

2011 WORLD ROLLER SPEED SKATING CHAMPIONSHIP IN YEOSU



The women take the podium for the medal ceremony at the 2011 World Roller Speed Skating Championship.

During the month of September, the South Korean city of Yeosu hosted the 2011 World Roller Speed Skating Championships. More commonly known as inline speed skating, this international event drew competitors from 117 countries around the world. GSIS's senior Jong Hee Kim had the privilege of participating as an English language translator for the international players and coaches that came to participate in this event.

Jong Hee's interest in inline speed skating was fostered by his father, Mr. Hyung Suek Kim who in his youth had a strong interest in inline speed skating and was part of promoting the Korean national team to its current status as a contender in the international arena. When Jong Hee was asked to use his bilingual skills to help translate, he was happy to oblige. He does admit that there was a sense of nervousness when he realized the gravity of the responsibility. He jokingly commented that he had butterflies in his stomach every time he was asked to translate for fear of "messing up". After all, this was the World Championships! Jong Hee's primary responsibility was to be available for one on one informal translation for foreign coaches and players who spoke English. He admits he was hoping to get more

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access to the players themselves but was happy to assist the coaches and their staff with whatever they needed to the Korean organizers.

His translation skills were put to the test at the evening of the Gala dinner where he was translating for the head coach of the Mexican team. Jong Hee struggled with the coach's Spanish accent and admitted that he has a brand new respect for those who translate for a living. "It was so hard for me to understand his English and I found myself guessing a lot of the times. I just kept hoping that I was translating what he was saying correctly. It was a lot of pressure."

Jong Hee has been a student at GSIS since 8th grade. Before that, he attended a Korean preparatory school, SAIS. He was a self-proclaimed troublemaker and admits to getting into a lot of mischief during his middle school years. "I was always being called into the principals office for one reason or another. I really didn't take school very

seriously and made it difficult for my teachers.” He began attending GSIS in 2007 and things started to change for him. “I really like GSIS. It’s a like family. Everyone looks out of each other and the teachers really care about the students. GSIS changed my personality. My sister attends a different international school here in Korea and we compare all the time. I think GSIS is better.”

When asked what impacted his life the most at GSIS, without hesitation, Jong Hee mentioned the annual service trips the Student Life Ministry department sponsors. “I didn’t realize until I started going on these trips how much we really have living in Korea. We complain so much when we have a lot but these kids in these countries are so grateful and happy with so little. It really humbles me. I love seeing their smiling faces.” Since his freshman year, Jong Hee has attended trips to Thailand, Philippines and Saipan. He plans on returning to Saipan again this year.

Jong Hee’s long-term aspiration after graduating GSIS this year is to attend university in the United States and perhaps one day establish a non-profit organization that helps people around the world. But for now, Jong Hee is anticipating soccer season where he will play as a Knight for the last time, finish his senior year and graduate. His opportunity to become a bridge person using his language skills at the World Roller Speed Skating Championship in Yeosu as well as his dedication to serving others on the service trips is a testimony to the commitment GSIS has in raising global citizens.



Senior Jong Hee Kim was busy helping the coaches from all around the world as an English translator.



The Korean men’s team shown here, did well against their competitors around the world. Photo credit: 2011 World Roller Speed Skating Championships website.

RUNNING THE RACE



Joel Navam ('13), center after his KAIAC win, and his cross-country coaches, Ms. Sheri Plath and Ms. Brittany Johnston Wiese.

“...And let us run with perseverance the race marked out for us, fixing our eyes on Jesus, the pioneer and perfecter of faith. For the joy set before him he endured the cross, scoring its shame, and sat down at the right hand of the throne of God.” Hebrews 12:1-2

In the bible, the author of the book of Hebrews likens the Christian life as a race, a race that requires perseverance, stamina and our eyes on the prize. A group of students that can relate to this imagery is the GSIS varsity cross-country team.

One member of the team that has had a particularly good season this year is Joel Navam ('13). Joel came to GSIS in 2010 with his family from India, where at his old school, Joel ran races. But it wasn't until a teacher persuaded him to join the cross-country team last year that he really learned what it meant to be part of a team. During his

first meet, he placed 37th out of 60 and his time was 21:47 in a 5K race. As the season progressed, he slowly began to improve but stayed within that same level for the entire season.

When Joel began school again this year, he decided to join the cross-country team again. Even though he placed in the middle of the pack last year, the overall experience was a positive one and he wanted to push himself and set goals. Joel and the team's cross-country coach, Sheri Plath, believed Joel could run under 20 minutes. Joel was pessimistic about attaining that goal but he decided to give it a try. Coach Plath's goal for the team this year was to create a bond between the athletes as well as with herself and the team. She was pleased to have reached that goal. She also hoped that they would train harder to allow them to score better as a team than in previous years.



The team spirit was evident at each practice and meet. Pictured is the 2011 boys' team.

The hard work paid off as the team slowly, but surely, began to improve. Joel did exceptionally well ranking in the top five in all of his regular season meets. But it was at his meet at TCIS where he placed first for the first time in his running career. He wasn't feeling well that day. He had just gotten his braces tightened the day before and he was in pain and discomfort. Running was the last thing on his mind. He prayed that morning to God for help.



The runners who medaled at the KAIAC tournament pose for a photo.

He knew he couldn't do it on his own strength. That day, he placed first with his best time of 17:56. Joel didn't think he would be able to run below 18 minutes, but he did. Coach Plath reasons it this way, "Joel is a very hard worker and he has incredible natural ability. There are many students who have the natural ability, but it takes a dedicated, hard working athlete to turn that natural ability into something more. Joel does each and every workout to the best of his ability, pushes himself every practice, and runs more than the required amount. He trained hard over the summer so that he was conditioned at the start of the season, allowing him to focus on building strength and speed during the season. We

have a number of runners who, if they train over the summer, can be very competitive next year and hopefully help GSIS score better at the meets. Freshmen Nicholas Lee joined the team extremely late and managed to be our #2 in just a few short practices. Two other freshmen, Landon Lim and Joshua Jeon, both ran on the varsity team this year and show real promise. The other boys' varsity runners, Aaron Kim, Brian Lee, Sang Lee, and Joshua Plath all have the ability to be great runners, but their success next year depends on how much they train between now and then and how serious they are about being competitive runners. Our girls' team was extremely small, so small that we didn't have enough to form a varsity team. However, the girls worked just as hard as the boys and Jennifer Choi was able to medal in a couple races."

For Joel, it was all about being part of a team. Their motto was "train as a team, win as a team". During the holidays and breaks, they ran together in the mornings as well as their regularly scheduled workouts. Joel was greatly encouraged by his fellow runner, Nick Lee ('15) as well as the junior varsity team for their dedication and accountability to the team.

As for the 2012 season, coach Plath remains optimistic. "A challenge we faced both years I have coached is getting students to participate. I'm not quite sure why many GSIS students don't participate in cross-country. It is a very popular sport in many other KAIAC schools. It's a sport that can be done essentially anywhere and anytime. I look forward to building the cross-country program and hope for the GSIS team to keep improving year after year."

IS GSIS A BULLY-FREE SCHOOL?



By Rebecca Phillips

Ms. Rebecca Phillips is the SCA faculty advisor and HS English teacher. Ms. Phillips has been with GSIS for two years.

In my first few months at GSIS, I remember being inundated with activities. Korean language classes, Spiritual Emphasis week, Korean Culture week, and the week long Anti-Bullying Campaign. I remember thinking, “Why do we even need an anti-bullying campaign?” Compared to my previous school in Arizona, I really didn’t see any bullying among the students here. There weren’t fights in the hallway, mean things weren’t written on the bathroom stalls, I didn’t see tripping or pushing, and I hadn’t heard of anyone sending inappropriate text messages. Why did we need one more distraction from teaching? So this year, in my role as the high school Student Council adviser, I was a little discouraged when I found out that the Anti-Bullying Campaign needed to continue. As it turns out, I wasn’t the only one. I heard several other teachers wondering why this week continued to take place. What do our students get out of it? The SCA officers also expressed that it was a waste of their time. “Nobody cares about bullying at our school because it is so much better than in their previous schools,” they complained. So together, they went on a mission to see if the week was necessary.

Our first step was to gather statistics, but everything we could find related to either Korean schools or schools in the United States, Canada, or Australia. Our school is unique and we needed information specific to our population. The students created a 20-question survey to collect data about bullying in our school. The survey sampled 191 high school students with gender and grade levels being equally represented. Questions focused on basic knowledge regarding the types of bullying and personal experience with bullying in our school. Furthermore, we asked students to give their definition of bullying and explain how they think the problem should be addressed in our school. Did they know what to do if they witnessed bullying? How can they prevent bullying from happening in the first place? Student responses remained anonymous in order to collect honest answers from all the individuals.

I thought I knew what to expect and honestly, I was hoping we would find out that nobody was being bullied. First, because it means our school has a thriving healthy community and affirmed my own perceptions. Second, we could finally put this Anti-bullying Campaign business to rest. Unfortunately, I didn’t get the results I expected. 36% of students surveyed felt that GSIS does indeed have a bullying problem. If over 1/3 of the students feel this way, the SCA determined that bullying was something that shouldn’t be ignored. But what could we do about it? How do we stop the bullying? Well, we needed to analyze the results further to find out just what kind of bullying was taking place and where our school needed to improve.

First, what did students consider a bully? As an open response question, there were a variety of answers but most understood the main component of bullying as an imbalance of power. One student responded, “A bully is someone who exerts their power over someone to make up for their own shortcomings.” Another echoed, “A bully doesn’t stop when you ask them. They keep going until the other person is hurt and sometimes can’t recover.”



Lizzy Kim ('12) works one-on-one with a kindergarten student as part of the Anti-Bullying Campaign the Student Council Association (SCA) sponsors each year.

“They are very selfish,” stated yet another. It was clear the students were well educated on what constitutes bullying, a great first step in solving the issue.

But what does bullying look like at GSIS? Of the four basic types of bullying, physical, verbal, social, and cyber, physical bullying was by far the least common. Students correctly identified actions such as pushing, hitting, and tripping as types of physical bullying and understood that

these actions can lead to the imbalance of power always present in a bullying interaction. Furthermore, 81% of students had not seen any physical bullying at GSIS at all in the last four weeks, and 16% had only seen it once or twice in those same weeks. This confirmed what most of us already knew.

Verbal bullying was a bit of a different story. Name-calling, making offensive remarks, or joking about a person's religion, gender, ethnicity, socioeconomic status, or the way they look are all types of verbal bullying. This is certainly the most widespread type of bullying in high schools and most students surveyed identified the examples of verbal bullying correctly. In this case, however, being able to identify them doesn't seem to be preventing verbal assaults. A staggering 61% of students have experienced verbal bullying in the last four weeks, with 18% of students experiencing it multiple times per week.

The results continued to alarm with the information gathered about social bullying. First of all, GSIS students did not clearly identify this often-indirect form of bullying, which includes gossip, alienation, or making fun of others behind their backs. More than half (54%) felt that saying something negative behind another's back wasn't bullying and 50% didn't think that social bullying includes "imitating someone in a humorous, offensive way." While they didn't identify it as bullying, they did admit to seeing these behaviors on campus. 62% of students surveyed said they had witnessed some form of exclusion or gossip in the last four weeks, and 21% of students see or experience it multiple times per week. That's roughly one in five students who either see or personally experience social bullying nearly every day.

Finally, we explored the results in relation to sending messages, pictures, or information using electronic media, computers or cell phones. Cyber bullying is a growing phenomenon with the skyrocketing popularity of social networking and smart phones. With such a technology rich student body, this area was especially important to address. We discovered that 55% of students surveyed didn't feel that making fun of someone on Facebook is an example of cyber bullying. True, it isn't always bullying, but the fact that the victim often times cannot respond to the information certainly allows for the imbalance of power. Several students even admitted to stealing passwords and hacking into someone else's account to write offensive or untrue messages. It was obvious to SCA that our efforts needed to focus on the verbal, social, and cyber bullying taking place at our school.

Now that we knew what to address, we had to figure out why it was ongoing. What were students doing in response to these actions? The next section of the survey



Joshua Jeon ('15) signs the Knights Against Bullying banner to support the campaign.

addressed how students responded to the bullying they experienced. Of those students who have been victims of bullying, the number one reason they didn't do anything was because they didn't know what to do or who to talk to. In fact, 44% of all students surveyed didn't know how to report bullying at our school. Of those who witnessed any type of bullying, 58% did nothing about it. When asked why they did not respond, 69% of them said that they did not want to get involved. Other prevalent answers included "it wasn't my business or my problem" and "I don't like to tell on other people." We certainly needed to address the role of bystanders as well.

In the final section of the survey, students were asked how to prevent bullying at GSIS in an open-ended question. They felt, overwhelmingly, that it begins with the students. "Students need to care about each other like a family," stated one response, while another reiterated, "We should be sharing our experiences. We've all been in a situation and we need to understand how other people feel. Empathy is important." In this section, a few students expressed the important role of bystanders, the biggest group of people in the realm of bullying. "Step in and do something if you see somebody being bullied. If you don't do anything, you are just as bad as the bully," said one individual. Another responded, "Stand up for the person being bullied and stop being such a wuss. God gave you a mouth, use it in a good way, not a bad way." One in

particular summed it up nicely by saying, "Don't contribute to bullying. Don't make light of anyone's woes. Attempt to reach out to an authority figure about the incident."

What about those authority figures? What role do they play in preventing bullying at GSIS? As one student commented, "Bullying doesn't happen when the teachers are around. It's during lunch and in the hallways mostly." Yet another responded by saying, "Teachers, why don't

sary. As a school, we need to establish methods that discontinue bad behavior. If we do not deal with bullying, we endanger the safety of all of our students by allowing a hostile environment that interferes with learning.

The answers to the survey revealed that we must all work together to deal with bullying as it occurs. Furthermore, students and staff must create a community at school where bullying just isn't tolerated in the first place. SCA decided to focus our efforts this year on building aware-



As part of the campaign initiative, high school students like So Yeon Kim ('13) take the time to educate younger students in the school. Here, So Yeon is pictured reading to the grade 2 students.

you actually listen to what a student has to say? Why don't you stand up for that student as well? You may not give a crap, but it's your job." Sobering words for us teachers because I don't think there's a single one of us who doesn't care for our students. It's obvious that some teachers, me included, were unaware of the bullying taking place. Even if we are aware, there is an unfortunate tendency to dismiss bullying as teasing, or even character building. We all faced some ridicule and teasing in school because it's just a part of life, right? Well, it doesn't have to be. Now that we have a common understanding about what bullying looks like at our school, it is up to teachers to be on the lookout for behaviors that can contribute to bullying. While this begins in the classroom by establishing a tolerant, caring environment where bullying isn't ignored, it must reach beyond our own class time. Simply being present may be enough of a deterrent at times, but obviously we can't be everywhere all the time. So if a student comes to us, we need to take their reporting seriously and take the issue to the administration if neces-

ness, educating our students on the effects of bullying, and finally, promoting a caring community. They decided to accomplish this through a poster campaign, lunchtime activities, and a culminating chapel presentation with the Frontline members. Thanks to the survey, the SCA was now able to use information that was unique and relevant to our students.

While a week dedicated to ending bullying may seem like just another distracting activity, there is unmistakable evidence that school action can dramatically reduce the incidence of bullying. One week may not even be enough to address the problem at GSIS. Students, teachers, and administrators must make a conscious effort throughout the year to promote inclusion and kindness even more than we already do. As one student surveyed so eloquently put it, "I think that individuals should spread some love to one another and to do that, anti-bullying behaviors need to be embedded in our lives." Now that is something we all can strive for.

COLLEGE LIFE FROM A GSIS ALUMNA

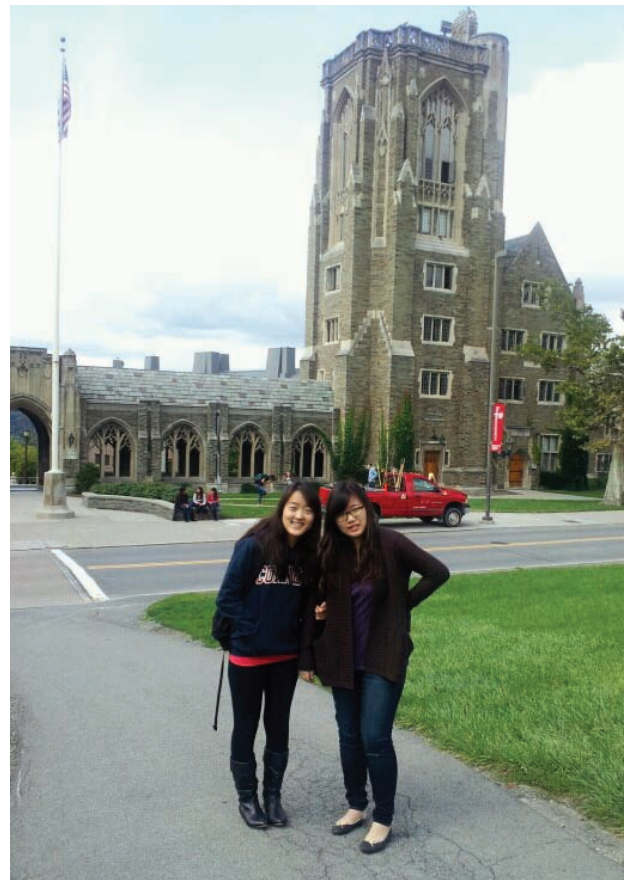
By Doris Byeon

In high school, college was always mysterious to me. I applied to colleges, but I didn't perceive college as reality. Cornell was my dream school, but it was literally my "dream". I could not imagine myself in Cornell or any other college, but when I did get in, I was anxious, excited and sometimes worried about my future without my family, old friends from GSIS, and often got hyped about going to my dream college!

The first day was overwhelming, very overwhelming. The first move-in day was my birthday and I had to introduce myself to countless people. The campus was very beautiful and every single building was unique and beautifully designed. Orientation week was all about socializing with friends and upperclassmen in various events. Everyone seemed interesting and friendly. I also went out and enjoyed Cornell's festival, laser show, hypnotist's show and many other activities. And Cornell being ranked in the top ten for the best campus food, for sure, was not a myth.

After a week, classes began. To give you a bit of an idea of what a college schedule is like: On Monday, Wednesday, and Friday, I have American City, Psychology, and Oceanography. Class starts from 9am to 11am and from 2pm to 3pm. On Tuesday and Thursday, I have only two classes: Microeconomics and Freshman Writing Seminar. The thing I love about college is that I can schedule my own classes and I can sleep more if I want to. The first week was just surprising. All the professors and their lectures amazed me and I remember being shocked that most of the professors use books that they themselves had written. The size of my classes is big. My psychology class has 1400 students, which is an extreme case. I was shocked that my psych professor was the originator of the popular colloquial term "power-nap" and was a frequent guest on the Oprah Winfrey show. For my Writing Seminar class, there are only twenty people, so students can all participate in discussion and get help directly from the instructor.

The academic side of Cornell has been very tough. Even though I was in the IB Diploma Program at GSIS, I needed to study more than I did for IB. Cornell students sleep on average four hours a night. There is an on going joke that says, "College is about all-nighters". But sometimes, jokes are not jokes, but plain reality. However, I think the rigorous IB program prepared me academically and emotionally for my college life. Last week, when I was writing an essay about the Berlin Airlift, I went back to my Mr. McNutt's Google Doc to review. Despite the rigorous academic expectation Cornell demands, I like how I can



Doris Byeon ('11), right, poses with a college friend on the campus grounds at Cornell University.

pursue minor subjects as well as my major. My major is Urban Planning, but I can minor in International Relations or Social Inequality. Although I complain about spending twelve hours in a library, I still feel heavily blessed that I am sitting in a place where once I was only able to see on a Cornell's postcard or Google images.

Last but not least, college is all about pursuing your dream and finding your school match. This sounds like a cliché, but choosing the college that is "right" for you is important. And I really feel like admission officers know that certain students 'fit' their school. Many colleges have different settings. I am in a rural setting, whereas my friends at NYU experience the opposite. Also, there are many colleges with distinguished academic programs, different size classes, and professors. Since students go to college to prepare for their future, students should find the right colleges that can help them pursue their dream. Since each university pursue different academic goals and have different philosophies, seniors should consider the



College is about rigorous academic pursuits but its also about making new friends and having fun.

course of careers and opportunities they want to take in college. I personally like my school's system and looking forward to taking more interesting courses and take advantage of Cornell's study abroad program in the future. I think that I am lucky to find a college of my match and choice. I also have the option to join North Korea Focus, a club that helps malnourished children in North Korea and invite guest speakers to learn more about the situation in NK. For example, a guest speaker who supported Kim Jong Ill came to Cornell to give a lecture last week, and NK Focus participated to refute his arguments.

There are many challenges and difficulties in high school, college, and life. I thought high school graduation was the end of everything, but it was only the beginning. College is just another step. College should not be our ultimate goal, but I learned that we should look at the bigger picture in life. Carpe Diem!

AUTHOR DAVID POULSEN VISITS GSIS LIBRARY

By Darcy Caron

Mrs. Darcy Caron is our secondary librarian. Mrs. Caron, with her husband Rick, hails from Arizona. This is Mrs. Caron's first year at GSIS.



The GSIS library program invites notable authors to our school to visit with students and introduce their work. This year Mr. David Poulsen, author of Numbers and numerous other books, entertained and educated high school students in our secondary library program with anecdotes about his life as an author. Numbers is a story about a 10th grade student at Parkerville high school and a popular history teacher who is not all that he seems to be.

Mr. Poulsen has been a rodeo competitor and rodeo clown, rock singer, high school football coach, stage and film actor, and college English instructor. His most recent books include Numbers, Last Sam's Cage, and the four titles in the Lawrence High School Yearbook series. Mr. Poulsen raises quarter horses and Texas longhorn cattle on a ranch in the foothills west of Claresholm, Alberta, where he is the coordinator of Project READ, the community's literacy program. He described for our students the daily writing schedule he keeps, where he gets his ideas, and his experience in working with editors and publishing companies. He concluded his hour-long presentations by reading aloud a chapter from his book, answering students' questions, and signing copies of Numbers.



Numbers by David Poulsen is his young adult novel set in fictional Parkerville high school.



David Poulsen has written over 20 books including *The Prisoners and the Paintings* chosen as the winner of the Golden Eagle Children's Choice Book Award. GSIS students had a chance to hear from the author personally.

GSIS STAGE RENDITION OF FRANK CAPRA'S IT'S A WONDERFUL LIFE

Every year, families around the world watch the holiday classic "It's a Wonderful Life" on television to usher in the Christmas season. This year, GSIS brought the classic film to life in our very own auditorium when Mr. Daren Blanck, our MYP drama and high school theater teacher led an all community stage production of Frank Capra's classic for three dynamic



Mr. Gower played by Joel Navam begins to prepare the pills that young George Bailey, played by Elijah Blanck, must deliver to a customer, knowing something "bad" is inside.

performances. Everyone in the community, including parents, teachers, and students from every grade were invited to audition for this play and a full cast was formed at the beginning of the school year. This ambitious project came together in only a few months with much credit going to the dedication of the cast and crewmembers.

The story opens with a dialogue between the Superintendent of heaven, played by Kylie Reimer and Clarence, an angel second class, played by Andy Lee about the life of George Bailey and his dire need on Christmas eve. The play was well cast with GSIS veteran actors Joseph Park playing George Bailey and Annabel Lee as Mary Hatch Bailey.



George, played by Joseph Park, and Mary, played by Annabel Lee listen in on a phone call from their friend Sam Wainwright (Joshua Plath, not pictured).



Ernie the cab driver, played by Alex Park, informs George and Mary that there is a bank run happening among the panicked citizens of Bedford Falls.

The play was true to its cinematic counterpart in its story-line. The scene in Mr. Gower's pharmacy where Mr. Gower, played by Joel Navam, mistakenly beats young George Bailey, played by a very convincing Elijah Blanck, in a drunken stupor after finding out his son had died through a telegram, was so realistic, that on opening night it drew gasps from the audience. The boardroom scene where our very own high school chemistry teacher Mr. Brian Montgomery evoked the villainous character of Mr. Potter and his dastardly plan to ruin the Bailey Building and Loan was a great introduction to this memorable character.

The detail to each scene was very notable from the charming love scene between George and Mary after the school dance, to the stock market crash bank run, to the wile ways of Violet Bick, well acted by Monica Cho, and the humor of the eavesdropping Mrs. Hatch, perfectly timed by our very own Mrs. Lori Ward.

But for this writer, the charm and spirit of the play was evoked by the exuberance of its young actors who played young George, and the Bailey children (Jimin Yoo, Jong Suk Rim, Jude Lee and Kylie Hur). These young cast members gave a level of authenticity to the play that brought the true meaning of "It's a Wonderful Life" to the forefront.

Congratulations on a job well done to Mr. Blanck and all the cast and crewmembers and we look forward to seeing the next production in the coming months!



Everyone in Bedford Falls loves George Bailey as they gather to support their beloved friend in the concluding act of the play.

THE PARENTS OF THE CLASS OF 2011 DONATE TO GSIS

We would like to thank the parents and families of the Class of 2011 for donating the scoreboard for the soccer pitch. This donation was made to the school at the end of the 2010-2011 school year in honor of the first graduating class at Gyeonggi Suwon International School. The



The scoreboard donated by the families of the Class of 2011.

parents of the graduates collected and donated over 10 million won to the scoreboard project. On behalf of the students, athletes, fans and community of the Knights athletics program, thank you for your support!



An evening view of the donated scoreboard.

GIVING DURING A TIME OF CRISIS



By Jeannie J. Lee

The GSIS community has been under tremendous strain these past few months. We have under gone a time of trial that has left our community shaken but not broken. It is during these times that looking at the good and positive outcomes our school has achieved is often overshadowed.

Scripture tells us that we should count trials as pure joy, for through trials our perseverance is produced (James 1:2-3). It is during times of uncertainty that our dedication, love and purpose are questioned. It is with difficulties we come to understand what is important to us and what can be put aside for another time. Often, when we are in the midst of trouble, the good things that once brought joy to our community seem unattainable. But it is during these times we look to scripture again where we are promised that there is a planned laid out for us. That it is a plan to prosper us and not harm us, which will give us hope and a future (Jeremiah 29:11).

What does the future of GSIS look to you? Is it of prosperity and hope like the bible promises? If we take a long, hard look at our school, is there room for change? Are we humble enough to look at our resources and become better stewards of our gifts and wealth? Every member of our community is asking these questions, from students, parents, teachers and staff. As we reassess together, let us consider what it means to invest in the future. An investment requires some risk, a calculated and well thought out risk, but a risk at that. Would you consider investing in GSIS again? The Annual Fund at GSIS has always been an avenue to show support to our school. Support can take many forms and giving to the Annual Fund is one of them. Please prayerfully consider what your support will be. We covet your prayers more than any donation, but whatever your part, we ask that you begin to support GSIS again.

Please join us in building our community to one that is Christ focused and unwavering in the pursuit of excellence in education, where each child is given the opportunity to develop their best potential in a stimulating, safe, and caring environment.

To support the Annual Fund at GSIS, please contact the Office of Development at 031.695.2818. Or email, Jeannie Lee, Director of Development at leejeannie@gsis.sc.kr.



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