



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 2003

Reflections

by Marilyn Curtis and Steve Smith, Co-Head teachers

June has been a month of reflection for us as we look back on the school year just finished and ahead to the next one soon to come. It has been a time of transition as we say goodbye to the seniors who have graduated and make preparations for our new, incoming class of freshmen. It has also been a time of farewell to many on our staff as six IHS teachers have departed and replacements have been hired. The turnover in staff and student population has been profound, yet what is most noteworthy is that Eugene International High School retains the same program and standards of excellence that have long made us strong.

This year's graduating class of 2003 consisted of 289 students from three campuses at Churchill, Sheldon, and South. The graduation ceremony took place on June 2 at the Hult Center, and offered an opportunity for celebration and recognition of the myriad accomplishments of this remarkable group of students. Among the seniors were 50 full IB diploma candidates, 47 IB certificate candidates, and 6 first time recipients of the new International Studies CAM. During their years with IHS, they contributed over 30,000 hours of community service. Whether the service was local in agencies such as Greenhill, Womenspace, and the Science Factory, or international such as building houses in Mexico, most students found great personal and educational value in their endeavors. We are very proud of all they have achieved.

While nearly a quarter of our graduating seniors reported that they will be attending the University of Oregon next year, others will be continuing their education at over 50 colleges and universities across the nation. Some of our graduates will be traveling abroad next year, and others will be taking time from their education to seek employment. The diverse range of plans aptly reflects the diverse student population that makes up IHS.

As we have said our farewells to graduating seniors, we have also had to say goodbye to a number of pillars on our staff. This year, four master teachers retired from IHS: Ron Lancaster, Laura Sherrill, Dale Sturdavant, and Larry Sutton. In addition, Bryan Fitzwater has taken a year's leave to study abroad and Diane Downey has taken a position as the English Department Chairperson at North Eugene High School. They will all be missed.

Though the goodbyes create a sense of loss and sadness, at the same time we are excited and revitalized by the

new energy coming our way. Some of our staff members have taken on new responsibilities for next year and we have hired some new, dynamite teachers to join our ranks. Even though the hiring process continues, we are able to announce five new hirings for next year. Carol Stephenson will be returning to IHS from North and will be teaching literature. In social studies, Jason Keuter moves over from Roosevelt to join our staff while Kyle Yamata will be moving down from Washington. Last year student teacher David Wood will be on staff next year teaching both social studies and literature. Churchill/IHS secretary Margaret McCoy will be moving into the IHS office at North and Lynne Given has been hired as our new secretary at Churchill. While change is difficult, it also provides an opportunity for new ideas and connections. It is that spirit of renewal that we carry with us in our planning for the coming year.

Regardless of changes in our student and staff populations, our commitment to excellence in international education remains unaltered. Our continued commitment to cohort groups and collaboration remain at the heart of IHS. The staff remains dedicated to learning from one another and from our students. We also retain our value for assessment techniques that encourage a variety of responses—artistic, written, oral, and performed. In addition, we maintain a dedication to teaching writing across the curriculum. We carry forward our affiliation with the IB and our dedication to IB standards. Finally, we remain committed to an open enrollment policy that assures a place in IHS for any student interested in pursuing an international education.

We look forward to the challenges that next year will bring as we expand our tenth grade to the North Eugene campus and bring on new teachers and a new freshman class. It has been through the cooperation of administrators, teachers, students, and parents that we have met challenges in the past and will meet the new challenges to come. We thank you for all the support and encouragement that we've received. It's been a great year for us as co-head teachers in IHS and we look forward to working with you in the future. Have a safe and happy summer!

2002 - 2003 IHS Awards

IHS Senior Awards

Outstanding IHS Students

Jessica Jobanek	Damon Polioudakis
Joseph McCaffrey	Kate Sheridan
Keely Muscatell	Nicole White
Wells O'Byrne	

Outstanding Community Service

Courtney Dunham	Kim Slaughter
Leslie Dunham	Layne Wilson
Marianna Gordon	

Renaissance Awards

James Brown	Josh Lee
Tiffany Greider	Allison McGillivray
Mieka Hopps	Peter Minta

Outstanding Senior Project

Adam Dwinell	Noah Strycker
Jeff Mecredy	Emily Ventura
Njeri Njooa	Tessa Weston

Outstanding International Perspective

Yusra Adi	Valentina Montermini
Carlos Aguirre-Avalos	Christian Terrett
Diana Delgado	Quinn Wilhelmi

Outstanding Supportive Students

Kirsten Blume	Karin Sessions
Evan Jones	Luketan Somnasang
Jenna Kelly	Monica Zollner
Ben Sappington	

Outstanding Socratic Reasoner

Tim Armstrong	Raili Marks
Wills Boothe	Billy Martin
Nathan Corliss	Erik Neidig
Levi Curran	David Platt
Grace Eickmeyer	Haley Wilson
Elizabeth LaDu	Nick Zosel-Johnson

Spanish Immersion Graduates

Kellen Ague-Kneeland	Samuel Hauk
Carly Jo Bodnar	Serena Huestis
Brian Brown	Jenna Kelly
Sheena Burke	Andrea Kosoris
Random Butler	Antonio Miranda
Adam Churnside	Cameron Patterson
Damaris Combs	Teresa Rydl
Courtney Dunham	Benjamin Sappington
Leslie Dunham	Helen Shepard
Emily Farthing	Andrew Strickland
Christopher Finlayson	Jeremy Strickland
Andrea Garcia	

Outstanding History Students

Zach Brewer	Sean Koble
Heather Brule	John Melia
Nathan Collett	Emma Nelson-Munson
Emily Farthing	Nicolai Otte
Ashley Friend-Kendall	Jessica Phelps
Marika Giers	Lindsay Temes

Outstanding Spanish Immersion Students

Courtney Dunham	Leslie Dunham
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Outstanding Literature Students

Carly Bodnar	Christina Murphy
Sheena Burke	Erin Noble
Sarah Cooper	Anna Richardson
Helena Hafdahl	Jay Rubenstein
Jess Hock	Justin Sherrill
	Melissa Welker

French Immersion Graduates

James Corner	Wells O'Byrne
Coleman Dow	David Platt
Jennifer Eschelbach	Barbara Radding
Lia Gelrod	Jay Rubenstein
Ashley Helms	Saül Shimanoff
Amy Kitchel	Andrew Sorg
Juliette LaBarre	Kristin Veralrud
Mark Litchman	Bethany Watson
Whitney Moser	Nicole White
Patrick Naleway	Quinn Wilhelmi

Outstanding French Immersion Students

Wells O'Bryne	Nicole White
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IHS Graduation Video- order your VHS copy
of the IHS 2003 Graduation from Pathway
Productions, 343-0003

IHS Graduation Picture - call Lifetouch,
746-1110

IHS Senior Awards

International Baccalaureate Diplomas

Timothy B. Armstrong
 Zachary D. Brewer
 Jade M. Brooks
 Brian M. Brown
 Heather A. Brule
 Nathan D. Collett
 James J. Corner
 Diana Delgado
 Joel M. DeVore
 Jennifer E. Eschelbach
 Chris J. Finlayson
 Ashley Friend-Kendall
 Marika C. Giers
 Denise E. Guzman
 Kristal Hadjatory-Tarzan
 Caroline Hong
 Shenglei Hu

Sara J. Jacobs
 Jessica H. Jobanek
 Theodore Johnson-Freyd
 Sean C. Koble
 Elizabeth J. LaDu
 Michelle Q. Li
 Joseph B. McCaffrey
 Allison K. McGillivray
 Peter J. Minta
 Antonio B. Miranda
 Christina A. Murphy
 Keely A. Muscatell
 Njeri N. Njooora
 Erin T. Noble
 Wells O'Byrne
 Mackenzie T. Petersen
 Jessica D. Phelps

David A. Platt
 Damon C. Polioudakis
 Anna A. Richardson
 Jay J. Rubenstein
 Aja A. Schild
 Ryan P. Schuman
 Emily E. Shellabarger
 Helen M. Shepard
 Kate M. Sheridan
 Saul M. Shimanoff
 Sireeluck L. Somnasang
 Melissa A. Welker
 Tessa L. Weston
 Nicole D. White
 Kelly R. Winslow
 Jae-Hi Yu

International Baccalaureate Certificates

Kellen R. Ague-Kneeland
 Holli L. Arnold
 Juliet M. Bennett-Stroud
 Sheena I. Burke
 Courtney T. Cammarota
 Yuri Choi
 Megan A. Christensen
 Sarah E. Cooper
 Levi B. Curran
 Michael R. Davidson
 Jonathan R. Davis
 Courtney A. Dunham
 Leslie A. Dunham
 Korina M. Emmerich
 Rosy L. England-Fisher
 Emily E. Farthing

Andrea J. Garcia
 Shannon M. Gilligan
 Lacey E. Gomez
 Tiffany B. Greider
 Ashley R. Helms
 Kristy A. Hopps
 Serena T. Huestis
 Ryan S. Imamura
 Amy S. Kitchel
 Raily A. Marks
 William H. Martin
 John P. Melia
 Emma Nelson-Munson
 Meghan M. Ohmart
 Nicolai Otte
 Kay L. Pabst

Alexander J. Pratt
 Greg M. Reyneke
 Justin D. Sherrill
 Noah K. Strycker
 Lindsay G. Temes
 Erik A. Tillford
 Elliott M. Tracy
 Emily A. Ventura
 Bethany A. Watson
 Quinn R. Wilhelmi
 Haley F. Wilson
 Suzanne R. Wise
 Natalie M. Wollner
 Monica G. Zollner
 Nicholas Zosel-Johnson

International Studies CAM Candidates

Carly Bodnar
 Diana Delgado

Courtney Dunham
 Leslie Dunham

Colleen Gerry
 Paul Stubbs

Congratulations to our 4.0 seniors:

• Tim Armstrong
 • Micheal Davidson
 • Ashley Friend-Kendall
 • Ashley Helms
 • Shenglei Hu
 • Jessica Jobanek
 • Theodore Johnson-Freyd

Michelle Li
 William Martin
 Erin Noble
 Wells O'Byrne
 David Platt
 Jay Rubenstein

Kate Sheridan
 Noah Strycker
 Lindsay Temes
 Emily Ventura
 Melissa Welker
 Tessa Weston
 Quinn Wilhelmi

IHS Junior Awards

Outstanding in all subjects

Nikos Aragon-Herbert	Nick Lee-Wunderlich
Kyle Besaw	Shelby Martin
Susan Bilynskyj	Heather Mather
Jason Bodily	Lauren McCauley
Leslie Briggs	Nolan Priedigkeit
Amy Chu	Susan Puckett
Sara Cuneo	Derek Quint
Niki Dental	Scott Rauch
Sarah Dickey	Amanda Remont
Nancy Doremus	Heidi Roberson
Nick Dose	Caitlin Schauer
Caitlin Elwood	Kevin Sittner
David Evans	Eric Staff
Cisca Faxon	Kelly Stephenson
Martha Fryefield	Sean Tamulonis
Kristen Hall	Meagan Votipka
Emily Hildreth	Kelsey Weinstein
Beth Hopping	Giles Westerfield
Lisa Horner	Lee White
Patrick Hudson	Kerianne Wirtala
Eliana Hurwich-Reiss	
Holly Jackson	

Outstanding in Literature of the Americas

Carrie Black	Holly Pierson
Meagen Boehm	Jon Reeves
Katy Bogart	Jenna Richeson
Tory Brewer	Jenny Risley
Whitney Clark	Katie Scriven
McKenzie Dean	Emily Shankman
Tiffany Felt	Anthony Shiver
Julia Frantz	Trevor Steele
Meghan Greider	Colin Stutz
Sarah Jones	Nicole Trickett
Melissa Louie	Andrea Valde
Christine McAtee	Sharon Voss
Ji Yea Park	Meghan Walls
Sarah Payne	Kelsey Wilson

Outstanding in History of the Americas

Ty Atwater	Serena Forester
Chris Barnes	Luke Frishkoff
Carrie Black	Katie Glasser
Amy Brewer	Melissa Jacobson
Elijah Buck	Mollie Johnson
Sean Chappell	Christine McAtee
Amy Chu	Ryan McShane
Whitney Clark	Sarah Payne
Aaron Claxton	Allison Scofield
McKenzie Dean	Alan Stout
David Farmer	Nicole Trickett
Tiffany Felt	Michael Wernick
Tom Fisher	Lauren Whyte

Outstanding in Economics

Ty Atwater	Nathaniel Levy
Chris Barnes	Melissa Louie
Meagen Boehm	Savannah Naffziger
Elijah Buck	Gabe Nagler
Zack Gottlob	Joseph O'Brien
Meaghan Greider	Sarah Payne
Jessica Jerrit	Tiffany Schaffer
Aubree Johnson	Anthony Shiver
Mollie Johnson	Trevor Steele
Taylor Johnson	Alan Stout
Cameron Kellett	Jenelle Tittlefitz
Kate Ague Kneeland	Sierra Vickers
Alexander Lackey	Meghan Walls
Jee-Woo Lee	
Tim Lee	

Outstanding in Spanish Immersion

Amy Brewer	Shelby Martin
Holly Jackson	

Outstanding in French Immersion

Cameron Kellett	Nicole Trickett
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Congratulations to our National Merit Finalists:

Megan Anderson	Joel DeVore	Erin Noble
Zachary Brewer	Samuel Farina-Henry	Wells O'Byrne
Heather Brule	Jessica Jobanek	David Platt
James Corner	Theodore Johnson-Freyd	Noah Strycker
Michael Davidson		Emily Ventura

Letters to our students

To Our Graduates—Class of 2003:

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.

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: Daniel Gallo, Rebecca Hammons, Steve Knox, Susan Mannheimer, Ron Lancaster, Dale Sturdavant, Larry Sutton.

To Our Juniors—Class of 2004

You have had a very busy year . . .

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

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

As for Economics, Alan Greenspan, watch out. 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 stagflation; 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 IB diploma candidates took your tests, you ended the year by taking a global look at AIDS.

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

CONGRATULATIONS to you, this fall's seniors, for putting in a tough '02-'03. You did a great job rising to meet our challenges and inspiring us to be our best!

Have a great summer!

The Junior Team: Ms. Bair, Mrs. Cooper, Mr. Cooper, Ms. Downey, Mr. Hamill, Mr. Holm, Ms. Jane, Ms. Leonard, Ms. Mannheimer, and Mr. Smith.

• Websites

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

Letters to our students

To Our Sophomores—Class of 2005

This year you deeply touched us with the sincerity, integrity, and thoughtfulness with which you met the world both within and outside of the classroom. Emotions ran high as this nation stood poised for war and then entered into the conflict in Iraq. Your resilience—in light of intense domestic and international tensions—was touching and served as an affirmation of the value of dialogue, exploration, and the sharing of our humanity in the midst of baffling complexity and doubt.

It is our hope that this year has shown you the value of venturing to understand the complexities of human experience. The perspectives that history, literature, and values and beliefs provide to you can deeply enrich your sense of what it is to be human. You may also find within yourself a deeper awareness of the ways in which humanity unites and divides around the issues, ideas, and events that shape our life on this beautiful, fragile planet.

As you sail into the waiting arms of summer, you might entertain where you have traveled. You have been

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From The Odyssey to bedouin veils
To the mu'azzin's call and Chinese tales
From the Renaissance to Gandhi's words
To Siddhartha's quest and truths upturned

From Judaism, Christianity, Islam, and the Tao
To the Buddha's peace and Chairman Mao
From the Ramayana and the Mahabrat
To the reasons why nations have risen and fought
From questions of reason, justice, and truth
To the heart and soul of your timeless youth

This is, of course, just a part of the journey that we have been blessed to share with you. The greatest journey is that which you undertake within yourself. May you always be lovers of the life of the mind, the deepest questions, and living in harmony with your highest ideals. May you also always be touched and intrigued by the journeys of others.

You have learned a great deal and given us many gifts in return. As you move through the rest of your lives within and beyond school, our deepest hope is that you live the questions that have shaped our year together.

The Tenth Grade Team: Marilyn Curtis, Johnny Davis, Deborah Duke, Daniel Gallo, Joshua Hamill, Jocelyn Harley, Jim Holm, Marcy Jane, Courtney Leonard, Wade Powell, Laura Sherrill, Jenelle Youngblood

To Our Freshman—Class of 2006:

You are pioneers! Yours is the first IHS class to be on all four-district campuses: South, Sheldon, Churchill and North. When all 475 of you gathered at the Hult Center in May, you filled the lobby and spiraled to the top balcony.

Geography started the year with its tasty tradition of illustrating lines of longitude and latitude with honeydew and cantaloupe, and an especially dexterous student simultaneously rotating and revolving around the room to demonstrate the seasons of the year. 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 100-point maps that had to be perfect, became an expert on an African country, and represented that country at a Pan-African conference. Our endeavors took a somber turn as we studied the physical, political, and cultural geography of Iraq and struggled with the complexity of our country at war. We realized the sacrifice and struggle of gaining independence when we studied the birth of the world's newest nation: East Timor.

You started your journey through Global Literature with travel stories in the Australia unit, chatted with characters like Waiyaki and Nyambura at the River Between tea-party, and produced an Oprah show in South Africa. Learning the origin myths of the Gikuyu people helped you understand the Mau Mau rebellion, and the short stories and poetry of South African writers gave context and depth to the themes of colonialism and apartheid you were studying in geography. This pioneering class studied Shakespeare in preparation for our May assembly. The Holocaust unit included 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, the study of Japanese culture, and telling Japanese myths around the fire.

Letters to our students

To Our Freshman—Class of 2006, continued from page 6:

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. In arts 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. The self-discovery and shared cultural experience of creating a Mandela ended your year. In PE you played Danish Rounders, Ultimate Frisbee, practiced Yoga, and tried Kickboxing.

We celebrated the achievements of the year by attending the Oregon Repertoire Theatre's production the Complete Works of Shakespeare Abridged at the Hult Center in May. Ten buses from four schools delivered you. Your knowledge of Shakespeare and his works was clear as you cheered, encouraged Quinn and even took part in one of the scenes. (Who knows maybe Dane & Nicole have theatrical futures in front of them)!

The ninth grade team would like to thank you for your pioneering spirit, your caring for each other and your desire to understand during the challenge our nation faced this year, 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: Johnny Davis, Diane Downey, Bryan Fitzwater, Courtney Leonard, Elizabeth Lorish, Bev McDuffie, Luke Roth, Deon Saraceno, Melodee Soczek, Saskia Strauss, Larry Sutton and Julie Weber.

Dear Senior Class of 2004:

Congratulations on your new status as the elders of IHS. 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 build 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 recently received a booklet of information regarding these requirements.

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 the senior teachers can more meaningfully integrate them into our curriculum this fall.

May you have a great summer!

—Dale Sturdavant, Senior Team Leader

Service and International High School

Rationale

Many high school organizations and District 4J Honors Diploma 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 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

(continued on page 11)



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, 199 IB students from our IHS campuses were involved in 10 different tests at two testing sites. Logistical complications are par for the course, but the testing sessions ran smoothly thanks to all of the time granted to us by staff, parents, and counselors. The following staff and parents also generously gave themselves by proctoring our many exam sessions: Caron Cooper, Hielt Cooper, Marilyn Curtis, Rebecca Hammons, Jocelyn Harley, Courtney Leonard, Wade Powell, Melodee Soczek, Dale Sturdavant, David Wood, Veronica Alfero, Tina Armstrong, Jackie Barbour, Kathy Barnes, Barb Bergersen, Ellen Brunson-Newton, Dennis Clay, Clay Gautier, Marie Litchman, Tamsen Morgan, John Moser, Faith Rahill, Noy Rathakette, Marti Ravits, Marion Sweeney, Alisa Villarreal, and Kathy Wheeler.

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 that 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 30, 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 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 seriously consider participating 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.

Rebecca Bair, IB Coordinator



Summer Reading Suggestions



Recommended for fall seniors:

Twentieth Century Works:

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

Recommended for fall juniors:

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

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	Tolstoy	<u>Anna Karenina</u>
Hugo	<u>Les Miserables</u>	Potok	<u>The Chosen</u>
Scott	<u>Ivanhoe</u>	Homer	<u>The Iliad</u>
White	<u>The Once and Future King</u>	Virgil	<u>The Aeneid</u>

Summer Reading Suggestions for Fall Sophomores: continued from page 10

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

Attention Juniors and Seniors (classes of 2004 & 2005)

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

Guidelines for Junior Service Learning

Continued from page 7

- 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.

Dates to Remember

September 4	Freshmen only
September 5	Classes begin for all students
September 9	IHS Site Council, South IHS wing, room 538, 4 pm
September 16	IHS Parent Steering, South library, 7 pm
September 18	IHS picnic, (time and place to be announced)
September 26	IHS Opening Assembly
September 30	IB Parent Information Night, Ed Center Auditorium, 7 pm
October 3	Progress Reports (early release)
October 10	No school - State Inservice/School Improvement
October 14	IHS Site Council, South IHS wing, room 538, 4 pm
October 17	IB fees are due
October 21	IHS Parent Steering, South library, 7 pm
October 23	General Parent Meeting, Sheldon cafeteria, 7 pm
October 28	International Faire, South Eugene cafeteria, 7 pm

EUGENE INTERNATIONAL HIGH SCHOOL
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