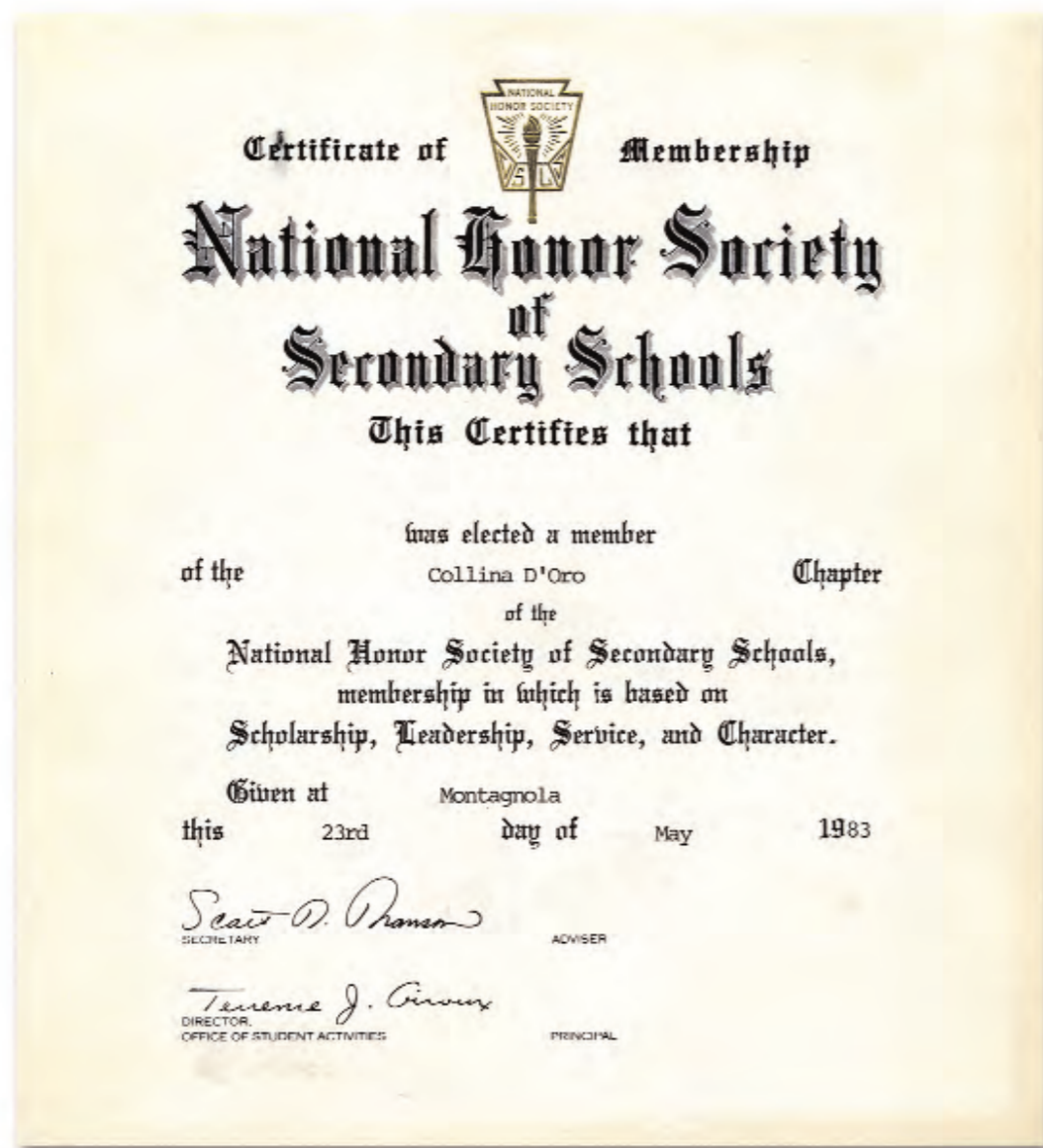
Within the individual schools, a Governing Board operates. Here at TESIS, Mr. Rigg acts as the Chairman and Mrs. Fleming, Mr. and Mrs. Aeschliman, Mr. Winiger, and Mr. Gonzalez also serve. The administration members are Mr. Wilson, Mr. Greenwood, Mr. Mott, Mr. Quaglia, Mr. Studders, and Mrs. Turner. The Board meets monthly to discuss every aspect of TESIS, and more often when necessary. Unfortunately, says Mr. Rigg, many students and faculty see the Board only as the highest disciplinary board; "Although this is an important and necessary function, it is the most difficult part of the job."

Improvements for the school are the major issues under discussion. For example, the Board was responsible for the decision to transform Giardino into two classrooms /study hall, to add a new infirmary, to use Belvedere as the home for the Middle School, as well as to expand the Community Service Program. Recently the Board debated the St. Moritz term. Faculty and administration decided to restructure the program this January in order to put more emphasis on academics. Ski lessons and other winter sports will still be major parts of the term, but provision has been made for more study time as well.

*Crystal Moffett '83  
TESIS Today, Winter 1982*

*People ask me why at this point in my life I am still travelling around the world building new schools. My answer is that it is because it needs doing . . . What we are doing, or at least attempting to do, is to create not international schools but international human beings, men and women who are capable of moving easily in any society and any civilization on the face of the earth, people who do not have to overcome the barriers of prejudice or even unfamiliarity in communicating with their fellow human beings, no matter what their backgrounds.*

MCF  
from speech at  
TASIS Cyprus, 1983

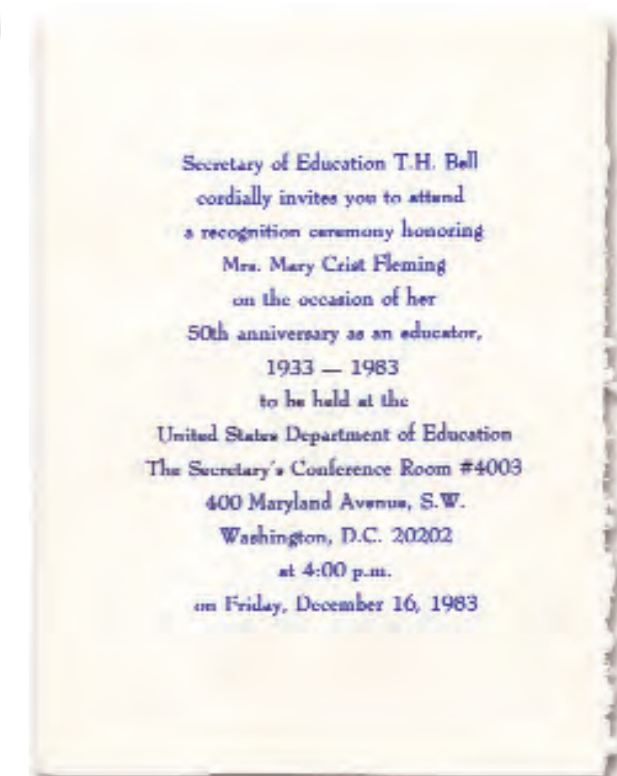
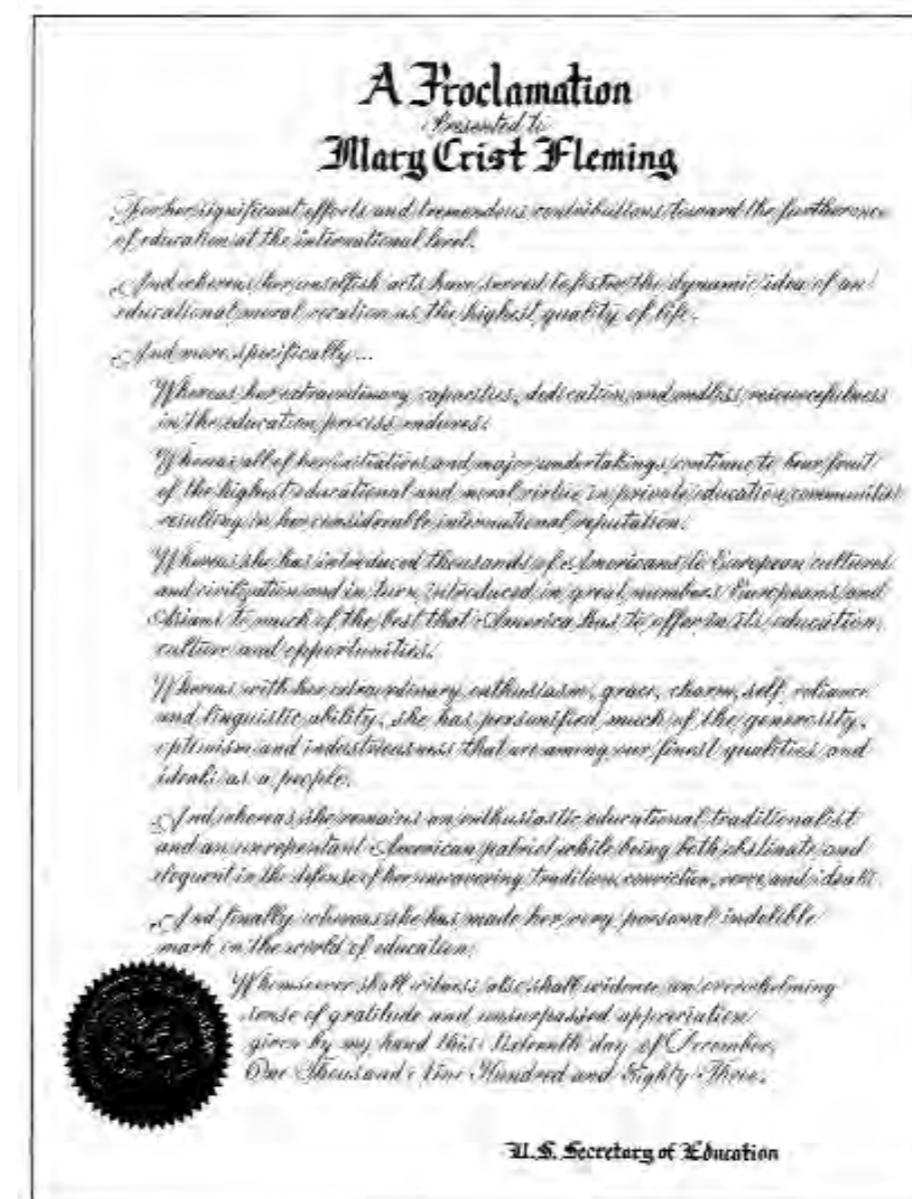


## To Mrs. Fleming: A Lifetime in Education

On Friday, December 16, 1983, Mrs. Fleming was honored in a special recognition ceremony on the occasion of her 50th anniversary as an educator by Secretary of Education T.H. Bell at the United State Department of Education in Washington, DC.



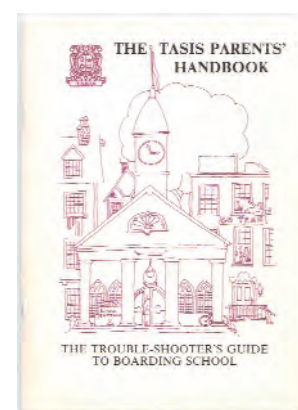
Mrs. Fleming with US Secretary of Education T.H. Bell



*Mrs. Fleming's strong belief in the merits of private education and her view of combining discipline, high standards, and internationalism have been rewarded by several accolades. The most distinguished honor was one given in 1983, when at special ceremony in Washington Mrs. Fleming received the highest educational award granted by the U.S. Department of Education in recognition of 50 years of outstanding service to her profession. A fitting tribute to a woman who followed her own dream and who surely helped others realize theirs.*

Elizabeth Stocker-McLane (1995)

## The Troubleshooter's Guide to Boarding School



You will find our year divided into six stages. Each is approximate and may or may not occur quite as described or quite on schedule, but we think you'll find the year mapped out accurately enough for you to get your bearings. The sequences, then, are as follows:

### Edge of the Nest (Summertime)

This is the pre-boarding school stage when attitudes take shape and arrangements are finalized.

### Where Am I? (September, October)

This is when social adjustment—learning the ropes, making friends, settling in—takes place.

### Mid Fall Doldrums (October, November)

This is when the excitement wears off. The routine sets in, the rules chafe, and the first panic phone call may ring loud and clear.

### Holiday Seesaw (November, December)

This is a time for ups and downs including a dawning sense of community, anticipation of vacation, reactions to first grade reports, and awareness of growing friendships.

### The Great Depression (January, February, March)

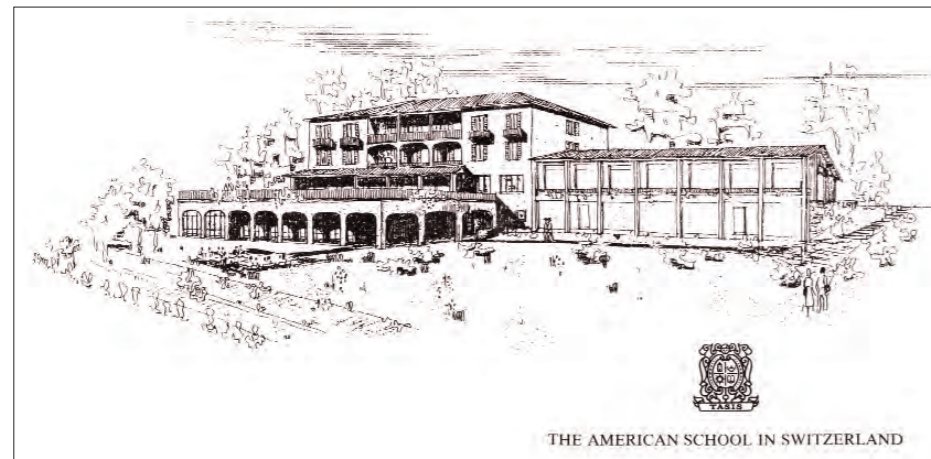
This is when summer is a long way off, the weather is dreadful, the same old grind is grinding away, and moods turn as grey as the weather.

### Year End Euphoria (April, May, June)

This is when spring vacation saves the day and energies turn toward making the most of this fleeting, one-of-a-kind, wonderful year together.

from the *TASIS Parents' Handbook*, 1983

## The TASIS Development Plan



After 30 years of growth and development, TASIS has undergone a careful study to determine the long-term campus needs of the School. During the past three years, the School has also engaged in extensive negotiations with the local town planning authority of Montagnola to gain approval of the School's Master Plan, which is to be constructed in three phases.

Villa Monticello



## Campus Developments

**Art and architecture** are not matters left solely to museums and monuments and oversize textbooks. The work of creation goes on as the TASIS schools have continued to improve their educational facilities over the summer and fall of 1982.

Swiss workmen were busy all summer on the Lugano campus. A former dormitory, Giardino, has had its walls removed and soundproofing material added to become a study hall for the whole school. Another former residence, Cameroni, has been converted into an infirmary with a reception room, a dispensary, and two infirmary rooms with

Phase I is construction of a dormitory/classroom complex during the 1986/87 school year. Phase II involves demolition of Lago dormitory and the classroom pavilion, as well as extensive landscaping on the new site and the Hadsall side of campus. Finally Phase III, presently at the design stage, is construction of additional residential accommodation and classrooms adjacent to Hadsall House. When completed, the development plan will provide modern facilities which will replace and/or update over half of the existing classrooms and nearly one-third of the student residences.

Approximately two-thirds of the work is scheduled for completion for the beginning of the 1987/88 school year.

### Design of Phase I (New Monticello)

Phase I of the Master Plan, a dormitory/classroom complex, is designed in a Mediterranean style using materials and colors to blend in with the existing historical monuments on campus. Encompassing 2,200 square feet, the new building contains rooms for 44 students, 2 faculty residences, 9 classrooms, 2 music practice rooms, and a computer center.

The complex, which is adjacent to the existing school pool, takes advantage of the steep sloping site to provide spectacular views of the surrounding southern Swiss Alps. A large terraced garden, loggia, numerous balconies, and a multi-arched pedestrian walkway extend the interior space to the outdoors, enabling students and faculty to enjoy the mild climate of the Ticino, the sunniest and southernmost canton of Switzerland.

### Timetable

Phase I is scheduled for completion in June of 1987. Phase II will be completed during the summer of 1987. Phase III, subject to local planning approval and funding, will be constructed by 1995.

### Cost and Funding

Phase I and II are estimated to cost in the region of 2,500,000 Sfr which will be raised from tuition fees and from a capital fund campaign through fundraising in the private and corporate sectors. The cost of Phase III is yet to be established, and funding will be identical to Phase I and II.

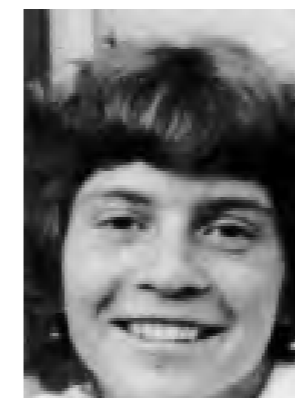
private baths. To compensate for the loss of dormitory space, a new residence has been constructed out of the attic in the Belvedere house. In addition, the former stable of the Villa De Nobili known as the Scuderia has been acquired by the school. The structure has been redesigned as a faculty and student residence above and classroom and office space below. The old architectural style, with dark beams and white walls throughout, has been carefully preserved.

*TASIS Today*, Winter 1983

## Ski Month at St. Moritz



Syed Naved Armeen, '84



Nicole Luederitz, '83



Robin Salant, '90

One of the most enjoyable periods of the school year is in January when the entire school relocates in St. Moritz, the best equipped winter resort in the Swiss Alps. Here students enjoy the invigorating experience of daily winter sports without disturbing regular study or compromising academic standards. The entire school, students and faculty, live under one roof in a large modern hotel. The shared exhilaration of the outdoor life, the beauty of the place, the intensity of study to compensate for hours on the ski slopes combine to bring a sense of unity and closeness to the TASIS family.

**Mrs. Fleming, I want you to know what TASIS meant to me and always will:** It was the opportunity to meet new people and live with them. I never knew it was possible to become so close with students and teachers alike, and I thrived in the warm atmosphere. It was the opportunity to hike a Swiss Alpine trail and be able to look down upon the wondrous beauty of the country. With the encouragement of teachers and students I became more confident in myself and my beliefs. I learned about living with and really getting to know people. I don't think I ever took it for granted. We were very lucky. I think the faculty and staff of the school can be very proud of themselves for what they have accomplished, and most of all, you yourself, for making dreams come true in more ways than can be described. There are no words which can express my thanks for what you have given to me.

Nicole Luederitz '83 (1984)

**I will never forget the semester in the Laudinella at St Moritz,** where I took an adventure skiing course and climbed glaciers with my skis, a breathtaking blessing which would otherwise never have graced my years.

Robin Salant '90 (2000)

**A Once-in-a-Lifetime Experience!** During the winter ski session in St. Moritz in 1982/83 Karim Saleh and I were walking back to the hotel at night. It was bitterly cold and windy and we had our hands buried in our pockets and collars and scarves pulled up high over our faces. In order to save some time, we walked across the intersection instead of using the pedestrian underpass. Suddenly a police car pulled out in front of us with lights flashing. Our first thought was, "Great, a 100 SFr jay-walking ticket!" However, our regret soon turned into alarm as both officers exited the car and unholstered their guns! They addressed us in German to which we responded in English. They insisted on speaking in German for the next couple of minutes; when it became obvious we didn't understand what they were saying they switched to English and asked us for identification. Of course, the school had our passports, and our student ID's were held as collateral for ski rentals. They grilled us separately on who we were and where we were staying, making sure our stories were consistent. Finally they made us get in the car and we rode to the hotel with our hands up! During the ride they spoke on the radio in German and we heard some references to Arabic sounding names and Palestine. They parked right in front of the entrance and told Karim to go get the passports. I had to sit in the car with my hands up in the air and my classmates staring and wondering, "What could you possibly have done?" Karim found Mr. Quaglia, who got our passports and brought them down. Once the passports were checked they finally let us go. This was during the Israeli invasion of Lebanon. It turned out that there was a bulletin out for two Middle Eastern men, one tall, one short. Karim and I, being from the Indian subcontinent, fit the bill. Picked up for looking like a terrorist! Hopefully a once-in-a-lifetime experience!

Syed Naved Armeen '84 (2005)

**My overall experience** encompasses so many highlights—too many to mention all of them here, but very briefly, a few are: the initial first days at TASIS and taking a trip to beautiful Val Verzasca to make new friends; taking the train to St. Moritz from Chur in the snow, arriving at night and checking in at the Hotel Laudinella for the two-week stay after Christmas; tobogganing at night near St. Moritz with classmates; having a leisurely tea with friends in a small cafe near Montagnola in the late afternoon after classes; Munich In-Pro; "Top of the Town"; the invigorating and scenic walk down to Lugano from the TASIS campus on some Saturday mornings; and getting a late-night burger at Angelo's in the rec center before lights out.

Not to be forgotten, the educational experience was first-rate and even though we had a lot of fun during the year, the quality and commitment to classroom excellence could not be matched for me before or since that year. It was thorough, intense, and practical!

Maria Haefeli Tafar '80 (2000)



## To the Class of 1985

*One of the TASIS Schools has chosen "Civilization" as the theme for its yearbook. The single word "Civilization" speaks volumes and surely encompasses the strived-for philosophy of TASIS. The fundamental reason for the existence of four branches of TASIS, four manifestations of the TASIS philosophy, and that even more may come into being is best expressed in the statement of H. G. Wells and in our belief that: "Civilization is a race between education and catastrophe." This is virtually the motto of TASIS and there is urgency in these explicit words.*

*For most of us the word Civilization means Western Civilization in spite of our awareness of past splendid cycles that have gone before, but have reached their summit and passed away.*

*What hope have we that our civilization will survive? What is the essence of our Western Civilization that makes us prize and cherish it, defend it with our lives if necessary? What is the quality that might make it possible for our culture to survive? I believe the essence of our Western Civilization is our concept of humanity or humaneness, of the dignity and right to freedom of the individual man.*

*There have been many periods of history that have created magnificent works of art indigenous to their time and place. Many glorious ruins such as the Parthenon, Roman arenas, medieval and renaissance cathedrals attest to the creativity and imagination of man. But how many of these manifestations have been created in slavery or under the power of fear?*

*It is only in the last few decades that we have begun a defense of human rights on a global scale. What an immense task when one views the horrors perpetrated daily in so many corners of the world—massacres in Iran and Iraq and Lebanon, terrorism in Ireland, genocide in Ethiopia and Cambodia.*

*That fact that we care and act is the only thing that will ever cure our world or make our special civilization last. Dostoyevsky stated that "Humaneness is only a habit, a product of civilization. It may completely disappear" and Paul Valery warned us during the Second World War that "Civilizations are mortal."*

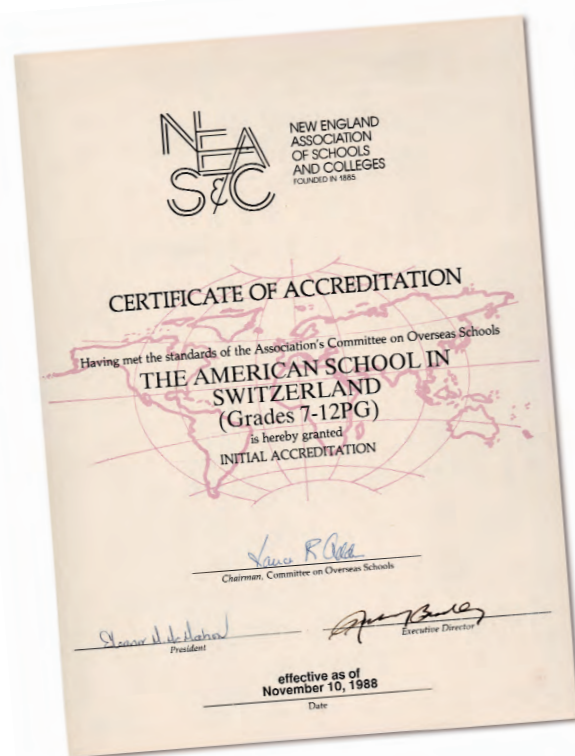
*As Lawrence Gould said in his Education for Survival, "Somehow I do not believe the greatest threat to our future is from bombs or guided missiles. I don't think our civilization will die that way. I think it will die when we no longer care, when the spiritual forces that make us wish to be right and noble die in the hearts of men."*

*Thus to you, TASIS Class of '85, is given the enormous challenge of defending your civilization, your western heritage. I believe in you and your will to dedicate yourselves to the greatest task that has ever been given to mankind, a challenge that places mankind's survival at stake.*

*Great good fortune attend you.*

*Mary Crist Fleming  
from Yearbook*

## Lugano Accredited by NEASC and ECIS



**"Accreditation" has become the latest buzzword** heard on several of the TASIS campuses. Within the next two academic years, visiting committees from the European Council of International Schools, New England Association of Schools and Colleges, and the Middle States Association of Colleges and Schools will be evaluating the Lower School in England and the TASIS Schools in Switzerland, Greece, and Cyprus.

The spring of 1985 and the 1985-86 school year will be a time of self-evaluation and countless committee meetings on all four TASIS campuses.

Once all the reports have been completed and the schools have been visited by the various accreditation teams, the extra hours of work by the faculty and administration will have made a substantial difference to the future of each TASIS School.

*TASIS Today, Winter 1985*

**TASIS has been advised by the European Council of International Schools and the New England Association of Schools and Colleges** that it has been granted accreditation by each organization. The Post Graduate Program is also now accredited as well as the Middle and Upper School programs. This happy announcement follows a process of self study and reporting which under the leadership of **Headmaster Art Charles**, the TASIS faculty took over one year to complete.

This means that the full year programs at all three TASIS Schools in England, Greece, and Switzerland are fully accredited by U.S. accrediting bodies. It also makes The American School in Switzerland the only American coeducational boarding school in Switzerland to be accredited by both the NEASC and ECIS.

*TASIS Today, Spring 1989*

## The Spirit of Discipline



*Ruth Clay*

The following article has been written by **Dr. Ruth Clay**, now Head of TASIS Cyprus, when she was Director of TASIS HELLENIC. It sums up her feelings about the importance of discipline in a student's personal growth and education and mirrors the concern of all the TASIS schools: Based upon an effective structure of discipline incorporating sound rules consistently enforced, there is a less understood but absolutely critical disciplinary dimension which I refer to as the *spirit* of discipline.

We are sometimes unaware that a climate of discipline, a tone of discipline, has a visual dimension. For example, dress codes are always controversial and will always be too strict or too lenient, depending on one's age and outlook, but a dress code does set a tone. TASIS boarding students dress for dinner on school days. We know that nice attire and candlelight and flowers are somehow conducive to good manners and mature conversation. Similarly, blue jeans and t-shirt contribute to a more casual, "time-out" atmosphere. Dress does, in fact, serve to discipline behavior. . . a fact TASIS recognizes when it insists that classroom learning is to be taken seriously and is not a blue jeans outing.

Student prefects are another key to the disciplinary climate of TASIS. These students are selected by faculty and administration for their leadership abilities, strength of character, commitment to the well-being of the school, and especially for the example they set. As any parent knows, the influence of other students is a significant factor as young people mature. A wise school gives prominent place to those students who can be respected by their peers and their teachers alike. Our student prefects set a standard and also demonstrate ways to achieve recognition for mature, purposeful behavior. It is a source of pride to all of us that our prefects are selected from many students eager to serve and from many who exhibit the self-discipline and mature respect for boundaries which constitute leadership.

However, most important of all to a spirit of discipline is the recognition that discipline always occurs in a context of emotion. This is true of the angry encounter, obviously, but it is equally true of day-to-day functioning in a climate of mutual respect. Attitudes and feelings are key. Discipline is effectively based when students and teachers proceed from the assumption that the other party is a reasonable, well-intentioned individual who wants to achieve his or her goals without harming others. This is in contrast to the fundamental assumption that "all students are troublemakers" or "all teachers are out to get students." Accordingly, TASIS stresses mutual respect and an awareness that the shared goal is the student's growth and development.

Even when the confrontation is unavoidable and discipline must be administered, there is actually an opportunity for heightened learning and respect. Students can learn to accept the consequences of their actions, an important part of growing up. They can even learn to take seriously the school or adult who sets a clear boundary. Often the student

remembers the disciplinary episode long after other scholastic experiences are forgotten. Over my two decades in education I have developed a formula for administering discipline which sounds simple, but applying it calls for real sensitivity. I insist that students need lots of love and lots of discipline . . . and the key is that they need them both at the same time. It is easy to love them when they are good and discipline them when they are bad, but the skilled educator is able to convey concern, respect, and individual attention while simultaneously upholding the standard by meting out consequences. Discipline conveyed in this spirit wins rather than alienates the student without ever degenerating into a lenient disregard for rules and standards. Of course, not all students are immediately accepting of discipline, no matter how judiciously applied, because punishment hurts. But once the emotion of the moment dies away, the student who has received a good mixture of love and discipline is usually able to come to terms with the experience.

Clearly, the spirit of discipline is a complex subject and is one to which parents have devoted considerable thought in developing their own philosophies. It seems to me that schools and families do well to consider discipline as a very positive factor in guiding the development of young people. We need to think about why we do the things we do and to concentrate on doing them in ways that encourage growth toward self-discipline and maturity. TASIS is fortunate in that parents who appreciate discipline choose the school partially for that reason and then give it their support and firm backing. Certainly discipline is integral to the education of young people and is indeed a matter of both structure and spirit.

**Dr. Ruth Clay**  
*TASIS Today, Fall 1985*



**S.W.A.T.** (Student Weekend Activities Team) held off-beat activities such as Future Weds, the Thanksgiving Turkey Bowl, and the Alternative Ms. TASIS contest. Students dealt with Mazloumian marks at Casino Night—unless they were called to jail for an ace up the sleeve. They dressed up for the Christmas Dance, dressed down for 60's weekend, and undressed for the beach party.

*Yearbook 1988*

## An Interview with Mr. Frost

*J. Christopher Frost, the newly appointed Headmaster of The American School in Switzerland, is no stranger to the TASIS organization. From 1976-1979 Mr. Frost taught English on the Lugano campus and for two of those years, he served as the School's Academic Dean. Before returning to Switzerland last summer, Mr. Frost was the Dean of Studies at Deerfield Academy in Deerfield, Massachusetts. A man of boundless energy and with an engaging sense of humor, he is a graduate of Williams College (B.A.) and Wesleyan University (M.A.I.S.). Mr. Frost's previous experiences and proven abilities as a TASIS teacher and administrator have already been shown to be valuable, allowing for a smooth, quick transition as Headmaster. TASIS welcomes the return of Chris and Ann Frost and their three children – Simon, Molly, and Leah.*



**Today:** Mr. Frost, since coming back to TASIS Switzerland after five years' time, what has been the major difference or change you have noticed?

**Mr. Frost:** The first change I noticed was the size of the student body. When we left, TASIS was about 200 students. On this small campus the addition of 50 students makes a tremendous difference, especially in terms of the strain it puts on common areas which haven't expanded, such as the dining hall and salon in De Nobili. On the other hand, another big change during the time we've been away has been the improvement and expansion of facilities. In 1979 the Theater was a patio above the library, the Recreation Center was the Theater, the "Bubble" had an asphalt floor and no locker room, the campus included neither Belvedere nor Monticello, and Giardino and first-floor Coach House were dormitories rather than classrooms and a photo lab. Certainly these are important additions to TASIS, whatever the number of students, and have gone a long way towards accommodating the students we've added in the past five years.

**Today:** Contrast the similarities and differences between being an Academic Dean at an independent school in the U.S. and a Headmaster of a TASIS School.

**Mr. Frost:** The differences between TASIS and Deerfield Academy, where I worked for the past five years, are overwhelming. Deerfield is an all-male, highly selective, very traditional, rural New England boarding school of 550 students. TASIS by comparison has a much more diverse student body and faculty: a wider range of activities, nationalities, languages, customs, religions, outlooks. While the facilities and educational program at Deerfield are absolutely first-rate, the diversity of TASIS and the open-mindedness it encourages add an important dimension to the education here that no other school I know of can match.

As Dean of Studies at Deerfield, my responsibilities were quite similar to those I had as Academic Dean at TASIS from

1977 to 1979. I oversaw the day-to-day running of the academic program, from scheduling to course selection, to reporting grades and comments, to calculating honor rolls and warning lists and counseling students in academic difficulty. It was a large responsibility but had limits; in other words, there were parts of the school which were not my responsibility as the Dean of Students or Academic Dean.

As Headmaster, however, I oversee all aspects of the School. While I delegate responsibility to members of the faculty and administration, I am ultimately accountable for everything that happens at TASIS. Delegating responsibility wisely is one of my most important duties because if I delegate a job to someone who cannot or does not do it well, I'm responsible. I love the challenge of coordinating all parts of the TASIS community and changing gears every time the phone rings or someone sticks his head in the doorway. **Today:** When compared with the other TASIS Schools, Switzerland has the largest boarding community on campus. Does this present any significant challenges or distinctions?

**Mr. Frost:** What really matters most is the percentage of boarding students in the total student population because that is what determines whether a school is by nature primarily day, boarding and day, or boarding. With 93% of its students boarding, TASIS is very much a boarding school, which means that we must do our best to meet all the needs of our students. Whereas TASIS England, for example, can rely on the support and assistance of parents living in the surrounding community in adding to the lives of its students, TASIS must assume responsibility for creating all the activities and opportunities we would like our students to have available.

This is an awesome and never-ending task but creates a more closely-knit and cohesive community than one could expect at a day or boarding and day school. Our day students have the best of both worlds: they could stay very busy by participating only in school-related activities, yet they have the option of choosing to be with their family or local friends as well.

Although I know it sounds corny, I think that students and faculty at TASIS would agree that there is a "sense of family" on our campus.

**Today:** What are your goals for the future of TASIS Switzerland?

**Mr. Frost:** It is difficult to look very far into the future of TASIS Switzerland because it is a boarding school whose students come largely from the international business community, American and otherwise. To predict the future of TASIS would be to predict the future of American involvement in Saudi Arabia or the many African countries and the future of tax laws governing American citizens and businesses overseas. These and other factors important to the future of TASIS are in constant flux.

Against that background of uncertainty, I hope and will work to ensure that TASIS Switzerland will continue to

improve its facilities and attract and retain a talented faculty. I am pleased by the commitment of the TASIS organization towards that end as is evidenced by the building of seven new classrooms and a dormitory for 44 students to be completed by the end of the fall, and I hope that over the next few years we can provide better compensation to the faculty, something TASIS must do if it hopes to retain experienced teachers.

Another goal I have is one which costs no money but is equally important to the future of TASIS. I hope to create in the school community a greater awareness and respect for the feelings and rights of our Swiss neighbors and hosts. For too long we have relied on their goodwill and understanding while showing too little on our own part. Simply doing what we can to help maintain the clean, orderly, and serene environment we enjoy on the Collina d'Oro is a logical place to begin and one which could be immediately appreciated by the local citizens.

**Today:** What do you like best about Switzerland as a country and TASIS as a School?

**Mr. Frost:** My family and I enjoy the out-of-doors and place a very high value on the physical beauty of the area in which we live and work. Switzerland is hard to beat in that regard, with "calendar views" out of most windows and Alpine treks a short drive away.

What I like best about TASIS is the diversity and open-mindedness I mentioned earlier. I believe in Mrs. Fleming's dream that if people of different nations can live and learn together in their youth, they will be better able to understand and cooperate with each other as adults. Switzerland with its remarkable beauty and mixture of languages and cultures, and TASIS with its diversity and willingness to change, provides an exciting and stimulating environment in which to work. We simply feel more alive here than we have at other places we've lived and worked.

*TASIS Today, Winter 1985*

## General Studies Program



A General Studies Class at TASIS Cyprus

**A boy applies to TASIS from an international school in Africa.** The year before he attended a school in Spain, and as a seventh grader, he lived in Florida. Having recently moved to Saudi Arabia, an American girl is interested in coming to TASIS for her junior and senior years. Upon reviewing the girl's transcripts, the Admissions Office notes that she has attended three schools in three different states.

Cases similar to the above occur regularly at the TASIS Schools. Due to a varied or inconsistent academic background, a noticeable number of students who apply to TASIS find themselves lacking some of the necessary skills needed to continue with their high school education. Rather than closing the door to these students, TASIS instituted the **General Studies Program in Switzerland and Cyprus.** This year approximately 15% of the students in Switzerland and 20% of those in Cyprus are enrolled in the General Studies Program on each campus.

The vast majority of students who attend a TASIS School find the adjustment to a college-preparatory course of study an easy one to make. Some students, however, discover the

added academic pressures overwhelming. International living, although a positive experience in its own right, sometimes leaves a student disoriented and makes it more difficult to cope with a more demanding academic environment in high school or college. Now in its fifth year of existence, the General Studies Program's main purpose is to give these students a greater degree of self-confidence. In many instances, TASIS found that a disastrous year in math or English would adversely affect a student's total outlook on school and anything to do with education. Under closer supervision by a TASIS teacher and after a few successes in the classroom, however, many of these students were able to improve dramatically.

Another goal of the General Studies Program is to teach the student how to study. At their previous schools, many of the students involved were never instructed how to take proper notes or how to organize their study time effectively.

Students who have studied in the program point out that the teachers made the difference. For many students, a TASIS teacher was the first teacher they ever had who took such an avid interest in working with them outside the classroom or who willingly spent the extra time necessary to ensure that the course material was successfully mastered. In any event, at TASIS a student was given a chance to succeed for the first time academically.

If anything, the program is not "general" at all; it is quite specific. With the exception of not having to study a foreign language, students in the program, similar to college prep students, cover all the major academic subjects: English, math, history, science. TASIS has always placed a great deal of importance on the necessity of mastering the basics, and the same holds true for the General Studies Program.

*TASIS Today, Winter 1985*

*I attended TASIS from 1980 to 1986. In all those years I had wondered why the school had a flagpole without a flag. In my last year, I made a bet with the Headmaster, Mr. Christopher Frost: if by graduation there was no American flag, he would personally pay me a PG year at TASIS.*

*On the morning of June 6, 1986, my graduation, Mr. Frost pulled me aside and pointed to the top of the flagpole where I saw a huge American flag dancing in the wind. I had won my bet, but I would have preferred to lose and stay.*

*Annette Roetger Rossi '86 (2005)*

## TASIS Reaches Out



Fundraising to assist the blind

Schools are often accused of being isolated and insular institutions. By a school's very nature, the majority of time spent by a student is devoted to mastering necessary skills in a classroom or studying them further in the course of an evening study hall. At TASIS, however, an important aspect of the School's philosophy of education is that a student needs to become more aware of the world off campus.

One way for students to gain this valuable experience of learning about the needs of other people and their existence is through the **Community Service Program**, found on all TASIS campuses. Through this program and other school-sponsored events TASIS attempts to help its students develop an awareness for the concerns of other people. Once students are exposed to difficulties that other individuals may have, a roommate problem, important though it may be, appears insignificant when compared to the plight of a handicapped person.

TASIS Today, Winter 1985

## The Environmental Club



Howard Stickley TASIS veteran, 1981-present, Science teacher, Dept. Chairman and IB Coordinator

*Beginning in the early 1980's the Environmental Club has been a meeting place for students concerned about environmental issues and humanitarian problems that are linked to those issues. The guiding principle of the Club has always been "Think Globally, Act Locally," and its activities have always reflected this duality.*

*Each spring a week of environmental activities, the Environmental Awareness Week, continues to be a focus for increasing the knowledge of environmental issues on campus. Assembly presentations, poster campaigns, themed no-dress-code days, planned famines, fundraisers, and environmental weekend activities have all helped students and teachers learn more about the environment. Throughout the year, students have engaged in many environmental projects. They have organized paper recycling and aluminum can collection at school. Off campus, the Club has engaged in restoring wildlife areas which have become overgrown with vegetation. Working with the World Wide Fund for Nature, students have cut back the reed beds fringing Lake Lugano, removed undergrowth around amphibian breeding sites throughout Canton Ticino, and returned ponds to their natural state. Each spring when toads emerge from hibernation and make their way to breeding ponds, the TASIS Environmental Club has been there to help them across busy roads by collecting them in buckets and carrying them to the other side. The Toad Patrol has saved thousands of toads from being squashed by passing cars on many evenings.*

*In its attempts to have a global effect, the Club has raised funds to support distant projects. Fundraising on*

*campus has involved every type of money-earning activity including bake sales, lotteries, American junk food auctions, and a variety of sponsored events. With the money raised the Club has bought acres of rainforest, sponsored a variety of animals including pandas, wolves, dolphins, and elephants, made donations to several charities, and supported many small-scale environmental and humanitarian projects. A good example is from the early days of the Club when the students supported the "Chickens for Children" project in Kenya. Samburu children who had suffered physical injuries were given chickens to look after. By collecting and selling the eggs the children could make a contribution to their family's income and so were integrated back into those families. In the same arid area of Kenya, there is a problem with deforestation, and the students raised funds to pay for a fuel-efficient stove to be installed in the new kitchen and dining room that they had sponsored at a primary school. The Club has even sponsored students to attend environmental workshops.*

*The Club has not only helped the world around them and people who depend on a sustainable environment, it has also provided excellent opportunities for students to develop their leadership and organizational skills. Many Club officials have been considered for, and awarded, school prizes in recognition, in part at least, for their efforts.*

Howard Stickley (2006)

## Remembering Home in Ticino



Kristina Malcolm '91

*The circumstances that brought me to TASIS were somewhat unique. My father had passed away and I was the youngest of five and the only one of my siblings still in school. My mother and I were living in the small upstate New York town that I had been born and raised in and of which my father was a native. My mother, on the other hand, is Swiss, originally from Lucerne. Sensing I needed a change of pace and place to lift me out of a delayed depression when I started to come to terms with the loss of my father, she hoped to send me to the boarding and day school in Lucerne that she had attended growing up. Unfortunately, upon arrival with trunks and luggage, we found it was no longer the school she remembered. At that point our quest began for an alternative.*

*My mother and I travelled all over the German-speaking part of Switzerland and visited every boarding school in our path. Each one seemed a bit off—this head mistress was the witch who ate Hansel and Gretel; that dorm was a former TB clinic. . . . Having lost hope, we ran into a childhood friend of my mother's on a train. Upon hearing our plight, he began weaving the tale of an enchanting boarding school nestled in the picturesque hills above Lago di Lugano. He said it seemed that the flowers were always in bloom and the sound of children singing floated endlessly over the handcrafted stone walls. This sort of utopia sounded a bit surreal to us, but chance would have it that we were aware of the existence of the school. A former student of my mother's from our small town was going to be teaching there in the coming year. We decided to head to Lugano to find out if the brick and mortar reality of this institution could possibly live up to its idyllic description. Arriving at the gates on the Collina d'Oro we heard the sounds of laughter and teenage chatter. The second session of TSLP was in full swing and the campus was bustling. A profusion of flowers greeted us at every turn and upon cresting the hill outside Casa Fleming, we beheld*



Elizabeth Malcolm, mother  
TASIS Faculty 1987-1999

*De Nobili. It seemed impossibly romantic. We found our way to the headmaster's office and he ushered us to the dining room for a decadently gourmet lunch. . . . We were mystified. None of the schools we had seen thus far were able to dish out more than a gruel of pasty spaetzle. After lunch we sat in the salon looking through the brochure and learning about the typical school year. Hearing about the St. Moritz ski term and spring and fall In-pros had both of our eyes as wide as hubcaps. Soon the salon was filled with students of all ages and nationalities. No fewer than eight languages passed our ears in that magical 45 minutes. We both knew we were home. . . .*

*A year later, my mother and I both arrived in Lugano, she as teacher and I as student. It was too perfect a match for either of us to pass up. I was in 8th grade and moved into the Middle School dorm—De Nobili. My dorm resident was none other than Erik Allen, my mother's former student. It was an incredible year of growth and discovery for us both and, though we had only meant for this to be a brief diversion, we soon realized we couldn't resist the magic draw of our new-found utopia. I stayed at TASIS for four years, graduating in '91, and my mother stayed on as a teacher until 1999. She did take a one-year hiatus when I returned to the U.S. for college, but Certenago beckoned. This was lucky for me because it meant I could return to campus and St. Moritz (later Crans-Montana) every year. The friends I made at TASIS are woven through the fabric of my life as integral threads, no matter how far-flung we all are. I find myself referring to some aspect of my days in the dappled Ticino sun constantly. Whether true or not, I am sure that I can hear the endless sound of children's voices in song, floating over the stone walls in my memory. How sweet the flowers still smell, how majestically Monte Bré presides, and how stunningly the lake glistens. . . . I still consider it home. Thank you, Mrs. Fleming, for having such a brilliant vision.*

Kristina Malcolm '91 (2005)

## Memories . . .



Federico Stroppiana '88

*I would be hard-pressed to find one special story about my time at TASIS since I was there four years and I loved every minute of it. There were many stories and many happy times—I will recount a few of the most vivid memories.*

*We went for a sledge ride at night in St. Moritz (at the time the ski vacation was held there) on an icy road closed to traffic approximately 67 km long and all downhill. This was amazing and a lot of fun, and also extremely cold! I took photography classes during three of my four years at TASIS, and I slowly developed an appreciation for photography as well as other art forms. This was imparted also thanks to the passion of Mr. Dürschmidt, who has an incredible appreciation for the arts and has passed it on to me so well! I became a prefect during my Junior and Senior years and I remember the feeling when I was actually chosen; I was so happy and so proud I could not believe it! All through those two years I did my best because I did not want to betray the confidence of those teachers who chose me. This really meant a great deal to me. I was given the Ida Kohr*

*award at graduation and I had no idea I was actually getting this until the last possible moment when it was announced. I was truly moved! It was a great way to end these four years. A few tidbits and fragments: The apple strudels which were served only on rare occasions. The never-ending rain in the fall and winter months. The weekend dances in the recreation lounge (under Hadsall dorm). The privilege of having our own bathroom and fridge as prefects in Hadsall. Playing rugby with Mr. Hiley as a coach up in Agra. Going to eat at Burger King on weekends in downtown Lugano. Skiing and going out in St. Moritz. The yellow Post buses in Lugano. The Migros bus that came up to Montagnola once a week. An incredible weekend trip to Bologna with Mr. Paolo Reichlin. The Christmas and Prom dances at Capo San Martino. Great teachers who made a difference to me: Mr. Dürschmidt, Mr. Mark Aeschliman, Mrs. Paola Mascotto, Mr. Paolo Reichlin, Dr. St-Jean, Mr. Stickley.*

Thank you to all!

Federico Stroppiana '88 (2005)

## New Villa Monticello

*My dreams, the landscape of my mind, have always been filled with beautiful buildings situated in beautiful settings spread around the world and always inhabited by hundreds of beautiful young creatures! The first dream—châteaux in Switzerland, then villas in Ticino and Italy, Georgian mansions in England, a château in France—from 12 young people in my first dream there are 2,000 every year who walk onto my landscape with my hope and blessing that because of them and their time at TASIS the world becomes a better place to live in. New architects and community fathers come to create new structures, new classrooms, and laboratories in England, blending in with the lovely architecture of the past, and here rises above the lake of Lugano and in the hills of the Ticino another home to house young people, blending in with the surrounding 17th-century buildings and the tonality of time. In such spirit have we chosen to bridge time and continents in naming this edifice after the home of one of our greatest Americans—Thomas Jefferson—in spirit a Renaissance man, in courage and character a dauntless pioneer in the creation of a new nation. MONTICELLO, as he chose to name his home in America, reflected his love of Italy, Europe, and the old world. Education was so dear to his heart that he wanted to be remembered for two things in*

*particular: being the author of the American Declaration of Independence and Founder of the University of Virginia. His dream and creation of one of the finest universities in our land makes the choice of the same name he chose for his home an honor we pay to his and our beloved Europe and a dedication to the highest standards and aspirations that he symbolized in his life and that he transmitted as a heritage to our great country, America. With thanks to our architect, Signor Falconi, and to our Mayor, signor Riva, and to all the workmen who have labored with the creation of this "palazzina" I now dedicate to young people, to the future citizens of the world, this building, VILLA MONTICELLO.*

M. Crist Fleming  
Yearbook 1988



**MINUTES OF THE GOVERNING BOARD MEETING**  
FEBRUARY 11, 1988

**I. Review of year**

**Accreditation:** Mr. Charles announced that the school has been granted candidate status by both ECIS and the NEAS&C. (Copies of correspondence with ECIS and NEAS&C, as well as the Statement of Philosophy and Objectives, were distributed; see copies on file.) All committees have been formed and have met at least once.

**Daily Bulletin:** A daily bulletin containing pertinent information for students and faculty has been instituted, and is posted in the dormitories, the dining room, and outside the faculty lounge.

**Family Style Dinner:** Family style dinners have been reduced to twice a week, allowing for greater faculty coverage, more flexibility in the sports program, and less work for the kitchen staff. The behavior of students at dinner has improved considerably.

**Sports:** There are more faculty involved in the sports program than ever before. Mr. Charles has started a rowing team.

**St. Moritz:** Miss DeWees was applauded for organizing one of the smoothest St. Moritz terms ever. The hotel was pleased with the behavior of our students, and there were no damage charges. It was agreed that forty-five minutes classes were more conducive to an academic atmosphere.

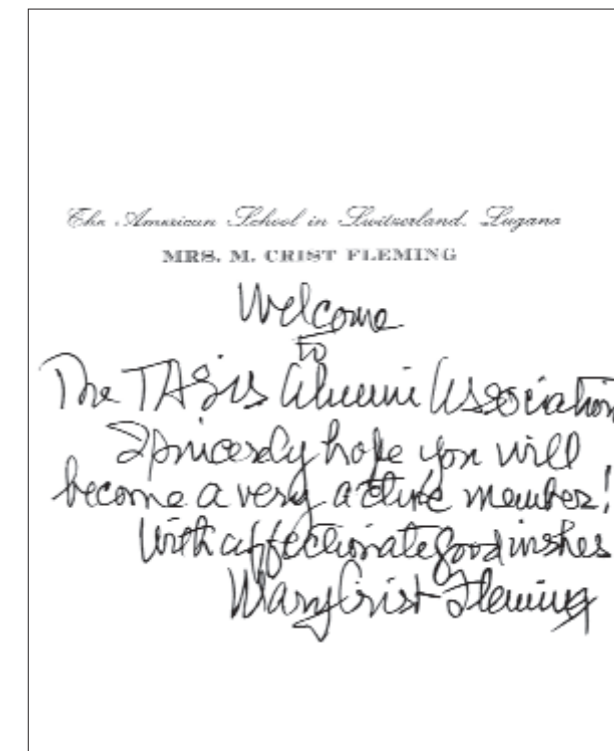
**Goals:** Mr. Charles stated that his three major goals at present were 1) becoming accredited, 2) establishing a chapter of the Cum Laude Society, and 3) establishing an honor code.

## Alumni Association Induction

In late May and early June, the TASIS Alumni Office held its first inductions ever into the Alumni Association for members of the graduating classes and Post Graduate students. Mrs. Fleming greeted seniors and PGs with individual notes on their desks in Lugano along with their new, personalized membership cards for the Alumni Association, and formal inductions were held at TASIS England and TASIS HELLENIC.

TASIS Today, Autumn 1988

Alumni Membership Card



## Annual Fund: Foundation for the Future



The TASIS Development Board:  
(left to right) Lyle Rigg,  
Paul Zazzaro, Fernando Gonzalez,  
Mrs. Fleming, Chris Frost,  
John Lamer, and George Salimbene  
(Headmaster TH Sept. 1984 - June  
1987). TASIS Today, Summer 1987

The TASIS Development Board has reached the decision to initiate an Annual Fund Raising Campaign. The decision was announced by Founder/Director Mrs. M. Crist Fleming and Director of Alumni Affairs, Kathryn Gonzalez, at the 1988 alumni reunions in San Francisco, Los Angeles, Denver, Washington, D.C., Boston, and New York to the enthusiastic support of the alumni in attendance.

Over the years the TASIS Schools have operated entirely on the basis of tuition and fees, which, due to the spiraling costs of private education and the declining value of the dollar against European currencies, have become prohibitive for many parents who would like a TASIS education for their children. Although TASIS has increased the financial aid budget substantially in recent years for deserving students, the cost of a TASIS education is still beyond the reach of many interested families.

The fall in the value of the dollar against the Swiss franc (from 2.9 to 1.5 Swiss francs to the dollar in the last three years) signifies that although The American School in Switzerland has not increased its fees in Swiss francs during that period, the cost of attending TASIS has nearly doubled for families paying fees in U.S. dollars. At present nearly 10% of the student body receive some form of financial aid, representing an increase of over 300% in the financial aid budget. Similarly in England, the exchange rate has increased the fees by nearly 50% in dollar terms since 1986, and the financial aid budget has nearly doubled. Only in Greece, where the dollar has actually gained against the drachma, have the fees not been significantly affected. However, the inflation rate in Greece has required that the School increase its fees by up to 20% each year.

Unfortunately, the TASIS Schools have no control over such external factors as exchange rates and inflation. However, the Development Board recognizes that in order to maintain a quality educational program and continue improvement of the campus facilities, additional funds are necessary. Most American independent schools augment their operating budgets through endowments, annual fund raising, and capital campaigns, thereby reducing tuition costs by as much as one third while at the same time enabling schools to add new facilities to their campuses and modernize existing ones.

A major goal of Mrs. Fleming in establishing a fundraising campaign is to perpetuate the TASIS Schools beyond her



Kathryn Gonzalez, Director of Alumni Affairs

lifetime. The Board is actively pursuing non-profit status, and has already established a Swiss Foundation to this end. Tax-deductible contributions for specific purposes such as scholarships, library books, and equipment can already be made to the U.S. Foundation, "Friends of TASIS." At the June meeting of the Development Board, fundraising was the major topic on the agenda, as Board members discussed how the campaign was to be implemented. **Fernando Gonzalez**, Chairman of the Development Board, will undertake the major role of coordinating the Fund Raising Campaign, which is to be launched in the fall of 1988.

The Campaign target is \$200,000 in the first year, which could be reached if every alumni donated just \$20. However, the overall goal is to achieve maximum alumni participation, and thus any contribution, however small, is encouraged. It is hoped that the fundraising campaign will grow in years to come and lead to a Capital Campaign to fund the building of new facilities on the campuses. It is anticipated that major funds will also be solicited from corporations which have employees' dependents enrolled in the TASIS Schools.

*TASIS Today*, Autumn 1988

## Long Range Plan

The long-range plan of The American School In Switzerland (as well as of TASIS England and TASIS Hellenic) is to change its status from that of a proprietary school to that of a non-profit school. As provided by current plans, the school will be managed by the now established TASIS Foundation. We are taking this important step to insure the continuation of the schools and the educational philosophy of the founder and director, Mrs. Mary Crist Fleming, as well as to begin to solicit donations from the school's supportive alumni. The TASIS Foundation would have as its purpose the perpetuation and management of the TASIS schools. While the daily management of each school would be in the hands of the individual administrative teams, the foundation would be responsible for the coordination of programs, market research, advertising, budget control, and hiring of key personnel. The foundation would decide how to dispense the money it receives from donations. It would consider requests for new building projects, debt reduction, and requests for loans from the individual schools.

As there will not be enough money forthcoming over the next several years from the usual source (tuition and fees) to reduce the debt accumulated by recent building programs and to insure the long term future of the schools, it would be most helpful to solicit financial support from the school's many alumni and friends. This year the school has begun to take the preliminary steps for establishing an annual giving fund. The development office has established a data base file of the school's alumni and the Director of Development has assumed the role of fundraising director for this academic year. In terms of the physical plant, the school must provide a new dormitory building on campus to replace housing which we are currently renting and which must be vacated in 1990. Plans for a smaller dormitory building on campus have been submitted to the local municipal authorities. Alternatively, the school is considering the purchase of an adjacent property on which to erect the new dormitory.

Governing Board Minutes (1988)

## Proposal: Computer Proficiency as Graduation Requirement



Art Charles, Headmaster 1987 - 1990

I would propose that all students graduating from TASIS as of June 1989 be able to show proficiency in three areas of computer usage: word processing, data base, and spreadsheet.

In order to demonstrate this proficiency students would be required to pass a test. Prior to taking the test any student who did not understand any aspect of the computer operation would seek help from the teacher or student assistants in the Computer Center. (Thus, the current computer room in Monticello would serve not only as a classroom for formal computer classes, but also as a "Computer Center," staffed by a teacher and advanced computer students who would give individual tutoring and guidance to students.) Students enrolled in a formal computer class would automatically be certified as proficient upon successful completion of the course.

Students will thus be encouraged to explore the use of

the personal computer as a tool for problem solving and as a practical resource not only for school work but also in daily living. It is hoped that the faculty of TASIS will also become individually proficient in the use of the computer as an educational tool and will, therefore, encourage their students to employ the computer in their courses.

**Word Processor.** The personal computer can be used as a "glorified typewriter" which enables the user to write, delete, move words, sentences, or paragraphs around, highlight, underline, paginate, and print his work. Very useful for writing term papers. The goal for this portion of the proficiency test will be for the student to display complete mastery of all the functions of the keyboard and in so doing to type and print one major paper.

Art Charles, Headmaster 1987 - 1990  
Governing Board Minutes 1988

## Arts and Humanities at TASIS - Sowing the Seeds of Wisdom

At a time when budgetary restrictions are leading many educational institutions to reduce or even eliminate courses in the arts and humanities, the TASIS Schools continue to emphasize them and to include them as part of the graduation requirement. Why? Perhaps this excerpt from a recent letter to Mrs. Fleming from an early TASIS alumna best explains it: "For years I have thought of writing you and thanking you for the wonderful opportunities I had at TASIS, but not until this year did I realize what a profound effect it had on shaping my attitudes and perspectives. Exposure to the many cultures taught tolerance of humanity, and that is precisely what I want for my children too."

Teaching the humanities classes is no simple task; class debates often become lively and while they are keen to create an atmosphere of free exchange of thought, teachers must keep discussions pertinent to the topic. Many of the teachers assigned this task have been with the School for a number of years. While teachers admit to having strong views on some of the topics of discussion, they do not wish to impose them upon their students. Yet, they feel a responsibility to their students, to the School, and especially to themselves as professional educators to try to hold up universally accepted values to their classes through their personal example. The teachers of all of the TASIS Schools generally agree that the presence in the class of students from many diverse cultural backgrounds serves to enhance the humanities courses.

It is hoped that as seniors leave TASIS to enter a new phase of their life, they will carry with them the values and live by the ethical standards which they have personally come to espouse throughout their school life. Though educators throughout the world agree that there is a need to focus on a more academic approach to the study of ethical, philosophical, and moral issues and the history of our cultural backgrounds, very few schools are actually defining this abstract concept and making it an educational priority. To the constant reward of the teachers, administrators, and certainly to Mrs. Fleming, TASIS seniors repeatedly express their awareness of the fact that they are truly fortunate to have the opportunity to participate in humanities courses. As **Mr. Ungless** best describes them, the humanities classes are, in short, a mouthpiece of what the Schools are about and epitomize the ethos of a TASIS Education.



*TASIS Today*, Fall 1989

## Radioactive Items . . .



Howard Stickley

**One summer shortly after the closure of TASIS France** I was asked to travel to a chateau near Paris to inventory the science equipment used by the school and divide it equally between the TASIS Switzerland and TASIS England schools. A variety of pieces of equipment had been stored in an annex, and dutifully I listed all the items and divided them into two consignments. In amongst the usual items one would find in a school lab, there were three small thick wooden boxes containing minute radioactive samples. The danger of such samples is very low and the wooden boxes, stored in larger cardboard boxes, can be kept in a secure cabinet in a science storage area. They are commonly used in physics experiments to demonstrate the penetrating properties of alpha, beta, and gamma radiation, and a quick search on the internet will provide reputable school suppliers who will mail such samples without the need for a license through the post. I considered putting them in my car and taking them back to Switzerland with me. As we already had three such radioactive samples in Lugano, it seemed to make sense to ship them to the UK. The original supplier was in Britain, and they had been exported from there to TASIS Cyprus where they had spent a few years before being sent

on to TASIS France. All the items were packed for shipping, including the three small boxes labeled with the international symbol for radiological hazards. Mrs. Fleming was now to come up against the inflexible bureaucracy she had often faced in establishing and running TASIS France. The French authorities could not be persuaded of their relatively innocuous nature, and they decided that radioactive items could not be shipped with the other science supplies. They were not happy with the way in which they had arrived in France and demanded that they be disposed of in a manner reserved for high-grade radioactive waste. No attempt to explain the small amount of radiation emitted by the samples or their use in schools was accepted, and it appeared that Mrs. Fleming was in serious trouble with threats of a court case, large fines, etc. Legal discussions could not resolve the matter. Finally the authorities came to a decision. They insisted that, at great expense to TASIS, the samples be transported in a specialized vehicle . . . with an armed escort . . . in an armed personnel carrier . . . to a radioactive waste disposal facility in France.

Howard Stickley (2005)

## Studio Art



Horst Dürrschmidt

Perhaps the secret to the long-standing success of the studio arts courses offered in Lugano is the fact that they are highly individualized, coupled with the fact that the art studios are open seven days a week, thus providing students ample opportunity to explore and develop their particular creative strengths in painting, drawing, printmaking, ceramics, sculpture, or photography, to name a few. While the Art Appreciation class enables students to experiment in two- and three-dimensional work, the Studio Arts and Crafts course offers them the option of either concentrating on one particular area of interest such as ceramics or painting, or experimenting in different media.

According to Professor Horst Dürrschmidt, "The art trips definitely spark interest in our pupils. One of the most rewarding things that can happen is when you have a student who appears uninterested in art and then to take him on a trip to Rome or Naples, for example, to discover that he is the last one to leave the museum! These are the little miracles that one sees in teaching that make it all worthwhile. Generally, there is a tremendous interest in the arts at TESIS. You never know how a student's interest in art will manifest itself. Sometimes, many years later, I hear from students or they come back and visit, and you find they have continued to study art or photography." A new development in the studio arts program has resulted from the fact that more and more students are expressing a desire to continue their study of art after they leave TESIS. Horst and Michael Walsh (who teaches studio art) have devised a way by which the students' artistic achievements can be readily assessed by college admissions committees. In addition to helping students develop proper portfolios, slides of the portfolio are made which are then enclosed with college applications! Interestingly enough, the Art Department as a rule discourages

these aspiring young artists from limiting themselves to art schools, but rather recommends they consider institutions with a diverse curriculum that ensures a more rounded education. TESIS photography classes must be the envy of many! Small classes of three to seven enable students to concentrate on individual subject matter such as art, landscape, or special effects. Students put their photographic skills to work on a number of regular trips which are followed by special exhibitions of their work. Though in the past the fall In-Pro trip for photographers has been to Venice, this year Prof. Dürrschmidt will be taking a group to Munich where he has obtained special permission for students to photograph the Roman and Greek sculptures at the Glyptothek Museum. The most popular trip, however, remains, without doubt, the trip to Venice for Carnevale where students photograph the exquisite commedia dell'arte costumes against the dramatic backdrop provided by this most beautiful city.

TESIS Today, Fall 1989



## Better Late Than Never



Adhish Kulkarni '90

*It was 1990 . . . we were young and impressionable, learning about a world of opportunity in front of us. I had entered TESIS in 9th grade in 1986 and had managed to experience the wonders of Marina's cooking and the beds of De Nobili (east and west), Hadsall, and finally Giani over four wonderful years before graduating in 1990.*

*During that time I met a number of teachers who not only taught, but also inspired me to learn, to question, and to aspire for greater things. Two of these teachers were Cynthia Whisenant and John McCallum (or MC2 as he was fondly known). Even back then Ms. Whisenant was an institution at TESIS, commanding the respect and attention of her students. No history of TESIS would be complete without a few words in her honor. Ms. Whisenant, armed with Byron and Shakespeare, awakened a love for poetry and reading that has sustained me since. And when I close my eyes, it seems like yesterday that I recited (almost correctly) Hamlet's*

*soliloquy under a leafy tree near the bubble as part of my exam.*

*And when we weren't reading Homer and Lord Byron, we spent a great deal of time understanding physics and philosophy on 10 km runs with MC2 . . . He was not only my physics teacher, chemistry teacher, track and cross country coach, and dorm resident, but also a friend. I learned a great deal from MC squared . . . some of it even in the classroom . . .*

*Fifteen years have passed since I left TESIS, but the memories remain. John McCallum and Cynthia Whisenant were two individuals who made everyone they taught much richer. These words have taken long to write . . . , perhaps 15 years too late. But MC squared (who once tried to join the procrastinator's club by sending a letter seven years too late) will tell you, it's better late than never.*

Adhish Kulkarni '90 (2005)



Jean-François Hardy '90

*In the past, the students were often creative as well as hard-working. For them, their relationship with the faculty was very important. They needed people who respected them and who cared about them and thought of them as individual human beings. We provided that for them.*

*More recently, teaching at TESIS is about helping students to grow to understand that being different is not something that is bad, and that each one has special qualities as a human being and as a member of a different culture or nation. I actively work to break down as many as possible of the stereotypes that some of the students come here with.*

*TESIS alumni find their best friends here are their best friends for life. They always have and always will keep in touch with each other, and their time at TESIS whether long or short remains fresh . . . always just like yesterday.*

Cynthia Whisenant (2005)



*The Secret Cherry Tree. My most cherished memory from TESIS is one of the first dates that my wife, Sarah Warner, and I went on. It was the very end of the year, springtime in Lugano, when the flowers are in and the weather is mild. I was to graduate in a couple of weeks, while Sarah was a junior and thinking about what to do over the summer.*

*I invited her to go pick cherries for the afternoon on a "secret" cherry tree that I had spotted a few days earlier. It's about a 20-minute walk from the school, and we left early after classes to go there together. We spent the afternoon up in that cherry tree, eating the sweet fruits and filling up a backpack with what we couldn't eat. As I was up there in that tree with this wonderful woman who was later to become my wife, I clearly remember thinking that it couldn't get any better than this: springtime in Switzerland, graduation around the corner, a tree full of ripe cherries all around me, and a woman I was quickly falling in love with right up there with me. What more could I want?*

Jean-François Hardy '90  
Photography Instructor TSLP 2000, 2001

A basic principle of the School's philosophy and a by-law of the TESIS Foundation is that the Schools "be established in settings of natural beauty." For it is in beautiful and historic surroundings that students can best absorb the heritage and traditions of Europe and reflect upon the ideas and events that have influenced and shaped western civilization throughout the centuries. It is in historic buildings which have stood the test of time that one finds purpose and continuity, familiarity and delight. The architectural context and character of the campuses not only provide insight into the culture and history of the host country, but also serve as an effective base from which to extend cultural learning beyond the classroom . . .

The fact that the historic buildings have been converted so effectively to school use is a testimony to their durability and flexibility. To enhance their natural beauty, the integration of new purpose-built facilities into the architectural fabric of the existing buildings presented a challenging task. This has been achieved through effective use of color, materials, scale, and design, thereby maintaining architectural integrity and harmony. The TESIS Schools take seriously the responsibility of preserving their architectural heritage for future generations.

from 1989 Calendar  
"The Historic Buildings of the TESIS Schools"

## Looking Eastward



Over the years recruiting for the TASIS schools has extended globally. Although an office in New York has had the long-term responsibility of spreading the word about TASIS in the United States, as the need to recruit throughout Europe and the Middle East became increasingly important, admissions officers were delegated to spread the word about the program across the continent. It was after such a recruiting trip to Saudi Arabia in 1978 that the idea of starting a school in Greece came about and was presented to Mrs. Fleming. American parents in the Middle East voiced a need for a boarding program closer to home with an academic curriculum somewhat less demanding than those being offered in either Switzerland or England for their children. Initially Mrs. Fleming was not convinced, but after a visit and finding a suitable building to rent in which to house the school, she decided to go ahead, though with an element of caution which she outlined in a letter to a friend:

*We're off to Greece! . . . I am simply renting property and not investing further in real estate! In the first place I have no money to do so and have more mortgages than there are pearls in a necklace . . . I am not too worried politically, yet it also seems wise in that part of the world not to risk capital after we have learned the sad lesson of Beirut and Iran. I will, of course, have to invest in another library and science laboratory, though I am holding this to the minimum needed and trying to amortize them over the five-year period for which we have contracted the hotel.*

*There is, as always, a large element of risk as to whether we will get the students and be able to implement our ideas and hopes, but we have every reason to believe that there is a need to be serviced. My own choice would have been France as I have always wanted to have a school there, but the tax situation and the general cost of*

*living are so high that I was scared of going into it. The glories of Greece, the source of so much of our Western heritage, and its sunshine [make it] an ideal location for a school and it seems that the schools that are there now are not doing too excellent a job. I naturally feel a certain trepidation that is inevitable, and I hope will be overcome by the success of the venture.*

Although market research had indicated that the school would open with approximately 100 students, it actually opened with over 600 owing to a fortuitous occurrence and Mrs. Fleming's seemingly never-ending willingness to take risks.

Dr. Robert Betts, a distinguished scholar and the founder and director of the Hellenic International School, had begun his day school eight years previously with a student body of just 25 which now numbered 500. He and his business partner had reached the decision that they no longer wished to continue running the school. They both felt that Mrs. Fleming would be able "to take on the Greeks and walk away smiling." She was asked if she would like to incorporate this school into her own. Since it was a well-established kindergarten through grade 12 institution, with good classroom facilities, library, science laboratories, all of which would no longer need to be included in the hotel conversion, it seemed too good an opportunity to turn down. There was one complication, however, in that the curriculum offered preparation for the British examination system as well as for the more familiar American one. The newly hired American members of faculty would also need to work alongside the existing staff. Because of these complications and since the headmaster elect had no experience of large day school populations or of British education, he decided not to accept the position after all, and a hurried search for a successor was put in motion.

It was at this period in the history of TASIS that Mrs. Fleming hired a female to head one of her schools for the first—and last—time. Ruth Clay had been working in Saudi Arabia and was well known there, which was considered an asset when the nucleus of the boarders were to come from the Middle East. She was an accomplished speaker and conveyed confidence—attributes valued by Mrs. Fleming in the leaders of her schools.

G.M.



Headmistress Ruth Clay with students

## TASIS HELLENIC: The Best Kept Secret in Town



Campus of Tasis Hellenic International School

High above Athens, nestled in the leafy northern suburbs at the foot of Mount Pendeli, a devoted group of energetic international educators gather each day to carry out important work on a project that is quietly changing the future of many young lives. They are the teachers and administrators of TASIS HELLENIC International School, whose experiment in Anglo-American international education is meeting with overwhelming success. In a world that has come to accept that "small is beautiful" TASIS HELLENIC is an outstanding example of an institution that is interested more in the dynamics of its educational program than in increasing its enrollment. The School's location on the quiet back streets of Kifissia and Vrilissia is not broadly publicized, and many assume from its unusual name "TASIS" (an acronym for The American School in Switzerland) that it is a Greek school. Nonetheless, during the past ten years, thousands of families have made a point of learning more about one of the best kept secrets in town.

One of the interesting features of TASIS HELLENIC has been, given the continuity of the faculty, its ability to adapt to meet the changing needs of the expatriate community. This has resulted in the development of a more international dimension and the growth in popularity of its British curriculum. The majority of students are native English speakers working towards a U.S. college-preparatory diploma. However, more and more Europeans are finding that the School's British curriculum prepares them for higher education in their native countries. Students still have the choice of following either the American or the British curricula. Such flexibility widens the educational options for these students, and this is a welcome feature for the globetrotting children of multi-national expatriates who are often transferred at very short notice.

The goal of a TASIS education is not only to give students a strong intellectual grounding, but also to instill a commitment to international understanding and a sensitivity to others. TASIS students are encouraged to learn about

their host community in a variety of ways. They are involved in numerous community service projects—everything from planting trees to helping disabled children—which is much appreciated by the Athenians. Through these charitable activities and their many local course-related field trips, TASIS HELLENIC students have many opportunities of getting to know the people of Greece, their needs, attributes, rich history, and their immense contribution to the culture of western civilization.

Greek American Trade Bulletin (Excerpt)  
March-April 1990

*TASIS Greece will also enroll increasing numbers of students of many different nationalities whose parents are undertaking professional assignments in various locations worldwide. TASIS Greece's offerings include the opportunity to prepare for British G.C.E. examinations as well as courses leading to the International Baccalaureate Diploma.*

Fernando Gonzalez (1981)

*I also remember, when TASIS Greece was being started up, sending two of my young progeny off from England to Greece overland in a VW beetle. They were under 20—Gaby des Champs and Ann Clements—and they set off for Dover fancy-free without even a map: "Oh, we'll buy one on the ferry . . ."*

Mary Hart-Danby (2004)

*The story of the two young secretaries packing up to go off to Greece to get the new campus started outside of Athens, realizing only as they were about to set off that they still needed a map, typifies, perhaps, the enormous enthusiasm and confidence of those fortunate enough to have participated in the early years of the TASIS programs—and may be considered by some as symbolic of the way some of the programs developed—with the "roadmaps" being "picked up" when and as needed "on the way."*

Kate Woodward (2005)





Elementary School Principal **Pat Yassoglou** with students.

**Starting a school in Greece** was an idea that had come from my trip to Saudi Arabia. There was a need for a General Studies program to educate the average student. When I proposed this to the Board, they said, why not—Greece was as good a place as any. I wanted a place close to the Middle East and Saudi Arabia, from where we had 250 boarding students. There was a huge market for us, in the heydays of the late 70's. So the Board approved it and off we went. I spent six months living in Greece, setting up the school and, with the help of **Chris Frost**, hiring teachers and getting the facilities ready. We were starting in an hotel, and right next to us, adjacent to this hotel, was another school called "**The Hellenic International School.**" Their people came over to meet with me and asked why we were starting a school. So I said that we believed that there was a market for a TESIS-style school. And they said: "Why don't we merge?" to which I replied: "We don't take partners in schools; we do our own thing." They wanted us to take care of the boarding students and the housing, and they would be responsible for the education. I then said: "Our Board would never approve that, but I tell you what we can do—we can take over your school," which was a quite gutsy proposal because they had 500 students at the time, and we had none. Actually, the

Board approved it and we took over Hellenic International School, because it was easier than starting a school from scratch, particularly in Greece, and we got a ready-made school that we could educate our students in. It was a huge success from day one, with 80-90 boarding students and ca. 500 day students, and that school grew to 750 students within three years. Then, Greek politics took over. There was a Socialist government where private schools were not held in high esteem and they made it very difficult for us to operate. The numbers started to drop and we clearly got concerned about the safety of our students and moved the boarding program to Cyprus.

We never owned the school in Greece—we only rented it. In 1999, we took on a partner with a franchise agreement, part of which was the use of our name for the transition of five years. For us, it meant that he took on all the liabilities and all of our staff, so we didn't have to fire anybody or close the school. But in 2004 we decided not to extend the contract, and it has now changed to the "Athens International School." We no longer have a financial commitment or responsibility for the school.

**Fernando Gonzalez** (2005)

## A Special School

**A dread for the color blue was the result of my first day at TESIS HELLENIC.** I was a mere seventh grader straight out of an American school where kids wore and did whatever they pleased. I was used to having 30 people in my classes—people I hardly knew or cared about. I thought all schools were like that, and enrolling at TESIS changed my views on a number of things. As I gradually came to realize, being a TESIS student is something as special as belonging to a certain family—a family we have come to call our "TESIS family." My six years at TESIS have been very memorable. The friendships I have made with kids my age and with teachers will last for a lifetime. It is so amazing how a group of about 300 people can be so hospitable, warm, sincere, and friendly with each other. This is very rare in our day, and I'm so thankful that I was given the chance to be part of the special school. I'll never forget our Tag Days, cabarets, dances, proms, bake sales, detentions, study halls, slave sales, EMAC competitions, and class trips. These happy memories will stay with me forever, and even now I look back at them with a faint sense of nostalgia. I know I am really going to miss this place when I graduate in 16 days.

**Christina Alexandra**, TESIS Hellenic '90 (1990)

... Then I was persuaded to look East. I didn't particularly want to, but I was persuaded to look in Greece, and that school, TESIS Hellenic International School, is still going strong with almost 400 students, exclusively day. We start-

ed out wanting a boarding school there, and, in fact, we did have a boarding school there of 175 boarders, TESIS Greece. Then politically Greece became difficult in terms of its stance toward Americans. They were very anti-American because of our bases, so we moved the boarding department to Cyprus, which was another Fleming folly, one of the ones that you might say I lost instead of won! The school was successful, but financially it was a loss. The people who were there loved TESIS Cyprus and it was on its way to becoming a good school too, but then the oil market fell in Saudi, and most of our students came from that part of the world. We stayed on in Greece with a day school, but we are again concerned because the school is in a rented property. Do we want to stay in Greece on a long-term basis, and is it worth investing to purchase in a country so politically unstable? That's one of those decisions I am supposed to make tomorrow, or the next day, or the next week.

I have had a few setbacks, of course, but I never lose any sleep over them. I just go onto the next project because you can't expect to win them all. One does make mistakes. Sometimes mistakes are made because of other people, when you allow other people to influence you. I trust my own instincts more than I do almost anyone else. It is usually when I am influenced by others that I get into trouble...

**MCF**

## Transplanting TESIStry



**A week or two after arriving in Athens to assume my role as Headmistress of TESIS Greece,** I sipped tea on our wisteria-covered terrace with a parent who had educated two of her children at TESIS Lugano and was enrolling a third with us. I was taken aback by her sudden assertion that what she saw "just isn't TESIS." Her words crystallized our immediate challenge: to create from the material at hand a school that would be genuinely TESIS. The material at hand was substantial. From the sunshine on the blue Aegean to the terraced elegance of the Cecil, we had beauty. Across the street we had an affiliated day school with a steadily increasing reputation for academic excellence. I didn't know it yet, but we had a brilliant team of enthusiastic teachers selected with remarkable acumen by **Christopher Frost**, as well as a student body with a genuinely sunny disposition.

It was there for the making. All we had to do was discover the components of this elusive quality of "TESISness" and make it happen here. As a newcomer to TESIS, I realized that there was an indefinable specialness that had to sweep down from Switzerland, via England, to Greece. One of my first clues was contributed by the inimitable and invaluable **Alexa Mason** (former secretary to **Peter Stevens** when he was Headmaster in Lugano). Alexa chanced to remark of someone who had come by for an interview that the person struck her as a perfect "TESIS type." Realizing that I was on to something, I looked to Alexa for more limits as to the nature of TESISity and she proved an invaluable guide. Gradually, under her tutelage I got the hang of it. I learned that it also had something to do with opening banquets, receptions, welcoming speeches, and flowers. Some place I sensed a style, a signature... a very individualistic signature, indeed, as I ultimately realized. "**TESIStry**" begins with **Mrs. Fleming**; that became obvious. Her sense of beauty, of graciousness, of appreciation for individuals, and the life and education she envisioned were the source of the TESIS hallmark. Clearly, the magic originated with her and spread itself among the "TESIS types" she selected.

Thus, our new teaching team caught the spark from the sprinkling of TESIS old-timers. **Gabrielle Des Champs**, who

had done the initial on-site spadework with **Fernando Gonzalez** in the spring, stayed on to run the admissions office. Not content with that (and in the true spirit of TESISism) she branched out into birthday cakes and Halloween (or was it Guy Fawkes?) apple bobbing. **David Chandler**, a recidivist from the England campus, showed us the stuff a TESIS activities director is made of. Only he could motivate 50 teenagers who don't know each other to play charades and like it; sing-alongs with original lyrics about campus life and the people became part of the ambience he created. The absolutely foundational **Gerry Roy** (another TESIS recidivist from England) kept us sane and balanced (as sane and balanced as one can be without being in serious violation of TESISality). **Bertha Seifert** combined the TESIS lifestyle with retirement (only Bertha could simultaneously retire and not retire); thanks to her we learned to hate the scales as rendered by Gerry Roy practicing in the early morning hours. We even got some timely hints from a few students who left a safe thing in England and Switzerland to help make it TESIS in Greece. **Kim Copeland**, **Ralph Radcliff**, **Katherine Short**, and **Alexandra Putman** saw to it that no tradition got lost in our shuffle.

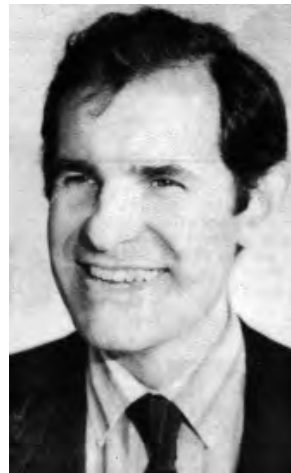
I still work on comprehending the indefinable essence of TESISology, but I think I have some inklings. It's all the obvious things that our catalogues describe: high academic standards, low student-teacher ratio, articulate educational philosophy, quality teachers, fine facilities, and more. That we have, but TESISism inheres in less obvious forms. It has to do with carnations and chocolate bars and personal notes from advisors placed in students' rooms to welcome them to TESIS. It's a dorm resident fixing a soothing cup of tea for a student awaiting a Disciplinary Review Board appearance. It's the entire male faculty risking life, limb, and machismo in a student-faculty football game. It's senior banquet nostalgia and graduates who write us the day they arrive home. It's faculty caroling by candlelight in the student corridors the eve of Christmas vacation. Always it's the something extra—a little more imagination, a little more caring, a little more extending of ourselves.

In the much-needed (but curiously empty) peace and quiet now that the students have left for the summer, a few of us are left to ponder our product. Did we create the genuine article—a real TESIS school? Well, if we hadn't, would two-thirds of the faculty be backpacking off to Africa together for the summer? Would we be excited about next year during the final exhausted week of this year (like phoenix from ashes, I must say)? Would we all, every one of us, be coming back to do it all again and even better in September? Actually, I think we've succumbed to an uncommon strain of international virus known as TESISitis. Message to purveyors of antidotes—don't call us. We'll call you.

**Dr. Ruth Clay**, Headmistress TESIS Greece  
1979 - 1983 (Alumni Magazine 1981)



## An Interview with the Headmaster



John Kidner, Headmaster  
1983 - 1984

**Today:** Last year TASIS HELLENIC offered both a day and a boarding program, whereas, after the move of the boarding department to Cyprus, you are now running what is totally a day school. Do you find this makes TASIS HELLENIC a very different school now?

**Mr. Kidner:** Of course, academically the school is very much the same, with the exception of the loss of a few courses from the General Studies program, which was instituted at the inception of the boarding department four years ago. However, there definitely is a different feeling this year. The day students now feel that they are top dogs—in the past it was natural for the time and emphasis to be somewhat more on the boarders, since they were the students who were actually living at the school 24 hours a day, and they needed to feel the attention more focused on them. But now the day students are taking the lead rather than following along with whatever the boarders organized in the past in terms of trips, dances, or other social activities. The two groups of students even seem to blend better now at a distance. We had wonderful team visits from old TASIS HELLENIC boarders who are now at TASIS Cyprus, and the kids seem closer than ever. I think the day faculty have benefited too and are able to be more relaxed because of their time away from the school—and the students themselves certainly benefit from the time they spend with their families.

**Today:** Mr. Kidner, you are Head of the TASIS school with both the largest number of nationalities and the most diverse spread of curricula. Could you give us an idea of the

special flavor or feeling that this may give to your student body and campus?

**Mr. Kidner:** We do have 28 different nationalities represented at TASIS HELLENIC—which include 123 U.S. citizens and between 70 and 80 Greek Americans. For all these different students, we offer American College Preparatory, GCE, Advanced Placement, and ESL courses. We find that this combination allows us to be much more flexible in adjusting to individual students' needs than a high-powered International Baccalaureate program which is extremely demanding and more limiting. Our combination of courses allows students to participate in two programs if they so desire, for example, following two level courses along with other courses in the American College Prep curriculum. We have no big splits along international lines within the student body, which is very nice—in fact, there is a general feeling of cooperation and interest in each other's backgrounds which manifests itself most clearly, perhaps, in our very popular International Day in April. Parents participate too, and the entire community enjoys the chance to share their most interesting cultural differences. As far as faculty are concerned, the mix of nationalities which comes about because of offering both the GCE and the American programs is very fruitful. We end up with both American and English nationals as teachers, as well as, of course, Greeks and Greek Americans who live locally. Their presence definitely adds piquancy to our international community.

TASIS Today 1985 (Excerpt)



Bettina Zachariou, '94

**TASIS Hellenic has been a light** in the private sector of schools in Greece. I grew up in TASIS and I have a special place for it in my heart. I attended from kindergarten to 12th grade and never regretted one single year. I actually was on the TASIS campus in my infancy! My parents held church services on Sundays in what is now the Theater.

TASIS is not only an academic environment, but also one of the best tools to developing international understanding and union amongst nations, cultures, and ethnicities. I have learned how to be globally aware from growing up in this school more than anywhere else.

It is more than just educational . . . it's experiential.

Bettina Princess Zachariou  
TASIS Hellenic '94 (2000)

The school in Greece ran very successfully as a combined day and boarding school for three years. Then problems arose. A very strong anti-American sentiment manifested itself in Greece in the early 80's as the Communist Party gained strength. Ruth Clay convinced Mrs. Fleming that it would be opportune to move the boarding section out of the country and suggested Cyprus since it was relatively close to Greece and the Middle East.

**Fernando Gonzalez**, Director of Development at that time, tried to convince her, unsuccessfully, to consider Majorca instead. He knew of a school there for sale and he felt Spain offered a more acceptable culture, and, most of all, it was not a politically divided island as was Cyprus, with all the complications such a situation implied. But her mind was made up and she was not swayed. In 1983 the boarding section of the school left Athens and the 50 or so students moved to Cyprus.

G.M.



## TASIS Cyprus



In 1983, in a speech dedicating her new campus in Cyprus, the importance of her expansion into the international arena is emphasized by Mrs.

Fleming to her audience: *You are part of the TASIS dream which started 30 years ago—with 12 students—and now there are 2000 students each year from 40 countries of the world. What better formula to teach international understanding based on rigorous academic training . . . than having our young people live and work together and helping them build toward a world of peace rather than self-destruction; how better than in the tradition of the best in independent education to teach our young to value and thus preserve the magnificent heritage of Western civilization and freedom.*

G.M.



Exploring the historical sites and experiencing the cultures first-hand of various countries around the rim of the Mediterranean Sea, the students of TASIS Cyprus participated in the School's first In-Program Travel for a week in October. The 8th and 9th grades travelled to Crete; 10th grade to Egypt; 11th grade to Athens and its environs; and the 12th grade studied, in particular, the art and architecture of Italy.

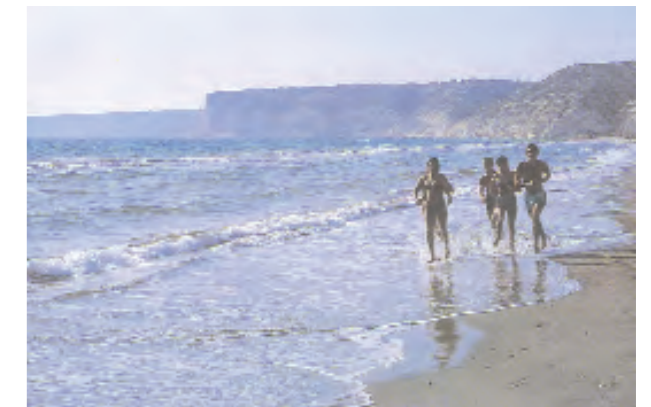
TASIS Today, Winter 1986



TASIS Cyprus chemistry class

The American School in Switzerland is proud to announce the opening of TASIS Cyprus in September, 1983. Located in a spacious hotel and grounds on the outskirts of Nicosia, the island's capital, the School offers American College Preparatory and General Studies curricula for co-educational boarding and day students of all nationalities in grades 9-12.

The founding of TASIS Cyprus is a further commitment by TASIS to offer the highest standards of independent education in Europe. The location of Cyprus at the crossroads of Greek, Turkish, Arabic, and European cultures and its proximity to the Middle East make the island particularly suitable to serve the educational needs of expatriate students living in Saudi Arabia and other neighboring countries. The variety and wealth of cultural and recreational facilities on the island include archaeological sites dating back to 7,000 B.C., the Troodos mountains where skiing is available, and the plentiful sandy beaches along the southern coast.

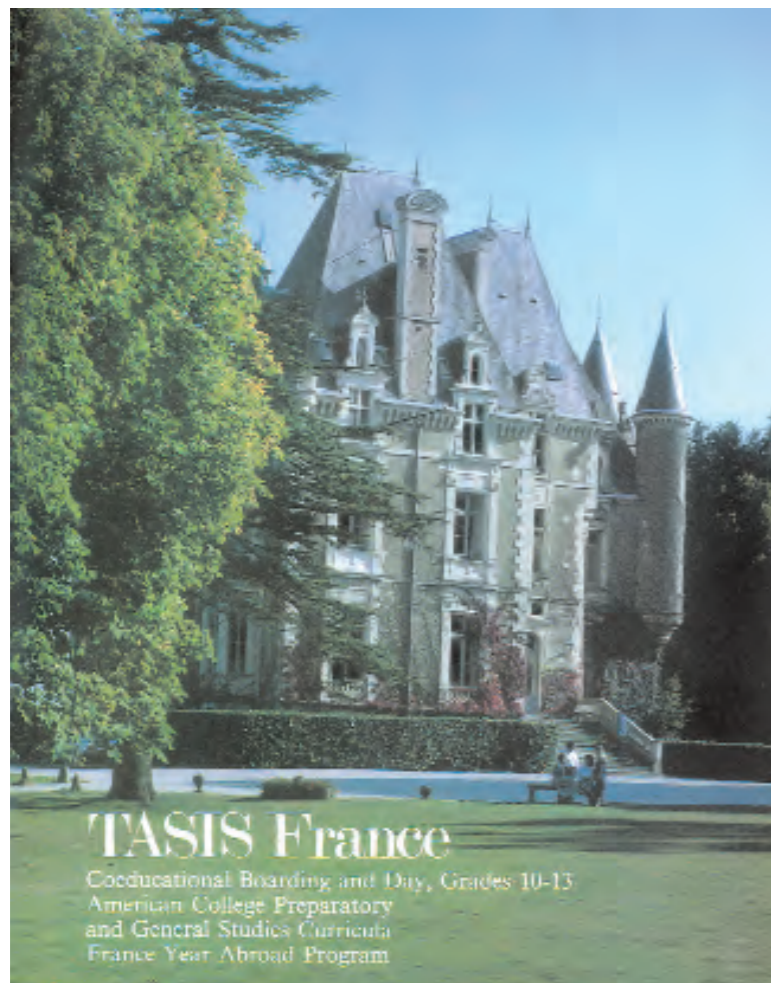


The pool courtyard

A fall in the oil market and the consequent decline in the number of American families stationed in neighboring Gulf States reduced the student population, which led ultimately to the school's demise just three years after it had opened.

G.M.

## And Then...



The American School in Switzerland—TASIS—is proud to announce the opening of TASIS France in September, 1986, and the TASIS France Language Program in the summer of 1986. The Program is designed for students in grades 11-13 (ages 16-19) who wish to have a concentrated year of study abroad. The **TASIS France Year Abroad** will take place near La Ferté Bernard on the magnificent 75 acre estate of Château Beauchamps. It is an idyllic country setting, yet is only half an hour away from Chartres and Le Mans, an hour and a half away from Paris, and two and a half hours away from Mont St. Michel and the Brittany Coast. The Château's location in the gently rolling countryside of the Sarthe provides a tranquil base for study from



Opening Announcement Nov. 1985  
*TASIS Today*, Winter 1986



Château Beauchamps

which students can enjoy a wide range of off-campus activities, sports, and excursions. Château Beauchamps, built in the 9th century on the site of an earlier chateau and recently restored, is situated in the middle of the grounds with splendid views in all directions. The Château houses an elegant salon with a small library collection, an oak-paneled dining room, classrooms, administrative offices, and student and faculty residences on the upper floors.

The course of studies is designed to enable students to follow an American College-Preparatory curriculum while concentrating on French language, history, and culture. The main goal of the Program is to acquire proficiency in the French language, and to this end, all students are enrolled in intensive French at the appropriate level. Central to the Program are the three Year Abroad Seminars in French Literature, History, and Art and Architecture. These demanding and stimulating courses draw upon the educational and cultural resources of France and are designed to expose students to French civilization and its people through an extensive course-related travel program.

**A French Family Home Stay**, a two-week ski term, extensive travel, sports, and extra-curricular activities are integral parts of the Program and help to achieve the main goal of developing proficiency in the French language as well as making the most of the student's European experience. In addition, optional trips are available during Christmas and Spring vacations.

The TASIS France Language Program offers two four-week summer sessions of intensive credit-based courses in French and English-as-a-Foreign-Language at the beginning, intermediate, and advanced levels. Excursions, sports, art, and activities provide additional opportunities for developing language skills.

Students at TASIS France will enjoy the tremendous extracurricular possibilities offered by the school's proximity to Paris and will discover French cultural life by travelling to other areas of France as well.



Climbing the main staircase

It was not until 1986 that Mrs. Fleming accomplished her long-held ambition to open a campus in France. The chateau she found was in the rolling countryside of the Sarthe, 30 minutes driving time from Chartres and Le Mans, and 90 minutes from Paris and the Loire Valley châteaux country she had explored eight years earlier. This property, Château de Beauchamps, was in a state of disrepair, but for her this served more as an inspiration than a disadvantage. She again showed her intrinsic ability to vividly convey her vision to those around her, as described by **William Eichner**, a long-time employee, colleague, and friend, who was being sent off on a recruiting trip to find students for this new school:

*I went to see her and the campus in May. The place was still a ruin. There was so much work to be done. This is Mrs. Fleming in her element really. She was camping out in one of the rooms which was going to become a faculty residence. The "dependence" was a beautiful old structure but I don't think it had ever had any plumbing . . . There was still straw in the barn . . . We were walking around and you'd see her pointing at things, saying "This will be the science lab, and this is where we'll have . . ." and of course walking with her you saw it. She was so good at transmitting her vision of something . . . you saw it because she believed in it so much. And she got the work done. She had the workmen there—she gets so involved with everything—and of course she knew them all on a first name basis and knew about their families . . . That was remarkable to see.*

Initially Mrs. Fleming visualized the new TASIS France as an immersion program for American high school juniors who wanted to spend a year abroad studying intensive French, but unfortunately this was not to be. William Eichner goes on to explain:

*The idea was that the curriculum was going to have a junior English class, a US history class, a couple of choices of math, maybe just one science, and then French literature, French conversation . . . A really special, wonderful curriculum, but for juniors who were interested in French . . . It could have worked on that kind of campus. This was a campus which didn't have a pool, didn't have sports fields. It was huge but it didn't have all the trappings of a big boarding school, but it would have been ideal for students who wanted to get involved in local French sports. Wednesdays would be free for kids to do that . . . That's what she was trying to do and I think she got seven or eight kids—and this was the April [before opening]. We were not going to hit 80 [the projected enrollment figure]; for a first year 30 would have been feasible . . . Hence the decision, unfortunately, to transform the program, which was why I was essentially brought in to bring the students from Cyprus.*

In fact Mrs. Fleming had two problems to resolve. The envisaged enrollment figure for the French campus was not materialising since the interest in French as a language was on the decline, and the Cyprus campus was no longer even

viable as the numbers of American families in the Middle East had fallen. Her solution was to combine the two elements. Her idea of an academically superior French immersion program had to be abandoned since there would be a need to accommodate the students in Cyprus who were following a less rigorous program than that at either of her other two campuses. With hindsight it can be argued that such a radical compromise should have been viewed as an unlikely recipe for success. The recruiting officer was duly dispatched to convince the parents of the boarders in Cyprus that TASIS France would be an ideal alternative, so in due course the 80 students from Cyprus were transferred. But there were several factors which were to cause problems, as identified by William Eichner:

*. . . it couldn't be a typical boarding school. Now it was 80 students. We'd filled it to capacity but it was too isolated, not enough to do, only 80 kids, out in the middle of nowhere. [It was] an hour and half from Paris—and I mean a long hour and half. Between there and Paris there was absolutely nothing except a few Gothic cathedrals, which I thought were charming but the kids thought "we've seen one, now let's go to Paris and see a movie." They just weren't the right kids for the campus. We had to add Spanish . . . The poor headmaster, who thought he was running a small study-abroad program, suddenly saw all these "beach bobbies" from Cyprus. Their idea of a weekend was going to the beach and discos. They had no interest in French culture or anything.*

Although Mrs. Fleming spent a great deal of time on the campus she had hoped for so long and got to know the students really well, the decision to close the school by February of the following year was an obvious one to make from a financial point of view. Some attempt was made to enhance enrollment by recruiting again in Saudi Arabia, since 40 or so students at TASIS France were seniors and would be graduating anyway. In a declining market in that part of the world, it was impossible to find that number or more to replace them. The remaining 40 students were given the option of transferring to either TASIS Lugano or TASIS England, which the majority of them did.

G. M



Mrs. Fleming recognizes the school's failure for a wider variety of reasons:

*In France it was very successful in the summertime, but not in wintertime . . .*

*I thought it was a good idea because [the students] were supposed to acquire fluency in French yet not lose any American credits . . . But as you know the interest in French has dwindled almost to the point of being non-existent . . . In the first place timing, which is so important in life, was bad, because the dollar took a plunge from ten [francs] to six, so it made everything twice as expensive. Then they had a bomb in Paris—a terrorist thing—and the TGV [high speed train] wasn't finished, so it took nearly two hours to get to Paris . . . [The school] was near Chartres and Limoges. That is not exactly the heart of France and yet I really didn't want it to be in Paris, plus the fact that I have a weakness for châteaux! I bought that one in an afternoon, against my lawyer's advice. Everyone had told me not to go into France, but being pig-headed and strong-willed, wanting to get what I wanted, I did get it anyway . . . It's just one more Fleming Folly because it didn't work out. I think even failures are important, so I have never felt bad when people say I should never have gone to Cyprus or Greece or France, or I should never have done so and so; perhaps I shouldn't have, but I think it all had some validity and it may show the way for other expansions or other enterprises . . .*

**For a while there were several large TASIS schools—here in Switzerland, TASIS England, TASIS Hellenic, TASIS Cyprus, and then TASIS France.** So we always wondered if Mrs. Fleming was going to start TASIS Turkey or TASIS Singapore or some other TASIS venture. This was a very different era for the school—now we are much more settled and focused.

There were particular circumstances that led to starting these different schools. In the specific case of France, Mrs. Fleming, who had always loved France, had always wanted to have a program there. So she came up with the idea of a junior-year-abroad for students who wanted to come and have a year in French—getting immersed in the language, the literature, the culture, and at the same time keeping up with their regular American high school studies. A specific purpose of this program was to serve as the academic year.

Mrs. Fleming found this beautiful property—as she always did—and put a lot of work into restoring it. She had an enormous amount of energy, considering she did this when she was already 75. She bought a château which came with a huge “dependence” that she had to restore completely. It had a small apartment, but it was mostly pigs and cows and hay lofts. So there was a lot of work involved to have it ready for the students. The program was designed for 80 students. Creating this program was the last big project that she started from scratch.

It was a great idea. Mrs. Fleming created a wonderful program that had some real academic merits and was in a beautiful place. She had hired some very competent people to teach there. But we didn't recruit many students. Only about 8 instead of 80 who were interested in this specific French immersion program. And it was already late in the day, April or May before we were going to start. There were a



couple of reasons: Politically there had been terrorism in Libya and also in France, so Americans were cautious about coming over. I remember that year there had been some terrible explosions right in Paris. Then, the French had instituted some new visa regulations for Americans that year—they had come up with a complicated visa system. So there were several things working against us—terrorism in Europe, the visa requirement, but also the timing. It was a very good program, but recruitment of students started only in the preceding winter. It takes a year or longer to build up a program, so we asked ourselves what we could do, having the facilities and faculty to accommodate 80 students . . . Therefore, we decided to make it a full-fledged TASIS-type high school boarding program. We kept the original program for the 8 students who had signed up, but for the rest it became “The American School in France.” We had a wonderful year and a very intense program.

Bill Eichner (2004)

**It was a time of great turmoil . . . the Red Brigade, terrorism in Paris, the economy in peril, the dollar dropping.** Our Year Abroad program was planned as a boarding program where students would be based in the Château and then travel. But because of the weak dollar and people being afraid of travelling, we never were able to get the number of students we wanted. So the original General Studies students from Greece who now came from Cyprus were the wrong students for the program in France. It wasn't the right place for them and it was isolated, too, far away from anywhere. But it was a beautiful château and restoring it was tremendously exciting—Mrs. Fleming and I put a lot of time and energy into it.

Fernando Gonzalez (2005)

# TASIS Summer Programs

## England Switzerland



TASIS England  
Summer School



The Summer Language Program



The Soccer Camp



Le Château des Enfants

## TASIS Summer Programs since 1970



### 1970 - present

- Le Château des Enfants (CDE)  
A summer program of learning and fun for ages 6 - 10  
First year at Le Château de La Boissière, France, then Vezia, later Montagnola

### 1977

- The Summer Outdoor European Experience (Swiss Alps Mountaineering/Cycle Touring)
- Architecture/Photography Workshop

### 1978 - present

- TASIS Summer Language Program (TSLP) now called TSP–TASIS Summer Program
- TASIS England Summer School (TESS)  
Courses for ages 12-18 in major academic subjects  
Enrichment courses in various fields
- TASIS English Language Program (TELP)  
An intensive course of English as a Second Language for ages 12-18, including sports, activities, and excursions

### 1986 - present

- TASIS French Language Program (TFPL)  
1986-1989 Le Château de Beauchamps  
1991-2001 Rougemont; since 2002 Château d'Oex  
An intensive four-week session for ages 13-17

### 1989

- La Vie de Château—Summer Program for adults (Le Château de Beauchamps)

### 1993 - present

- TASIS Spanish Summer Program (TSSP), a one-month intensive course for ages 14-18 based in Salamanca

### 1999 - present

- The Middle School Program (MSP)  
Courses in English-as-a-Second-Language or French for ages 11-13, including recreational activities

### 1994 - 2005

- European Architecture and Design, a four-week summer course of architecture, architectural history, design, and photography

### 2002 - 2004

- TASIS Tuscan Academy of Art and Culture, a three-week summer program for ages 15-18 offering Art History and Studio Art

### 2004 - present

- Les Tapies Arts & Architecture, a three-week course in the South of France for ages 16-19

## The International Experience



On the banks of the petit Seynes river there is a fairytale but real live petit château called La Boissière. It has two towers, a winding staircase, a small courtyard, and it was built 800 years ago by a chevalier who was going off to the Crusades. He sailed away from his castle in a small boat from a small port in a walled city called Aigues-Mortes, which was only a few kilometers away from his castle. He never came back, so now we can live in his castle.

We can live there for a whole month, but instead of polishing armor and jousting with lances we learn to swim in a cool pool and we speak French for fun so that we can ride French-speaking horses and play with French-speaking young French ladies and gentlemen.



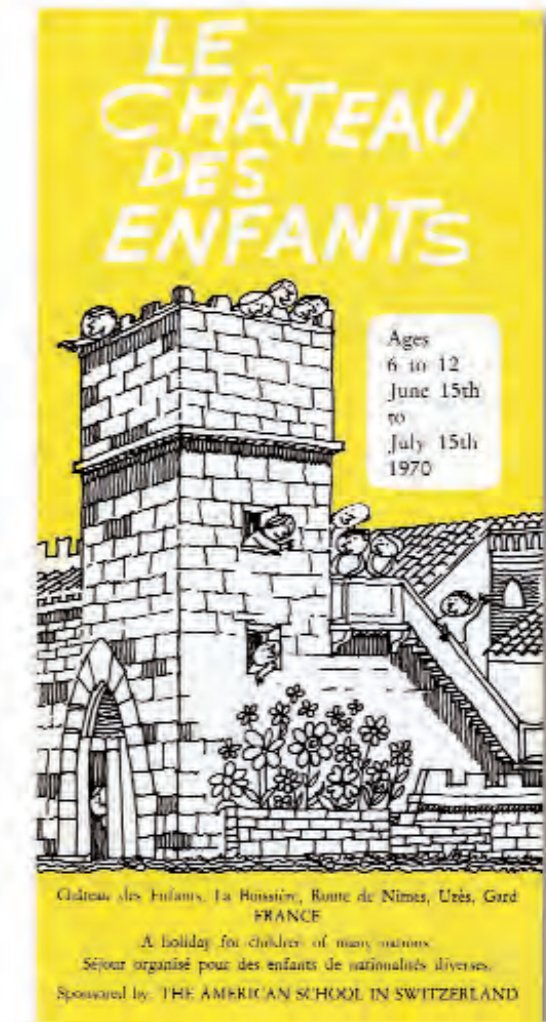
Enthusiastic children and counselors on a "Château" outing in Switzerland

*Four years ago, in the spring, Mrs. Fleming invited us to her house to tell us about her latest "crazy idea." However, the idea was not as crazy as it first seemed. Mrs. Fleming wanted to create an international program for young children in the summer and was asking us to head it. We accepted with enthusiasm . . . not really knowing what we were in for!*

*The first year was idyllic: we had 13 children and we were 5 adults taking care of them. The place, too, was idyllic: a medieval castle in southern France, "Le Château de la Boissière", outside Uzès. We had the whole of the Provence within our reach: Les Baux, Le Pont du Gard, Avignon, Arles, and the Camargue.*



John and Michèle Watson



*The next year we were looking forward to renewing our acquaintance with this beautiful area, when Mrs. Fleming, who likes to keep her staff flexible and young, announced to us in the spring that La Boissière was for sale and that the program would take place in Lugano. That time we were running for two months and our numbers had grown to 61. We lodged in one wing of Villa Negroni while ARTE, the drama program sponsored by TASIS, had the other wing. Once our first disappointment was over, we discovered that Ticino offered as much excitement for our youngsters as southern France. We took them to Monte San Salvatore, Monte Generoso, the Swiss Miniature in Melide, the castles in Bellinzona. We organized boat rides on the lake and walks in the neighboring hills.*

*Last year our group grew to 90 children and this year we are beating all our records with a total number of 130 for the two months. The first month we took over the whole Villa Negroni: the girls had their quarters in the main wing while the boys lodged in the Pozzo wing. It was a very good month which climaxed with an open house for parents and a banquet followed by an evening of plays.*

John and Michèle Watson (1973)  
CDE Directors

*I read in the Alumni News about the first year of CDE—they had swimming and riding and hiking, and they did a little bit of mime in the evening with the Watsons. I was running my own camp at that time. So I called Mrs. Fleming and pointed out to her that they didn't have Music and Drama, and I went down from Boston to New York, showed her pictures of what I had been doing for six summers and told her: "You need Music and Drama in your camp. You need me . . ." And she replied: "I think I do . . ." So Music and Drama were introduced and I am still teaching it . . .*

*These days, the children are more sophisticated. There are higher expectations, too. There is a more material element than in the old-fashioned kind of camp we had in the 70's. For example, we went to the Val Verzasca and really camped for three days and nights, rain or shine, with cookouts, camp fires, and everything . . . Now, there is more emphasis on trips—on taking children to different places.*

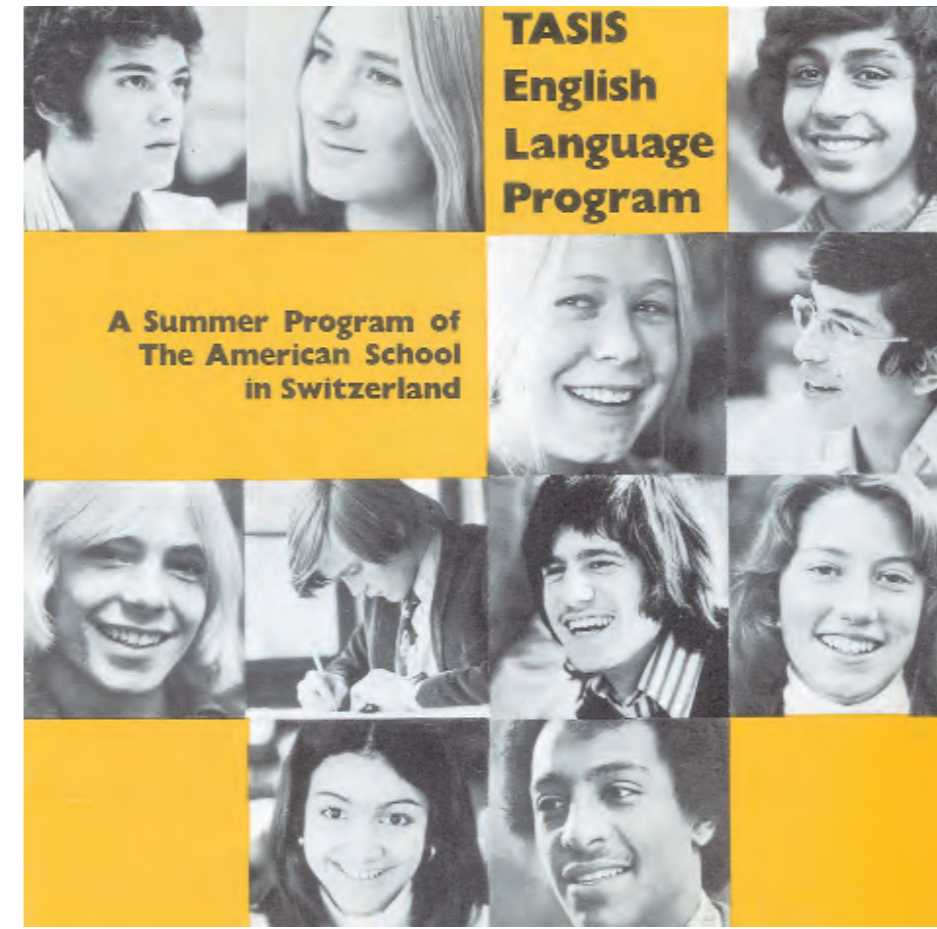
*When I look at all the brochures that we get, I notice that there are more and more international children. In the PG year, we were almost all Americans. That makes a huge difference. We can see it in the summer school, too. In the early days of CDE, we had quite a number of German and French children—now they are from all over the world, which makes it very diverse.*

*Elizabeth Crawford, PG '66 (2004)  
CDE Counselor*



**C'est la Vie de Château!**  
Forty people participated in a new two-week program offered to adults which took place at Château de Beauchamps. A number of the "mature students" came via the interhostel program sponsored by the University of New Hampshire, the rest were TASIC alumni who came back for the inauguration of the newest phase of a TASIC education. "La Vie de Château" was an overwhelming success and, knowing Mrs. Fleming's pioneering spirit, may be the first of more adult education opportunities to come at TASIC.

*TASIC Today, Fall 1989*



TASIC offers five summer programs on its European campuses. The most distinctive feature about them is that they are each quite different from one another. While at first glance it may appear that they are all the same basic program offered in different countries, a closer look will reveal how each one has its own strengths and advantages. The one common denominator is that they all afford young people an opportunity to benefit from academic study in a culturally enriching European environment. But, that is not to say that TASIC summer students do not have a lot of fun at the same time, since as much care is taken in planning excursions and activities as in preparing the academic curriculum that they supplement.

In addition to the academic programs available at the three campuses, there are a myriad of complementary electives such as drama, art, music, and sports, but it is perhaps the wide selection of travel opportunities available that makes TASIC Summer Programs an unforgettable experience for the youngsters they attract. These range from day trips to local places of interest, to overnight or weekend excursions to major European cities such as Florence, Venice, Vienna, Paris, London, Edinburgh, Madrid, and Dublin. Of course, these trips are taken under the supervision of qualified teachers who ensure that students enjoy a balance of cultural enrichment in the form of guided visits to museums, palaces, and churches, and of fun, by way of shopping trips, walks along the famous boulevards or in the beautiful parks of these cities, or meals in their restaurants and cafés.

Although each of the TASIC Summer Programs is unique, they all attract students from every corner of the globe who come together for a short time to interact, study, and share experiences. They learn about each other's families, schools, foods, religions, and customs. They learn, in spite of their differences, how much alike they really are. One need only observe the teary farewells at the end-of-term parties to understand how close the students and teachers become. Friendships are forged that endure through the years and testify to the fact that summers spent at TASIC have a lasting influence on a child's life.

*TASIC Today, Autumn 1988*



**TASIC English Language Program.** Once graduation is over and all the students and most of the faculty are away on a well-deserved vacation, a few of us stay behind to get ready for the summer programs. After three weeks of relative quiet, during which time the dormitories are cleaned, the wallpaper changed, and the bathroom walls white-washed, the campus comes to life again as our summer staff and students arrive towards the end of June.

*Akbar Khan, Director of TELP, Lugano  
Alumni Magazine 1979*



## TASIC Summer Language Program

The TASIC Summer Language Program complements regular high school language courses where reading and writing are emphasized. The TASIC summer courses provide students with a unique opportunity to gain confidence in their ability to speak, and as their skills improve so do their appreciation of and enjoyment in learning the language. In addition to the intensive language program, TASIC maintains a busy and varied schedule of other activities which include art, photography, computers, singing, and film-making. Summer is also a time for fun and outdoor activities.

The international atmosphere that is the essence of the TASIC Summer Language Program is one of the things that makes the program such a unique and unforgettable experience for our students. The TASIC community itself becomes a multi-lingual language lab with students and staff from approximately 30 nations with 20 different language backgrounds.

*Akbar Khan*

**Akbar Khan, Director**  
*TASIC Today, Spring 1996*



*Even though I spent 13 summers at TASIS, both in England and in Lugano, I think my first summer, which was in 1981, is the one I will always remember. That is where the story really begins! I was a shy and a bit awkward 15-year-old Swedish teenager coming to Lugano to study English for the summer and was nervous beyond belief. That first night when crying myself to sleep, missing my family, I didn't know that the next four weeks would change my life.*

*The atmosphere that surrounded TASIS was magical and unique. I felt it right away. I do not have words to explain it, but if you have been there, you know. I spent the summer in a trance, hanging out with people from all over the world, realizing how amazing mankind is and embracing the diversity of my fellow students. I caught the TASIS bug! I returned the*

*following summer as a Château des Enfants counselor. How rewarding it was. I spent the following eight summers driving little kids to Valle Verzasca, Swiss Miniature, taking boat trips, etc. I have been to more discos and danced with more seven-year-olds than anyone I know. I have brushed more teeth, washed more hair, and hugged more kids than any one I know. I received hundreds of letters from children all over the world telling me how much they appreciated my support when they felt homesick or down. What a gift. These are things I will remember forever. These things have made me into the person I am today. I was also fortunate enough to join the Thorpe summer team, where I spent four summers.*

**Sara Borsgard Burke**  
TELP, CDE, and TLSP 1981-1994 (2000)

**Rougemont.** In the summer of 1991, the TASIS French Language Program, which ran successfully for three years at Château Beauchamps outside Paris, moved to Rougemont in French-speaking Switzerland. Based in lovely chalets in the idyllic mountain setting near Gstaad, the program was an immediate success. Formerly a girls' finishing school, the campus is ideally situated for a summer French language program. Not only does the village setting of Rougemont serve as a living language laboratory, but the proximity of Montreux and Geneva make excursions an integral part of the weekly schedule. The charming chalets, dating back to 1661, offer attractive, rustic accommodation for up to 75 students.

*TASIS Today, Spring 1992*

**The TASIS Way:** Having fun while practicing French is the goal of the program. Year after year students from all over the world come to take this opportunity and return home with fond memories of their experience. And this is what one French teacher back home had to say: "They came back with seven packs of photographs and tears in their eyes. On the first day back at school they wanted to speak French or go back immediately. They could not stop talking about their chalet, their American friends, their excursions to Gstaad and Paris. The social aspect of the experience was most impressive. On a linguistic level, they were graded according to their level and enjoyed the lessons and the possibility of applying their new knowledge as soon as they stepped out of the classroom. They had a wonderful time."

1997 Info



Summer Program in Rougemont (1999)

**TASIS FRANCE LANGUAGE PROGRAM (TFLP)**, two four-week sessions for students ages 14 - 18, provides an ideal venue for the study of French for anyone from the total beginner to the advanced pupil who can focus on literature and the rich history of the French civilization. Located in Château de Beauchamps, the Program ensures a "total immersion" approach to language learning. TFLP director **Marcel Serrailier** makes full use of the "living classroom"; by organizing cycling tours in the countryside and frequent trips to local villages and the swimming pool, he provides students with ample opportunity to use their French. For the student who wants a "taste of France," there is no better way than a month at TFLP.

*TASIS Today, Autumn 1998*



## Le Château des Enfants



Betsy Newell

*When asked if she was homesick when she first arrived, one eight-year-old Spanish girl replied, "No, but I cried when I left CDE!"*

*The oldest continuous TASIS summer program enrolls the youngest children. It continues to thrive because of its unique blend of traditional camping activities, with French and English language acquisition in a fun, happy, and sunny environment—the Lugano campus. The idea is to make learning a second language as easy and natural as breathing in the fresh Swiss mountain air. Many of the traditional CDE activities have not changed . . . but what is new in 1996?*

*For one thing, the 65 or so boarders come from 25 countries, many of which did not exist when CDE was started! Children return to the program year after year. Next summer **Federico Resnati** from Lecco, Italy, will break a record by coming for his seventh summer (he started when he was 5!) Each summer we add new activities and our staff brings to the program a constantly changing variety of skills and interests. Many Chateau alumni, some now sending their own children, can sing virtually all the songs they learned so many years ago. Daily singing is an enduring activity. The final night party and its drama and singing performances continue to*

*showcase the children's linguistic accomplishments and, of course, to delight their assembled parents. We are a cozy and loving home away from home, for most children's first venture away from their families. Without this secure feeling our children would not have so much fun—which they obviously do because so many return year after year.*

**Betsy Newell** Director, CDE  
*TASIS Today, Spring 1996*



## TASIS Spanish Summer Program



**The Summer Program in Spain** is a collaborative effort between TASIS and St. Stephen's Episcopal School in Austin, Texas, which created the program in 1982. The collaboration between the two institutions started in the summer of 1993. The program was created with the objective of offering

high school students the unique opportunity to continue learning while having fun during their summer vacation and to be able to earn academic credit in Spanish through a total immersion in the language, the culture, the traditions, and the history of Spain. Located about 100 miles northwest of Madrid, Salamanca has proven to be the perfect city for doing so, having been a learning center since the Middle Ages. The program uses the facilities of a beautifully restored 14<sup>th</sup>-century convent, which is one of the most modern and comfortable residences in Salamanca.

*TASIS Today, Spring 1996*

## On TFLP's Move to Château d'Oex

*We all know that moving can cause turbulence, but in the case of TFLP (TASIS French Language Program), the move from one small village to the next helped to make our program stronger. When our rented facilities in Rougemont were sold, we were determined to stay. Our goal*

*was to move without leaving. To accomplish this, we finally chose Le Vieux Chalet in Chateau d'Oex, home of TFLP since 2002. We took what we needed from Rougemont, moving from one set of charming wooden chalets, lined with geraniums, to the next. Our new, larger village, which offers better facilities, is one stop west on the local train, so we still feel right at home. We landed in a great new location.*

**David Damico** with seniors **Nikola Nikolov**, **Capucine Mabika**, and Head Prefect **Omer Capkinoglu**.



*After three successful summers in Chateau d'Oex, TFLP continues to enjoy the unique pleasures of this well-known winter wonderland, which is just as beautiful in the summer. TASIS students love the local alpine landscape, complete with grazing Swiss cows and hot air balloons rising in the morning sun. We are here to stay and look forward to more intensive summer French learning in the canton of Vaud. Come and see for yourself.*

**David Damico** (2005) Director TFLP

*CDE in my day was the whole age spectrum—we had 5- to 14-year-olds. There was a smaller number of children. Then there were more and more children, so they divided them into high school and young children. When these groups got too large, they had to carve out a Middle School program.*

*Elisabeth Crawford PG '66  
CDE Counselor since '73 (2004)*

**The Middle School Program**

*A summer of fun and learning for 11 - 13 year-olds*

*The MSP program was created in 1999 because 140 kids in CDE was twice the number that would really be appropriate for the age group. It's important that we all know each child individually. Even in MSP now there are 80 boarders and 20 day students, while in CDE we have 50 boarders and 20-25 day students. The little ones require a lot more individual attention—it's important to know what each child needs.*

*Betsy Newell, Director CDE (2004)*

The Middle School Program (MSP) is specifically designed for students aged 11-13 to provide appropriate academic challenges and recreational activities for this transitional age group within a warm and family-like setting. Students become a part of the intimate MSP community, but have the opportunity to enroll in more challenging language classes based on ability and previous experience.

The goal of the MSP is to provide students with an environment rich in language and culture. All activities, excursions, and classes are planned with this in mind. Weekday mornings are devoted to language classes and language-related activities such as singing, drama, and art. Trained ESL and French teachers work together with our director of music and the drama and art teachers to provide a challenging language experience for each child.

The ARCHITECTURE & DESIGN course (1994-2005) not only developed the students' skills in technical drawing, model making, and the history of Western European architecture, it also introduced students to the basic elements of design.

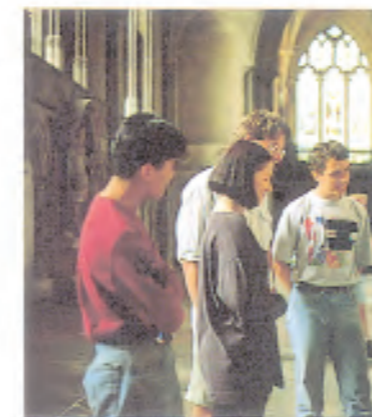
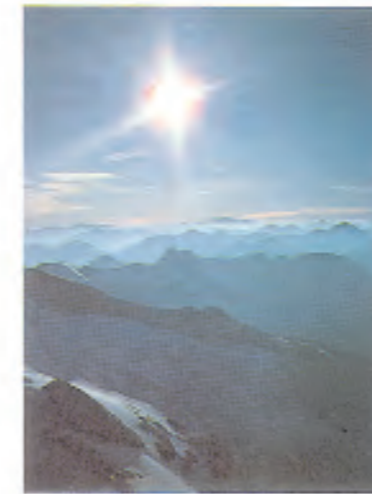


*The Architecture & Design Summer Program was created in 1994 as a brainchild of Fernando Gonzalez. Since it started, I have worked with several different architects. Each time the program has been slightly modified to accommodate their skills and talents. It's an ideas-based drawing course—I do the ideas and my partner does the drawing. There is a lot of exposure—this summer we did 13 field trips in 19 days. It's about showing kids things at a certain age, when they are very impressionable and open to this formative influence.*

*Mark Aeschliman (2004)  
Veteran TASIC Art History Teacher*



International students in the Middle School Program.



*Light up your summer at TASIC*



# TASIS 1990's



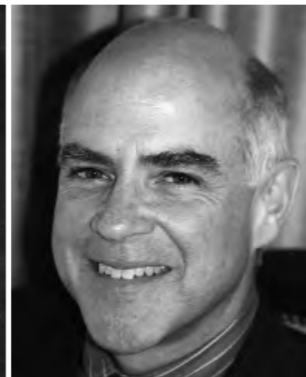
Aurelia Sassi  
Anne Frost  
Michelle Arslanian  
Barnes Brooks  
The Business Office:  
Angelo Piattini, Sarah di  
Lenardo, Miro Pozzi, Luca  
Ugolotti, Sabrina Paganini



Mark Aeschliman  
Nilda Lucchini  
Kristina Malcolm  
Chris Frost  
Elisabeth Malcolm  
Lynn Fleming Aeschliman  
David Mayernik



Melissa & James Eichner  
Mary Hart  
Paul Zazzaro  
Jan Stanford  
John McCallum  
Bill Eichner



## 1990

- TASIS' 35<sup>th</sup> anniversary Alumni Reunion in Lugano
- Mrs. Fleming receives Degree of Doctor of Humane Letters, Honoris Causa from the American College of Athens

## 1992

- New kitchen built under dining room and expanded dining terrace of Villa deNobili

## 1993

- TASIS Spanish Summer Program (TSSP) opens in Salamanca, Spain

## 1994

- TASIS Rougemont Summer Program
- European Architecture & Design Program (A & D), Montagnola

## 1995

- Ski Term moves from St. Moritz to Crans Montana
- New TASIS homepage <http://www.tasis.com>
- TASIS "Corriere" first issue

## 1996

- TASIS Lugano offers International Baccalaureate (started previously in 1979)
- Architect David Mayernik designs a new Master Plan for the Lugano campus:  
The TASIS Global Village

## 1997

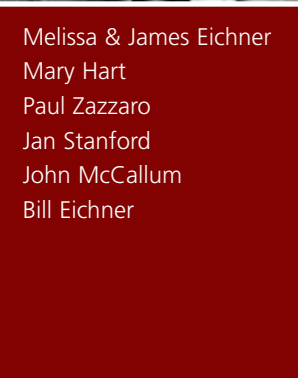
- TASIS receives local and cantonal approval for the new Master Plan and the new gymnasium; work starts in October

## 1998

- 275 students representing 35 nationalities with only one third North Americans

## 1999

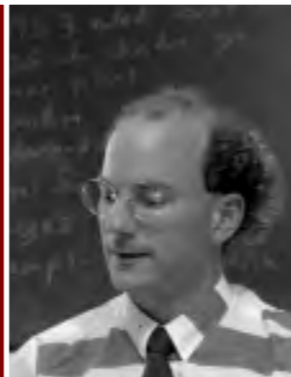
- Opening of the new Palestra, Montagnola campus
- Hosting of New Renaissance Architectural Symposium (Palestra, Montagnola) on Classical Architecture
- Middle School Summer Program—MSP (previously part of CDE)
- New TASIS crest (fifth since the beginning of the school)



Paul Greenwood  
Kay Hamblin  
Kitchen staff:  
Stefano, Elia, Luigi & Ravi  
Jean-François Hardy  
Horst Dürrschmidt  
& students



Maintenance staff:  
Eros, Bruno, Francesco  
& Angelo  
John Engstrom  
Taylor Johnson



Restko Predja  
Natalie Celik  
Brigitte Hartzell  
Jonathan Brand  
Fabienne Levett  
Candance & Owen  
Williams





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www.tasis.ch

Alumni and their accompanying family and friends gathered in Lugano to celebrate 35 years of TESIS. Coming from five European countries and a dozen American states, alumni unpacked in Monticello—where Max Page was presiding as “dorm resident”—full of admiration for the new boarding facilities and overflowed into Casa Norma. The sky was bright for the trip up San Salvatore, and a group of 25 boldly walked—or ran—down, arriving at the bottom of the funicular before those choosing to use more spectacular but slower cogwheel transportation. Leisurely strolling in Lugano was an option in the afternoon, although about

Ned Lynch (PG'66), Donald MacDermid (TASIS'61, PG'62), Mrs. Fleming, Kate Gonzalez



20 chose to visit the Impressionist exhibition, guided by Academic Dean Bill Eichner, at Villa Favorita. Mrs. Fleming accompanied alumni on their picnic on the heights and hosted the Reunion Banquet that evening in de Nobili. Heading a T-shaped table of roughly 70 alumni and guests, she expressed her pride in her alumni and her appreciation for their continued interest in and support for the TESIS Schools. Wednesday's trip to Verzasca looked dubious as the rain alternately cascaded down and slowed to a drizzle. But skies began to lighten as we left Lugano, and we remained dry once we entered the valley, except for a dare-devil alumnus who felt compelled to refresh himself by diving off the rocks at the Roman bridge. A barbecue at Sonogno gave guests ample time to reminisce, and just as we entered our bus to return to campus, the skies opened again. An elegant buffet dinner with wine and dessert on the SS Milano completed the activities in Ticino—with the most memorable moment of the boat dance perhaps that of Mrs. Fleming leading a conga line.

TASIS Today, Fall 1990

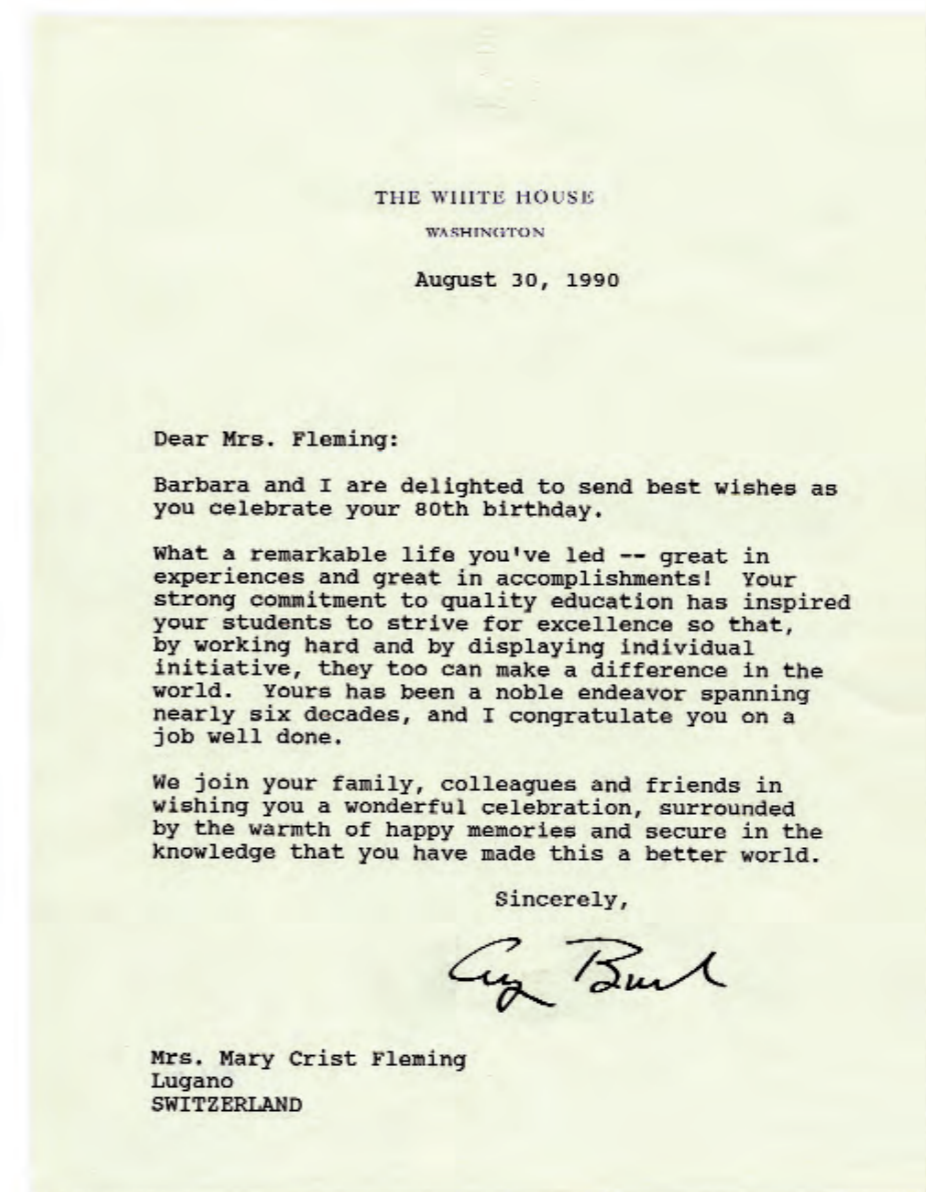
*What has made the position of Alumni Director the nicest job that anybody could wish for is that I hear from alumni over and over again . . . that the TESIS time was the best time of their lives. In a way, one could think—how tragic, if they reach their 40's, their 50's, their 60's, and they are looking back thinking that high school was the best time of their lives . . . It's somehow sad that they never had anything that surpassed that . . . But, on the other hand, from the school's point of view, it's fantastic—to feel as though this experience was so special that when alumni look back 20, 30, even 40 years, they still feel that that time was a golden time. It has shaped them. And when you see people who come back or people who have been out of touch for 30 years and they look up TESIS on the web and see the pictures of the school, which takes them back there, and they write . . . we try to answer everybody who contacts the school personally.*

Kate Woodward, Alumni Director (2004)

Paul Zazzaro informed the Board of a very important, although as of yet unofficial, proposal that the Montagnola Comune had voted to present to Bellinzona which, if accepted, would give TESIS a special zone with permission to construct a new building the exact same size as Monticello. There are, however, conditions. That is, no students may reside in Certenago whatsoever, although faculty may stay there; Casa Fleming, Casetta, De Nobili and the Outside Theatre area would in no way be altered; and the new building must be in architectural harmony with the rest of the campus. This process could take up to a year to go through Bellinzona, and then for our plans to be presented and accepted.

Minutes of Governing Board Meeting  
April 4, 1990

## Mrs. Fleming's 80th Birthday



If you own a home in Italy and have three schools located in England, Switzerland and Greece you would think that the celebration of your 80th Birthday might just be held in one of these countries. However, Cris Fleming chose to celebrate this very special occasion in France with 75 friends in the beautiful Burgundy region at the fairy tale Chateaneuf-en-Auxois.

A three-day celebration was prepared for Cris friends to ensure that they never forget her big eight-O. Gourmet meals in the town of Beaune, wine tasting forays, hot air balloon rides with a champagne landing and picnics out in the country were just some of pleasant treats that she had organized for her guests.

The culmination of the celebration occurred on August 25, a starry Saturday night. A formal supper was held in the chateau and an hour-long entertainment was presented by the assembled guests. All totally unbeknownst to Cris, her daughter Lynn Aeschliman had arranged for songs and events from her mother's life to be acted out by the guests. NESAs Executive Director, Stanley Haas, and Jack Bailey, President of the American College of Greece offered their rendition of "School Days" and TESIS HELLENIC Headmaster, George Salimbene and his talented wife Jane, hammed it up with a rendition of the "Desert Song" that would have made Valentino weep...with laughter. Birthday greetings came from around the world including Washington, DC from George and Barbara Bush. It was rumored that the President was miffed that he hadn't been invited.

The guests celebrated late into the night. The inimitable Fleming touches made it a magical 3 days. On the last day of celebration, Monday, Cris Fleming drove to Lugano, Switzerland, and flew to England the following day. Business as usual - Cris Fleming was back on the trail of academic excellence!



Mary Crist Fleming and her family on the occasion of the 80th birthday in Beaune, France

## Dr. Engstrom Appointed Head at TASIS



**Most Lugano alumni will have memories** of meals and conversations in the sunshine beneath the bright umbrellas outside De Nobili. In November, this lovely spot was replaced by a large hole courtesy of two bulldozers and a crane. It is easy to imagine that this could be an excavation to discover the historic treasures—or skeletons—many supposedly were hidden under the building. In its present state few would guess that this gaping hole is destined to become the new kitchen (to replace the old kitchen of 1640) plus terrace/amphitheatre.

The new kitchen, built mainly below ground level, begins under the dining room and extends to the grassy slope in front of Casa Fleming. A large terrace will be above the kitchen and promises to be a wonderful space for dining, socializing, and studying. The raised elevation of the terrace will provide lovely views over the De Nobili garden well beyond Certenago to Lake Lugano and the surrounding mountains. The addition of three tiers of stone seats along the perimeter will allow the entire terrace to be transformed into an amphitheatre for outdoor meetings and spring and summer drama productions.

*TASIS Today*, Spring 1992

Excavation for the new de Nobili kitchen and terrace.



The **TASIS Board of Directors** is pleased to announce the appointment of Dr. John B. Engstrom as Headmaster of The American School in Switzerland, effective July 1, 1990. Dr. Engstrom succeeds Dr. Arthur H. Charles, who has served at the School since July, 1987.

*During my tenure as Head of School from 1990-1994, there were many wonderful and challenging memories that came my way at TASIS. I was continually impressed by the incredible cultural diversity of our students. They had very different upbringings, they knew many different languages, they were born into vastly different religious-political systems, yet their ways of relating cut through those differences. A smile became a universal language which communicated to every culture. Our students seemed to be always interested in one another; most were committed to their academic work and were strong students.*

*I clearly remember the addition of the new kitchen; the excavation took place in solid rock under De Nobili for about six months. During my stay at TASIS, we also added a salad bar, the Parents' Weekend and expanded the Prefect program to provide additional opportunities for student leadership. These were changes that took some time to implement, but I felt they had a strong effect on the spirit of the community.*

*We also developed the assembly program to provide opportunities for students and faculty to share their perspectives and insights on just about anything. I asked the faculty to simply share something of value and they came up with so many wonderful presentations that added a great deal to our sense of community and understanding of one another.*

*TASIS is a unique experience because of the people, the location, and the mission. The idea of bringing together young people of vastly different backgrounds to live and learn in harmony, partly as a demonstration that we can live together in peace, is unique and wonderful.*

*John Engstrom (2004)*

*My first memorable moment of TASIS was the day trip to Val Verzasca. Each returning student was looking forward for this special moment when we could jump from the rocks into the freezing water. Tradition was that a senior was the first student to jump each year. I was that student in 1992. The new students would look from the bridge and wonder if they had enough courage to jump.*

*But there was one other event that I was looking forward to. The dinner with Mrs. Fleming. She knew the names of each returning student. The first time I met her I was impressed. She had the power to remember each one of us, where we came from and our names. . .*



John Engstrom

*Another thing I remember was the speech that Headmaster John B. Engstrom wrote for our graduation in May, 1992: "In your trust of God find the roots of your life. They will make you achieve significant things for you, your family, your friends, the world around you. Be a leader, but remember that many can command but few can lead. I want you to be happy, but more than that we want you to be faithful to the values with which you have been reared and to yourself. Don't sell yourself to power, prestige, wealth, or a life of ease, but commit to investing yourself in others and their greater good."*

*Sophie M. Desplaces '92 (2005)*

**Dedication—Dr. John Engstrom.** The 1993-94 TASIS yearbook, the *Collina d'Oro*, is dedicated to our own headmaster Dr. John Engstrom who has served the school faithfully for four years. Throughout this time he has earned the

respect and friendship of both teachers and students alike. Dr. Engstrom came to TASIS from the Stony Brook School in New York. His wife, **Alice Engstrom**, has also been a major part of TASIS, serving as the head of the health center. As well, all three of Dr. Engstrom's children, **Lisa, Erica, and Steven** have attended TASIS. While Dr. Engstrom has served as headmaster, he has not only kept the school under control, but he has also initiated many new events which are sure to remain after him as longstanding traditions, such as Parents' Weekend. He also worked to expand and strengthen the prefect and assembly programs. Unfortunately, Dr. Engstrom is leaving TASIS next year. He has accepted a position as president at the Minnehaha Academy in Minnesota. Both Dr. Engstrom and his devotion and leadership will be missed at TASIS. Thank you for all your hard work! Your memory will live on forever at TASIS!

Yearbook 1994

## What in the World is TASIS About?



Graduation in front of the swimming pool

But languages aren't the only things which make the TASIS experience unique. After all, what would TASIS be without study hall, the Swiss Alps, the gourmet cuisine, St. Moritz, the Belvedere stairs, or the rain? We may take these things for granted, and at times we may even hate some of them, but these are the things which make TASIS memorable. They make TASIS unique.

Yearbook 1994

**Peer Counselors Provide Listening Ears.** The TASIS community, under the guidance of **Mr. Owen Williams, Mrs. Kristiansen, Ms. Young, and Ms. Pedersen**, developed a peer counseling program this year. The program is built on the concept of "friends helping friends." Rather than giving advice, the peer counselors seek to be good listeners. They offer help in deciding which route to follow with a problem, help in coming to a solution, and most importantly, someone to talk to who won't criticize, but empathize with what is happening to a person or his or her friends. **Jenny Henry** said, "More than anything, I have learned about giving selflessly—about listening because I care, not because I expect anything in return." **Katie Ruberto** added, "Peer counseling is set up as a bridge between students and faculty. I feel that the program is a wonderful addition to TASIS—it's essential."

Yearbook 1994

**"The Unique Experience"**. What in the world is TASIS about, anyway? The only way to describe it is that TASIS is an experience. Whether it is a good experience or a bad experience, that's for you to judge! But one thing that most students will agree on is that TASIS is a **UNIQUE** experience.

"Things here are different from other places. TASIS isn't just a school. It goes a lot deeper than that," **Tara Sinfield** says. "How many places are there where you can hear at least ten different languages on your way to first period chemistry?"

## TASIS: An Academic Atmosphere



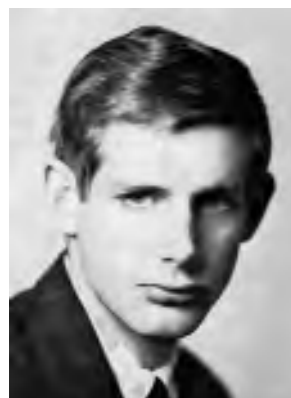
Have you noticed how it is almost impossible to walk anywhere on campus without seeing somebody with their nose buried inside some large textbook? There is really no place on campus where you can avoid the onslaught of academics. Studying exists in the classrooms, dormitories, salon, and even in the dining room. There is no escape!!!

The average TASIS student spends at least eight hours a day studying. One of the main questions which is contemplated by students is "is it all worth it?" After all, it must be said that academics cause the majority of the stress in students' lives. Most students would agree that life would

be much easier without that ten-page research paper which is due the day after tomorrow. And yet for some reason our parents are paying a large sum of money so that we can get the benefit of this education. There must be some reason for it!

Maybe the reason is that we all see value in enlightening our minds. Or maybe we all want to go to college so that we can succeed in life. Or maybe it's just that we have no choice. But for whatever reason, studying has become the most important part of our TASIS careers whether we like it or not.

Yearbook 1994



Larry Cornelius, '65

*In January, 1995, I was able to return to the Lugano campus for the first time since graduation. It's the same, but 30 years newer. Where Hadsall House used to have a porch, there is now a library, but my old room in Hadsall House is still there... an extension was built onto the Villa De Nobili and now houses the admissions office... the campus has been enlarged like you wouldn't believe... there are now about 275 students in grades 9 through 12... the cab ride from the train station to the school is still in a Mercedes, but it costs Sfr. 30!!! If you've been back to visit, please share with me your observations... if you've never been back, you should go.*

Larry Cornelius '65 (1995)

**Boarding School Life: New Freedom, New Responsibilities.** "What did you do? Why are they punishing you?" This was my little brother's reaction when I told him that I was going away to a boarding school.

This is probably the reaction of most people who have never been in a boarding school or of those who think of boarding school as some sort of prison. For the ones who

have gone through the experience, it's something quite different. "It's a totally different experience: I think it's worth it. You live on your own, and every decision is in your hands and affects only you. For example, the money you spend—nobody's going to limit you on that, so you learn to limit yourself. Your life is based on your own decisions, not on what someone else decides for you," Priscilla Menendez said. True, new responsibilities come along with your life at a boarding school, but new friends are found too.

"When you're away from home, the only people you have are the friends you make. By living with these people, you get to have a strong, stable relationship with them," Karolina Gudmundsson said. "They become a part of your life—whether you like it or not! They're the people you have around all the time, the people you see every day, the people with whom you share a year of experiences, the people you'll never forget."

Obviously, studying is a part of boarding school life; maybe because that's what you're supposed to be here for. "You concentrate much more on studying in a boarding school. You have no distractions, like TV or the phone. It's probably better that way because you take advantage of the time." This was Maureen Staley's opinion. No, boarding school is not a punishment. It's a different life, it's a way of meeting new people and making friends. It's where you learn, in one way or another, to live your own life.

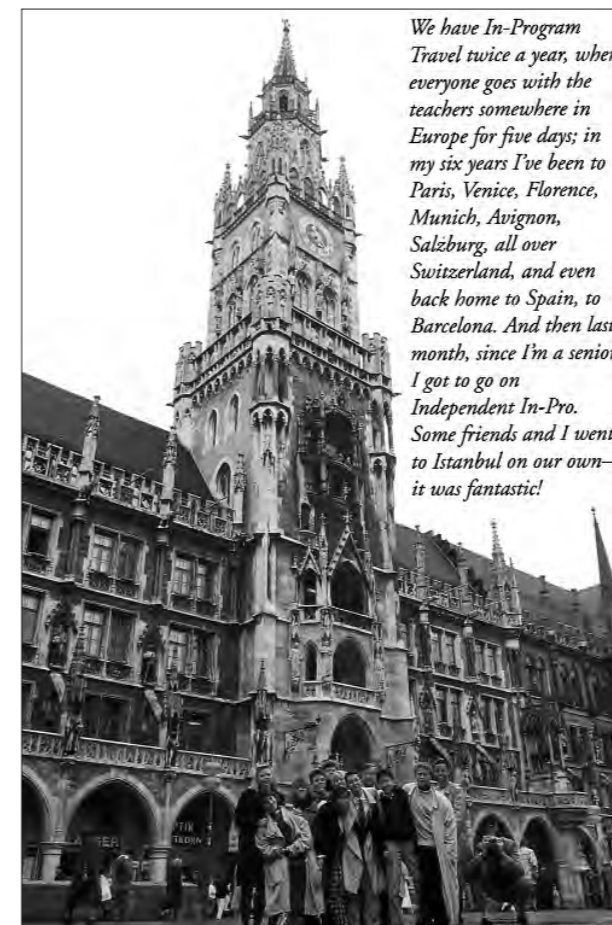
Alejandra Perdomo  
Yearbook 1994



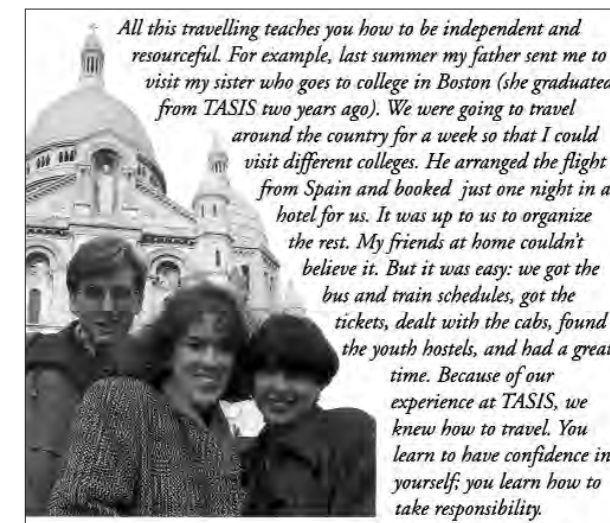
## In-Program Travel

*Our trip to Slovenia this past In-Pro was successful in accomplishing several of our goals. Our main goal was to offer assistance to people in the refugee community. Our In-Pro involved hours of preparation, consisting of research about the country, fundraising for the refugee camps, and planning our itinerary. To raise money for this trip, we sold crepes, candy, brownies, and ice cream. We reached our goal of Sfr. 1000 and even went slightly above. With this money we bought supplies for the refugees.*

Renee Nesrallah '97  
Corriere, 1995



*We have In-Program Travel twice a year, when everyone goes with the teachers somewhere in Europe for five days; in my six years I've been to Paris, Venice, Florence, Munich, Avignon, Salzburg, all over Switzerland, and even back home to Spain, to Barcelona. And then last month, since I'm a senior, I got to go on Independent In-Pro. Some friends and I went to Istanbul on our own—it was fantastic!*



*All this travelling teaches you how to be independent and resourceful. For example, last summer my father sent me to visit my sister who goes to college in Boston (she graduated from TASIS two years ago). We were going to travel around the country for a week so that I could visit different colleges. He arranged the flight from Spain and booked just one night in a hotel for us. It was up to us to organize the rest. My friends at home couldn't believe it. But it was easy: we got the bus and train schedules, got the tickets, dealt with the cabs, found the youth hostels, and had a great time. Because of our experience at TASIS, we knew how to travel. You learn to have confidence in yourself; you learn how to take responsibility.*

a march somewhere. Of course, there is more work involved in organizing these trips, because they all need to be set up separately, but it's a big improvement in the program. For certain trips it is really important to have students who are motivated to go and they sign up. But for most of our trips, students are assigned to visit important cities, such as Florence or Paris. We usually have 20 trips in the fall and 20 in the spring so the average group size is about 15 students.

TASIS teachers are often eager travelers themselves, and today's In-Pro is set up to support teachers in designing and leading the trips they want to take. Most of the groups are quite small: typically two teachers with 10-15 students or one alone with 6-8. This creates a more intimate experience and allows the teachers to share their own enthusiasm with the students. Many trips are based on a theme rather than a place and, although the big cities are still a major focus, they're no longer the only one.

With 20 different In-Pro groups each semester, it's no longer possible to describe a "typical" In-Pro, but a student who spends six years at the school can expect a variety of experiences, such as hiking in the Cinque Terre, touring Scotland, sailing off Sardegna, learning about Majolica pottery in Tuscany, visiting an organic farm in Lombardy (Honors Biology field trip), traveling to Athens and the Peloponnese, or to Prague, Paris, or Venice—to name but a few possibilities.

Some of our trips relate to class work, so beforehand the teacher can structure the class around the things the students are going to see, e.g., in art history, where you know what the kids will be going to see, which museums they will visit; you can emphasize that more in the class. We have this in other classes, too, e.g., biology field trips. I've also done physics field trips, where we looked at different power plants, including solar and hydroelectric power stations. We were comparing the different ways of producing energy, and to actually visit those places is much more effective than just talking about them in the classroom. Others trips serve to learn new skills, such as sailing,

## Travel at TASIS 1983-2005



*One of the things that makes TASIS particularly different is its location—right here at the crossroads of so many different cultures. Then there is the fact that it's in the mountains—we have access to the beauty of the mountains and the different activities this offers. We have developed a travel program which makes the most of our location. If you were at TASIS in the 1980's, you probably remember traveling with 45 other students in a Danzas bus and descending like a swarm of locusts on some poor city where you were dragged round a few museums and then set free to explore the shopping and perhaps even the bars. The temptations were enormous, of course, and a semester's travel would be judged on how many students got into trouble. The week after In-Pro was a stressful time for the Dean of Students, and I remember one particular trip coming back from Florence with 15 people to present to the SFRB.*

*We still have a lot of trips to cities, because people coming to Europe want to see some European cities. It's very important to get a flavor of the European culture. We try to have smaller groups. There used to be groups of 40 people in the bus, but now there are typically 15 or 16 students flying somewhere on an aeroplane because airfares have come down enormously or traveling on a train or in a van. That way there is more team spirit and it's not like an army going off on*



**Paul Greenwood**, Physics Teacher and Coordinator of In-ProTrips formerly Dean of Students, Assistant Headmaster, Mathematics Department Head, Ski-term Coordinator, and on the Governing Board. TASIS Veteran 1978 - present

mountain biking, rock climbing, or ski-mountaineering. On service trips, students have worked with children suffering from AIDS in Romania, helped build houses in Hungary, and visited charitable organizations in Prague, Rome, and Sarajevo. We have worked with frontline researchers in science. In southern Spain our host paleontologists discovered the remains of some of the first immigrants to Europe from Africa 800,000 years ago, and groups of students have lived onboard sailboats near the Straits of Gibraltar, helping marine biologists make a census of dolphin movements.

The sophomore *Outward Bound* experience in southern Germany has been a tradition for several years. As well as confidence-building activities and teamwork exercises, groups of 12 students plan and execute a three-day expedition to a mountain hut where they build their own fire and cook the food they've rationed out and carried with them. A professional mountain guide watches over their safety, but allows them to learn from their mistakes. Such experiences teach an enormous amount about teamwork, communication, taking responsibility, leadership—all those things which are really important for young people to learn. When you look at the program, you think it's just a hiking, outdoor trip, but the important aspects are the social dynamics of how it works and what the students learn. I think this has become a very strong part of our program, because the students get a tremendous amount out of it. From In-Pro travels which started off years ago with busloads of tours to cities, we have diversified a lot.

In-Program travel at TASIS has always been an integral part of our curriculum and fully covered by the tuition: the best trips have always been part of the program. We've resisted the temptation to offer some trips at extra charge, which might exclude some students from participating and perhaps pull some students away from the delicate growth of more academic and service trips, which give In-Pro such an

important dimension. Nonetheless, we've managed to procure some special deals and ventured beyond Europe to explore Turkey, Morocco, and Jordan.

For me, one of the highlights of working with In-Pro has been finding these opportunities, from tracking down scientists in interesting fields who could use some volunteer help to finding service activities where students could actually do something of value. I would then work with the costs and logistics to make each trip practicable and enjoy watching the program grow in richness and variety.

In addition to the ten days of required "In-Program" travel, there are many opportunities to sign up for adhoc weekend trips, usually making use of the school's fleet of ten minibuses. These include cultural visits to nearby cities such as Florence and Venice and trips to explore the mountains and countryside through hiking, mountain biking, or rock climbing. Our various varsity sports teams play in events around Europe.

Tomorrow's citizens will need an understanding of the world's different cultures. With our student body from all over the world and our integrated program of educational travel, TASIS is in an excellent position to nurture this in the years to come.

Paul Greenwood (2006)



TASIS students **Gen Okazaki**, **Ho-San Kim** and **Will Reed** preparing for the Fleming Cup Race

"Dance the warm-up—Feel the heat"—warm croissants on Sunday morning—cleaning two meters of snow off the school vans—all are memories of a successful ski term at the La Moubra Center in Crans-Montana. After 8 a.m. classes, students and faculty took lessons in downhill skiing, snowboarding, cross-country skiing, or skating and returned to La Moubra for tea and cake, afternoon classes, and study hall before evening movies, discos, or hard-fought games of ping pong or futsal. On Wednesday, nearly all the students participated in the slalom competition to win the coveted Fleming cup.

Corriere, Jan/Feb 1995

We moved ski term from St. Moritz to Crans Montana in January, 1995, because the Hotel Laudinella, where we had stayed for many years, upgraded its accommodations and was no longer interested in large groups.

Paul Greenwood (2005)



## Class Reflections



Being busy here at TASIS is part of our everyday life. Often you hear students complaining of having too much work and no time for anything. Yet eventually everyone gets used to the stress of the daily classes, activities, and study hours. In fact one realizes quickly how important it is to challenge oneself and learn how to organize the time better. Many subjects can be chosen by students, which makes it more interesting and fun to participate in class. The student-teacher relationship is different from many other schools, since they live together on campus. This leads to a better understanding and working with each other. Even outside of class, teachers try their best to be available for any questions or help at anytime.

**CAFETERIA.** The TASIS cafeteria is an adventure in itself, and not designed for the light-hearted. We eat amongst historic defense implements; swords, armor, and such, along with smiling faces and pleasant dining conversation. All this looks good, and could also perhaps be used for emergency purposes. The cafeteria system complies with that of a single

file line system (first come, first served) which brings out the integrity of most people. We are always served a variety of European culinary dishes. We eat mashed potatoes, boiled potatoes with parsley, fried potato cubes, french fried potatoes, jacket potatoes (or baked potatoes), sliced potatoes, sauteed potatoes, potato salad, swirly potatoes, potato soup, potato chips, round potatoes for Parents' Weekend and Thanksgiving, sweet potatoes, and ice-tea. In conclusion, eating at TASIS is a tremendous experience (nutritious, yet tasty) that should occur three times a day.

**CHRISTMAS SERVICE.** As another cemented TASIS tradition, the Christmas service in St. Abbondio is an event marking the holiday season, predicting final exam week, and celebrating the upcoming winter break. In a showcase of talents, the choir, chamber choir, and faculty choir perform for the entire school. It is an uplifting experience for everyone.



**ASSEMBLY.** Two times a week the whole school goes into the bubble to hear the latest announcements, the newest get-away trips, and weekend travel plans. It gives all the teachers and students a chance to catch up on current TASIS activities. After the regular announcements a teacher (whether it be Mr. Levett exciting the crowd with intra-mural quiz games, or Mr. and Mrs. Cripe with their Christmas puppet show) go up to the podium and gives a speech on their lives or something that they find to be interesting. It is a chance for students to get to know the teachers on a personal level. Sometimes during assembly you may find their speech inspiring to the point where you may see the world in a different light.

Yearbook 1995



# TASIS to Offer the International Baccalaureate

**TASIS**  
THE AMERICAN SCHOOL  
IN SWITZERLAND  
INTERNATIONAL BACCALAUREATE  
DIPLOMA PROGRAM

**EXTENDED ESSAY**  
DEVELOP DEEP KNOWLEDGE  
CRITICAL ACTION  
SERVICE

**LANGUAGE ACQUISITION (GROUP 1)**  
First Language (or the first the study of a second language)  
From words to literature

**LANGUAGE ACQUISITION (GROUP 2)**  
Second modern language program for students of various backgrounds and levels

**INDIVIDUALS (GROUP 3)**  
History, Economics, Information Technology in a Global Society

**EXPERIMENTAL SCIENCES (GROUP 4)**  
Biology, Chemistry, Physics, Environmental Systems

**MATHEMATICS (GROUP 5)**  
Mathematical Studies, Mathematical Methods

**THE ARTS (GROUP 6)**  
Arts, Music, Theatre Arts, Computer Science, Second modern language, A second subject from Groups 1 to Group 5

**IB WORLD SCHOOL**  
THE INTERNATIONAL BACCALAUREATE ORGANIZATION 2019

*I believe the introduction of the IB program had a great impact on the level of the school. Students felt more challenged and I saw a general improvement in their intellectual performance. For me personally, it represented the chance to teach Literature and with that to be able to engage students in challenging and interesting discussions.*

**Ornella Gebhardt** (2005)  
Italian Teacher, 1995-2006

Following extensive research by and consultation with the administration and faculty, Mrs. M. Crist Fleming and the Board of Directors announced that TASIS will proceed towards implementation of the International Baccalaureate (IB) in September, 1996. This is a very exciting decision in that the IB represents a curriculum and school-leaving diploma recognized and respected worldwide.

Given the international composition of our student body, it is particularly fitting that our students have the opportunity to earn a diploma recognized at colleges and universities in their own countries and in the USA.

This curriculum will be an option for TASIS students in their final two years, offered alongside of or, where appropriate, in coordination with our existing curriculum of American college-preparatory and Advanced Placement courses. We will continue to offer an American college-preparatory diploma to all our students.

Corriere 1995

The International Baccalaureate Program (IB) is an internationally recognized, rigorous pre-university course of study. It is designed to give access to universities around the world—an “international passport” to higher education. Successful IB diploma students receive an IB diploma as well as the TASIS diploma.

IB subjects require two years of study, following six courses of study chosen from the Subject Groups designated by the IB Curriculum. Most students begin their course of study in 11th grade, though a student can anticipate one or two exams on the Standard Level in the 11th grade, which would require beginning the course of study in the 10th grade to prepare for the anticipated exam(s). If students wish to supplement their American college-preparatory diploma with individual IB courses rather than pursuing the full diploma, they can earn certificates in those individual classes, comparable to the Advanced Placement (AP) credits used by American colleges and universities both for assessing the rigor of the student’s course of study and for awarding advanced standing upon entrance to particular universities.

The two-year IB curriculum meets the requirements of numerous national education systems, and students holding IB diplomas have been accepted in universities in over 90 countries. In the spring of 1997, the IB program at TASIS was granted recognition by the Italian Ministry of Education, thus offering Italian students the opportunity to return to Italy for higher education. Last year TASIS IB graduates were accepted at universities in both the United Kingdom and North America.

The IB Diploma consists of six subject groups accompanied by three other concentrated fundamental programs. To obtain the IB Diploma, a candidate must pass three Higher Level (HL) and three Standard Level (SL) subjects.

IB flyer

# What “TASIS” Really Means



Olivia Rasini '99

*Many schools have acronyms as names, but none of them sound quite as harmonious as “TASIS.” When I first came to this school four years ago, it took me about the first two months to figure out what the word “TASIS” stands for. There are all kinds of things I thought of. For instance, “Talented And Sagaciously Inclined Students.” After all, TASIS does host a variety of talented students in the arts, music, drama, academic studies, and the most diverse things. I also thought of “Transcendingly Anticlinical Souls Internationally Sesquipedalian.” TASIS actually is made up of individuals that are very anticlinical, or leaning in different directions, who sometimes use long words. The community at this school is so diverse in every way that people tend to lean in different directions, toward art or travel or social life,*

*for example. It is the spirit of the school that encourages individuality. As for the long words, we use them just to confuse people. On the other hand, TASIS could just mean “Travel And Ski In Switzerland.” Of course, we don’t travel only in Switzerland, but all over Europe and beyond. Through travel, we discover new horizons and explore new places and ideas. Ski term in Crans Montana is one thing that unites all us Tasites. Even though some of us ski, some snowboard, and others break their bones, we’re all after common pleasures like drinking hot chocolate, eating a crepe, or having a snowball fight. I hope new students look forward to joining this experience. Finally, a crowd of TASIS acronyms started invading my brain and towering above them all was: “This All Sounds Incredibly Silly.”*

*But at least now I know what TASIS really means: “Truly A Sensationally Intense School.” TASIS is intense. It is intense with people, faces, voices, laughter. It is intense with unmatched experience, with discovery, with joy of living. But most of all, it is intense with the spirit that Mrs. Fleming breathed into it when she first created it. Thank you, Mrs. Fleming, for this unique experience, and may it continue for years to come.*

**Olivia Rasini '99**  
Senior Banquet Speech

**Mrs. Fleming's Message**  
To the Class of 1996

*"The Wonder Years" is the title chosen by TASIS for the 1996 yearbook. What a special word – "wonder" – it conjures up small children lifting their heads high, their eyes wide and a sense of excitement, waiting for the unknown, the unexpected to happen. Wonder – magic – dream – can you imagine what a sad word this would be without what those three words portray?*

*For some of us the "wonder years" were our childhood years, or our first love affair or a special journey with loved ones, maybe a move to a new country, a new discovery. I hope your years at TASIS have been or will be your "wonder years." Years that have newly hope renewed your sense of wonder, leaving exposed you to so many unimagined and magnificent places, ideas, people, books, pictures and the history that goes with our life on this planet.*

*On March 15th, 1996 we are going to celebrate the fortieth year of TASIS, of The American School in Switzerland and the twentieth year of TASIS England. These forty years have all been "wonder" years for me! To experience the growth of TASIS from twelve to twelve hundred students every academic year and one thousand every summer is to live through a long, almost endless dream, a dream of bringing many young people from around the world, from all kind of different countries, to a beautiful place to educate them so that together they will make the world a better place to live in. Each time I cross the park (meet you in an overcrowded dining hall, watch you in a drama performance, hear you sing in the choir, hear about a victory of the rugby team or see an exhibit of your art work, I think: Will my dream has come true. I don't want it to ever end just as we never want to wake up from a lovely dream!*

*These forty years have truly been my wonder years. May all of you match mine in whatever realm you choose. But never lose your sense of wonder or belief in magic and never stop following your dream!*

*My high hopes for you and my warmest good wishes will always be with you.*

M. Crist Fleming  
Founder and Director  
The TASIS Schools

**Advisors.**Your advisor is someone you can trust to listen to your problems and offer you advice. Your advisor acts as an authority figure as well as your friend. Several students share the same advisor and together they form an advisee group. The advisees and their advisors share time together on Wednesday mornings discussing any problems they are having and then have a nice formal dinner together on Wednesday nights. Other times, they gather with their advisor to do some sort of special activity together. For example, occasionally the group may go out to eat in order to escape various pressures of school life. These trips are usually quite fun and relaxing. The advisor system provides you with a person to turn to and a group of people to see each week. In some ways, your advisor and advisee group act as a “second family.”

**Lynn Thomas**  
Yearbook 1996



TASIS Headmasters **Chris Frost, Lyle Rigg, Peter Stevens, DeHaven Fleming** with Academic Dean **Peter Mott**

## Construct a New Image



Rebecca Tilles '99

*I remember the first words Mrs. Fleming spoke to my classmates and me as if it were yesterday. It was the night before the first day of classes in August of 1997 during a welcoming reception held in the infamous Bubble. I was new to TESIS, enrolling as a junior, with the intentions of staying for only one year. Mrs. Fleming's words of encouragement to both the new and returning students were inspiring and reassuring for a frightened young woman who had never lived away from home before. As plans for constructing a new gymnasium to replace the Bubble were in the works for that year, Mrs. Fleming asked each and every one of us to embrace the opportunity of constructing a new image of ourselves and challenged us to become everything or anything that we desired to be . . .*

*TESIS has truly made a difference in my life and I hope to be able to continue my "construction work" at Wellesley and for many years to come.*

Rebecca Tilles '99 (2000)

**Reflections from the Executive Director.** As I reflect on my first full year "on the job," I am grateful to have survived, and I look forward to the challenges that lie ahead. Following in my mother's footsteps is no easy task; I am well aware that no one can replace La Signora Fleming. I feel it a great honor that she is entrusting the future of the TESIS organization to my leadership, a tremendous trust and a great responsibility. I am committed to giving it my all. Needless to say, no one person can do it all. I am grateful for my colleagues, **Fernando Gonzalez**, a wise, talented, and equally committed TESIS veteran and Director of Development, **Lyle Rigg** and **Chris Frost**, outstanding long-time TESIS Headmasters, and the teachers and staff, all of whom really do the hard work of running fine schools.

This I call my first full year on the job because through the years I have certainly been actively involved with the many facets of the TESIS organization, but not until September a year ago did my mother really begin to hand over the reins, a very hard thing for the Founder and Director of TESIS of 42 years to do . . .

Lynn Fleming Aeschliman  
TESIS Today, Fall 1997



Lynn Fleming Aeschliman

On September 9, 1997, exactly one year after David Mayernik started to work on the Master Plan and the design of each building, TESIS received local and cantonal approvals for the Master Plan and gymnasium, our first and most urgently needed building. In August, the aged indoor swimming pool was demolished and removed. In October, the contractors started digging the large hole for the gymnasium. Construction started in November and plans are to complete the project for students to use in the autumn of 1998. The "beloved" Bubble will come down as soon as the new gym is ready for use. This will provide space for a large lawn that will serve as a center for the entire campus.

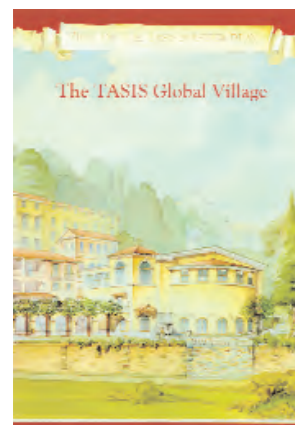
Later phases of the Master Plan include a small classroom building above the gymnasium, above that the Headmaster's House and a large dormitory on Via Poporino, an extension of the Coach House art facility, a main administrative office building, another dormitory below Belvedere, and a new Theatre off the lake side of Hadsall House. The financing of this first phase will come from funds that TESIS has set aside for this much-needed and long-dreamed-about gymnasium,

from bank financing, and we hope, from donors, once they know we need help. Funding of later phases of the Master Plan is awaiting future benefactors. One has to have big dreams, then work hard to realize them. One also has to start somewhere, and the new gymnasium is a big commitment on the part of TESIS for its future. I have faith that the rest will come into being, building by building. When I took my mother, the Dreamer par Excellence, out to the front gate to show her the large blowup of the Master Plan, we agreed it looked great, but then I said we don't have enough funds to realize the first big project. Her answer was, "Not to worry, dear. That's the way I built the School!"

The challenge is enormous and exciting. After 40 years, TESIS has established its reputation as the finest and oldest American boarding school in Europe and, upon completion of each phase of the Master Plan, TESIS will also have an increasingly beautiful campus, and eventually the most beautiful campus in Europe.

Lynn F. Aeschliman, Executive Director  
Corriere, Autumn 1997

## TESIS Campus Development

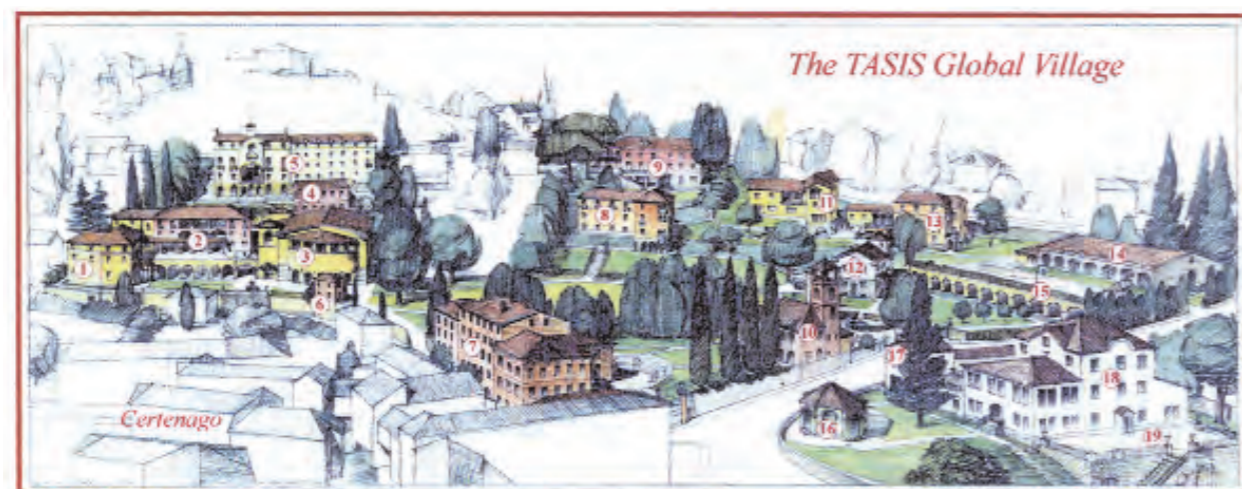


As teachers, students, and visitors know, the location of TESIS is unique and spectacular. Thousands of alumni carry happy memories of the Collina d'Oro and are loyal to this campus. But our campus is small and the positioning of each new building must be right in the context of future buildings.

The Executive Board of TESIS clearly recognizes there are facilities and areas of the campus that need improving. After extensive studies over the previous two years, in 1996 the TESIS Board decided to make a comprehensive Master Plan which addressed the present and long-term development of the Montagnola campus. It would not be wise to build as large a building as a gymnasium, our priority, without seriously considering all the other campus needs.

TESIS is fortunate to have found and engaged Mr. David

Mayernik, an American architect gifted in classical design with experience of Italy and an appreciation of our beautiful setting. He has taken our list of needs, studied our campus, and come up with a beautiful plan for the main group of new buildings, a traditional design that incorporates up-to-date facilities. It has the feel of a Ticinese or Italian hill-town. The design, like TESIS itself, is rooted in both its European context and the American campus tradition (e.g., Jefferson's "Academical Village"). The new Master Plan, which the Executive and TESIS Foundation Boards have enthusiastically approved, will take our School into the 21st Century. To realize this dream will necessitate a lot of hard work and dedication over the next ten to fifteen years on the part of many of us involved with TESIS.



- To be realized:**  
1) Library/Dorm; 4) Student Center;  
5) Poporino Dorm; 8) Campo Dorm;  
12) Casa Pietra; 13) Aurora Dorm;  
14) Pool; 15) Parking;  
16) Art Pavilion; 19) Theatre

- Existing:**  
2) Monticello Dorm/Classes;  
3) Palestra Sports Center;  
6) Casetta; 7) Villa De Nobili;  
9) Belvedere Dorm; 10) Casa Fleming;  
11) Del Sole Dorm;  
17) Coach House Art Center;  
18) Hadsall Dorm / Theatre / Library

## The TESIS Global Village



Imagine a truly international community representing nearly 40 countries living and working together in peace and harmony in an idyllic setting. There, young people from all over the world join together with caring adults. Their common goal is the best possible education in preparation for competitive universities and an increasingly complex world in desperate need of leadership and understanding. For TESIS alumni, this dream is not difficult to conjure up, for it is a common experience shared by students who have attended The American School in Switzerland.

The concept of a Global Village is already a reality at TESIS, as reflected in the School's international student enrollment, in its broad academic curriculum, and in its extensive travel programs, all of which encourage cultural

diversity and promote international understanding. But it will have a new, physical expression as an exciting Master Plan for the campus is realized. Drawing on the wealth of European architecture and its rich tradition of elegance on a human scale, as well as the Italian hillside village model, the plan uses open spaces, piazzas, and steps to integrate the campus as a whole. The successful design by American/Italian architect David Mayernik symbolizes the School's mission and commitment to provide the highest standards of independent American education with an international dimension, in a warm, family-style community: The TESIS Global Village for the 21st Century.

Alumni Magazine, Fall 1997

## From Vision to Reality



Foto-ricordo per un gruppo di studenti della scuola americana di Montagnola: l'inizio degli scavi per la palestra del futuro villaggio globale

The new Gymnasium is the first phase in the realization of the TASIS Lugano Master Plan. An integral part of the development of the hillside adjacent to and above the existing Monticello dormitory and classroom building, the new Gym is the beginning of an exciting new pedestrian path that will lead from the campus Village Green to the dormitory on Via Poporino at the top of the hill. The building itself will provide much-needed athletic facilities: a handsome basketball court with the only NBA-type maple wood floor in Switzerland, a climbing wall, seating for over 400 people, a dance/aerobics room, and a fitness room. A large student Common Room will be at the heart of the building, and a music room in the basement.

The new classical building takes full advantage of its steep hillside site to maximize its functionality internally while creating beautiful new outdoor spaces. The Monticello terrace will be much more activated as a public space since it will be linked to the Gym at the first floor level. Maintaining a gap between Monticello itself and the new building allows

for a dramatic public outdoor stair that permits access to the new Gym at several levels and will eventually connect to the Piazza, terraces, and stairs of the dormitory, classes, and student center to be built on the hill above as part of the village concept. The form of the building is largely determined by the regulation-size basketball court and bleachers at the first floor level, space also used for other sports, weekly school assemblies, and major events throughout the year. Apses at each end of the building achieve space behind the baskets, recalling the form of ancient Roman palestrae. With a lower roof than that of the main building, they also break down the scale of the building toward the center of campus. A balcony at the top of the bleachers allows the main elevator and interior stair to connect to the new Piazza at the head of the outdoor stairs.

The photos show progress beyond the gaping-hole stage, when foundations were dug and a very large basement was built, to the pouring of the ground floor at the beginning of March. In mid April, the ground floor walls are up, showing divisions of interior space, and the slab for the gym on the first floor is being poured. Work is on schedule for completion by January '99, when our students can bounce the first basketballs in the newly opened TASIS Gymnasium on their return from ski term in Crans-Montana. We will finally have the superb Gymnasium that TASIS deserves and we can bid adieu to the "Bubble" which has lived way beyond its prime!

TASIS Today, Spring 1998



Ground floor level of the new Gymnasium, next to Monticello.



## The Opening of "La Nuova Palestra"



Coming together to celebrate the opening of the magnificent new gymnasium (Palestra) is a joyous occasion in the life of TASIS. We have witnessed the construction of the Palestra as it has risen in all its majesty next to our old, worn, yet serviceable bubble. Thank you to all for your patience and forbearance in putting up with the inevitable noise from building such a large edifice in the middle of campus. It was a fitting conclusion to have the International Assembly as the final, all-school meeting in the bubble. The students played a role in the drama of the Palestra because they inspired me through their musical, *Working*, last spring, to have carved in stone all of the more than three hundred names of the men who have worked on the creation and building of the Palestra, to give recognition to all the men who labored, from the enormous excavation for the foundations to the heights of the rafters, so each worker can take pride in what he has created. At the top of the plaque is inscribed in Latin "Huius Domus Aedificatorum in Honorem," which means "In Honor of All those Who Built This Building," and all the names are listed. At the bottom is inscribed "Materiam Superbat Opus," which means "The Materials Are Surpassed Only by the Quality of the Workmanship."

Lynn Fleming Aeschliman, Executive Director  
Corriere, Spring 1999

Now, as we continue to strengthen and enhance our educational offerings, we are also improving and adding to our campus with the beginnings of the new TASIS Global Village. In February, we celebrated the opening of the first of our new buildings, our beautiful new gymnasium—a building that gleams from the meticulous efforts of 300 craftsmen. On one of the first warm weekends of the year, Mrs. Fleming and Mrs. Aeschliman led the ceremonies to welcome the new building while students held a carnival to bid a fond farewell to the Bubble. Mrs. Fleming cut the ribbon with gold-colored scissors. Two days of non-stop basketball followed.

Chris Frost (1999)



# To the Class of 1998



**Chris Frost**, Tasis English Dept. Head 1976-1979, Academic Dean 1977-79, Tasis England Summer Program Director 1978 and 1980, Tasis Headmaster 1984-87 and 1994-2001

The Yearbook editors have asked me to comment on "what I got" from Tasis. Tasis is a way of life for me and my family. You may not know that this is actually my third life at Tasis. I first came to Tasis in 1976 as English Department Head and in the next three years became Academic Dean, Director of Tasis England Summer Programs, and worked towards the opening of Tasis in Greece. In addition to my first European experience, the first thing "I got" from Tasis was an opportunity to grow professionally by taking on as much challenge as I possibly could handle.

After five years back in the U.S. working at an outstanding New England boarding school, my wife and I jumped at the opportunity to return to Tasis, this time for me to serve as Headmaster. Our fond and vivid memories of the places and the people and the experiences we enjoyed at Tasis had taught us to appreciate the second and perhaps greatest gift Tasis had given us. We recognized that at Tasis we are more

awake and aware and alive than elsewhere, and we were anxious to share this intensity of experience with our children.

After seven years back in the States as Headmaster of a day school on the Maine coast, we were delighted to again be asked by Mrs. Fleming to return to Tasis. Our time away had served its purpose of giving our children a firm sense of American culture and roots in the U.S. It had also made them acutely aware of what they were missing while away from this school: "What they got" from Tasis.

My comings and goings perhaps have given me a sharper awareness of what we have all "got" here: an exceptional stimulus to grow and to experience and to share and to build memories that will last our lifetimes. I feel especially fortunate to have had Mrs. Fleming's model during my development here. Her example clearly demonstrates that the more we give, the more we get. May you give to others what you have received at Tasis.

*Christopher Frost, Headmaster*

... Just when we least expected it, Tasis alumnus **Billy Zane** appeared. On Friday, February 19, our Middle Schoolers sponsored a showing of *Titanic* in the Salon. Billy, who attended Tasis during his sophomore year and plays the lead villain in the movie, coincidentally dropped by campus that very evening and graciously spoke with students about his experiences at Tasis. He focused his conversation on the education and personal growth that he gained at Tasis and encouraged students to take advantage of the many opportunities for travel and the school's outstanding faculty. We were thrilled to have him come, and many of the students availed themselves of this special chance to get autographs.

*Chris Frost (1999)*



**Horst Dürrschmidt**, Veteran Art Teacher, with *Titanic* star **Billy Zane**.



# TASIS Today

The Alumni Newsletter of the TASIS Schools    SPRING 1999

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**Dear Tasis Alumni,**

When you opened your Spring Newsletter, I imagine you were struck by the change in the Tasis crest. For some, this was probably tinged with a sense of recognition, since we have recently returned to the shield and colors of the original crest, while integrating stronger lettering for the Tasis name. The red, blue, and white colors reflect our ties to the United States, Great Britain, Switzerland, and the Canton Ticino, the original inspiration for our first school in 1866. The new crest maintains our heritage and tradition and yet is simple and clear, thereby highlighting the icons which represent our mission as follows: The Tower-Culture, embracing both high learning and civility; *Alumnatus*, the Lamp-Wisdom (*Scientia*), the Book-Knowledge (*Scientia*), and the Light-Truth (*Veritas*). These are the familiar icons from the crest which has been in use throughout the Tasis programs for over four decades. In the 1970s, the sunlight of truth replaced the crossed ship and pole of the first design, and the shield grew away to the elaborate scrolls of the crest familiar to so many of you. We thought you would enjoy seeing the evolution of the Tasis crest during the course of its development, at the same time as we introduce you to the Tasis logo for the new millennium.

Along with the new crest you will see a new name for the Tasis England school. Already known to many as Tasis England American School, it seemed a fitting time to change the name to Tasis, The American School in England, uniting the school with the founder campus, The American School in Switzerland, its name, identity, and mission that bespeak a sense of permanence and institutional strength for an organization about to celebrate nearly half a century of educational excellence. On page three of this newsletter, you can read the new Headmaster's plans to make it actually The American School in England, an excellence in all areas is even more firmly pursued. On page four, find out about what's happening in Lugano, with pictures of the fabulous new gymnasium, already the scene of the first Tasis victory on the new sprung wood.

And to close, look for friends in the photos of the Photo-Cutting Party hosted for Tasis Helvetic alumni at the Aulerhof. The number of guests has ballooned as word spread about the wonderful fun enjoyed last year. Be sure to look to the Alumni website to read news about your classmates in the new spring Alumni Notes and let us know how you yourself are doing.

If your summer plans are still in formation and you have not yet signed up to join the **Architectural Symposium**, sponsored by and held at Tasis Lugano, there is still an opportunity to do so. **Details of this wonderful occasion for learning from world-class architects and speakers are on the poster insert and on the web.** We look forward to seeing you at the Symposium, or at the very least, to hearing from you. Share with us what is important in your lives. We are proud to hear of your accomplishments in all realms, whether they be academic, professional, or personal. You are our greatest achievements.

*Kate Gonzalez*  
 Kate Gonzalez, Director of Alumni Affairs

**ALUMNI REUNION IN-PRO:**

We will gather in Lugano on about 12 for a week of travel, fun, and learning on our first ever In-Program trip especially for alumni. Heading to Italy in Italy, you will spend those nights, enjoying gourmet cuisine after days filled with beautiful vistas and expertly guided visits in places of interest. Taste in Lugano, well share lectures, round table discussions, and addresses made on the terrace of *La Nobis* and in the garden of *Casa Fleming* as joint participants in the Architectural Symposium. Although our tasks for Italy have been made, it may be possible to add a few more names last-minute, so contact the Alumni Office immediately at [alumni@tasis.com](mailto:alumni@tasis.com) if you wish to join us on this incredible journey. Also see our website at [www.tasis.com](http://www.tasis.com).



1866

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Ultimately, it is the people – the faculty, students, and staff – who make Tasis what it is. If there really is genuine magic in a Tasis education, as countless numbers of alumni have claimed, it is rooted not only in culture, wisdom, knowledge, and truth but also in something that is at once both source and goal of all those noble ideals: something found within the community itself. The real rock on which Tasis is built is love.



The Tasis Alumni Association  
 Coldharbour Lane  
 Thorpe, Surrey, TW20 8TE, England  
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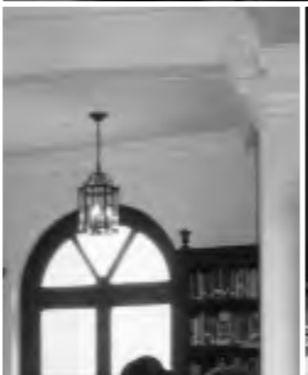
# TASIS 2000



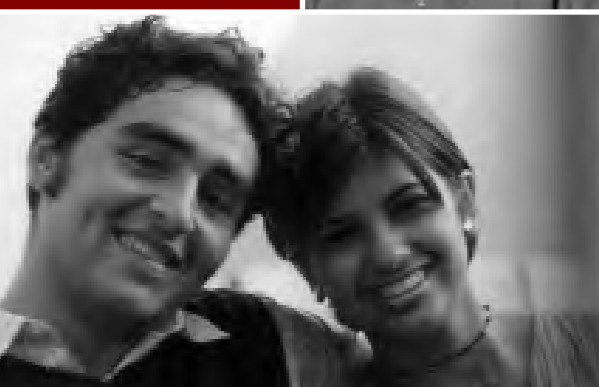
Michael Ulku-Steiner  
Patricia Schmidt  
Isotta Cleps  
Pauline Bigombe  
Laura Katzman  
Christina Miles



Ornella Gebhardt  
Yvonne Procyk  
Philip Astein &  
Abigail Pfeil  
Lynn Aeschliman



Alanna Cherry  
Amanda Adams  
Mariella Tullini  
Mary Dell Pritzlaff, Tom  
Fleming, David Mayernik,  
Lynn Fleming, Mrs.  
Fleming, Holly Coors &  
Bishop Grampa  
Caroline Rothstein



Corrado Agusta  
& Moudi Al-Issa  
Gianni Patuzzo  
Giorgia di Lenardo  
Katharina von  
Stauffenberg  
Mrs. Fleming &  
Miro Pozzi



Marilù Riva  
Chris Frost  
Mario D'Azzo  
Carolyn Heard  
Can Doganci  
Tom Mauro



Nicholas Goddard  
Ross Howell  
Mohammad Al-Issa  
Hans Figi  
Francesca Müller  
John Nelson



- 2000**
- Campus expansion: Ex-Allemani "Villa del Sole" property added to Lugano campus
  - Mrs. Fleming's 90th birthday party, TASIS Lugano "MCF—What a Life!", original musical by Todd Fletcher (500+ guests)
  - Coach House expanded
  - New outdoor temporary swimming pool
  - Documentary Video "A Taste of TASIS"
- 2001**
- New Admissions Office "La Pietra"
  - Last TFLP summer program in Rougemont
- 2002**
- TASIS Dorado opens in Puerto Rico
  - TFLP Summer French program opens in Château d'Oex
  - TASIS Tuscan Academy Art & Culture Summer Program
- 2003**
- The Peter Graham Belin '69 Theater closed down
  - Planning for new theater
  - Launching of Library Capital Campaign
  - New alumni website ([www.tasis-schools.org](http://www.tasis-schools.org))
- 2004**
- Opening of the M. Crist Fleming Library
  - Arts and Architecture in France (Les Tapies) Summer Course
  - New TASIS History DVD
  - Launching of Capital Campaign for new theater
- 2005**
- New Elementary School opens on Montagnola campus
- 2006**
- New Kindergarten added to Elementary School

## To the Class of 2000—The Class of the Millennium

*I can honestly say that I have seen the world. TASIS is a model of the world. This community houses every type of person, over 30 nationalities, many different religions, and many languages. All these diverse elements of culture float through the breeze and enrich the mountains of Switzerland.*

*Caroline Rothstein '01 (2000)*



*Some 30 or more years ago there was a show on Broadway called "Stop the World, I Want to Get Off!" How many people amidst the horrors of the 20th century must have wanted to cry out: "Stop! Stop! Stop! It's too awful!" Yet some leaders were the very creators of those horrors while others had the courage, the strength, and the faith to fight them, to stand up against the ugliness, the nightmares engendered by truly evil men and, most fortunately for us, those individuals who fought and whose followers triumphed as good over evil must. The year 2000 is a crossroads year, a benchmark for the next century and for the future of humankind on this planet—the only "world" we really know.*

*TASIS will celebrate its 45th year and I, my 90th! You will wonder how it feels to look back, to look down on the collection of all those years in light of our present-day world. I remember when I was ten, my first job every morning in our summer home was to clean the glass chimneys of the oil lamps, smoke-blackened from reading late the night before. A ten-year-old now wakes up, switches on his electric lamp, and pushes the button on his computer to check in on the Internet for world news of the day! It took my parents three days in July, 1920, to drive from*

*Philadelphia to Maine, about 500 miles, and they were then towed by two horses a distance of 20 miles from Ellsworth, Maine, to Mount Desert Island because no new, frightening automobiles were allowed on the island. Now one flies to Maine from Philadelphia in two hours. In my first 45 years, I made at least 50 transatlantic crossings on a ship with lifeboat drills every morning. If you couldn't wait ten weeks for a letter, you tied a message on the ankle of a carrier pigeon and wished him well. Yesterday, I was picked up at an airport, and, traveling at 100 km an hour, I telephoned directly that I would arrive an hour late for a meeting! Unbelievable? Magic? THEN and NOW. The real question is, of course, is the quality of life better now than then?*

*If I stand on my mountain top and look down at the last 90 years—or if I look up—outward and up at the next 90 years, what do I see? This is what I hope to see: TASIS—The American School in England and TASIS Lugano—bursting at the seams with very special young people from all over the world, preparing themselves for leadership roles in their own countries, where they will strive to eliminate poverty, hunger, disease, exploitation, injustice, and war! May there be satellites, may TASIS thrive and become ever stronger. May the TASIS formula spread through several TASIS schools following my intense belief that only through EDUCATION can the world be changed and a better quality of life assured for all human beings.*

*You, Class of 2000, are standing on the threshold of a new millennium. It is yours, and you alone can create a century of beauty, of safety, of freedom, of caring for all other humans. May you never have to cry like so many millions in the 20th century were forced to cry: "Stop the world! I want to get off!" The 21st century is yours—go to it! My faith in you is boundless and will always travel with you.*

*MCF*



## Campus Development Update

**It is with great pleasure that I announce the good news** that the TASIS Foundation has finally acquired, on a deferred-purchase agreement, the property contiguous to our campus in the curve of the road to the right of the main school entrance. With its *Villa del Sole* and the gardener's cottage, this property's 1.9 acres added to our existing campus of 4 acres will have a major and long-term impact on our school by adding much-needed space to our relatively small campus.

My mother, Mrs. Fleming, has been dreaming about acquiring this property for over 30 years, since it is the only property that would significantly enlarge our campus. When the heirs launched plans to subdivide their property into ten building lots, we knew we had to find a way to purchase it. The Chairman of the TASIS Foundation Board, **Dr. Alex Korach**, has been negotiating on this property for many months. He successfully concluded negotiations by signing the deferred-purchase contract on January 27, an historic moment in the life of TASIS. The contract calls for full payment in two years, which allows us the time to raise the funds for the purchase, with immediate access to and full use of the property.

This spring we will be renovating the villa and garage for

use by our successful and full summer programs as well as by our winter students in September. The villa will house 20 students, two faculty apartments, and two classrooms. The garage will house two smaller classrooms. This additional space will help us address the issue of crowding in some of the dorms and our goal of slowly increasing the number of boarding students, along with adding instructional space and improved faculty housing.

We are exploring the best use of the gardener's cottage for office and instructional space. This additional space will enable us to start the process of reducing off-campus rents.

Once we take down the fencing, which currently separates our campus from the new property, our students will benefit from a greatly expanded outdoor playing area. Eventually, when we are able to raise the funds, we will raze the gardener's cottage to clear the flat land and install a 80m by 50m playing field, which will make a significant improvement to our sports facilities on campus. This will also necessitate cutting into the hill, and the resulting seven-meter retaining wall should make an ideal rock climbing wall. We will be creating parking spaces for 30 vehicles as well this spring,

immediately to the right of our entrance behind the public bus stop. Providing parking on campus is a condition by the Comune for the Master Plan approval.

Other developments on campus are the two-storey extension to Coach House, which has finally begun, as you see and hear! This addition will be completed later this spring and will be a big improvement in the art facilities. We also have plans to build an outdoor 20m by 8m swimming pool

on the hill below Belvedere by June. This will be an important facility, especially for our summer programs. Ever since we took down the indoor swimming pool to build the Palestra, we have had to bus all of our over 300 summer students to outdoor pools in the greater Lugano area. Eventually, we plan to glass in the pool for school use in the fall and spring.

**Lynn F. Aeschliman**  
Executive Director

## A Man of Many Arts: Horst Dürrschmidt



**Horst Dürrschmidt** TASIS Veteran,  
1974-present

**A teacher because he likes the arts** and likes working with young people, Horst Dürrschmidt has found that individualized teaching is essential in the arts, giving as much freedom as possible. There is no fixed teaching plan, but one has to be aware of each student's artistic, emotional, and intellectual development. This enables the teacher to give the right information at the right time. Horst's course content is quite the same as it was when he began teaching, but he is now more flexible in teaching it. Art can be taught in many different ways. The student learns best what he can relate to at a given time. What pleases Horst most about teaching is getting students excited about the arts, guiding students to discover their talents, and leading them to success. Horst's goal in life is The Way itself. He tries to enjoy every day, believing it is important to strive for excellence . . .

**In 2000 we added an extension to Coach House,** which includes space for a ceramics studio, a photo studio, two offices, and a basement for storage. I had been given carte blanche to redesign the studios, and now the photo lab is up-to-date and a practical, functional, and beautiful place which I am very proud of. In 1999 I turned over my Art Department responsibilities to the studio art teacher. This enabled me to devote more time to teaching my students in fine art photography. An exciting and challenging change in photography happened in 2002 when Advanced Placement and International Baccalaureate Photography were added to the program. Several students have been very successful in those programs since that time.

The annual TASIS Arts Festival increasingly has become a

New addition to Coach  
House studios



major focus of the academic year in the school community. At that time we celebrate the arts and share our accomplishments with the school community and its many guests. The new palestra is transformed into a giant art gallery and concert hall. I can remember 30 years ago when Fernando Gonzalez and I started a very modest little Arts Festival. Our gallery and concert hall was then the old "Bubble," and I remember seeing Mrs. Fleming on a rainy Arts Festival day listening to a concert under her open umbrella. Those were the last days of the "Bubble." In 1987 Monticello was constructed and most of the Arts Festival activities were moved there. We bought a grand piano and placed it opposite classrooms one and two which became our concert hall. All the other classrooms were transformed into little galleries for student art displays. This year will be the 30th TASIS Arts Festival, with even more students involved during the school year than ever before. More than 70 percent of the student body is enrolled in Art Department classes in Painting, Drawing, Ceramics, Architecture and Design, Photography, Drama, Music, and Dance. The Arts Festival is a wonderful platform for TASIS students from about 45 different nations to demonstrate and share their accomplishments of the school year with the community. Visiting artists add a professional flair to the festival. Over the past 30 years the TASIS Art Department has developed into a strong Department—a Department to be proud of.

**Horst Dürrschmidt** (2005)

## The Arts Festival 1974-2006



**When the Arts Festival was initiated in 1974-75 by Horst Dürrschmidt and Fernando Gonzalez,** it was just a weekend event, ushered in by a movie in the Salon and a festival of one-act plays in the Little Theater on Friday night, followed by exhibitions of student work on Saturday and Sunday, and a couple of demonstrations by practicing artists. A student rock concert led by TASIS student **Steven Dahinten** and a student-faculty classical and folk music performance rounded off the schedule for the two-and-a-half days.

The Arts Festival has grown significantly over the years, and there is a much broader range of activities. Spanning six days last May, there were three concerts by the TASIS choirs and instrumental musicians. The musical **Bye Bye Birdy**, directed by **Julie Achtau, Kay Hamblin, and Jonathan Morris**, was performed by TASIS students in our temporary theater and welcomed local as well as school guests. There



**Christiana Rosu '01**

**What is TASIS?** Is TASIS a school, just a place where students submit themselves to studying? I think of TASIS as much more than that: as our little universe. It's a world in which we grow in order to be ready to fly. We build our wings, and we equip ourselves with the necessary information about the world that is outside of our universe. I came to TASIS thinking that I was going to find a school, with teachers and rules. I was amazed to discover a home.

**Christiana Rosu '01** (2000)

**The first thing that I associate with TASIS** is the pleasant atmosphere on campus: students laughing, mingling with teachers. It gives the idea of a close community.

I always asked myself why children are happy to learn and to go to school when they start school, but with time they tend to lose interest and enthusiasm. At TASIS it has been different: most students are happy in school, they feel at ease talking to teachers, and, in general, they seem

was a student slide show, a reading of original writing by students and faculty, and short films by TASIS student **Skylar Gross**. Several guest artists performances included guitar music, American art songs, an "a cappella" concert, and a violin concert as the highlight of the festival.

The student art exhibitions in the palestra, the dance studio, Villa Monticello, and Villa De Nobili were impressive and received much praise from the school community and visitors alike. The exhibitions included paintings, drawings, prints, architectural designs, sculptures, photographs, ceramics, and mixed media projects. Very popular also this year were the student, guest artist, and craftsmen workshops. Every year the Arts Festival serves various purposes: it not only shares with the whole school and the community what has been going on in the art department throughout the year and what the students have done and learned, but it also acts in lieu of examinations in the fine arts—as such serving as the equivalent of a final project, which in effect wraps up the newly acquired or better developed skills and creations of the students involved in those courses. The Arts Festival is a celebration of the act of creation.

**Horst Dürrschmidt** (2006)

"During my sabbatical year, I have increased my professional knowledge and I have grown personally. I have established contacts with important artists willing to get involved with the arts program at TASIS. I have regained strength, enthusiasm, energy, and above all, I love my work more than ever before. TASIS is a wonderful place, and I am happy and proud to be part of an institution that strives for excellence in education."

**Horst Dürrschmidt** (1999)

interested in learning. When I started teaching at TASIS my goal was not only to transmit knowledge, but especially to stimulate the passion and joy for learning.

There have been moments that will stay with me forever. When, for example, one of my students told me, "I never liked to read until we read this book in class with you! Now I want another book!" Or, after a trip to Florence to experience the "Florence of Dante" with my literature class, "Mrs. Gebhardt, at the beginning I thought Dante was very boring, but now, here, I can imagine Dante, I can breathe Dante, I expect to see him around! I want to read the Inferno again." On a personal level, I have experienced very close relationships with students. Some of them jokingly used to call me "mamma Gebhardt." These kinds of situations could happen thanks only to the general atmosphere of the school. The beauty of the environment is conducive to learning, and the small student-teacher ratio gives a teacher the opportunity to know each student personally.

**Ornella Gebhardt** (2005)

## Horst Dürrschmidt - Through Their Eyes



*Many thanks for the memories and for inspiring the artist in me. You were always very kind with your critiques and always able to find something positive to say about my questionable creations. I have always loved art and you were instrumental in developing that side of me. I will be forever thankful for a teacher like you.*

*Lucy Carolina Roman '78*

*I remember so well the start of the 1974 school year when you first arrived at TESIS. You took control of the entire Art Department of the school. You were a master of your domain, and you quickly reorganized the art curriculum and improved upon it immeasurably. The art studio was always buzzing with activity, both day and night.*

*Robert Winer  
faculty member from 1973 to 1977*

*I am a Mr. Dürrschmidt fan. Although I was never a photography student of his, he changed my life and enriched it in ways that I'd never have imagined 21 years ago. He is the one who introduced me to Opera, which I enjoy immensely to this day. It is remarkable the impact he has had on my life. I am deeply grateful for the layers of color he has added to my life.*

*Vicky Hsu '86*



Lucy Carolina Roman '78



Robert Winer



Vicky Hsu '86



Kelly Hau '04

*At graduation, Horst presented me with the photography award. During the past fifteen years I have used skills taught by Horst to have photographs published in various magazines. I now sit in an apartment in California with photographs of children and sand dunes hanging on the walls, taken in Angola, Namibia and Malawi while working in Africa. Taking photographs with Horst and living on the Collina d'Oro instilled into my life a genuine, deep-seated love for wandering off well-traveled pathways and stalking images. Horst was always a good-hearted man. The students all liked him. He was an energetic, passionate, bohemian instructor.*

*Tom Mullen '81*

*I just wanted to thank you so much for getting me into photography! It really changed my life. Now I'm a Junior at Parsons School of Design, on my way to being a photographer. Unlike my other schoolmates, all 3 years of learning photography from you definitely made my life here much much easier!*

*Kelly Hau '04*

## Much Has Changed . . . and Much Remains the Same at Your School



Chris Frost, Headmaster 1984-87 and 1994-2001

So much has changed at TESIS in the past several years that there are many surprises to greet alumni who have not visited the campus during this time. Our beloved Bubble is now a sand volleyball court, and the site of the old swimming pool is now occupied by a spectacular new building known as the Palestra because it serves as the center of school life and houses much more than a gymnasium. Included also are a music classroom and practice rooms, a student lounge with two pool tables and internet access, a large dance studio, a fully equipped fitness center, and a computer graphics room. Horst Dürrschmidt's Coach House has been enlarged by 50% and totally refurbished with beautiful new photography and ceramic studios.

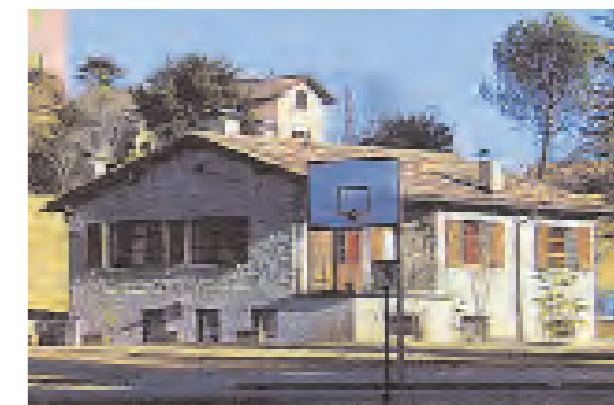


Del Sole: Senior boys' dorm with two new classrooms

In just the past year our campus has grown by 40% through acquisition of the property behind the towering hedge (now gone) to your right as you enter the main gate. The beautifully restored villa on this new section of our campus houses 20 senior boys, two teachers, and two classrooms. The Admissions Office will soon be relocated to an attractive stone cottage on the edge of a new large field and on-

campus parking lot. Our student body, comprised this year of 40 different nationalities, has grown to a record 304, including 50 day students. About a third of our juniors are preparing for the full International Baccalaureate Diploma, a rigorous and internationally respected course of study which was added to our curriculum only in 1996. Rest assured, however, that so much more remains unchanged at your school. The view of the lake is as beautiful as you remember it. In-Program Travel, weekend trips, Ski Term, small classes, and the advisor system continue to promote close ties between students and faculty unparalleled at any other school I know. And while we work to meet the widening variety of dietary needs and preferences in our community, chicken and potatoes still stand solidly at the core of the TESIS menu!

Christopher Frost  
TESIS Today, 2000



"La Pietra": New Admissions Office and Health Center

## Mrs. Fleming Turns Ninety!

Join us in Lugano for

**Mrs. Fleming's 90th Birthday Celebration, August 18-20!**

All TESIS alumni and staff from any program ever are welcome to join us in honoring Mrs. Fleming's 65 years in education and TESIS's 45th year!

The package includes:

- Friday:** lodging on campus, evening buffet, violin concert, and TESIS retrospective film
- Saturday:** lodging on campus, breakfast, boat tour and picnic on the lake, banquet, and World Premiere of the TESIS Musical *MCF What a Life!*
- Sunday:** brunch and departure for participants



# What a Life!



Erica Engstrom, the "younger Mrs. Fleming," held aloft by Brandon Royal, Charles Matak, and Kenneth Lennon

## Stage Lights Went Up and the Performance Began

Picture a beautifully decorated banquet hall with flower-laden candelabras atop linen tablecloths and an impressive dimly-lit stage at one end. Expectancy built as 550 guests gathered with gaiety and anticipation for a grand party fitting for Mrs. Fleming's 90th birthday.

The TASIC all-purpose gymnasium was transformed for this magical evening. Alumni, teachers, administrators, parents, and friends traveled from all corners of the world to be a part of this celebration and witness a musical testimony to a life which touched each one of the guests. None of us, however, could have imagined the professional spectacle we were about to enjoy.

The stage lights went up and the performance began. Elie Crawford, playing Mrs. Fleming, entered stage left with her arms spread wide open as she exclaimed, "Well, hello, darling . . . why didn't anyone tell me they were sending such a handsome young man." The house went wild. From the opening scene to the closing song, we were spellbound and thoroughly entertained by music and dance as the story of a remarkable woman's life came alive.

The performers were TASIC students and alumni who came together for three intense weeks of rehearsals. The creative force behind it all was Todd Fletcher, who wrote and directed the Musical. None of the performers had seen so much as a line of music before they arrived three weeks earlier. Todd had not met his cast that was to perform what he had written. How they all worked together to make it happen in such a short period of time was a tribute to their talent, boundless energy, creative leadership, and the fact that their inspiration was celebrating her 90th birthday and nothing less than the best was good enough for her.

As the celebration continued that evening and into the next day, the Lugano campus was buzzing with the talk of the musical's "West End" quality, catchy tunes, and memorable stories. Lynn's vision, Todd's genius, talented performers, and M. Crist Fleming's life full of amazing material created a musical that will not be forgotten by any fortunate to be present for its premiere.

The Fête was a magical weekend celebrating a remarkable woman's 90 years of life. From tours of the Lugano campus to a boat ride on Lake Lugano, from a delightful cocktail reception on the lawn outside Casa Fleming to a stunning Musical it was a weekend fit for the grand lady we all adore. What a birthday party, Mrs. Fleming! What a life, indeed.

**Cindy Smith**  
TASIC England mother of performer Garrett Smith and former Head of TE Parents' Council

TASIC  
The American School In Switzerland  
presenta  
**MCF: What a Life!**  
una commedia musicale originale  
composta e diretta da Todd Fletcher  
Interpreti: studenti e insegnanti della  
Scuola Americana



Elisabeth Crawford

Elisabeth Crawford played MCF in the musical when it was first shown:

*I had been helping with the setup—I was very tired, because all day I had been on the Palestra floor, but I wanted to see the rehearsal. When I looked at the woman who had been hired to play the older Mrs. Fleming, I thought, "But this is not Mrs. Fleming." She didn't have the energy, she didn't have the right height—she just wasn't right. She wasn't enthusiastic, she didn't wear the right clothes. . . . Then I thought of how hard all these kids had been working on the young Mrs. Fleming and was afraid that everything would be ruined. . . . so I went up to Lynn and said, "I can do this." Typically, she asked me if I could act or sing. . . . !*

Elisabeth Crawford, PG '66 (2004)

*We have all shared in the success of TASIC. Thus we all have within us the passion and the dedication to Education that we hope to pass on to our students, the passion and the dedication to create the unique school that TASIC has become. For I truly believe that TASIC is unique in the whole world.*

*Why is TASIC unique?*

*Because TASIC students are outside their home country, thus there are many languages for human communication leading to understanding of different cultures, while keeping computers as a tool, not a takeover to replace human communication. TASIC students travel, visiting other countries, learning about other traditions, and especially learning history, for forgetting history means we may have to relive it!*

*TASIC students travel to third world countries to face the reality of poverty, of disease, of civil war, and the hopelessness of escaping or rising above it. TASIC stresses manners instead of political correctness as a civilizing force in the world. . . . TASIC insists on appropriate dress as a mark of respect for authority—who would want to fly the Atlantic with a Captain wearing blue jeans. . . . Caring and the spirit of caring form TASIC's greatest strength—in all its schools and in all its summer programs—and it must always remain so, especially as we try to bind the young of the world together with our student body representing more than 40 different nations. Second to caring comes freedom—freedom from federal and state control, freedom to set our own high standards, to insist on quality, on excellence, on discipline, on character, on compassion for our fellow man. It gives us freedom to state the values we believe in and to live up to them. Thirdly, and very importantly, we live in the midst of beauty, of peace, of security—such precious things in the midst of so much ugliness in today's world.*

*TASIC is committed to strengthening a student's values, goals, and even their lives, unless, of course, you parents have done such a good job that we want to keep your children as role models to help us start new TASIC schools all over the world.*

MCF  
from speech at 90th birthday party (2000)



Original cast of MCF What a Life!



## Returning to TESIS 40 Years Later

It had been 35 years since I had spent more than a day on the Montagnola campus. In 1965 I worked as a secretary for TESIS in the summer between my junior and senior years of college. Then, the Montagnola campus was new to me. When I was a student at TESIS, in 1957-60, the school was located in Locarno my first year and at the Loreto campus in Lugano my last two years. But when I think of TESIS, I think more of an experience than a place, an experience that has had a significant and positive impact on my life. So it was with great anticipation that I returned to TESIS in July, 2000.

I returned at the request of my friend and classmate, Lynn Fleming Aeschliman, now TESIS Executive Director,

## What a Life, What a Woman, What a Fête, What a Weekend!



Mrs. Fleming with the Grand Patron of the Fete, Mr. Hixon Glore, and the lead Benefactress of the New Library Campaign, Mrs. John C. Pritzlaff

who asked if I could help with the "Fête" celebrating her mother's 90th birthday and the 45th anniversary of TESIS. I was flattered by the invitation and excited at the prospect of spending three or four weeks in Lugano helping with this celebration. The Fleming family has always been special to the Pitner family. Mrs. Fleming was like a second mother, especially during my first year at TESIS when I was 13 and we were like one big family with only 29 students! While in school together for three years, Lynn and I became good friends and my brother Bill became good friends with the older Fleming children, Tom and Gay. During the next 40 years, we corresponded sporadically and saw each other only occasionally. What would it be like, I wondered, 40 years later?

The experience turned out to be stimulating, sometimes frustrating, fun, exhausting, often nostalgic, thoroughly enjoyable, and a wonderful reminder of the TESIS experience and the kind of people who are attracted by that experience. When I arrived, the campus was a flurry of activity with three summer programs in full swing and more than 400 students, faculty, and staff on campus. Eating meals at De Nobili and talking with students and staff brought to mind the TESIS spirit I knew 40 years earlier. It's nice to know that some things don't change . . .

Best of all was the renewing of an old friendship with Lynn. We worked together amazingly well, had fun, disagreed civilly, laughed often, shared bits and pieces of our lives over the past 40 years, learned from each other, and simply enjoyed our time together. I wonder, was this made possible mainly because we shared the TESIS experience some 40 years ago and continue to share the positive values and attitudes which make TESIS a very special place today?

Kathy Pitner '62  
TESIS Today, 2000



Lynn Fleming Aeschliman '63 and Kathy Pitner '62 take a break for a hike

## Alumni Letter to MCF



Caroline Rothstein '01

One of the immense changes that I see is the great diversity of the student body now and the many different countries represented. This really is the living out of Mrs. Fleming's vision. The first year she had just that dream. She talked about it and the school becoming the place where youths from around the world would come together and learn about each other. Now you see students from different parts of the world who would be at odds because their countries are at odds, and yet, here, they are learning about each other and learning that they have some things in common because they are youths. Youths around the world struggle with similar challenges of identity and self-confidence,

deciding where they want to go, who they are. And that is like the dream come true.

I think that Lynn has done a wonderful job of continuing her mother's vision and adding another aspect to that—the Master Plan for the campus increasing the functionality and the beauty of the facility. This seems to me an appropriate continuation of the school. The spirit and the vision have been built. I hope it is sustainable because it is so much a part of TESIS. Aiding the permanency of the campus here by improving the buildings is a wonderful move in the right direction.

Kathy Pitner '62 (2004)

Dear Mrs. Fleming and Mrs. Aeschliman,  
December 14, 2000  
I want to extend my deepest thanks and most sincere gratitude and appreciation to both of you. My time here at TESIS has been life changing. Thank you for keeping TESIS alive, giving young people like myself the opportunity to develop a true global perspective and knowledge of the world. I have loved and cherished every moment of my time here and the memories will remain in my heart forever. My friends, my teachers, and both of you have been mentors to me as I feel fully equipped to take my TESIS education and succeed in life. I am honored to be the class agent of my graduating class of 2001 as it gives me immediate access to always raising TESIS in my life. I hope to be in touch and see you both as time goes on. I always say that TESIS is a utopia, and I mean that with all my heart.  
Thank you God bless and a Merry Christmas and Happy New Year!  
All my love and respect,  
2/27/01  
Caroline  
Wilmette, IL  
Caroline Rothstein

You provided all of us with the magical learning environment. You gave us the opportunity, and we seized it . . . You had a vision years ago. That vision bore fruit. That fruit is a spark of vision that you put in all of us that we carry with us in our journey through life.

Rick Mullen '77  
(from letter to Mrs. Fleming on her 90th birthday, 2000)

August 25, 2000

Dear Lynn,  
Thank you for planning such a wonderful tribute to your wonderful mother. Everything was flawlessly executed in true TESIS style. You (and your staff) thought of everything and created a weekend that was what such occasions should be, but seldom are: a tribute that was moving without being cloying, less nostalgic than facing firmly towards the future, as vibrant and varied as its honoree.

What a special gift you presented to your mother and to all the lucky ones attending this fabulous fête. I hope you realize the weekend served not only as the jubilee of the Queen Mother, so to speak, but also as the coronation of the new queen. Certainly you have been acting as regent for many years now, dispensing decrees, issuing proclamations, and conferring with the court architect; but now it becomes even more clear that you have inherited not only your mother's talent for organization, but her ineffable style as well, and—perhaps most important of all, for what use are the first two without the last?—her vision. The commissioning of the musical, choice of artists to entertain the guests, and the romantic "surprise finale," to say nothing of the setting for all this festivity within your brainchild, the elegantly practical Palestra, all lead me to believe your particular vision lies in nurturing artists, whether students, visitors, or those chosen to create a building or a play. The TESIS campuses have indeed become the "power points of education" envisioned by your mother and will undoubtedly continue to light the way with you in charge.

I am proud and immensely grateful to have shared in the TESIS experience. Long may it thrive under your expert guidance! Thank you again for a weekend simultaneously so meaningful and magical.

Best regards,

Petra alias Phyllis (Pringle) '69



## Making a Documentary

The years I spent at TASIS have produced feelings and instances as commonplace as a blurry eyed laugh and as cinematic as a drawn out goodbye. Yet even now, they are all equally lasting.

The greatest challenge in making a documentary like this was finding the words and images that were comparable, if not superior, to those very moments I found so memorable.

As a fourth-year film student, the opportunity to make a film about TASIS was not only an immense blessing, but also an unforeseen personal and artistic challenge. Having been away from TASIS for almost four years, returning was as jarring as it was comfortable. At times, I felt

I was perhaps coming back too soon to possess the perspective necessary to create a relevant and honest documentary. At other times, I felt I hadn't been there long enough to even try.

In the end, the product that eventually emerged from this challenge, was a lyrical piece that I feel mostly benefited from such a standpoint. "A Taste of TASIS" is less a collage-like composition of recollections, both aural and visual, that leap and span a timeline of over forty-five years. Beat-up blue vans tumble across hazy shapes and an intermittent sky. Young girls, taken by surprise, giggle and grin for the camera. Glassy points of light flash and die on an August night. All are among the reels and tapes of images that I found to be representative of the feelings and instances attached to a place like TASIS—a place where a single frozen moment from over forty-five years ago can be both jarring and comfortable to a person like me.

Michele Josue,  
TASIS '97

*In-Program Travel* remains one of the most remarkable educational opportunities TASIS offers. This year's very special offerings included: trips to previously inaccessible cities and the chance to see history-in-the-making; the opportunity to offer aid through community service to a generation of children living on the streets of Bucharest; time to master the fine arts of water coloring and sailing; and the exploration of some of Europe's most wondrous museums.

These types of experiences encourage closeness, respect, and trust between TASIS faculty and students that distinguish TASIS from every other school of its kind. The atmosphere that allows students and faculty to learn and grow together fosters growth with confidence and independence.

Chris Frost,  
Spring 1999

Mrs. Fleming started TASIS as a proprietary school so she could have a platform for living her vocation as a mentor. Years ago she handed the school over to a not-for-profit foundation so that it could continue many years into the future. But in a larger sense it has to be a proprietary school, it has to be our school. Each and every one of us as members of this TASIS community has to think "this is our school" and we have to try to make it a great school by helping TASIS to live faithfully the vision of its founding spirit.

TASIS presents a great opportunity for the world to form people with true ideals and we all need to be part of it.

Joe McPherson  
at N.Y. Alumni Reunion, March 2002

When Bill Eichner began at TASIS in Lugano in 1982 he taught AP Art History and led the PG students on their art history trips throughout Europe. He was College Counselor at TASIS Cyprus and TASIS France and returned to TASIS in Lugano in 1987 as Academic Dean and AP Art History teacher. In 1998 he assumed the position of Director of Admissions.

When I first joined the school there were only three day students. Now there are 50. We had a small ESL program—there were maybe 20 ESL students and they were mostly Italian. We were 70% Americans. For the last several years we have been about 30% Americans. As we came to be known around the world, the non-American population increased and changed the composition of our student body. I remember our first Japanese students. For the last 15 years, our students from Asia have been major contributors to the personality of the school. Twenty years ago, we had hardly any. For the last number of years, we have been over 40 nationalities.

The Americans are coming here for an international experience, the Europeans are coming here for an American education, and the Asians are coming here for an American education, but in an international setting. One of the real expectations of all of our students, whether they are from



Bill Eichner with Miguel (Micky) Arimont '01

the US or from Africa or from Asia or anywhere else, is that they are going to meet students from all over the world. Here a Japanese student, a Taiwanese student, or a Brazilian student doesn't feel like a guest. Here everyone is a foreigner, the Americans as well. This allows our international students to take real ownership of the school, in a way they might not if they went to a school in the US. Here everyone is on equal standing and on equal ground. This is a real global school.

Changes in enrollment have been fairly gradual. In 1982 there were 230 students. There has been a steady but gradual growth since I took over as Director of Admissions in 1997, until tapering off where we are now, at 328. The biggest jump we had was 15 students in a year. As Director of Admissions, I was also interested in developing the middle school. Now we have 38 middle schoolers—when I started in this position, we had 18 or 20. In most regards, my job is very simple. Once somebody comes here and they see the place and they feel the spirit of it, this is the easiest place to sell. These are beautiful surroundings. Also, the architecture does shape a lot of what happens inside. The new additions just serve to enhance the spirit of the place by giving us better facilities.

Something that hasn't changed over the years is the faculty who devote so much of their time to the students,

and not just in the classroom. They really become mentors to their students outside the classroom. That's what I noticed when I came here to teach and it's still like this.

Mrs. Fleming always served as an example to lots of faculty in the sense that she always got involved in everything concerning the school. When you look at the people who have been here for a long time, or at some of our best faculty, many of them are involved in the school in many different ways simultaneously. They contribute as much as they can in all the different ways that they can.

The future looks pretty bright. Now we have more alumni support than we have ever had, and it will only increase. Over the years, I have seen the student body become a stronger and stronger group and I'm sure that will continue. I don't think we should be continuing to grow as a school because being a family-size school is also part of our identity. I don't see TASIS becoming a much larger school because that would lose some of its character. We should strive to attract strong faculty—because the stronger the school is, the stronger the faculty, and vice versa—I see this as a continuing development as well.

Bill Eichner (2004)

## Admissions Director Bill Eichner Appreciates Alumni Support

In my role as Director of Admissions I have frequent contact with alumni, both on the road and here on campus. Each opening day in September or commencement in June brings a number of alumni to campus to share the momentous day with a relative or friend. And when I travel the globe to interview prospective students I always find the opportunity to bring a group of alumni together for dinner. At some point, the alumni I meet always ask me "What are the students like today?"

On one hand, the question has to do with the routines of TASIS life. Do the students still flock to Angelo's for those tasty sandwiches (yes), does Mrs. Fleming still serve chicken curry at her student dinners (yes), are Piccolo's and Morandi's still the hot spots in Lugano (yes for Piccolo's, and Morandi's seems to be making a comeback based on recent disciplinary events), and is the ski term a) still 2 months in Andermatt (no), b) two weeks in St. Moritz (no), or c) two weeks in Crans (still no; it is now one week, and the high school goes to Crans-Montana while the middle school goes to Verbier).

The question also concerns where our students come from. I meet with Japanese alumni who remember when there were only a couple of students from Japan (now 21). Once upon a time we had Brazilians who felt lonely because there was no one else to speak Portuguese with (we now also number 21 from Brazil). And what, TASIS now has 27 students from Germany and more than 50 day students?

Today's student body totals 325, is evenly split between

boys and girls, and includes 56 day students. Over 40 nationalities are represented, with a geographic breakdown of 31% American, 42% European, 11% Asian, 9% South American, 4% Middle Eastern, and 3% African. The countries with the greatest number of students (over 15 represented) are: USA 103, Italy 30, Germany 27, Switzerland 22, Brazil 21, Japan 21, and Turkey 17. In the last admissions cycle, TASIS received slightly more than 2 applications for every place available, reflecting a trend of increased competition for admittance.

The most interesting statistic has to do with the number of students who are in some way connected to alumni. In this year's student body, 20% of our new students are relatives of alumni: younger siblings, cousins, nieces, and nephews of TASIS graduates. Another 20% of our students listed alumni as their primary source of information about the School when they applied to TASIS. Add to this total another 30% of the student body that knew a TASIS family or alumni before enrolling in the School, and you can appreciate the important role that alumni play in admissions at TASIS.

Our best ambassadors have always been our graduates, and when a student is introduced to TASIS through an alumnus, we know that applicant already understands something important about the culture of the school. Thank you alumni for your valuable contribution to admissions at TASIS!

TASIS Today, 2002-2003

## TASIS Dorado, the Birth of a Special School



Dr. Aeschliman, Mr. and Mrs. Stubbe, Lynn F. Aeschliman, and Fernando Gonzalez visit with TASIS Dorado Principal Maritere Matosantos and Administrative Director Louis Christiansen at the TASIS Alumni Reunion and Open House last November.



The opportunity to create a school based on the TASIS model in the most beautiful location in my home country of Puerto Rico with family and friends has all the ingredients of Mrs. Fleming's recipe for starting a successful school. It is as if I spent the past 30 years training at TASIS for this chance and I felt both the excitement and the responsibility to create something special. Following four years of planning—unheard of in TASIS history!—on August 20, 2002, TASIS Dorado was born with 60 students in grades Pre-K through 3, thereby turning a dream into reality.

**Fernando Gonzalez**  
TASIS Today, 2002-2003

## Sixteen Years Later



John and Kim Nelson were at TASIS from 1985 to 1987 and returned last fall. John is currently IB, AP, and IT Coordinator, Duty Administrator, and teacher of Theory of Knowledge. Kim works part-time as Yearbook Advisor, graphic designer, and school photographer.

While TASIS Lugano is much the same as it was 16 years ago, it is easy to see significant differences upon returning to campus. The strong sense of community, the congenial attitude of the students, and the easy collegiality of the faculty are all as strong if not stronger than before. The greatest changes are in the physical appearance of the campus and in the international character of the student body.

Monticello was just being finished in 1987. That addition, along with the Palestra and the soon-to-be-completed Library, has altered the look and feel of the campus a great deal. These new spaces are a tremendous addition to the school and its programs. One needs to have coached in the Bubble or been a dorm parent in plywood-walled Lago in order to truly appreciate the benefits. These new facilities have also changed the overall nature of the campus. Everything "beyond Casetta" was essentially unused space. Now, this area is becoming the campus hub. The confining wall of neighbors to the north and west has been replaced by an open field.

While the students are much the same as they were 16 years ago, they represent a much wider spectrum of the world's cultures now. Then the constant chatter of students was predominantly English, with a slight undercurrent of Italian. Now a brief stroll across campus between classes is accompanied by an animated chorus of German, Turkish,



John and Kim Nelson with sons Johannes and Christopher

Russian, Korean, along with English, Italian, and many other languages. It is good to see the students accepting this polyglot atmosphere much as they accept rain one day and clear views of the Alps the next. One comes away with the idea that these youth will fit with ease into the future global community as productive members and leaders. Returning after 16 years has been a positive experience, and the changes are good to see. Much of value has been retained, and the possibilities of future improvement and development seem likely.

**John and Kim Nelson**  
TASIS Today, 2003-2004

## A Favorite Teacher



Mark Aeschliman, TASIS Veteran Teacher

*When I first came to TASIS, there was a very different constituency of students. We had large contracts of students whose parents were based in Saudi Arabia and North Africa. The students were of a different quality from the students we now have. In the same classroom, you have very talented and highly*

*motivated students together with students who are not as talented or motivated. This was certainly the case when I first came. We had children of oil-well drillers who were employed with the large oil companies together with the kids of very wealthy Iranians, associated with the families around the Shah. Things were different then—we didn't have as much in the way of rules, there was no dress code to speak of, blue jeans were OK, buildings were quite different. There is only one of those buildings left behind—Villa Tamigi, now Hadsall. And there were the pavilions. The school had a very different feeling then, less permanent and more transient.*

*The relationship between the number of American students and the number of international students has flipped. When I came in 1979, it was about 75% US and 25% others, and now it's the opposite. I find this very positive because it makes the school more international. As the American population has declined, certain other groups have increased.*

*I have worked with six different headmasters. The only thing that they shared is that they have all been Americans and, naturally, they also shared Mrs. Fleming's vision. From the beginning, this concept of using Europe as a classroom has been something that was very appealing for me. Some of the headmasters have been more aware of Europe and what its culture has to offer than others. One way in which I feel uniquely privileged to be here—apart from the fact that I can make great use of my skills—is that I have had an opportunity to work with some amazing people.*

*One of my favorite things here is the 65-minute In-Pro where you take kids on a trip to an archaeological site or to the famous churches in Campione d'Italia or Ponte Capriasca and then they are back on campus in the space of the class period. So you get all the kids in a room and they think they are going to have another class—and you say, "By the way, there is a bus waiting outside the door—just get in," and we drive off. Teaching them outside the classroom is very exciting—it's a different kind of experience.*

*When I arrived there were six metal boxes of slides—about 600. Now there are over 20,000. And as of last April, I started doing everything with a computer projector. Now I have thousands and thousands of images on the laptop which I will make available to the librarian to promote Art History. Several years*

*ago we made Art History a graduation requirement.*

*One of the things I treasure the most is the impact one can have on individual students—I have had some very brilliant students, some of whom became interested in pursuing their studies in Art History. You gauge your success as a teacher on the extent to which you are able to inspire people...*

*Part of what contributed to making TASIS so successful is the uniformity of vision—people who have worked here share a lot of similar values. They think that Europe is a worthwhile place to live; they are very interested in discovering the "European mystique"—what it is that makes it such a fascinating place. Part of this similar set of values they share is the conviction that traveling is a broadening and positive experience. They are involved in visiting other people's countries and discovering other cultures, and they like being members of international communities. TASIS is unique in that it uses Europe as a classroom—we know Europe by heart. I lived in Florence for three years, Naples for half a year, and am still a constant visitor.*

*How does the changing environment affect the TASIS community? A very visible change is the advent of the Internet and the cell phone. It's a two-edged sword. The Internet is a very positive thing, and so is the cell phone, but they naturally can be abused. TASIS is trying to adapt to this changing climate of students having so much access to computers and cell phones and messaging each other. A general sort of trivialization of the environment is happening as a result of the rapidity of communication.*

*Making complicated things available is part of what I see as my mission as a teacher. Making very difficult things "easy" and accessible by putting them in small packages is something I've been doing for a long time at TASIS!*

*I try to teach more than just art. It's all about context. I am a history teacher, so I am very aware of the context in which I live, and I see it as my duty to inform other people about the context in which works of art were made. For many years, the AP (Advanced Placement) test was all about art appreciation—lines, colors, the way forms match each other, composition. Now the big word is context.*

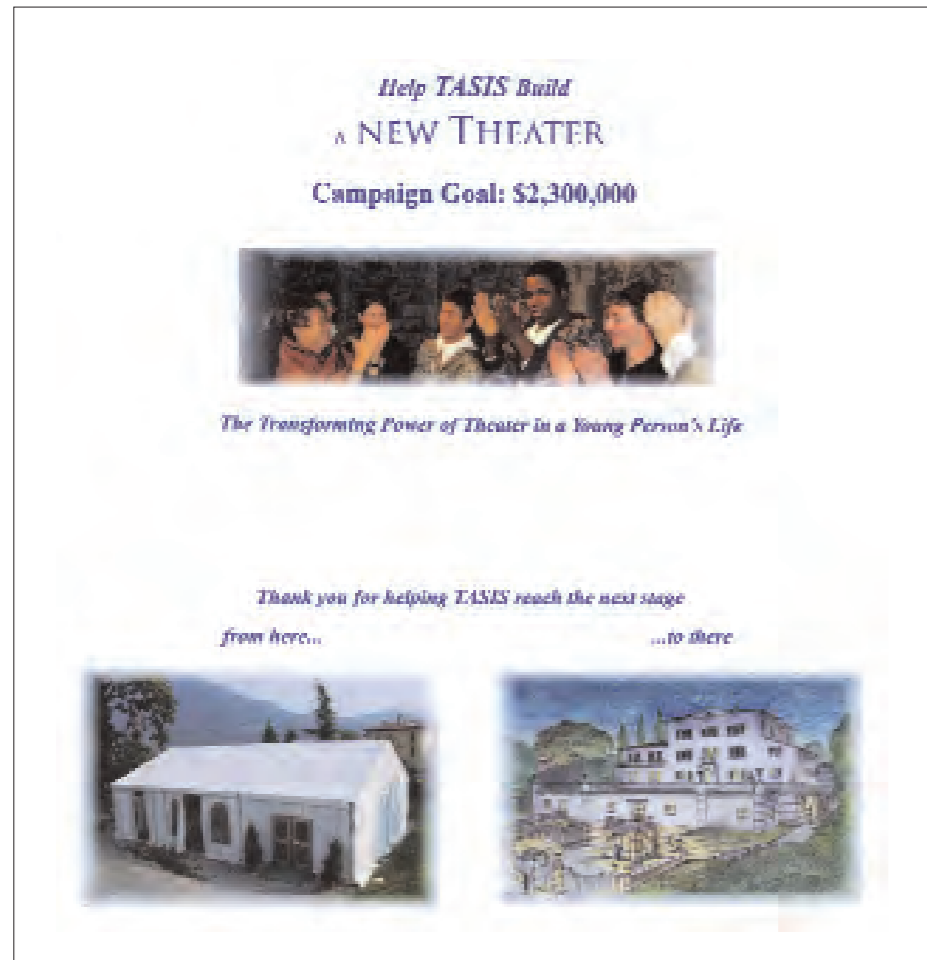
*TASIS is an institution—but there is nothing institutional about it, in the sense that you never feel like you are in some sort of regulated environment where you are forced to teach in a certain way or you are forced to hold certain opinions or have to do something "political." I never feel coerced into holding a certain opinion. I feel blissfully un-institutional in that way.*

**Mark Aeschliman** (2004)

Mr. Aeschliman holds M.A. degrees in Italian and Art History. He joined TASIS in 1979 and was voted "Favorite Teacher" by the graduating class of 1999. He has also taught in Italy, at the University of Pennsylvania, at Phillips Academy, Andover, and in the University of Virginia's Erasmus-Jefferson Scholars Program in Tuscany. In the summer he directs the Boston University program in Tuscany. He is also an exhibiting artist.



## TASIS Performances are as Vibrant as Ever – But Our Theater has Died



**Kay Hamblin, Veteran TASIS Theater Director:** Our valiant, serviceable, small theater in Hadsall House has, sadly enough, had to be closed after more than 20 years of seeing vibrant student productions bring tears, laughter, sheer entertainment, and standing ovations

from packed audiences. Many a spectator has commented on how strong student productions traditionally are at TASIS.

With the heat of the klieg lights and passing years, the old glue of the laminated roof beams has dried, causing large cracks and weakening of the main support beams. The Peter Graham Belin '69 Theater closed its doors on February 21, 2003, the day TASIS launched the building of the new M. Crist Fleming Library.

*TASIS Today, 2002-2003*

**TASIS is a living entity**, a vibrant family with all its aspirations and needs. The next phase and challenge of the Master Plan is to build a new theater, since our valiant old theater "died" last year, and students are performing in a temporary tent. And we can't wait 30 years, as we did to replace the "bubble"!

**Lynn Fleming Aeschliman**  
*TASIS Today, 2003-2004*

## The M. Crist Fleming Library Capital Campaign



Thanks to the generous support of major donors during the preliminary "quiet phase" of our campaign to build the new M. Crist Fleming Library, as of the end of 2001 we have received \$830,000 in donations and pledges, or

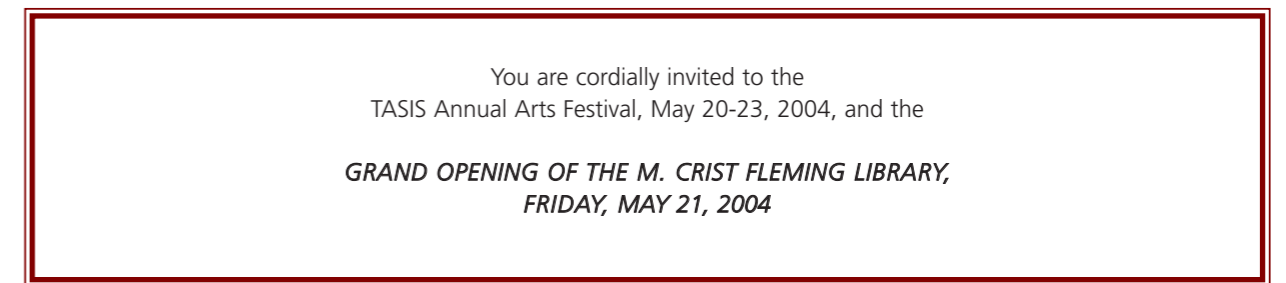
65% of the \$1,270,000 we need to build the Library. We are genuinely excited as we get closer to realizing our goal by this coming June. Only through your generous support will we be able to break ground and begin construction in the autumn of 2002.

As a crucial component of the TASIS Global Village Master Plan, the Library represents the School's continued commitment to academic excellence. The M. Crist Fleming Library will be a fitting tribute to Mrs. Fleming, who, at 92, will look at this new addition with pride, knowing that "her children" will continue to be given the tools they need for a rapidly changing world.

Mrs. Fleming perhaps put it best when she said, "TASIS is here to cultivate the minds and hearts of all you wonderful young people so that you might become sowers of peace and international understanding." We share Mrs. Fleming's dream. A large and well-equipped library will assist in giving our students the books, knowledge, and skills they need to be well-informed, competent, and compassionate—to play a positive role in the years to come.

*TASIS Today, 2003-2004*

## Inauguration of the M. Crist Fleming Library



Main entrance

*Thanks to the generosity of more than 200 parents, alumni, teachers, staff, and friends, \$1.6 million was raised during the M. Crist Fleming Library and Piazza Campaign. We are deeply grateful for each donor's support in giving our current and future generations of TASIS students a beautiful and noble building to house our extensive collection of books along with up-to-date computer connections.*

**Frank Klein, Assistant Headmaster for Development 2000 - 2006**

*This is what is needed—the willingness, indeed, eagerness, to incorporate the transcendental ideals of Truth, Goodness, and Beauty in our lives as individuals and as a community. These ideals are written in Latin over the library entrance—Verum, Bonum, Pulchrum—but they should also be engraved in your minds and hearts so that you may contribute to making the world around you a more human place.*

**Joe McPherson, Headmaster at Library Opening May 2004**

Site of new Library next to Monticello  
Old Stacks at Hadsall (r)



## Prestigious Palladio Award for TESIS Master Architect David Mayernik



David Mayernik

The fourth annual Palladio Awards design competition recognized 10 architectural firms for outstanding work in traditional design for commercial, institutional, and residential projects. The awards are sponsored by *Traditional Building and Period Homes* magazine and are named in honor of Andrea Palladio, the Renaissance architect who created modern architecture for his time while drawing on past models for inspiration.

"This was our largest competition to date, in terms both of the number of entries and the scope of projects," says *Traditional Building and Period Homes* Editor-in-Chief Michael Carey. "We have winning projects from New York City to Switzerland and from Nova Scotia to Florida—the variety and quality of work are breathtaking."

David Mayernik won for his design of the M. Crist Fleming Library in the New Design & Construction under 30,000 sq.ft. Category. The awards dinner was held at the Traditional Building Conference and Exhibition in Philadelphia in April, 2005. The winners presented their projects as part of the conference, and the projects will be published in *Traditional Building and Period Homes*. The TESIS library facade will have pride of place on the front cover. Our sincerest congratulations to David Mayernik, Master Architect and Artist.

TESIS Today, 2004-2005



Curtis McGraw Webster Reading Room



Hon. & Mrs. John Pritzlaff Reading Room



Curtis Webster '75 and Robert Perkin PG '66, recipients of the "Certificate of Recognition"

Hon. & Mrs. John Pritzlaff Reading Room

## The Timelessness of TESIS

*We can and do try to protect our students from too much television and its insidious effects showing crime, porn, and violence, to protect them from some of the world's ugliness. To counteract ugliness, we immerse them in the world's best literature, give them exposure to the wonders in art and music created by the world's greatest artists, excite their curiosity to learn about the greatest and most significant events in history. In so doing we can give them the moral values to take with them to live by and share with others.*

MCF,

from speech at Faculty Dinner in Lugano, September 1993



TESIS students 1999

*I think about TESIS in terms of timelessness. Now, after so many years, it still feels as if in some way time has stood still. I really like this aspect about being here. It's an oasis. It's continuity. The differences are mostly in the infrastructure. The buildings, of course, and the facilities have definitely improved. But there is still a certain timelessness. The spirit of TASTS continues, it still exists. It's also what I appreciated most as a student here.*

Curtis Webster '75 (2004)  
TESIS Board of Directors

*I love having the opportunity to push kids to work hard and then see their excitement when they achieve things they thought were unreachable.*

Jim Haley  
TSP CoDirector and Chemistry teacher 2001-2005

*The other day I escorted four alumnae of the class of 1984 around campus: one woman an American married to a Turk and now living in Austria, whose family lived in Saudi Arabia while she was here; one an Iranian who had been sent out of Iran temporarily after the overthrow of the Shah; one a German from near Frankfurt who moved to Ticino with her mother and started a local volleyball team while she was at TESIS which she still plays on; and the fourth a Mexican from Monterey who has started her own non-profit organization to promote global understanding. They have been fast friends since their days here at TESIS.*



Joe McPherson, Headmaster  
2001-2004

*They marveled at the changes on campus since they left 20 years before; they gloried in the beauty of the place which had impressed itself indelibly in their memories and which still appeared in their dreams. But what they most talked about in their bubbly enthusiasm was how their horizons were broadened here and how much the friendships they made here have meant to them. They were genuinely grateful for their TESIS experience and vowed to give back to their school for what it had given them, just as they saw others had done in the new library.*

Joe McPherson  
Welcoming Assembly, 2004

*The beauty of TESIS is that everyone continues to learn, students and faculty alike, whether you spend two years or 20 with Mrs. Fleming and her schools and summer programs. The never-ending learning at TESIS evolves from student cultural diversity, professional relationships with faculty, and a TESIS trademark—travel.*

David Damico  
Dean of Students

*One of the advantages of a place like this is its relative isolation, so that, in a sense, the students are cut off from a lot of the pop culture and negative trends that are going on. We can make our own kind of environment here, so kids don't have TVs that they can plug in, they don't have a lot of movies in English that they are going to see. In that sense, it's a nice opportunity for them to get away from pop culture for a while, although now they can bring their DVDs and watch them on their laptops. So it's not as isolated perhaps as it was, but still it's a big advantage that TESIS has that can lead a lot of kids to realize there is more to life than pop culture. If we can keep doing that, it's a significant contribution.*

Tom Mauro PG '81 (2004)

*I am impressed by the present day students. It seems that there is still the same spirit among them that I noticed when I was here. I think that more than anything else, it comes from having lived and studied together for a period of time. This produces an effect which probably isn't even evident to them, but you notice it in the way they interact with each other and with other people. Even later in life, you meet people from other cultures, nationalities, and different languages, but when they get together they can all communicate with each other. That's one of the great values of the TESIS experience.*

Glenn Tupper (2004)  
Swiss Holiday '64, TESIS graduate '67, Fleming College '70

*At TESIS, the wall comes down, and we all learn to love and cherish one another and live in harmony. Any disputes that arise are based on human values and differences, not political and cultural differences. For that, TESIS is almost like a Utopian society.*

Caroline Rothstein '01 (2000)

*I delight in the growth and progress of the school and wish it well, confident that it will nurture in its students and faculty a sense of humility in the face of the great challenges of our time: minding the environment, respecting human rights and economic justice, and maintaining peace among nations.*

Fritz G. Renken (2004)

## Every Challenge Presents Opportunities - Reflections of a TASIS Veteran



Fernando L. Gonzalez,  
Administrative Director, TASIS  
Veteran, 1972 - present

*All our programs are hallmarks of the TASIS vision to use Europe as a campus. It's a unique and very different concept.*

Becoming interim headmaster of TASIS England has been very significant for me because it put me in a situation where I can see the school from a very different light. There are many other aspects of my career here that have been influential. Coming to Switzerland, living in Europe, the travelling experiences, starting new programs—the school in France, the school in Greece, the school in Cyprus, the school in Puerto Rico.

I think TASIS is at its best when it's pioneering and starting new things. That's one of our strengths. We don't always get it right once things are established. New programs always inject a lot of energy. A lot of effort goes into a new program, and sometimes at the expense of the existing ones. Perhaps that was one of Lugano's greatest problems—that, as we started new programs, our expertise and our resources went into starting these new programs and the existing programs sort of took a back seat. But we are doing things differently now. We haven't expanded in many ways, but we have improved and consolidated in the last 10 years in ways that we needed to do. **Lynn Fleming Aeschliman** was instrumental in that, because she felt that we were investing in too many other projects and needed to focus and concentrate on our existing ones. I think there is a balance—you also have to not forget to keep improving the existing programs.

TASIS has attracted people who also believed in the vision that you can do things with a lot of hard work and some inspiration. One of the things that I have always enjoyed is that we have attracted wonderful people, people who have remained very loyal to TASIS over many years. Even if they have left, they still have that warm feeling and wonderful memory about their time at TASIS. They have probably worked harder here than at any other school, but they did it willingly because they have always felt that they could make a difference. All of this is tied up in Mrs. Fleming's vision of creating beautiful places. It's a community of people who care and feel very committed to a cause, whether it's parents, or students, or teachers, somehow we attract the kind of people who keep that sense of adventure and that sense of community.

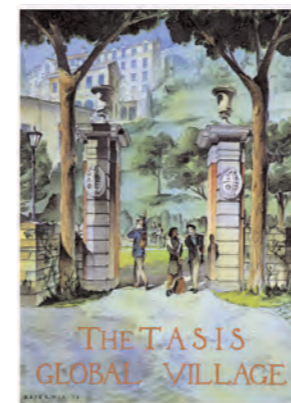
In becoming much bigger, you lose somewhat the ability to relate on an individual basis. We have so many programs and so many students now, that you don't get to know everybody as intimately as you could when we were just one school on one campus. But each program is like a clone of that original idea, so you know that no matter where you go, there are a certain characteristic and a certain style that go with TASIS that are unique and identifiable, such as the beauty of the environment or the striving for excellence. In fact, one of the parents of our new school in Puerto Rico,

who was one of the first alums of TASIS Switzerland, said when she stepped onto the campus in Puerto Rico, "This is amazing, this already feels like a TASIS school," and that was in the first week of the school's opening.

**What drives every TASIS program has been recently rewritten in our Mission statement and illustrated by the four icons that are our quest—the culture and the beauty represented in the tower, the wisdom represented in the lamp, the book of knowledge, and truth.** These are all very large concepts, but they ring true, and they still represent what TASIS really stands for. Those things haven't changed at all—if anything, they have even become stronger as we have identified what distinguishes TASIS from other schools. Because we are so big, it's more difficult to try to pass on those characteristics, that feeling of what is TASIS. That's one of the big challenges as we face this transition from a family-owned school to a board-run school.

The American ethos that drives much of what we do is still there, but there is much more of an international perspective and diversity than 20 years ago, and I see that trend continuing. We are always looking to improve and change and do things that no other school I know of does. It's this spirit of adventure and willingness to try to accomplish things other schools wouldn't even consider that makes TASIS such a special place.

Our strategic plan that we've been working on for the past year will give us a roadmap for where we are going to take the school in the future. That's something that TASIS hadn't done before. If you ask me about TASIS's weaknesses, it's probably the short-term thinking that quite often didn't give us a long-term perspective. So the strategic plan will make us a much stronger institution. It's not just about buildings, it's about people. It's the people that make TASIS special. No matter how good your buildings and your facilities and your programs are, they are not going to be good enough. It's important to get the right people, because they are in the trenches day in and day out, and they get the job done. You can get away with a lot, but not having the right people is a problem for any institution. TASIS has been fortunate because we have attracted very fine educators and very fine people who have been dedicated to the school and who have been dedicated to the students. As long as we do that, we can't go too far wrong. That's why the hiring is so important, to pick eight or ten good teachers out of maybe 200 applicants. You can get teachers, there are plenty of them out there, but getting the right ones that fit our mold, is more difficult. Getting the right people is the most important responsibility of the headmaster. . . . Personalities have been a big part of this institution for all of its existence. Whether it's **Mrs. Fleming** or an **Akbar Khan** (who just passed away), these are people who have left indelible marks on this institution. So those of us who are still left are faced with the challenge to pass on this legacy to new faculty—not an easy task if there are so many new faculty and so many new programs.



But even though it's difficult, it's important to pass on this ethos and to keep this personal touch as we face the future.

The challenges will always be there—the transition in our governance structure is one of them. Setting up a board that will manage the school in the way that we believe a TASIS school should be managed is a big change and a big challenge. Becoming non-profit and doing fundraising here in England is another big change which I hope will be successful. There are still some pieces of the puzzle that need to be put in place. . . . There are the challenges of a new (TE) headmaster coming in and that of accomplishing all the things we want to accomplish in our strategic plan. There are

many objectives and goals. . . . But every challenge also presents opportunities. I would like to see us go from being a good school to being a great school—to improve what we have and make it even better. That's our direction for the future and it's the best legacy we can give Mrs. Fleming. As I look to the future, I am concerned as to how we replace Mrs. Fleming and what she symbolizes, how we can embody what she symbolizes and continue to communicate it to new administrators and new headmasters, new faculty, and new students. It's the single greatest challenge that faces us.

Fernando Gonzalez (2005)

*The fact that the founding TASIS school is situated in Switzerland should, despite the weakening of the dollar, mean that the school will remain an attractive educational proposition for future student enrollment. As assessed by one member of the current Foundation Board, Switzerland is still perceived as a safe country. Its convenient central location and the continuing expansion of American corporations in parts of the world where there is no local American educational option for the children of relocated families are factors which should ensure a stable enrollment for the school there. England, the larger of the two campuses, however, has been considerably affected by a shrinking local American work force, resulting in a smaller American day student community. There is now a need here to look towards a larger international day student market to make up numbers.*

G.M.

## Preparing for TASIS's 50th Anniversary

*Dear Former TASIS Student,*

*An alumna of Fleming College who recently brought her high school-age daughter to visit TASIS made me recall even more vividly the early years of our adventure in Europe. Perhaps it is the time of year and the approach of the holidays, or my time of life (I reached the age of 94 in September), or maybe it is the approaching fiftieth anniversary of the school that make me think back with unspeakable joy on those early years. The difficulties and hardships all seem to disappear in my memory, and I recall only the sense of excitement and energy of the young people experiencing Europe together.*

*As part of the fiftieth anniversary of the school, I would dearly love to see each and every one of you reconnect with us, whether you were part of the High School, the Post Graduate Program, or Fleming College. We would love to hear from you about your memories of your experience here and how it has affected your life.*

*Learn about the school as it is now from our website at [www.tasis.org](http://www.tasis.org) and join us for one of the many get-togethers planned for the FIFTIETH ANNIVERSARY CELEBRATION REUNIONS around the world!*

*The school is safely in the hands of a not-for-profit foundation, the TASIS Foundation, which I hope will keep the school strong for the long future. As our headmaster said at a recent Parents' Weekend assembly, "TASIS stands for Tradition, Adventure, Spirit, Integrity, Service." I continue to be amazed and gratified how the institution has developed over the years, embracing young people from everywhere on the globe. We hope that you too will become an active part of this great adventure as it grows into the future. My fondest wishes to all of you and all your loved ones.*

*Sincerely yours,  
Mary Crist Fleming  
M. Crist Fleming (2004)*



**Last spring** some administrators and teachers were having dinner together at the Bellavista Hotel up the street and as we looked out over the beautiful view from which the hotel gets its name, we started discussing the hypothetical question of where the perfect place for a boarding school might be. In the end we could not think of a more perfect place than we have here: the beauty, the climate, the traditions and neutrality of the host country, the safety and security of the area, the access to transportation, and the access to so many cultural and outdoor opportunities made this place hard to beat. Add to that beautiful buildings that create a personal rather than institutional atmosphere and dedicated and talented teachers teaching a curriculum that pays deep homage to the heritage of human achievements and endeavors and bring in a student body with a diversity hard to match—voilà! We have the makings of a fabulous school.

Joe McPherson (2004)

## Community Service

We have many community service opportunities for students here at TESIS. Some of them:

- Elementary School Assistants for all classrooms,
- Elementary Art Assistant • Elementary PE Assistant
- Middle School Study Hall Assistants • Middle School Evening Program Assistants • Big Brother/Big Sister • Childcare
- Assembly Set-Up and Clean-Up • Prefects • Event Planners
- Advisor Dinner Waitstaff • ACA (Assisting Children with AIDS)
- Sunday School Assistant • Sports Assistant • Flag Duty
- ESL Language Lab Assistants and Tutors • Library Assistants
- Environmental Club • CAMEO (Cancer & Malaria Research Club) • Science Lab Assistant • CSP (Community Service Program) Assistants • Dean Assistants (Grades 9-12)
- Dean of Students Assistant • Peer Tutoring • Art Exhibit Assistant • Art Studio Assistant • Student Council Representatives
- Student Government • Photo Assistants • Theatre Lighting Assistants • *Collina d'Oro* Yearbook Staff
- Health Center Assistants • Admissions Assistants
- College Counselor Assistant • Ceramics Assistants

Some external community service projects (CSPs) will be starting in May, 2006, so that students can do work outside of the TESIS community as well.

**Angela Broeckel** (2006)  
Community Service Coordinator

*There are no entirely new classes this year, but there are several developments that enhance the TESIS academic program. The AP Chemistry and AP Biology classes are now separated from the IB Biology and IB Chemistry classes. This allows students (and teachers) to concentrate on the specific curriculum for each class. This separation has also occurred with AP Calculus AB, AP Calculus BC, and the IB Calculus classes. The strong interest in Physics has allowed the school to offer Physics 1 and Physics 2. Physics 2 is preparing for the IB Physics exam. The AP program will have an AP Italian Language exam this year for the first time. Many TESIS students in Italian 4 will be able to add this exam to their list of AP exams.*

**John Nelson** (2006)

*When I first arrived at TESIS and there were 50 students and 6 teachers, it was small—like a big family. Now it's a huge family—you could call it a tribe..*

**Nicla Mambretti** (2005)



**Thomas Mauro** PG '81, History Department Chair and Librarian

*The most impressive changes have been the physical changes on campus, which made such an impact when, for example, I walked into the new Palestra (brand new when I got here) and saw that big, most beautiful gymnasium I have ever seen. It's always been a nice place, a nice campus in a beautiful area. I noticed the improvements that had been made to the campus when I came back to teach here. The physical changes were the most drastic. I remember that, when I was here as a student, there was the old bubble. There were some temporary kinds of buildings, a little bit like Giardino, the sort of prefabricated classrooms. And now the new library. This whole section of the campus now has a very new look. It's been improved significantly. It gives momentum for the future and makes people and especially alumni more proud of their institution. I don't know when Lynn met David Mayernik, but I'm glad she did. I think it's great that she found him, because he is committed to this ideal of beautiful, traditional architecture.*

**Tom Mauro** PG '81 (2004)

## From Lugano to Baghdad



**John Procter** '98 at the entrance to the palace grounds in Baghdad

*I spent my last two years of high school at TESIS in Montagnola, graduating with the class of '98. They were two years that have already changed my life in more ways than I could imagine. My TESIS experience reshaped my future and led me on paths that have already—like so many of my classmates'—spanned the globe.*

*From February through July of 2004 I was in Baghdad, Iraq, working for the Coalition Provisional Authority's (and later the transitional government's) reconstruction office. I served as a media liaison, informing reporters about efforts*

*to rehabilitate Iraq's long-neglected public works such as water treatment plants, power generation and sewerage facilities, transportation systems, schools, hospitals, and roads.*

*TESIS opened my eyes to the world, its places, history, and, more importantly, its people. It is because of this that I found myself in Iraq, in the midst of a war zone, wanting to keep learning—and trying to make a difference. Only time and history will tell if our efforts prove worthy and right.*

**John Procter** '98  
Excerpt from *TESIS Today*,

## TESIS Opens the First English-Language Elementary School in Ticino



**After trying to open an English-language elementary school** in Ticino for over 20 years, Executive Director **Lynn Fleming Aeschliman** has led the charge on behalf of TESIS and finally succeeded in launching this important initiative for Ticino and TESIS.

Ticino law requires all children to attend schooling in Italian from the ages of 6 to 15, with the historical exception of 2 years. The law has been modified as of this summer, expanding this exception to 6 years. The Ticinese authorities realized that an airport and an English-language elementary school are important and essential resources to attract multi-national corporations, which all the other major cities in Switzerland have already done. Collaborating with Pioneer, a subsidiary of DuPont, which has moved its Headquarters to Ticino, the Swiss American Chamber of Commerce Ticino Chapter, and TESIS lawyer **Emanuele Verda**, TESIS was finally able to persuade the cantonal authorities to modify and

expand the law limiting schooling in a language other than Italian. Understandably, the Ticino wants to protect the beautiful Italian language, which as the third national language is spoken by only 8% of the Swiss.

The new TESIS Elementary School will teach 20% of its curriculum in Italian in addition to offering the Core Knowledge Curriculum (see [www.coreknowledge.org](http://www.coreknowledge.org)) at the heart of the school. This very successful, content-rich, sequential curriculum will provide an excellent education for TESIS's youngest students. We already have this curriculum in place at TESIS England and TESIS Dorado (PR).

The new school will be housed in the modernistic building overlooking the TESIS campus. A very generous TESIS parent is purchasing this building on behalf of the school, to help solve the problem of a less-than-friendly neighbor and acquire the building. Ca' Gioia will be transformed this summer into 3 classrooms for 30 children in combined classes of grades 2/3/4, and 5/6. Plans are already under way for expansion by September, 2006. An enthusiastic and talented core of teachers has been hired to pioneer this new school. Come and visit this exciting new TESIS program.

*TESIS Today*, 2005



Article from "Corriere del Ticino"  
(January 9, 2006)  
written by TESIS Board Director  
Giovanni Barone Adesi



*Having been part of the beginning of TESIS in 1956, I find it amazing but gratifying that we are now making plans to celebrate its 50th anniversary with our Around-the-World Reunion Tour starting in Tokyo in the fall of 2005, with stops in Los Angeles, New York, Sao Paulo, Istanbul, Madrid, Lugano, and winding up for graduation at TESIS England in June, 2006.*

Lynn Fleming Aeschliman  
TASIS Today, 2004



**Appointed Headmaster in January, 2005, Jeffrey Bradley** has a background in both international education and U.S. independent boarding schools. Before coming to TESIS, he spent three years in Viterbo, Italy, as the Founding Director of School Year Abroad Italy. Before moving with his family to Viterbo, he was Director of the Advanced Studies Program at St. Paul's School in Concord, New Hampshire, for seven years, where he also taught, coached, and worked in a dormitory. Mr. Bradley and his wife Kathryn have two young children, Timothy and Emma.

TASIS Today, 2004-2005

G.M.

## Toward the Future - Continuity and Change

*How well TESIS or any other good school succeeds in achieving high goals is yet to be proved by the calibre of human beings we are producing and what impact they are having or will have on our remarkable world, on our extraordinary Western Civilization, with its beliefs in justice and in the importance of the individual human spirit.*

MCF  
(How to Start a School)



*TESIS is a dynamic place, energized as it is by the vitality and rewarding challenge of working with young people. One of the many lessons learned from my mother is that one is either moving forward or backward in life, that one can never just keep the status quo . . . And TESIS is no exception. Fortunately, we are a strong and very healthy organization, always moving forward. Some folks accuse me of moving too fast, but I am ambitious for TESIS and want to accomplish a great deal before I pass on the reins. My problem is that there are never enough hours in the day to realize all my dreams for TESIS!*

Lynn Fleming Aeschliman  
TASIS Today, 2001-2002

## The TESIS Schools: Strategic Planning

Another important new chapter in the life of TESIS is the formation of the first-ever Development Board, made up of alumni and parents. This group will have its first meeting on May 22. To quote Headmaster McPherson, "The formation of this body is a major step in the direction of solidifying the foundational achievements of Mrs. Fleming. The transfer of the Lugano school and campus into the hands of the not-for-profit TESIS Foundation over a decade ago was the first step in this process. We hope and expect that this Development Board will be the beginning of the transformation of TESIS into a self-governing institution capable of perpetuating its mission into the far future."

Lynn Fleming Aeschliman  
TASIS Today, 2003-2004

It is now your mission as part of the Development Board to help move TESIS on to a new and more secure footing so that the School may continue to accomplish its educational mission and to do so in even more effective ways.

We are feeling our way through this transition, begun over ten years ago, from a proprietary institution guided by the magnanimous and charismatic spirit of the School's founder, through a period of guidance of the not-for-profit TESIS Foundation by members of the founder's family and close associates, to a governance structure for the School closer to that of major independent schools in the United States. This will truly be a Board of Trustees for it will be to it that the task of perpetuating the School will be entrusted. We hope the Development Board is the beginning of the evolution of that Board of Trustees. TESIS needs your leadership in supporting the School and in marshalling resources for its development from others in the wider TESIS community.

Joe McPherson  
in letter to new Development Board members (2004)

With the transfer of both schools and campuses in Switzerland and England from the founder to the TESIS Foundation now complete, the Board of the Foundation recognizes that there are many questions of strategic importance that must be carefully considered. While no one has yet discovered that crystal ball that can, indeed, foretell the future, the collective wisdom and judgment of those long associated with TESIS, both inside and outside the organization, can enhance our prospects for charting a course that will allow the schools to continue to thrive.



Lynn Aeschliman with Chairman of the TESIS Foundation Board Tom Fleming

Some months ago I described a strategic planning process that the Board of the TESIS Foundation had requested for both TESIS Lugano and TESIS England. The article outlined a planning process that would occur over the course of this academic year and that would involve the participation of many individuals within the TESIS organization. I am pleased to report that this planning effort progressed successfully and that we presented to the Foundation Board for approval at its May meeting a Strategic Plan for each school.

It should come as no surprise that the plans that emerged from this process do not chart a course significantly different from the history and traditions of TESIS developed over the past 50 years. Indeed, the rewriting of the TESIS Mission Statement that was part of this process further clarified

*The great schools of the world are really the great schools of the countries they are in. There is a dominant culture, stemming from the particular national culture, no matter how many international students they may have. TESIS is different in this regard, and I think that we as a school are poised to become something that does not yet exist in the world, a great global school.*

Joe McPherson (2004)



**Academic excellence at TESIS has grown** over the years. Courses leading to the College Board's Advanced Placement examinations have been well established at the campuses in Switzerland and England. By adopting such a stringent examination system, comparable to college level work, which usually ensures advanced standing when they are entering college for students gaining good score results, TESIS demonstrates both the high standards it expects of its students as well as the quality of its teaching faculty.

those values that have been the guiding principles of all TESIS schools and summer programs since their founding. The Strategic Plans will assist the organization by clarifying the objectives that help to fulfill its mission and by more carefully defining the strategies for achieving these objectives. The Strategic Plans are roadmaps to assist in managing these institutions as wisely as possible. They reflect the collective wisdom and judgment of those associated with TESIS and should enhance our prospects for guiding the organization in a way that will allow the schools to continue to thrive.

A key part of the Strategic Planning process has been a full review and redefining of the governance structure throughout TESIS. With the transfer of the Schools and campuses from the Founder to the TESIS Foundation now completed, the Board of the Foundation recognized the need to restructure the existing system of governance to assure the best ongoing stewardship of the Schools. The new governance structure, approved by the Foundation Board at its meeting in November, 2004, will establish two new Boards of Directors, one for TESIS Lugano and one for TESIS England.

When these Boards are formally established this summer in time for the start of the academic year this fall, the current Executive Board will be dissolved. Lynn F. Aeschliman will be the Chairman of the Board of Directors

in Lugano and Fernando L. Gonzalez the Chairman of the new Board in Thorpe. The Headmaster at each school will serve in the role of Chief Executive Officer and will report to his respective Board of Directors. We expect that each Board will initially be comprised of 6-8 members.

Before being presented to the Foundation Board for approval in May, a final draft of the Strategic Plan was reviewed by the Executive Board, the Headmaster, and the Strategic Planning Steering Committee at each school. The membership of each Steering Committee was made up of the Chairs of each of the nine Planning Committees that produced the initial reports that were the basis for the Strategic Plans. Following approval by the Board, the Plan will now be communicated to all constituencies in each school community. Implementation of each plan is the final step that will begin this fall, although many elements in each Plan are already underway. The Strategic Plans should prove to be effective management tools as well as an essential Board tool in evaluating management.

The Foundation Board looks forward to a successful completion of this endeavor and to an outcome that will allow everyone in the organization to understand where we are going and to actively support and participate in the actions necessary to get us there.

**Thomas Fleming**, Chairman  
TESIS Foundation Board

## The New TESIS Board of Directors

Left to right: *Dr. Berkley Latimer, John Pritzlaff, Fernando Gonzalez, Lynn Fleming Aeschliman, Curtis McGraw Webster, Giovanni Barone Adesi, Alexandra Heumann-Wicki, Dr. Alex Korach, Gianni Patuzzo*



As part of the transition to a new governance structure for TESIS, the TESIS Foundation Board appointed a new Board of Directors. This Board is now responsible for the management of The American School in Switzerland. Meeting are held three times a year on campus. This new Board consists of four TESIS alumni and professionals in the educational, legal, and business world.

*TESIS Today*, 2006

The TESIS tradition of excellence marches on. "Times change, values don't." Even though so much is happening at such a rapid pace in the world, TESIS is holding fast to the commitment to strive for excellence in everything we do and most importantly to train the hearts and minds of our young charges so they will become able and noble leaders in the world ahead.

**Lynn Fleming Aeschliman**  
Executive Director and Editor *TESIS Today*, 2001-2002

## TESIS Opens a Kindergarten



Kindergarten children in MCF's living room at Casa Fleming while work is being finalized at their new home, Casa Giardinetto



The pioneer spirit of 50 years ago is still alive!



*I want to believe as I age that the dynamic of TESIS goes on forever—that it will continue to bring young people of the world together with a shared vision that the world is really one big family, that no matter what our color, race, or creed, we are all part of the human species, we are all human beings. All we need to bring us together is education, education to give us freedom from poverty, disease, and war. It sounds like a tall order but through education it can be achieved, and TESIS must take the lead. What a wonderful museum collection of young people I've made over 45 years!*

*MCF in "Letter to Alumni"*  
*TESIS Today*, 2000-2001



# TASIS School Song

**Alma Mater** Todd Fletcher  
for The American School in Switzerland

Human-i-tas et Sa-pi-  
en-ti-a Sci-en-ti-a et  
Ver-i-tas Cul-ture and Wis-dom;  
Ver-i-tas  
Cul-ture, Wis-dom, Know-ledge, and Truth, E-ter-nal  
flames that find their sparks in youth. On a  
flames find their sparks in youth.  
hill of gold, there's a low-er-ris-ing bold-ly, A lamp that shines night and  
day There's a book o-pen wide that will for-ev-er be our guide, And the  
sun-ny light our way. Hu-man-i-tas  
et Sa-pi-en-ti-a Sci-en-ti-a  
et Ver-i-tas Cul-ture, Wis-dom,  
Know-ledge, and Truth, E-ter-nal flames that find their sparks in youth  
Cul-ture, Wis-dom, Know-ledge, and Truth.



The Class of 2006