Creating Closure
by Courtney Leonard, Head Teacher

As the school year draws to a close, a natural tendency to reflect on past events and experiences emerges.

We began the year with our picnic and Opening Assembly in September, where we brought our school together in examination of the power of one individual to create change. The message was simple and powerful: Every one of us has the power to change the world. All it takes is an idea, an inspiration, an education, some connections and a commitment to take action.

As emerging global citizens, our students are learning everyday actions can create positive change in a myriad of ways. As youth in an interconnected world, they are the voices against injustice, and promoters of environmental and social awareness. They volunteer, train, mentor, coach and tutor, and they are artists, musicians, and actors. They organize campaigns and projects. They are conscious consumers, and responsible users of natural resources. They work to better the community in which they live and as a result, make the world a little better every day.

This lesson of the power of the individual was underscored tragically and poignantly this year as our community reeled with the loss of several students. The resilience and preparedness of our students to deal with difficult situations is a testament to their capabilities as human beings now and in the future. As the year ends, we see their spirits have triumphed, and they more acutely understand the bittersweet nature of what it means to address the human condition and can more fully appreciate how small acts of kindness can create a larger impact in the world.

Students found many ways to make an impact this year. This year, our juniors embarked on new CAS requirements, working towards the goal of completing 150 hours of Creativity, Action and Service (CAS) over the next two years. Our sophomores have also been introduced to the concepts, and both groups of students have begun to create their CAS portfolios on our new online system: ManageBac. In undertaking CAS, students will focus on what it means to be reflective and open-minded risk-takers, striving to be balanced and principled as global citizens.

Our students also continued on their individual academic journeys this year, seeking to understand complicated global issues, examining the world beyond their classrooms, and synthesizing and assessing the information they gathered. They all undertook significant academic research, their language studies continued, many traveled abroad and sat for IB exams. They all engaged with difficult and meaningful topics, whether via the Africa Conference, the Eurasian Conference, current event papers, or literary analysis.

To engage fully, students continued their work to recognize perspectives, others’ and their own, learning to articulate and explain different viewpoints thoughtfully and respectfully. By asking critical questions and engaging in dialogue and examining their own values and beliefs, students have become more readily able to compare and contrast their perspectives with others, integrate understanding and reconstruct meaning. Understanding is crucial as individuals seek to create necessary and lasting change in a diverse global society.

Understanding leads to increased communication, and, as our students have developed over the year, so have their

(Continued on page 11)
# 2010-2011 Eugene IHS Senior Awards

## Outstanding Eugene IHS Students
- Emily Brixy
- Katy Cheung
- Alexandra Johnson-Freyd
- William Tyler Ligon
- Ross Lindly
- Paton Moody

## Renaissance Awards
- Emily Beckstrand
- Zoë Cina-Sklar
- Thorin Faulk
- Ryan Hall
- Genevieve Koberstein
- Courtney Martin
- Elizabeth Morgan
- Ileana Paules-Bronet
- Liesl Schnabel
- Emma Sohberg
- Alisa Stewart
- Chance Yager

## Outstanding International Perspective
- Bailey Bernheine
- Tereso Cobian
- Ari Hirschstein
- Lydia Huey
- Sofia Mackey
- Angela Ngo
- Dega Westerhoff-Mason
- Carolyn Yue

## Outstanding TOK
- Erin Butler
- Andre Cole
- Amanda Engstrom
- Clark Fancher
- Duncan Fuchise
- Jonathan Gerhart
- Katherine Landon
- Katherine Mason
- Zoey Reeves
- Scott Stoner
- Taylor VanderKley
- Ellie Weinman
- Audrienne Wilson
- Skyland Worman

## Outstanding History
- Amanda Barclay
- Bryan Beals
- Rosella Chapman
- Erik Davis
- Kaylee Flick
- Eleanor Gayle
- Margaret Gillespie
- Hanna Lee
- Alexander Mauro
- Matthew Melanson
- Myra Newingham
- Cameron Parker
- Anna Persmark
- Elijah Ruth-Cheff
- Mark Sheridan
- Malachite Wyld

## Outstanding Literature and Writing
- Zoe Baskett
- Tess Clark
- Sydney Crabaugh
- Raúl Garay Romero
- Joseph Gibbs
- Iris Micklavzina
- Anna Polishchuk
- Madeline Shortt
- Kevin Smith
- Nicholas van Eekeren

## Outstanding Social Conscience
- Teale Andreason
- Gina Bauer
- Brett Bell
- Tessa Bielh
- Rebecca Eddy
- Samantha Garcia
- Kaylee Luna
- Jeremy Melamed
- Halle Shirk
- Katelyn Tassan
- Jenna Tittelfitz

## Outstanding Senior Project
- Ellen Cook
- Elta Damron Sperry
- Sumin Dong
- Lydia Hale
- Tus Henry
- Charles Gibson
- Lilah Gonen
- Seth Hodsdon
- Amos Lachman
- Kaitlin Montoya
- Zina Stavitsky
- Christina Welsh
- Isaac Wong

## Outstanding Character
- Michael Banh
- Dominic Cedarlund
- Emilie Ely
- Alessandra Fantozzi
- Aaron Honn
- Jason Leung
- Lucas Norton-Guerra
- Emily Radke
- Claire Ramey
- Olivia Roberts
- Elizabeth Severson
- Taylor Sheldon
- Chia-Chen Shiu
- Kevin Taylor
- Carter Thallon
- Emily Want
- Amber Wiley

## French Immersion Graduates
- Erin Butler
- Andre Cole
- Amanda Engstrom
- Clark Fancher
- Duncan Fuchise
- Jonathan Gerhart
- Katherine Landon
- Amanda Barclay
- Bryan Beals
- Rosella Chapman
- Erik Davis
- Kaylee Flick
- Eleanor Gayle
- Margaret Gillespie
- Hanna Lee
- Alexander Mauro
- Matthew Melanson
- Myra Newingham
- Cameron Parker
- Anna Persmark
- Elijah Ruth-Cheff
- Mark Sheridan
- Malachite Wyld
- Iris Micklavzina
- Anna Polishchuk
- Madeline Shortt
- Kevin Smith
- Nicholas van Eekeren
- Zoe Baskett
- Tess Clark
- Sydney Crabaugh
- Raúl Garay Romero
- Joseph Gibbs
- Iris Micklavzina
- Anna Polishchuk
- Madeline Shortt
- Kevin Smith
- Nicholas van Eekeren
- Teale Andreason
- Gina Bauer
- Brett Bell
- Tessa Bielh
- Rebecca Eddy
- Samantha Garcia
- Kaylee Luna
- Jeremy Melamed
- Halle Shirk
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- Thorin Faulk
- Ryan Hall
- Genevieve Koberstein
- Courtney Martin
- Elizabeth Morgan
- Ileana Paules-Bronet
- Liesl Schnabel
- Emma Sohberg
- Alisa Stewart
- Chance Yager
- Bailey Bernheine
- Tereso Cobian
- Ari Hirschstein
- Lydia Huey
- Sofia Mackey
- Angela Ngo
- Dega Westerhoff-Mason
- Carolyn Yue
- Erin Butler
- Andre Cole
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- Erik Davis
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- Alexander Mauro
- Matthew Melanson
- Myra Newingham
- Cameron Parker
- Anna Persmark
- Elijah Ruth-Cheff
- Mark Sheridan
- Malachite Wyld
- Raúl Gonzalo Garay Romero
- Rebecca Ann Eddy

## Spanish Immersion Graduates
- Brittany Janean Barnes
- Emily Fairfax Beckstrand
- Bailey Zoe Hagedorn Bernheine
- Katy Machelle Cheung
- Noelle Kimberly Creighton-Manis
- Erik Donald Davis
- Angelo Lane Di Liberto
- Kayla Rose Dillon
- Rebecca Ann Eddy
- Amanda Corinne Engstrom
- Thorin Thomas Faulk
- Alvaro Andrés Garay Romero
- Daniel Gabriel Garay Romero
- Elizabeth Allyn Gray
- Tus Darin Henry
- Bridget Ann Marie Jamieson
- Katherine Elizabeth Landon
- Karsyn Nichole Lenn
- Ellie Marie McConville
- Kaylin Ann McConville
- Allison Jo Mohler
- Joseph Martin Nagler
- Makila Virginia Nealon
- Kalila Grace Proulx
- Paula Mariana Quesada Vargas
- Emily Elizabeth Radke
- Lauren Melina Roehl
- Alisa Nicole Stewart
- Scott Alan Stoner
- Devin Elizabeth Stuart
- Derek James Vandervies
- Jocelyn Nicole Wensing
- Sydney Lauren Wensel

## Outstanding Spanish Immersion Students
- Raúl Gonzalo Garay Romero
- Rebecca Ann Eddy

## Outstanding French Immersion Students
- Rhiannon Laure Neuville-Norton
- Myra Nicole Newingham
- Lilia Jazlin Pegeder
- Jordan Patrick Prasinskiwski
- Rachel Meg Richey
- Olivia Sandra Roberts
- Kaari Lea Anne Selven
- Emma Sue Sohberg
- Shirene Alessa Taylor
- Taylor Scott VanderKley
- Christina Welsh
- Jessica Nicole Wise

## Outstanding Senior Project
- Seth Hodsdon
- Amos Lachman
- Kaitlin Montoya
- Zina Stavitsky
- Christina Welsh
- Isaac Wong

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- Michael Banh
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- Daniel Gabriel Garay Romero
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- Tus Darin Henry
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- Karsyn Nichole Lenn
- Ellie Marie McConville
- Kaylin Ann McConville
- Allison Jo Mohler
- Joseph Martin Nagler
- Makila Virginia Nealon
- Kalila Grace Proulx
- Paula Mariana Quesada Vargas
- Emily Elizabeth Radke
- Lauren Melina Roehl
- Alisa Nicole Stewart
- Scott Alan Stoner
- Devin Elizabeth Stuart
- Derek James Vandervies
- Jocelyn Nicole Wensing
- Sydney Lauren Wensel
NORTHWEST ASSOCIATION OF IB WORLD SCHOOLS:
2010-2011 AWARDS

IB CAS AWARD: Courtney Leigh Martin
IB DIPLOMA STUDENT OF THE YEAR: Chance Berent Yager

International Baccalaureate Diploma Candidates

Mitch Evan Baker
Michael Chee-Cheung Banh
Amanda Leigh Barclay
Jackson Caplan Barr
Gina Felicia Bauer
Bryan Kiley Beals
Bailey Zoe Hagedorn Bernheine
Emily Rose Brixey
Katy Machelle Cheung
Zoë Juliana Cina-Sklar
Tess Lacey Clark
Ellen Nicole Cook
Robert Hugh Alan Davis
Sumin Dong
Rebecca Ann Eddy
Clark Eugene Fancher
Thorin Thomas Faulk
Kaylee Frances Flick
Duncan Alexander Fuchise
Alvaro Andrés Garay Romero
Raúl Gonzalo Garay Romero
Jonathan Graham Gerhart
Joseph Scott Gibbs
Charles William Gibson
Margaret Michelle Gillespie
Lilah Gonen
Ryan Eugene Hall
John Mark Ham
Tus Darin Henry
Madeline Jayne Henshaw
Bridget Ann Marie Jamieson
Alyssa Anne Jensen
Adeline Chaewon Kim
Teresa Machiko Maita-Keppeler
Courtney Leigh Martin
Katherine Suzanne Mason
Alexander Anthony Mauro
Spencer Bowie McCoy
Gracie Catherine McKenzie
Iris Renée Micklavzina
Jacob David Mikula
Paton Michael Moody
Jesse Samuel Moomey
Elizabeth Decker Morgan
Joseph Martin Nagler
Rhiannon Laure Neuville-Norton
Myra Nicole Newingham
Taylor Kenneth Noah
Ileana Justine Paules-Bronet
Anna Marie Virginia Persmark
Kenny Conrad Quillan
Emily Elizabeth Radke
Claire McNaught Ramey
Quinne Anne Reynolds
Jessica E. Shivers
Madelaine Wu Shortt
Emma Sue Sohliberg
Scott Alan Stoner
Devin Elizabeth Stuart
Kenneth Patrick Susuico
Kevin Mangrobang Taylor
Carter Nicholas Thallon
Taylor Scott VanderKley
Derek James Vandervies
Nicholas Willem van Eekeren
Jocelyn Nicole Wensel
Isaac Hong Wong
Malachite Edie Wyld
Chance Berent Yager

International Baccalaureate Certificate Candidates

Teale Denae Andreae
Emily Fairfax Beckstrand
Erin Marie Butler
Faelynn Ember Carroll
Dominick William Cedarlund
Kevin Chang
Rosella Caroline Chapman
Christopher Allen Correll
Chelsea Marie Duke
Amanda Corinne Engstrom
Eleanor Maude Gayle
Lydia Alice Hale
Nathan Taylor Harwood
Kimberly Leann Hawes
Aaron David Honn
Lydia Genine Huey
Richard Iskenderov
Katherine Elizabeth Landon
Arian Jonathan Leffingwell
Sarah Jean Libby
William Tyler Ligon
Jessica Lynn Lohmuller
Sofia Harriott Mackey
Gillian (Tae Gyung) Nam
Cameron Reed Parker
Anna Polishchuk
Dylan Glenn Prentiss
Alexander Joseph Raabe
Lauren Melina Roehl
William Wesley Service, VII
Elizabeth Skye Severson
Mark Thomas Sheridan
Halle Elizabeth Shirk
Zina Heath Stavitsky
Alisa Nicole Stewart
Christina Welsh
Sydney Lauren Wensel
Dega Rain Westerhoff-Mason
Jessica Nicole Wise
Carolyn Joanna Yue

INTERNATIONAL STUDIES CAM CANDIDATE
Sumin Dong
Guess Who Came to Dinner...

On Monday, May 2nd, Steve Smith rounded up MUN students Becca Eddy, Lauren Esrig, Zach Esrig, Rachel Geller, Addie Maguire, Rio O’Mary, and Emily Rogers and they met for dinner at Mazzi’s with Will Davis, Director of the United Nations Information Center in Washington, DC. In this capacity, he is the United Nations Secretariat’s senior representative in Washington, serving as a spokesman for the organization and working with officials in the executive branch, the Congress, the media, civil society and the business community to further the relationship between the UN and its largest contributing member state. Mr. Davis spoke to students about potential UN opportunities. They were also joined by Eugene IHS staff members Caleb Kostechka, Courtney Leonard, Joanne Moorefield, and Craig Wiebe. It was an entertaining, informative, and inspiring night!

Congratulations to our 4.0 seniors:

Teale Andreason
Michael Banh
Amanda Barclay
Gina Bauer
Emily Brixey
Katy Cheung
Zoë Cina-Sklar
Ellen Cook
Erik Davis
Sumin Dong
Clark Fancher
Alessandra Fantozzi
Raúl Garay Romero
Seth Hodsdon
Alexandra Johnson-Freyd
Adeline Chaewon Kim
Genevieve Koberstein
Ross Lindly
Kaylee Luna

Alexander Mauro
Gracie McKenzie
Allison Mohler
Kaitlin Montoya
Payton Moody
Betsy Morgan
Rhianon Neuville-Norton
Myra Newingham
Ileana Paules-Bronet
Anna Persmark
Anna Polishchuk
Mark Sheridan
Madeline Shortt
Emma Sohliberg
Zina Stavitsky
Chelsea Tang
Amber Wiley
Malachite Wyld

Congratulations to our National Merit Scholarship Finalists:

Charles Gibson
Amos Lachman

Anna Polishchuk
Zina Stavitsky

National Merit Scholarship Finalists are selected based on their outstanding academic record, recommendations from high school principals, final SAT scores, and other elements of their applications.
Student Government

Eugene IHS t-shirts are ON SALE
Short sleeve shirts — $10 $5
Jerseys and Long Sleeve — $12 $7

Student Government Rocks!
Each year your student government makes the world a little bit better. It is a fun group that plans and carries out many activities throughout the year.

We manage the Back to School Picnic, where parents, teachers and students get to play and have fun, and the T-Shirt Design Contest.

We have our Penny Wars, a fun way to raise funds we then invest in micro lending around the globe. Follow us at the Kiva Foundation, IHS Student Government. You may even join our team and get regular updates.

We have our Film Festival each year in the fall. It's a school-wide favorite.

So watch us do our thing representing all of Eugene IHS, and consider joining us in our elections next spring.

2011-2012 Student Government

- President: Ben Taube
- Churchill Vice President: Kayla Bundy
- South Vice President: Natalie Pellitier
- Sheldon Vice President: Karen McGhehey
- Secretary: Allison O’Hanlon
- Treasurer: Alexandra Reiling
- Historian/Publicity Director: Catherine Camp
- Kiva Representative: Kayla Smith
- In charge of Events:
  - Dance: Natalie Pellitier
  - Penny Wars: McKenna VanderKley
  - Film Festival and T-Shirts: Kristin Brandon
- School Board Reps: Karen McGhehey and Allison O’Hanlon
- Site Council Reps: Christine Morrison, Kaycee Schoellhorn, Jessenia Formick, McKenna VanderKley and Kayla Bundy
- New Student Government Members: Hannah Eshelman, Julianne Quinn, Lillian Snortland, Rose Sabini, Rachel Geller, McKinley Patrick

If you have questions, please contact our President, Vice Presidents or Mr. Powell: powell_w@4j.lane.edu.

Attention Current 9th Grade Families

Book Donation Request:
Please consider donating the books you recently purchased for the 4th quarter freshmen projects. We would like to create a Eugene IHS library for this project next year.

You can drop books off in the Eugene IHS offices at each campus. Please label your donations: Attn: Deon Saraceno, Global Health.

Thank you!!!
Letters to Our Students

To Our Graduating Class of 2011:

You’ve done it! Over the last four years, it may have sometimes felt as if you were climbing an insurmountable mountain. But each paper that you wrote, each chapter that you read, each presentation that you delivered not only took you a little further up the mountain, but also contributed to your personal intellectual development and your growth as a global citizen. Now you stand proudly at the summit, diploma and medallion in hand. And isn’t it a wonderful view from here? We hope you will relish this moment and congratulate yourself on your accomplishments even as you begin to think about what other mountains you will scale next.

We are confident that the strengths you have developed in your work at Eugene IHS will serve you well whatever your path may be. As your teachers, our desire has been to nurture in you a sense of responsibility for your actions in our global community and an understanding of a world that goes far beyond the borders of our nation. We have also striven to help you build critical thinking skills and to challenge your own assumptions. We hope you have also developed a sensitive ear for language and an appreciation of the geography, history, literature, culture, economics, and religions of many regions. At the same time, we also hope that you leave high school with a heightened affection for the community of family and friends who have shepherded you through these years and who will continue to think of you and support you as you move to new worlds.

Our deep affection goes with you, wherever you may roam.

The Senior Team: Amy Duncan, Jocelyn Harley, Caleb Kostechka, Courtney Leonard, Joanne Moorefield, Jessica Schabtach, Steve Smith, and Melodee Soczek

To Our Juniors – Class of 2012 – You did it!

Congratulations on an outstanding year! You have worked hard and successfully made it through your junior year!

Here is a summary of just some of your many accomplishments:

In Literature of the Americas, you read dozens of books, poems and plays by US and Latin American authors such as Fitzgerald, Cather, Whitman, Frost, Hughes, Wilson, Neruda, Esquivel, and Marquez. You wrote essays and you completed creative projects including poetry collections, artistic endeavors, character journals, role-plays, and you each gave a 10-minute speech on a scholarly topic for an assigned novel or play.

In History of the Americas, you studied the conquest of the Americas as well as the independence movements led by San Martin, Bolívar, and Thomas Jefferson. You examined the causes of the Civil War, US expansion and foreign policy, the rise of Perón in Argentina, and the Mexican Revolution (Viva Zapata!). You studied immigration to the United States, the rise of organized labor, the Great Depression, the New Deal, and the Civil Rights Movement. And last but not least, you completed a sophisticated historiography paper!

As for Economics, you now know about the interplay of supply and demand; how unemployment, interest rates, and inflation, are inter-related; and the differences between a depression and a recession, inflation and stagnation, trade deficits and the national debt. Over the course of the year, you wrote four formal analyses of current economic trends. Over 100 of you took the IB test!

In Projects, you completed at least 40 hours of CAS activities, began your explorations of colleges, made testing plans, and began researching and building the foundation for your senior extended essay.

Your junior teachers are proud of you and wish you only the best in your senior year, and for years to come!

Thanks for a great year!

(Continued on page 7)
Letters to Our Students

(Continued from page 6)

Here are some things to think about as you move on to your new status as the elders of Eugene IHS! You have worked extremely hard this year, and you deserve a relaxing, fulfilling summer break. As you road trip, lounge by the pool, earn money at your summer job, and finally catch up on your non-required reading, please take a moment to make plans in advance of your senior year. College applications, senior paper writing, and a challenging senior curriculum will make next fall a very busy time for you. Therefore, please think about the following this summer:

First, remember that all Eugene IHS students need to earn a total of 150 CAS hours, including a group project, over the course of their junior and senior years by next April. Details about these expectations were provided in class, and are available on our Eugene IHS website; the most important thing to remember is that your “senior year” starts on June 17, 2011 (action, creativity and service hours for next year can start then too).

Secondly, a rough draft of your Senior Project will be due in early October, and the final draft on the Monday before Thanksgiving. This may sound like a long way off, but these deadlines have a way of sneaking up. It wouldn’t be a bad idea to set aside a few hours each week this summer to read books and scholarly articles related to your Senior Project (plan a trip or two or three to the Knight Library); to organize your ideas and research findings into a meaningful outline; to meet and correspond regularly with your Technical Advisor; and, ideally, to begin writing the paper itself. Getting a significant head start on the Senior Project this summer will greatly reduce your stress level in September and October, and will enable you to concentrate on college applications, class work, and having a life outside of school in the fall. In September you will be turning in your graded blueprint from the end of this year with any revisions made over the summer and you will write a one page reflection paper addressing contacts made with your Technical Advisor—the nature of the contacts, helpfulness, and plans for the fall.

Finally, remember that local, national and international events continue to shape our political, social and environmental landscapes. Stay engaged with the world around you this summer by reading substantive newspapers, magazine articles, and books. We are blessed with outstanding public and university libraries in Eugene. We encourage you to use them frequently, and to share what you have learned there with peers, parents, and community members alike.

The senior team is excited about greeting our new group of students and look forward to seeing you in the fall—have a wonderful summer!

We would like to extend a special THANK YOU to all parents who have served in our Eugene IHS Parent Group.

We look forward to seeing you next year and hope new parents will join us for our meeting on September 27, 2011, at 7:00pm in the Auditorium at the Ed. Center located at 200 N. Monroe St. This meeting will also include our "Welcome to Eugene IHS" presentation for any families new to Eugene IHS or for those who want to know more about our school.

Sheldon Juniors
To Our Sophomores – Class of 2013:

In Values and Beliefs, Literature, and History, the core coursework for the Eugene IHS sophomore year remains an exploration of some of the world’s most profound issues and questions. Values and Beliefs provides a journey through many of humanity’s religious systems, seeking an understanding of the common questions and differing answers that those systems of thought and belief offer to their adherents. History provides a glimpse at some of the major events and ideas that have shaped Europe and Asia’s history. Literature gives students a human prism with which to catch the light of human experience through the craft of writing.

Sophomore Projects this year put both writing and an appreciation for artists in center focus. The project entailed three components: researching an artist in history, creating a short research paper about this person, and representing that individual’s personality and perspectives at a conference dubbed a “Meeting of the Great Artists.” Students attended the conferences in costumes reflective of their great thinkers and engaged in a rousing round table discussion of the grand philosophical questions of our time. We also heard “Jim Morrison” recite poetry, “John Lennon” sing, and “Yo Yo Ma” play the cello! In addition to this exciting event, the students got their first taste of the skills and commitment needed for their senior paper just around the corner.

In the second semester, students took part in the Eurasian Conference – our annual event structured to engender a deeper understanding of current global issues. Many of the issues this year were ones that students had grappled with in the past. Issues such as the global ban on land mines, the Jammu-Kashmir dispute, and the Palestinian-Israeli conflict remained a part of this year’s conference. There were also issues new to the conference, including powerful new thoughts regarding the right of governments to limit their citizens’ access to information.

On May 20, after several months of research, analysis, and meetings, students descended upon the Wheeler Pavilion wearing traditional dress from their assigned nations. The conference was a thing to behold! Student attire gave the conference an incredible atmosphere and the passion, intellect, and capabilities of the students made the event unforgettable.

The entire tenth grade team has found the sophomore class to be an inspiring group of young men and women. Teaching and learning with you sustains our hope for the future. Thank you, and may you continue to bless our staff and the world beyond Eugene IHS with your passion for ideas.

The Tenth Grade Team: Marilyn Curtis, Amy Duncan, Joshua Hamill, Rebecca Hammons, Joanne Moorefield, Wade Powell, Craig Wiebe, and Jenelle Youngblood
Letters to Our Students

To Our Freshman – Class of 2014:

Thank you for joining us on our world tour as we explored issues such as courage, honor, justice, revolution, and the global community’s response to change.

Geography started the year with its tasty tradition of illustrating lines of longitude and latitude with melons and oranges. We eventually studied the location of every country in the world, and learned terms that will help you in Global History, History of the Americas, and 20th Century History. You made a plethora of maps, became an expert on an African country, and represented that country at a Pan-African conference. At the conference you not only looked for solutions in our world, but also got a chance to hear from international speaker, Mr. Lou Radja and his encouraging words to make a difference! You traversed across Europe and learned about the effects of centripetal and centrifugal forces in developing a union of nations. You represented one state in the Middle East and debated your rights to scarce water resources like Lebanon’s Litani River, the West Bank Aquifer that provides half of Israel’s drinking water, and the ever-disappearing Jordan River, while negotiating for long-term solutions to meet the water needs of all Middle Eastern states. As a globetrotter, you stepped into the shoes of citizens of the world looking at population, as you explored issues of development in our world.

We started our journey through Global Literature with a creative writing unit where travel narratives brought sights, smells, tastes, sensations, and sounds from across the globe and you actually tasted such delicacies as vegemite and salty licorice. We honed our writing skills and quickly realized how big the world can be when we open up to it. We traveled next to Japan with Gail Tsukiyama’s The Samurai’s Garden focusing on Japanese culture, and themes of healing and beauty. We then looked at hope and resilience in the Holocaust unit, which included Night by Elie Wiesel, and concluded with the “Expressions of the Holocaust” art gallery exhibit. Later, we chatted with characters like Waiyaki and Nyambura at the River Between cast party. The short stories, songs, and poetry of South African writers gave context and depth to the experience of apartheid and taught us about the power of beliefs and the ability to imagine a better world. Next, we explored the world of poetry and performed in our own poetry café, where we proved to the world just how hip we could be.

Projects class provided a rich supplement to your Eugene IHS learning experience throughout the year. You started the year in Projects by looking at how to carefully navigate your transition from 8th grade to high school. Next, you wrote articles about health topics most relevant to teens in our Health Magazine unit. Later, in preparation for the Africa Celebration, you researched a state on the continent of Africa, focusing on a topic related to one of the United Nations’ Millennium Development Goals. Thanks, in part to this hard work, your presentations at the Africa Celebration were better than ever. And, finally, as the year started drawing to a close, you embarked on your environmental health and sustainability unit, where you selected a book of your choice and explored the connections between the health of humans and the health of the planet.

Your experiences in cultural aesthetics were rich and varied. Each of you enjoyed a semester both of art and drama, and health. In art and drama, you experienced the art, music, oral traditions, dance, and performance of Australia, Africa, Europe, and Asia. We wondered, “What is art?”, examined principles and elements of design, and studied Dreamtime paintings. You created your own dance inspired by dance from Africa, and imitated the artwork of great art movements, such as impressionism, cubism, and expressionism. The self-discovery and shared cultural experience of creating a Mandala ended your class. In health, you explored such relevant issues as disease prevention, and healthy eating.

The ninth grade team would like to thank you for your inquisitive spirit, your caring for each other and the world, and your commitment to international education. We wish you a safe and relaxing summer, and all the best for your 10th grade year.

The Ninth Grade Team: Melva Boles, Josh Hamill, Caleb Kostechka, Kendall Lawless, Jackie Owens, Christine Pettingill, Wade Powell, Deon Saraceno, Craig Wiebe, and Carolyn Williams

In a letter from Lou Radja, guest speaker at the Africa Celebration, he stated, "Education is truly at the heart of human progress and by making this investment at EIHS, you are demonstrating your commitment to your growth both as students and leaders in your community."

Please read more of the letter from Lou Radja on the next page.
Jambo to my new friends, friends of Africa and friends of the WORLD!

Let me begin by commending you for being such great global citizens and for making a difference. I commend Eugene International High School and its incredible staff for cheering you on your academic and personal journeys. I’m so grateful to have met you guys and for sharing a few words during your Africa Conference last Friday. You rock!

Education is truly at the heart of human progress and by making this investment at EIHS, you are demonstrating your commitment to your growth both as students and leaders in your community. You have available to you at EIHS, an fantastic faculty and staff eager to support, challenge and fully prepare you for success and global citizenship! However, at the end of the day, it will be up to YOU to take advantage of this privilege called Education. To help you along in your journey, I wanted to remind you the 5 keys I shared during my visit with you:

- **Gratitude**: Education, especially the kind you’re receiving at EIHS, is a privilege many people around the world do not experience. Make the best of the opportunity and take advantage of everything offered. Be a sponge, absorb as much as possible!
- **Know why you’re here**: When your WHY is strong, then your HOW becomes easy. Education is a tool best used only by those who clearly know their purpose; decide where you want to go and let EIHS help you get there!
- **Prepare! Prepare! Prepare!**: It’s been said, *failing to prepare is preparing to fail*. The amount of preparation you do will directly correlate to your success at EIHS and in life!
- **The Extra Mile**: There’s no traffic jam on the extra mile! I urge you to do more then expected, go the distance! In today’s 21st century, good isn’t good enough any more, do not settle, I dare you to be GREAT!
  Remember, success is what you do, after you do, what’s expected of you. Ordinary people become extraordinary simply by doing the “extra”!
- **Significance**: Let your experience here at EIHS be a launching pad into a life of Significance. Use all that you’ve gained from your education to add value in the lives of others and make our world a better place. Remember; when you take the elevator to the top, don’t forget to send it back down for someone else!

If I’m passionate about Education and what it can do for YOU, it’s because I’ve experience firsthand the rewards that it brings I wish the same for YOU. If I can be of further assistance to you on your journey at EIHS or in life, please do not hesitate to contact me via some of your teachers. I look forward to hearing about your triumphs!

Here’s to your academic and personal success!

Lou Radja
Staff News

Good-bye and Good Luck!

Several teachers will be leaving Eugene IHS this year, and we will miss them all.

Kendall Lawless has been an integral part of the Eugene IHS community for several years, teaching 9th and 10th grade Global Literature, 12th grade IB Literature, and 9th grade Cultural Aesthetics. Ms. Lawless is a dedicated professional, and cares deeply for her students and her work. Because of district-wide budget cuts, Ms. Lawless will be teaching at Kennedy Middle School next year and our staff and students will miss her incredibly.

Jackie Owens, 9th grade Global Literature and Cultural Aesthetics, will be leaving Eugene IHS for warmer climates as she begins a new international adventure teaching in Mexico. Staff and students have benefitted greatly from her creativity and thoughtfulness in curriculum planning and student support. We wish Ms. Owens the best of luck in the year ahead!

Jenelle Youngblood is a fixture in Eugene IHS, having written the Values and Beliefs course for Eugene IHS. After more than thirty-five years in the profession, Jenelle will be retiring from our district. Her dedication to and compassion for student learning is remarkable, and we will miss her good humor, articulate nature, and vision for international education.

We thank all these teachers for their commitment, energy and vision for Eugene IHS.

We are also happy to report Jocelyn Harley will be back with us next year!

Creating Closure
By Courtney Leonard, Head Teacher
(Continued from page 1)

abilities to commune, often in a variety of languages. Increased communication allows students to bridge distances created by diverse geographic, linguistic, ideological and cultural barriers. As a result of increased communication, students can take action to improve conditions, actively and reflectively participating as global citizens. Alone or with others, students can create change, ethically and creatively, assessing potential impact and potential consequences for others.

Our year ended with our annual Farewell Assembly on Monday, June 6, with graduation celebrated that evening at the Hult Center. We are so proud of our seniors who epitomize the journey to global citizenship and we welcome them to our ranks of distinguished alum.

It has been a challenging year in Eugene IHS. In the coming years, we will seek to maintain the aspects to our program that build global citizenship, but our model will change significantly beginning next year. We are incredibly grateful to all of our community members for your support and dedication to international education and we look forward to ways in which we can think together and creatively about the evolution of our school.

Our work continues, as does the reflection on our mission, philosophy and our curriculum to assure its relevance in a new age of education. We look forward to the years ahead, and wish you all a pleasant and enriching summer, and along the way, we hope you, too, may find a way to make a difference.
IB News

To IB Candidates, Teachers, and Parents:

Congratulations to all IB certificate and diploma candidates in the class of 2011! The three weeks of testing in May were hectic and intense, but you handled the pressure with grace and composure. I hope this summer affords all of you a well-deserved opportunity for rest and rejuvenation.

On May 25, after our last IB exam, we gathered at the district office for our annual IB Celebration that recognized the accomplishments of all certificate and full-diploma candidates. In addition, we recognized two students with special awards presented on behalf of the Northwest Association of IB World Schools. One award, Outstanding IB CAS Student, was presented to Courtney Martin for her exceptional service to the community over the course of her two-year diploma program. The other award, Outstanding IB Student, was presented to Chance Yager as the student who best embodies all aspects of the International Baccalaureate Learner Profile. Congratulations to all our IB students!

Thank you, IB teachers!! A huge thank you to the teachers who prepared our students to test in literature, history, economics, mathematics, math studies, chemistry, biology, physics, French, Spanish, German, and Japanese. I’d like to acknowledge these teachers for all the extra effort they have taken during the year to assign and score the internal assessments and offer review sessions to help students prepare for the test. A special thanks, also, to Courtney Leonard who proctored three of the IB exams! This year we had special help with invigilating from some of our former IHS teachers as well. I’d like to say a huge thank you to Jon Doornink, Jim Holm, Alice Jagger, Elizabeth and Fred Lorish, Susan Mannheimer, and Larry Sutton. Thank you all!

Thank you, parent volunteers!! Administering all the IB exams requires the help of a small army of people. Kathy Ruggles worked countless hours recruiting parent volunteers. Thank you Kathy! IB requires that we have a teacher proctor exams and enough volunteers that we have a ratio of one adult per 25 students. We tested 106 students in Economics alone, which meant that we needed five adults for just that one exam. We could not have staffed the tests without the support and dedication of our parent volunteers. A grateful thank you to: Vernica Alfero, Margaret Beals, Sophia Bowie-McCoy, Nathaline Frener, Karen Gaffney, Monica Hample, Vivian McKenzie, Jaylynn Milstein, Lydia Norton, Cindy Parker, Michelle Pellitier, Therese Picado, Michelle Service, Michelle Taube, Regina Yates, and Damon Martichuski – one of our own IHS alumni! Many of you brought the expertise of prior exam experience, several of you volunteered for multiple exams, and some of you helped out despite the fact you no longer have a student in Eugene IHS. Deep thanks to all of you!!

Thank you, Sue Martichuski!! Sue’s expertise and wisdom help to assure that our IB testing goes smoothly. Sue helped organize the exams and prepare international mailings for all our internal assessments and IB exams. She made reminder calls to volunteers, e-mailed students each night with test reminders, and remained a pillar of calmness and serenity throughout the entire IB test season.

Thank you Harvest Community Church and Emerald Bible Fellowship!! Finally, I would like to thank the wonderful people at Harvest Community Church and Emerald Bible Fellowship. They opened their doors to us for testing, helped us with last minute special accommodations, and provided our students with quality exam environments. Their attention to all of the details, such as heat, appropriate seating, and their respect for our need for quiet surroundings was thoughtful. We are most grateful!

To Parents of Incoming Juniors and Seniors:

1. MARK YOUR CALENDARS! IB Parent Information Night will be on September 29, 2011 at 7:00 PM, in the Ed Center Auditorium. This is geared towards parents of juniors, but everyone is welcome.

2. IB Parent Handbooks will be handed out at the IB Parent Information Night and will also be available after that night at any of the Eugene IHS offices.

3. Class counseling sessions are offered in your student’s Eugene IHS classes at the end of sophomore year, the beginning of junior year, and the beginning of senior year. We will also provide individual counseling for interested juniors starting the first week in October.

4. We have a Eugene IHS/IB website that can be accessed at www.ihs.4j.lane.edu.

The International Baccalaureate is becoming more widely known among university communities and across the country IB scores are being accepted for college credit by an increasing number of universities. Now nearly every North American university has a credit policy regarding IB and increasingly gives weight to IB in determining admissions. We hope that your student will seriously consider participation in IB as we enter into the new school year. It is a decision that should, ultimately, be made by the student, but advice and encouragement from a parent is always helpful. We hope to see you this fall.
Creativity, Action and Service in Eugene IHS
Beginning Junior Year

Welcome to... Creativity, Action and Service in Eugene IHS!
“We cannot live for ourselves alone. Our lives are connected by a thousand invisible threads, and along these sympathetic fibers, our actions run as causes and return to us as results.” – Melville

From its beginning, Eugene International High School has made experiential learning a part of our identity. We are committed to Creativity, Action, and Service (CAS) as an aspect of an international studies curriculum, for it is one more way students gain confidence and knowledge in a broader world than home and school.

In undertaking CAS during the junior and senior year, students derive many benefits, both practical and altruistic. The activities and experiences in which students are involved can be more fully developed both in service to the community and in exploring student interest and potential via creativity and action.

What is CAS?
CAS is a fundamental aspect of the Eugene IHS experience. The emphasis of CAS is on new and experiential learning. It is designed to involve students in new roles, and explore ways in which current activities can become true learning experiences. The emphasis is on learning by doing real tasks that have tangible outcomes and then reflecting on these experiences. The ultimate goal of CAS is to nurture life-long learners who seek new opportunities and challenges, balance personal and academic pursuits, act with integrity, responsibility and compassion, and who value diversity, ambiguity and discovery to create a better and more peaceful world.

Creativity is interpreted as imaginatively as possible to cover a wide range of arts and other activities that involve creative thinking. Examples could include participation in music, theater, fine arts, design, or creating a lesson plan or project. In a student’s CAS program, creativity fosters an appreciation for the arts.

Action is defined as physical exertion contributing to a healthy lifestyle, complementing academic work. In a student’s CAS program, action focuses on the physical, and thus, mental, well being of the student.

Service consists of an unpaid and voluntary community contribution that has a learning benefit for the student, and fosters a greater sense of commitment to the community—local, national and international. In a student’s CAS program, service focuses on an endeavor beyond a student’s current experience.

Students in Eugene International High School will complete 150 hours of CAS activities over the course of junior and senior year: 100 hours of service, and a reasonable balance between creativity and action for the additional 50 hours. Hours must be concurrent over two years and should reflect an ongoing commitment to the principles of the CAS Learning Outcomes.

Immersion students:
• French Immersion students must complete 50 of the 100 required service hours in a setting where the French language is primarily used.
• Spanish Immersion students must complete 100 of the required service hours in a setting where the Spanish language is primarily used.

All forms and publications are available online on the Eugene IHS website at www.ihs.4j.lane.edu.

CAS Program Requirements
The CAS experience is personal and should meet the needs of each individual student, though certain program requirements must be met. CAS students are required to:

• Reflect at the beginning of the CAS experience during junior year and set personal goals for what will be achieved through the CAS program;
• Plan and participate in a range of activities and projects, and then reflect on what was learned;
• Communicate with the Projects teacher at various points during the junior and senior year to assess progress and measure outcomes;
• Maintain records of CAS activities and achievements, through ManageBac, an on-line portfolio system;
• Show evidence of achievement of the eight CAS learning outcomes via reflection and recording of hours:
  • Submit hours and reflections at regular intervals over the course of two years.
• Complete a minimum of 20 CAS hours each semester for a total of 150 CAS hours by April of the senior year. The summers between sophomore and junior year, and junior and senior year count towards the first semester of each year.
• Complete 20 hours of service for first semester of junior year to fulfill state graduation requirements.
• Consider keeping a CAS notebook to add to and review over the course of junior and senior years. If students complete more than 40 hours in junior year they are responsible for maintaining all additional records to submit to the senior Projects teacher.
• All IB diploma candidates must keep a CAS portfolio to be submitted to the IB Coordinator in April during senior year. The portfolio may be sent on to IB.
• Participate in a student-initiated group project with the following guidelines:
  • Include at least two of the three CAS components—creativity, action and/or service;

(Continued on page 14)
Attention Juniors and Seniors (classes of 2012 & 2013)

*Important Notice: The Eugene IHS Diploma*

Earning the Eugene International High School diploma:
Students who successfully complete the Eugene International High School curriculum receive an honorary Eugene International High School diploma, in addition to an official high school diploma. To earn the Eugene International High School diploma, students must:

1. Complete grades eleven and twelve in Eugene International High School with passing grades.
2. Complete three years of world language study.
3. Complete 150 hours of CAS (Creativity, Action, Service).
4. Satisfy requirements for high school graduation.
*A year of study abroad may substitute for either the junior or senior Eugene IHS course work toward earning the Eugene International High School diploma.*

Eugene IHS students who have not met the requirements for the Eugene IHS diploma may still participate in the Eugene IHS graduation ceremony if they meet their host school’s requirements for participation in the host school’s graduation ceremony.

Early Graduation: Eugene IHS juniors who plan to graduate early from their host schools at the end of junior year must complete the year of Eugene IHS courses in Comparative Political and Economic Systems, History of the Americas, Literature of the Americas, and both semesters of Advanced Projects. Early graduation does not qualify the student for the Eugene IHS diploma.

Recording Your CAS Requirements Online

We are pleased to announce Eugene IHS will now be using an on-line portfolio system to track student progress towards Creativity, Action, and Service (CAS) requirements.

Your student has already been introduced and received login information to ManageBac.

Please take a moment to log onto the site with your student to see how ManageBac will be able to support students as they continue to work towards completion of their CAS goals, including tracking progress towards the specific learning outcomes. In addition, for more information about specific requirements, don’t forget to download the CAS packet from our website.

Technical Advisors Needed!

Do you have an expertise in one or several areas of study? Do you want to understand the senior paper process better? Are you willing to spend time mentoring a high school student? Then, consider becoming a technical advisor!

Currently, technical advisors are needed in many different subject areas, across all campuses. Please call your Eugene IHS campus today and lend your support to a Eugene IHS junior who is just beginning the research process!

Calling All Eugene IHS Alumni

We would like to reach as many Eugene IHS graduates as possible. You can go to our website at: www.ihs.4j.lane.edu and view a copy of our latest alumni newsletter. If you are an alumnus and would like to be included in the next annual Eugene IHS Alumni Newsletter, or if you know any alumni who would like to be included, go to the alumni page on our website and fill out an alumni questionnaire. You can find all alumni information on our website.

We look forward to reconnecting with you.
Summer Opportunities

Join us for Rayo de Sol Spanish Camp!

Rayo de Sol Spanish Camp is a day camp designed to offer summer enrichment to all K-5 students interested in learning Spanish or maintaining skills already acquired. Students will spend an entire week immersed in the Spanish language and the camp will include fun projects in language, art and sports. The camp also allows children to work closely with high school Spanish Immersion students and native speakers and to gain or maintain crucial language skills during the summer time.

Camp dates:
- August 1-5, 2011, 9:00-2:30
- After care available 2:30-5:30

Camp contacts:
- Camp director: Toni McNair (brodya@comcast.net)
- Curriculum director: Margarita Field (field_m@4j.lane.edu)
- High school liaison: Courtney Leonard (leonard@4j.lane.edu)

Pricing:
- $150 for the week
- Sibling 10% discount on second enrollment ($135)
- Extended care an additional $15/day

Location:
- Sheldon High School campus:
  2455 Willakenzie Road, Eugene, OR 97401

We hope you will join us!

Spring 2012 China Educational Tour

Explore China during an exciting 11-day adventure! Eugene high school students and family are invited to travel to Beijing, Xian, Hangzhou, Suzhou, Shanghai from March 22 to April 1, 2012.

Points of interest include Great Wall of China, Tiananmen Square, Forbidden City, Bird’s Nest, Xiu Shui Market, Temple of Heaven, Xian City Wall, Terracotta Warriors & Horses, Tang Paradise Cultural Theme Park, West Lake, Humble Administrator’s Garden, Oriental Pearl TV Tower, the Bund, Shanghai Museum, and many more. Witness a Chinese Cloisonné artist at work. Learn the entire process of silk-making. Enjoy the fascinating Chinese acrobatic and Tang dance performances. Savor authentic Chinese cuisine from different regions, including Peking Duck, Lamb Pao Muo, Ja Jian Noodles, and Chinese dumplings. Visit a prestigious high school where you’ll learn Chinese culture while interacting with new friends. Prepare to learn, grow, and have fun on this inspirational tour!

For inquiries, please contact Global Perspectives for Youth, LLC, Linda Hwang (Tour Manager) Lhwang@gpyinternational.org 541.870.8300.
## Eugene IHS Fall Calendar Dates ...

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 13</td>
<td>Eugene IHS Site Council Meeting</td>
<td>South Eugene, Rm 538</td>
<td>4:00pm</td>
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<tr>
<td>September 15</td>
<td><strong>EUGENE IHS PICNIC</strong></td>
<td>Alton Baker Park</td>
<td>5:30pm</td>
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<tr>
<td>September 23</td>
<td>Eugene IHS Opening Assembly</td>
<td>South Eugene, Auditorium</td>
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<tr>
<td>September 27</td>
<td>Welcome to Eugene IHS/</td>
<td>Ed Center, Auditorium</td>
<td>7:00pm</td>
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<td></td>
<td><strong>Eugene IHS Parent Group meeting</strong></td>
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<td></td>
<td><em>(for all interested Eugene IHS parents)</em></td>
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<tr>
<td>September 29</td>
<td>IB Parent Information Night</td>
<td>Ed Center Auditorium</td>
<td>7:00pm</td>
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<td></td>
<td><em>(mainly for parents of juniors)</em></td>
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<tr>
<td>October 11</td>
<td>Eugene IHS Site Council Meeting</td>
<td>South Eugene, Rm 538</td>
<td>4:00pm</td>
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<tr>
<td>October 13</td>
<td>IB Fees Due</td>
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<tr>
<td>October 25</td>
<td><strong>International Study Abroad Fair</strong></td>
<td>Churchill, Cafeteria</td>
<td>7:00pm</td>
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<tr>
<td>October 25</td>
<td>Eugene IHS Parent Group meeting*</td>
<td>Ed Center, Parr Room</td>
<td>7:00pm</td>
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*The Ed. Center Parr Room, and Auditorium, is located at 200 N. Monnroe.
New parents are always welcome to attend the Eugene IHS Parent Group meetings.

**Note:** Information will come from host schools regarding schedules for registration day, freshman only day, and the first day of classes.

*Please consult your high school's and the district's calendars for other important events.*
### Summer Reading Suggestions

**Note:** These are not required readings, but merely suggestions to get acquainted with the reading level for each grade.

#### Recommended for fall seniors:

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
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<tbody>
<tr>
<td>Allende</td>
<td><em>House of Spirits</em></td>
</tr>
<tr>
<td>Atwood</td>
<td><em>Any novel</em></td>
</tr>
<tr>
<td>Austen</td>
<td><em>Any Jane Austen novel</em></td>
</tr>
<tr>
<td>Bronte, E</td>
<td><em>Wuthering Heights</em></td>
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<tr>
<td>Bronte, C</td>
<td><em>Jane Eyre</em></td>
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<tr>
<td>Chopin</td>
<td><em>The Awakening</em></td>
</tr>
<tr>
<td>Dickens</td>
<td><em>Any Dickens novel</em></td>
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<tr>
<td>Dostoevsky</td>
<td><em>Crime and Punishment</em></td>
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<td></td>
<td><em>The Brothers Karamazov</em></td>
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<tr>
<td>Ellison</td>
<td><em>Invisible Man</em></td>
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<tr>
<td>Erdrich</td>
<td><em>Any novel</em></td>
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<tr>
<td>Forster</td>
<td><em>A Passage to India</em></td>
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<tr>
<td>Faulkner</td>
<td><em>The Sound and the Fury</em></td>
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<tr>
<td>Flaubert</td>
<td><em>Madame Bovary</em></td>
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<tr>
<td>Garcia Marquez</td>
<td><em>Any Gabriel Garcia Marquez novel</em></td>
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<tr>
<td>Heller</td>
<td><em>Catch-22</em></td>
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<tr>
<td>Hemingway</td>
<td><em>Old Man and the Sea</em></td>
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<td><em>In Our Time</em></td>
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<tr>
<td>Huxley</td>
<td><em>Brave New World</em></td>
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<tr>
<td>Kesey</td>
<td><em>One Flew Over The Cuckoo’s Nest</em></td>
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<tr>
<td>Malcom X</td>
<td><em>Sometimes a Great Notion</em></td>
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<tr>
<td>Morrison</td>
<td><em>Any Toni Morrison novel</em></td>
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<tr>
<td>Naylor</td>
<td><em>Women of Brewster Place</em></td>
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<tr>
<td>Orwell</td>
<td><em>Animal Farm</em></td>
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<td>Salinger</td>
<td><em>Catcher in the Rye</em></td>
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<td>Steinbeck</td>
<td><em>East of Eden</em></td>
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<td>Tan</td>
<td><em>Joy-Luck Club</em></td>
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<tr>
<td>Tolstoy</td>
<td><em>War and Peace</em></td>
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<tr>
<td>Walker</td>
<td><em>The Color Purple</em></td>
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<tr>
<td>Wharton</td>
<td><em>Age of Innocence</em></td>
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<tr>
<td>Allende</td>
<td><em>Daughter of Fortune</em></td>
</tr>
<tr>
<td>Angelou</td>
<td><em>I Know Why the Caged Bird Sings</em></td>
</tr>
<tr>
<td>Bahr</td>
<td><em>The Black Flower</em></td>
</tr>
<tr>
<td>Buccholz</td>
<td><em>New Ideas from Dead Economists</em></td>
</tr>
<tr>
<td>Cambor</td>
<td><em>In Sunlight, In a Beautiful Garden</em></td>
</tr>
<tr>
<td>Cather</td>
<td><em>Any novel</em></td>
</tr>
<tr>
<td>Chabon</td>
<td><em>Amazing Adventures of Kavalier and Clay</em></td>
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<td>Ellison</td>
<td><em>Invisible Man</em></td>
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<td>Faulkner</td>
<td><em>Any novel</em></td>
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<tr>
<td>Friedman</td>
<td><em>The World is Flat</em></td>
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<tr>
<td>Hurston</td>
<td><em>Their Eyes Were Watching God</em></td>
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<td>Klein</td>
<td><em>The Shock Doctrine</em></td>
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<tr>
<td>Paul Krugman</td>
<td><em>The Return of Depression Economics and the Crisis of 2008</em></td>
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<td>Garcia Marquez</td>
<td><em>Any novel</em></td>
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<td>Marx and Engels</td>
<td><em>The Communist Manifesto</em></td>
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<td>Morrison</td>
<td><em>Beloved</em></td>
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<td>Senna</td>
<td><em>Song of Solomon</em></td>
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<td>Shaara</td>
<td><em>Killer Angels</em></td>
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<td>Twain</td>
<td><em>Any novel</em></td>
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<td>Winik</td>
<td><em>April 1865: The Month That Saved America</em></td>
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#### Recommended for fall sophomores:

This coming fall, sophomores will be studying the history, literature, religions, and philosophies of Western civilization, the Middle East, India, and China. The following list includes books that vary in length and complexity, and range from poetry and novels to historical and political analysis. Some are well-known classics, and others are brand-new publications. We offer them as opportunities to stretch your mind in areas relevant to your studies in Eugene IHS next year. Enjoy! – *The Tenth Grade Team*

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
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<tbody>
<tr>
<td>Adchi</td>
<td><em>Purple Hibiscus</em></td>
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<tr>
<td>Benson</td>
<td><em>The Plague Tales</em></td>
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<tr>
<td>Blumenfield</td>
<td><em>Revenge: A Story of Hope</em></td>
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<td>Chevalier</td>
<td><em>The Girl with a Pearl Earring</em></td>
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<td>Diamant</td>
<td><em>The Red Tent</em></td>
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<td>Diamond</td>
<td><em>Guns, Germs, and Steel: The Fates of Human Societies</em></td>
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<td>Divakaruni</td>
<td><em>Mistress of Spice</em></td>
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<td>Farmaian</td>
<td><em>Daughter of Persia</em></td>
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<tr>
<td>Friedman</td>
<td><em>From Beirut to Jerusalem</em></td>
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<tr>
<td>Hosseini</td>
<td><em>The Kite Runner</em></td>
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<tr>
<td>Holman</td>
<td><em>The Dress Lodger</em></td>
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 embryos
Homer *The Iliad*
Hugo *Les Misérables*
Jiang *Red Scarf Girl: A Memoir of the Cultural Revolution*
Kidder *Mountains Beyond Mountains: Healing the World: The Quest of Dr. Paul Farmer*
Lewis *What Went Wrong: Western Impact and Middle Eastern Response*
Mah *Chinese Cinderella: The True Story of an Unwanted Daughter*
Mukherjee *Desirable Daughters*
Nye *Space Between Our Footsteps: Poems and Paintings from the Middle East*
Occhiogrosso *The Joy of Sects: A Spirited Guide to the World's Religious Traditions*
Potok *The Chosen*
Salisbury *The New Emperors: China in the Era of Mao and Deng*
Salzman *Iron and Silk*
Scolino *Persian Mirrors*
Scot *The Violet Shyness of Their Eyes: Notes From Nepal*
Shakespeare *Attend ANY play; read any play!*
Sobel *Galileo’s Daughter*
Thomas *Behind the Mask: The Life of Queen Elizabeth I*
Sobel *Galileo’s Daughter*
Tsukiyama *Women of the Silk*
Virgil *The Aeneid*
White *The Once and Future King*
Zhenhua *Red Flower of China*

**Recommended for incoming freshman:**

Achebe *Things Fall Apart*
Albom *The Five People You Meet in Heaven*
Alvarez *How the Garcia Girls Lost Their Accents*
Anaya *Bless Me: Ultima*
Pearl Buck *Any Novel*
Griffin *Black Like Me*
Houston *Farewell to Manzanar*
Lee *To Kill A Mockingbird*
Opdyke *In My Hands*
Potok *My Name is Asher Lev*

**EUGENE IHS OFFICES:**

*Eugene IHS @ Churchill - 1850 Bailey Hill Road, Eugene, OR 97405 541-790-5225*
*Eugene IHS @ Sheldon - 2455 Willakenzie Road, Eugene, OR 97401 541-790-6636*
*Eugene IHS @ South - 400 East 19th Ave., Eugene, OR 97401 541-790-8030*

**Check out the Eugene IHS WEBSITE for information about Eugene IHS and current events and announcements:**  [www.ihs.4j.lane.edu](http://www.ihs.4j.lane.edu)

**Other Websites**

- [http://www.4j.lane.edu](http://www.4j.lane.edu)  (4J school information)
- [http://www.ibo.org](http://www.ibo.org)  (International Baccalaureate home page)
- [http://darkwing.uoregon.edu/~humanctr/](http://darkwing.uoregon.edu/~humanctr/)  (click on “Calendar” then “Calendar of Events” for a list of activities at the U of O)