



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 2004

Endings and Beginnings

by Marilyn Curtis, Head Teacher

The close of another school year offers an opportunity 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 2004 included 243 students from three campuses at Churchill, Sheldon, and South. The graduation ceremony took place on June 1 at the Hult Center, and offered an opportunity to celebrate the whole class and to recognize each student individually. Among the seniors were 57 full IB diploma candidates and 55 IB certificate candidates - one of our largest groups of senior IB students. The class also included 7 IS CAM recipients, 22 French Immersion graduates, and 22 Spanish Immersion graduates. While the academic achievements of these young people are indeed impressive, their accomplishments extend far beyond the classroom!

The class of 2004 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 churches and schools throughout Eugene. The following list of agencies and programs where students have volunteered gives a sampling of the myriad ways they have touched the community:

- Habitat for Humanity- locally and in Guatemala
- Greenhill Humane Society
- E-LAW
- Food for Lane County
- Centro Latino
- Kidsports
- Camp Harlow
- Eugene Public library
- Council for the Oregon Deaf-Blind Project
- International Red Cross
- Children's Miracle Network
- Guide Dogs for the Blind
- Mount Pisgah
- YMCA
- White Bird Crisis Center
- Community Garden

While this month's commencement exercise brought the class of 2004 to the end of its high school career, it also set them on the threshold of new endeavors. Approximately a quarter of our graduating seniors reported that they will be attending the University of Oregon next year, while 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, others will be taking time from their education to seek employment, and still others will be serving in the armed forces. The diverse range of plans aptly reflects the diverse student population of IHS.

Wherever their paths lead them, we are confident these young people will be well-equipped to meet any challenges ahead. With their international learning, 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 2004!

- Sacred Heart Hospital
- Doctors Without Borders
- Planned Parenthood
- Birth to Three
- Natives Program
- Mission trips to Mexico
- Toys for Tots

Dates to Remember

September 9	Freshmen only
September 10	Classes begin for all students
September 14	IHS Site Council, South IHS wing, room 538, 4 pm
September 21	IHS Parent Steering, Parr Room at the Ed Center, 7 pm
September 23	IHS picnic, (time and place to be announced)
September 24	IHS Opening Assembly
September 28	IB Parent Information Night, Ed Center Auditorium, 7 pm
October	Date TBA, General Parent Meeting, CHS cafeteria, 7 pm
October 7	Progress Reports (early release)
October 8	No school - State Inservice/School Improvement
October 12	IHS Site Council, South IHS wing, room 538, 4 pm
October 15	IB fees are due
October 19	IHS Parent Steering, Parr Room at the Ed Center, 7 pm
October 26	International Faire, Sheldon cafeteria, 7 pm

EUGENE INTERNATIONAL HIGH SCHOOL
EUGENE PUBLIC SCHOOL DISTRICT 4J
200 NORTH MONROE STREET
EUGENE OR 97402-4295

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2003 - 2004 IHS Awards

IHS Senior Awards

IHS Outstanding Students

Susan Bilynskyj Scott Rauch
Cisca Faxon Kevin Sittner
Holly Jackson Erik Staff
Kelly Stephenson

Renaissance Awards

Nikos Aragon-Herbert Shalan Ryan
Mical Lewis Alan Stout
Shelby Martin Meagan Votipka

Outstanding International Perspective

Leslie Briggs Jee-Woo Lee
Kristin Hall Nick Lee-Wunderlich
Aubree Johnson Emily Shankman
Erin Swartz

Outstanding Socratic Reasoner

Jason Bodily Grace Nielsen
Kristin Hall Meri Schweiger
Emily Hildreth Anthony Shiver
Rachel Johnston Andrea Valde
Justin Lader Lee White
Nat Levy Mike Wilson

Outstanding History

Mckenzie Dean Liz Ohlsson
Caitlin Elwood Jenelle Tittelfitz
David Evans Nicole Trickett
Luke Frishkoff Rebecca Tublitz
Lauren Mccauley Michael Wernick
Shelly McMahan

Outstanding Literature

Carrie Black Katherine Harrison
Emma Bradley Sarah Payne
Nancy Doremus Samantha Pettigrew
David Farmer Susan Puckett
Martha Fryefield Sean Tamulonis
Liv Gibbons Kelsey Weinstein

Outstanding Community Service

Darcy Boles Amanda Remont
Stephanie Orem Trevor Steele

IHS Graduation Video- order your DVD or
VHS copy of the IHS 2004 Graduation
from Pathway Productions, 221-3154
IHS Graduation Picture - call Lifetouch,
746-1110

Outstanding Senior Project

Lisa Horner Nolan Priedigkeit
Cameron Kellet Caitlin Schauer
Matt Nicholson Meghan Walls
Giles Westerfield

Outstanding Supportive Student

Christopher Barnes Konnor Martin
Serena Forster Erin McCormick
Zack Gottlob Tiffany Schaffer
Claire Hambly Alison Scofield
Eliana Hurwich-Reiss Meredith Sprague

International Studies CAM Candidates

L. T. Gurdjian-Clay Caitlin Schauer
Eliana Hurwich-Reiss Allison Scofield
Shelby Martin Eric Trachtenberg
Meagan Votipka

French Immersion Graduates

Chelsey Augustynniak Cameron Kellett
Christopher Barnes Mical Lewis
Leslie Briggs Savannah Naffziger
Sean Chappell Jennifer Risley
Whitney Clark Nathan Risley
Edward Earl Caitlin Schauer
Tom Fisher Sydney Smeed
Catherine Glasser Ryan Thurlow
Dawn Jagger Eric Trachtenberg
Jessica Jerrit Nicole Trickett
Kevin Kahle Rebecca Tublitz

Outstanding French Immersion Students

Sean Chappell Caitlin Schauer

Spanish Immersion Graduates

Kate Ague-Kneeland Alexander Lackey
Matthew Barnhart Melissa Louie
Amy Brewer Shelby Martin
Brock Conlon Erin McCormick
Sarah Dickey Gabe Nagler
Whitney Eliot Matthew Nicholson
Rachel Finlayson Amanda Rondeau
Liv Gibbons Nicole Thurmond
L. T. Gurdjian-Clay Kelsey Weinstein
Kristin Hall Eli Werthamer
Holly Jackson Jessica Williams

Outstanding Spanish Immersion Students

Sarah Dickey Holly Jackson

Summer Reading Suggestions for Fall Sophomores: continued from page 10

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

Attention Juniors and Seniors (classes of 2005 & 2006)

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 8

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.



Summer Reading Suggestions



Recommended for fall seniors:

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

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</u>		
	<u>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>
		Dumas	<u>The Count of Monte Cristo</u>

IHS Senior Awards

International Baccalaureate Diplomas

Kate Ague-Kneeland	Luke Frishkoff	Ryan Ponto
Shalea Alexander	Martha Fryefield	Scott Rauch
Katherine Allen	Liv Gibbons	Amanda Remont
Nikos Aragon-Herbert	Catherine Glasser	Amanda Rondeau
Ty Atwater	Katherine Harrison	Tiffany Schaffer
Kyle Besaw	Emily Hildreth	Marc Sells
Katherine Beudert	Jessica Jerrit	Emily Shankman
Susan Bilynskyj	Alexander Lackey	Anthony Shiver
Carrie Black	Justin Lader	Erik Staff
Sameera Bobba	Tim Lee	Kelly Stephenson
Kathleen Bogart	Nick Lee-Wunderlich	Sean Tamulonis
Amy Brewer	Melissa Louie	Eric Trachtenberg
Victoria Brewer	Shelby Martin	Rebecca Tublitz
Sean Chappell	Savannah Naffziger	Andrea Valde
Rachel Dentel	Gabe Nagler	Michael Wernick
Sarah Dickey	Matthew Nicholson	Stephen West
Nancy Doremus	Jiyea Park	Lee White
Nicholas Dose	Elizabeth Parker	Sarah Yeiter
Caitlin Elwood	Sarah Payne	
David Evans		

International Baccalaureate Certificates

Matthew Barnhart	Beth Hopping	Elizabeth Olhsson
Leslie Briggs	Eliana Hurwich-Reiss	Daniel Patton
Jessica Brown	Holly Jackson	Holly Pierson
Elijah Buck	Melissa Jacobson	Derek Quint
Monica Carson	Sebastian Jaramillo-Andrade	Caitlin Schauer
Anna Casey-Witte	Mollie Johnson	Allison Scofield
Amy Chu	Taylor Johnson	Kevin Sittner
Robert Coolman	Rachel Johnston	Trevor Steele
Eric Corliss	Lindsey Leppard	Alan Stout
Robert DeHaas	Nathaniel Levy	Dean Stuart
David Farmer	Mical Lewis	Erin Swartz
Cisca Faxon	Philip Lorenz	William Voorhees
Rachel Finlayson	Lauren McCauley	Meagan Votipka
Tom Fisher	Erin McCormick	Kelsey Weinstein
Lowell Fleming	Ryan McShane	Giles Westerfield
Julia Frantz	Brianna Metzler	Lauren Whyte
Meghan Greider	Mackenzie Moffitt	Michael Wilson
L. T. Gurdjian-Clay	Grace Nielson	Kerianne Wirtala
Claire Hambly	Joseph O'Brien	Ryan Wiser

Congratulations to our 4.0 seniors:

Christopher Barnes	Holly Jackson	Kevin Sittner
Sarah Dickey	Shelby Martin	Erik Staff
Nancy Doremus	Christine McAtee	Kelly Stephenson
David Evans	Amanda Remont	Jenelle Tittelfitz
Luke Frishkoff	Caitlin Schauer	Nicole Trickett
Lisa Horner	Allison Scofield	Rebecca Tublitz

IHS Junior Awards

Outstanding IHS Juniors

Casey Anderson	Sonia Lauer	Sara Pritchard
Megan Berry	Alison Lee	Mercedes Rhoden
Chris Bradley	Carissa Lee	Lerryn Schaefer
Justin Brock	China Lim	Alicia Seymour
Zoe Campbell	Nate Lindquist	Wenqi Shao
Lara Colvin	Tim Marcroft	Rebecca Sheridan
Andrew Edwards	Rebecca Marcus	Anna Smith
Kaitlyn Egbert	Matthew McGlade	Johannes Strom
Laura Fay	Sam Pabst	Jon Tunnell
Valerie Grosscup	Hareem Park	Todd Tsui
Hilary Hance	Wren Patton	Amanda Walsh

Outstanding in Economics

Alison Campbell	Kyle Gerry	Katie Reinmuth
Patrick Chaney	Jeff Gilmour	Kellie Scofield
Jesse Cullander	Scott Hickey	Brent Snelgrove
Maia Dart	Scott Hinnen	Garrett Staples
Maggie Davis	Sara Johnson	Matt Welch
McKenzie DeBow	Sarah Kimberley	Aaron Wells
Brian Dunham	Devin McManus	Nick Wilson
Amy Frohnmayer	Jungho Noh	
Junseo Gee	Jeff Randall	

Outstanding in History

Sean Badger	Jana Ditter	Ashley Lyons
Sarah Bernstein	Jeff Gilmour	Kendra McWilliams
Amanda Bevens	Sarah Johnson	Anna Quartermaine-Bragg
Patrick Chaney	Esther Kim	Hanna Rosenthal-Fuller
Ashley Churchill	Sarah Kimberley	Ren Rossini
Maggie Davis	Carina Kooiman	Ann Varner
McKenzie DeBow	Sam Linton	Tricia Wu
Sanya Detweiler		Aaron Wells

Outstanding in French Immersion

Valerie Grosscup
Matthew McGlade

Outstanding in Spanish Immersion

Carly Bradshaw
Mckenzie DeBow

Outstanding in Literature

Krista Berlincourt
Sarah Bernstein
Carly Bradshaw
Steena Chandler
Ashley Churchill
Jana Ditter
Rebecca Freund
Ashley Hadjaty-Tarzaban
Christina Hanson
Sam Linton
Lauren Melevin
Anna Quartermaine-Bragg
Jeff Randall
Ren Rossini
Nathan Smith
Brent Snelgrove
Garrett Staples
Ryan Vilhauer
Monica Witzig
Cecily Wong

Congratulations to our National Merit Finalists:

Kathleen Bogart	Shelby Martin
Nancy Doremus	Elizabeth Ohsson
Martha Fryefield	Kelly Stephenson
Jackson Hager	
Jessica Jerritt	



News

To IB Candidates & Parents:

Congratulations IB Candidates!! After the papers, Internal Assessments, taped orals, and grueling exam schedule, you have certainly earned a relaxing, rejuvenating summer. During the week of June 7 -11, I will be submitting your request for results to be sent to colleges. Your test scores will be coming in early July. Stay tuned for more information about test results to be mailed home. I loved working with each of you, and I wish you all the best in whatever you do. I couldn't have asked for a better "first" diploma group: thank you!

This year 224 IB students from South, Sheldon, and Churchill campuses took 560 exams in 12 subject areas at two test sites. The testing sessions ran smoothly thanks to all of the time granted by staff, parents, and counselors. I would like to thank Claudia Carmichael for contacting and coordinating the cadre of parent volunteers, and extend a special thank you to retired teachers Caron Cooper and Laura Sherrill for helping with test preparations and graciously agreeing to proctor exams! Also, thank you to Eric Martichuski, our first alumni proctor. The following staff and parents gave generously of their time to proctor: Marilyn Curtis, Daniel Gallo, Rebecca Hammons, Courtney Leonard, Jessica Schabtach, Steve Smith, Saskia Strauss, Larry Sutton, David Wood, Veronica Alfero, Judy Conley, Joy Dresie, Annette Gurdjian, Marcia James, Jamie Leaf, Marie Litchman, John Moser, Ursula Schneider, Janeen Schreiber, Inge Wells, Dan Weydert, and Margo Zauner.

Finally, I would like to thank the wonderful people at Westminster Presbyterian Church and Harvest Community Church. They opened their doors to us, helped with 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 28, 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/ibs/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 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 nineteen 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)

Letters to our students

To Our Graduates—Class of 2004:

Now we say goodbye to the class of 2004. 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, 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, Steve Knox, Susan Mannheimer, Melodee Soczek, Steve Smith, Larry Sutton and Kyle Yamada

TO: Our juniors—Class of 2005

FROM: The Junior Team: Susan Mannheimer, David Wood, Josh Hamill, Courtney Leonard, Jim Holm, and Hiett Cooper

RE: You did it!

Congratulations on an outstanding year! You have survived and done marvelous work...

In Literature of the Americas, you have read eleven books and dozens of 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. You successfully 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 your senior projects.

Hurrah—you are now seniors! You rose to the challenge of this school year and met your teachers' expectations fully. You have inspired us to do the very best we can.

Have a wonderful summer!

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 2006:

Looking over last year's end of the year newsletter, one is struck by both the continuity and change in the world and within the International High School community. The complex and tense nature of geopolitics, the Eurasian Conference, and the growth of IHS were all matters of commentary last year and they remain strong elements of this end of the year reflection.

The IHS class of 2006 came into its adolescence in the wake of 9/11 and continues to grow and learn in a changed world. In the process of the year we have watched you – our students – confront the complexities of this new world with maturity, spirit, and candor. Working with you gives us resilience in the face of profound change. Thank you for giving us hope.

On the level of the IHS community, there have been vast changes as well. The pioneering first IHS class at North Eugene High School moved into its sophomore year. This class joined all three other campuses for the day long Eurasian Conference. All sophomore teachers agreed that it was one of the more successful conferences in recent memory. Thank you to all of our students for a spirited day of learning. It touched us all and inspires us to keep providing the experience to future IHS sophomores.

While the worlds mentioned above keep changing, there is also a bedrock to the sophomore experience in IHS. The poem below – penned last year – is still a clear reflection of the journey that teachers and students have undertaken together this year...

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

In a world of dizzying tectonic shifts, it has been a pleasure to explore dimensions of human experience through art, literature, history, and a study of major systems of philosophical/spiritual thought and expression. In changing times, we have been blessed to explore many of the questions that are truly timeless. May you – the IHS class of 2006 – continue to explore and love the journey amidst the ever-shifting winds.

The Tenth Grade Team of 2003-04: Marilyn Curtis, Deborah Duke, Daniel Gallo, Steve Knox, Michael Pearce, Wade Powell, Jessica Schabtach, Carol Stephenson, Catherine Wiebe, Craig Wiebe, Kyle Yamada, Jenelle Youngblood

To Our Freshman – Class of 2007:

Thank you for joining us on our world tour as we explored issues such as courage, honor, justice, revolution, and 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, 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 a plethora of maps, became an expert on an African country, and represented that country at a Pan-African conference. You were moved by Amy Biehl's tragedy in South Africa, and learned about positive means of changing the world through "truth and reconciliation" trials. 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 in Ladakh, India, 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, 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. 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.

Letters to our students

To Our Freshman—Class of 2007, continued from page 6:

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, 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 tried the African snake dance and drummed complex poly-rhythms on desks, 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 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 or created IHS mascots, fish prints and Zen gardens. A few lucky students attended our teacher led workshops in African and swing 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, Caleb Kostechka, Courtney Leonard, Bev McDuffie, Christine Pettingill, Wade Powell, Luke Roth, Deon Saraceno, Saskia Strauss, and Julie Weber.

Dear Senior Class of 2005:

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. Remember also that you are required to communicate with your technical advisor during the summer. This relationship is an essential piece to your project, and I know you'll want to cultivate it with courtesy and respect for the busy schedules your advisors have.

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!

—Rebecca Hammons, Senior Team Leader