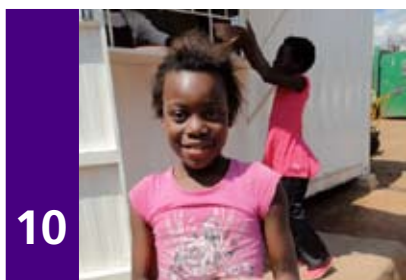


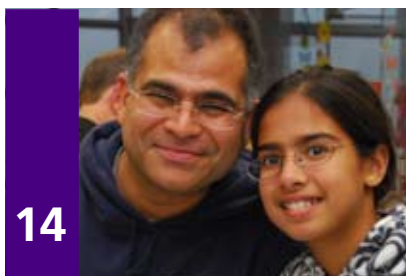
CONTENTS



10

CROSS-CAMPUS NEWS

- VOICES: A sense of belonging/ Peter **XING** 6
- Featured Resident Artists: Elementary School/ ES art teachers 8
- SAS is always ready for community service/ Eleanor **LEYDEN** 10
- The Third "Edge for Excellence" Annual Fund/ J. Frederick **ROGERS** 12
- Parent-to-Teacher feedback survey continues through March 14/ Andrew **TORRIS** 22
- Important information about laptop fees and non-SAS Macs/ Andrew **TORRIS** 22
- Allan Wolf: Middle School Visit Author/ Mark **LASKE** 23



14

PUDONG CAMPUS NEWS 14

- Date with Dad/ Jeanie **MERRILL**, Barbara **BOYER** 14
- More than 300 donors underwrite the planting of over 3,200 trees/ Jessica **HAO** 16
- Target hunger! Hit poverty!// Micky **WONG** 18
- Dance, collaborate, model/ Rain **ZHOU** 20
- All natural homemade pet biscuits delivered right to your door!// Karissa **HUANG** 24
- Fu, Pak and Zhu take first place in Spelling Bee/ Laura **COWAN** 26
- Friday Night Lights!// Nafisah **KHAN**, Brenda **LEE** 28
- PHOTO GALLERY: USA Consul General, Beatrice Camp visits SAS Pudong 29
- PHOTO GALLERY: Nanta performance for Korean Day 29



20

PUXI CAMPUS NEWS 30

- One Day. One Campus. One Conference./ Vinay **NAGARAJ** 30
- Junkyard wars/ Abby **PAN** 32
- COVER STORY: Construction begins on Puxi campus classroom building/ Ed **KIDD** 33
- Theater mania hits Puxi campus/ Debbi **FINTAK** 34



33

SPORTS 36

- Sluggers baseball 14
- Swimmers find a place in the Manila sun/ Jon **BIROS**, George **CARPOUZIS** 36

COVER: Construction began early in the morning on Thursday, February 17, on a new high school classroom building on the Puxi campus. For more, see page 33.

DEPARTMENTS

Next Issue: March 18
Deadline for content:
Tuesday, March 8

PTSA NEWS:
PUDONG
page 4

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

Board Meetings	Dates	Venue*
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

- FROM THE SUPERINTENDENT 2
- INSIDE SAS 3
- PowerSchool 5
- Counselor's Corner 7
- Pet of the Week 24
- Sports 36
- Lunch menu 39
- Upcoming Events @ SAS 40

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

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*To view deadlines online, go to: www.eagleonline.org and scroll to bottom, right hand corner.

March 18: deadline March 8

April 7: deadline March 29

April 22: deadline April 12

May 6: deadline April 26

May 20: deadline May 10

June 10: deadline, May 31

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info@saschina.org. Visit The EAGLE online at: www.eagleonline.org.

Silent Partners

For a school like SAS that competes to attract the best students and teachers, our facilities are a drawing card. But if you're like me—though I'm amazed every time I step into our futuristic Puxi-campus Performing Arts Center—you might pay little notice to our buildings after the first weeks of school.

Buildings are quietly there, the silent workhorses of school life, inhaling and exhaling students and staff all day long. Most nights, too. And they don't ask for much apart from a diet of water and electricity, and a repair or expansion now and then.



Occasionally, a building will "breathe its last" and need to be replaced. Sometimes our campuses will sprout a brand new one.

"Capital facilities planning" sounds like a dry topic from a business-school curriculum. At SAS, it's one of the very lively occupations of our School Board, one that forms a magnetic bond between two hard-working groups—the Finance Committee and the Facilities Task Force.

Board members John Wilde (Finance) and Cindy Qiu (Facilities) have assembled respective teams of top-rank volunteers representing an astonishing range of professional expertise in these areas. If their countless meetings and informal consultations were measured in billable hours (and thankfully they're not), we could surely build a new campus.

These two teams perform an extraordinary merging of perspectives. Advised by faculty and administrators, they tackle the job of analyzing and projecting the facility needs of our school and figuring out how to fund them. They consider the useful life of existing buildings while forecasting refurbishment and new construction mindful of enrollment and educational trends, economic factors, construction and labor costs, utilities expenses and other operating costs.

Their recent work has been fruitful, including on the Pudong campus the new Aquatics Center and upgrades to the Auditorium, and on the Puxi campus the new High School Classroom Building and Student Commons. On both campuses, we have accomplished a vast array of smaller projects, including energy-saving retrofits. Now in the planning and pre-construction phase: the long-awaited Pudong-campus Performing Arts Center. The superb facilities and the well-developed talents of the students that inhabit them are monuments to the efforts of these volunteers, and to the many SAS staff who advise and support these initiatives.

A less-obvious monument is the simple piece of paper containing the words and figures forming the substance of the SAS Three-Year Capital Facilities Plan, approved this year by the Board at its January 25 meeting. This document is a small miracle of cooperation and collaboration, containing a chronological rollout of project phases, with costs reviewed by the Finance Committee and the Facilities Task Force and integrated into the school's overall multi-year financial plan. When combined with curricular, co-curricular and staffing plans, it is a roadmap to our future.

When natural disaster strikes, as sadly it has recently done in New Zealand, we are reminded that our communities are not physical structures, but the people that breathe life through them. My tribute to the magnificence of our facilities should not suggest they might ever replace the learning relationship between teacher and student.

All the same, let us recognize that the caliber of education at SAS is significantly enhanced by the quality and diversity of our physical spaces. They are our silent partners in teaching and learning. The staff, Board members and other volunteers who plan, maintain and expand them deserve our gratitude.

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: March 18
Deadline for content: Tuesday, March 8

The Performing Arts

The voice of the 21st-century global society

By Doug HUNDLEY, Performing Arts Center, Puxi Campus

The term "globalization" entered our western vernacular in the 1980s in the light of the many significant events occurring during this decade:

Iran-Contra, the fall of the Berlin wall, the creation of a 24 hours news network called CNN, just to name a few. At first, many considered this phenomenon an insidious threat, as they witnessed the rise of the homog-



Doug Hundley,
Performing Arts Center,
Puxi Campus

enous global-culture. However, now with recent developments in social networking and technology, it is a process to be embraced, considered an inevitable by-product of an ever-changing world that is interconnected economically, politically, and culturally.

But the rise of globalization is not breaking news, especially for the many of us who have lived overseas for the better part of our lives and professional careers. We have witnessed, in a variety of countries, globalization occurring at accelerated rates. However, I felt a reminder would be beneficial before uncovering what I consider an interesting development as a result of globalization; its newly minted symbiotic relationship with the performing arts.

If art is the great articulator of a society, consider the art at the center of ours. The PAC calendar reflects a host of global interconnectivity. For example, this past October, SAS hosted the Cross Border Orchestra of Ireland (CBOI), which wanted nothing more than to cross borders and have a cultural exchange with our students and community. In December the International Festival Chorus, Shanghai performed a holiday concert of Handel's *Messiah*. Currently, there is a visiting Australian artist here conducting workshops with students on the Japanese performance tradition of Butoh. Moreover, we are currently preparing for a return to the PAC by famed Chinese dancer Jin Xing who will be performing *Shanghai Tango*, her award-winning intercultural production that represents her searching for identity in a rapidly westernizing China. If these examples are not proof enough that the performing arts we are experiencing are representing a global society, consider the fact that proceeds from *Shanghai Tango* are being donated to the Jacaranda Foundation, an organization providing funding for a school in Malawi. It's a cause championed by one of our own, Puxi Campus math teacher Robert Burke, who just so happens to be Canadian. If this isn't a

clear example of a borderless global society at work, I don't know what is.

The Need for Performing Arts Centers

In a global society there is also sincere need for a space designated for artistic engagement, a place where a community can moderate the complexities of the socio-cultural changes taking place around them. In recent decades, in cities and on campuses alike, this space has increasingly become the performing arts center. It is certainly the case in the international school system where seemingly every year around the world a school is replacing their outdated gymnasium/cafeteria/theater with a state-of-the-art complex that caters to all aspects of the fine and performing arts. I have been a part of the planning of three in my relatively short career and each of them have had a similar mission statement, (in borrowing buzzwords from each of them) one that emphasizes a strengthening of community, a bridging of cultures, a building of civic identity and a developing of capable and caring global citizenry.

I want to especially stress the social significance of the performing arts center because I realize that SAS is planning for a similar facility on the Pudong Campus. It's an exciting time and if the following numbers are anything to go by, with its construction will come a surge in artistic productivity from the students, teachers and community.

- Elementary: 145 hours
- Middle School: 202 hours
- High school: 268 hours
- PTSA / Administration / visiting artists: 61 hours

These are the already booked hours for the Puxi Campus PAC for the school year. These hours include only time on stage, not the preparation or behind the scenes work that go into it. I should add though that by the time this article goes to print, these numbers will have increased across the three divisions as bookings are made on a daily basis. However, these figures should be not be surprising for as the global society grows, so does its voice.

// In a global society there is also sincere need for a space designated for artistic engagement, a place where a community can moderate the complexities of the socio-cultural changes taking place around them. //

PTSA News

Pudong Campus PTSA blog <http://teachers.saschina.org/pudongptsa/>



Prior to the carpet auction each division on the Pudong campus was asked to identify a charity or charities to donate proceeds. The PTSA executive committee met and allocated 26,100 RMB to each for distribution. The high school designated the Mercy Fund, which is the charitable organization that liaises with the high school Leukemia Hospital Club. The middle and elementary schools identified Heart to Heart Shanghai which works with children admitted for heart surgery at the Shanghai Chest Hospital, Shanghai Children's Medical Centre (SCMC),

Pudong Campus PTSA Carpet and Teacher Treasures Auction raises over 100,000 RMB!

By Andrew **TORRIS**, Deputy Superintendent, Pudong Campus

The Pudong campus PTSA raised a substantial amount of money for local charities and school support at the Carpet and Teacher Treasures Auction held on Saturday, January 15. The Teachers Treasures silent auction was a new twist on a repeat event this year, and netted the PTSA over 26,000 RMB with the balance of the over 100,000 RMB total coming from the auction led by Eastern Carpets from Singapore.

Special thanks goes to donated goods and services from a variety of vendors, and in particular to the sponsors of the event, Eurest, Pistolera, House of Flour and Yeap Technologies.

Shanghai Yodak Cardio-Thoracic Hospital and other hospitals.

Making all of this happen was Tracy Menendez and a terrific support team including Katie Ferguson, Cathy Wang, Evada Lam, and Maureen Spillane.

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What's New with PowerSchool!

PowerSchool Users Group Conference to convene at SAS

Shanghai American School is celebrating our third year of using PowerSchool. This communication tool has revolutionized the way SAS accesses student information throughout the entire community. Administrators, teachers, parents, and especially students, are excited about the ease of using PowerSchool to access grades, update information, register for various activities, complete surveys and gather other important data.

To further expand our PowerSchool capabilities throughout SAS, Tim Chan and Arlette Pimentel, our PowerSchool Administrators, are hosting the first-ever PowerSchool Users Group Conference for all of Asia's International Schools' users on March 9-11. They were very fortunate to have secured Bradley Stonecypher, a Lead Consultant with Pearson School Systems for six years now and who founded SBXDataCom. He has consulted with many schools on technology issues and PowerSchool. He's experienced with handling unique needs of international schools doing online and on-site training like China, Hong Kong, Malaysia, Abu Dhabi, South Korea, Singapore and Japan. He was a Technology Coordinator for a school district in Oregon for 4.5 years. During that time, he implemented PowerSchool, writing many of their customized reports and screens.

During this three-day conference, Bradley will demonstrate the overall features of PowerSchool. Tim and Arlette will highlight some of their customizations and show how they have integrated and designed new features, which might be helpful for the other international schools registered to attend the conference.

The conference already has 37 users from 18 international schools registered to attend. We feel this is a great opportunity to showcase SAS as a leading innovator in technology and to create a place for PowerSchool users here in Asia to collaborate, cooperate and share information.



The conference already has 37 users from 18 international schools registered to attend.



Accepting Applications for 2011-2012

The Office of Admission is currently accepting applications for the 2011-2012 school year. This year, we are "going green" and our application form is available on our website (www.saschina.org/admission).

SAS siblings who are qualified have priority for available seats. So remember to get your online application in early.

For inquiries, please call 6221-1445, extension 2152 (Puxi campus), extension 3305 (Pudong campus) or stop by our offices Monday-Friday from 8:00am to 3:00pm.



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A sense of belonging

By Peter **XING**, Junior, Puxi Campus

Transferring to a new school is always a daunting experience. For a new student in an unfamiliar environment, the nervous excitement of the first day of school is almost always accompanied by a sense of dread. The driving force behind this fear is the desire to make new friends and fit in. As for me, a new student at the beginning of this school year, I had all that anxiety on the first day of school and then some. As it turns out, however, I had nothing to fear. Within the first few days of my arrival, I found myself embraced by the SAS community in a way I had previously believed impossible.

The circumstances behind my transferring to SAS Puxi were by no means ordinary. Although I had originally applied during my freshman year, certain family situations had prevented me from attending. And during my sophomore year, all the available openings at both campuses were filled, so that when I visited my mom in Shanghai last summer, transferring to SAS was the last thing I had in mind. But over that summer, I received news that a last-minute seat at the Puxi campus had opened up and it was offered to me. I had three days to decide if I wanted to take it. After extensive research and discussion with my family, I chose to move to Shanghai.

Despite my last minute decision, SAS immediately began assimilating me into the community. I was introduced to my counselor, chose my classes, and was contacted by my SAS “ambassador,” all within ten days of the decision. With SAS helping to smooth my transition, I could focus more on other worries at the time, including shipping all my clothes and books and school necessities from New Jersey to Shanghai. And with my schedule all worked out, I didn’t have to go through the hassle of changing my classes during the first two weeks of school; I had enough on my plate to worry about as it was.

Although SAS had helped me significantly in the weeks *before* school started, including during orientation, the real challenge was the first day of school. Having my schedule secured and my winter clothes brought to China were secondary concerns to fitting in and making new friends. I took my bus to school in the morning, both nervous and excited, but above all, hopeful that I would feel at home at the new school. At first when I arrived, however, I was dismayed. All around me, everyone was reuniting with each other with laughter and hugs while I stood there awkwardly, trying not to seem lonely. That feeling continued throughout the welcome-back assembly and first half of the day. It seemed as though making friends here wasn’t going to be as easy as I’d hoped.

But once free period came around, things started looking up. A few people came up to me and introduced themselves, even those who weren’t part of SAS Ambassadors. As I talked to these new acquaintances, I gradually began to relax and feel more settled in. Although orientation and the SASA program for welcoming new students were wonderful in helping me familiarize myself with SAS, the key factor to my comfort here *came from the students who, even when they weren’t required to, still took the time to welcome me to the school.* Soon, I associated the friendly faces I saw every day to names, and over the next few weeks, I began to find my niche here at SAS.

At my old school, where the number of students in one grade was practically the size of the entire SAS high school student body, seeing unfamiliar faces in the hallway was a common occurrence. No one ever bothered to welcome students; new kids were left to fend for themselves. But the general atmosphere here in Shanghai was wholly different from anything I’d known. I attributed it to the smaller student body, where everyone was more closely involved with one another, and also to the international school factor. I suppose that with so many people transferring in and out, students here can better empathize with any new kid. Whatever it was, it made my “new kid” experience, well, fairly short. After about the first two weeks or so, the “newness” had already worn off; I was already too well-integrated into the Shanghai American School community.

The great thing about SAS is that mostly everyone is willing to hang out with new people. Even now, a semester later, after I’ve found my usual group of friends, I still continue to expand beyond just my immediate circle, largely thanks to the open personalities of all the students here. I feel at home here at SAS, a sense of belonging. And when I think back to how nervous I was on that first day of school, it just seems ridiculous that I could ever have been so worried.

I feel at home here at SAS, a sense of belonging. And when I think back to how nervous I was on that first day of school, it just seems ridiculous that I could ever have been so worried.



Counselors' Corner

March's Theme: Career Awareness

It's not too early for children to be aware of interests and talents

What do you want to be when you grow up?” is probably one of the most frequently asked questions during childhood. And although middle and high school students are more directly involved in the goal setting and career planning process, the elementary years are an important time to build career awareness. According to Marlow Ediger (2000), a world-reknown educator who has written more than 2,500 monographs as well as books published on six continents, argues that “The elementary school years are not too early to begin to achieve a vision of what one desires to do in life contributing to the world of work.” Career Awareness, the first stage in the career development process, is the focus of the Elementary Counseling lessons throughout the month of March.

We know from the research that many children choose careers based upon what they see on television or what their parents do for a living. However, these limited choices that are within the awareness of today’s children may or may not offer career success or satisfaction. Therefore, one goal of the career awareness program is to provide students with the opportunity to identify their personal areas of interest and talents. Talk to your elementary aged-children about the things that interest them and help them to make a connection between these interests and activities in the real world. For example,

- If your child likes art, discuss how adults use art to design houses, clothing, magazine ads, etc.
- If your child likes to be outdoors, discuss how he or she could have a career that involves working outside such as landscape, forestry, marine biology, etc.
- If your child is very social, discuss how people who like to work with others may choose to work as a teacher, lawyer, customer service representative, etc.
- If your child loves math, talk to your child about the possibility of becoming an accountant, a computer programmer, an engineer, etc.

Broadening the elementary child’s awareness of different occupations is another goal of our program. Exposing children to career pos-

sibilities enables them to see the connections between what they are learning in school (their academic skills) and what people are doing in the “real world.” The use of technology in career exploration makes the process not only engaging but helps to develop critical computer literacy skills as well. Students in second through fifth grade explored the award winning, animated *Paws in Jobland* website that features over 100 careers. Be sure to check out the parent activities for you & your child on <http://paws.bridges.com>.

What else can parents do?

- Continue to encourage your child’s interests in a future career by supporting their involvement in hobbies and community activities.
- Checking homework gives parents a tremendous opportunity to link the world of work with skills being taught in school.
 - Provide time for your child to work on family activities and emphasize the skills & responsibilities involved (such as paying bills, grocery shopping, planning a vacation, etc.)
 - Take your child to school on time, and teach your child the importance of punctuality.
 - Being involved in your child’s learning and encouraging responsibility, cooperation and problem solving at home can help your child to learn these valuable skills for school and beyond.

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References:

Ediger, Marlow. (2000, July). *Vocational Education in the Elementary School*. (ED442979) Opinion Papers

America's Career Resource Network "Career Awareness in Elementary School" (www2.ed.gov/programs/acrn).

Resident Artist-of-the-Month is an opportunity to feature some outstanding students as well as bring to the attention of the SAS community the art program at Shanghai American School. This month, *The Eagle* spotlight is on the **elementary school**. In April, we will feature the **middle school** and in May, we will focus on the **high school** in the annual IB and AP Art Issue of *The Eagle*.



Katie Li, Grade 4
Teacher: Steven Rohrbeck
Art Teacher: Kim Sajan
Campus: Puxi

What types of art do you like to make?

I like painting and making sculptures out of clay. I enjoy painting because I love to blend colors. When I make sculptures, I like to make creative figures.

Where do find your inspiration for your art?

I get my ideas from the pictures in books that interest me.

What do you want other people to know about your art?

I would like people to know that I like to overlap the drawings in my pictures and use mixed colors.

Who is your favorite artist?

I love Vincent Van Gogh's paintings because he uses patterns that make his work interesting to look at.



Left: **KATIE LI:**
 "Animal Collage";
 fabric, oil sticks and
 paper.



Above: **KATIE LI:**
 "Jungle Drawing";
 pencils and chalk
 pastels



Henry Lee, Grade 2
Teacher: Susan Negley
Art Teacher: Misook Yie
Campus: Puxi

What types of art do you like to make?

I like to draw animals because it is fun and easy. I have a lot of favorite animals to draw.

Where do find your inspiration for your art?

I get my inspiration from books, especially books with lots of pictures.

What do you want other people to know about your art?

I want to people to know that my favorite material is paint and I like to make (mix) colors.

Who is your favorite artist?

My favorite artist is Ben Spiby, the illustrator, because he draws very funny pictures.



HENRY LEE: "People At Work";
 styrofoam block print.



HENRY LEE: "Still Life";
 Inspired by Matisse, water color

Sarah Uhran, Grade 3
Teacher: Sarah Toa
Art Teacher: Jacob Toa
Campus: Pudong



What types of art do you like to make?

I like to make colorful art that stands out in a different way.

Where do find your inspiration for your art?

I find inspiration for my art everywhere. At, school, at home, on the streets or even playing sport. I always find inspiration from somewhere.

What do you want other people to know about your art?

I like other people to know that I am creative with where I get my inspiration and the ideas I use because it might inspire them and they might become great artists themselves.

Who is your favorite artist?

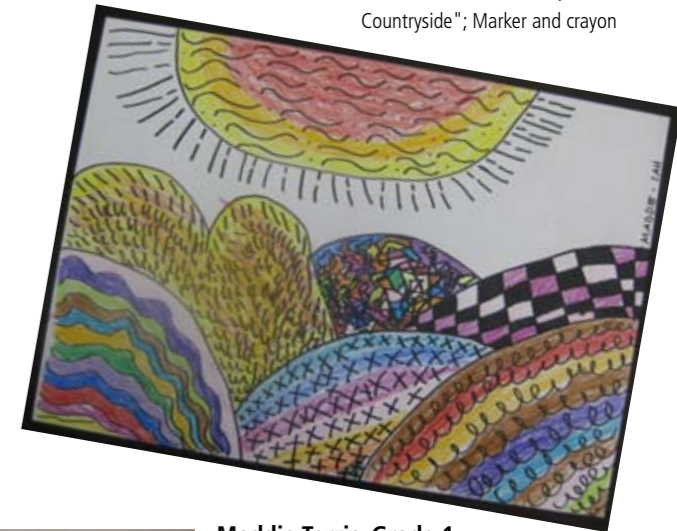
Leonardo Di Vinci is my favorite artist because his work inspired a lot of people all around the world. He was able to make amazing paintings with just a few dull colors.



SARAH UHRAN: "Symmetrical Butterflies" by marker and watercolor.



MADDIE TORRIS:
 "Fabulous Hens";
 tempera paint



MADDIE TORRIS: "Crazy Line Countryside"; Marker and crayon



Maddie Torris, Grade 1

Teacher: Amy Hossack
Art Teacher: Elizabeth Tucker
Campus: Pudong

What types of art do you like to make?

"I like to paint watercolors with my baby sister. I also like to make heart cards and give them to my mom and dad."

Where do find your inspiration for your art?

"When I draw, I may not know what I am doing, I just draw and choose any color. It does not matter how it looks, I just keep going and drawing."

What do you want other people to know about your art?

"I care about how they look at it and that they care about art too. I want them to be an artist just like me."

Who is your favorite artist?

"I don't have a favorite, but I am learning about Marc Brown the author / illustrator, I like that he draws crazy things."



SARAH UHRAN: "Molas"; Crayon and chalk resist with dye.

From Shanghai to Soweto...

SAS is always ready for community service

By Eleanor LEYDEN, HS Global Languages, Pudong Campus

When the Kliptown Youth Program (KYP) travelling troupe visited the Pudong campus in November of this year they did more than delight students and faculty with their spirited performances of South African gumboot dancing. They introduced us to the daily struggle of many children in one of the most disadvantaged neighborhoods in Johannesburg and inspired us with their initiative in combating poverty through education.

Eat, study, graduate

Kliptown is a shantytown in Soweto, Johannesburg, distinguished by an 80% unemployment rate, open ditch sewers, a lack of electricity and no running water. Communal pumps each serve about 100 members of the community. No schools are located in Kliptown so children travel to get educated. KYP was founded by a group of residents who wanted to improve their community via advancement through education. They run a free after-school tutoring and recreational/performing arts

services to include a lunchtime meal service (often the only meal of the day for many of the students) and scholarships for higher education. Their successes include a 100% graduation rate this year, a two-year grant to provide hot lunches and a China school tour that raised enough money to sponsor six students in tertiary studies. Their challenges remain securing ongoing funding for their arts, education and food programs.

How can we help?

KYP's visit to SAS Pudong was punctuated by MS Drama workshops in which the opening call and response was "SAS are you ready?" "SAS is always ready!" Little did we know that this would lead to much more than a gumboot workshop. Teachers contacted visit organizers asking how to help. As luck would have it two SAS teachers took advantage of a Chinese New Year vacation to South Africa to plan a personal delivery to Kliptown and Pudong love did the rest.

Many hands make it happen

A diverse set of students and teachers responded to an appeal for cash and other donations. The MS drama classes provided enough toothbrushes and toothpaste for over 350 people. One ES student donated his allowance to purchase much needed soccer balls. An ES teacher rallied a dedicated

group of faculty to purchase more health and hygiene products. Faculty from departments as diverse as HS PE, English, Math, Counseling, Music, and ES contributed enough money to pay for one day of hot lunches or 15 pairs of gumboots. The HS principal provided the letter for Customs explaining the purpose of this huge amount of toothpaste and the HS secretaries helped to store and carry the huge bags of donations to the waiting airport taxi which they kindly had ordered. Untold student hands helped to prepare the bags from the classes during homeroom and break who consolidated donations to the innocent bystanders (high school students on lunch break) who also helped carry very heavy bags to the office storage area.

Hand in hand

In Johannesburg, KYP staff drove us into Kliptown declaring "You will get to meet

the whole KYP family". We were invited to visit homes and the entire KYP operation. The staff stressed that although Kliptown residents are materially poor they are rich in so many different ways. We have to agree. Although we gave them money and supplies they gave us so much more. Thulan Madondo, KYP director, volunteered to record an interview for the benefit of the 30-Hour

Famine event at Pudong. We were treated to a performance of traditional South African and gumboot dances which had all the joy and spontaneity of a large family celebration. In spite of the daily poverty faced by the children KYP is an incredibly positive place. The students receive lunch and tutoring but they also participate in community service within Kliptown such as painting houses or distributing vegetables from their gardens. Thulani never spoke of problems or obstacles but of "challenges." The KYP attitude was uplifting and inspiring.

Keeping Shanghai to Soweto alive within an SAS tradition

While many prefer that charity begin at home, SAS has a strong tradition of creating community connections in different countries due to our global orientation. Our Habitat for Humanity chapters work not only in rural Chinese provinces but in Bangladesh, Nepal, India, Indonesia, Mongolia, Philippines and Malawi. Emergency response fund raising on both Puxi and Pudong campuses has benefitted victims of the Pakistani floods, cyclone struck Myanmar, and the Haitian earthquake. We hope that SAS and KYP will keep in contact and build an ongoing relationship based on mutual initiatives.



ABOVE: One of four KYP classrooms where students prepare for their exams and learn about community safety.



ABOVE (L-R): Collen Tshazi, Eleanor Leyden, Siphamandla (Boy Boy) Bongwana, Ellen Nugent, Thulani Madondo, Siphe Bongwana, and Thando Bezana.



program with the goal of increasing literacy, and the graduation rate from high school and supporting enrollment in higher education. The current program has registered 350 children who sign a contract promising to attend school and the after school sessions regularly. KYP has expanded

Six Degrees of Separation? KYP / SAS share Green & Tech Connections

Apart from a commitment to academic success both KYP and SAS sponsor Roots & Shoots, student environmental groups, who were both honored with a visit from Dr. Jane Goodall. While SAS focuses on recycling and reducing the school's carbon footprint and green house organic gardening, KYP runs a food garden to provide vegetables for their lunch program and the community. Students learn how to garden and can look for opportunities to start home gardens to benefit their families. Additionally, with the generous donation of the Noble School in Boston, KYP has the beginnings of a one-to-one laptop program. One hundred solar powered XO computers are available with internet capabilities. KYP also has a solar-powered monitor through which they can Skype their cultural performances to the world or stay connected with SAS!

The Kliptown websites www.kliptownyouthprogram.org is often difficult to access within China. If as a teacher, class, student or family you would like more information about KYP you may contact them at KliptownYouthProgram@gmail.com, a local organizer Shelley Bragg at Shellb@stillchasingrainbows.com or contact the following teachers who have worked with them - Danka.Kulikowski@saschina.org, Eleanor.Leyden@saschina.org, Ellen.Nugent@saschina.org

The Third Edge for Excellence Annual Fund:

Enhancing the education of every student

By J. Frederick **ROGERS**, Director of Advancement

The 2011 Edge for Excellence annual fund has launched with an ambitious goal of \$175,000. Running until its close on April 15, the campaign seeks to enhance the education of every SAS student by offering donors a choice of five possible gift designations. Here are this year's options, with examples of potential uses for contributions received:

1. Unrestricted: To be used where need is greatest.

- Additional funding for any of the four priorities below.
- Discretionary spending by the Superintendent in support of the school's educational mission.

3. Host-country experiences:

Providing educational exposure to Shanghai, China and Asia, Pre-K to Grade 12.

- Provide an array of cultural experts and performers throughout the school year.
- Defray the cost of local class-based field trips.



All gifts received will be expended during the 2011-2012 centennial year to strengthen the SAS educational program in each of the designated areas.

In keeping with "green" efforts in other areas of school life, SAS is running the campaign electronically, with no mass-printed pledge cards or letters. The fastest, easiest way to give is online through the donor portal on the SAS website (see www.saschina.org/giving).

Some donors may wish to print a pledge form themselves from the website, to be used when making a cash donation at a campus cashier's window.

Giving online may be additionally attractive to donors who may seek a U.S. income-tax deduction for their gift. Online gifts are passed through the Friends of SAS Foundation, a U.S.-registered 501(c)(3) organization. The

2. Global and environmental stewardship:

Funding energy-saving retrofits to SAS facilities school-wide and promoting student-led sustainability efforts.

- Enhance campus recycling programs.
- Implement facility equipment conversions to high-efficiency, low-impact models, including lights, water heaters, faucet and shower heads, and toilets.
- Cover incremental costs of purchasing certified "green" maintenance supplies and construction materials.

4. Science education:

Enhancing learning resources and opportunities in the sciences, Pre-K to Grade 12.

- Renovate Middle and High School science laboratories to university standards.



Foundation will provide donors with an official gift substantiation letter for IRS record-keeping purposes.

The Edge for Excellence



5. Visual and performing arts:

Enriching teaching and learning resources for artistic expression, Pre-K to Grade 12.

- Renovate art classroom areas.
- Construct dance studios on both campuses.

campaign helps SAS to maintain its high standards student learning tools. In this rapidly changing, increasingly digital world, there is enormous financial pressure on benchmark international schools like SAS to keep pace. At the same time, there are limits to how far tuition can be stretched to cover these needed improvements.

The Edge for Excellence annual fund is designed to provide—through voluntary gifts from community members including parents, faculty, staff and alumni—the margin of quality that distinguishes SAS from other schools in Shanghai and Asia.

Make your gift today!

Visit www.saschina.org/giving for complete information about how to support this year's campaign. You may give conveniently online using a credit card, or simply visit a campus cashier's window with the gift form on the opposite page.

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