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Malika Djishambaeva: Far Away and Right at Home

ICS foreign exchange student Malika Djishambaeva was born in 1985 in Bishkek, the capital of Kyrgyzstan, which has been her home ever since. Her parents, Dinara (Arabic for “golden”) and Ernest (named for the husband of his German nurse) are both cardiologists. She has one brother, Timur (Kyrgyz for “iron” or “strong”). He is eleven years old.

Bishkek is a beautiful city with many parks and a view of the majestic Tian-Shian Mountains, a number of whose peaks exceed 7,000 meters. Kyrgyzstan’s climate is similar to Seattle’s, but with hotter summers and somewhat colder, snowier winters.

Malika graduated last June from #13 Lyceum, one of the best schools in Bishkek. With over 1500 pupils, the school includes elementary through high school grades. Students attend Monday through Saturday from 8:00 A.M. until approximately 1:00 P.M. In her senior year, Malika had 19 different subjects, attending a total of six 40-minute classes per day. Among the subjects she stud-

ied were Russian, Kyrgyz, Soviet literature, English literature, German, world history, economics, math analysis, geometry, biology, physics, chemistry, computer science, world art and social science. Malika had always

enjoyed swimming for pleasure and taking the occasional aerobics class with friends, but during her senior year, there was very little time for anything other than her studies.

American movies are popular and very accessible in Bishkek. The last one Malika remembers seeing—and enjoying—at home was *Coyote Ugly*. Since arriving in Washington, she’s seen the second *Harry Potter* film, which she enjoyed

more than the first. Both Malika and Timur have read all four *Harry Potter* books.

Malika has found American culture a surprisingly comfortable fit, but does note some contrasts with Kyrgyz culture. Americans strike her as far friendlier and more informal than Kyrgyz. Another difference is that one can’t get a driver’s license in Kyrgyzstan until



AP Art Portfolio at ICS

Last year, ICS art instructor Barbara Sampson introduced the AP Art Portfolio at ICS. The new two-year program designed by the ICS art department is an advanced-placement art curriculum certified by the National College Board, by whom Ms. Sampson was trained and certified to teach.

The AP Art Portfolio at ICS is essentially two one-year courses offered in alternating years: Drawing Portfolio, which focuses on 2-D art such as drawing, painting and printmaking; and 3-D Design, which explores a wide range of sculptural techniques. ICS students have the option of selecting one Art Portfolio course to study in either their junior or senior year, or taking both courses.

Last year, Drawing Portfolio was offered for the first time. Students in the program had to submit a total of 24 art pieces, 12 in breadth (both subject and media were dictated by Ms. Sampson) and 12 in concentration (students were free to choose subject and media, with Ms. Sampson acting as mentor and coach.) At the end of the school year, the students selected five pieces for the “quality” section of their portfolio and submitted them for grading.

This year 3-D Design is being offered. Students are required to complete ten pieces in breadth and eight in concentration, for a total of 18. Each piece must be photographed and then students must select slides of the five strongest pieces to submit to Ms. Sampson for evaluation.

Though students select the final five pieces of artwork themselves, Ms. Sampson provides them with the tools and training to prepare them for making their own selection by the end of the school year. In the spring Ms. Sampson also asks students to invite someone whose artistic judgment they trust to help them select the pieces that will go into their portfolio.

Grading criteria for the students’ art portfolios include: skill and technique, art concepts, and evidence of thinking. 3-D design media can include wire, clay,

paper, fabric, plaster, and screen. Sculptures can be in the round or relief, and the styles can be realistic, abstract, or non-representational.

According to Ms. Sampson, the students did not fully realize the challenge they were facing when they signed up the first year, nor the enormous discipline and commitment that would be re-

quired to complete their portfolios. But they rose to the challenge and 21 students submitted portfolios in May. Several received a “five” the highest mark awarded.

The students displayed the quality work from their portfolios in the ICS art gallery at the beginning of the school year, giving the ICS community an opportunity to view and appreciate the spectacular results. We look forward to another exhibition next fall by the ICS ‘Michelangelos’.



Illustration by Lianna Wood



Illustration by Louise Foster

Welcome Mr. Murphy

When an ICS student was asked recently what he liked about Mr. Murphy, his response was simply “He’s my favorite teacher!” Upon meeting Steven Murphy, one can easily see why. An intelligent man, he is driven to be a first-rate science teacher.

Mr. Murphy began his professional career as an integration and test engineer at Hughes Aircraft. He participated in three satellite programs, even going to Cape Canaveral to help support the launches. After leaving Hughes, he was employed by Lockheed Martin, working on their Mars Observer satellite program and managing a staff of electrical and mechanical technicians. Mr. Murphy worked on the program for several years. The Mars Observer made a successful flight to Mars, but was lost soon after, never to be heard from again.

It was disappointing to have “lost the mission” when he had invested so many long hours and so much energy. But the loss gave Mr. Murphy an opportunity to reevaluate his career path and led him to consider a career change. He decided to become a physics teacher. Mr. Murphy returned to school and was awarded a masters degree in science education. He doesn’t regret his decision. “I can see now that engineering prepared me well to become a teacher.” Mr. Murphy finds satisfaction in gaining a lucid understanding of things, a joy he enjoys sharing with his students. He sees his mission as an educator this way: “I have to go out to where the students are and bring them in.”

Mr. Murphy first came to Seattle to visit his brother and do some backpacking. He loved it so much he decided to move here. After living in Tucson, Los Angeles,

and New Jersey he calls this region his “paradise.” These days he feels very comfortable in his new career and adopted home. “They go together,” he says, speaking of teaching earth science and being so close to nature’s abundance. In his spare time he kayaks and climbs Mt. Rainier.

This is Mr. Murphy’s first year teaching earth science and he’s enjoying it immensely. He also teaches physics,

a subject he taught for several years prior to coming to ICS in the fall. He can’t say enough good things about ICS.

“The students here are driven to do well. My eighth graders are doing work that my juniors were doing last year at the high school where I previously taught.” He credits the students, staff, and parents for the students’ achievements. “I am so happy to be here and I believe the kids are so fortunate to be here as well. This is really an amazing place; it’s working well and amazing things are happening.”

For his focus week in May, Mr. Murphy is taking thirty students to a rustic and beautiful camp on Orcas Island to explore the relationship between man and nature. They will look at the relationship from a Native American standpoint and an environmental standpoint.

As a postscript to Mr. Murphy’s previous career: NASA scientists used spare parts from the failed Mars Observer mission to which Mr. Murphy devoted so much time and thought to build the new Mars Global Surveyor. When he hears about the successful Mars Global Surveyor, which is currently orbiting the Red Planet, he responds with interest but not remorse. He is happy to be at ICS and we are happy to have him here.



A Taste of

The Taste of ICS is the quintessential ICS experience. The event has a decidedly international flavor; with the possible exception of the peanut butter and jelly sandwiches, and other more familiar dishes, that were served in the North American room. A word of warning for future attendees: Do Not Eat Before You Arrive at the Taste!

Around fifty students and parents spent 10 to 12 hours transforming ten ICS classrooms into distinct and colorful regions of the world. Our wonderfully diverse student body donated textiles, art objects, household items, toys, books and more from their families' countries of origin to aid in the transformation. With the magic of lighting, music, incense, and costumes, the effect was magnificent.

But what would the Taste be without the main ingredient: food? Approximately 150 families shared their ethnic and national heritage by contributing their most delicious traditional dishes. Enticing aromas emanated



from each classroom: curry, ginger, chili peppers, garlic, basil, cumin, cinnamon, nutmeg, chocolate. For those in attendance, it was quickly apparent that the challenge would be to take small enough portions of every dish to pace yourself through all ten rooms. This was very difficult, especially with such mouthwatering offerings as: roasted plantains and chicken skewers from Guam, Panang curry from Thailand, chicken mole from Mexico, Swedish meatballs, baklava from the Middle East, and kleinor (small buttermilk donuts) from Iceland.

In addition to the spectacular display of culinary arts, attendees were treated to music and dance (there were two performances during the evening). This year's show featured the International Ballet (which included several ICS students), ballroom dancers, an Indian classical dance and ICS students Amanda Dopierala, who played the violin and sang a selection of Polish folksongs with her family of musicians; and Terra Purpura, who performed Scottish sword dances.



The Taste

Donations were accepted at the door and this year the proceeds will be donated to the international organization for kids called "Feed the Children".

Perhaps the most impressive aspect of the Taste is that it is organized and managed by ICS students with very little help from parents. Ambika Singh has headed up the event for three years now. She is a senior this year, so she has trained Neha Soi, a sophomore to head up next year's Taste. This is a tradition we definitely want to keep. Just remember, do not eat before you arrive.



ICS Music Program

In the spring of 2000, Karen Chapman, an ICS parent volunteer, took it upon herself to start interviewing candidates to direct a music program at ICS. After several interviews, it was obvious that Michael Chapin, a teacher from Tillicum Middle School, in Bellevue, was the best choice. Mr. Chapin was about to retire, but wanted to stay involved with music.

His mandate as director of the ICS's music program was to teach students of all ages and levels of ability, on any instrument with the ultimate goal of bringing out the best in each individual student. Students in the music program have extremely diverse backgrounds, from those who study privately and participate in community-based programs such as the Bellevue Youth Orchestra and the Seattle Youth Symphony, to those who have only played in school music programs. Because of this great diversity, music of various levels of difficulty is performed at every concert.

To bring out the best in each student, parents and students who are more proficient instrumentalists have volunteered their time coaching various sections of the music ensemble as well as providing individual instruction for those who need it. When requested, private teachers are found for those who would like to challenge themselves more.

In the three years since it was founded, the group has made itself known in the community, playing twice at Crossroads Mall, at The Taste of ICS last year, and for the first ICS graduation last June. The group also performs two or three school concerts every year. Thanks to the persistence of both Cindy Duenas and Mr. Chapin, students now have access to musical opportunities outside of ICS, including the regional Solo/Ensemble Festival held at both junior and senior high school levels

every year in February. Last year, about a third of the students in the music program participated at the junior high school level and for the last two years in a row, cellist Lianna Wood (12th grade) participated at the senior high school level and advanced to the state competition in Ellensburg, a significant honor.

The students also made an impressive showing at last year's district jazz workshop, where they studied

jazz improvisation. Students from the workshop performed at last year's grand opening of the Kirkland Youth Center. One student auditioned, and was accepted into the All State Orchestra last year.

This year approximately 35

students are participating in the music program, about a third of them new seventh graders. Already two of our high school students, Allison Strother (flute) and Mark Etchevers (clarinet), were recommended for the All District Honors High School band. All District Junior High Honors Band participants are Ray Horton (trombone), Anders Eliassen (trumpet), Sojung Yi (flute), and Matthew Zhou (french horn). Korry Ogami (cello) has been invited to participate in the All District Honors Orchestra. ICS students also intend to try out for All Northwest Orchestra and All State Orchestra, and, once again this year, a number of ICS students plan on participating in the regional Solo/Ensemble Festival.

As Mr. Chapin learns of opportunities available to the students, the ICS music program expands its involvement with the greater musical community. Competitions and hard work aside, the students are there to have a good time, make lasting friendships, learn to set and achieve goals, and take pride in themselves and their accomplishments.



ICS students enjoy theatre at a discount

Tickets to performances of the Seattle Repertory Theatre are available to ICS students, on a first-come/first-served basis, for only \$11.00, thanks to the efforts of international studies teacher, Andrew Ivy. This year, ICS students and parent volunteers have seen Michael Frayn's Tony award-winning *Copenhagen*, Moss Hart's *Light Up the Sky*, and *Sugar Plum Fairy*, a one-woman comedy performed by Sandra Tsing Loh. On March 14 they'll attend Shakespeare's *Romeo and Juliet*, directed by the Rep's own Sharon Ott, and on May 9, they'll see *2 Pianos, 4 Hands*, a musical written by Ted Dykstra and Richard Greenblatt.

All the shows are on Friday nights with curtain times at 7:30. Mr. Ivy typically reserves eight tickets for drivers, his wife, and himself, and 22 tickets for students. Because he publicizes these outings through ICS, they are considered field trips, so the appropriate forms must be completed and turned in before the show.

Mr. Ivy started organizing theatre evenings for ICS students during the school's first year, when a small group attended a performance of *Bells Are Ringing* at the Village Theatre in Issaquah. After learning that the Seattle Rep and most of the other live theatres in Seattle offer \$10 tickets to anyone under 25, Mr. Ivy talked the group sales director at the Rep into charging only \$10 for adult chaperones as well (he adds a dollar to cover the interest on his credit card).

The benefits of organizing these evenings are many, according to Mr. Ivy. "I get to do something for the theatre community, as well as broaden the kids' arts horizons, expose them to the 'big city', and give them an opportunity to consider issues that are raised by the plays."

Choosing a college? Help is on the way!

It's the time of year when seniors are working hard to complete their applications for college admission and financial aid, and juniors are beginning to think about the entire college question. Choosing the right school from the vast number of possibilities can be a baffling and sometimes intimidating process.

In order to make it easier, ICS counselor, Kathy Comeau, has assembled a wealth of information into a "college book" that will be given to each junior in March. In addition, Tom Sherrard, former head of the ICS College Committee, has written a very informative article on the subject, which is found in the November 2001 issue of *Compendium*. His article contains numerous references to useful books and websites. The November 2001 *Compendium*, along with other back issues, are on the ICS Website: <http://wwwics.lkwash.wednet.edu>.



Continued from page 1

age eighteen and it is unusual to see a woman driving. Also, very few teenagers have after-school jobs. That difference notwithstanding she feels that teenagers are teenagers the world over, even if Kyrgyz teenagers are a bit more formal, obedient, and respectful in their exchanges with adults.

Kyrgyzstan, once a satellite of the Soviet empire, is something of a Central Asian melting pot. Bishkek, for example, is home to Kyrgyz, Russians, Uzbeks, Khazaks, and Turks, among others. Prior to coming here, a journey that took her through Frankfurt and Atlanta, Malika knew something of American culture through literature and movies, but comparatively little about Seattle other than that it was a major U.S. city with a “Space Needle.” Since coming to stay with her host family, Ikuko Okuyama and Akif Ozbek and their daughter Anna Ozbek (ICS 9th grader) she’s had a chance to explore our region. Malika has hiked Orcas Island; watched Pike Place Market’s fish mongers toss salmon to each other; wandered Bainbridge with a group of foreign exchange students; visited the Woodland Park Zoo, where she saw her first giraffes, elephants, penguins, and zebras; and stopped in at the Seattle Aquarium.

Malika is the envy of the foreign exchange students she’s met because of her placement in the close-knit community of ICS. She enjoys her classes, though she’s finding physics somewhat challenging, and says that her fellow seniors have been welcoming and helpful. In her spare time, Malika likes to listen to music—John Mayer and The Red Hot Chili Peppers are particular favorites—and she’s been known to treat her host family to such Kyrgyz favorites as *bishbarmak*, which is translated “five fingers” because the meat, vegetable, and noodle dish is eaten with the hands.

You would think that being so far away from her family would be a hardship, but according to Malika, “I really like it here. Everyone is so friendly that I’m not homesick at all.”

ICS COMPENDIUM

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Human form 'bronze' sculptures by Mr. Rayder's students