



Eugene International High School

Educating global citizens

As global citizens at Eugene International High School, we aspire to value diversity, ambiguity, and discovery—and to act with responsibility, integrity, and compassion.

Parent Newsletter

June 2005

Bon Voyage, Class of 2005!

The end of the school year is a time for us to reflect on the remarkable achievements of our students. In particular, I'd like to focus on our seniors as we say farewell to our recent graduates. What an incredible group they are.

This year's graduating class of 2005 included 254 students from three campuses at Churchill, Sheldon, and South. The graduation ceremony took place on June 6 at the Hult Center, and offered an opportunity to celebrate the whole class and to recognize each student individually. Among the seniors were 54 full IB diploma candidates and 46 IB certificate candidates - one of our largest groups of senior IB students. The class also included six IS CAM recipients, 21 French Immersion graduates, and 29 Spanish Immersion graduates.

The class of 2005 numbered amongst them a host of accomplished musicians, athletes, artists, and scholars. Over 96% of them reported plans for a post-secondary education that will take them to over 73 different colleges and universities, not just across this nation, but also in a number of countries abroad, including Canada, Israel, Norway, Germany, Brazil, Belgium, Ecuador, Italy, and Puerto Rico. Their plans include the study of a host of disciplines including dance and theater, biomedical engineering, international finance, music, chemistry, marine biology, computer programming, medicine, psychology, and international relations – to name just a few. While the academic achievements of these young people are indeed impressive, their accomplishments extend far beyond the classroom.

The class of 2005 has made an extraordinary investment in the greater community around them. Collectively, they have given over 32,000 hours of meaningful service to their community, serving both in local and international agencies. They have worked as peer mentors and HIV/AIDS peer educators, and they have served in our schools and hospitals, in churches and in museums throughout Eugene. They have devoted hours to Food for Lane County and

Holt International. They have assisted with the Special Olympics and served on mission trips to Mexico.... Toys for Tots, E-Law, the Science Factory, White Bird Clinic, Centro Latino, Camp Rigolo, and the Eugene Public Library.... The list goes on and on, covering thousands and thousands of hours given back to the community. Clearly these seniors demonstrate the heart of our mission statement that asserts, "As global citizens at Eugene International High School, we aspire... to act with responsibility, integrity, and compassion."

Students in the IHS class of 2005 have forged connections to the world community, not just through hours of service, but in myriad ways that make them global citizens. They are fluent in over eighteen international languages. They have lived and studied all over the world in countries that include France, Spain, Japan, Romania, Germany, South Korea, Australia, Ireland, Africa, Sweden, and Chile. Over 71 % of our graduating seniors have already traveled internationally.

Wherever their paths lead them in the future, we are confident these young people will be well-equipped to meet any challenges ahead. With their international education, their language proficiencies, their world travel experiences, and their ethic of community service, these students are now ready to take their places as global citizens. Congratulations to the IHS class of 2005!

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2004-2005 IHS Senior Awards

Outstanding IHS Students

Megan Berry	Wenqi Shao
Christopher Bradley	Rebecca Sheridan
Kyle Gerry	Anna Smith

Renaissance Awards

Amy Frohnmayer	Jeff Randall
Nathan Lindquist	Ren Rossini
Tim Marcroft	Kellie Scofield
Holly Thomson	

Outstanding International Perspective

Ingara James-G.	Tegan O'Brien
Sean Jin	Anna Quartermaine-Bragg
Sonia Lauer	Johannes Strom

Outstanding Socratic Reasoner

Jesse Cullander	Rachel Matagora
Eric Faulk	Matthew Schifberg
Rebecca Freund	Brent Snelgrove
Valerie Grosscup	Alicia Seymour
Elaine Marrocco	Zach Taylor
Jesse Thiessen	

Outstanding History

Justin Brock	Ashley Hadjetry-Tarzaban
Zoë Campbell	Scott Hickey
Robert Carney	Rebecca Marcus
Patrick Chaney	Sam Pabst
Thea Garrett	Mike Ralls
Jon Tunnell	

Outstanding Literature

Carly Bradshaw	Ali Lee
Lara Colvin	Ambrose McJunkin
Maia Dart	Hareem Park
Laura Fay	Mercedes Rhoden
Hilary Hance	Ann Varner
Aaron Wells	

Outstanding Community Service

Grant Brink	Carissa Lee
Ashley Churchill	Haley Meshnik
McKenzie DeBow	Wren Patton
Erika Kappa	Nicholas Wilson

Outstanding Senior Project

Sarah Bernstein	Carina Kooiman
Ali Campbell	Sam Linton
Kaitlyn Egbert	Marie Peroutka
Susan Garver	Katie Reinmuth
Lerryn Schaefer	

Outstanding Supportive Student

Amanda Bevens	Honora Remak
Jeff Chandler	Garrett Staples
Janelle Derven	Amy Ueno
Russell Kamp	Ryan Vilhauer
Sarah Pritchard	Cecily Wong

International Studies CAM Candidates

Steena Chandler	Saraphina Monaco
Kyle Gerry	Wren Patton
Ingara James-G.	Kellie Scofield

French Immersion Graduates

Kamran Aryah	Matthew Christian McGlade
Sarah Renée Bernstein	Saraphina Elizabeth Monaco
Gavin Edward Calciano	Samuel Gorham Moulton
Rebecca Lynn Freund	Richard H. Murphy
Thea Marie Garrett	Thomas Oakes
Brett Gory	Adam Jerome Palodichuk
Valerie Grosscup	Kevin Roders
Theodore Joseph Halpert	Michael Paris Rubin
Carina Joelle Kooiman	Johannes Heide Strom
Alisa Larson-Xu	Aaron Wells
Alison Renée Lee	

Outstanding French Immersion Students

Rebecca Freund
Richard Murphy
Johannes Strom

Spanish Immersion Graduates

Samuel Baravilala	Margaret George
Nathan Biondo	Sarit Gluz
Ronelle Bergeron	Christina Hanson
Carly Bradshaw	Mackenzie Jahnke
Grant Brink	Russell Kamp
Cameron Butler	Lacey Keyser
Samantha Cardone	Sonia Lauer
Robert Carney	Shannon McCormick
Jordan Crasilneck	Kendra McWilliams
McKenzie DeBow	Lauren Melevin
Brian Dunham	Kelsey Provo
Lindsey Eckstine	Jeffrey Randall
Eric Faulk	Jillian Roehl
Garrett Fuller	Garrett Staples
Ryan Vilhauer	

Outstanding French Immersion Students

Carly Bradshaw
McKenzie DeBow
Jeff Randall

2004-2005 IHS Senior Awards

International Baccalaureate Diploma Candidates

Sarah Renée Bernstein	Alison Renée Lee	Kelsey Lynn Provo
Megan Alexandra Berry	Freeman Louis Levinrad	Honora Rachel Remak
Justin Dylan Brock	China Ye-Ling Lim	Mercedes Wrin Rhoden
Patrick Ian Chaney	Nathan Richard Lindquist	Lerryn Sarah Schaefer
Yujung Choi	Sam Scott Linton	Kellie Suzanne Scofield
Ashley Marin Churchill	Timothy Peter Marcroft	Wenqi Shao
Rebecca Lynn Freund	Elaine Marrocco	Rebecca Ann Sheridan
Amy Elizabeth Frohnmayer	Matthew Christian McGlade	Jared Ethan Siegel
Margaret Alexandria Charlita George	Ambrose Sahara McJunkin	Holly Ann Sov
Kyle James Gerry	Devin Thomas McManus	Johannes Heide Strom
Sarit Elinor Gluz	Lauren Mae Melevin	Seli Y. Thomas
Thiago Garcia Groberg	Samuel Gorham Moulton	Larissa Helen Unruh
Hilary Lane Hance	Richard H. Murphy	Ann Michelle Varner
Rachel Lynn Hsieh	Jungho Noh	Amanda Kristine Walsh
Sarah Elizabeth Johnson	Samantha Diane Pabst	Nicholas M. Wilson
Esther Younmi Kim	Britta Wren Patton	Patricia Wu
Carina Joelle Kooiman	Marie Elise Peroutka	Yui Zojo
Sonia Marie Lauer	Sarah Louise Pritchard	

International Baccalaureate Certificate Candidates

Kamran F. Aryah	Natalie Elizabeth Gullish	Anna Quartermaine-Bragg
Taylor Charles Bennion	Theodore Joseph Halpert	Michael B. Ralls
Roshny Bhakta	Anna Abigail Harbaugh	Jillian Maria Roehl
Lewis Edward Birdseye IV	Amy Elise Hellickson	Hanna Alder Rosenthal-Fuller
Christopher Edward Bradley	Scott Forsythe Hickey	Ren Nakamura Rossini
Carly N. Bradshaw	Scott William Hinnen	Michael Paris Rubin
Gavin Edward Calciano	Matthew Willyoung Lee	Matthew Phillip Schiffberg
Steena Belle Chandler	Ashley Marie Lyons	Alicia Ann Seymour
Elizabeth J. Christensen	Monée Nicole Madrigale	Samuel Lawrence Stender
Margaret Marshall Davis	Rebecca Anne Marcus	Avery Grace Stewart
Sanya Paige Kealy Detweiler	Saraphina Elizabeth Monaco	Jesse Alexander Thiessen
Kaitlyn Marie Egbert	Kevin Tyler O'Brien	Amy Fujii Ueno
Amanda Ranlett Fischer	Adam Jerome Palodichuk	Bridget Nichole Welch
Thea Marie Garrett	Hareem Park	Daniel Paul White
Jeffrey Grey Gilmour	Michael Park	Monica Christine Witzig
Johnathan Randall Griffin		

Congratulations to our 4.0 seniors:

Megan Berry	Nathan Lindquist
Chris Bradley	Rebecca Marcus
Lara Colvin	Mathhew McGlade
Sanya Detweiler	Tegan O'Brien
Kaitlyn Egbert	Hareem Park
Kyle Gerry	Wenqi Shao
Scott Hickey	Rebecca Sheridan
Carina Kooiman	Brent Snelgrove
Alison Lee	Johannes Strom
Carissa Lee	Patricia Wu

Congratulations to our National Merit Scholarship Finalists:

Patrick Chaney	Richard Murphy
Rebecca Freund	Britta Patton
Alison Lee	Wenqi Shao
Nathan Lindquist	Bridget Welch

2004-2005 IHS Junior Awards

Outstanding Overall Achievement in IHS Junior Classes

Karen Bonner	Krislyn Dickey	Devin Lee	Jeremy Schiffberg
Megan Butler	Elise Ertel	Marsha Malcolm	Andrea Schreiber
Elizabeth Butt	Erica Eschelbach	Jessica Osterhout	Karlie Smith
Amelia Carr	Kate Fickas	Gianna Palmer	Brittany Sterling
Robin Carol	Esme Gaisford	Katie Parker	Hanna Stonelake
Theodore Carter	Danielle Hanson	Arthur Reutov	Chloe Thulstrup
Sally Claycomb	Kathryn Hulse	Caitlin Ritchey	Marie Vendrasco
Genevieve Conley	Daniel Hurwit	Kellyn Saltmarsh	Kirsten Walters
Jamie Corcoran	Christopher Keady	Danielle Schnebly	Sarah Zauner
Natalie Danielson	Sunghun Kim		

Outstanding Achievement in History of the Americas

Alejandra Alvarado	Leah Graves	Lauren McShane	Whitney Root
Arielle Aryah	Andrew Jobanek	Rebekkah Meyer	Richelle Rudeen
Emily Barclay	Victoria Johnson	Amanda Montoya	Martina Russial
BJ Baule	Ashli Jones	Liam Mulvey	Timothy Sorg
Scot Braswell	Kyle Kieran	Steven Naleway	Anna Steeves-Reece
Margaux Cameron	Lauren Lamb	Nicole Nasholm	Brittany Sturdevant
Mimi Correa	Tim Lee	Eugene Nho	James Villarreal
Rachel Farkas	Paul Lee-Wunderlich	Caitlin Oppenheimer	Ari Werthamer
Spring Feinstein	Logan Leslie	Roseann Proctor	Samuel Weston
Rosalie Gordon	Eugene Leung	Stephen Ralls	Cody Witham
Julianne Graper	Xin Xin Li	Ashley Rochholz	

Outstanding Achievement in Literature of the Americas

Alejandra Alvarado	Kathryna Hancock	Amanda Montoya	Katie Richanbach
Margaux Cameron	Katherine Hansbrough	Steven Naleway	Ashley Rochholz
Gabriella Cipra	Caroline Huff	Nicole Nasholm	Richelle Rudeen
Evan Engelstad	Andrew Jobanek	Caitlin Oppenheimer	Brittany Sturdevant
Dana Eustis	Kiersten Kelly	Michol Porter	Samuel Weston
Spring Feinstein	Brian Luck	Roseann Proctor	Kasey Wickman
Julianne Graper	Leonora Merwin	Samuel Reis-Dennis	

Outstanding Achievement in Economics

Dorian Aites	Matthew Johnson	Carrie Litchman	Timothy Roberson
BJ Baule	Kiersten Kelly	Caitlin Loew	Stacie Savelich
Gabriella Cipra	Kyle Kieran	Eugene Nho	Alexe Savtchenko
Tamara Clough	Daniel Ko	Cheyney O'Fallon	Alex Weeks
Mimi Correa	David Lee	Robert Oh	Cody Witham
Evan Engelstad	Tim Lee	Grant Perham	
Marc Evans	Logan Leslie	Alan Peters	
Caroline Huff		Sarah Rice	

Outstanding Supportive IHS Junior Students

Kathryn Beasley	Neil Fitzgerald	Brett Larson	Karen Spettel
Cassandra Bibbee	Luisa Gardner	Kyle Quillan	Daniel Stanton
Shelby Coffin	Alexander Grimsley	Miyoko Patricelli	Frances Summers
Malena Dent	Alexander Gruber	Allison Roemer	Scott Svendsen
Meghann Fertal		Kyle Schnabel	

Outstanding Achievement in French Immersion

Amelia Carr
Bailey Gibson
Timothy Sorg

Outstanding Achievement in Spanish Immersion

Christopher Keady
Kiersten Kelly

Letters To Our Students

To Our Graduates — Class of 2005:

Now we say goodbye to the class of 2005. Yet our goodbyes come simultaneously to your hellos to new mileposts in life. Whether you leave us for a college campus, a workplace environment, a military training camp, or for yet-unknown destinations, we hope you will take with you a passion for learning, for justice, and for compassion.

As your teachers in IHS, our desire has been to nurture in you a sense of responsibility for your actions in our global community and an understanding of a world which goes far beyond the borders of our nation. To that end, you have explored the geography, history, culture, economics, and religion of many regions. You have, we hope, learned to think critically about important issues and to question your own assumptions. At the same time, we also hope that you leave high school with a heightened affection for the community of family and friends who have shepherded you through these years and who will continue to form

your “home” as you move to wider worlds.

You leave taking our deep affection.

The Senior Team: Rebecca Hammons, Jocelyn Harley, Courtney Leonard, Susan Mannheimer, Laura Sherrill, Melodee Soczek, Steve Smith, Larry Sutton, Stuart Whitcomb, David Wood, and Kyle Yamada

IHS Graduation Video - order your DVD or
VHS copy of the IHS 2005 Graduation
from Pathway Films, 221-3154
IHS Graduation Picture - call Lifetouch,
746-1110

To Our Juniors – Class of 2006:

You did it!

Congratulations on an outstanding year! You have worked hard, overcome the temptation of procrastination and the lack of sleep, and successfully made it through your junior year! Here is a summary of just some of your many accomplishments:

In Literature of the Americas, you read dozens of books and poems by US and Latin American authors such as Hawthorne, Twain, Fitzgerald, Cather, Allende, Whitman, Frost, Neruda, and Marquez. You wrote timed essays and take-home essays and you completed creative projects including poems, drawings, collages, and character role-plays. You presented final projects on many works to your classes.

In History of the Americas, you studied the Spanish conquistadores and the French couriers de bois. You examined the causes of the Civil War, the rise of Perón in Argentina, and the Mexican Revolution (Viva Zapata!). Your study of immigration to the United States and the rise of organized labor dovetailed with your reading of *The Jungle* in Literature class. And last but not least, you completed a sophisticated Historiography paper!

As for Economics, you now know about the interplay of supply and demand; how unemployment, interest rates, and inflation, are inter-related; and the differences between a depression and a recession, inflation and stagnation; trade deficits and the national debt. Over the course of the year,

you wrote five formal analyses of current economic trends. After over 100 of you took the IB test, you ended your year by looking at the issue of HIV/AIDS on a global scale.

In Projects, you completed 30 hours of community service, began your explorations of colleges, made testing plans, and began building the foundation for your senior extended essay.

Give yourselves a big pat on the back because (drum roll here....) you are now seniors! You rose to the challenge of this school year with outstanding effort, brilliant insight, and increasing maturity, and it has been a delight to get to know you and to see your creativity and enthusiasm for learning in action.

Have a wonderful summer, and try to catch up on your sleep!!!

p.s. Don't forget to save your Junior Projects work that you will need to resubmit at the start of your senior year....and also remember that you can now officially begin your 100 hours of required senior community service!

The Junior Team: Jennifer Echols-Diallo, Joshua Hamill, Jim Holm, Courtney Leonard, Susan Mannheimer, Christine Pettingill, Jessica Schabtach, Stuart Whitcomb, and David Wood

Letters To Our Students

To Our Sophomores – Class of 2007:

In the fourth quarter of this year the sophomore class entered into a project that is a perennial favorite: The Eurasian Conference. During the daylong simulation of geo-political debate, diplomacy and voting, the IHS sophomore team marveled at the incredible abilities of the students we have been blessed to know. It was clear to all of us – at the end of a long year – that we have all grown together in so many different ways.

The Eurasian Conference – held this year on May 24th – is, in many respects, a microcosm of the year. Students prepare for it with excitement, trepidation, nerves, gusto, verve...you name it. It is much like the beginning of every great endeavor. The preparation, like the school year itself, elicits many emotions as we rise and fall in energy and enthusiasm on the roads of increasingly complex lives both in school and outside of school. At times we wonder if it is all worthwhile, what we are gaining on the road, whether this struggle is worth having. Then comes the day itself.

Like the end of the school year, the Eurasian Conference provides us with a point of reflection. We find that, in the end, the tough days and the doubts were spaces of learning and that we have grown into something that we were not

before. We see before us a community of learners linked in new understandings of the world's literature, religious systems, history, and geo-political circumstances. We find young minds with a greater eye toward complexity and nuance. We find people who are heirs to an increasingly complex world and we find that they are increasingly ready to greet its challenges.

The entire tenth grade team has found the sophomore class to be an inspiring group of people. Teaching and learning with you has given us hope. Thank you and may you continue to bless our staff with your passion for ideas...even when the road sometimes seems difficult. In the end, you will shine as you have shone this year.

The Tenth Grade Team of 2004-05: Marilyn Curtis, Johnny Davis, Daniel Gallo, Jocelyn Harley, Wade Powell, Jessica Schabtach, Carol Stephenson, Craig Wiebe, Kyle Yamada, and Jenelle Youngblood

To Our Freshman - Class of 2008:

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

Geography started the year with its tasty tradition of illustrating lines of longitude and latitude with honeydew and cantaloupe. We eventually studied the location of every country in the world, and learned terms that will help you in Global History, History of the Americas, and 20th Century History. You made a plethora of maps, became an expert on an African country, and represented that country at a Pan-African conference. You designed your own European nation and learned about the effects of centripetal and centrifugal forces in developing a union of nations. As a globetrotter, you stepped into the shoes of entrepreneurs, villageers, or loggers in Thailand, as you explored issues of development in our world.

You started your journey through Global Literature with a creative writing unit where you tasted such delicacies as salty licorice, durian, vegemite, and saw eggs being flung at white boards. The world was explored through travel narratives, after which we moved on to the stolen children of Rabbit Proof Fence in the Australia unit. You

chatted with characters like Waiyaki and Nyambura at the River Between tea-party. Learning the origin myths of the Gikuyu people helped you understand the Mau Mau rebellion. The short stories and poetry of South African writers gave context and depth to the themes of colonialism and apartheid, as well as meaning to the tragedy of Amy Biehl. You explored the variety of European literature and grappled with questions on the universality and cultural roots of literary works. The Holocaust unit included Night by Elie Wiesel, short stories such as "The Children's Story" and poetry. The unit concluded with the "Expressions of the Holocaust" art gallery exhibit. We ended the year with Gail Tsukiyama's The Samurai's Garden. As part of this unit we studied a wide range of topics of Japanese culture, read and acted out Shinto myths, puzzled over Lady Murasaki's "well-blackened teeth," and practiced our use of negative space in Tanka poetry. Finally, you explored the values of the samurai in you and your classmates.

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. In art you experienced the art, music, and sacred architecture of Africa, Europe, and Asia. You tried the African snake dance and drummed complex poly-rhythms on desks, imitated the artwork of Matisse, Van Gogh, and

(continued on page 9)



Summer Reading Suggestions



Recommended for fall seniors:

Twentieth Century Works:

Allende House of Spirits
 Austen A Jane Austen novel
 Bronte, E Wuthering Heights
 Bronte, C Jane Eyre
 Cather Age of Innocence
 Chopin The Awakening
 Dickens A Dickens novel
 Dostoevsky Crime and Punishment
The Brothers Karamazov
 Ellison Invisible Man
 Forester A Passage to India
 Faulkner The Sound and the Fury
 Flaubert Madame Bovary
 Heller Catch-22
 Hemingway A Farewell to Arms
Old Man and the Sea
In Our Time

Huxley Brave New World
 Kesey One Flew Over The Cuckoo's Nest
Sometimes a Great Notion
 Malcom X The Autobiography of Malcolm X
 Marquez A Gabriel Garcia Marquez novel
 Morrison A Toni Morrison novel
 Naylor Women of Brewster Place
 1984
Animal Farm
 Salinger Catcher in the Rye
 Steinbeck East of Eden
Of Mice and Men
Cannery Row
 Tan Joy-Luck Club
 Walker The Color Purple
 Wharton Ethan Frome
The House of Mirth
 Wright Native Son

Recommended for fall juniors:

Willa Cather Any novel
 Gabriel Garcia Marquez Any novel
 Kate Chopin The Awakening
 Ralph Ellison Invisible Man
 Richard Wright Native Son
 Malcolm X The Autobiography of Malcolm X
 Faulkner Any novel
 Twain Pudd'n Head Wilson
 Alice Walker The Color Purple
 Zora Neal Hurston Their Eyes Were Watching God
 Toni Morrison Sula
 Isabel Allende House of Spirits Daughter of

Fortune
 Maya Angelou I Know Why the Caged Bird Sings
 Jeff Shaara Killer Angels
 Howard Bahr The Black Flower
 Jay Winik April 1865: The Month That Saved America
 Danzy Senna Caucasia
 Kathleen Cambor In Sunlight, In a Beautiful Garden
 Chabon Amazing Adventures of Kavalier and Clay

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 Don Quixote
 Dickens Any Dickens novel
 Hugo Les Miserables
 Scott Ivanhoe
 White The Once and Future King
 Tolstoy Anna Karenina
 Potok The Chosen
 Homer The Iliad

Summer Reading Suggestions for Fall Sophomores, continued from page 7:

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

YOUR DONATIONS ARE IMPORTANT!

Your donations help to enhance the educational experience of our students.

The gifts are measured in dollars, but the value will be measured in lifetimes. These dollars not only positively impact our students, they also support our teachers and are reflected in their motivation, validation, and continued commitment to quality education. The gifts have made a significant difference in our students' education and experiences every single day. Our challenge continues in these times of budget cuts and growing class sizes. We are asking you to make the most generous gift you can.

Checks are payable to

"Eugene Education Fund-Eugene International High School"

P.O. Box 1015, Eugene, OR 97440

You may designate your gift for a specific Eugene International High School campus or program area. All gifts are tax deductible.

Your generosity and commitment to public education lets us dream of students excited about school and educated for a successful future. Together we show we care and are invested in the futures of our children.

Letters To Our Students

To Our Freshmen - Class of 2008, continued from page 6:

Picasso and learned about Japanese arts. The self-discovery and shared cultural experience of creating a Mandala ended your year. In PE you played Danish Rounders, Ultimate Frisbee, practiced badminton, and tried korfbal.

We celebrated the achievements of the year with our International Day in June. Five buses from our schools delivered you to South Eugene High School for a morning filled with new experiences. Some of you participated in a drumming circle, poetry slam, and improvisational comedy. Others centered their minds and bodies in Yoga and Tai Chi. Especially active students engaged in Salsa and African Dancing.

The ninth grade team would like to thank you for your inquisitive spirit, your caring for each other and the world, and your commitment to international education. We wish

you a safe and relaxing summer, and all the best for your 10th grade year.

The Ninth Grade Team: Joanne Cunningham, Johnny Davis, Jennifer Echols-Diallo, Bryan Fitzwater, Caleb Kostechka, Christine Pettingill, Wade Powell, Luke Roth, Deon Saraceno, and Saskia Strauss

Dear Senior Class of 2006:

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

First, remember that all I.H.S. seniors need to earn 100 community service hours by next April. Full I.B. Diploma candidates must, in addition, earn 50 "Creativity and Action" hours on top of their 100 service hours. Details about these expectations were provided in class; the most important thing to remember is that your senior year starts on June 16, 2005. Many students complete the majority, if not all, of their 100 community service hours during the summer after their junior year.

Second, your rough draft of the Senior Project will be due in early October, and the final draft on the Monday following Thanksgiving break. This may sound like a long way off, but these deadlines have a way of sneaking up. Please set aside a few hours each week this summer to read books and scholarly articles related to your Senior Project (hello, Knight Library!); to organize your ideas and research findings into a meaningful outline; to meet and correspond regularly with your Technical Advisor; and, ideally, to begin writing the paper itself. Getting a significant head start on the Senior Project this summer will greatly reduce your stress level in September and October, and will enable you to concentrate on college applications, class work, and having a life outside of school.

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

Best wishes for a healthy, happy, productive summer. We can't wait to see you again in the fall!

— David Wood, Senior Team Convener and Senior Literature Teacher



To IB Candidates & Parents:

Congratulations IB candidates! The momentum started to build in early February with taped orals, labs, papers, and review sessions, and culminated in an exam schedule in May that had some students testing in the morning, again in the afternoon, and going immediately to district track meets. Whew! May you all have a relaxing, rejuvenating summer. Requests for results have been sent to colleges, you have your pin numbers, and test results will be posted in July. Many of us are finding it especially hard to say good-bye to this wonderful class of seniors; we wish you all the best on your continuing journey.

This year our first class of Anticipatory IB Candidates at IHS North sat for exams. We expanded to three sites when 169 students registered for the Economics exam, and our need for parent volunteers and proctors grew exponentially. I would like to thank Claudia Carmichael for contacting the cadre of parent volunteers and extend a special thank you to Susan Mannheimer who made sure that all exams were covered by a proctor and parent. Ron Lancaster, former IB History teacher extraordinaire, proctored an exam, Mike Martichuski deserves a special place in IHS history for seamlessly proctoring four(!) exams, Angie Broeckel, who student taught with us and will be teaching in an IB school in Switzerland this fall donated her time, and Laura Sherrill graciously gave countless hours of her expertise working on the exam schedule, proctoring, problem solving, and providing support. Sue Martichuski created and implemented a system where she sent an e-mail reminder to every student the night before their exam, called every parent volunteer with a reminder, and located students who forgot to come to a test. The following staff and parents also gave generously of their time to proctor exams: Veronica Alfero, Laurie Anderson, Clay Autier, Marilyn Bartusiak, Cathy Boucher, Judy Conley, Jenny Ellis, Virginia Farkas, Liz Garfinkel, Joanna Gray, Nancy Grissel, Jocelyn Harley, Marcy Fisher Helms, Lauren Hulse, Pat Kessinger, Caleb Kostechka, Marie Litchman, Vita Luthmers, Joann Mazz, Suzanne McCrae, John Moser, Keely Muscatell, Kate Noah, Michele Renée, Trudy Rumpel, Janeen Schreiber, Amy Stechel, Stu Thomas, Stuart Whitcomb, and Kyle Yamada.

Finally, I would like to thank the wonderful people at Westminster Presbyterian Church, Harvest Community Church, and Wesley United Methodist Church. They opened their doors to us, helped with the last minute special accommodations, and provided our students with quality exam environments. Their attention to all of the details, such as heat, appropriate seating, and their respect for our need for quiet surroundings was 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 that decision making process for students and parents in a number of ways.

1. **MARK YOUR CALENDARS!** IB Parent Information Night will be on September 27, at 7:00 PM, in the Ed Center Auditorium. This is geared towards parents of juniors, but everyone is 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 widely 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 seriously consider participation in IB as we enter into the new school year. It is a decision that should, ultimately, be made by the student, but advice and encouragement from a parent is always helpful. We hope to see you this fall.

Melodee Soczek, IB Coordinator

Service and International High School

Rationale

Many high school organizations and District 4J Honors Diploma require community service work. From its beginning twenty 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 create.
- 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 a context other 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.

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, one of the student's junior teachers. 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 evaluate 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

Guidelines for Junior Service Learning

Continued from page 11

- 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 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.

Attention Juniors and Seniors (classes of 2006 & 2007)

Important Notice: The IHS Diploma

Earning the International High School diploma:

Students who successfully complete the 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.

***We would like to extend a special
THANK YOU
to all parents who have served on the
IHS Parent Steering Committee.
We look forward to seeing you next year and
hope new parents will join us for our first meeting on
September 20, 2005.***

Notes and Notices

Check out the IHS Website at: <http://schools.4j.lane.edu/ihs>

Click on the link for "IHS curriculum, important dates, staff e-mails, community service information, alumni and incoming freshmen information and more!" Here you will find IHS curriculum materials, IHS program brochures, printable forms, CAM information, community service information, staff e-mail addresses, IHS schedules for each campus, and other important information.

Other Websites

<http://www.4j.lane.edu/> (4J school information)

<http://www.ibo.org> (International Baccalaureate home page)

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

IHS ALUMNI

IHS recently turned 20 years old! Our first annual IHS Alumni Newsletter was published in April, 2005. You can view a copy on our website at <http://schools.4j.lane.edu/ihs>, follow the links to the IHS alumni web page. If you are an alumnus and would like to be included in our next alumni newsletter, fill out the questionnaire on the web page and mail it back to us.

MARK YOUR CALENDAR:

• September 8	Freshmen only day		
• September 9	Classes begin for all students		
• September 13	IHS Site Council Meeting	South Eugene, Rm 538	4:00pm
• September 15	IHS Picnic	Alton Baker Park	5:30pm
• September 20	IHS Parent Steering Committee*	Ed Center, Parr Room	7:00pm
• September 23	IHS Opening Assembly	South Eugene, Auditorium	
• September 27	IB Parent Information Night	Ed Center Auditorium	7:00pm
• October 7	Early Release, Progress Reports		
• October 10	IHS General Parent Meeting	North Eugene, Cafeteria	7:00pm
• October 11	IHS Site Council Meeting	South Eugene, Rm 538	4:00pm
• October 14	No School, Statewide Inservice Day		
• October 18	IHS Parent Steering Committee*	Ed Center, Parr Room	7:00pm
• October 21	IB Fees Due		
• October 25	International Faire	Churchill, Cafeteria	7:00pm

*The Parr Room at the Ed Center is located at 200 N. Monnroe.
 New parents are always welcome to attend the Parent Steering Committee meetings.

Please consult your high school's and the district's calendars for other important events.

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