



# Eugene International High School

Educating global citizens

Parent Newsletter

April 2002

## Educating Global Citizens

by Caron Cooper, Head Teacher

We take our mission at International High School very seriously, but this year's events have presented unprecedented challenges to us: the September 11 tragedy, the war in Afghanistan, the assassination of Daniel Pearl, and the escalating conflict between Palestine and Israel have tested us all in our attempts to present objective information, engage our students in thoughtful dialogue, and help them understand competing ideologies and interests while all around us we are experiencing an atmosphere of fear, anger, hostility and recrimination.

We are not strangers to controversy. In past years, people representing diverse nationalities, beliefs, and political positions have accused us of presenting biased views. This year we have experienced direct charges from community members, parents, and students of being anti-white, anti-people of color, anti-Christian, anti-American, anti-Israeli, anti-Semitic, anti-Muslim, and anti-Palestinian.

We do not take any charge lightly. We thoughtfully consider and respond to each, whether it occurs inside or outside the classroom; we painstakingly review what we have presented to students; and, most importantly, we engage our students in discussions about these controversies as an invaluable way to help them see the challenges that face our leaders and citizens alike, both in our local community and in the world, as we try to co-exist.

We value openness in the learning environment. Our very structure, which creates cohort groups who spend mornings or afternoons together in a year-long block, encourages students to know one another and their teachers well enough to express themselves, so, through open dialogue, we can examine prejudices, beliefs, and new information. To that end, we are never about censorship or didacticism, but always about dialogue and inquiry.

In that spirit, we invite parents and members of the community to be a part of that dialogue and inquiry whenever they have a particular concern about our curriculum—to come to speak to us or contact us. In the past, we have gained much insight about ways to make our curriculum stronger and have helped others to understand better what we are about.

We take pride in the students who have graduated

from IHS, moving into international studies majors in everything from economics to the environment, students who have a respect for culture and language, students who embrace the challenges of working, studying, and living abroad. They are our work and, despite the challenges, it is truly a labor of love for us.

The task of educating global citizens is, indeed, daunting and sometimes we falter, but we will not step away from the challenge. We will not choose "safe" curriculum; we will not avoid controversy. As difficult as it is, we will continue to challenge ourselves and our students to think critically in a global context. That is the nature of our alternative, and we are fortunate to live in a community, a state, and a nation that endorse educational choices for students.

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## It's Official — IHS IS NORTH BOUND



We are excited about our new partnership with North Eugene High School beginning this fall. Since our move to Churchill at its invitation in 1996, thus creating an IHS presence in three of our district's four high schools, the lack of an IHS campus at North has not felt right to us. Finally, in December the invitation from NEHS came. Thoughtfully and with much discussion, the IHS staff, Parent Steering Committee, Student Government, and site council agreed to accept North's invitation to be a part of their offerings for 2002-03. The board officially approved the expansion at its March meeting.

Frankly, the invitation could not have come at a seemingly more difficult time for us. The deep cuts in the district made the task appear insurmountable. However, though the timing was difficult, from the moment NEHS extended the invitation, IHS staff responded positively

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## IB News

April is an important month for seniors and juniors preparing for the International Baccalaureate examinations in May.

The exams run May 2 through May 23. In April, students will receive detailed information about test protocol, test locations, and specific test times. Also, various teachers hold review sessions to help students prepare.

During exam time, we will need parents to help serve as proctors for the exams. The exams vary from 1 to 3 and 1/2 hours in length. If you are interested in helping on any of the dates listed below, please contact the IHS secretary on your student's campus. (Churchill, Margaret McCoy-687-3438; Sheldon, Peggy Farris – 687-3171; South, Sue Martichuski – 687-3115)

Thursday	May 2	English 1	AM
Monday	May 6	Japanese 1 & 2	AM
Tuesday	May 7	Spanish 1 & 2	AM
		Math Methods 1	PM
		Math Studies 1	PM
Wednesday	May 8	Math Methods 2	AM
		Math Studies 2	AM
Thursday	May 9	Biology 1 & 2	PM
Friday	May 10	Biology 3	AM
Monday	May 13	English 2	AM
		History 1 & 2	PM
Tuesday	May 14	History 3	AM
Wednesday	May 15	French 1 & 2	AM
Thursday	May 16	Economics 1	PM
Friday	May 17	Economics 2	AM
Monday	May 20	Chemistry 1 & 2	PM
Tuesday	May 21	Chemistry 3	AM
Thursday	May 23	German 1 & 2	PM

(The numbers 1, 2, and 3, after the IB test name refer to the "paper" or the part of the test. For example, IB English 1 means the 1<sup>st</sup> part of the IB English test. Please note that all IB tests have at least 2 parts.)

### IB Exam Schedule

(For more information, contact the IHS South office, 687-3115, or Rebecca Bair, 687-3607)

### Reminders for Seniors

IHS Graduation ticket sales (IHS offices)  
May 6 —May 17, \$2 per ticket, maximum 5 tickets per senior

May 20 -- June 3, open ticket sales

IHS Awards Assembly  
June 3, 10:30 am—12:15 pm, South Eugene High School, auditorium

IHS Graduation  
June 3, 7 pm at the Hult Center, tickets required



### Good News

The Northwest IB Association has informed us that the University of California system—all nine schools—will now be offering IB Diploma students 30 credits if a score of "30" or higher is achieved on the IB Diploma. This is great news for our students since our average IB Diploma score has been 32 for the past several years. Students who earn lower than 30 may still be eligible for college credit in individual subjects.

### Visit these websites

<http://www.4j.lane.edu/> (4J school information and May 21, 2002 Bond Measure information)

<http://schools.4j.lane.edu/ihs/index.htm> (overview of IHS program, descriptions of IHS classes, resources and links for IB, Alpha-Omega calendar, and past newsletters)

<http://darkwing.uoregon.edu/~humanctr/> (click on "Calendar" then "Calendar of Events" for a list of activities at the U of O)

# IHS Student Government

Student Government is working to aid International Efforts to Eliminate Land Mines. The members of this year's Student Government are working in a cooperative effort with a number of IB high schools in the Northwest to raise money to eradicate land mines. Every 22 minutes, an innocent civilian, most often a child, is maimed or killed by stepping on a land mine. This amounts to 70 casualties a day, 500 a week, 2,000 a month, and 26,000 annually. In many developing nations, minefield victims constitute 4% of hospital admissions, yet consume 25% of hospital resources. Student Government is working with several IHS teaching teams to raise student awareness about this crucial issue.

Student Government is also involved this year in the Heifer Project. Monies raised will purchase farm animals for families in places where hunger threatens lives. Recipient families pledge to contribute the first female offspring of the donated animal to a neighboring family. What comes around goes around!

As you consider contributing to worthy causes this year, we request that you consider giving to IHS through the Eugene Education Fund (EEF). Please earmark a portion of your donations to IHS Student Government at any of our three campuses. With adequate funding, IHS Student Government will be able to continue its involvement in worthy causes that engage students. Your generosity translates into concrete support for IHS students and our community.

## Donation Form

I am making a tax deductible donation of \_\_\_\_\_ to the following: (please check box)

- Eliminate Land Mines (make check payable to Sheldon IHS)
- Heifer Project (make check payable to Sheldon IHS)
- EEF donation to IHS Student Government (make check payable to EEF--IHS Student Government)

Mail to IHS Sheldon  
Attn: Peggy Farris  
2455 Willakenzie Rd  
Eugene OR 97401

*Thank you*

## Other S G News . . .

- Student government will have two community service days that every IHS student is welcome to attend—April 21 and May 19 at Mt. Pisgah Arboritum.
- Student government members are planning a retreat to be held in late April. It will be an overnight trip at the beach. Plans, ideas, and goals for next year will be discussed.
- IHS T-shirts are coming! Deadline is May 1. Design logo and order form below:

## 2002 IHS T-shirt Order Form

Please return with payment to any IHS office by May 1 (make checks payable to IHS Student Government).

## Important Notice:

IHS General Parent Meeting  
for next year's  
sophomores, juniors, seniors, and parents:

Date: May 23, 2002  
Time: 7 - 9 PM  
Place: South cafeteria

Learn everything about community service requirements for IHS and other honors.



\_\_\_\_ Short sleeve t-shirt xs s m l xl \$10 \_\_\_\_

\_\_\_\_ Long sleeve t-shirt xs s m l xl \$15 \_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone number: (hm) \_\_\_\_\_ (wk) \_\_\_\_\_

# The Senior Project: An Achievement

By Dr. Dale Sturdavant, Senior Team Leader

Beginning in the spring semester of their junior year, IHS students get the opportunity to select a topic of high interest and craft a 4000-word research paper around it. They research their topic, work with a technical advisor of their own choosing, write a rough draft by October of their senior year, turning in the completed project the Monday after Thanksgiving weekend. Over the several years the project has been required for IHS graduation, it has taken on many of the characteristics of a rite of passage, dreaded by many, but providing a great sense of accomplishment to the vast majority who successfully complete the task.

The process begins slowly. Under the supervision of their Economics teacher during spring of their junior year, students begin exploring possible topics, focusing on the select one by June. They also generate a preliminary bibliography (or “works consulted” page), and select a suitable technical advisor during that time. The latter is ideally a person who possesses some special expertise in the chosen topic and can help the student tap into existing networks of people in that field and guide him or her to appropriate sources and research strategies. Parents, neighbors, or adults from the students' outside organizations and activities have often been helpful in finding suitable technical advisors. At its best, the student-technical advisor relationship has been a very meaningful experience for both student and mentor. And, unfortunately, sometimes it proves to be disappointing to one or both parties. Because a helpful advisor can be so valuable, we strongly encourage students to put time and thought into their choice, and to treat their advisors with the respect and courtesy they deserve for their time and effort.

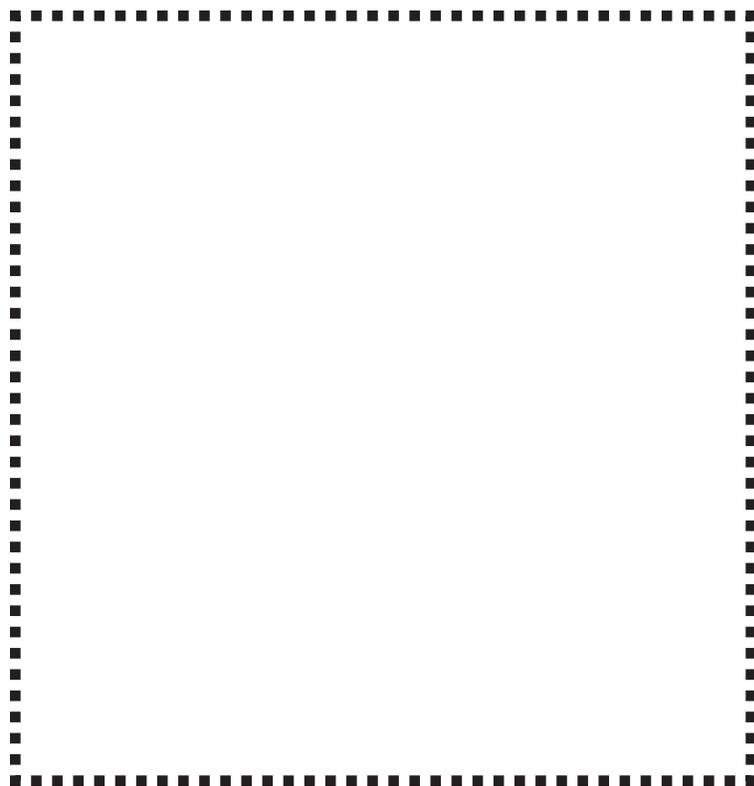
Fall term of their senior year, students put finishing touches on their research and begin writing. Senior team teachers directly address the various skills required, from appropriate use of citations to writing the introduction and the abstract. In addition, each student has a senior

teacher as his or her project advisor, and that teacher will gently prod the students toward meeting the several checkpoints along the path, the most critical of which is the rough draft in October, and the technical advisor's comments on that draft.

Probably the most important thing a student can do to ensure success is to manage his/her time wisely beginning in September, or even earlier, setting aside blocks of time on a regular basis for research and writing. It also helps to just start writing and to thereby drown out the persistent little voice that keeps telling us we haven't yet done enough research. The act of writing helps a student crystallize his/her thoughts and to become more aware of the parts of the topic which truly do need additional research. Procrastination breeds stress; work alleviates it.

On completion, the student delivers one copy of the paper to the technical advisor, and two to her project teacher for later dissemination, one to another teacher for assessment, and the third to a community reader. Although the teacher-reader bears final responsibility for the grade, comments by the other two readers are provided for both the teacher's information and for the students' benefit. Almost always, the community readers' and technical advisors' comments prove instructive and helpful to the students.

IHS graduates frequently mention how helpful the senior project process was in preparing them for writing college research papers, which are routine at many universities. That is our hope, but perceived benefits to students are often much greater in terms of the skills and confidence they often develop.



# Thank You

# IHS Volunteers

Amy Adams-Schauer  
Linda Anderson  
Carol Arian  
Polly Ashworth  
Harriet Bagdade  
Bonnie Baker-Corliss  
Carla Baltrusch-Dow  
Jackie Barbour  
Donna Batson  
Lindy Beane  
Chava Beinin  
Trudi Biondo  
Linda Beal Blandy  
Hugh Blodget  
Martie Blodget  
Mrudula Bobba  
Janet Bright  
John Brown  
Ellen Brunson-Newton  
Ginny Buck  
Rick Buck  
Peter Cadigan  
Deb Casey  
Faris Cassell  
Jim Chaney  
James Chapman  
Ann Christensen  
Mary Christensen  
Jay Clifton  
David Clinger  
Marcia Clinger  
Nancy Clogston  
Dan Close  
Val Close  
Debbie Cornitius  
Kris Correa  
Sue Cragun  
Chris Cunningham  
Linda Dean  
Matthew Dennis  
Jean Diamond  
Vija Dose  
Kaye Downey

Tim Downey  
Cindy Dreyer  
Sakre Edson  
Susan Egbert  
Linda Elder  
Mary Jo Erickson  
Alice Evans  
Virginia Farkas  
Ronna Friend  
Fred Gaffney  
Nick Gideonse  
Marci Gordon  
Becky Grose  
Dale Grose  
Annette Gurdjian  
Jill Hambly  
Fran Haughom  
Bob Heacox  
Betty Hemmingsen  
Mariam Higgins  
Sue Ann Hinman  
Ann Hinnen  
Denise Hinz  
Maureen Hudson  
Ruth Hughes  
Robert Jacobs  
Emily Jeffrey  
Joann Jeffrey  
Christy Jenkins  
George Jobanek  
Karen Johnson  
Lindsey Johnson  
Peg Kehrler  
Kip Keller  
Shari Keyser  
Janet Kiese  
Rena Knight  
Elaine Knighton  
Kathie Knowles  
Becky Koble  
Martha Koreisha  
Jean Kozlowski  
Barbara Lee

Mike Lewis  
Marian Lill  
Marie Litchman  
Bob Lowrey  
Teri Lyons  
Martha MacRitchie  
Rebecca Maker  
Eileen Marcroft-George  
Eric Martichuski  
Marlys Martin  
Jane McCleery  
Scott McCleery  
Patrick McManus  
Sophia McManus  
Bob McMillin  
Shellie McMillin  
Pat McShane  
Patti Jo Meshnik  
Juanita Metzler  
Gayle Miller  
Jody Miller  
Pamela Miller  
Rebecca Montgomery  
Cheryl Moore  
Rachel Mordhorst  
Susan Moseley  
Carol Nelson  
Helen Neville  
Paul Nicholson  
Deborah Opsal  
Paul Otte  
Patty Parks  
D.E. Pavelec  
Betsy Payne  
Elaine Phillips  
Scott L. Pratt  
Shawn Provost  
Susan Ralls  
Noy Rathakelte  
Marti Ravits  
Linda Reilly  
Elizabeth Reis

Judy Reyneke  
Chris Roberts  
Sally Roberts  
Tyler Robinson  
Linda Scheyer  
Joe Schmich  
Kim Scofield  
Donna Scurlock  
Mickie Segall  
Herb Seversonpar  
Pam Sheridan  
Michael W. Shippey  
Frank Simpson  
Pam Simpson  
Marilyn Smith  
Anna Sontag  
Jeff Sprague  
Mary Sprague  
Amy Steckel  
Katherine Suchan  
Tato Sumantri  
Marion Sweeney  
John Tamulonis  
Deborah Thiessen  
Maria Thomas  
Cindy Tittelfitz  
Elaine Toper  
George Toper  
Meg Trendler  
Debi Veralrud  
Rosa Waggoner  
Yvette Webber-Davis  
Craig Weinerman  
Deborah Wells  
Shirley West  
Alison Wheeler  
Robin Wiper  
Jean White  
Nancy Woolfson  
Kay Yanit  
Jenny Young

## Visit St. Wendel, Germany

IHS and the South Eugene German program will be co-sponsoring a trip to Germany this summer through the German American Partnership Program (GAPP). Students will spend three weeks living with a German family and will attend classes at the St. Wendel Gymnasium (high school) accompanied by their host student. For over forty years the German government has been sponsoring the GAPP program as a way to promote good relations between Germany and the US. IHS has had an ongoing exchange with students from St. Wendel, Germany (located in Southwest Germany, north of Saarbrücken). The cost of the program will be under \$2,000 and includes airfare, room and board, and cost of group excursions. German teacher Yasmin Staun will

lead this year's trip. For more information contact Steve Smith ([smith\\_st@4j.lane.edu](mailto:smith_st@4j.lane.edu)) at 687-3438 or 687-3115, or you can contact Yasmin Staun at 687-3306.

## Last call for Australia!!

It is not too late to sign-up for the summer trip to Australia. For more information and details, contact Saskia Strauss, ([strauss@4j.lane.edu](mailto:strauss@4j.lane.edu)) 687-

## Notes from abroad . . .



Last July, IHS 2001 graduate Lindsay Schauer, started her one-year Rotary Youth Exchange journey to Thailand. Here she is in Ubon, Thailand, chosen to participate in a parade:

“ . . . I was dressed as the Thai heroine, Suriyothai, and wore yards and yards of Thai silk and about 10 pounds of gold jewelry. The best part of the whole thing is when I walked by the elementary school because all the little kids were outside and they smiled and cheered for me and when I smiled at them, their whole crowd erupted in clapping as if I was a movie star! . . . It’s interesting to see how each student treats their exchange. I’m one of the few who have Thai friends and who can speak Thai and who tries to respect Thailand and not be a tourist.”

(More pictures on page 8)

—Lindsay Schauer

## Martin Luther King Jr. Essay Winner!

Congratulations to Katy Bogart, IHS sophomore, the winner of the Martin Luther King Jr. Essay Contest. The writing prompt for the essay was: As we face the first war of the new millennium, how relevant are the words of Martin Luther King Jr. in his “Beyond Vietnam” speech given in April of 1968?

The following are excerpts from her winning essay:

“ . . . First, Dr. King spoke of a war that was very different from the war we face today. The United States of America’s participation in the first war of the millennium is in response to a direct attack on our country. Vietnam was distant and foreign to America; this war has been practically demanded by its citizens. People feel empty if they fail to exact revenge. Taking an eye and more for an eye is basic instinct. Does Dr. King’s speech then not apply to today’s situation? . . .

‘We can no longer afford to worship hate or bow before the altar of retaliation.’ (Dr. King’s words) There are endless reasons for a ‘radical revolution of values’ now in the time of war. This is the first war, in purpose if not in name, of the millennium as well as the year and century. A new year is the metaphorical blank slate, the very time for changes and new starts.”

Besides being an avid writer, Katie is on the South debate team, the IHS student newspaper, Red Cross FAST TEAM, and the Eugene Junior Orchestra. She would like to be an author, and has written a book that she’d like to get published.

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## It's Official—IHS IS NORTH BOUND

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to the concept. With much help from the fine administration team and staff at North, the North region middle schools, district leadership and advice, and the energy and commitment of so many of our IHS staff to make extra visitations and presentations to North students and families, we have been able to enroll two classes of ninth graders for the fall.

We feel honored to be a part of North. We firmly believe that, though district enrollment is shrinking, this partnership could expand growth for IHS, North Eugene High School, and, most significantly, for the district as a whole. We look forward to working with NEHS and the families and students of the North region to create a positive experience and outcome for all.

# Upcoming Dates . . .

April 19 Early Release - School Improvement

- May 6 - 17 IHS graduation tickets available at IHS offices, \$2 each, maximum 5
- May 10 Early Release - progress reports
- May 14 IHS Site Council, 3:45 PM, 524 South
- May 20 IHS graduation tickets open sales at IHS offices
- May 21 IHS Parent Steering, 7 PM, B6 Sheldon
  
- May 23 IHS Parent Meeting, 7 PM, South cafeteria
  
- May 27 No school - Memorial Day
- June 3 IHS Awards Assembly, 10:30 AM - 12:15 PM, South auditorium
- June 3 IHS Graduation, 7:00 PM, Hult Center
- June 11 IHS Parent Steering, 7 PM, B6 Sheldon
- June 13 Last school day for students

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