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Shanghai American School Board of Directors Scheduled Meetings for School Year 2009 – 2010		
Board Meetings	Dates	Venue*
Board Meeting #5	Tuesday, January 19, 2009 @ 6.30 PM	Puxi Campus
Board Meeting #6	Tuesday, February 23, 2009 @ 6.30 PM	Pudong Campus
Board Meeting #7	Tuesday, March 30, 2009 @ 6.30 PM	Puxi Campus
Board Meeting #8	Tuesday, April 20, 2009 @ 6.30 PM	Pudong Campus
Board Meeting #9	Tuesday, May 25, 2009 @ 6.30 PM	Puxi Campus
Board Meeting #10	Tuesday, June 12, 2009 @ 6.30 PM	Puxi Campus
*Puxi Campus Venue: Central Administration Conference Room, SAS Puxi Campus, 258 Jinfeng Lu, Huacao Town, Minhang, Shanghai 201107		
*Pudong Campus Venue: High School Library Garden Room, SAS Pudong Campus, Shanghai Executive Community, 1600 Ling Bai Road, San Jia Gang, Pudong, Shanghai 201201		

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The Eagle is produced from offices on the Pudong and Puxi campuses of SAS. Our e-mail address is: eagle@saschina.org.

**PRODUCTION SCHEDULE:
 ISSUE DATES & DEADLINES**
 (Please submit stories and photos by the deadline for the issue date indicated)

Remaining issues for 2009-2010:

- January 15: Deadline, January 6
- January 29: Deadline, January 19
- February 11: Deadline, February 1
- March 12: Deadline, March 2
- April 9: Deadline, March 31
- April 23: Deadline, April 13
- May 7: Deadline, April 28
- May 21: Deadline, May 11
- June 4: Deadline, May 26

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This issue is the last issue on the last day of school in the calendar year 2009. Now begins The Great Diaspora when SAS teachers, parents and families scatter to the ends of the earth.

So I am wondering, “What do I write and who cares?” I’ve written seven of these little “Letters from the Editor” since the 2009-2010 school year began last August. But this is the hardest one to date.

It’s not for want of material—in fact, there’s too much spinning around in my head. So, here we go, but I caution you not to make too much of this, because I’m in the same mood as the American humorist, Mark Twain, writing about 100 years ago in his introduction to *The Adventures of Huckleberry Finn*, who said that anyone attempting to find a “moral in this narrative

will be shot. And that goes for trespassers, too.”

First, we’re leaving school in 2009, and we will return in 2010, in a brand new decade (there are those who will argue that the first decade of the 21st millennium doesn’t end until December 31, 2010). This means, among other things, that we no longer need to stammer about the *aughts* or the *zeros*, or the *Oh-somethings*, and so on.

The next decade doesn’t offer much relief—in fact the nomenclature is even more problematic: you can’t say the “teens,” although I suppose you could be narrowly specific by referring to the pre-teen years, teens and late teens, but then the pre-teens could refer to a period back in the *aughts*, as in our current year, *aught nine*. Again, does anyone care?

Second and probably last—running out of white space—I’ve been reading my grandfather’s diaries and I am struck by the number of adjectives we no longer use as modifiers of certain nouns. For example, we don’t use “color” as an adjective to modify the noun TV. But we did back in the late 50s and 60s.

We don’t use the word “real” to describe butter anymore. People used to say this when they were eating oleo, i.e., white margarine. My grandfather got his oleo, peeled open a little packet of yellow coloring and mixed the oleo in a bowl so that when served it looked like “real butter.” I guess “real butter” never made sense. It was either butter or it was not butter.

Electric + typewriter. We don’t even use the noun these days, and if we did, we wouldn’t add the adjective.

Long + distance + phone call. We don’t say “long distance” to describe a phone call anymore.

Store-bought + dress. If it’s a dress these days, it’s store-bought, or made by Jason at the Fabric Market.

Colored + picture + post card. Grandfather would buy, not just any postcard, but a *colored picture* post card when he was traveling.

So now we’re at the holidays, and the noun *holiday* is often preceded by the modifier *happy*. Truth is, for some, holidays are not happy, let alone *holy*-days, but rather full of stress, and dis-ease. Here’s hoping that this is one modifier that will not get separated as you celebrate the season.

So, HAPPY + HOLIDAYS everyone! Safe + travels. Bon + voyage! Take this magazine along with you and read it on the airplane. Show it to your friends and family.

And we’ll see you in the “pre-teens” next year.

—Timothy Merrill, Editor
 The EAGLE

Shanghai American School has a rolling admission process. If you know someone who is interested in becoming part of our Shanghai American School International Community, please send an e-mail to: admission@saschina.org.

Next Issue:
 January 15
Deadline for next issue: Wednesday, January 6

Teachers Make a Difference

Studies show that teachers measure their success by finding meaning in what they do.

By Sacha McVean, Elementary School Principal, Pudong Campus

As the end of the year approaches, I find myself in a reflective mode. As a new principal I have to admit that 2009 has been a momentous year for me. I have enjoyed the great opportunity to lead what I feel is one of the best schools in the world and I have to give most of the credit for this to our teachers.

As a principal, I am honored to work with such seasoned professionals. As an American, it leaves me wondering how we got so lucky. With little financial incentive and low prestige, teaching is not a very attractive choice, yet somehow the field of education, and SAS in particular, continues to attract highly educated, passionate individuals who are committed to the profession of education. So the question is, why do teachers choose to teach?

In a nationwide study, "How Teachers See the Profession Today," a teacher interviewed for the project said: "Good teachers don't join for the money or bonuses. They join because they want to make a difference."

In reflecting on the choices I have made in my career, as well as what other teachers have shared with me about their own path to teaching, I have to agree. Interestingly, the question of why teachers teach was raised on November 12 at the Pudong Campus Finance Forum in a discussion about how to attract and retain top quality teachers in an increasingly competitive market?

Like the teacher in the project, our SAS Board Chair Mr. David Liu said, "Teachers do not teach for money." What is equally

true, however, is that teachers *do* choose schools, in part, based on the competitive financial packages available to them. This is more than just good economics on the part of the teacher. Salary and benefits packages demonstrate to a teacher, the value that school communities place on teaching as a profession and their commitment to attracting and retaining high quality and experienced educators. In general, teachers want to belong to communities where there is a high regard for their efforts to make a difference in this world.

Best selling author, Daniel Pink wrote about the need to "make a difference" in his book *A Whole New Mind* arguing that this concept has even more relevance in our world today than it did in the past. Here, Pink suggests that people are beginning to assess their own success on the extent to which they can find meaning in what they are doing in a world that is high-paced, high-tech and in a state of rapid change. If we use this as our measure for success it is easy to see why teachers not only choose to teach but remain committed to the profession of education. The intrinsic motivation seems to come from the daily rewards of working with children, helping them to build meaning of their world, and in essence, making a difference in their lives.

Presenter Megan Tschannen-Moran, reminded EARCOS audiences that, "teachers are at the heart of the work of school, inspiring students to go beyond." Good teachers not only educate students but lead by example, encouraging students to seek fulfillment by choosing careers that are

aligned with their personal values, their hopes and their dreams. Recognizing the important role good teachers play in the lives of our children, it is important for SAS to continue to attract and retain the highest quality teachers, to demonstrate the value that we, as a school community, place on education.

A famous proverb says, "Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime." The greatest gift one can give another human being is the gift of education. In this season of gift giving, I encourage you to reflect on the important work that teachers do each day, choosing this profession to "make a difference" in the lives of your children, your families and our world.



Sacha McVean, ES Principal, Pudong campus

People are beginning to assess their own success on the extent to which they can find meaning in what they are doing in a world that is high-paced, high-tech and in a state of rapid change.

Hundreds line up for H1N1 shots

By Roxanne Michaud, HS Nurse, Puxi Campus

Last month, the District Health Bureaus along with the Shanghai CDC and Community Medical Centers graciously provided H1N1 vaccines to all interested SAS Puxi and Pudong students and staff. The vaccine was optional and free of charge.

As most of you already know, H1N1 is considered a pandemic by both the World Health Organization and the U.S. Centers

for Disease Control (CDC). The newly developed vaccine is limited around the world. Every country has been carefully allocating the available vaccines to the recommended high risk groups. Schools are considered a targeted group because of the large population of people who daily congregate and then return to their homes and communities. The vaccine offered was manufactured in China.

With assistance from Support Services,

—See **SHOTS** on page 7



EAGLE photos by Andy Marks

Giving For Excellence



Fanghua Jiang is the parent of an Elementary School student on the Puxi campus.

By Fanghua Jiang, Co-Chair, Edge for Excellence Campaign

My family came to SAS this year from an excellent independent school in New York City. Immediately I was struck by the similarities—and differences—between that school and ours.

Professionally I have been managing the endowments of non-profit organizations. I also founded a non-profit. With this perspective, I am convinced that our school is a hybrid institution.

In some respects, especially in its curriculum, SAS is like an American public school. We use the same terminology for many of our staff (Superintendent, Principal), and we have a relatively small, mostly elected school board. Our facilities are similar to those of a public school in an affluent U.S. suburb.

Academically and co-curricularly, however, SAS has the rigor and richness of the finest independent schools in the U.S. Like them, we have strong PTSA's, and our parents have the same spirit of volunteerism and philanthropy. Like the U.S. schools, SAS charges tuition and fees for the education it provides. But in the area of school finances, I noticed a big difference. Unlike those distinguished American schools, SAS does not have a well-developed giving program to sustain educational excellence for our students from year to year.

It's a well-known fact that most U.S. independent schools—to which SAS compares itself and whose scholastic achievements our students meet or exceed—derive 10%-30% of their operating budgets from voluntary giving. These schools know that tuition alone is not sufficient to remain at the cutting edge of genuine educational excellence.

SAS, by contrast, is almost entirely funded by tuition. This places enormous strain on a budget that does not have the benefit of contributed revenue. How can our school continue to be a leader and innovator in offering world-class education while at the same time keeping year-to-year tuition increases as low as possible?

For the answer, we must look beyond tuition. American independent schools

and several outstanding international schools have sophisticated giving programs that include annual, capital and endowment funds to support and improve the education of their students. Like these schools, SAS is fortunate to have generous parents and a dedicated school community.



We are well-positioned to develop a successful giving program to welcome contributions from parents, alumni, faculty and staff.

Last year our school took its first big step by inaugurating the Edge for Excellence annual fund, described in previous issues of *The Eagle*. As a result of that wonderful effort, every classroom serving every student on both campuses received technology upgrades.

In 2010, in our second Edge for Excellence campaign, we are aiming for a similar achievement: providing up-to-the-minute,

21st-century digital learning resources for our library network serving every student in all six school divisions. Our libraries and librarians are superb, but the technological resources for learning are expanding every day. SAS must keep up. This achievement will cost in excess of \$200,000 and our children will be the direct beneficiaries of our community's generosity.

We hope this year's campaign will establish annual giving—year-in and year-out—as an accepted and traditional activity at SAS each school year.

On January 8, every SAS family will receive, through our student "backpack mail" system, an invitation to contribute to this year's fund. It will be accompanied



by a letter from me and my co-chair, SAS Board member Mery Montgomery, attesting to our personal commitment to making this year's campaign a success.

We will communicate about the campaign in other ways, including *The Eagle*, e-mail, telephone calls and personal conversations. Mery and I look forward to meeting with many of you in person. We ask everyone to consider making a first gift to Edge for Excellence—or increasing your contribution over what you gave last year (see inset box for recognition levels).

Shanghai American School is a distinctive institution with an important history. It aspires to be world-class in everything it does. Developing a growing voluntary giving program is a crucial element of that goal. Mery and I consider it a privilege to lead the second Edge for Excellence campaign.

SAS will surely become a leader in international school philanthropy!

Please join me this year in making your own gift for excellence to ensure our school's library resources meet the needs of the young 21st-century learners who come home to us every night a bit wiser than they left us in the morning!

The 2009–2010 Edge for Excellence campaign runs from January 8 to March 12. For information, to volunteer or to donate, send an e-mail to edge@saschina.org, or visit us at www.saschina.org/giving.

Giving Opportunities

The Edge for Excellence campaign will gratefully recognize every donor at every level of support. Here's how you can help:

Guanxi Circle:

Up to RMB 1,000 or USD \$150

Shanghai Circle:

Up to RMB 3,500 or USD \$500

Consulate Circle:

Up to RMB 7,000 or USD \$1,000

Ambassador Circle:

Up to RMB 35,000 or USD \$5,000

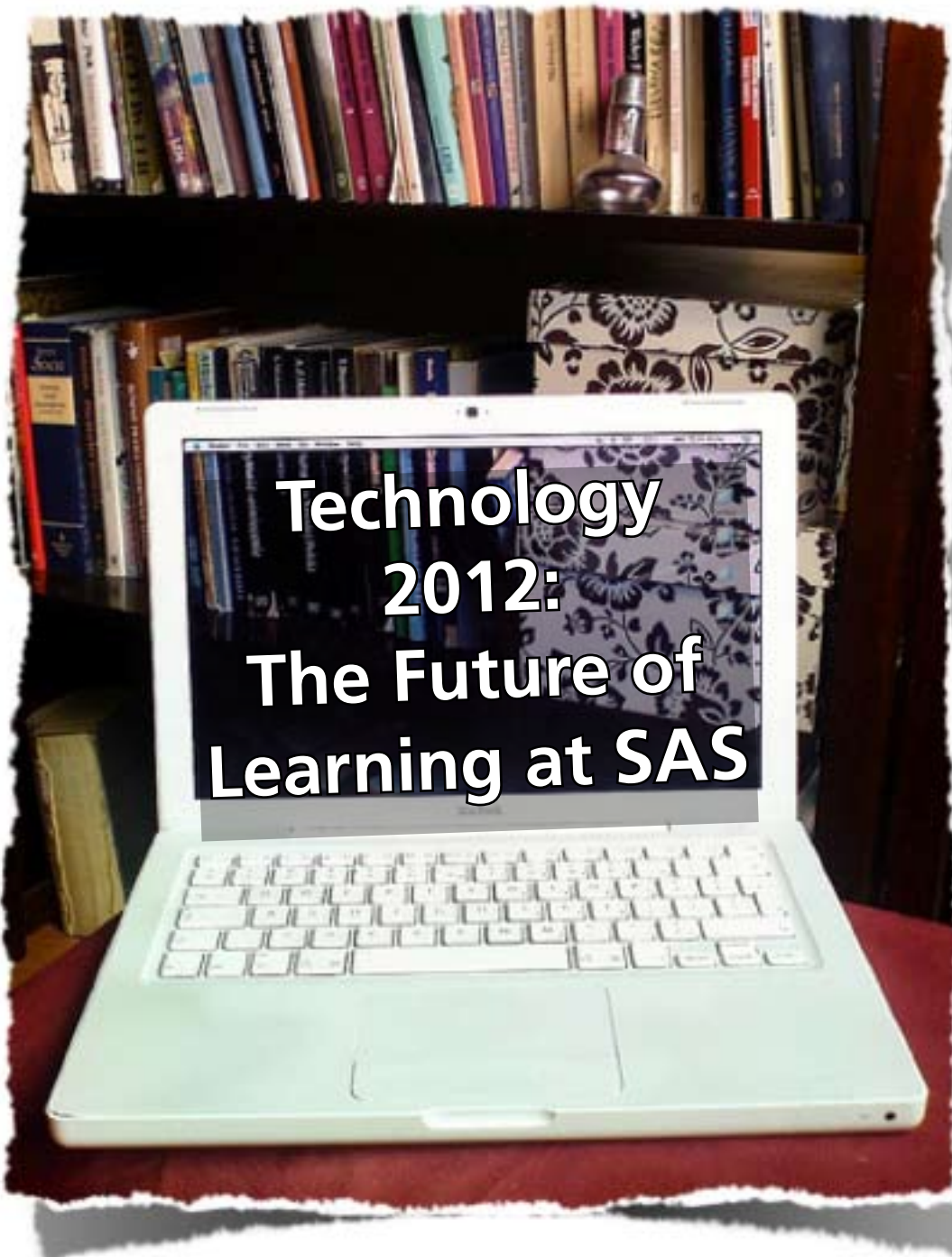
Eagles Circle:

Above RMB 35,000 or USD \$5,000

SAS accepts RMB cash; USD checks; Visa MasterCard or UnionPay charges; or wire transfers to the school's U.S. bank. U.S. citizens may choose to write a check or arrange a wire transfer to the "Friends of Shanghai American School Foundation," a not-for-profit organization incorporated under Section 501(c)(3) of the Internal Revenue Code. Gifts of cash to the Foundation are deductible for U.S. income-tax purposes.

Questions?

Write edge@saschina.org or call Fred Rogers, Director of Advancement at 6221-1445 x2415.



Laptops in 2010-11

By Andrew Torris,
Deputy Superintendent

As you would imagine, the laptop implementation process continues to be high on our priority list at SAS as we move forward with planning for the 2010-11 school year. As is planned in the SAS technology plan, full implementation of the program will be completed in 2011-12, with students in grade 6-12 having unfettered access to laptop technology.

Next year, our laptop program will take the next logical next step in expanding up to Grade 11 (all students in Grade 10 currently have a machine now). Additionally, it is planned that students in Grade 6 will also be added to the laptop program.

Many parents have asked me about the purchase of computers for their children for the holidays. Please take into account that students in grades 6-11 will be part of the technology plan implementation next year.

If you have any questions, please feel free to contact Deputy Superintendent Andrew Torris.

Second graders visit Advancement Office



Patricia Broker's Grade 2 class visits Director of Advancement Fred Rogers in his Puxi campus office to interview him about his work.

When he asked what "advance" means, students replied in chorus, "Move forward!"

The visit was part of a series of campus interviews the class is conducting to learn more about the SAS community.

EAGLE photo by Ji Liu.

Vehicle passes to be required to bring vehicles on campus

By James Linder, Director of Safety

The Shanghai American School (SAS) takes the Safety of the Students and Staff on our Campus seriously. The guards are here to help move traffic in a safe, quick, and organized manner. They have experience doing this. In order to reinforce the security of students, staff and the campus of Shanghai American School, all vehicle operators are asked to fill out a Private driver application.

To apply for a Shanghai American School vehicle pass, please fill out an application form and either email it to James.Linder@saschina.org or turn the signed application in at the Main gate.

The form can be downloaded and printed at www.saschina.org. Click the link under LATEST NEWS on the upper right side of home page. Please sign your application and turn in the form no later than January 15.

We will start to distribute the passes January 20, 2010. (Passes will be available at the front gate. Show your Identification when picking up the pass. The pass will be good until July 2011.)

Vehicles without passes after February 15, 2010 will not be allowed on campus.

TIME LINE FOR APPLICATION PROCESS

NOW: Download application from SASchina.org.

JANUARY 15: Deadline for turning in application and a copy of the "Driving Rules" with your signature.

JANUARY 20: The new Shanghai American School Vehicle Pass will be available at the front gate. Show your Identification when picking up the pass. The pass will be good until July 2011.

FEBRUARY 15: Vehicles without passes will not be allowed on campus after this date.

SHOTS, con't from page 3

Security, the Nursing Dept., the Secretaries, Counselors, Teachers and others individuals, SAS set up clinics on each campus and hosted a large team of doctors and nurses from the Chinese Government. With amazing efficiency, they vaccinated close to 500 people in less than 2 hours on each campus with very few tears.

A few weeks prior to vaccination day, SAS received the invitation from the Health Bureaus and CDC. The Chinese Government had already been inoculating their own schools throughout China. SAS quickly passed this invitation out to the school population. There was a tight deadline for individuals to sign up and questions from parents were fielded by the school Nurses and the Business office. Mr. Jerry Cao, Business Process Specialist, coordinated the mammoth efforts of working both with the Chinese Government and each campus' population.

Elementary School parents were required to personally accompany their children. Their presence added to a family atmosphere as they took time off their regular schedules and arrived early. They started the vaccination clinic by waiting patiently, even through a delay while the Government team was waiting for their supplies. The vital presence of E.S. Administrators and E.S. teachers helped

Driving Rules

驾驶规则

- 1) Do not block entrances or exits
不要阻塞入口和出口
- 2) Show permit and or I.D. card to guards
请出示证件给保安
- 3) Do not exceed 20 KPH on campus
在校园里行驶速度不得超过20KPH
- 4) Always follow instructions of guards
要听从保安的指引

Failure to follow these rules will result in:
如果不遵守这些规定会导致:

- a) Written notice to your company or boss
书面的警告通知给你的公司或老板
- b) You and your company will be barred from entering campus
你和你的公司将会被禁止进入学校

The Shanghai American School (SAS) takes the safety of the students and staff on our campus seriously. The guards are here to help move traffic in a safe, quick and organized manner. They have experience doing this. If you cooperate, your visit to SAS will be safe and quick. Those people who drive recklessly or refuse to comply with the security procedures will be banned from campus. Always follow the instructions of the guards. Remember, driving on campus is a privilege not a right.

上海美国学校非常重视学生和员工的安全。这里的保安是来帮助你的，使交通安全，迅速和有序的运作。他们具有这方面经验。如果你配合的话，你来美国学校的访问将是安全和快速的。那些不顾一切危险驾驶的人或者拒绝配合执行安全程序的人必须要被禁止进入学校。要听从保安的指引。记住能在学校驾驶不是所有人都能享受到的权利。

CROSS
CAMPUS



promote a calm approach to the whole event.

The Principals and Vice Principals personally participated in the organization of their students from class to vaccination. It was concerted effort from everyone.

Puxi Campus hosts

APAC Orchestra '09

By Bonnie Boyeon Ihn, G11, Puxi Campus

This year, SAS Puxi had the honor to host the APAC Orchestra Festival '09, November 19-21.

The APAC Orchestra event invited string members from Hong Kong International School, Western Academy of Beijing, Taejon Christian International School, Brent International School of Manila, and both SAS schools, Puxi and Pudong.

Under the guidance of conductor Mary Siew, 17 students practiced together during the mandatory Thursday practices for many weeks. Two weeks prior to the APAC event, the orchestra held Tuesday and Thursday practices; all rehearsals ran for three hours until 6pm.

Although the preparation and rehearsals were long and quite exhausting, this dedication to music had paid off during the music festival. The students were well prepared for the long rehearsals, and three of the Puxi students were selected as soloists for Corelli's *Concerto III*.

The orchestra members of APAC orchestra had the wonderful opportunity to be conducted by Dr. Joe Harrop, a professional violinist whose playing career spans several genres of music, from contemporary to mainstream classical music. Dr. Harrop holds a Masters Degree and Ph.D. from the Royal Academy of Music, London. Currently, he is a lecturer in music performance at University College Falmouth School of Music at Dartington, in Devon, United Kingdom. Like many of us, he has also been taught by Mary Siew, the SAS director of the orchestra. Students who participated

—Con't on next page

By Amy Zhao, G9, Pudong Campus

It is often said that music is everybody's language. November 19-21, 14 of SAS Pudong's high school students learned the inherent truth in these words at the APAC Orchestra Festival of 2009.

This year we traveled to our sister campus—SAS Puxi—to participate in a celebration of music with four other international schools: Brent International School Manila, Hong Kong International School (HKIS), Taejon Christian International School (TCIS), and Western Academy of Beijing (WAB).

However, our journey started long before this. In early September, violinist, violists, cellists, and bassists were invited to audition for a seat in our campus's APAC Orchestra. Results were out within a week; representing our campus this year were: Levin Zhu (10), Vincent Li (12), Helen Yu (11), Jonathon Liou (12), Leo Zhu (10), Min Kang (11), Jacob Choy (9), Daniel Lee (11), Amy Zhao (9), Charles Chang (9), Kimber Wong (10), Amie George (11), Kevin Lo (10), and Shao Yan Tan (11). This group of musicians put in long hours of practice both in after school rehearsals with their musical director, Hanrich Claassen, as well as outside of school by themselves. The pieces they were to perform this year were all brilliant in their own right and explored a variety of genres such as Baroque, classical, and contemporary.

By the time of the festival, these musicians were ready to go.

APAC festivals differ from APAC tournaments in that much of the experience is in collaborating with people from other regions of Asia who share a common interest, a common goal. In this case, that goal was to thrive as musicians and revel in music; to enthrall the audience and share their enthusiasm. When the APAC musicians first arrived, they weren't entirely sure what to expect. Some returning players looked forward to reunions with old friends, while some

—See MUSIC on page 10



in the music festival found the conductor different, mainly because of his emphasis on the importance of the second violins, violas, cellos and double bass, rather than the first violins. This was a shock for the orchestra, since many of us were taught that the first violins were the essence of the orchestra, while the rest were only supporting roles. With his idea, Dr. Harrop had given us a lesson that beautiful music was made only when all the sections of the orchestra played together as one.

The musical pieces performed at the APAC Orchestra concert on Saturday included *Snowscape: St. Polten* by Stephen Montague; *Concerto III, Op.6*, by Arcangelo Corelli; *St. Paul's Suite* (First and final movement) by Gustav Holst; *Divertimento* by Wolfgang Amadeus Mozart, and *Romanian Folk Dances* by Bela Bartok. One of the most interesting pieces was definitely Montague's *Snowscape*, an anti-ensemble, multi-voice canon which relied on the players'

inability to count the various notes precisely. Played at the beginning of the concert in the pitch-dark auditorium, *Snowscape* was yet another new experience for the orchestra.

Students who represented SAS Puxi in the APAC event were:

Violin I: Emily Weng (12), Amber Chang (11), Sam Wu (9), Alex Bi (9)

Violin II: Jocelyn Cho (12), Sean Liu (11), Ethan Tsai (11), Cindy Kim (11), Ethan Chang (10)

Viola: Lisa Lee (12), Bonnie Boyeon Ihn (11), Mei Vern Then (10)

Cello: Chloe Kim (12), Julianna Ko (11), David Lee (10), Leo Cheung (9)

Double Bass: Jung Soo Choi

With a successful concert, the APAC Orchestra event was an excellent opportunity for students to create new friendships, experience new genres of music, and receive the valuable instruction of the guest conductor.



MUSIC, con't from page 8

first timers were thrilled by their notions of what might be ahead.

Their first rehearsal was a clear indicator that, although, individually, they were all great musicians, much work had to be put into making them sound like a true orchestra. After three days of grueling rehearsals, despite callused fingers, sore backs, and tired arms, spirits were higher than ever. In these three days, they had met amazing violinists, violists, cellists, and bassists from other international schools, and regarded them as not only talented musicians, but also new friends. From their guest conductor, Dr. Joseph Harrop, they learned to listen carefully to other sections, follow the 'bus drivers' (the section that was carrying the beat), and become a tighter ensemble.

In their culminating concert on the night of November 21, 2009, the APAC Orchestra gave it their all. They played their hearts out, weaving together beautiful melodies and gentle harmonies to create something wondrous; something magical, even.

That night, everyone left with smiles on their faces and fond memories in their hearts.

Soloists: Levin Zhu (Violin 1), Jonathon Liou (Violin 2), and Kevin Lo (Cello).



RIGHT, TOP: Front row (L-R): Amy Zhao (9), Helen Yu (11), Min Kang (11), Kimber Wong (10), Amie George (11);
Back Row (L-R): Joe Harrop (APAC conductor) Kevin Lo (10), Jacob Choy (9), Charles Chang (9), Daniel Lee (11), Vincent Li (12), Levin Zhu (10), Jonathan Liou (12), Leo Zhu (10), Shao Yan Tan (11), Hanrich Claassen (SAS Pudong Campus Orchestra Director)

EAGLE photos by Michael Sheehan

What's not to like in *As You Like It* ?

Senior IB performances December 3-5

T

his year's IB Senior production decided to perform an adaptation of Shakespeare's most popular play *As You Like It*. The power of love transforms identity was the director's concept that drove the show. The student devised show held the strong belief that love triumphs all and helps man express their true selves.

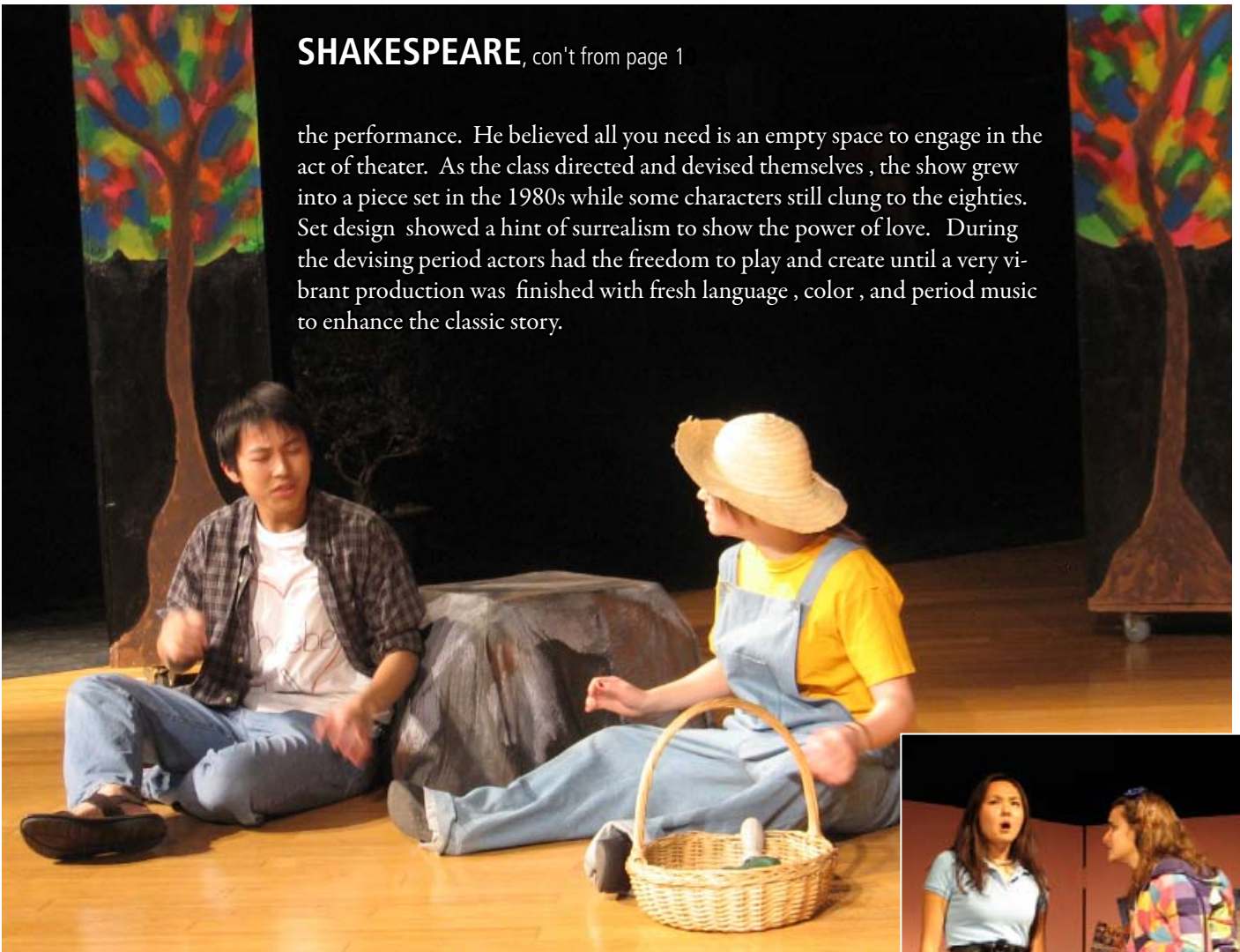
The class used the theories of Peter Brook to create

—See **SHAKESPEARE** on page 11



SHAKESPEARE, con't from page 1

the performance. He believed all you need is an empty space to engage in the act of theater. As the class directed and devised themselves, the show grew into a piece set in the 1980s while some characters still clung to the eighties. Set design showed a hint of surrealism to show the power of love. During the devising period actors had the freedom to play and create until a very vibrant production was finished with fresh language, color, and period music to enhance the classic story.



Cast of *As You Like It*

Orlando de Boys, Zak Smith; *Adam*, Elsa Hsieh; *Oliver de Boys*, Andrew Pickup; *Rosalind/Ganymede*, Cailin Lowry; *Celia/Aliena*, Koto Sasahara; *Le Beau/Reporter/Amiens/William*, Christine Cheung; *Duke Senior*, Leah Jarrett; *Duke Frederick/Sir Oliver Martext/Hymen*, Diana Tay; *Silvius*, Martin Liu; *Touchstone*, Calvin Lin; *Sir Charles/Audrey*, Sarah Brinson; *Jaques*, Eunice Tan; *Corin*, Lindsay Haskell; *Phoebe*, Ting Ting Liu; *Lord/Jaques de Boys*, Cheng-Yu Tien.



IB students study theater and the arts in Bali

Every fall IB theater students travel to exotic places to seek out new styles of drama. This year's group of students experience the island and their wealth of arts. Their activities are supported by instructors from the International Schools Theater Association.

Students meet in ensembles with other fellow IB students to explore the world of theater through style and theory. Their work is enhanced by tips from the evening activities. This year we saw a performance of Kecak, where a story is told in dance and mask while surrounded by a chorus of 100 guttural sound makers working in rhythm and motion. Another evening highlight was a performance of Topeng theater form, a show by gas lamp. Finally a day was spent at a cultural arts venue learning the mask, movement, and music of the Topeng theater form. The last day's highlight took the group to a ritual trance ceremony to experience Bali spiritual culture up close.

We left the island with a new understanding and appreciation of the traditional arts of the island and a few souvenir masks and puppets.

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—Debbie Fintak, Drama Teacher, Puxi Campus

Alumni snapshot: Thanksgiving in New York City

Over 30 graduates of Shanghai American School reunited in New York City over Thanksgiving weekend. This photo was taken so that it could be published in The EAGLE, as a way of letting the SAS community know that our grads miss us very much.



Fifth grade students think "Beyonda Box"

By Kendrick Tan and Brian Li, G5 ES Reporters, Puxi Campus



About six years ago at the Puxi campus elementary school, Ann Hefte, a former 5th grade teacher, looked for ways students could use their imagination and came up with the idea for a unit called Beyonda Box, and created the character "Ms. Beyonda Box" as a mascot.

Today Beyonda is still going strong and at the end of each month, Puxi campus Grade 5 students work on a challenge that helps them "think outside the box."

"Beyonda Box is all about allowing our students to think creatively and take chances," explained Hefte. "Ms. Beyonda was created to be a bit like Beyonce."

To complete the monthly challenge, fifth graders must work cooperatively with a group to complete an activity using their imagination and problem-solving skills.

At the end of September, students had their first Beyonda Box challenge. The fifth graders were divided into groups of four. Their task was to use two pencils per group to connect 10 paper clips. It may sound easy, but the students were not allowed to use their hands to touch the paper clips. The four students could only use the two pencils provided. Once they connected the paper clips, they then had to take them apart again in the same way.

It was a simple, but challenging activity to introduce Beyonda Box to the fifth graders.



For the October challenge, the fifth grade students competed to create the tallest standing flagpole. For a month before the event, they collected newspapers and stored them in the project area. The day of Beyonda Box, with their newspapers, one roll of sticky tape, markers, a piece of paper, scissors, and a string, groups of four worked together to build a flagpole. Just when a competing team thought they had it, their flagpole toppled! It was a challenge for many groups to keep their flagpole from going limp. Students were competitive and determined to win!

In the latest Beyonda Box, which was the most complicated challenge thus far, groups of six students competed to use a hula-hoop, a jump rope, a flyswatter, three pom-poms, a Frisbee, and chopsticks in a way different from their original use. Students used their imaginations to create presentations and then showed these to their classmates. The top presentations were selected and the selected groups performed their "skits" in the Library Media Center.



"The kids just get better each year," said teacher Steve Hanlin.

"I'm so happy to hear this grade five tradition continues," remarked Hefte. "I hope that our students are having as much fun working on Beyonda Box as ever."

As result of Beyonda Box, teachers hope that students will learn how to work cooperatively and think creatively—"outside the box."

ABOVE: Ms. Beyonda Box is Ann Hefte, current MS Art teacher and former Grade 5 teacher.



American Scholastic Math Association contests underway

ASMA stands for American Scholastic Math Association. Altogether, there are six ASMA papers in a year. Participants take every contest at exactly the same time and have exactly 35 minutes to do all seven questions. The contests start at exactly 12:55 pm till 1:30 at lunch.

CALCULATORS may be used but not shared by students. No programmable calculators are allowed unless the programs are being cleared before use. No work needs to be shown. Exact answers must be given.

For us to achieve good standing in math contest performance worldwide, we need to encourage all students to aim for high cumulative score as a school. Hence, it is crucial for all students to take ALL SIX papers and at the same time, high cumulative individual score.

The following are the results for the last two contests.

ASMA # 1 Results		
Name	Grade	Score
Bang Jeong Tae	10	7
Choi JungSoo	10	7
Chung HyeSoo	10	7
Park So Hyun	12	7
Yeh Yo-Tzu (Yolanda)	11	7
Zhang Nelson	11	7
Song Max	12	6
Wen Andrew	12	6

American Math Contests

AMC 10 B Feb. 24, 2010 (Wednesday)
 AIME I Mar. 16, 2010 (Tuesday), applicable to qualified candidates
 USAMO April 27 & 28 (Tuesday & Wednesday), applicable to qualified candidates

ASMA # 2 Results		
Name	Grade	Score
Bang Jeong Tae	10	7
Bi Alex	9	6
Min Byung Hoon	11	6
Nam Sung Min	12	6
Park Chan Ju	10	6
Zhang Nelson	11	7
Park Chan Il	12	6
Su Victoria	11	6
Tan SiQi	11	6
Xu Kevin	11	6
Yang DaEun	11	6

Canadian Math Contests

Pascal, Cayley, Fermat, March 2, 2010
 Euclid, April 8, 2010

ASMA Math Contest Dates
 # 4 Jan. 14, 2010
 # 5 Feb. 10, 2010
 # 6 Mar. 10, 2010

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PUXI CAMPUS

Traditions Food Holidays Friendship!

By Stephany Woodward, Kindergarten Teacher, Puxi Campus

Cultural experiences shared by all during the Qi Ying school's visit to the SAS Puxi campus kindergarten.

The spirit of collaboration and thanks gave way to a simple conversation between the teachers of the elementary school Chinese Language department and kindergarten.

Suddenly, the idea of inviting and meeting new students from a local school to share in the tradition of Thanksgiving was embraced by all. Parents went to work preparing delicious entrees and desserts for the feast while Eurest helped to plan the venue for the event, which took place in the upstairs cafeteria.

The Language teachers provided the Chinese translations for the selected Thanksgiving storybooks read during the celebration, while the kindergarten teachers prepared hands-on activities to spark conversation and laughter.

The students provided the enthusiasm and energy to highlight the day as they shared in this welcomed experience. Upon the farewell, the SAS kindergarten students and the Qi Ying kindergarten waved goodbye as if they had always known one another.

This holiday season, we give "Thanks" for the inspiration of collaboration!



PUXI CAMPUS



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