

# International High School



Parent Newsletter

June 2001

## A World of Difference

by Caron Cooper, Head Teacher

Another year comes to a close and gives us an opportunity to consider the remarkable achievements of our young people. Much of this issue is dedicated to enumerating their many accomplishments this year. However, beyond their very important academic endeavors, our seniors have also invested themselves in their community. As part of my commencement address this year, I tried to share with parents, families, and friends a sense of the extraordinary scope of that service. I would like to share that with all our families in this newsletter.

The students we honored at graduation volunteered in crisis and health care fields at:

- the Domestic Violence Shelter
- Womenspace
- White Bird Crisis Center
- Red Cross
- Sacred Heart Hospital
- McKenzie Willamette Hospital
- Lane County Search and Rescue
- county and city law enforcement agencies
- and as HIV AIDS Peer Educators

They invested their time in our environment and in our quality of life through their work with:

- Eugene Stream Team
- Cascade Raptor Center
- Oregon Beach Clean Up
- Grassroots Garden
- Wetlands Restoration
- Greenhill Humane Society
- Community Television
- Museum of Natural History
- Jacobs' Gallery
- the public library
- Community Theatre
- WISTEC
- their churches and synagogues
- retirement centers
- Food for Lane County
- Lane Shelter Care
- Interfaith Homeless Camp
- Centro Latino

- the March of Dimes  
They reached out to our children in countless ways,
- by
- providing childcare at the Relief Nursery and YMCA
- participating in a clothing drive for children in Mexico
- traveling to Mexico to provide medical aid and to help build homes
- teaching science, art, swimming, computers, Japanese, French, Spanish, reading, writing, and math to youngsters
- tutoring children with special physical, developmental, and emotional needs
- coaching kids' soccer, basketball, figure skating, and water polo
- working as counselors in 4-H camps, language camps, sports camps, outdoors camps; at the Courageous Kids' Grief Camp, a camp for diabetic youths, a camp for young people with bleeding disorders, and a riding camp for disabled children

In all, they paid back to their community 37,000 hours of service.

Now they are poised at a threshold. The students in the Class of 2001 tell us they have set their sights on careers in: performing arts and architecture, archaeology and zoology, atmospheric sciences and computer science, journalism and communications, fashion design and industrial design, education and medicine, economics and marketing, psychology and counseling, automotive-biomedical-chemical-aeronautical-mechanical-and-civil engineering, law enforcement, civil service, and politics, international business, international law, and international relations. With these aspirations, their international learning, their language proficiencies, their travel experiences to 58 countries on all seven continents, and their ethic of community service, these students are now ready to "Pay It Forward"—globally.

## *\*Important Notice\** for IHS juniors and seniors

Earning the International High School diploma

The International High School offers a four-year program. Students who successfully complete the program receive an honorary International High School diploma, in addition to a diploma from the host high school. In order to earn the International High School diploma, students must complete grades eleven and twelve in the International High School program with passing grades, complete three years of foreign language study, and satisfy all the requirements for their official high school diploma. A year of study abroad may substitute for either the junior or senior IHS course work toward earning the International High School diploma. IHS students who have not met the requirements for the IHS diploma may still participate in the IHS ceremony if they meet their host school's requirements for participation in the host school's graduation ceremony. IHS juniors who plan to graduate early from their host schools at the end of junior year must complete the year of IHS courses in Comparative Political and Economic Systems, History of the Americas, Literature of the Americas, and first semester of Advanced Projects. Early graduation does not qualify the student for the IHS diploma.

IHS diploma requirements:

- Completion of all IHS course work in eleventh and twelfth grades\*
- Three years (30 credits) of an international language while enrolled in IHS
- Requirements for high school graduation

\* Travel and/or study abroad may substitute for part of or all of one year. Interested IB candidates should meet with the IB coordinator if they are considering travel during junior or senior year.

## Service and International High School

### • Rationale

Many high school organizations and honors require community service work. From its beginning sixteen years ago, International High School has made service a part of its requirements. We are committed to service as an aspect of international study, for it is one more way that the student gains confidence and knowledge in a broader world than home and school.

All our requirements for volunteer hours are completed during the junior and senior years. Students are given school time during their junior and senior project periods to complete these hours. Students can derive many benefits from service, both practical and altruistic.

### • Practical Benefits

All volunteer service provides a way to begin learning basic job skills; punctuality, working with others, dealing with the public, following directions, and meeting expectations. Indeed, volunteer work often leads directly to summer or after-school jobs for students.

As a result of service work, students can begin to build sources of references and recommendations for summer jobs, college, or work.

Students need completed service work before junior year in order to earn membership into certain school organizations (e.g. National Honor Society) and to qualify for special study opportunities (Rotary Exchange).

Most private colleges and universities require that students list extensive and varied extracurricular activities and service work on their college applications. As part of these applications, teachers and counselors are asked to comment on the extent of the student's work in the community.

Most scholarship applications for both public and private colleges or universities ask the students to describe their volunteer and community work over four years.

### • Greater Benefits

Turn to *SERVICE*, page 3

SERVICE, continued from page 2

Students doing volunteer work are ambassadors in the community, strengthening the ties between the schools and the people whom we rely upon to support our schools.

Students doing volunteer work reduce the age barriers between generations that our schools and housing arrangements often creates.

Students learn to see the real needs of others and the difference they can make in others' lives.

Service work builds self-esteem and self-confidence in our young people, validating their worth in another context than school.

Most importantly, the lives of thousands of adults and children are made a little better in this community every day because of the work of young people.

Students need clear information about all the service requirements for credit, honors, scholarships, and college admissions. They also need the help of their teachers and parents in understanding and valuing service for its many other benefits to themselves and their communities.

•IHS Service Requirements

A description of the IHS requirements for service at the junior and senior levels is below. Students need to obtain descriptions of service requirements for National Honor Society and the Honors Diploma from the main office of their school.

Junior Year

- 30 hours – fall semester junior year (10 hours may be carried over from the summer before junior year)
- Credit is awarded as part of Advanced Projects
- Service must be non-salaried and benefit a school or community non-profit organization

Senior Year

- 100 hours – summer through spring
- Any or all of the service may be completed beginning summer after junior year
- IHS Churchill and Sheldon students may count these hours for National Honor Society and/or the 4J Honors Diploma. IHS South students must choose a non-credit option for the hours to count.
- Service must be non-salaried and benefit a community or school (other than the student's own school) non-profit organization. (Exceptions: Freshman/Peer mentoring and HIV/AIDS)
- Option: 50 hours may be in an apprenticeship in a career-related field outside the school
- (Note: FI seniors need to perform 60 of these hours in French; SI students need 100 hours in Spanish)

International Baccalaureate Diploma

- 50 additional hours of creativity and action added to the 100 hours of the senior IHS service requirement during junior and senior years.
- These creativity and action activities may begin the summer before junior year
- No credit awarded, so activities may count toward National Honor Society or the 4J Honors Diploma if they are service-oriented
- Activities must be non-salaried

International High School  
Graduation Video

Order your VHS copy of the IHS 2001 Commencement from Pathway Video Productions, 1234 Pearl St • Suite 4 • Eugene, OR 97401

The cost is \$12 each, which includes shipping.

Make checks payable to Pathway Productions. For more information or order by phone, call Jerry at

(541) 343-0003.

Opportunities . . .

Your family can enjoy an international experience this summer without leaving Eugene or depleting your bank account! The American English Institute at the U of O is recruiting adults of all ages to host students from Japan who will be attending four-week language and culture programs. Hosts provide a private bedroom, a prepared evening meal, snacks, and include the student in family activities. Expenses are reimbursed at \$450 for 4-week stay. Program dates: July 29 to August 26 and July 30 to August 26. For more information call Jayne Palmer at 346-6112.

# 2000 - 2001 Awards

## ◇ IHS Senior Awards

### Outstanding IHS Students

Dan Hagen	Melinda Russial
Kyle Huntington	Laurel Stewart
Leah Naylor-Watson	Jim Voss

### Outstanding Literature Students

Shoshan Bochner	Marques Johnson
Pat Clancey	Kristine Morich
Jessamyn Fleming	Ashlee Rodriguez
Mike Jackson	Annie Zosel-Johnson
Tess Jensen	

### Outstanding History Students

Matt Bradley	Abiel Rinehart
Will Clayton	Rob Schwieger
Beth Coddington	Kelly Slaughter
Sarah Dotters-Katz	Kate Stephenson
Ben Farkas	Jake Weston

### Outstanding Socratic Reasoners

Natalie Biggs	Shasta Kearns Moore
Josie Casey Witte	Spencer Gwartney-Gibbs
Jeremy Copperman	Eli Lotz
Brian Everett	Chad Marks-Fife
Jessica Furlong	Isaiah Reese
	Yonathan Schultz

### Outstanding Senior Projects

Rose Cullander	Sarah Heacox
Laura Forsman	Rebecca Williams

### Renaissance Awards

Paige Beckley	Ariana Rosen
James McCarty	Kellen Terrett

### Outstanding International Understanding

Ashley Alvarado	Ted Tsui
Masha Katz	Erika Whobrey
Tovah Moreno-Black	

### Outstanding Supportive Students

Joel Clancey	Kelly Kern-Craft
Maggie Cho	Mike McHugh
Thomas Ciesielski	Dominique Rogers
Dylan Jones	Meagan Shaw

### Outstanding Community Service

Cassandra Aanderud	Sharma Fellows-Rapoport
Allison Carnahan	Karla Vonderheit
Jeff Trench	

### Outstanding Service to IHS

Henry Goldman	Sarah McCaffrey
Gentiana Loeffler	Shaunna Zinkgraf

### French Immersion Graduates

Devon Andersen	Spencer Gwartney-Gibbs
Alexandra Anderson	Caitlin Hewitt
Blake Arnold	Masha Katz
Jeremy Briggs	Marty Larson-Xu
Leah Carnine	Laila Mirsepassi
Meghan Carr	Jacob Neely
Leslie Clark	Miranda Roders
Jessamyn Fleming	Lindsay Schauer
Colin Gory	Ben Verlud
Lucas Gunn	

### Outstanding French Immersion Students

Meghan Carr	Lindsay Schauer
Laila Mirsepassi	

### Spanish Immersion Graduates

Paige Beckley	Ole Hoskinson
Eileen Beringer	Jennifer Hull
Amy Crasilneck	Mario Mesquita
Jordan Crowder	Kristen Purdy
Johanna Field	Evyne Smith
Fredy Flores	Jacqueline Solares
Dylan Foreman	Karissa Strickland
Amy Goeken	Jacob Svendsen

### Outstanding Spanish Immersion Students

Kristen Purdy	Karissa Strickland
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### International Baccalaureate Diploma

Cassandra Aanderud	Tess Jensen
Ashley Alvarado	Sarah McCaffrey
Brendan Blandy	Laila Mirsepassi
William Bryson	Maliheh Nakhai
Meghan Carr	Leah Naylor-Watson
Thomas Ciesielski	Benjamin Newcomb
Joel Clancey	Jaime Paeschke
William Clayton	Jean Peng
Jennifer Davis	Justine Pierce
Sarah Dotters-Katz	Emma Piper-Burket
Joseph Dunham	Elsbeth Reed
Erin Elwood	Melinda Russial
Sharma Fellows-Rapoport	Lindsay Schauer
Jessamyn Fleming	Chris Schreiber
Catherine Frakes	Robert Schwieger
Spencer Gwartney-Gibbs	Kate Stephenson
Daniel Hagen	Sara Votipka
Kristina Harmon	Jake Weston
Sarah Heacox	Rebecca Williams
Michael Jackson	Annalise Zosel-Johnson

Turn to SENIOR AWARDS, page 5

International Baccalaureate Certificate

Devon Andersen	Marques Johnson
Matthew Banes	Ashley Josephson
Melissa Barker	Ross Kanaga
Sarah Bliss	Shasta Kearns Moore
Luke Bloch	Lindsey Kent
Shoshana Bochner	Daniel Lichtenstein
Matthew Bradley	Gentiana Loeffler
Alexis Brown-Liteanu	Melissa Lorenzen
Lindsey Carlson	Chad Marks-Fife
Leah Carnine	Michael McHugh
Chelsea Cartlidge	Heather Miner
Josephine Casey-Witte	Kristine Morich
Magaret Cho	Marcus Oatman
Patrick Clancey	Stephanie Payne
Jennifer Clark	Rose Pergament
Beth Coddington	Charles Phillips
Erika Condos	Abiel Reinhart
Laurel Conley	Ashlee Rodriguez
Jeremy Copperman	Brianne Sholian
Sara Cowling	Christopher Sittner
Brett Crowe	Quinn Soifer
Rosemary Cullander	Matt Spilde
Shirah Dantone	Nick Stevens
Jacob Dishon	Laurel Stewart
Benjamin Farkas	Jacob Svendsen
Jessica Furlong	Jacob Voorhees
Jennifer Hull	Jim Voss
Corie Ingram	Ian Wang

Outstanding in all Subjects

Corey Barber	Laura Johnson
Devon Biggerstaff	Andrew Karasek
Paul Bodily	Aisha Kudura
Brett Close	Todd Levin
Zyanya Correa	Autumn Maker
Andrea Damewood	Dagmara Marston
Robert Doremus	Eamon McCleery
Chris Duke	Kendra Meshnik
Emily Gaffney	Colin Miller
Anna Gordon	Yoonie Park
Eleanor Gordon	Suzanne Riedman
Simon Helton	Tessa Roehl
Sarah Hill	Felicity Rose
Kelly Hopping	Tavi Semonin
	Johnny VanLandingham

Outstanding in Economics

Sky Brandt	Darby Jones
Alisa Bright	Eva Krivak-Tetley
Alivia Bryan	Garrett Lindsey
Kevin Bryan	Andrew Liss
Joshua Colby	Alexi Miller
Eric Cook	Eva Miller
Shelby Crabtree	Kristin Peil
Samara Crasilneck	Maya Schmidt
Forrest Elliott-Farren	Leon Schneider
Holly Fisher	Lauren Sherwood
Kelsey Gillaspie	Shannon Skillern
Maeve Granzin	Matt Sprick
Jennifer Groves	Adam Szalecki
Andrew Haliski	

Outstanding in History of the Americas

Marley Adkins	Jaime Greydanus
Haylie Braaten	Ann Koreisha
Alisa Bright	Candace Lee
Kevin Bryan	Megan Marshall
Stephanie Carter	Lauren Meyer
Liza Cassell	Eva Miller
Eric Cook	Lisa Munsell
Erin Courtright	Bridget Murphy
Andrew Deffenbacher	Shanel Parette
Sheena Ditgen	Natalie Reygers
Jennifer Elder	Joanna Scheyer
Samantha Evans	Lauren Sherwood
Holly Fisher	Brad Simpson
Emily Gilkey	Shannon Skillern
	Jennifer Weiss

Congratulations

to our 4.0 IHS seniors

Churchill:

Ashley Alvarado, Jennifer Davis, Caitlin Griffith,  
Leah Naylor-Watson, Justine Pierce

Sheldon:

Cassandra Aanderud, Melissa Barker, Paige  
Beckley, Natalie Biggs, Lindsey Carlson, William  
Clayton, Michael McHugh, Kirsten Purdy, Laurel  
Stewart, Chelsea Terrall, Ted Tsui

South:

Ilsa Bruer, Josephine Casey Witte, Beth Coddington,  
Sarah Dotters-Katz, Jessamyn Fleming, Daniel  
Hagen, Sarah Heacox, Michael Jackson.

Outstanding in Literature of the Americas

Olivia Bagdade	Ann Koreisha
Giselle Barone	Eva Krivak-Tetley
Torrie Blodget	Megan Marshall
Alivia Bryan	Lauren Meyer
Hannah Cornforth	Alexi Miller
Shelby Crabtree	Shannon Moseley
Joey Dehnert	Emily Mosqueda
Nell Deligio-Speiss	Lisa Munsell
Sheena Ditgen	Bridget Murphy
Ursula Evans-Heritage	Brooke Parrott
Emily Gilkey	Julia Sinclair
Kelsey Gillaspie	Matt Sprick
Adam Grudzien	Rita VanAllen
Brittany Kimberly	Jennifer Weiss
	Anna Wright

Outstanding in French Immersion

Emily Gilkey	Bridget Murphy
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Outstanding in Spanish Immersion

Sarah Hill	Tessa Roehl
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◇ IHS Sophomore Awards

Outstanding in all subjects

Yusra Adi	Zack Knight
Danielle Batson	Lauren Kondak
Zack Brewer	Elizabeth LaDu
Jade Brooks	Joe McCaffrey
Nathan Corliss	John Melia
Michael Davidson	Chrissy Murphy
Diana Delgado	Keely Muscatell
Grace Eickmeyer	Meghan Ohmart
Leah Fischer	Jessie Parsons-Taylor
Paige Ford	Kate Sheridan
Ashley Friend-Kendall	Justin Sherrill
Rita Ives	Kim Slaughter
Jenna Jeffrey	Noah Strycker
Jessica Jobanek	Judith Sussman
Theo Johnson-Freyd	Emily Ann Ventura
Meagan Kearney	Nicole White
	Quinn Wilhelmi

Outstanding in Art

Danielle Batson	Liisa Heinonen
Katie Boyd	Mieka Hopps
Heather Brule	Jenna Jeffrey
Courtney Cammarota	Cama Laue
Sarah Ditson	Cedar Loeffler
Rosy England-Fisher	Kim Logan
Emily Farthing	Emma Nelson-Munson
Aria Knust-St. Germain	Mia Pantyukhin

Natalie Provost	Jamie Suter
Ellen Spector	Natasha Tone
Josh Suchan	Sara White
Outstanding in Comparative Values and Beliefs	
Megan Anderson	Shane McCroskey
Tyler Anderson	Allison McGillivray
Sarah Cooper	Njeri Njoora
Korina Emmerich	Ivan von Norman
Kyle Everett	Kaylynn Pabst
Chris Finlayson	Matt Radich
Leah Fischer	Ryan Schuman
Candice Gansen	Fatima Shihab
Tiffany Grieder	Kaitlin Sweet
Shenglei Hu	Christian Terrett
Branden Johnson	Kristen Wallace
Matt Kiese	Tessa Weston
Raili Marks	Layne Wilson
Keeley McCowan	

Outstanding in Global History

Ali Akay	Emma Nelson-Munson
Brian Barton	Wells O'Byrne
Carly Bodnar	Nenette Paulson
Heather Brule	David Platt
Sheena Burke	Niles Pope
Aaron Carnes	Anna Richardson
ShariAnn Claric	Kyle Ruxton
James Corner	Ryan Schuman
Jonathan Frohnmeyer	Karin Sessions
Marika Giers	Saul Shimanoff
Denise Guzman	Andrea Stiegler
Kristal Hadjatry-Tarzaban	Luke Storm
Andrew Hanna	Kathryn Tillinghast
Mieka Hopps	Kristen Wallace
Seth Horner	Sarah White
Sara Jacobs	Colin Wiest
Branden Johnson	Joshua Yates
Joey Latteri	Jae-Hi Yu
Nick Leonard	Nick Zosel-Johnson
Peter Minta	
Antonio Miranda	

Outstanding in Global Literature & the Arts

Megan Anderson	Leslie Dunham
Tyler Anderson	Eva Farina-Henry
Holli Arnold	Marika Giers
Anna Beane	Marianna Gordon
Carly Bodnar	Tiffany Grieder
Heather Brule	Kristal Hadjatry-Tarzaban
Sheena Burke	Mieka Hopps
ShariAnn Claric	Serena Huestis
Nathan Collett	Sara Jacobs
Sarah Cooper	Becky Nelson
James Corner	Sira Noah
Michael Davidson	Wells O'Byrne
Courtney Dunham	

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Kaylynn Pabst  
Nenette Paulson  
Jessica Phelps  
Matt Radich

Emily Shellabarger  
Ellen Spector  
Ellen Spector

Luke Storm  
Noah Strycker  
Tessa Weston

Layne Wilson

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## International Baccalaureate

To IB Candidates and Parents:

What a joy it has been to work with you all this year! My first year as IB Coordinator for Eugene International High School has been quite a learning experience for me, and its challenges were made easy knowing I was working on behalf of such a fine group of students.

Congratulations to IB Candidates one and all! You have earned your summer vacation with the hard work and energy you expended this year in pursuit of passing scores on IB exams. We commend you for your efforts. Your scores will be coming to International High School in late July, and I will send them to you immediately. THANK YOU!

This year, over 160 IB students from our three IHS campuses were involved in 14 different tests at two testing sites. Logistical complications are par for the course, but the testing session ran smoothly thanks to all of the time granted to us by staff, parents, and counselors. Of particular importance to the process are three key people, without whom we never would have made it! Thank you to Martie Blodget for donating an inordinate amount of time to proctoring IB exams. Thank you to Sue Martichuski for her unrelenting attention to detail in all clerical matters pertaining to the IB program. And thank you to Asst. Coordinator Diane Downey for the countless hours she devoted throughout the year to the IB program.

The following staff and parents also generously gave of themselves by proctoring our many exam sessions: Carol Stephenson, Jim Holm, Marilyn Curtis, Saskia Strauss, Caron Cooper, Diane Downey, Judy Conley, Chris Cunningham, Linda Apling, Kathy Barnes, Ellen Brunson Newton, Stephanie Carroll, Nancy Churchill, Judy Conley, Eric Cullander, Chris Cunningham, Vija Dose, Cindy-Lee Garver, Mary Harmon, Nonna Haydock, Susan Jerde, Karen Johnson, Jody Miller, Susette Oeming, Faith Rahill, Virginia Saxton, Gayle Smith, Chrisina Svaverud.

Finally, we cannot forget to thank the wonderful people at Westminster Presbyterian Church and Harvest Community Church. They opened their doors to us throughout the month of May so that we could give the students quality exam environments. We so appreciate it!

To Parents of Incoming Juniors and Seniors:

Students will be making decisions on whether to participate in IB testing at the beginning of their junior

and senior years. We try to facilitate the decision-making process for students and parents in a number of ways. Here are the major ones:

1. MARK YOUR CALENDARS! IB Parent Information night will be on September 25, at 7:00 PM, in the Ed Center Auditorium. This is geared towards parents of Juniors, but all are welcome.
2. IB Parent Handbooks are handed out at IB Info night and are also available at any of the IHS offices.
3. Class counseling sessions are offered in your student's IHS classes at the end of sophomore year, the beginning of junior year, and the beginning of senior year. We also provide individual counseling for interested students.
4. We have an IHS/IB website that can be accessed at <http://schools.4j.lane.edu/ihs/ib/ib.htm>

We have about 40 percent of our IHS students test in IB in some capacity—either as full Diploma candidates, or in certain disciplines only. IB is recognized for its high standards, and students have truly felt the rewards of the program when they have entered college. They often come back and comment on how prepared they have felt as college freshmen. Because of this, we recommend that students hold a GPA of 3.5 or higher and that they be motivated students. We understand that this opportunity is not for everyone, and we do our best to help students decide if it is for them. IB is also becoming more and more known among the 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. We hope that your student will take participation in IB into serious consideration 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.

—Rebecca Bair,  
IB Coordinator

# From I H S teachers to our students

## To our Seniors—Class of 2001:

So your years at IHS are over! Many of you are headed for adventures across America and, indeed, the world. Be it Boston, Bangkok, or here in Oregon, you leave us for larger lives, for exploration of new inner territories. You have amazed us over and over again, and we know that you'll continue to. We expect to hear tales of your grand successes and worthwhile struggles, and we want you to know that our hearts go with you as you begin to crack open new worlds.

The Class of 2001! You have taught us, debated with us, delighted us. From the challenge of senior projects to the sharing of personal journeys, we worked together to ask new questions and to question—and sometimes affirm—old ideas. Go out there and live with integrity and joy! Be wild about being authentic people. Read books you've never picked up before. Have conversations that count. Keep yourselves safe in the new social environments you're so eager to explore. Seek

quality.

As you search and struggle and succeed, please continue to develop the ethic of community service we have seen grow along with your academic strengths. You have read books to children, been peer HIV/AIDS educators, cleaned Amazon Creek, assisted with wildlife rescue, helped the disabled learn to ride horses, planted trees, and done dozens of other activities that have enriched the community we share. We know you'll continue to make the world a better place.

The Senior Team: Diane Downey, Rebecca Hammons, Steve Knox, Ron Lancaster, Carol Stephenson, Dale Sturdavant, Larry Sutton.

## To our Juniors—Class of 2002:

When your parents ask, "What did you do in school your junior year?" don't say, "Oh, not much." Tell them . . .

"Well, in Literature of the Americas, we read eleven books and dozens of poems by US and Latin American authors such as Hawthorne, Twain, Fitzgerald, Cather, Allende, Whitman, Frost, Neruda, Langston Hughes, and Gabriel Garcia Marquez. Our teachers were so cruel that we had a reading quiz almost daily. We wrote four timed essays and many essays outside of class in which we used quotations from our texts as evidence and cited our sources. We completed creative projects throughout the year, such as poems, drawings, dioramas, collages, and character role plays. We presented our final projects orally to the class.

"In History of the Americas, our study of immigration to the US and the rise of organized labor dovetailed with our reading *The Jungle* in our lit class. We studied the Spanish conquistadors, the US Civil War, the Mexican Revolution, the Roaring Twenties, and The Great Depression in the US and Canada. We worked in groups to create educational games and to complete major research projects.

"As for Economics; Alan Greenspan, watch out. We 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 stagflation; trade deficits and the national debt! Over the course of the year, we wrote five formal analyses of current economic trends. After our approximately 90 IB diploma candidates took their tests, we ended the year by taking a global look at AIDS.

"During our project time, we each completed 30 hours of community service, began our explorations of colleges, made testing plans, and began our senior projects.

"So now, dear parents, you know why I was such a great kid all year! I was too busy to get into trouble. Please forgive me for all the times I forgot to take out the garbage and feed the dog. I'm sure next year will be different!"

CONGRATULATIONS to this fall's seniors for putting in a tough '00-'01. You did a great job rising to meet our challenges and inspiring us to be our best!

The Junior Team:: Rebecca Bair, Caron Cooper, Hiatt Cooper, Diane Downey, Joshua Hamill, Jim Holm, Courtney Leonard, Susan Mannheimer, Steve Smith, Dale Sturdavant, and Howard Yank

# From I H S teachers to our students

## To our Sophomores—Class of 2003:

Through your studies of various cultures and religions and by way of establishing an intimate connection between yourselves and the minds of great writers and artists from East and West, you have come closer to understanding a world where context provides indispensable guidance. No longer black and white, today's world contains shades of every color and hue, along with the technology to transport Technicolor ideas around the world instantaneously. Your work this year was not only geared towards giving you the tools you'll need to communicate effectively, but also those you'll need to reflect upon (and hopefully make sense of) a fast changing world where ideas are the staff of life.

From the Footsteps of Alexander to the revolutions that led to a world where humans would one day leave footprints on the moon, you have journeyed through a never-ending realm of ideas this year. You've explored Sophie's World and probed into the ideas and practices of numerous cultures. You've met the Lord of the Flies and you have experienced The Power of One. We hope you have been moved by your odyssey.

We wish for you a rejuvenating summer, and we hope that you will spend some of your precious time during the long days ahead to ponder and discuss with family and friends the ideas, mysteries, and adventures that you have been exposed to during the past school year.

The Tenth Grade Team: Hiatt Cooper, Marilyn Curtis, Debbie Duke, Bryan Fitzwater, Daniel Gallo, Nicolas Gulino, Greg Hopper-Moore, Eric Markinson, Laura Sherrill, Dan Sterling, and Jenelle Youngblood.

## To our Freshmen—Class of 2004:

You were the year of great changes in ninth grade IHS. Your cultural aesthetics rotation was the first of its kind, physical geography projects were new, and there were several new ventures in literature.

In the past students repeated a cultural aesthetics rotation and missed one rotation, but this class had a drama, arts, PE, and health class so none of the quarters overlapped or were omitted. In drama you wrote and performed skits, plays, and commercials and delivered an unrehearsed speech. Yours was the first class to experience the art, music, and sacred architecture of Africa, Europe, and Asia. You danced to African rhythms, imitated the artwork of Matisse, Van Gogh, and Picasso, and learned about Japanese arts. In PE you played Danish Rounders, Ultimate Frisbee, dodgeball, practiced Yoga, and tried kickboxing. You were pioneers in our new and very successful health curriculum that included units on nutrition, body image, sexually transmitted diseases and drugs.

Geography got off to a tasty start with cantaloupes and honeydews to illustrate the lines of latitude and longitude—a juicy global feast! You became experts on a country in Africa and represented that country at a conference. The second quarter of geography projects explored the geographic features of habitats that included rainforests, deserts, and coral reefs. We witnessed orographic lifting, the water cycle, and exploding vol-

canoes that will forever be a part of the ceiling in room 534. Armed with spray bottles of blue water, rocks, and Saran wrap, you built, studied, and mapped watersheds. The political maps of Africa, Middle East, Europe, Asia, and Western Hemisphere were works of art and will continue to help you next year in World History when you know where Djibouti is! Complex geography terms became second nature to you as you used words like centripetal and centrifugal with impunity.

While you were studying placenames and colonialism in geography, you were learning the origin myths of the Gikuyu people, studying the Mau Mau rebellion, and reading *The River Between* by Ngugi wa Thiong'o in Global Literature. Kitchen Toto and Swing Kids allowed you to study culture through film. You traveled to Europe by caravan telling the stories of the Roma around the fire at night. The Holocaust unit included a reading of *Night* by Elie Wiesel, short stories like "It Will Grow Again," poetry, and concluded with an expressions of the holocaust art gallery. Some classes read *Macbeth* while others were grappling with the study of post-war existentialist literature. We ended the year with *The Samurai's Garden* and the study of Japanese culture.

The collage of slides at the end-of-the-year awards ceremony brought a sense of closure to this ex-

citing year. The ninth grade team would like to thank each of you for your sense of adventure and pioneering spirit as we moved through this year. We wish you all the best on your continuing journey.

The Ninth Grade Team: Bryan Fitzwater, Nicolas Gulino, Greg Hopper-Moore, Courtney Leonard, Elizabeth Lorish, Bev McDuffie, Michele Reneé, Luke Roth, Deon Saraceno, Melodee Soczek, Carol Stephenson, and Saskia Strauss



## Ninth Graders Learn and Teach Health

This year we piloted new health curriculum, and, boy, did it ever wake me up! We discussed drugs that I'd never heard of, eating disorders caused by media hype and sexual issues that are hitting our children full force. These last two weeks I have heard 150 CIM persuasive speeches on health subjects ranging from water purification in Iraq to Aids in Africa. And, closer to home, I have heard our very persuasive young speakers discuss such sensitive subjects as assisted suicide, abortion or legalized medical marijuana with a depth and insight that I'm sure I never possessed as a freshman in high school. They have astounded me. And, personally, I may never be the same after teaching these classes.

I have been lectured on proper tooth brushing techniques and have actually taken to flossing daily. I have been warned repeatedly about the dangers of junk food and now cringe as I drive by my old beloved haunts such as McDonalds and Taco Bell. When I heard about the dangers of Aspartame and diet sodas, my heart sank and I immediately switched to carrying bottled water. Last night as I prepared to cuddle in with a good book I remembered the admonitions from my fit and active students to exercise daily. So, I reluctantly got up and took a walk around the block. It felt great. I came home and reached for a cookie when I remembered the speech about healthy food choices and the need for more fruit and vegetables; I ate a slice of watermelon instead. I am swimming in a sea of advice from my fourteen and fifteen year old mentors. I stop cold whenever I reach for a piece of chocolate, a cup of coffee or a glass of wine. This class and these kids have had a profound effect on me and I may actually become healthy in spite of myself. I continue to feel so lucky, not only that I get to teach these young people, but that I also get to learn from them.

Have a healthy summer! —Elizabeth Lorish, Cultural Aesthetics Teacher

Dates to remember.....		
Aug 27	Parent Steering	7:00 PM South Room 13
Sept 06	Freshmen only	
Sept 07	Classes Begin for all students	
Sept 21	Opening IHS Assembly	
Sept 25	IB Information Mtg	7:00 PM Ed Center Audit.
Oct 16	Parent Steering	7:00 PM SEHS Room 13
Oct 30	IHS General Parent	7:00 PM Churchill

## SUMMER READING SUGGESTIONS

### Recommended for fall sophomores: (Not extra credit, just extra curricular!)

Abu-Jaber	<a href="#"><u>Arabian Jazz</u></a>	Sobel	<a href="#"><u>Galileo's Daughter</u></a>
Angelou	<a href="#"><u>I Know Why the Caged Bird Sings</u></a>	Steinbeck	<a href="#"><u>Of Mice and Men</u></a>
Cervantes	<a href="#"><u>Don Quixote</u></a>	Tolstoy	<a href="#"><u>War and Peace</u></a>
Chopin	<a href="#"><u>The Awakening</u></a>		<a href="#"><u>Anna Karenina</u></a>
Dickens	<a href="#"><u>David Copperfield</u></a>	Twain	<a href="#"><u>A Connecticut Yankee in King Arthur's</u></a>
	<a href="#"><u>Oliver Twist</u></a>	<a href="#"><u>Court</u></a>	
	<a href="#"><u>A Tale of Two Cities</u></a>	Vonnegut	<a href="#"><u>Slaughterhouse Five</u></a>
Narayan	<a href="#"><u>The Guide</u></a>		<a href="#"><u>Player Piano</u></a>
Heller	<a href="#"><u>Catch 22</u></a>	Walker	<a href="#"><u>The Color Purple</u></a>
Homer	<a href="#"><u>The Iliad</u></a>	These are just some suggestions. There are wonderful new releases out there, too, like <a href="#"><u>Geisha</u></a> , <a href="#"><u>Into Thin Air</u></a> or <a href="#"><u>Angela's Ashes</u></a> . Try some new type of literature you don't usually pick up, just to stretch yourself. Enjoy your summer, and we'll see you in September! - The Tenth Grade team	
Hugo	<a href="#"><u>Les Misérables</u></a>		
Kesey	<a href="#"><u>Sometimes a Great Notion</u></a>		
Shakespeare	Attend ANY play: read any play! Read any historical fiction about the Plantagenets and/or the Tudors		

To juniors to be - Here are more contemporary works students may enjoy:

<a href="#"><u>Bitter Grounds</u></a> , by Sandra Benitez	African Americans
Latin America	<a href="#"><u>The Color of Water</u></a> , McBride
<a href="#"><u>Mother Tongue</u></a> , by Martinez	
<a href="#"><u>In the Time of the Butterflies</u></a> , Julia Alvarez	North America 18th - 19th century
	<a href="#"><u>The Voyage of the Narwahl</u></a> , Andrea Barrett
The Twenties	<a href="#"><u>Ship Fevers and Other Stories</u></a> , Andrea Barrett
<a href="#"><u>Everybody was So Young</u></a> , Amanda Vaill	<a href="#"><u>Sacred Hunger</u></a> , Barry Unsworth
	<a href="#"><u>Alias Grace</u></a> , Margaret Atwood
Native Americans	<a href="#"><u>The Murder of Helen Jewett</u></a> , Patricia Cohen
<a href="#"><u>Medicine River</u></a> , Thomas King	<a href="#"><u>Fugitive Pieces</u></a> , Anne Michaels
	<a href="#"><u>Lost in Translation</u></a> , Nicole Mones
	<a href="#"><u>Interpreter of Maladies</u></a> , Jhumpa Lahirir

### Recommended for fall juniors and seniors:

British/US/Latin American Works:

These works have particular relevance to the 11-12 curriculum or include major works/authors we cannot cover. The \*starred books are those we recommend as "must reads" first. The others are also significant works we hope you read soon. Obviously, this list is just a start.

Allende	<a href="#"><u>*House of Spirits</u></a>	Kesey	<a href="#"><u>*One Flew Over the Cuckoo's Nest</u></a>
Austen	<a href="#"><u>* A Jane Austen novel</u></a>		<a href="#"><u>Sometimes a Great Notion</u></a>
Bronte, E	<a href="#"><u>Wuthering Heights</u></a>	Malcom X	<a href="#"><u>The Autobiography of Malcolm X</u></a>
Bronte, C	<a href="#"><u>Jane Eyre</u></a>	Marquez	<a href="#"><u>*A Gabriel Garcia Marquez novel</u></a>
Cather	<a href="#"><u>Age of Innocence</u></a>	Morrison	<a href="#"><u>*A Toni Morrison novel</u></a>
Chopin	<a href="#"><u>The Awakening</u></a>	Naylor	<a href="#"><u>Women of Brewster Place</u></a>
Dickens	<a href="#"><u>* A Dickens novel</u></a>	Orwell	<a href="#"><u>*1984</u></a>
Dostoevsky	<a href="#"><u>Crime and Punishment</u></a>		<a href="#"><u>Animal Farm</u></a>
	<a href="#"><u>Two Brothers Karamazov</u></a>	Salinger	<a href="#"><u>*Catcher in the Rye</u></a>
Ellison	<a href="#"><u>*Invisible Man</u></a>	Steinbeck	<a href="#"><u>East of Eden</u></a>
Forester	<a href="#"><u>A Passage to India</u></a>		<a href="#"><u>*Of Mice and Men</u></a>
Faulkner	<a href="#"><u>*The Sound and the Fury</u></a>		<a href="#"><u>Canary Row</u></a>
Flaubert	<a href="#"><u>Madame Bovary</u></a>	Tan	<a href="#"><u>Joy-Luck Club</u></a>
Heller	<a href="#"><u>*Catch-22</u></a>	Walker	<a href="#"><u>The Color Purple</u></a>
Hemingway	<a href="#"><u>A Farewell to Arms</u></a>	Wharton	<a href="#"><u>*Ethan Frome</u></a>
	<a href="#"><u>*Old Man and the Sea</u></a>		<a href="#"><u>The House of Mirth</u></a>
	<a href="#"><u>In Our Time</u></a>	Wright	<a href="#"><u>*Native Son</u></a>
Huxley	<a href="#"><u>*Brave New World</u></a>		

## Dear New Seniors:

Welcome to the IHS senior class of 2002. Although the exciting process of getting to know you does not officially start for several more weeks – weeks filled with sunshine, relaxation, activities—the twelfth grade teachers have some suggestions regarding the senior essay and community service which can make life as an IHS senior a little easier and less hectic.

The senior essay rough draft will be due in mid to late October and the final copy on the Monday after Thanksgiving. While that seems like a long time from now, once school starts, these due dates will arrive very quickly. In addition you are likely to feel a great deal of stress from your college application process, so the more you can get done on the essay over the summer, the better. We do not expect you to devote your entire vacation to the project, but it would be good to do some research, take notes, and get an outline written. Be sure to keep your research question clearly in mind; you may find that the question will change. It would also be helpful to meet at least once with your technical advisor. The relationship between you and

this individual is a key factor in the success of your final essay. Finish a full draft of the essay if you can. Those seniors who arrive in the fall with as much research and writing done as possible really do have an easier time of it.

The same is true for your community service requirement. By mid-May you will have to verify 100 hours of service. If you are an IB diploma candidate, you will need an additional 50 hours of creativity and action. These hours must be completed between June 2001 and May 2002. This summer would be an excellent time to work on this requirement. We suggest that you keep accurate records of dates, time, and places as well as a brief description of the service activities and the name and phone numbers of the adults who will verify your service. The twelfth grade teachers look forward to teaching you and helping you successfully work your way through your last year at IHS.

## Kudos

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Danielle Batson, a sophomore in the IHS program at Sheldon, has been awarded a Japan-America Friendship Scholarship from Youth for Understanding International Exchange for the summer of 2001. She was one of 120 students nationwide to be awarded this scholarship. This scholarship program is funded by the Japanese Ministry of Education, Science, Sports, and Culture to foster a new generation of future leaders with the knowledge and desire to build bridges of mutual respect and friendship between Japan and the US and to build enthusiasm and public awareness of the relations between our two nations.

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