



## Sports Day 2015: Excitement Once Again

By **ROBERT WANG** Grade 11

Once again, the excitement heightened as the most intense activity of the year, Sports Day, approached. The event was held on October 25<sup>th</sup>. This was the second Sports Day since the House System was established. Everyone was anticipating the great event of the year.

A variety of sports were offered, and there were both individual and group sports. The individual sport that appealed to all participants was the run at the beginning of the day. Every person, including teachers and staff members, needed to run, and each person that finished could earn a point for their House. Group sports were basketball, soccer, power ball, water polo, volleyball, tug-of-war, and relay race.

The House System divides students, teachers, and staff members into four different houses: Northern, Southern, Western, and Eastern.

Every student had to compete against the other Houses. Many students prefer this system because they feel it motivates students and expresses each House's spirit.

Esther Chiang from 7<sup>th</sup> grade said, "I think the House System is a cool system, because we have been selected randomly to each House. Therefore, we can step out from our comfort zone and play with each other."

An effort was made to improve the event from last year. Thus, some changes were made by many groups, including



teachers, students, House Leaders, the principal, and the swimming coaches.

Before, the different grades took part in only one sport. For example, volleyball was only for 10<sup>th</sup> grade last year.

This year the teams were composed of different grades. For



example, basketball had two teams, junior and senior, and each team included students from different grades.

However, some students disliked this new system.

Angel Lee from grade 9 complained, "Sports Day is messed up because everything is in chaos."

Nevertheless, many people believed this system could improve cooperation between students.

Grade 11 Tiffany Tang praised the new system, saying, "The Sports Day in general was pretty successful this year since I feel that the events and activities were pretty well planned. By representing my House, the Eastern Dragons, I participated in both power ball and tug-of-war; both were extremely intense but fun."

While most students were enjoying the day, some students sacrificed their time to be volunteers. They shot photos, took attendance, helped the injured, and maintained order. They ensured the smooth flow of the Sports Day.

Aside from the efforts behind the scene, the House Captains drained the chants out of their brains in order to encourage their houses. The chants were inspiring, cheerful, and powerful, which contributed to the good performance of each student.

Also, the two hosts, Mr. Bragg and Ms. Sherry Lee spent a lot of time discussing the best way to create excitement.

Ms. Lee shared her experience, "This was the first time that we tried this creative and more energetic way of hosting the Sports Day, so Mr. Bragg and I were very excited and also felt very nervous about having this experience."

Without their effort, the day would definitely be less fun.

This year, both the events



and spirit awards were won by the Northern House.

Overall, this was a successful Sports Day once again. Many people contributed to making this symbolic event of Kang Chiao come true.

Improvements are always indeed needed since Kang Chiao is progressing every year.

Ms. Kekelis, the House Master of the Southern House, provided valuable suggestions. She said that there should be activities for every student so that no one will be left out. She also pictured a future Sports Day that will be more like a field day, with egg-and spoon and sack races, where there will be happiness and laughter for everyone.

All students are absolutely looking forward to next year's Sports Day.





## SCHOOL TRENDS &amp; EVENTS

## Inspiring Others: “Teach for Taiwan”

By PHOEBE KUAN Grade 11

On November 12, all grade ten students were invited to An-ting Liu’s presentation.

Liu, motivated to read the Harry Potter series at a young age, spent most of her childhood mastering English. After graduating from Princeton



University with a degree in international affairs, Liu took a job as a management consultant at a top-tier New York City firm. Just recently, Liu moved back to Taiwan and started up a nonprofit educational program called “Teach for Taiwan,” which helps to provide extra resources and to put more teachers into local Taiwanese public schools.

Liu delivered a strong message that “grades are not

everything.” She informed students that it is more important to work their hardest and go beyond their potential with passion instead of trying to achieve only for materialistic gain.

“It was truly inspiring,” said Monica Lee from 10C. “I thought that she’s really amazing because she just decided to study abroad one day while studying both Chinese material and the SAT material at the same time. She was able to make her dream come true by working towards it, and it inspired me to work toward my goal too.”

Caroline Lee, from 10G, also said that it was enlightening to understand that getting good grades is not the only source of happiness in life.



“I learned that only you can determine your own value,” said Caroline, “and one of the reasons [Liu] devoted her job to “Teach for Taiwan” instead of having a good paying, nine-to-five job is because she understands that true happiness is found by being yourself. She did not want to be the boss or live the luxury life she could have had. Instead, she chose to do something she loves, with passion.”

The fact that she moved back from New York to Taiwan in order to start “Teach for Taiwan” also moved many students.

Benjamin Yang from 10G said, “It is pretty amazing to see a person who is willing to quit

her high paying job and almost everything she had in America and come back to do such a charity for her mother country.”

Currently, Liu’s “Teach of Taiwan” program is cooperating with the local Taiwanese government to boost rural education in Taiwan.

Liu hopes to encourage more students through her personal story. After hearing Liu’s speech, many Kang Chiao students now have a different perspective on both their academic life and personal values. Not only are the students motivated to work harder in school, they also learned that the process of earning good grades can be as important as the result.

By JAMES CHANG Grade 7, CELINA CHIU Grade 8 &amp; JIM KAO Grade 9

## Grade 8 Hitting the Trail

The eighth grade students completed the annual mountain climbing training, and the major climb at He-Huan Mountain. The eighth graders had to go through extensive climbing training to develop their endurance, stamina, and skills.

For five consecutive Sundays they met with Mr. Kevin Tu and other teachers to practice basic safety and training concepts, and to engage in activities to



become stronger, while staying safe and having fun.

Mr Tu said, “I was very happy, because in addition to the studies and examinations, we have no other activities like this, so I really like to participate in outdoor

activities that can enrich our lives! It is super tiring, but the practical aspects of training students are invaluable.”

When asked if the training at the Grass Ridge Trail was worth it, he stated, “Absolutely worth it! Because I know we have to conquer He-Huan Mountain; especially the west of the mountain is not easy, so this training is necessary! My goal is to successfully challenge He-Huan mountain, and to conquer more than 100 mountain peaks in Taiwan...”

Ben Wu from 8A, who was enduring this training for the first

time, said, “It’s extremely hard, but it is quite useful. I find it pretty fun and interesting. Although some people have sprained their ankles, and a few people even fainted from the heat!”

After reaching the grand He-Huan Mountain peak, Tiffany Cheng from 8B revealed her most memorable moment during the trip, “On the night of the third day I was having allergies, and all of my friends in our class ran to find a doctor for me. It’s the most memorable moment because I felt that I was being cared for and found out that I have a lot of friends that are always at my side.

I learned a lot about teamwork.”

When asked what she learned on this trip, Celina Chiu from 805 said, “Encouragement, and to have courage. We have to encourage others when they want to give up or feel tired, encourage them to succeed at the climbing. Courage can let us pass the road that we have not passed yet—either you run the day or the day runs you.”

Even though the mountain climbing training and the He-Huan climb is a compulsory activity for every eighth grade Kang Chiao student, the participants found it an interesting, enjoyable and worthwhile activity. It was a very inspiring trip for students who took on the challenge of this 18km trek along the Caoling Historic Trail.





## TEACHER REPORT

By CELINA CHIU Grade 8

**Mr. Chung** is from Canada but was born in Taiwan. He teaches English Literature and Spanish.

**What will you do in your free time?**

I will play with my two-year-old daughter, play games, and play basketball. I also enjoy watching movies and other TV shows, just like everybody else!

**What do you think about education?**

I think that education is important; however, I also think education is important only if the learning applies to what you need to do in life. So, education is important but overall it is important for you to go through the process and decide which path to take.

**Which is more important, teaching or learning? Why?**

I would say both; they are equally important. When I'm teaching

# Eye on Our Teachers



I am not only sharing what I have learned. When I teach, I am learning, because I am learning from you guys. So it is equal.

**What do you like the most about teaching? Why?**

I think interacting with the students, because I feel sometimes when I teach younger students they can share answers that maybe I have never learned and ideas that I have never thought about.

**Do you regret choosing the teaching profession? Why, or why not?**

No, I think teaching is an honorable profession. I think we sure have a lot of teachers in the world. Without teachers, students can't learn. I chose teaching because I enjoy speaking and acting with people of all ages.

**What are your particular strengths and weaknesses as a teacher?**

I can say my strengths are that I love to use many examples, to speak up and use examples not only from the book. I love to use examples from real life to give you guys more clarity when I am teaching. I will put extra information and background on Schoology. I like to throw extra stuff at the students, but I won't force them to read it. My weakness for now is perhaps reading facial expressions. I

think... maybe when you guys are tired or having a bad day, I can't see your facial expressions and ideas. For now, I am working on the facial expressions, trying to find out without asking about the student's feelings.

**Describe yourself with 6 adjectives.**

Exciting, happy, cool, engaging, entertaining, and supportive.

**Some of the things I love about Taiwan:** The food—it is cheap and yummy for the most part.

**Some interesting things about myself:** I am an avid computer gamer. Now that I have a baby girl and with a second baby on the way, I'll probably spend less time with my computer (A.K.A second wife); however, being a young father and raising my children is my biggest accomplishment yet. I also enjoy cars, I am into cars. A man appreciates a good car!

By JIM KAO Grade 9

**Ms. Vickers** teaches English Literature and cares about dogs.

**What do you love most about teaching at Kang Chiao?**

One of the things that I like the most has to be the students. This is because they make me laugh constantly, and they also have a fabulous work ethic. The students made the transition from England to Taiwan incredibly easy.

**What do you think about Taiwan?**

When I first came off from the plane the heat hit me like a wall—the weather is so hot. But then I saw how beautiful Taiwan is and how friendly the people are. The food is also a big plus!

**What motivated you to become a teacher?**

I love learning, I love education, and I've always wanted to work with younger people in an

educational setting. Becoming a teacher was a natural choice for me, especially because my father was also a teacher.

**What makes a model student?**

A model student is more than just someone who gets good grades. A model student is polite, gracious, generous, and hard-working. There are many model students at Kang Chiao.

**What hobbies do you have outside of teaching?**

I enjoy going hiking when the weather is nice enough. Yoga has also become something which I like to do on a regular basis. I love to read and often get caught with my head in a book.

**What would you do if you won the lottery?**

I would buy my family first class tickets to visit me in Taiwan. Then I would plan an around-the-world trip!

**What's your favorite country,**

**and why?**

I visited America in March of this year. It was a two-week road trip with one of my good friends; we hired a Mustang convertible and visited three states. We visited Dallas, Houston, New Orleans, Memphis, and Nashville. Houston and Nashville were my favorite cities as the people were so nice and the food was amazing. We had many adventures!

**What do you do in your spare time?**

Other than the hobbies that I mentioned above, I also love to go to the movies. I am very excited to see the new Star Wars film at the IMAX. I also volunteer at a local dog sanctuary in Sanxhi some weekends. I absolutely love doing this. I walk the dogs, clean out their kennels, and spend time cuddling them. There are some disabled dogs there who are so loving; they're my favorite. I now sponsor two dogs in the kennels every month



to help with the cost of the sanctuary looking after them.

**Do you plan to visit any other countries whilst you are in Asia?**

I am going to the Philippines in February and would also like to visit Hong Kong and Japan early next year. If I'm lucky I would also like to visit Vietnam, Cambodia, and Thailand at some point next year. I want to see as much as I can!



## STUDENT CULTURE

By STEVEN LU Grade 11

On November 9, the students and faculty of Kang Chiao International School were proud to host activities for 20 students from Dunman High School, one of the most highly regarded co-educational high schools in Singapore, as part of an ongoing exchange program.

We were very excited for their arrival. Vice-Principal Lee and Department of Student Affairs Director Mr. Aries Lee cordially welcomed the students, and gifts were exchanged.

As a cross-cultural experience, we invited the Dunman students to bake their own pineapple cakes and to make bubble tea. These are some of Taiwan's most famous street foods.

Although we only met the students for a mere half-day,



## Dunman High School Visits Again!



the bond between the students began to grow as they spent time participating in activities such as Chinese class and a final exchange of photos.

Rachel Liao from 10C said, "We still have contact on Instagram and Snapchat. When you have exchange activities like this, you can have contact with others and learn about their culture."

10F Audrey Lin said, "At first we were shy, but it was our job to talk to them, and we found out that they were so willing to share. The students commented on how relaxed and free the

atmosphere at Kang Chiao is."

Like Rachel, she added some students on Instagram and thought it was interesting to be able to check what the Dunman students are up to.

"It was a great experience, because we learned about their country. We made some new friends that were very kind," commented Audrey Lin, also from 10F.

The educational value that this cross-school interaction brings is invaluable; with a unique experience such as this cultural exchange, Kang Chiao students were able to learn about the

responsibilities of hosting and about socializing with overseas students, as well as about teaching others more about Taiwanese culture and education. These are skills that will for sure be necessary as many of us will soon depart for higher education internationally.

This unique form of learning enhances students socially, academically, and culturally, through experiences that cannot be gained sitting inside a classroom, and that further strengthens Kang Chiao's bond with Dunman as sister school.

The students, administrators, and teachers of Kang Chiao have expressed great enthusiasm about this event, and we hope to have the chance to interact with other overseas high schools, as well as with Dunman High School, in the future.



## SCHOOL CLUBS

## A Kang Chiao Karate Adventure!



By ANGELINA LI, ERICA TSAI & FRANCISCA LEE Grade 9

Mr. Barnett, the instructor of the karate club, and the students from the Kang Chiao karate club returned from the Asian Pacific Goju-Kai Karate-Do Championship to Taiwan with a total of one gold medal, one silver medal, and nine bronze medals.

After receiving an invitation to compete, Mr. Barnett and 16 of his students traveled to East Jakarta, Indonesia, to participate in this highly advanced karate competition.

The Kang Chiao karate club was established in February 2012. At the beginning of this year,

the karate club became an official competitive Kang Chiao school team.

"Karate is an activity that you can do your whole life long," Mr. Barnett remarked. He believes that students could learn many things from karate.

"In addition to being a very effective form of self-defense and increasing physical fitness, it also hones confidence, develops self-esteem, and improves physical coordination. It improves concentration and can therefore even help you achieve better grades in school!"

The Kang Chiao Karate Team participated in the 6<sup>th</sup> Asian Pacific Goju-Kai Karate-Do Championships in Indonesia. Participating countries included

Japan, Australia, Iran, Indonesia, Malaysia, the Philippines, Hong Kong, Macau, India, and Sri Lanka. This was an international competition for black belts. Although many in our team still hold relatively low belts, they did an awesome job and competed as black belts at a black belt level.

"The most exciting part was that we got to use what we had trained for. We did a whole month of training just for this competition," said Ophelia Tsai from 12A.

Aaron Cheng, also from 12A, added, "The best part was that we got to meet champions from different countries. We realized how many good people are out there."

They both agreed that they had a lot of fun and said that they ended up doing karate everywhere—as they were walking

on the beach, on the streets, and even in the pool in the hotel!

Like Mr. Barnett, 10F Anthony Ko also feels that karate is about more than just fighting—that it also teaches discipline and respect.

About the competition, he said, "I fought hard and was



very nervous during the fight. I have only trained for one year, and I felt that all the extra training during summer and before this competition was worth it."

Anthony did very well and won a gold medal in the championship.

If you have the will to succeed, the character to persevere, and want to be part of a great, supportive and close-knit group, then you may consider joining the Kang Chiao Karate Team. If you are interested in joining the team, contact Mr. Barnett at room 1505 and prepare for your karate adventure!





## STUDENT CULTURE

By LESLIE HUANG &amp; TIFFANY CHENG Grade 8

## A New Educational System – The IB Program

After a whole year of training, many of the Kang Chiao teachers have become IB qualified. The IB (International Baccalaureate) program is a program that helps students develop the skills needed to survive in a rapidly globalizing world. Since this is Kang Chiao's first year following the IB program, both students and teachers are still getting used to this new educational system. The IB system is a curriculum-based system. It allows students to strengthen their independent thinking and also their ability to work collaboratively.

The materials for the IB program are pretty different from traditional education, as it's mostly focused on data reading and



analysis. The concept of the core is critical thinking, so the students have to spend a lot of time on preparation and adapting.

Also, the program doesn't give teachers the materials to teach—it only gives the direction of teaching—so the teachers have

to collect the information and resources, and create their own syllabus.

When asked about the training process, Mr. Bear Shaw—one of the IB qualified Chinese teachers—said, “Basically, all the teachers have to read a lot of information on the IB program, such as the ones they provide. There's a website for IBO, and there are some online courses for teachers, too.”

He further stated, “Chinese is a special case. Since there aren't any online classes, Chinese teachers have to attend large workshops and they have to go back and get more training

every year. They exchange ideas and share experiences with other teachers who come from different places.”

As for a personal opinion on the IB program, Mr. Knight—one of the IB qualified math teachers—said, “The philosophy of the IB program is really good. It makes the student very well-rounded, if you will. You learn to respect other cultures—other beliefs. Whether you agree with [others] or disagree, you learn to respect [them]. That is their choice; they do what they want to do, I do what I do, which somehow will work together.”



If all goes well with the diploma program (DP) which is the program being implemented right now, Kang Chiao is planning to possibly introduce the IB program for middle school (MYP) in the future.



## The Best Test for You: SAT or ACT?

By YINGLI LU &amp; JANNA LEE Grade 7

We all know that the SAT and ACT are used for admission for colleges and universities in the United States and other countries, and anybody in the world can take these tests. Students usually take the SAT and ACT during their junior and senior years. To help them catch up on all the difficult vocabulary words and basic math skills, there is a test which most of the students take before the SAT, which is the PSAT.

But why are these tests so important? These tests provide a way to set yourself apart from the college and state university admission crowd.

Teresa Lu from 12E said, “SAT for me is about concentration and determination. It's very tedious to sit in a quiet air-conditioned room for four hours with no food. You have to be really focused on your task at hand: reading through and answering all the questions as fast as possible and as accurately



as possible within the time limit. You have to clear your mind of everything except the vocabulary you have memorized and the tactics you've learnt. You also have to be determined enough to push yourself through the arduous four hours. It's really hard, but it'll be very worth it in the end.”

Amy Lu from 12C, who has taken the SAT three times, said, “The SAT tests are more suited for students who have had lots of experience and interest with reading and analyzing different texts. It is very hard to improve on the reading section (other than memorizing vocabulary and timing yourself during mock tests). For students

studying for the SATs this year, I would say focus on the writing and math sections since those are the sections that I've improved the most on throughout the year.”

When considering the differences between the SAT and the ACT, Aaron Cheng from 12B who has taken the ACT three times, said, “The ACT tests are mainly for students who are better in mathematical fields. The English parts in the ACT focus on how fast you read and answer a question. Personally, I have taken the ACT three times and I think the best way to improve your scores is through taking mock tests with a timer on. Timing and pacing yourself is very important for the ACT.”

Cornell Cheng from 12C, who has taken the SAT twice says “The SAT is primarily focused on testing simple grade 8 algebra level mathematics and pedantic grammar rules in the form of multiple choice questions and rapid, critical thinking in a single essay section. I have taken the SAT twice, and take my word for it: doing well on the SAT depends on your current English level,

unless you study real hard or have a brain that absorbs as fast as a Kleenex tissue. My method of preparing for it was to use flash cards with images, to constantly practice writing essays, and to memorize general grammar rules.”

Comparing the ACT and the SAT, the ACT questions tend to be more straightforward and easier to understand, but the SAT has a stronger emphasis on vocabulary. The ACT has a science section, which the SAT does not, and also more advanced math concepts. The college officers care more about how you score on each section of the SAT, but on the ACT, they care more about the total score.

Many students also take a test called TOEFL that is meant for non-native speakers of English, which tests how well you can speak, understand, read, and write in English.

Whether you take the SAT or ACT, or even the TOEFL, you should put effort into doing well, as these tests are a necessary step to getting into the college of your dreams.



## ARTS &amp; CULTURE

# A Tiny Part of Socialization

By MABEL CHOU Grade 9 & SOPHIE WANG Grade 7

What is socialization? Socialization takes us to the roots of how we act and how we mold quietly into the world we live in. At school, socialization shows both of its faces—the good and bad.

“Don’t suck your thumb.”  
“Don’t pick fights with others!”  
“Say please and thank you.”  
“Never eat spaghetti with your hands!” These are just some of the behavioral instructions we were bombarded with as children. Irritating at times, they became the building blocks of our minds.

Then, we entered the harshly fresh world of kindergarten and elementary school. And we were more or less saved from the worst part of shunning—bullying alienation from peers. We didn’t suck our thumbs during assembly, and we didn’t shovel our food down with our fingers during lunch. Socialization, more or less, saved us.

Socialization is the way we think we should act because that’s how the world acts. It’s the things we do and learn in order to meet the expectations of our parents, friends, and teachers—basically the people around us. We

socialize as we abide by the rules around us, most of all because we want to fit in. In other words, the world makes us socialize but we do too.

Socialization saved us when we were young, but too much of a good thing can also be negative. Have you ever wondered why a shy new class can completely lose their voices when a teacher asks a question on the first day? Is it because everyone is generally shy, or everyone’s afraid of being the showoff, or simply because nobody else is answering? Have you ever wondered why some people have to go around in packs or pairs? Is it because everyone

else is in pairs? Why do some people go after the newest comic books when they actually prefer novels? This part of socialization isn’t really so much “socialization” as it is “conforming,” as it is “trying-not-to-be-the-weird-one-out.”

This tiny part of socialization is the way we think we should act because that’s how the others act, but who taught the others to act? When you look back, it really won’t matter whether you conformed or not, but it will matter knowing that you tried so hard that it stopped you from throwing back your head and enjoying life. To be honest, life’s too short to be someone you aren’t.

*Mrs. Wu’s grades 10 and 11 literature students are given regular written response assignments. They have two choices. The first is a “reading connection” response which can connect to an outside text, a historical event or current news story, or to their personal lives. Here are two excellent examples:*

## We Live Too Fast

By SHELLY CHU Grade 11

American writer Henry David Thoreau once wrote, “We live meanly, like ants.” It shows that humans are as busy as ants. Ants are always working and never stop to enjoy their life. It is similar to humans who are often wasting life on unimportant details and who forget what really has worth in life. My life is similar to an ant’s, always staying busy, when in fact I should slow down and enjoy every moment. A busy life is meaningless.

Freedom disappears with too much busy work and we often do not notice how limited we are. Just like an ant prepares food for winter, I am always preparing for the future. Parents and teachers often tell me that if I start to relax, everyone will surpass me and I will fall back in the race of life...When other children were playing outside, I needed to practice the piano to win a competition. When my friends were enjoying parties on the weekend, I stayed with my computer to finish projects. To

become a winner sounds really wonderful; however, this goal dominated my thinking so much that I did not have any time to take a deep breath.

Living a competitive life is exhausting, but at least it does give purpose to my work. If our limits disappear, our lives will start to become meaningless. When we are deeply engaged in competition, we can find enjoyment in our challenge. For example, when I play the piano, I put myself into the music deeply. The stress of the competition disappears, and I enjoy every note to its fullest. Furthermore, once my projects are done, I can appreciate my freedom a bit more, especially when I walk out into nature.

Having a busy, competitive life is not great all the time, but it does have its good points. When life moves too fast and feels out of control, it is meaningless. However, when there are no limitations, it is also meaningless. So we must have balance. The balance of busy work and competitions helps me to appreciate my freedom and the time I spend in nature.

## My Origin

By NIEL NI Grade 11

Over the hill, the hunters were gathering in a group for the distribution of the wild goat that was shot by a poisoned arrow. The goat would become the main meal for all the people.

This is an activity for the elders of my ethnic tribe—Tayal. Our tribe is located in Northern Taiwan, with about eighty thousand people in total. I am proud to be part of the Tayal group. Being part of the Tayal ethnic group is part of my heritage, and we have special items that represent our culture.

One of the most famous items is the mouth harp. In my childhood, when I had time for play, I always sat on my chair listening to my grandparents performing the harp. To play this harp, one must pull a string and blow air to have different styles of sound come out. The harp is not only an item—it is part of us.

It can be the communication of the people when going out for a hunt. During the yearly festival, men perform the harp to impress the girls they like. The girl then looks at the man directly if she likes him too. If she does not like him, she politely refuses him by looking down. The harp is both hard to make and hard to play well. It represents the most common life object in Tayal culture.

Unlike in the modern world, tattooing is one of the most solemn traditions in Tayal. The origin of the Tayal tattoo comes

from a traditional story about a brave group of fighters...It is one example of how a man becomes a fighter in our tribe. In Tayal culture, the man is the center of the family. When he is qualified to be a warrior, he is tattooed on the forehead and chin.

Women also have tattoos based on their weaving skills. The Tayal believe that whoever does not get the tattoo cannot cross the rainbow bridge to meet their ancestors in the afterlife. The process of face tattooing is very harsh for modern people. The piercing of a nail into the face is required, and the people must endure the inflammation of the face for three to four months. Because of this, there are only two remaining people with our traditional tattoos.

The Tayal have three treasures—the harp, the tattoo, and the last one—weaving... A girl’s heritage is her weaving. It is passed from mother to daughter, and she starts to learn from childhood.

Being part of the Tayal tribe is my honor and our treasured items add to my sense of heritage. Wherever I go, I feel special because I belong to this ethnic group. The harp, tattoo, and weaving are just three examples of my unique heritage. Whether or not our heritage will continue, the spirit is strong in me now. It is a spirit that will never forget the god of Tayal. One day, I will join the elders in their hunting tradition and continue to pass on the tradition of Tayal to my future children.



## STUDENT CULTURE

## Environmental Systems and Societies: The Yangmingshan National Park Field Trip

On December 15, we got to experience the intertwined relationships, intricate processes and mechanisms, and the biodiversity of the Yangmingshan National Park.

The first stop on our itinerary was the Tianxiyuan



Ecology Education Center. We learned so much from our tour guide who was a former Biology Teacher. She introduced different endemic species and the different relationships existing in nature.

Our second stop was the Lengshuikeng Ecological Pond Area.

The main goal of the field trip was to study two different sites



for species frequency, species percent cover, and population density.

### ROBERT WANG

We saw the distribution of some organisms, and we could refer these phenomena back to our textbook. It was more realistic and easier to understand when doing field work. We understood the difficulties for scientists to collect data in the field because sometimes it is hard to identify or count the organisms. This is why we might have uncertainty and mistakes in our data collection.

### AMY HO

The field work gave me an idea of what real field work will be like. Even though we had several chances to try at school, I felt

that the real field work at the parks was very cool. We had to choose a site and work on our data collection no matter how bad the weather was, and this was a really remarkable chance to let myself enjoy the rain...I realized the importance of understanding what we should do before the real work takes place in order to prevent us wasting our time.

### JANET CHEN

Everyone had to stick with their part of the work in order to let the field trip run smoothly. After the nearly perfect cooperation between me and my teammates, we got data which showed some

important information, such as the effects of the height of the sea level. Some of the plants that we saw in Yangmingshan National Park did not even appear when we got up to Lengshuikeng. The temperature clearly was not the only reason—it was also affected by the percentage of water vapor in the air and in the soil. We will need to calculate the PH differences to be more accurate in the results.

Last but not the least, during this field trip, [we] learned how to cooperate with others to reach our goals, absorbed a lot of information, and also had experiences that we cannot obtain in the classroom.



## ART APPRECIATION

## The Bassoon: A Rare and Unusual Instrument

By JAMES CHANG Grade 7, CELINA CHIU Grade 8 & JIM KAO Grade 9

On November 12<sup>th</sup>, Kang Chiao had the pleasure of inviting the famous bassoon (fagotto) chamber music group, FagottiCCmo, to meet with our students for a performance.

Selections for this concert included classics of the Baroque, Romantic, and modern periods, presenting the diversity of the



bassoon. Students were able to gain appreciation for the complex mastery of this classical instrument and to ask questions of the performers afterwards.

Mr. Chia-Chu Hsu, who established the group in 2008,



is one of the most sought after bassoonists in Taiwan, and is also referred to as the “Godfather of the Bassoon.”

Because of a wind instrument enrollment ratio imbalance recently in Taiwan, he is committed to promoting the bassoon by doing campus performances, and is hoping to introduce this instrument to more people.

After the performance, the students asked various questions of the performers. The students were very eager to speak, and to really know about this unusual and rare instrument.

Of course one of the first

questions from the students was about the cost of the instrument. Buying a new bassoon can cost you between NT\$200,000 to 300,000.

One of the downsides to the instrument is the price. The bassoon is not only extremely fragile; it is also very valuable and underused. It is also considered by musical experts to be one of the hardest musical instruments to learn how to play.



Bassoon players explain that the instrument is extremely heavy and that you need very

strong thumbs. The bassoon has a double reed, unlike the clarinet, which has a single reed. The term double reed means that there are two pieces of cane vibrating against each other. Simply acquiring a note is a trial, and the fingerings are very difficult. Any musician who attempts the bassoon has generally played the clarinet, flute or oboe before, and enjoys the bassoon because of the challenge.

Some of the pieces played during the performance include Charles Koechlin’s *Sonata for Bassoon and Piano*. Peter Maxwell Davies’s *Strathclyde Concerto no.8 for bassoon and orchestra*, and Willson Osborne’s *Rhapsody for bassoon*.

Every half semester, Kang Chiao will invite an orchestra or singer for the purpose of musical appreciation.

We are very lucky to have this wonderful opportunity to understand more about the discipline and artistry that goes into learning how to play an instrument, and about the music profession.



# Tackling the Parsons Challenge

By AMY LU Grade 12

One of the major projects that AP art students worked on this year was completing the Parsons Challenge.

The 2015 Parsons Challenge is a project that requires students to choose a central theme or concept and interpret it in three original pieces of art. These pieces could be presented using all forms of media, ranging from drawings and videos to sculptures and 3D works. Each piece also had to be defended in writing. AP art students Elsa Tsai from 12C, Joana Liu from 12C, and Anita Kao from 12F chose to combine their advanced techniques and distinct styles to complete the challenge.

Unlike regular assignments, this project provides students the



By ANITA KAO Grade 12 Depicting the growing issue of the overuse of steroid hormone drug injections in animals.

social issue of the overuse of steroid hormone drug injections in animals.

“After seeing multiple news coverage stories on

exaggerated drawings, she was able to convey the dangers of having an abundance of drugs in the food, and particularly in eggs, that we eat every day.

the superficiality and materialistic nature of human beings.

In contrast to Anita Kuo and Joana Liu, Elsa Tsai decided to take on the challenge through a conceptual form, using objects such as wood, wool lines, and acrylic paint balls to create sculptures that portray different human feelings and emotions that are ignored in society.

“Oftentimes, little actions of love and kindness from our family and friends are overlooked, so I decided to use the intricacies and complexities of my sculptures to emphasize the importance of the nuances in life,” commented Elsa.

Ultimately, the Parsons Challenge allowed the AP art students to explore different issues of their choice, and to respond to these problems with their own distinct and creative style.



By ELSA TSAI Grade 12 Conceptual forms of wood, wool lines, and acrylic paint balls used to build sculptures that portray different human feelings and emotions that are ignored in society.

freedom of picking the message that they want to advocate and emphasize.

Anita Kuo utilized this challenge to stress the growing

the unethical use of drug injection in animals, I felt that it was an appropriate topic to emphasize,” she said.

Through colorful and

Joana Liu was inspired by the theme of “What Goes Around Comes Around,” stressing the negative cycle in society spurred on by drug dealing and

By JOANA LIU Grade 12

Inspired by the theme of “What Goes Around Comes Around,” stressing the negative cycle in society.



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