



How the Simple Egg Bridges Cultures

Dallas Chan, Junior

Different cultures come with various customs and traditions, from unique cooking methods to ingredients. Turkey, Argentina, and Hong Kong are drastically diverse countries, with cooking styles almost completely distinct from each other. Yet, with the egg, a seemingly ordinary ingredient, these cuisines are able to turn their flavorful dishes into a crucial tool for overcoming cultural barriers.

Melek from Turkey expressed her love for Kavurmalı Yumurta, which is a traditional Turkish dish made with slow-cooked meat and eggs. "People often eat kavurmalı yumurta with fresh bread to soak up the yolks and meat juices, and sometimes add condiments for extra taste," said Melek.

In Argentina, many enjoy Hamburgers with fried egg on top.



Students enjoying the Cultural Day performances

Mr Marcelo states that this is a rather popular dish among Argentinians, as it enhances the flavours of the burger, making it even more juicy and flavourful.

Originating from Hong Kong, a traditional Cantonese dish that is dear to my heart is scrambled eggs with vegetables. It is a simple yet delightful meal, combining soft, velvety eggs with fresh, colorful vegetables that bring both flavor and

nourishment. Often served with rice, this wholesome dish reflects balance, simplicity, and joy in eating.

"A simple ingredient like egg can transcend cultural boundaries"

These dishes show how, taking on unique forms and flavors in different cuisines. From the rich and hearty Turkish kavurmalı yumurta to the indulgent Argentinian burger topped with a fried egg, and the hearty Cantonese scrambled egg and vegetables, each dish reflects the traditions and tastes of its culture. The simple egg serves as a reminder that while our methods and flavors may differ, food is one of the many ways that continues to connect us all through shared appreciation and joy.

Performing Abroad: HKAA Students' Japan Experience

Chelsea Yau, Freshman

Around 2 weeks ago, a selected group of students from our school had the amazing opportunity to travel to Japan and perform in a musical. The trip, which took place between September 18 to 23, was a proud moment for our school community as our gifted friends represented us on stage. There, they played well-known pieces like "Creatures of Prometheus Overture" by Kakeshi Takeshi and "Piano Concerto No. 5 Emperor" by Beethoven. and the summit of Mount Fuji. During their visit, they immersed themselves in Japanese culture by visiting numerous cultural sites, including temples in Tokyo and the summit of Mount Fuji.

Nearing the end of this trip, however, Typhoon Ragasa hit Hong



HKAA Orchestra performing in Japan

Kong, causing significant disruptions. The students and chaperones found themselves stuck in Japan for two more days due to the severe weather conditions back in Hong Kong. They all sought refuge in shelters to avoid the fierce storm and remained safe to make it back after the weather had calmed down. Their adventure not only captivated their musical talent but also their adaptability in facing unforeseen conflicts.

Celebrating This Year's Cultural Day

Kelly Yip, Sophomore

Imagine a vibrant school filled with students from diverse ethnic backgrounds. You see traditional clothing from around the world, smell delicious foods from different countries, and hear music and languages you might not understand. Cultural Day is a celebration where people come together to share and appreciate diverse traditions, customs, and heritage through activities like food, music, and dance. On September 30, students watched performances from around the globe and played cultural games, making the day fun-filled with engaging activities. More than just a celebration, Cultural Day encourages unity and helps people better understand each other's differences. It demonstrates that, despite divisions, we share common joys

like laughter, loving our families, and enjoying good music. For those who have moved away from their hometowns or countries, Cultural Day is an opportunity to feel proud of their heritage, fostering a sense of belonging and appreciation for their background.



Casey, Conall, and Brogan representing the United Kingdom

In the end, Cultural Day is something truly worth celebrating as it brings people together.

Stirring Our Cultural Pot

Sekela Mwamakamba, Senior

If you take the time to observe every individual who walks past you in the hallway or sits in your classroom, you will notice that they are not just students of HKAA—we are a multitude of cultures and traditions. Many of us speak more than one language and have different aspects of our own culture passed down from generations. These are elements we bring to school to create a cultural mixpot. Our diversity is not merely something to notice; it is something we should celebrate.

There is so much more to culture than food, music, or clothing. It is the way we see the world, the way we treat others, the way we speak and interact. When we begin to embrace the different cultures within our school, we begin to learn more about each other and ourselves. Here at HKAA, we embrace and create an atmosphere of acceptance for the aying traditions and values that each culture has to offer. Additionally, when we mix all our cultures, we, in turn, create our own HKAA culture where everyone feels valued, welcomed, and proud of who they are.

We should challenge ourselves to carry this spirit beyond Cultural Days and Chinese Emphasis weeks. Picture what our community would look like if we celebrated culture every day, with open conversations and the courage to earn from one another.



Sekela with the Tanzanian flag on Cultural Day

We would be more than just students in the same building; we would be like a family that grows stronger because of its diversity.

It is my hope that every student pushes himself or herself out of his or her cocoon to learn something new from at least one of the mix of cultures in HKAA. And better yet, as this school continues to grow and strive, we may continue to build HKAA culture, starting by looking forward to every edition of our very own Newsletter.

Editorial

HKAA's New Phone Policy Promotes Focus and Connection on Campus



Dallas Chan, Junior

Beginning September 22, Hong Kong Adventist Academy introduced a new phone collection policy aimed at helping students stay more focused and engaged throughout the school day. Under this policy, students place their phones in a lockbox at the start of the day and retrieve them after the seventh period.

The initiative has sparked meaningful discussion across the student body, with many recognizing the administration's goal of promoting well-being, improving attention, and reducing classroom distractions. "I'm a lot more focused in class," shared Nicole, a Grade 11 student, who acknowledged that keeping her phone away has helped her concentrate better during lessons.

While some students hope for more opportunities to build self-discipline in managing technology, others appreciate the calm and connected environment the policy encourages. Teachers have also noticed a rise in participation, stronger face-to-face interactions, and improved classroom atmosphere.

As HKAA continues to refine its approach, the new phone policy serves as a reminder that true growth involves finding balance—between freedom and responsibility, technology and mindfulness, and learning and self-control.

Does the SAT Truly Measure Intelligence?

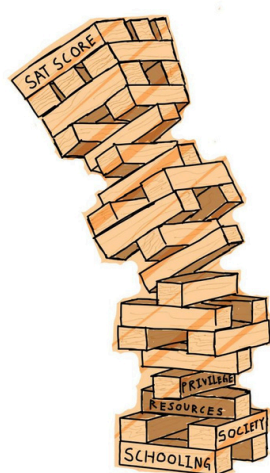


Illustration by Samson Chan

Samson Chan, Senior

Are standardized tests like the SAT an accurate measure of one's ability and intelligence? This question has been circulating since the creation of the SAT in 1926, with mixed opinions on whether these tests could precisely predict intelligence and academic performance in colleges and universities.

According to a finding conducted by Frey and Detterman, both departments of psychology at Case Western Reserve University found that the SAT correlated with general cognitive ability and factors of intelligence. However, the SAT is not a measurement of overall intelligence,

but instead an evaluation of their learning progress or the information retained in their mind, influenced by all aspects of their lives, over time.

The College Board itself says that the SAT does not measure innate ability. Rather, the director of the Office of Research at the College Board, Wayne Camara, believes that it measures students' learning development both inside and outside of school. This demonstrates that the SAT is less a measure of true intelligence and more of a reflection of learning development, which is almost completely determined by external factors, such as schooling, society, and overall resources. These features front a mask as intelligence, concealing the fact that the test merely slaps a score on a student's access to opportunity. Therefore, in evaluating the SAT's results, an individual's circumstantial advantages play a far larger role than their innate intelligence.

Results have shown that the majority of students have shared similar opinions regarding the SAT's ability to evaluate intelligence. In a recent interview with grade 12 students who have taken the SAT either this September or November,

about their opinion on the accuracy of standardized testing in measuring intelligence. Their responses gave new insights into how it doesn't accurately measure intelligence. With responses such as "English and math are not related to all fields," highlighting that not all subjects rely on English and math, but also other fundamental skills. Or "SAT is not reliable because it tests you on specific types of questions," which shows that it is not a reliable method of measuring overall intelligence, since the question bank does not encompass all knowledge. This feedback suggests that most students who have taken the SAT would agree that it does not evaluate overall intelligence because it tests students on such narrow subjects and questions, which could never cover all aspects of knowledge.

In conclusion, debates about the SAT's effectiveness continue; it is evident that it fails to measure intelligence accurately. Many students, including the College Board itself, would agree that it does not capture students' full ability.

Fostering Student Growth: The Grade 1 to Grade 8 Meet & Greet



The flute ensemble

Vani Yim, Freshman

The Grade 1 to 8 Meet and Greet was an event where parents and students got to understand what curricula the school offers. Instead of typical speeches, the day consisted of exciting performances and games. However, before they started going deeper into talking about the curriculum, the audience enjoyed music performances like singing, dancing, and flute ensembles. As part of the flute ensemble, I had the opportunity to take part in event entertainment as well. Later, the

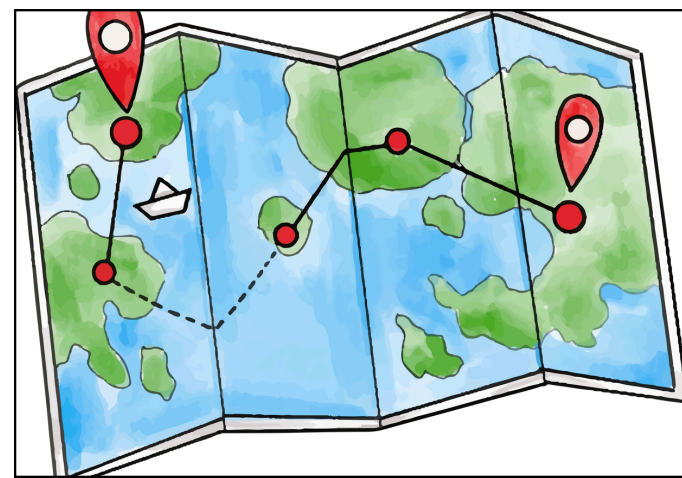
Chinese CFL class presented a drama for elementary students, which allowed the performers to express themselves through a language that isn't their first. Then, Ms Jessica, one of the PE teachers, prepared an easy game. It required students to balance a ball on a rainbow parachute, encouraging students who were interested to participate and have fun. After the performances, parents and students went to different classrooms to further understand the specific curricula the school offers and plan their future. Reflecting on the event, it wasn't just me who thought it was a fun experience; many parents also expressed their appreciation. This event served as a opportunity for students to not only learn about the school, but also to train their bravery.

High School Parents Reception Maps Student Success

Brogan Archer, Senior

The annual High School Parents Reception that took place on September 28 was not just to describe classes but to provide students and parents with an essential guide to success. The morning started with a performance by the Hong Kong Adventist Academy Orchestra and a brief introduction by Principal Hall, who set the atmosphere by emphasizing the importance of integrity. Then, the staff delivered numerous presentations to sum up all aspects of the academic journey. Mr Brandon outlined the school curriculum, while Ms Whitley highlighted the benefits of Advanced Placement courses.

However, the central focus of the reception was to develop an understanding of how to reach college and explain what it takes to build a strong application. The presenters revealed that while strong grades and high AP or SAT scores are necessary, they are not



enough to be truly competitive alone. "After taking part in the High School Parents Reception," William Kan, Grade 12, said, "I learned how important it is to not only get good grades but also to participate in extracurricular activities and engage in community service." From the presentation, participants were also able to learn about Hong Kong Adventist Academy's affiliation with Griggs Academy, which offers students direct pathways to Adventist colleges abroad.

Ultimately, the event established a significant partnership between the school and parents. By creating this bridge, all groups left the reception equipped to better support students in maximizing their potential and navigating the opportunities ahead.

“A Second Birthday”: Jasmine Leung’s Baptism

Makayla Wong, Senior

On September 13, 2025, our grade 11 HKAA student, Jasmine Leung, celebrated her “second birthday.” This was an incredibly special day for her because she was baptised at Bayview Church. Jasmine was joined by her family, friends, and church members, who stood and watched as she made the important decision to choose to follow God and

thoughts that morning. Even though she was under so much pressure, she stepped forward and let God accept her.

Someone asked her how she felt. Jasmine gave a thumbs-up and said, “Good.” Besides the nervousness, she learned a special lesson: following God does not need to be perfect; you just need to be willing. Jasmine said, “Even if we knew this special day was coming up, we could not be all prepared for it. Still, we can be ready as we believe that Jesus will return.”

She also said, “As long as we choose God above all of us. He will always welcome everyone who wants to embrace him.” This statement demonstrates the growth of her faith and the understanding of God’s Love.

Looking back, Jasmine said the day she got her baptism was one of the happiest moments of her life. “I will never forget that day, with my family, friends, and the church members, enjoying the love from God, the cheering, and the happiness. But most importantly, I thank you, Lord, for coming into my life.” She ended her conversation with her favorite Bible verse given below.



Jasmine on her baptism day

publicly announce it through baptism. Jasmine revealed she was excited and nervous before her baptism.

What if I’m doing the wrong thing? What if they think she is not already? Jasmine said as she recalled her anxious

SA’s Mini Olympics Event



The winning team celebrating their victory

Jocelyn Tong, Junior

After the Cultural Day on September 30th, the Student Association hosted a fundraising event called the Mini Olympics. Activities took place all across the school, from the school gym to the lawn in front of the college building. Participants played games such as dodgeball, frisbee, kickball, and an eating contest. The champions of the games were Suki, Meod, Ivan and Suan.

Suki found the eating contest the most entertaining part of the event, calling it "hilarious." She added that the event encouraged sportsmanship and teamwork with classmates she didn't typically interact with.

Meanwhile, Ivan highlighted both the dodgeball competition and his team's eventual victory as his personal highlights. He also noted that the experience was particularly meaningful, since it was his first time participating in an SA-organized sports event.

The varied responses reflected the event's diverse appeal, engaging attendees through both lighthearted amusement and spirited competition. Moreover, it speaks to how sports can bring people together and foster new relationships.



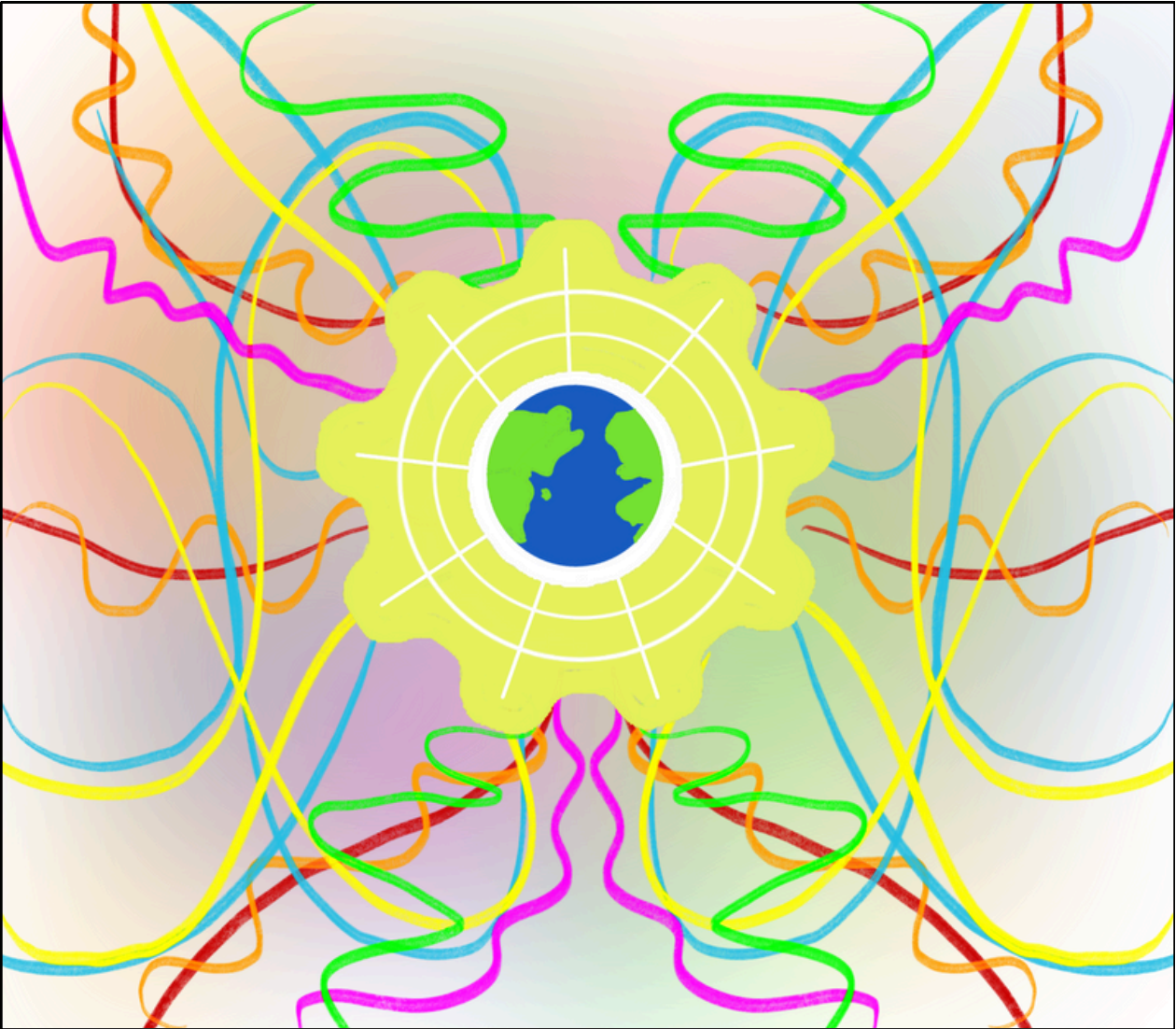
Cultural Day in Film



Value of the Month: Collaboration

Adrian Leung, Senior

The illustration shows many colors combining into a gear. This represents how many different kinds of people working together can collaborate to create something.



Word Search



Word Bank

Language	Ethnicity	Custom	Values
Tradition	Diversity	Folklore	
Heritage	Belief	Artistry	

Poetry

Sekela Mwamakamba, Senior

The only way we can unite is through division.
'Tis the fault of man, the paradox of diversity:
That we find comfort in our differences
And deride those who strive to unite.

We venture into distant lands and position
Ourselves in our "Little Italies"– the absurdity.
Our enclaves are our deliverance
From those who strive to unite.

"Where I come from", we sing in repetition,
Refusing to adapt, to respect.
"In my culture", we state with pride,
Disagreeing with those who strive to unite.

This paradox, as sly as a fox,
keeps us in a box
Labelled: "Diversity is how we differ."
It deludes us, sheep in our flocks,
Because there is more we don't see.

Diversity is how we differ,
It is our Little Italies,
Chinatowns,
Koreatowns,
And Little Saigons.
But it is also making everything work
And live harmoniously,
Together.

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