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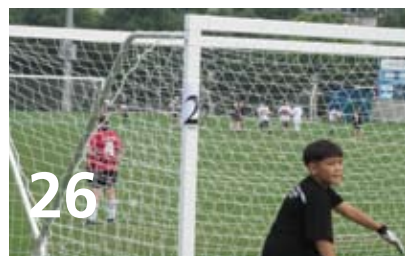
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CORRECTION: In the last issue of *The Eagle* (October 22, 2010, page 19, first paragraph) Kathy Anderson, IB Coordinator, Puxi campus, is incorrectly identified as Kristina Anderson. We regret the error. —Eds.

Shanghai American School Board of Directors Scheduled Meetings for School Year 2010 – 2011

Board Meetings	Dates	Venue*
Board Meeting #4	Tuesday, November 30, 2010 @ 6.30 PM	Puxi Campus
Board Meeting #5	Tuesday, December 14, 2010 @ 6.30 PM	Pudong Campus
Board Meeting #6	Tuesday, January 25, 2011 @ 6.30 PM	Kerry Centre
Board Meeting #7	Tuesday, February 22, 2011 @ 6.30 PM	Puxi Campus
Board Meeting #8	Tuesday, March 29, 2011 @ 6.30 PM	Pudong Campus
Board Meeting #9	Tuesday, April 26, 2011 @ 6.30 PM	Kerry Centre
Board Meeting #10	Tuesday, May 31, 2011 @ 6.30 PM	Puxi Campus
Board Meeting #11	Saturday, June 18, 2011 @ 8.00 AM	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
 *Kerry Centre: Shanghai Kerry Centre, 32F, 1515 Nanjing Road West, Shanghai 200040

DEPARTMENTS

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COVER: EAGLE cover photo by Sharon Barns. Madi Johnsson serves one up during the SISAC Tennis Championship at the Qi Zhong Tennis Center. For full story see pages 30-31

FROM THE SUPERINTENDENT

Dr. Kerry Jacobson

is published twice a month, although publication schedules in a given month because of holidays and vacations may vary. The EAGLE is produced by the Advancement Office of Shanghai American School (SAS). Information in The EAGLE is primarily about SAS organizations, people, and classes. We encourage parents, students, staff, teachers, and administrators to submit stories and photographs. Anything we publish from non-SAS sources is published on a space-available basis. Editors reserve the right to edit all submissions for style, length, and taste.

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- May 6:** deadline April 26
- May 20:** deadline May 10
- June 3:** deadline, May 24

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The Power of Performance

As the Prezi visuals glowed behind them, six Shanghai American High School students declared: "In a natural carbon cycle, the release of atmospheric carbon dioxide is balanced by re-absorption by plants and trees. However, we are currently burning fossil fuels which emit carbon dioxide and other greenhouse gases at a rate too fast for plants and trees to compensate for. [...] There is no way to directly undo the climate impact of the tons of carbon dioxide released into the atmosphere. But we can still partially mitigate the greenhouse gas emissions produced from air travel through funding a project that reduces overall greenhouse gas emissions."



The commencement of our communities' strategic planning process—the recent World Cafés—was a tremendous success. These initial conversations



Ed Kidd, HS Principal, Puxi Campus

inspired faculty, parents and administrators to consider what we must keep, what we must alter and what we must become.

Conversations hovered around a primary concept—Shanghai American School. We are a school,

located in Shanghai that professes to teach an "American core curriculum." We should pause at this last idea—how does one define an "American core curriculum"? Unlike other Western nations—New Zealand, France, the United Kingdom—the United States does not share a common "national" curriculum. It begs the question: Exactly which American curriculum is at our core: Connecticut's or Kentucky's?

While the concept of an "American core curriculum" might be vague, our school's core values can still rest on that most American of ideals—liberal democracy. The "American" in Shanghai American School should suggest a commitment to democracy and the pursuit of a style of education that lies at the heart of the democratic experiment—a liberal arts education for all of our students.

What is a liberal arts education?

What exactly is a liberal arts education? As a clue, we can turn to the word's Latin root, *liber* — the arts of freedom. In a recent *Toronto Globe and Mail* editorial, John Allemang instructs his readers that "a democracy glories in achieving the best version yet of the good life thanks to what are traditionally called liberal arts — the broad-based critical education that freed people from all-knowing authority and allowed them to see both themselves and others as

fully human."

This approach to education inspires students to be free — from authority, from the past, from their present and from the limitations of their egos. Allemang continues: "A good liberal-arts education takes [students] and compels them to think as if they were a character in *Pride and Prejudice* or *Huckleberry Finn* or *Crime and Punishment*, to mix with those unlike themselves in *Dante's Inferno*, *Thucydides's History of the Peloponnesian War* and *Montaigne's Essays*, to challenge their theories with unsettling particulars instead of sheltering in an authoritative generalization."

During one of the World Café sessions a facilitator posed an interesting question: "What are the skills and attitudes you would like to see in a graduate of SAS?" The question hit at the heart of the strategic planning process and asked us to define the qualities of the product we strive to create—an SAS graduate. For me, too often a practical and utilitarian response dominates these discussions—"We are preparing students

// I see the tracks of a liberal arts education everywhere: a seminar of students discussing Plato's Symposium; a Chinese literature class reading the works of Lu Xun; an after-school Model United Nations debate; in biology, a heated discussion about Darwin and evolution; in math, students admiring the beauty of fractals; in theatre, students exploring the motivations of a character. //

to get into a good university and providing them with the skills and knowledge to get a good job and participate in the global economy." I respectfully disagree.

While both goals are important, what an SAS education should strive for, is far more sacred: a *free human being*. Our gift to SAS students should be an education that cultivates the free mind, the empathetic soul and the educated imagination. Armed with these skills, an SAS graduate is prepared for a universe of professions and more importantly, is prepared to pursue the good life.

Well over a century ago, one of England's leading intellectuals, Cardinal John Henry Newman wrote, *The Idea of the University*. This essay was Newman's definition of a liberal arts education, a defense against the practical, the vocational and the utilitarian. Newman wrote that: "... the man who has learned to think and to reason and to compare and to discriminate and to analyze, who has refined his taste, and formed his judgment, and sharpened his mental vision, will not indeed at once be a lawyer, or a pleader, or an orator, or a statesman, or a physician, or a good landlord, or a man of business, or a soldier, or an engineer, or a chemist, or a geologist, or an antiquarian, but he will be placed in that state of intellect in which he can take up any one of the sciences or callings ... with an ease, a grace, a versatility, and a success, to which another is a stranger."

Of course, on a daily walk around the high school, I see the tracks of a liberal arts education everywhere: a seminar of students discussing Plato's *Symposium*; a Chinese literature class reading the works of Lu Xun; an after-school Model United Nations debate; in biology, a heated discussion about Darwin and evolution; in math, students admiring the beauty of fractals; in theatre, students exploring the motivations of a character.

Educational experiences like these lie at the core of a "liberal arts education and should lie at the core of a Shanghai American School education."

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: Nov. 19
Deadline for content:
Tuesday, November 9



Shanghai American School Annual

Winter Bazaar

Sponsored by the Puxi Campus PTSA

November 18, 2010

Performing Arts Center

All proceeds go to Morning Tears Charity



Select your holiday gifts in one convenient location! With over 40 different vendors, there's something for everyone.

VENDORS: Don't miss this terrific opportunity to gain exposure and promote your products with SAS's expat community. The registration deadline is Friday, November 5, and will cost 350RMB/table. Signups are on a first-come, first-serve basis, so don't wait till the last minute to do so!

For interested vendors, please contact Christine Koh at kohyufang@hotmail.com or 1366-189-3932. The Puxi Campus of Shanghai American School is located at 258 Jinfeng Lu, Zhudi Town, Minhang District. Visit www.saschina.org for a map and directions.

The Jacaranda Fun Run consisted of two races, a 3km and a 5km. The 3km was open to anyone but the 5km was not open to ES students — only to MS, HS and adults. Both races started on the track but moved outside the school then back inside to finish on the rugby field. The goal of the race was to raise money

80 runners and one dog complete the Jacaranda Fun Run, International Fair, October 16, 2010

for the Jacaranda school. Amount raised: 1500 RMB. The race was hosted by the High School Cross Country Team. Prizes were offered in the 3km for elementary students only and the 3km open but medals were given to the top six in the 5K race. In total we had 80 runners and one dog!

—Christine Doleman



上海

SHANGHAI AMERICAN SCHOOL PUXI PTSA



The 16th Annual International Fair



The Puxi PTSA gratefully acknowledges the generous support of our corporate sponsors:

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Gold



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Pudong Campus SAS Quiz Night



**November 20, 2010 –
Blue Marlin, Jin Qiao**

Appetizers & Drinks 6:00pm

Quiz Starts 7:00pm

Test your knowledge and
have a whole lotta fun!

E-mail your reservation to:
sasquiznight2010@gmail.com

For more details,
see the Pudong PTSA General Blog at
<http://teachers.saschina.org/pudongptsa/>

The Pudong campus PTSA invites you to attend our annual Quiz Night, Saturday November 20. Jeff Rosen and Marney Rosen (MS principal/HS teacher) will be our hosts for a fun evening. Come test your knowledge, no experience necessary. Make a team of 6 people or have us assign you to one.

Tickets are reasonably priced at 150rmb per person, which includes an appetizer buffet and a free drink for the event.

Pudong campus PTSA hears talk on Third Culture Kids

On October 13 Laura Cowan, Pudong campus MS Counselor, delivered a very informative presentation to 65 parents. Further information from the presentation, including links to reference material on the topic of Third Culture Kids is available on the PTSA Pudong General Blog at <http://teachers.saschina.org/pudongptsa/2010/10/15/third-culture-kids-tck-follow-up/>
—SAS Pudong Social Committee

Santa's Workshop is coming to town!

**November 30-December 3
8:30am - 2:45pm**

PUDONG CAMPUS: Santa's Workshop is a Pudong PTSA Campus Holiday Christmas store that provides a fun way for students to purchase gifts for their family members, friends, aunts, drivers and even the family pet. The price is right - no gift costs more than 50RMB.

All gifts come home wrapped, tagged and ready to be placed under the tree.

Santa's workshop first opened its doors in 2000 when the school housed 80 elementary students. As the school grew so did the Workshop. Today, Santa's Workshop is open to the entire student body but still follows the tradition that this project be primarily carried out for the Elementary Students.

This event gives the Elementary Grades the opportunity to enjoy the thrill of Christmas shopping for their families while learning the responsibility of money handling. These young students shop with care for their loved ones choosing their gifts wisely.

Elementary Grades are scheduled to shop with their class on the day and time chosen by their teacher. Middle school and high school shop any of the days according to their time available in the schedules. Parents are welcome to shop Friday.

In order to ensure Santa's Workshop is success again this year, please consider volunteering your time for a full day to help out in one of the positions listed. If you cannot help a full day, please offer what time you can to help.

1. Assist the younger grades with their shopping.
2. Wrapping
3. Re-stocking and arranging tables
4. Cashier

If you do not know where you would like to work let me know and I can place you where needed.

Tell your friends to come join the fun and meet new friends at the Shop! Contact Chris Lomason, chrislomason@hotmail.com. 1391 695 2544.

The SAS Strategic Plan—

By J. Frederick ROGERS, Director of Advancement

With the start of the 2010–2011 school year, Shanghai American School began a comprehensive process to plan a future beyond the current strategic vision that concludes in 2012. (This statement may be found at



J. Frederick Rogers

www.saschina.org/vision2012).

To gather suggestions and seek guidance from the school community—hopes and fears, encouragement and caution—SAS engaged in a series of professionally facilitated “World Café” Community Conversations to which the entire community was invited. Five Cafés were held over four days.

In all, 206 persons participated, almost equally divided between parents and faculty or staff, and including a very small number of students. Their spirited conversations—which lasted a cumulative 12 hours—generated 2,952 reflections on the life and future of SAS in response to four discussion-generating questions.

Along with the results of a supplementary online survey (to be offered to the community later in November), the Café responses will be used as data for the planning process. Here is a breakdown of the recorded World Café responses by question, arranged in thematic groupings by frequency (percentages may not add to 100% owing to rounding). For the full summary report, including representative participant responses to each question, please go to the SAS website at www.saschina.org/world-cafe.



November 4, 2010

Question 1 (909 total responses)
What are the skills and attitudes you would like to see in a graduate of SAS?

- 41%: Human attributes including the ability to communicate, compassion, empathy, life balance, sociability and well-roundedness
- 33%: Habits of mind and personality including adaptability, creativity, critical thinking, innovation, intellectual curiosity and the EAGLES (the SAS educational objectives)
- 14%: Global-mindedness including understanding of and tolerance for other cultures
- 5%: Hard academic skills and scholastic preparation for college and life
- 4%: Embrace of technology and its effective and responsible use
- 3%: Responses not pertinent to the question

Question 2 (855 total responses)
What do you value about our school that you would not want to lose as we plan our future?

- 32%: School culture including small class size, small-school feeling, parental involvement, openness and transparency of communications, and welcome of and support for all kinds of students
- 23%: Educational program including diversity of offerings, constant improvement/best-practices ethic, technology integration and the EAGLES (the SAS educational objectives)
- 22%: Educational resources including high-caliber faculty and administrators, ample supplies, high-grade facilities, extensive professional development for teachers

- 13%: Co-curricular offerings in all their breadth and richness
- 8%: Global diversity in students, faculty and educational emphasis
- 3%: Responses not pertinent to the question

Question 3 (721 total responses)
What current attributes of SAS might be obstacles as

we begin to implement a strategic plan? Which might be assets?

Obstacles: 277 responses

- 48%: Organizational behavior: internal practices, structures or conditions
- 17%: School community dynamics including apathy, resistance to change, and cultural misunderstanding or conflict
- 17%: “One school, two campuses” including concerns of size, manageability, competition, and inequality of influence
- 11%: Governance and institutional management concerns
- 3%: External factors such as the local and global economies or enrollment trends
- 5%: Responses not pertinent to the question

Assets: 444 responses

- 39%: School community attitudes of flexibility, openness, willingness to communicate, transparency, parental engagement, and teacher commitment and enthusiasm
- 22%: Educational resources of every kind
- 19%: Educational philosophy: structure and content of program offerings, and constant-improvement ethic
- 17%: School characteristics: non-profit, American, international, two campuses, and ties to the U.S. Consulate
- 3%: Responses not pertinent to the question

Question 4 (467 responses)
What kinds of changes might SAS need to make in order to be successful in both developing and implementing a strategic plan?

- 42%: Varied practical and specific suggestions
- 23%: Ensuring planning process includes clarity of objectives, good communications, and broad community involvement
- 18%: Governance and management concerns including transparency and representation
- 8%: “One school, two campuses” concerns including parity, coordination and cohesion
- 7%: Educational program: content, structure and delivery
- 3%: Responses not pertinent to the question

—World Cafés Summary Report



PowerSchool

PowerSchool parent portal's online directory is green and secure

Online Directory – Tips

Search – Use your web browser's built in search function to search for a contact. On a Mac, command F and for Windows, control F. Type in the word(s) or number and let your browser do the searching for you.

Search - Windows - Control (CTRL) + F

Apple - Command (CMD) + F

Karen 1 of 7 ^ v

A-Z or Z-A – Click on any of the titles to sort in descending alphabetical or numerical order. Click again and sort by ascending order.

Last Name	First Name	Title
Advani	Kavita	Admission Officer
Alden	Peter	Teacher
Andersen	Paul	Teacher
Anderson	Kristina Marie	Counsellor

Teacher Blogs – New to the Teacher and Staff Directory are teacher blogs. Scroll through to conveniently view your child's teacher or other teacher blogs at SAS.

Blog

- <http://teachers.saschina.org/xzhang/>
- <http://teachers.saschina.org/swoodward/>
- <http://teachers.saschina.org/swalker/>
- <http://teachers.saschina.org/srohrbeck/>
- http://teachers.saschina.org/snegley
- <http://teachers.saschina.org/shanlin/>
- <http://teachers.saschina.org/serni/>
- <http://teachers.saschina.org/scovell/>
- <http://teachers.saschina.org/rvierra/>
- <http://teachers.saschina.org/pijohnston/>

SAS in its effort to go green has recently opened up the online directory on the Parent Portal. What led SAS to an online directory?

We listened to you. After receiving your informative feedback about the positive improvements regarding our new efficient and secure process on the parent portal, we determined the online directory also needed to be in a more secure place as well as online. Previously, SAS spent a lot of money and man-hours to produce the printed version, which was neither secure nor accurate once printed. As many new families enroll and some withdraw in January, people move, phone numbers change, there was no way to keep it accurate.

Like anything new, we realize there is an adjustment period and by reading our PowerSchool articles in each EAGLE our goal is to make any advancements easy for you to understand. With that said, the online directory is easy to use, contains all updated parent information addresses in Chinese as well as English. Each family can have as much or as little information included in the directory as they would like and they can change the information as often as they like.

Anyone with a PowerSchool login can access the Directory. The Online Directory is separated by campus and division and then there is a tab by campus and teacher/staff.

There are some fabulous features you can click on, an email address and send an email quickly to another person without the worry of making a mistake when typing an email address.

If you are going to another person's home you can have the address in Chinese as well as English for a cab driver.

Did you know that you still have the ability to browse by name (mother's last name too), find a student by grade level and link to teacher's contacts and blogs?

We always welcome your feedback to make this directory even more user friendly. Please submit your feedback to: powerschool@saschina.org Keep logging onto the PowerSchool Parent Portal to get access to all these great communication tools.



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WALK to SAS

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Habitat teams spend holidays building homes

More than 100 volunteers from Shanghai American School fan out into Asia to help the needy

What did you do over the October Break? Write a paper, study for the SAT, go on a beach holiday with your family, or maybe party and sleep in late?

Every year for the past few years, the Shanghai American School Habitat for Humanity clubs send out a number of teams two times during the year: the October break and the Spring break (trips may be scheduled during Christmas break and there is a Jacaranda trip immediately following the end of the year). The stories you read here are about the Puxi campus teams that fanned out across Asia last month. The Pudong campus also sent two teams.

Last month, during the October National holiday, 92 students and 12 teachers from the Puxi campus worked with Habitat for Humanity for one week and helped families in the Philippines, Thailand, Mongolia, Sri Lanka, and Bangladesh to turn their dreams into reality by helping to build a new home. These students and adult volunteers who used their holiday time to serve others deserve our praise for their generous help in making dreams come true. In Sri Lanka a young mother broke down in tears as she expressed her gratitude to the volunteers for the time they spent helping her family. These experiences took place in five countries during one week in October. If you are interested in helping with Habitat for Humanity, there is a trip to Cambodia at Christmas, five trips in March, and the Jacaranda trip in June. You will return with new friends, a great sense of accomplishment and a larger heart. There is no better or bigger gift than to give willingly of yourself to help others.

—Robert Burke, Habitat for Humanity Coordinator

Sri Lanka



Yuka Toda, Junior, with homeowner's children.

“The bond with the family was more beautiful than the house we built”

How do you describe what an avocado tastes like? Its flavor is plain but there's that gratifying aftertaste that lingers in your mouth. You eat one slice and you're left wanting more. Well, I averaged five delicious avocados a day during the trip.

By Kenny **WONG**, Junior

Besides the fresh fruit and exotic culture I experienced, the one thing I truly enjoyed was forming the bond with the family. To me, the bond forged between the family and us was more beautiful than the houses we built.

The two boys of the family, Heshan and Yohan, just couldn't get enough of us. Every time I picked up a brick and looked up, Heshan would be there with that radiating smile, reaching for the brick and saying, "Gimme!" Heshan kept taking photos of me with my camera, and then saved his number to my phone and told me to call him in the future. I gave Yohan my headband with an Australian flag on it, and then I found out he wore it to school and to bed. I've simply never seen such happiness in the eyes of children before.

I also gave the family a cup of



Caroline Norgreen, Sophomore, with local school children

instant noodles, and then I found out they didn't have a water boiler. After cooking the water with firewood, I realized that Sri Lankans ate with their hands. It was a great sight seeing the noodles I brought to Sri Lanka on a plate being shared. The family loved the noodles. When I had some local betelnut chew, the family members just kept smiling. Sharing cultures and food was certainly a big part of this trip, except their happiness was contagious.

This was my second trip, and I have to admit the money, time, and sweat spent on this trip gave me a return that was beyond anything I asked for. Being able to see how I've helped someone is great, but something I didn't expect was that even I was touched by the strong rapport between us and the families we helped.

So, in many ways, the trip tasted like an avocado with a lingering aftertaste that leaves you craving for more, my experience with the carefree family only left me wanting to stay.





Fisherman on the Sri Lanka coast

PHOTOS: Sri Lanka photos by Jerry Koontz.

Scrapbook photos of Sri Lanka Habitat Trip



Thailand

By Kelly OHLRICH, Junior

Habitat: Passing bricks, stacking walls, mixing cement, and, of course, digging a hole for a septic tank

As a new student this year I would hear announcements concerning "habitat teams" and ignore them, as they didn't concern me and probably never would. It was amazing that merely listening to a simple announcement from Yvonne Zhu could change my whole SAS experience. "One last spot is still open for Habitat Thailand. Go talk to Mr. Burke ASAP if you are interested, you only have a couple of days left." The next couple of days were filled with craziness: debating with my parents, filling out all kinds of forms, talking to teachers, and gathering needed items.

However, I would willingly do it all again just to spend one more week in Thailand building a house.

As with every other habitat team, we were worried about the stability of a house that was being built by 18 teenagers, but under watchful eye and sunny smile of our local guide, Art, we had no doubt that this house would last a lifetime. We were always a couple days ahead of schedule, and we never stopped laughing together, passing bricks, stacking walls, mixing cement, and, of course, digging a hole for the septic tank —

which was definitely one of the most hilarious experiences of my life.

Art actually went back to the site in Rayong a couple of days ago and posted pictures of the finished house on Facebook. It makes us glow when we see it, because we know that we made it possible, with no machines, just our hands and sweat.

Although building the house was the main part of the trip, I also fell in love with Thai culture, especially the happy people and, of course, the very spicy food, to which I am now addicted.



I've been to many poor countries before, but what has made Thailand so different in my eyes is that I was actually able to help this time, and make a true difference in someone else's life. Now I jump every time I hear the word "habitat" as my hands twitch for a shovel, aching for another opportunity to dig, or perhaps to play another game of "NINJA!" Of course, this sounds crazy, but I know that anybody who was on the Habitat Thailand 2010 team completely understands.

November 4, 2010



November 4, 2010

THAILAND HABITAT TRIP





Sean Ker, Sharon Hu, Maria Weimer, Henry Juan, Won Jun Lee, Will Liao riding in Terelj National Park, where the team spent our day off riding, hiking, exploring a Buddhist temple and picnicking.

Students build homes capable of surviving the harsh Mongolian winter

By Jeong Tae **BANG**, Junior

However, throughout the course of the week, I slowly realized the first impression was wrong. Our trip proved to be a memorable experience.

As soon as we arrived at the work site, we saw the makeshift houses of Mongolian families. The houses were certainly not properly insulated for the severe Mongolian winter called Jot, and the families were living in very cramped conditions. When I saw the uncompleted Habitat houses waiting for us at the work site, my enthusiasm came back and we immediately set to work. The barren landscape and the dusty wind did not matter anymore. What really mattered was that we were there on a task to



PHOTOS: The photos of the Habitat trip to Mongolia are by Tom Horton. **Above:** Brenda Tay; **Right (L-R):** Sharon Hu, left, and Yi Ting Lee. worked on six different houses around Ulaan Baatar, mostly doing interior work such as hanging drywall, vapor barrier, installing windows.



Drinking tea in a yurt.

M

ongolia came into my view as I looked down from the window of the airplane. A barren plain of yellow and dry grass and when I walked out of the Ulaanbaatar International Airport, I was greeted by gusts of dusty wind that added to the desolate landscape. Although I was looking forward to a worthwhile experience in Mongolia, my first impression of Mongolia dampened initial enthusiasm.