



# Eugene International High School

Educating global citizens

Parent Newsletter

June 2002

## The Last Word

by Caron Cooper, Head Teacher

Writing this article for you is my last official act as head teacher of International High School. Over these eight years, I have tried to explicate in this front-page column our curriculum and requirements — history, the arts, literature, economics, Values and Beliefs, projects, Theory of Knowledge, Community Service—and our program attributes—community created by cohort blocks and year-long classes, our alternativeness, the ways we are international, and our value for inquiry.

I have also celebrated our students and tried to describe their remarkable efforts and achievements in pursuit of an international education. Most of all, this column has been my way of sharing with you so much of what the staff and I value about International High School:

- a curriculum with a focus that is relevant and important
- an alternative school open to all 4J students and without limited enrollment
- a program in which the staff manages all aspects of the program
- a program that involves students in discourse about course content and materials
- assessment techniques in all courses that encourage a variety of responses —artistic, written, oral, and performed
- assessment that links us to international standards for students and for teachers through the International Baccalaureate
- an ethic that encourages accountability and connectedness to others through our study of other cultures and nations, our cohort groups, and our community service requirements
- an open enrollment policy that admits students to our rigorous program regardless of abilities, aptitudes, or past performance in middle school.

This last attribute is a truly distinctive quality of our alternative program. In most high schools, advanced, challenging course work is typically available only to a select few students who meet the necessary prerequisites. Such ability-grouping is the preference of many teachers, students, and families and is the prevailing practice in our district's and the state's high schools. However, research and experience also supports offering a choice to students and families who want to be involved in advanced cur-

riculum work that is intellectually challenging and provides students with the opportunity to work and learn in heterogeneous groups. We are fortunate to be a part of a district that supports and fosters such a choice, and I have been very lucky to be a part of such an endeavor.

I also count as a true privilege being a part of the IHS start-up at North Eugene High School this year. With our move to North in the fall, we will be the only alternative school in the district that is accessible to all students in their neighborhood school. This expansion is an exhilarating challenge, and I feel honored to have been a part of the effort in getting it started.

As I have before, I want to acknowledge all that makes IHS possible:

- a district whose board and administrators support and foster alternative education
- a community that demonstrates its commitment to education through its votes for schools, hundreds of thousands of volunteered hours and financial donations
- host schools whose staffs and administrators have been partners with us in the challenging, difficult task of operating an alternative school-within-a-school
- a staff with enthusiasm and energy for alternative education and international studies and a willingness to learn from one another and from their students
- students whose pursuit of learning in an international studies program is testimony to the the importance and relevance of global understanding

I know that International High School will continue to be a positive choice for students, a program nurtured by an excellent staff, supported by engaged students and involved parents, and guided by two fine educators serving as co-head teachers, Marilyn Curtis and Steve Smith.

In closing, I want to thank the students and families who have given me their farewell best wishes in cards, hugs, fond words, flowers, and gifts. Most of all, thank you for giving me the most remarkable experience in my teaching career.

# From IHS teachers to our students

## To Our Graduates—Class of 2002:

Congratulations on having made IHS a better place for your having been part of it. Your presence made a difference and we will miss you. Your class was truly outstanding in numerous ways: the contributions to academic excellence and hard work that many of you made; the thousands of acts of kindness, generosity, and service you performed in our community; the leadership roles many of you accepted and carried out; and finally, the incredible contributions so many of you made to a very memorable graduation ceremony. The outstanding entertainers were obvious to us all, but behind the scenes Sarah Chan, Hannah Cornforth, Molly Deeks, Julia Dickey, Jessica Eckenroad, Jennifer Elder, Kendra Meshnik and Janni Reinmuth gave hours of their time and bushels of energy to assuring that the Awards Assembly and graduation ceremony were smoothly executed, top quality events. They were fantastic!

As you move on to college, to travel and to work, our wish for you is that you continue to make the planet a better place, and that you have the opportunities to sample and savor the vast richness of cultures, friendships and beauty it offers. May you be healthy. May you be very well. May life be very, very good to you. Thanks for all you did for us who had the honor of being your teachers and of learning from you, and for all you collectively gave to the IHS community. We wish you all the best in life.

The Senior Team: Rebecca Hammons, Steve Knox, Susan Mannheimer, Ron Lancaster, Dale Sturdavant, Larry Sutton

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## To Our Juniors—Class of 2003

We began our year by expanding our ideas of the definitions of “America” and “American.” When we include Latin America and Canada, and our natives, and our immigrants from all over the world, America becomes limitless. Boundaries—geographic and cultural—melt.

After September 11 changed our world, just as our discussion of America had begun, our education became more complicated. Suddenly, questions became more prominent than answers: Why do they hate us? How have we offended? Who are “they”? Who are “we”? Should flag-waving make us feel good, or uncomfortable?

Some students’ contributions to discussions could be perceived as downright un-American. But then, what does that mean?

Considering the American tradition of questioning authority, how could such a practice be un-American? Where would we be without the Boston Tea Party and the Civil Rights movement? We would certainly not be as free—as American—as we are today. On the other hand, Americans have traditionally fought for freedom, but does that noble aim then necessarily sanction every battle? Have Americans tread on others’ freedoms in a feverish quest to gain their own?

These questions and others accompanied our study of literature, history, and economics this past year. We have struggled to embrace these paradoxes, to reconcile ourselves to the omnipresent existence of gray areas and ambiguities. We have come to see that America is in many ways more worldly than any other nation on earth—we Americans represent a triumphant amalgamation of diverse world races, ethnicities, and cultures. Though we are not flawless, we are dynamic and hopeful, always questioning, so that we can appreciate and constructively criticize the nation we love.

As you take a well-deserved break from your studies this summer, please don’t stop questioning. Use your head and listen to your heart as you continue to process what you’ve learned. Just to get you started, are hate and love equal in power, as Robert Frost asserted? And is the IHS motto, “Our True Nationality is Humankind,” true? Think about it.

With our sincere regards, the Junior Team: Rebecca Bair, Caron Cooper, Hiatt Cooper, Diane Downey, Joshua Hamill, Jim Holm, Courtney Leonard, Susan Mannheimer, and Steve Smith

# From IHS teachers to our students

## To Our Sophomores—Class of 2004

The events of September 11 have marked your generation in ways that we have yet to fully understand. Aided by the structures of history, philosophy, religion, arts, and literature, you have sought understanding of these world events and yourselves.

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 early humans 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 battled monsters and pondered immortality with Beowulf and Gilgamesh, and journeyed with Odysseus and Siddhartha. You have contemplated the nature of humankind, and analyzed the sources of good and evil. You have debated world problems, crafted treaties, and proposed solutions to some of the most complex issues facing the modern world.

We hope that you have gained wisdom from your own odyssey this year. 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: Hiett Cooper, Marilyn Curtis, Johnny Davis, Deborah Duke, Daniel Gallo, Greg Hopper-Moore, Marcy Jane, Jackie Peterson, Laura Sherrill, Dan Sterling, Jenelle Youngblood

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## To Our Freshmen—Class of 2005:

Your class participated in more enrichment days than any class in recent memory. Just before Winter Break we all gathered in the South auditorium for an assembly of African drumming, dance and stories. You unanimously decided that Fitzwater rocks at African dance! In March the Young Women's Theatre Collective presented dramatic renditions of many of the themes and ideas you would go on to study in health classes third and fourth quarters. The performance was enhanced by the fact that many of the performers were friends and peers. Willamette Repertory Theatre staged a special performance of Steel Magnolias for you in April. This was the pioneer performance of what we hope will become an annual field trip to the Hult for ninth graders. We ended the year with our wildly successful International Faire. Students, parents and community members shared their slides, stories, dances, and traditions. Each

of you heard four international speakers in groups comprised of Sheldon, South and Churchill students.

Geography continued its tasty tradition of illustrating lines of latitude and longitude with honeydew and cantaloupe. We went on to learn the placenames of all the countries of the world and terms that will help you in Global History, History of the Americas, and 20<sup>th</sup> Century History. You made 100-point maps that had to be perfect, became an expert on an African country, and represented that country at our Pan-African conference. In geography projects you created a dance that showed the formation of a coral reef, constructed elaborate models to illustrate subduction, and exploded volcanoes.

While you were creating master maps in geography, you were learning the origin myths of the Gikuyu people, studying the Mau Mau rebellion, and reading

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# From IHS teachers to our students

To Our Freshmen—Class of 2005 continued from page 3:

The River Between by Ngugi wa Thiong'o in Global Literature. Kitchen Toto and Swing Kids allowed you to experience culture through film. You traveled to Europe by caravan telling the stories of the Roma around the fire at night. Your class was the first to create literary maps of Europe as you studied literature from member countries of the European Union and decided if the literature was centripetal or centrifugal (and you thought those were just geography terms). The Holocaust unit included a reading of Night by Elie Wiesel, short stories such as "It Will Grow Again," and poetry. The unit concluded with the "Expressions of the Holocaust" art gallery exhibit. We ended the year with The Samurai's Garden and the study of Japanese culture.

Your experiences in cultural aesthetics were rich and varied. Each of you had nine weeks of drama, arts, PE, and health. In drama you wrote and performed skits, plays, commercials, and delivered an unrehearsed speech on a geography topic. You experienced 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, practiced Yoga, and tried Kickboxing.

The International Faire allowed us to showcase the international awareness we fostered and developed this year. The ninth grade team would like to thank you for your enthusiasm, sense of adventure, and high level of caring and support for one another. We hope you have a rejuvenating summer, and wish you all the best for next year.

The 9th grade team: Bryan Fitzwater, Greg Hopper-Moore, Elizabeth Lorish, Bev McDuffie, Luke Roth, Deon Saraceno, Laura Sherrill, Melodee Soczek, and Saskia Strauss

## Attention Juniors and Seniors (classes of 2003 & 2004)

### \*Important Notice: The IHS Diploma\*

Earning the International High School diploma:

Students who successfully complete the four-year International high School program will receive an honorary IHS diploma in addition to a diploma from their host high school. "Successful completion" entails accomplishing the following:

1. Earning passing grades in all junior and senior IHS courses (including community service and senior and junior projects);
2. Three years of high school foreign language study or the equivalent during their enrollment in IHS;
3. Satisfying all the requirements for their host school's diploma.

\*A year of study abroad may substitute for either the junior or senior IHS course work.

Early Graduation: IHS students who plan to graduate early, that is prior to completion of #1 and 2 above, are advised to check with their host school counselor as early as possible. Generally, as all IHS students operate under "Plan 3" guidelines, students not fulfilling all IHS requirements must complete additional non-IHS course work.

## Sheldon Library Needs Volunteers

(Fall junior IHS students can earn up to 10 hours community service)

Sheldon High School is in the process of changing its textbook system. Volunteers are needed to put on barcode labels, enter the new numbers into the system, and arrange textbooks on shelves. To volunteer please call Rosie Stevens at 687-4210 (work) or 343-3007 (home).

# 2001 - 2002 Awards

## IHS Senior Awards

### Outstanding IHS Students

|             |                 |
|-------------|-----------------|
| Paul Bodily | Shelby Crabtree |
| Kevin Bryan | Dagmara Marston |
| Brett Close | Kelly O'Brien   |

### Outstanding Literature Students

|                        |                |
|------------------------|----------------|
| Hannah Cornforth       | Alexi Miller   |
| Erin Courtright        | Bridget Murphy |
| Robert Doremus         | Leon Schneider |
| Chris Duke             | Matt Sprick    |
| Emily Gilkey           | Alicia Travis  |
| Chloe Helton-Gallagher | Rita Van Allen |

### Outstanding History Students

|                        |                |
|------------------------|----------------|
| Eric Cook              | Laura Johnson  |
| Andrea Damewood        | Darby Jones    |
| Sheena Ditgen          | Andrew Karasek |
| Forrest Elliott-Farren | Molly McHugh   |
| Emily Gaffney          | Lauren Meyer   |
| Adam Grudzien          | Anna Wright    |
| Sarah Hill             |                |

### Outstanding Socratic Reasoner

|                   |                         |
|-------------------|-------------------------|
| Corey Barber      | Kelly Hopping           |
| Alisa Bright      | Autumn Maker            |
| Josh Chatfield    | Colin Miller            |
| Jacque Fitzgerald | Zan Moore               |
| Simon Helton      | Justin Neville-Kaushall |

### Outstanding Senior Projects

|               |              |
|---------------|--------------|
| Zyanya Correa | Tavi Semonin |
| Simon Newton  | Brad Simpson |
| Maya Schmidt  |              |

### Renaissance Awards

|                   |                  |
|-------------------|------------------|
| Drew Albares      | Yoonie Park      |
| Devon Biggerstaff | Shannon Skillern |
| Eleanor Gordon    | Bethany Waggoner |

Ann Koreisha  
Ian McAllister  
Understanding

|                        |                |
|------------------------|----------------|
| Eyal Bergman           | Emily Mosqueda |
| Jonah Hankin-Rappaport | Adam Szalecki  |
| Sarah Hurwit           |                |

### Outstanding Supportive Students

|                |                 |
|----------------|-----------------|
| Giselle Barone | Brian Moshofsky |
| Marcus Chan    | Caitlin Murphy  |
| Joey Dehnert   | Natalie Reygers |
| Randy Garver   | Windy Shores    |
| Nick Lamb      |                 |

### Outstanding Community Service

|                |               |
|----------------|---------------|
| Sam Glaser     | Andrew Nealon |
| Kendra Meshnik |               |

### French Immersion Graduates

|                      |                    |
|----------------------|--------------------|
| Anne-Allegra Bennett | Caitlin Murphy     |
| Devon Biggerstaff    | Simon Newton       |
| Travis Edson         | Tova Opsal         |
| Matthew Erickson     | Michelle Potter    |
| Holly Fisher         | Elizabeth Rice     |
| Emily Gilkey         | Kimberly Sticka    |
| Samuel Glaser        | Joshua Walker      |
| Emily Harris-Deutch  | Mary Ward          |
| Matthew Haughom      | Christopher Ware   |
| Michelle Hogan       | Shelby Whitmore    |
| Sarah Hurwit         | Nicholas Yarabinec |
| Ann Koreisha         |                    |
| Bridget Murphy       |                    |

### Outstanding French Immersion Students

|              |                |
|--------------|----------------|
| Sarah Hurwit | Bridget Murphy |
|--------------|----------------|

### Spanish Immersion Graduates

|                   |                   |
|-------------------|-------------------|
| Drew Albares      | Kyle Keyser       |
| Joel Burgess      | Orca Merwin       |
| Elizabeth Clark   | Lisa Munsell      |
| Rachel Cobian     | John Randall      |
| Riley Combs       | Keegan Reichert   |
| Erica Conlon      | Cole Roberts      |
| Shelby Crabtree   | Tessa Roehl       |
| Samara Crasilneck | Alicia Stewart    |
| Kelsey Gillaspie  | Rachel Vanderford |
| Sarah Hill        | Kyle Williams     |
| Ann Jackson       |                   |

### Outstanding Spanish Immersion Students

|              |             |
|--------------|-------------|
| Ann Jackson  | Tessa Roehl |
| Lisa Munsell |             |

Senior Awards continued on page 6

International High School . . . Graduation Video  
Order your VHS copy of the IHS 2002 Graduation from Pathway Productions, 1234 Pearl Street, Suite 4, Eugene, OR 97401. The cost is \$12 each (includes shipping). Make checks payable to Pathway Productions. For more information or order by phone, call Jerry at (541) 343-0003

International High School . . . Graduation Picture  
Graduation Group: 8 x 10 group--\$8, 10 x 13 group--\$12, add \$2 for postage/handling. Make checks payable to Lifetouch, 2089 Laura, Springfield OR 97477  
For more information call 746-1110

## IHS Senior Awards

### International Baccalaureate Diploma

Drew Dorsey Albares  
 Elizabeth Hunt Allcott  
 Giselle Marie Barone  
 Jordan D. LeLaCheur Bemis  
 Eyal Bergman  
 Devon N. Biggerstaff  
 Paul Mark Bodily  
 Kevin Andrew Bryan  
 Mary Alivia Bryan  
 Jade Ashley Chamness  
 Brett T. Close  
 Zyanya Michele Correa  
 Andrea Paige Damewood

Forrest Elliott-Farren  
 Ursula Marie Evans-Heritage  
 Holly J. Fisher  
 Emily Margaret Gilkey  
 Laura Meghan Johnson  
 Andrew Warren Karasek  
 Eva Marie Krivak-Tetley  
 Todd Jacob Levin  
 Zhenbiao Liang  
 Garrett Murlan Lindsey  
 Dagmara Marston  
 Ian Edward McAllister  
 Lauren Drach Meyer  
 Alexander Shideler Miller

Bridget Ellen Murphy  
 Simon Elkin Brunson Newton  
 Paulina Ocegüera  
 Tova Opsal  
 Yoonie Park  
 Elizabeth Grace Turnbow Rice  
 Matthew Ryan Rodger  
 Leon Neftali Schneider  
 Octavi Escala Semonin  
 Bradley James Simpson  
 Leslie Anne Stonelake  
 Adam Jan Szalecki  
 Adam William Vandehey

### International Baccalaureate Certificate

Cara Abrams-Simonton  
 Jonathan Harrison Blum  
 Erin Marie Courtright  
 Jamie Leigh Cunningham  
 Julia Elizabeth Dickey  
 Robert Holt Doremus  
 Christopher Paul Duke  
 Ariella Rohana Claire du Saint  
 Tanya Gideonse-Wright  
 Shanna Grose  
 Jonah R. Hankin-Rappaport  
 Emily Alexis Harris-Deutch  
 Chelsea Ann Hinman  
 Michelle Christine Hogan  
 Kelly Amanda Hopping

Sarah Elizabeth Hurwit  
 Darby Todd Bertrand Jones  
 Hannah Sarah Kang  
 Jessie May Kezele  
 Amanda Dawn Knowles  
 Nicholas Rubenstein Lamb  
 Autumn Cherise Maker  
 Kendra Lynn Meshnik  
 Eva B. Miller  
 Eryn Paige Mitchell  
 Harvest L. Mondello  
 Emily Catherine Mosqueda  
 Tegan Alexis Mulholland  
 Kelly Frances O'Brien  
 Tai Daniel Pruce-Zimmerman

Adam Oakley Pruett  
 Caitlin Suzanne Rantschler  
 Nicholas Rodgers  
 Tessa Rosemary Roehl  
 Felicity Saralin Isabel Rose  
 Joanna Christine Scheyer  
 David Osca Seltzer  
 Britt Kirsten Severson  
 Dominika Rose Short  
 Matthew Scott Sprick  
 Alicia Kimberly Stewart  
 Meghan Lauren Tufts  
 Johnny Henry VanLandingham  
 Anna Beth Wright  
 Keenan Elizabeth Holbrook Yanit

### Congratulations to our 4.0 IHS seniors:

#### Churchill:

Alisa Bright, Kevin Bryan, Alivia Bryan, Andrea Damewood, Samantha Evans, Jaime Greydanus. Candace Lee, Kelly O'Brien, Yoonie Park

#### Sheldon:

Paul Bodily, Shelby Crabtree, Sheena Ditgen, Kelly Hopping, Emily Mosqueda, Tessa Roehl

#### South

Devon Biggerstaff, Bret Close, Holly Fisher, Emily Gilkey, Samuel Glaser, Anna Gordon, Eleanor Gordon, Sarah Hurwit, Andrew Karasek, Ann Koreisha, Aisha Kudura, Todd Levin, Dagmara Marston, Lauren Meyer, Zan Moore, Shannon Moseley, Bridget Murphy, Felicity Rose, Tavi Semonin, Lauren Sherwood, Johnny VanLandingham, Haley Whitley, Anna Wright, Keenan Yanit

### Congratulations to our National Merit Finalists:

Devon Biggerstaff, Brett Close, Robert Doremus, Emily Gilkey, Kelly Hopping, Zan Moore, Tegan Mulholland, Felicity Rose, Tavi Semonin

## IHS Junior Awards

### Outstanding in All Subjects

|                                |                  |
|--------------------------------|------------------|
| Tim Armstrong                  | Raili Marks      |
| Carly Bodnar                   | Billy Martin     |
| Zack Brewer                    | Christina Murphy |
| Jade Brooks                    | Keely Muscatell  |
| Sheena Burke                   | Erin Noble       |
| Courtney Cammarota             | Wells O'Byrne    |
| Shariann Claric                | Kaylynn Pabst    |
| Diana Delgado                  | Jessica Phelps   |
| Grace Eickmeyer                | Adam Rardin      |
| Leah Fischer                   | Helen Shepard    |
| Ashely Friend-Kendall          | Kate Sheridan    |
| Lacey Gomez                    | Justin Sherrill  |
| Tiffany Greider                | Kim Slaughter    |
| Kristal Hadjatory-<br>Tarzaban | Noah Stryker     |
| Rita Ives                      | Lindsay Temes    |
| Sara Jacobs                    | Emily Ventura    |
| Jessica Jobanek                | Melissa Welker   |
| Theodore Johnson-Freyd         | Tessa Weston     |
| Meagan Kearney                 | Nicole White     |
| Elizabeth LaDu                 | Quinn Wilhelmi   |
| Michelle Li                    | Monica Zollner   |

### Outstanding in History of the Americas

|                 |                       |
|-----------------|-----------------------|
| Megan Anderson  | Nic Otte              |
| Danielle Batson | Nenette Paulson       |
| Kirsten Blume   | Natalie Provost       |
| Courtney Dunham | Fekerte Reece-Steeves |
| Leslie Dunham   | Karin Sessions        |
| Denise Guzman   | Emily Shellabarger    |
| Jenna Jeffrey   | Elliot Tracy          |
| Joey Latteri    | Kristen Wallace       |

### Outstanding in Economics

|                  |                     |
|------------------|---------------------|
| Brooke Barker    | Jennifer Eschelbach |
| Anna Beane       | Chris Finlayson     |
| Nicole Bradley   | Denise Guzman       |
| Lysandra Briscoe | Helena Hafdahl      |
| Brian Brown      | Jenna Jeffrey       |
| Heather Brule    | Frank Knight        |
| Nathan Collett   | Kim Logan           |
| James Corner     | John Melia          |
| Levi Curran      | David Platt         |
| Michael Davidson | Jay Rubenstein      |
| Jon Davis        | Andrew Sorg         |
| Samantha Denner  | Suzi Wise           |

### Outstanding in Literature of the Americas

|                  |                    |
|------------------|--------------------|
| Yusra Adi        | Sean Koble         |
| Danielle Batson  | Michelle Li        |
| Anna Beane       | Joe McCaffrey      |
| Kirsten Blume    | Kristy McMillin    |
| Heather Brule    | John Melia         |
| Nathan Collett   | Antonio Miranda    |
| Sarah Cooper     | Nenette Paulson    |
| James Corner     | Natalie Provost    |
| Courtney Dunham  | Anna Richardson    |
| Leslie Dunham    | Jay Rubenstein     |
| Eva Farina-Henry | Emily Shellabarger |
| Marianna Gordon  | Kiki Verarlud      |
| Mieka Hopps      | Kristen Wallace    |
| Shenglei Hu      | Suzi Wise          |

### Outstanding in French Immersion

|               |              |
|---------------|--------------|
| Wells O'Byrne | Nicole White |
|---------------|--------------|

### Outstanding in Spanish Immersion

|              |              |
|--------------|--------------|
| Carly Bodnar | Sheena Burke |
|--------------|--------------|

## Dates to Remember

|              |   |
|--------------|---|
| September 5  | Freshmen only   |
| September 6  | Classes begin for all students                          |
| September 17 | Parent Steering, South, 7 pm                            |
| September 19 | IHS Picnic  |
| September 24 | IB Parent Information Night, Ed Center Auditorium, 7 pm |
| September 27 | IHS Opening Assembly                                    |
| October 4    | Progress reports (early release)                        |
| October 11   | No school (State Inservice/School Improvement)          |
| October 18   | IB Fees are due   |
| October 22   | General Parent Meeting, South Eugene Cafeteria, 7 pm    |
| October 29   | International Faire, Churchill, 7 pm                    |

# 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**

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

IHS service requirements are outlined in detail below for juniors, in a June mailing to seniors, and in our service handbooks available in the IHS offices.

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## Guidelines for Junior Service Learning

Junior Service Learning provides an opportunity for students to use their knowledge and skills in service to others. Through service, students refine their abilities and learn about the need for and benefits of service to others.

Requirements:

1. Each student will complete 30 documented hours of service during the first semester in either the schools or the community. Ten hours may be carried over from the summer as long as the hours meet the criteria outlined below.
2. Each junior will have an assigned IHS advisor, the student's literature or history teacher. The advisor will be responsible for approving the student's contract and will grade the student service.
3. The service should benefit a school, community group or non-profit organization, not an individual. Students may not receive pay or other compensation, or school credit for the work.
4. The student must arrange for his or her own service work and enlist an adult at the site to supervise and evalu-

Guidelines for Juniors continued on page 9

- ate the service work.
5. Students and their supervisors must complete the Junior Service Contract before service begins so that both parties have a clear understanding of their responsibilities.
  6. Students may have more than one service supervisor and site, but each supervisor must complete and sign the required contract and evaluation forms.
  7. Students must fulfill their responsibilities at their work sites and demonstrate good work habits: cooperation, punctuality, efficiency, initiative, and ethical behavior.
  8. Students must work during their scheduled hours as agreed upon with the supervisor. Students should report on time and remain for the entire scheduled work session.
  9. Students unable to complete service because of excused absences must arrange with the supervisor to make up the time. If the quarter ends without the student having completed the required time, the advisor will give the student an “Incomplete” and allow the student one quarter to make up the hours at the service site.
  10. Students will write two essays (one midterm and one final) that evaluate the service experience.
  11. The student’s first semester letter grade for Advanced Projects will be determined in part by the completion of all forms and the quality of the service work and the essays.
  12. Any issue or concern pertaining to Junior Service should be resolved with the student’s IHS advisor.

Students must report service learning accurately and honestly. Any student who misrepresents hours, duties, signatures, or service sites will forfeit course credit and any honor or award pertaining to community service, including the IHS Diploma.

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## SUMMER READING SUGGESTIONS

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### Recommended for fall seniors:

#### Twentieth Century Works:

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

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## SUMMER READING SUGGESTIONS

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### Recommended for fall juniors:

|                        |                                       |                 |   |
|------------------------|---------------------------------------|-----------------|---|
| Willa Cather           | Any novel                             | Isabel Allende  | <u>House of Spirits Daughter of Fortune</u>     |
| Gabriel Garcia Marquez | Any novel                             | Maya Angelou    | <u>I Know Why the Caged Bird Sings</u>          |
| Kate Chopin            | <u>The Awakening</u>                  | Jeff Shaara     | <u>Killer Angels</u>                            |
| Ralph Ellison          | <u>Invisible Man</u>                  | Howard Bahr     | <u>The Black Flower</u>                         |
| Richard Wright         | <u>Native Son</u>                     | Jay Winik       | <u>April 1865: The Month That Saved America</u> |
| Malcolm X              | <u>The Autobiography of Malcolm X</u> | Danzy Senna     | <u>Caucasia</u>                                 |
| Faulkner               | Any novel                             | Kathleen Cambor | <u>In Sunlight, In a Beautiful Garden</u>       |
| Twain                  | <u>Pudd'n Head Wilson</u>             | Chabon          | <u>Amazing Adventures of Kavalier and Clay</u>  |
| Alice Walker           | <u>The Color Purple</u>               |                 |   |
| Zora Neal Hurston      | <u>Their Eyes Were Watching God</u>   |                 |   |
| Toni Morrison          | <u>Sula</u>                           |                 |   |

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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 IHS next year. Enjoy! – The Tenth Grade Team

|             |   |              |   |
|-------------|---|--------------|---|
| Cervantes   | <u>Don Quixote</u>  |              |   |
| Dickens     | Any Dickens novel   |              | any historical fiction about the Plantagenets and/or the Tudors               |
| Hugo        | <u>Les Miserables</u>   | Farmaian     | <u>Daughter of Persia</u>   |
| Scott       | <u>Ivanhoe</u>  | Scolino      | <u>Persian Mirrors</u>  |
| White       | <u>The Once and Future King</u>                                   | Friedman     | <u>From Beirut to Jerusalem</u>   |
| Tolstoy     | <u>Anna Karenina</u>  | Salisbury    | <u>The New Emperors: China in the Era of Mao and Deng</u>                     |
| Potok       | <u>The Chosen</u>   | Diamond      | <u>Guns, Germs, and Steel: The Fates of Human Societies</u>                   |
| Homer       | <u>The Iliad</u>  | Lewis        | <u>What Went Wrong: Western Impact and Middle Eastern Response</u>            |
| Virgil      | <u>The Aeneid</u>   | Blumenfield  | <u>Revenge: A Story of Hope</u>   |
| Dumas       | <u>The Count of Monte Cristo</u>                                  | Day          | <u>The Search for King Arthur</u>   |
| Auel        | <u>Clan of the Cave Bear</u>                                      | Thomas       | <u>Behind the Mask: The Life of Queen Elizabeth I</u>                         |
| Mukherjee   | <u>Desirable Daughters</u>  | Chevalier    | <u>The Girl with a Pearl Earring</u>  |
| Benson      | <u>The Plague Tales</u>   | Gould        | <u>The Mismeasure of Man</u>  |
| McLaren     | <u>Inside the Walls of Troy</u>                                   | Occhiogrosso | <u>The Joy of Sects: A Spirited Guide to the World's Religious Traditions</u> |
|             | <u>Waiting for Odysseus: A Novel</u>                              | Nye          | <u>Space Between Our Footsteps: Poems and Paintings from the Middle East</u>  |
| Tsukiyama   | <u>Women of the Silk</u>  | Diamant      | <u>The Red Tent</u>   |
|             | <u>Night of Many Dreams</u>                                       | Sobel        | <u>Galileo's Daughter</u>   |
| Scot        | <u>The Violet Shyness of Their Eyes: Notes From Nepal</u>         | Holman       | <u>The Dress Lodger</u>   |
| Zhenhua     | <u>Red Flower of China</u>  | Divakaruni   | <u>Mistress of Spice</u>  |
| Salzman     | <u>Iron and Silk</u>  |              |   |
| Mah         | <u>Chinese Cinderella: The True Story of an Unwanted Daughter</u> |              |   |
| Jiang       | <u>Red Scarf Girl: A Memoir of the Cultural Revolution</u>        |              |   |
| Shakespeare | Attend ANY play: read any play! Read                              |              |   |



## News

### To IB Candidates and Parents:

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. I have really enjoyed working with all of you and wish those of you who have graduated the best of luck in whatever you do. THANK YOU!

This year, 175 IB students from our three IHS campuses were involved in 10 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. The following staff and parents also generously gave of themselves by proctoring our many exam sessions: Marilyn Curtis, Caron Cooper, Ron Lancaster, Michelle Renee, Marcy Jane, Pat Kessinger, Susan Mannheimer, Bryan Fitzwater, Johnny Davis, Laura Sherrill, Courtney Leonard, Steve Knox, Ellen Brunson Newton, Stephanie Carroll, Nonna Haydock, Faith Rahill, Pam Simpson, Mrudula Bobba, Jamie Leaf, Edith Derven, Kaye Downey, Veronica Alfero, Sofia McManus, Marie Litchman, Kim Scofield, Kate Noah, and Brenda Randall.

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. Their attention to all of the details, such as appropriate seating and heating and their respect for our need for quiet surroundings was so thoughtful. We truly 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 24, 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 generally recommend that students hold a GPA of 3.5 or higher and that they be motivated students if they want to participate. However, in this program motivation is more important than ability. 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

### Costa Rica Turtle Trip . . . Spring Break 2003

Are you interested in joining the third consecutive "Spring Break Turtle Trip"? The trip includes assisting with the tagging of the endangered Leatherback Turtles, a cultural exchange with the BriBri Indians, a one-night homestay, whitewater rafting, and more. This is an active trip, not a "tourist" trip. Emphasis is on conservation, education, and cultures. The trip is from March 20-31, 2003 and the cost is \$2,195 from Portland and includes everything. For more information contact 4J Spanish teacher Buck Arbuckle, 484-1743 or [buck@teleport.com](mailto:buck@teleport.com).

## Dear New Seniors, Class of 2003:

Congratulations on your new status as the elders of I.H.S. On behalf of the senior teachers, I want to wish you all the best for a healthy, fulfilling and relaxing summer vacation. As your senior year will be challenging and very busy, I also want to support those of you who are preparing to factor in a little time toward your senior project research and/or community service hours.

Making time for just a few hours here and there during the summer to read books and articles related to your senior project, to take notes, to jot out ideas for refining your research question and thesis, and to begin organizing your ideas and information into a more coherent form can significantly reduce your stress level in the fall. It's also helpful to check in with your technical advisor once or twice to maintain that relationship in healthy working order, and so that s/he will also be thinking of ways in which to be of assistance to you.

The rough draft of your essay will be due in mid October, and the final copy on the Monday following Thanksgiving weekend. Although that probably seems like light years into the future, the press of class work, college applications and other activities has a way of making time race by once classes begin. Thus, using a few of those idle summer moments for getting just a bit of a start over summer will make life easier for you in September and October.

The same notion holds true for community service or "service learning." You will receive a small packet of information regarding these requirements early in the summer to supplement the new booklet you received from your junior teachers.

Lastly, as there are several hugely significant national and international events continuing to evolve and shape our political, social and environmental landscapes, I encourage you to devote some time to keeping up with major developments in those areas so we senior teachers can more meaningfully integrate them into our curriculum this fall.

May you have a great summer!

— Dr. Dale Sturdavant, Senior Team Leader

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