

HIGHLIGHTS: Special Edition

Tiger Times MAGAZINE



Seoul International School

Mission
Seoul International School develops inquisitive,
independent thinkers and collaborative learners, who acquire
the essential knowledge necessary to be caring and creative
contributors to the world around them.

Vision
Seoul International School will foster an earnest
passion for learning that inspires students to work
with others in creating a better world for all.



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FROM THE HEADMASTER



Dr. Kim Hyung-Shik,
Headmaster & Chairman

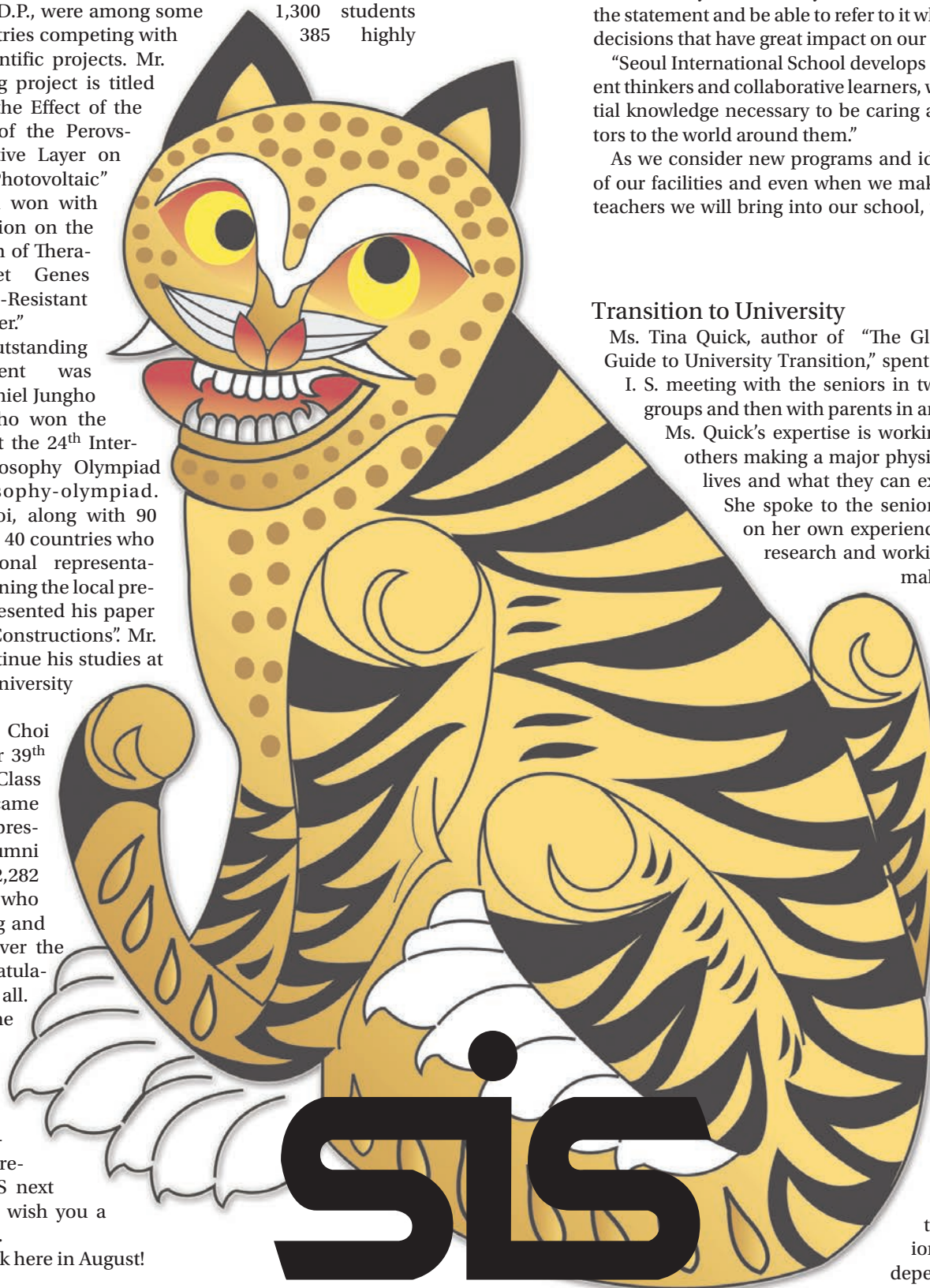
On May 25, 1985, Seoul International School re-opened its door at the current Bokjeong-dong campus. SIS opened its doors in 1973 at the Konkuk University College of Veterinary Medicine's adjunct building housing livestock, fondly nicknamed the 'Chicken Coop' by our students. Today, a gleam-

ing new Konkuk University Medical Center stands on our old school grounds. SIS bought the current campus grounds in 1982 and began construction in 1983. After moving into the new campus in May 1985, we began preparations for the new school year right away. In 1998, a new elementary building, now call the Annex building, was completed, along with Tiger Gym 2 and the swimming pool. In 2006, SIS' Staff Apartment was completed with 55 units. In 2007, our parking lot was renovated to include underground parking lots. In 2013, we completed the new building, now housing our middle and elementary divisions. Last year, SIS began its 30th year on the Bokjeongdong campus with a newly renovated auditorium and high school science wing. The new performance space and state-of-the-art audio-visual equipment renewed our performing arts program with even more energetic student productions of plays, concerts, movies, and other events on campus. Our new science labs became an exciting launching ground to propel our students into the 21st century. Of the many student activities and events throughout the school year, I would like to highlight a very proud tradition at SIS, our dedication to community service. In particular, for the past 10 years, our elementary students have been working all year round to contribute to Heifer International (www.heifer.org). As many of you may already know, a 'heifer' refers to a young female cow that has not borne a calf. Heifer International began almost 70 years ago by Dan West, a farmer from Ohio who worked as an aid worker in the Spanish Civil War. While distributing a cup of milk to children, he thought how it would be better to give them a cow instead. He returned to the U.S. and in 1944, sent 17 heifers to Puerto Rico and began a non-profit organization whose mission is to end world hunger and poverty by sharing sustainable livelihood. Heifer International continues to distribute livestock and training, and through a system of "Passing on the Gift" where recipients in turn becomes donors, hopes to plant accountability at the grassroots level. SIS students has taken up Heifer International's torch to learn accountability and the joy of sharing. Our ES students have worked all year round to raise funds through projects like "Jelly-Bean Guessing Contest" where participants bought tickets to guess the number of candies in a jar. This year, our students chose to concentrate on post-earthquake relief efforts in Nepal and raised almost \$4,000, with a \$2,000 matching donation by this office. I am deeply proud of our students and their spirited work. There are also a myriad of activities where our students choose to spread their wings outside of SIS. This year, I am very proud to present two medalists at the 9th Annual International Sustainable World (Energy, Engineering & Environment) Project Olympiad (www.I-SWEEEP.org): Jaewoo Jeffrey Heo (10G), winner of the top prize for the energy category, and So Hee Ahn (10G), winner of the second prize for the Environment H.D.P., were among some 1,300 students from 62 countries competing with 385 highly qualified scientific projects. Mr. Heo's winning project is titled a "Study on the Effect of the Morphology of the Perovskite Photoactive Layer on solar Cell's Photovoltaic" and Ms. Ahn won with her presentation on the "Identification of Therapeutic Target Genes for Cisplatin-Resistant Ovarian Cancer."

Another outstanding accomplishment was shared by Daniel Jungho Choi (12), who won the gold medal at the 24th International Philosophy Olympiad (www.philosophy-olympiad.org). Mr. Choi, along with 90 students from 40 countries who became national representatives after winning the local preliminaries, presented his paper on "Gender Constructions". Mr. Choi will continue his studies at the Brown University this fall.

Joining Mr. Choi last week, our 39th graduating Class of 2016 became part of SIS' prestigious alumni network of 2,282 graduates who are now living and working all over the globe. Congratulations to you all. I wish you the best in all of your future endeavors. To students, parents, faculty and staff returning to SIS next school year, I wish you a great summer.

See you back here in August!



FROM THE LEADERSHIP TEAM

Mr. Michael Colaiani,
Director of School



Coming to A Vision

Earlier this year, a committee was formed to look into and to develop a Mission Statement, one in which all constituencies, including students, parents and staff could comprehend and one that they could live by. That means being able to look at the statement and be able to refer to it when making important decisions that have great impact on our students.

"Seoul International School develops inquisitive, independent thinkers and collaborative learners, who acquire the essential knowledge necessary to be caring and creative contributors to the world around them."

As we consider new programs and ideas, the restructuring of our facilities and even when we make decisions on which teachers we will bring into our school, we take a careful look

at our Mission Statement. Do these plans, these people, these ideas fit in with what we believe as an SIS community? Will those ideas and people enable our students to become independent thinkers, to be able to collaborate and work towards contributing to the good of all?

We will frequently refer to our mission statement as the school moves ahead. That statement, in conjunction with our school vision, to "foster an earnest passion for learning that inspires students to work with others in creating a better world for all", will be what guides through the next school year and for many years to come.

Transition to University

Ms. Tina Quick, author of "The Global Nomads Guide to University Transition," spent January 22 at S.

I. S. meeting with the seniors in two equally divided groups and then with parents in an after school session.

Ms. Quick's expertise is working with students and others making a major physical transition in their lives and what they can expect when doing so.

She spoke to the seniors and parents based on her own experiences and from years of research and working with other groups making transitions. During her life she has made twenty-nine moves first as a military dependent and then following her husband in the moves related to his career.

In the sessions with seniors, Ms. Quick provided them with some valuable advice and involved them in activities to help them define their major concerns about leaving their high school environment and beginning a new phase of their education. She pointed out that for the first time many of the seniors would be really independent and out of the

comfort zone of their current environments both at school and at home. Accepting these new responsibilities and making new friends were her main themes. She also emphasized that dealing with the reality of leaving their current environments for a totally new experience is dealt with differently. Speaking from personal experience as the mother of three daughters who transitioned from high school to university life, she witnessed three different reactions from her own daughters. The reactions ranged from anxious to get away from home to sad and regretful about leaving home. Of particular value was to learn that there are predictable emotional cycles once university life begins. According to her research and practical experience the beginning of college life is euphoric and exciting. Then, after two or three months there is the possibility of an emotional slump, homesickness and possibly the conclusion that the graduate has chosen the wrong school to attend. She concluded her presentation with each group discussing the realities of dealing with the issues relating to dating, drugs and drinking. In the parents session she dealt with the emotional highs and lows parents would probably face when their young person left home and had to accept more responsibility. The counselors and I who attended both of her sessions found them to be valuable. We also noticed as did Ms. Quick that some seniors were far more attentive than other seniors. Thankfully, because she has so much experience working with students, she assured us that even for those who were less attentive, the information was imbedded in their minds and would be valuable when needed.

Mr. Fredric Schneider,
Dean of Students



Fredric Schneider
Mercy Jesudass
Chris Thomson

THE LEADERSHIP TEAM



Dr. James Gerhard
High School Principal

"Life can only be understood backwards; but it must be lived forwards."
- Kierkegaard 19th century Danish philosopher

As we looked to reflect on our year in the high school we thought through the many changes in our personnel, students, resources, programs and activities, and noticed how these changes can be easily quantified. What we recognized most though, as a culmination of the year, was the positive transformations that have happened in student thinking as a result of our high school staff goals for the year. This change is not as data friendly in its collection but nonetheless significant in making the high school part of a better and more uniquely satisfying experience for students.

Our faculty goals at the beginning of the year were seemingly simply stated, but in practice were as complex as the group of people charged with finding measurable accomplishment towards them. The first goal was Collaboration. The form and function of collaboration ran the gamut of what would be expected in any school or high functioning organization, but was complemented by our many sage and experienced faculty members. When we say faculty we mean both those veteran faculty who were working with new staff, and those same new staff members bringing an array of skills to SIS. Experiences and talents honed in burgeoning careers in a variety of other schools as well as skill sets from the private sector, NGOs, and of course, ambitious lives led with purpose.

The utilization and application of collaborative measures happened in all classes, at all grade levels, with all teachers and affected all of the students in the high school. Most noticed the essence of teamwork in many manifestations. They observed as like-teachers constructed exams for their collaborative classes based on input from all teachers, saw meetings in the early morning between teaching teams talking about lessons, curriculum, and assessment, and watched as afternoons were spent planning lessons or reviewing data from exams. Students also saw teams of teachers in classrooms, or visiting teachers coming into classrooms to observe or work together as colleagues, both teaching and learning simultaneously. There were great partnerships in action in the high school, and all with the goal of fostering collaboration and improving student learning.

Our second goal in the high school this year was focused on the design to Enrich the Student Experience. Students at SIS have amazing talents. They showcase these primarily in the

classroom but their talents extend to all areas of our programs, activities, sports and clubs, and indeed all over the world as we see SIS students joining, placing and winning the most prestigious of competitions across the face of the globe. And it does not matter what the subject; philosophy, debate, science, history, math, swimming, tennis and so many other areas of success. There were so many events happening outside of school that we had to add a link to our website to make sure student success was celebrated the right way. With such busy and accomplished lives our students (like our teachers) need time to reflect and enjoy their achievements while also continuing as engaging and functioning members of our friendly school community. At all times, as a staff, we were committed to helping students find balance in their lives and to making sure they were taking the right time to be typical members of a community, as could be seen in any high school, anywhere in the world. An example of this was the support we showed in our first PEP rallies. TSC sponsored this class time event to help students focus on more than academics, and to look at their peers and classmates as members of a team, and a community that helps one another. With the end of the year approaching we are proud of the way we have moved our school philosophy in this direction and proud of the way students have responded so appropriately to finding balance and listening to the 'Roar'.

Working in one of the best international high schools in the world, with its extremely academic and competitive student body is an ambitious task. Not easy many would say, and certainly challenging. We have many, many students with the greatest of dreams for their future lives and learning. Our recent graduation ceremony was testament to the dreams of these students coming true in real time. At commencement we saw the best students, going off to the best universities, after being taught by the best teachers. Dreams were coming true all afternoon. To some, we also have what looks like an impossible set of circumstances facing our forty-five talented faculty who occupy over fifty work spaces and classrooms, with over forty AP classes, over one hundred classes in the high school each day, and an immense variety of athletics, clubs and extra-curricular activities tailored to meet the extraordinary needs of our population. Everyone said it was impossible to add the AP Capstone program or move to a new bell schedule, or tailor teacher schedules to accommodate more collaboration, yet we do things like that every day. The best thing is, if you walk around the high school at any time you see teachers who smile, interact in a positive manner and are very friendly with each other and students. The high school faculty makes our school a great place, for everyone. And as you can see, we make dreams come true, we achieve the impossible and we do it all with a smile on our face. The SIS high school- a wonderful place to teach and learn.



Mr. Timothy Teiman
Middle School Principal



As the clock quickly winds down on the 2015-2016 academic school year at Seoul International School, I would like to take a moment to reflect on a number of events that have occurred this year at Seoul International Middle School which has made this a another wonderful year for our students and staff. These numerous activities and events that our middle school students are committed to in addition to their rigorous academic studies provide opportunities for our students to showcase their talents in many different venues. From strings, band, and choir to "House" games, chess tournaments, drama productions, and other events, our middle school provides unique opportunities for our students to get involved and try their hand at different events.

Our MSSC (Middle School Student Council) did a great job planning and organizing numerous fun events for our students this year. They culminated their year's activities with a unique and fun filled Spring Glow Dance in May!

This year we were happy to see a Middle School Science Olympics event occur at SIS. The Science Olympics event occurred in the high school science classrooms after school in November and was highly successful. Students erupted in shouts of triumph and dismay as students from grades 6-8 competed in teams of four at the first ever SIS Science Olympics.

This year we witnessed numerous MS groups venture beyond our school to assist in a variety of volunteer activities. Money was raised by different groups to donate to orphanages, dog shelters and our GIN group delivered yantan (briquettes) to local, elderly residents. Students also raised money to send to Cambodian families in need.

Our Fine and Performing Arts Department also enjoyed another highly successful year with our Strings, Band, Choir and drama performances. All group performances were well re-

ceived and extremely enjoyable. The Art work that our students created and displayed this year was extremely beautiful to look at and was admired by all!

This year our MS Advisory Program rocked and our students were able to organize, design and participate in a variety of themed performances generated to enlighten our students and focus their thinking process about current topics.

Read and Roar is another program we promote at the Middle School and will be carried on again next year. Students have already selected their books for summer reading and upon returning in the fall, they will be grouped and meet with a staff member who has read their particular book and who is ready to discuss this book with them.

Next year I am pleased to announce that we will be introducing Spanish and Chinese to both Grades 6 and 7. Currently we only offer languages at the eighth grade level so this is an exciting move by SIS.

The Grade 8 Class Trip was another huge success this Spring. This year our students participated in many cultural events while on this trip and even got to see the planet Jupiter while visiting the observatory which is located close to their lodgings.

Just before we wrap up our school year, our MS students following their final exam will be able to participate in a GIN Grassroots Soccer Tournament. The MSCC has also helped plan a Carnival-Sports Event afternoon which will engage all our students and staff in a final fun filled afternoon.

In conclusion I want to wish our students, faculty and all our SIS Families a very enjoyable summer!

Mr. Art De Filippo
Elementary School Principal



It is only right, at this special time at the end of the year, that we pause for a moment and ask ourselves, "Just what is it that we have to be thankful for?" The answer is clear. We can be thankful for each other. We can be thankful that there are teachers, parents and support staff here at SIS that give love and care for our children, each and every day. As one parent recently said to me about SIS: "As a parent, there is nothing more grateful than seeing my children grow up in such a loving and caring environment."

Along these lines, we are so very grateful for all of our ES room-moms who helped-out during our annual Thanksgiving Feast for our students and staff. The savory smells of turkey, stuffing, mashed potatoes, cranberries and pumpkin pie permeated the ES hallways. It was a great way to learn about the Thanksgiving holiday.

The grade 5 Spirit Club had several fund raisers this semester. First, students collected several boxes of books to be shipped to refugees in South Sudan along with 468,750 won, the proceeds of a wildly successful bake sale... Yummy!!! The Spirit Club also had a Gummy Bear Guessing Contest. Three different sized jars filled with Gummy Bears were placed in our ES Library, and children were able to purchase a guess for 500 won. The Gummy Bear Guessing Contest raised a whopping 352,950 won. Winners received all of the yummy Gummy Bears.

ES started a new safety program on the Do's and Don't's of internet usage. The program we are using is called Nearpod. It is an interactive, online digital citizenship curriculum for grades 4

and 5 covering the following areas: internet safety, privacy and security, relationships and communication, cyber-bullying, digital footprint, self-image and identity, information literacy, and creative credit and copyright. The goal is to empower SIS students to think critically, behave safely, and participate responsibly in their digital lives.

This year we have a new K-8 Student Support Team (SST) working together to guarantee that all students meet their learning goals. The SST is a collaborative group of teachers, specialists, and administrators who work together to create plans that support the individual needs of students. The goal of the SST is to help support classroom teachers and students with additional strategies to best facilitate the learning needs of each student. These may include new teaching strategies, differentiation and/or modification of instruction.

The Language Support Team, another one of SIS' support services for students, has been working closely with parents to help build a strong partnership between home and school. These academic support teachers collaborate with grade-level teachers to provide assistance to students.

May all your travels be safe this summer. We are so thankful to be working with your wonderful children, caring parents and dedicated teachers here at SIS.

BRIEFING :

Career Days in the SIS High School: Looking to the Future!



Dr. Amy Valerio
Secondary School Vice Principal

High School counselors, Ms. Mercy Jesudass and Mr. Chris Thomson, distributed a survey to students at the end of the first semester asking students to identify areas about which they would like to learn more about during the second semester.

Overwhelmingly, the results revealed that high school students wanted more information regarding options for the future, specifically exploration of possible careers. As many high school students are thinking about what college and career suits them, they have a number of questions and a great deal of interest in what other people have done.

A brainstorm session helped conclude that the best place to start finding professionals in various fields would be our own parent body. Mrs. DeShazo, the Director of Admissions, contacted a large number of parents to see who might be interested in sharing their career path and day-to-day life with our high school students. Here at SIS we are fortunate to have a varied and diversely talented parent body. The response was tremendous and what originally was scheduled to be a one-week event stretched out over nearly a month. One of our many talented artists, Zoe Maloney (11) created the dynamic flyer announcing the new event and the numerous speakers. The talks occurred during activity period and were open to all interested High School students and faculty.

With the desire to expand the reach of these unique presentations, Ms. Jesudass and Mr. Thomson contacted appropriate student groups to encourage them to come to the relevant speakers. For example, the Drama classes were specifically invited to hear from Mr. Joong Hoon Park, a famous movie actor & director, while the Model United Nations students were invited to hear from Mr. Joneth Park, a corporate lawyer. Many of our philanthropic clubs were invited to hear Mrs. Haelim Cho discuss ways she creates opportunities for sustainable development. The career day talks were very well attended. In addition to those mentioned above, speakers included, Mr. David Chung (Investment Banker Goldman Sachs), Mr. Christopher Hansung Ko (Samsung-BioPharmaceutical), Mrs. Haelim Cho (Development Cooperation), and Mr. Yeonghan Choi (Director General Ministry of Foreign Affairs).

Each speaker spent a short period of time describing how

their career path, including their education choices. Surprising to many students, a number of speakers were not aware of the array of choices open to them following college. While some of the speakers knew exactly what they wanted to do when entering college, many others were not sure of their exact direction. Both groups reminded students that college was an opportunity to explore options and to not get too set on one focus. Encouraging students to explore the vast number of opportunities was a common theme in a number of the presentations.

Mr. David Chung (Investment Banker) gave practical advice to students in grades 9-11, explaining that when interviewing potential applicants, he has found that GPA is much more important than the school one has attended. He explained that the

GPA symbolized continued hard work and perseverance, traits that his company finds quite valuable in their employees. This information surprised many students and certainly gave them something to reflect on after the presentation. Mr. Joong Hoon Park (actor) encouraged students to set realistic goals and work to achieve them, especially given the nature of his career field. Students

left his presentation thinking through what their own next steps might be. In addition to factual information, many speakers shared inspirational messages. Several guests explained the importance of truly liking what one does on a daily basis. Mr. Chung encouraged students to, "make sure you do something you want to do for many hours a day." An additional message that reminded students to be risk takers and find ways that they are different from others also resonated with students. He determined that a meaningful aspect of his job was the ability to continue learning each and every day and is pleased that he has found the opportunity to meet that aspect of his personality.

Students responded positively to the first annual career month. Many students felt that it was a great opportunity to interact with people in careers in which they are interested. Many students attended more than one session, too! We look forward to many future Career months and incorporating ways to include students more in all aspects of the program. We hope that many of the talented and interested parents of students at SIS will continue to provide us with insight into their career choices and the path that they followed. We are very grateful to those who shared with us this year.



ALL SCHOOL

Parent Advisory Council: Dedication & Service

Hye Yong Min
Chief of Communications



One of the most important role of this office is communicating with our parents. Two years ago, the Parent Advisory Council(PAC) was formed by Dr. Hyung Shik Kim, Headmaster & Chairman. PAC has been around at SIS for many years in various capacities. In fact, in 1991, I graduated with the "PAC Chairmen's Awards" for organizing its youth program designed to lure students away from spending Saturday nights hanging out at Itaewon. The "PAC Teen Center" ran for almost a year, with cookies, drinks, student DJs, and a small dance space, generously provided by the International Lutheran Church. As you can imagine, no one other than students involved in the "Teen Committee" ever really stopped by, but saving our youth from corruptive influences of Itaewon was on PAC's agenda at the time, and we were happy to try.

The most recent PAC was called into order in 2014 when the last math curriculum review and resulting changes were initially met with strong objections from a significant number of both parents and students. Ensuing discussions ranged from educational goals & philosophy, pedagogy, educational technology, comparative curricular overview of international schools, Common Core Standards, our student demographics and

cultural characteristics, and so on. It also highlighted the need for a liaison that can help parents communicate with the school administration through an official channel. Enters PAC!

The new PAC is designed to empower already existing parent organizations throughout our elementary, middle, and high schools. PAC membership consists of two parent representatives per level, one recommended by parent groups, and the other recommended by level principals. A seventh member is appointed by the Headmaster to represent the entire school. Leadership Team PAC members include the Director of School,

Dean of Students, level principals, and myself, representing the Headmaster's Office.

During its first year, PAC played an important role by participating in the 2015 Western Association of Schools and Colleges (WASC) accreditation as parent representatives. PAC members' input and insight about their experiences at SIS were an integral part of our successful accreditation. Some of the issues that came across this year's PAC include Elementary School's 1-to-1 Laptop Initiative for 4th and 5th graders, Master Calendar, Student Disciplinary Evaluation Committee, various activities for all levels, AP Capstone and other curriculum changes, setting air-quality limits for outdoor activities, catering quality, and so on.

so on.

This year, we are especially sad to bid farewell to four founding members: HS Representatives Ms. Ko Kijung and Ms. Won Kyung Kim, MS Representative Ms. Young Hee Choi, as well as All School Representative Ms. Haewon Lee, has completed their terms of office. The three veteran Councils volunteered their services at a time when PAC was just starting out and no one wanted to take on so much work. Since then, Councils Ko, Kim, Choi, & Lee have been exemplary role models, communicating needs of our parents to the Leadership Team, with both positive feedbacks and constructive criticisms. Any time we came across a difficult issue, their elegant and wise solutions helped us become a better SIS family and we are grateful for their contributions. They will be missed deeply.

Upon return for SY2016-2017, an official announcement will be made to call for volunteers and/or recommendations for the three open positions. On behalf of everyone at SIS, I'd like to thank this year's Parent Advisory Council for their invaluable work.



Parent Advisory Council SY2015-2016

Parent Representatives

Christine Park & Young Hee Doh (Elementary School), Kang Ok Choi & Young Hee Choi (Middle School), Won Kyung Kim & Kijung Ko (High School), Haewon Lee (All School)

Leadership Team Representatives

Michael Colaianni (Director of School), Frederick Schneider (Dean of Students), James Gerhard (HS Principal), Timothy Teiman (MS Principal), Art DeFilippo (ES Principal), & Hye Yong Min (Chief of Communications)

BRIEFING :

DR. KIM AWARDS STUDENT SCHOLARSHIPS

Alice Lee (10)
Staff Writer

In an annual presentation of academic grants and scholarships Dr. Hyung Shik Kim, Headmaster & Chairman, awarded local students in need. Dr. Kim marked the start of his altruistic endeavors when, in 1993, he helped found the Seoul International Scholarship Foundation (SISF), an organization dedicated to awarding scholarship funds for the past 23 years.

"Although many people may think I was always well-off, my household was actually not affluent when I was in middle school, about 60 years ago, during the Korean War," Dr. Kim said. "Rather, my family struggled through poverty and barely made ends meet. Because I did not have enough money to pursue education, the minister at the Masan Central Church bestowed a scholarship upon me so that

I could carry out my passions and dreams. Since I was so inspired by his donation to help me out, I promised myself I would work hard to achieve a high status so that I could give back to society more than my Church minister had done for me."



SIS initially received 20 billion won in financial investments to set up the SISF and invested eight billion won in the bank. With the money SISF accumulated, it began distributing scholarships to students outside of the SIS community. Awards have included 700,000 won to graduate students,

500,000 won to high school students, and one million won to college students, all for the purposes of offering assistance to their challenging financial situations. In the years since, in addition to handing out scholarships to students outside of SIS, Dr. Kim has also

essential promise makes me proud of myself from time to time."

Although Dr. Kim serves as a compassionate headmaster for SIS, he possesses an even more hospitable heart and attitude that he determinedly shares with others both inside and outside of his immediate community. He plans to continue awarding student scholarships for as long as he can, and assisting as many students as possible.

"Most importantly, I want to continue to give out scholarships eternally, until I am sure that I have completed my duty to aid struggling students like I once was," Dr. Kim said, "I hope that the students who receive these scholarships will likewise be inspired and start aiding others who may be in a lesser circumstance once they succeed by seeking their dreams."

granted scholarships to students who attend SIS.

"Whenever I give out such scholarships, I always feel a sense of overwhelming happiness," Dr. Kim said. "Such a feeling is almost inexpressible and cannot be defined in simple words. Also, the fact that I have kept my only and most

PARENT BOOK CLUB

By Christopher Thompson
HS Counselor

At the beginning of this school year the idea of having a Parent Book Club was in the air. A couple months later the High School Counselors presented the idea and a short video clip to the PAC meeting to gather interest of the parents. At the end of the meeting, all the adults were in agreement that this was a great idea and a great opportunity to discuss the culture or the phenomenon of college admissions. A phenomenon that is not just here in Korea, but worldwide. What's the name of this book? Where You Go Is Not Who You'll Be, by Frank Bruni.

This book explores college admissions in the United States and the message that this phenomenon sends to our students. What's the mes-

sage? Well, I can't give away the secrets of the book, but we sent out emails and we made flyers to gather up as many parents as we could to come join us. When did this all take place? January 21st we held the first session of a 3-part series to talk about all the chapters. We had a great turnout and we had to break up into 2 groups. One group was led by Ms. Jesudass and the other was led by Mr. Thomson, both of whom are the High School Counselors.

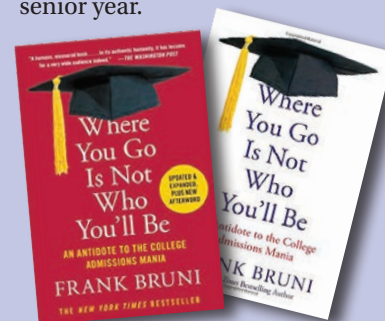
One of the things you probably might be assuming is the parents who attended all had High School kids. Let me tell you, we had a great diverse group of parents attend. All of course were SIS parents and we had parents who had kids from Kindergarten all the way up to yes, High School! Mixed in there was Elementary, Middle, and High School parents.

Spread out during the 3-part Parent Book Talk, we had guest visitors from the Middle School Counselor, the Assistant Principal in both the Elementary and High School, the High School Principal, and also Mr. Schneider our College Counselor and Dean of Students.

The big question, besides what is the book about, is how did it go? We couldn't have asked for a better group of parents. While of course at the beginning there might have been some hesitation to speak out, but both group leaders created an atmosphere of sharing without judgement and also respect for one another's beliefs and values. In fact, parents were able to attend without even reading the book. The Counselors made sure everyone who attended had summary notes of every chapter that included impor-

tant excerpts and quotes directly from the book.

In the end, we feel this Book Talk was a success and we feel the parents received very important information. The parents felt it was such a great book that we should be making the students read it! No matter how old your child is, this book is highly recommended if you want to gather some insight on the college admission phenomenon and to help your child have a less stressful time during their senior year.



ALL SCHOOL

UNDERSTANDING BY DESIGN

ELIZABETH ROSSINI, GUEST LECTURER

Peter Kahl
Administrator for Instructional Services



At SIS it is not just the students that learn, but the teachers as well. This year the entire staff attended a two-day workshop led by Understanding by Design (UbD) expert Elizabeth Rossini. Understanding by Design is a template used for curriculum mapping and design. It was developed by Jay McTighe and Grant Wiggins and since its introduction in 1992 has become the standard for curriculum development around the world.

Ms. Rossini works at the International School Bangkok (ISB) as the Director of Curriculum and Professional Learning. Her school-based experience spans Prekindergarten to Grade 12 and includes teaching, instructional technology, curriculum, professional development, and both school-based and central office administration. In the early 90s she worked directly with Jay McTighe and the UbD team.

During this workshop, teachers were given time to work collaboratively on designing units. These units include the standards, essential questions, assessments, and resources that teachers use to teach SIS students. The purpose of the workshop was to ensure that our curriculum is rigorous, aligned, and consistent. Having an aligned curriculum benefits students in that each year builds upon student skills and ensures that students continue to learn new information, rather than repeated lessons.

Completed units are uploaded into a program called Rubicon Atlas - an electronic mapping program that all teachers use to update, share, and develop their units. Think of Atlas as an electronic filing cabinet, but one that is infinitely more powerful. It enables teachers to collaborate, share resources, and maintain the school's curriculum integrity.

Teachers at SIS are able to expand their skills and knowledge throughout the year as well. Each teacher is allotted a budget to attend professional development workshops throughout Asia. Many international schools host Weekend Workshops and invite teachers from around Asia to attend those workshops. Some of the workshops our teachers attended included the following: 21st Century Learning, Thinking Collaboratively, National Council of Teachers of Mathematics conference, and the Asia Pacific Physical Education conference.

Teachers at SIS are also able to use their professional development money to take online classes and to earn higher degrees such as a Masters or a PhD. Such coursework enables our teachers to bring into the classroom the latest in instructional practices. Teachers also learn new ways to engage students as well as bringing in new classroom resources.

Students and teachers never stop learning. Seoul International School is proud to be able to offer our teachers the opportunity to attend conferences, further their education, and improve their skills by bringing in outside consultants.

BRIEFING : ELEMENTARY SCHOOL

BATTLE OF THE BOOKS

Sarah Seo
ES Librarian/Technology Integration

On March 23rd, twenty super excited 4th and 5th graders hopped on the bus to head over to SFS for the final battle we had all been waiting for. When we arrived, we were met with 15 other teams from all around Korea. Over 200 students participated from nine different schools including SIS, KIS Pangyo, KIS Seoul, KIS Jeju, Chadwick, Dwight, Dalton, SFS, and GSIS. We were able to meet with many friendly BOB battlers wearing their official t-shirts.

In preparation, we had practiced every Wednesday for 10 weeks learning the format of the competition. All the battlers worked extremely hard to create fantastic character descrip-

tions, possible battle, and lightning questions and learned to confirm the answers with the teams. We were ready!

The battle day was divided into morning and afternoon round robin sessions with all teams playing five games. The top four teams qualified for the semi-finals with the last two going to the final championship game. We held our nerve under pressure fighting bravery to make the semi-finals where we battled Chadwick One for a place in the final. In an incredibly intense and close match, all the players left everything they had on the floor, before, being pipped in the dying seconds of the lightning round. This was a tough loss for the team. However, I was im-

mensely proud of how we pulled ourselves together to quickly turn it around and win the battle for 3rd place. All the days of practice, all the emotion, and hard work was more than worth it. Again, I'd like to congratulate the team for their terrific performance and exemplary sportsmanship! Next year, we can go all the way to the finals!

Battle of the Books is an excellent reading incentive program for students in 4th and 5th grades. Students read a range of story books and come together to test their knowledge. In Korea, Battle of the Books all began in 2012, when Trudy Jager, Village Librarian at Chadwick International, was looking for ways to

connect with the Chadwick campus in California and came up with the Battle of the Books idea. The idea soon spread to other international schools and this year we had a record number of entries with nine.

I truly believe it is important for students to be able to compete and work in a team environment outside of sports. BOB encourages students to read with passion and ask questions to really investigate the meaning of the text. It promotes sportsmanship and exposes students to a range of stories they might not have otherwise read.

We can't wait for the BOB 2017-18!



VISITING AUTHOR: DAVID GREENBERG

Sarah Seo
ES Librarian/Technology Integration

On Wednesday, February 3rd, award-winning children's author, David Greenberg, spent the day at SIS with our elementary students, teachers and parents. He provided the finest author event we've ever had. During each presentation, he used humor, rhythm, and rhyme to keep every audience in the palm of his hand. From kindergarten through to 5th grade, he was able to take an audience from the heights of hearty laughter to silent attentiveness in mere seconds.

David was born in Brooklyn, New York. As a child, he just loved to read and credits this with inspiring him to become a passionate writer: he said, "Reading familiarizes you with words, so you can therefore write with greater dexterity, coherency, and vocabulary." At the age of 17, he began volunteering at local schools, using his poetry as material to help kids with their reading and writing. Here, to his amazement, he discovered how much they enjoyed his writing. This gave him the motivation to write more and more helping him become the recog-

nized author he is today. Specializing in humorous poetry and illustrated picture books, Mr. Greenberg has penned numerous titles including: Slugs, Bugs!, Skunks!, Snakes!, Don't Forget Your Etiquette, Crocs!, and The Great School Lunch Rebellion (1990 recipient of the Children's Choice Award) to name a few. His first historical fiction novel about the civil rights movement in the 1960s entitled A Tugging String received the Oregon Spirit Award in 2010, and was also selected as an Oregon Book Award Finalist in 2009.

In the morning session, the whole school was treated to an extraordinary poetry assembly. Students were engaged by the fun, lyrical words as he performed poems that were filled with alliteration, acrobatic meter patterns, and rhyme. Meant to be inspirational as well as entertaining, our students learned about the importance of the beat, the power of words, and the value of noticing the extraordinary in the ordinary.

In the next session of the day, Mr. Greenberg left our fourth

and fifth-grade students in wide-eyed awe. He gave an informative civil rights presentation in connection with his novel A Tugging String. Filled with American history and based on his family's experiences during the 1960's, the book recounts the turbulent days of the civil rights movement and racial attitudes in the United States at that time. The students viewed archival photos and discussed what it meant to have courage to take on the bullies of their day. He discussed how Dr. King (helped by Greenberg's father) used the courts to peacefully overcome the forces against them to bring about the Voting Rights Act of 1965. Ultimately, Mr. Greenberg wanted students to make a connection between the institutionalized bullying of racists and the bullying that persists today: "I ask children to take inspiration from these leaders, to take personal responsibility, to stand up to injustice and bullying," he said.

In the final afternoon session, grade 1-5 students were given a master class in the writer's workshop. Students were encouraged

to envision themselves as real-life authors and to recall details related to places in their pasts to create topics for writing. He talked about how writing is thinking and wove explanations of the various elements that activate good writing. David provoked thoughtful questions from students and emphasized the work, dedication and perseverance required in writing, a concept very much appreciated by the teachers!

By the end of the day, the halls were buzzing as our students moved back to their classrooms, comparing their favorite lines from his poems. For weeks to come, students of all ages would continually ask me if their personally signed David Greenberg book order had arrived yet. I was pleased when they did.

Mr. Greenberg was an exceptional and passionate presenter, one of the best I have ever seen. I know our students were better motivated to not only read more, but in his own words, "work harder at becoming better writers as well."

BRIEFING : ELEMENTARY & KICKBALL RULES FOR LIFE

Hye Yong Min
Chief of Communications

During the school year, there are times when certain occasions make our faculty well up with tears of pride. Such an occasion occurred this year after what seemed like an ordinary recess scuffle.

Every day, our elementary students enjoy an outdoor recess period. It's a chance for students to burn off excess energy and refresh their mind as well as body. One of the activities enjoyed by many students during recess is baseball. Last January, a baseball match screeched to a halt after a string of arguments interrupted the game with ruffled feelings. Ms. Judy Lockhart and Ms. Agnes Schuppel challenged the baseball players with a 'teachable moment' activity designed to talk about basic rules of baseball and good sportsmanship.

The next day, Andrew Hahm (5D), Jonathan Kang (5A), Alex Kim (5A), Sebastian Lee (5A), & Justin Park (5B) came up with an alternative proposition: let us play kickball, instead. Sensing that the cheeky solution, while perfectly reasonable, may not resolve the lack of camaraderie on the

field, Ms. Schuppel countered the offer and called for students to come up with a set of rules for kickball.

What resulted from the seemingly ordinary exchange of ideas is a truly extraordinary set of rules for not only kickball, but for life itself. The 'Rule for Kickball' created by the students deeply impressed the faculty who felt that these students exemplified our Tiger Values to become 'Re-



"If a member feels bad about themselves, MAKE THEM FEEL BETTER!!!!"

flective Learners' and shared the 'Rules for Kickball' with the rest of the school community. Alex, Jonathan, Sebastian, Andrew & Justin coordinated their efforts

to analyze the root of the problem that caused disagreements on the field. They became positive leaders who designed and articulated a solution that can improve the world around us.

"Lots of arguing on the field led us to come up with certified rules to play kickball," explained Jonathan Kang. Alex Kim chimed in that they worked on the rules together by sharing a Google Doc. When asked about the positive effects of the new rules, Sebastian Lee noticed that when they played by the new rules, even girls joined in the game. Andrew Hahm said he was particularly proud of coming up with the term "developing people" and how we must give players of all levels a chance to be good kickers. At the end of the interview, the boys began eagerly discussing their desire to update the rules to encompass other activities.

The Seoul International School is very proud to present "Rules for Kickball" and wish you a wonderful summer where everyone acts upon the cardinal rule: "If a member feels bad about themselves, MAKE THEM FEEL BETTER!!!!"

Rules for Kickball

Written by: Andrew Hahm (5D), Jonathan Kang (5A), Alex Kim (5A), Sebastian Lee (5A), & Justin Park (5B)

- If you use physical contact or hurt someone's feelings then you can't play kickball for one day or 1 recess.
- If you hit or throw the ball at the person, the batter or runner is out.
- No creating another "league" just so you and your friend could play by yourselves
- Use appropriate language: No Korean, No Swearing!
- If 1 person wants to join, then everyone has to agree on letting that person play (even during a game).
- You change teams every 2 days.
- Don't hurt anyone's feelings. :(
- No teasing anyone about their personal stuff.
- If someone wants to join a different sport/game, than team captains can gather and trade to make the teams fair.
- No inappropriate manners, or acting immature.
- If a member feels bad about themselves, MAKE THEM FEEL BETTER!!!!
- If you boss people to be last or number then you have to be last or will either be disqualified for one day.
- The people who are considered good even if they hit a homerun they cannot go to third or home base, until passing second base.
- Same thing as baseball there are going to be 2 referees to make it fair.
- At least 3 times in one week the good kickers, have to let the other developing people go before them.
- If you're going to argue you have to leave the game. To solve problems either use a coin or do rock, paper, scissors or odds or evens.
- For the order of the person who kicks, you can't choose a number so you can kick that turn. You must let other people try although you might be the best. Or you can rock scissor paper.

MIDDLE SCHOOL SCIENCE OLYMPICS AND GIN

Tim Teiman, MS Principal
Marie Burns, MS Science
Cheryl Renwick, MS Science

As the current 2015-'16 academic school year unfolds at SIS, there are numerous activities and events that our middle school students are committed to in addition to their rigorous academic studies. These events provide opportunities for our students to showcase their talents in many different venues. From strings, band, and choir, to "House Games", chess tournaments, drama productions, and forensics, our middle school provides unique opportunities for our students to get involved and try their hand at different activities.

With so many events occurring in the middle school, it is not possible to provide information about all of them. I have therefore chosen two events to highlight in this article -the MS Science Olympics and our Global Issues Network (GIN) Trips. I have asked the teachers involved in these events to share information about these two groups.

Our current Grade 8 Science Teacher - Ms. Marie Burns has provided the following information and pictures about this year's Middle School Science Olympics:

The high school science hallway was raucous with middle school students' excitement after school on Friday, November 6. Students erupted in shouts of triumph and dismay as towers stood tall or collapsed. Bridges held and bridges fell. DNA strands of skittles matched and didn't match. Never has science at SIS been so dramatic. Students from grades six through eight competed in teams of four at the first ever SIS Science Olympics.

Some high school students may remember competing in the Science Olympics at GSIS three years ago, but this was the first time it was an exclusive SIS event. After a two-year absence from any science Olympics events, the middle school science teachers teamed with high school physics teacher, Mr. Brian Mellon, and the high school science club to host our very own science Olympics.

Over 90 SIS middle school students enjoyed four science and engineering challenges designed and judged by the 40

members of the high school science club. Middle school teachers volunteered to supervise. They enjoyed the excitement and teamwork of the all the participants and the leadership of the high school students. After hours of fierce competition, three teams were on top in a tie for the overall champions. All students cheered as there was a winning team from each grade level. The grade 8 champions were Junhee Lee, Gordon Kim, Chan Lee, and Dowhan Kim from the team Science Yay! The winning grade 7 students were Andrew Kim, Steven Chung, Ryan Cho, and Rachel Kim from the team called, Natural Selection. From

the grade 6 team, Awesomeness represented with John Jung, Michelle Heo, Katie Lee, and Jeremy Hwang. An honorary fourth place was given to the grade 8 team, Aper-

ture Science that outright won two competitions, more than any other team. The members of Aperture Science were Ryan Kim, David Suh, Kevin Kim, and Yongjin Park.

Two of our grade 7 teachers oversee our MS GIN students and their community service projects. Ms. Renwick and Ms. Barnett kindly agreed to provide the following information and pictures highlighting our MS GIN students assisting our local elders as part of their service plan.

Fall MS GIN students are focusing on global and local poverty. For local poverty, students delivered 500 yantan (briquettes) to two communities. On October 19, we went to Bokjeong-dong, and on November 10 to another residence in Songnam. Students were thrilled to pass out briquettes to people in need, the elderly, and the disabled. Our time spent will help in sharing warmth and fuel for cooking during the cold winter months.

Students are also collecting school supplies for Cambodia. Donations are accepted in grade 6, 7, and 8, Homerooms.





STUDENTS EXHIBIT TALENT IN “SOUND OF MUSIC”

Claire Kim (11)
Staff Writer

Students gazed at the sides of the auditorium in awe as their peers gracefully walked down the aisles, dressed like nuns of the abbey, singing in harmony to “The Sound of Music.”

For the third year in a row, middle school and high school drama students collaborated to perform the well-known “Sound of Music” on Nov. 12-13. The musical is based on the story of the von Trapp family, a family of singers in Nazi-occupied Austria during World War II. As a story based on a grim historical reality, the “Sound of Music” is much more serious in tone than the previous musicals and plays that have been performed at SIS, such as Disney’s “High School Musical” and the “Pink Panther.”

“This year’s production was slightly different from

last year’s because of the storyline,” said Gina Lee (12), lead character Maria in the play. “Last year’s production was “High School Musical,” so it was more about just the dancing and the singing. However, this year for “Sound of Music,” as the storyline was more serious in general, we had to really focus on our acting as well. Our main goal was to make sure that acting got passed onto the audience.”

The musical is centered around the adventures of Maria, an Austrian woman, seemingly destined to be a nun at the Nonnberg Abbey in Salzburg. Due to her free-spirited nature, she often arouses conflict among the other nuns. As a result, her Mother Superior, played by Yujin Choi (12) sends her to live with the family of Captain von Trapp, played by Paul Namkoong (11), feeling as though she would be better served outside the abbey.

Once Maria arrives at the von Trapp household, she is given the duty of taking care of Captain Georg von Trapp’s seven children – Liesl, Friedrich, Louisa, Kurt, Brigitta, Marta, and Gret. The children were played by Katherine Lim (11), Eddie Ko (9), Chera Yoon (8), Lynette Kim (8), Eunice Lee (7), Rachel Cho (6), and Jane Kim (6).

In preparation for the performance, drama students engaged in rehearsals twice a week after school from 3 p.m. to 5 p.m., beginning early on in the school year. Roles were selected through an audition held by Simon Williams, drama teacher and production director, students practiced performing their respective positions for several months.

“This entire process started long before the performance,” said Simon Williams, Director of “Sound of Music.” “This year we had an advantage in getting the script early.

Therefore, we had the chance to run it and run it and run it, making it professional before the actual opening night. We had good actors that knew their lines and treated this performance seriously. This was our most technically fluid performance so far.”

Both performances were sold out, with seats packed full of students, their families, and teachers. As the cast performed each segment of the play, the audience applauded loudly in appreciation of the cast’s dedication and talent.

“I was honestly amazed at the quality of work the cast put together,” said Joshua Kim (11), drama student. “I’ve watched professional productions, but this performance was really touching, because I could see all the dedication and work the cast members had invested. In short, the performance blew my mind.”

HIGH SCHOOL



Tri-M® Music
HONOR SOCIETY

Tri-M is a club at SIS centered on sharing music not only with students and staff, but also in orphanages and hospitals around Seoul, such as Gabriel’s House and Gangnam Severance. This year, the Tri-M troupe has continued to entertain with their delightful singing and playing.

“Most SIS students are privileged in that we have gotten so much education and opportunities to learn and perform music,” said Debora Kim (12), Tri-M president. “Many may say that our going to orphanages and hospitals is simply ‘community service.’ Of course, on the surface, we are helping them by performing for them, playing music, brightening up their days. But beyond servicing the community, despite the disparate social and educational backgrounds, we bond. In other words, we are enjoying music together, as friends, rather than the idea of us simply helping the poor or less fortunate.”

As a group that strives to utilize

music as a source of communication, Tri-M makes monthly visits to Gabriel’s House, which consists of children and adults who are unable to take care of themselves due to various disabilities. After performing, students are encouraged to do extra work by catering for and connecting to such people living in the orphanage.

“While playing [at the orphanage], I initially realized that I was just enjoying the music itself,” said Julie Song (10), Tri-M member. “But soon after, I noticed how the audience, who was initially restless, had immediately calmed down and started to sway to the music as soon as I started to play. Such a contrast in action made it clear that they respected my music and because of the attention [the audience] gave me, I also felt a sudden rush of satisfaction to know that my music’s purpose was not solely to fulfill my own personal contentment, but also to offer a little something to the viewers.”

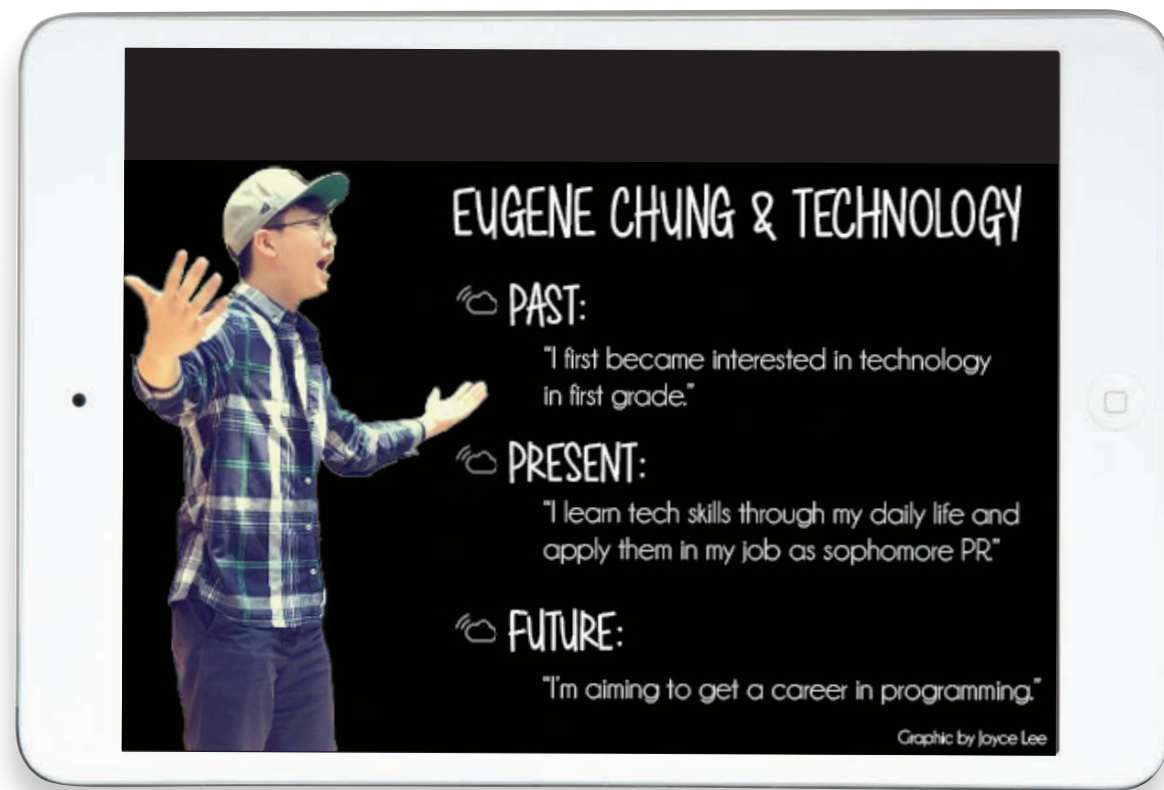
Besides performing at Gabriel’s

Alice Lee (10)
Staff Writer

House, Tri-M extends its boundaries even further once a month to play at Gangnam Severance Hospital. Unlike playing in an orphanage setting, participants are select and perform a more soothing and peaceful piece of music so as not to disturb the overall mood of the hospital.

“We are a music service club not only at the campus but also at the orphanage and hospital, where those shut in and grappling with individual issues can escape from their everyday lives,” said Michael Ganus, Tri-M adviser. “Since Tri-M is mostly student-run, I do not take much part in directing the club as a whole, but rather provide the presence similar to that of a father. Most importantly, Tri-M is definitely distinguishable from other clubs, for while other community service clubs may nourish the body, we nourish the soul.”





Alice Lee (10)
Staff Writer

Casually sauntering around the atrium with a Macbook Air in one hand and an iPhone 6S in the other, Eugene Chung (10) stands out with his cutting-edge fashion, as he greets his friends with a welcoming smile on his face. Most people acknowledge him as the humorous and eloquent HSSC sophomore class public relations officer, but few are aware of his dexterity when dealing with technology.

Unlike the students who pursue certain extracurricular activities due to the recommendations or expectations of their parents, Eugene initially took interest in technology when he was in first grade, after experimenting with his desktop computer at home.

"Although I struggled with even the most fundamental techniques when I first started using the computer, I eventually overcame such hardships by pushing myself to try harder every time I failed," Eugene said. "I feel as if I learn more through trial and error, since I was never afraid to try new things on my computer."

As time passed, he overcame various obstacles with patience and determination to familiarize himself with mainly sound editing, programming, graphic work, and video making. Despite his extensive knowledge on using the computer, he continues to refine his techniques by answering his peers' questions.

"While I've spent hours experimenting

and practicing to perfect my abilities, I am aware that I still have a lot to learn," Eugene said. "Sometimes people ask me questions about the computer that I cannot answer, so I search it up and then absorb new information while doing so. Besides learning from the curiosity of my friends, I also give into my undertakings such as dismantling my computer. Being able to disassemble then [rebuild] a computer is a beneficial skill, especially if my computer or my friend's computer breaks down."

With plans to pursue a career in the field of computer security, he treats technology as a genuine passion rather than a simple hobby. To hone his skills, he constantly uses the computer everyday not only for homework but also for taking on minor yet challenging projects such as creating a calculator along with simple websites.

"I started off with small steps to prepare myself for the future, where I will most likely be working for computer security," Eugene said. "Because computer security is related to hacking, I attempted to hack my own server several times and succeeded. Besides hacking, I touched upon the fundamental skills of programming through experience, since such basic abilities are also necessary for computer security. Ever since, I made my first program that said 'Hello World!' just by play-

ing around with the application, Java, I have definitely made significant improvements, for I recently made a full-functioning calculator all by myself by learning the complex computer language as I steadily progressed with this development. Although the process of devising computer programs and applications gets pretty tedious after a while, I constantly remind myself that I would soon be rewarded for my hard work to keep myself motivated."

Despite Eugene's ingenuity when it comes to technology, he does not wish to be viewed as a common "computer nerd," who he defines as those who solely play video games and invent notable programs. Rather, as of now, he plans to make minor innovations by devising new ways to advertise and communicate through technology as the current public relations officer.

"The thing about Eugene is that he thoroughly understands our grade as a whole," Sky Park (10) said. "For instance, since he recognizes the fact that no one reads formal emails because it is not eye-catching, he engages us with hints of humor in his messages. In other words, I think the fact that he utilizes his proficient technology skills to both acknowledge our desires and convey his ideas across makes him an exemplary public relations officer."

KOREA ON THEIR SHOULDERS, THE WORLD AT THEIR REACH: SIS' WSDC DEBATERS

Diana Na Kyoung Lee (10)
Staff Writer

Each July, five students—the title of 'Team Korea' on their shoulders—travel abroad to compete in the World Schools Debating Championships (WSDC). After intense auditions for the national Top 24, Top 12, and Top 5, they face teams from about 50 countries. SIS' Lauren Ahn (12), Jiwhan Moon (11), and Nicholas Kim (10) were three of the five invited to Singapore in 2015.

Behind the titles, awards, and high expectations that most people see in debate, these students see an artform. Each event, each motion, and each speaker role means a different color and a different stroke. With words, they can paint pictures of Syrian refugees—of entire nations and governments—then build everything from Supreme Court chambers to small town voting booths.

Lauren Ahn

Lauren's trophies give a clear snapshot of her acclaimed debate career. She was a member of WSDC Team Korea from 2013 to 2015, best speaker at YTN-HUFS (the biggest tournament in Korea) in 2014, champion of US-WSDC in 2013, and more.

Her trophies, however, provide only a snapshot. Reading the entire album, one can see it is a picture prefaced by seven years of dedication.

"In middle school, I always wanted to quit, especially whenever I lost," Lauren said. "It was the hardest when I felt I was not contributing to my team. I felt like I was lagging behind. That was the worst feeling in the world."

Despite the occasional bitter taste of loss, Lauren slowly became a self-diagnosed debate addict. Even on bad days, she soon found herself heading to practice.

Now, she leaves a touch of debate on everything. Debate fills three-quarters of her Facebook feed. She is a mentor to countless younger SIS debaters (including Michelle Ahn (9), her sister)—perhaps because she remembers the invaluable help her mentors gave her in carrying the pressure that comes with a national title.

"Lots of people have inspired me, but Jihoon Kim, now a student at Oxford University, has the most," Lauren said. "We quickly became friends after a couple dinners and practices. He was my WSDC teammate, and is a still great friend, mentor, and debate partner. His ability to look at everything optimistically really made my experience as a national debater much more comfortable and bearable."

Envious debaters and their parents may identify Lauren by her titles. However, debate holds an entirely distinct, personal significance to her; it means playful banter, sincere connections, and cherished friends.

"I will never forget all the late night talks at WSDC," Lauren said. "To me, WSDC meant eating ramen at 3 a.m., talking about criminal justice at 5 a.m., and taking walks at 6 a.m. It's a lot of fun to be part of such a strong and tight international community."

Jiwhan Moon

In less than two summer months, Jiwhan represented Korea at the 2015 WSDC in Singapore, then came home and swept the biggest tournament in Korea. It seems he has the art of winning (and a productive summer break) down to a science.

"From the moment I step up to the podium, I try to exhibit confidence," Jiwhan said. "I believe first impressions

are extremely important. I try to tell the judge why we win from the beginning. Ensuring that they know what I'm talking about has always been good."

From his tournament records, Jiwhan could be a perfect statue of the model debater brought to life. Andy Hume, WSDC Team Korea coach, stressed (twice) how Jiwhan was "always professional." When he walks into a round, he walks out with a win—and is cool, calm, and confident as he exits. But, like Lauren, his story was never one of smooth marble and perfection.

According to Jiwhan, his liking for strategic and logical activities naturally led him to debate. (When he is not representing Korea in international tournaments, he runs the SIS Chess Club.) Results, however, did not always reflect his passion.

"As a young debater, I used to be really obsessed with results," Jiwhan said. "That caused a lot of hardship. With more experience—especially being able to interact with debaters around the world at WSDC—I learned that understanding my flaws when I lose is really important. I was able to overcome hardship with experience."

To this day, he claims he was mostly lucky and did not expect to make the team. He wanted—more than a spot on the team—to improve and have fun. In the end, he reaped both in Singapore—an experience he calls "life-changing."

"I have known Jiwhan for three years now," Coach Hume said. "He has grown and matured as a debater and I hope he continues to improve. Mind you, I still think I could beat him at chess."



Sweat drips down his face as he keeps an alert eye on the yellow tennis ball crossing the court over to his opponent. As the ball travels back to his side of the court, he raises his tennis racquet and delivers the final hit. Though he did not win the International Tennis Federation (ITF) Sunchang International Junior Championships that day, Cody Kim (12) performed the considerable feat of defeating Si-on Kwon, former junior national team tennis player.

The ITF Sunchang International Junior Championships is just one of the numerous achievements Cody has accomplished throughout the years. Although he has not been able to participate in as many tennis tournaments as he would have liked, due to the limited number of school absences allowed, he redirected his energy toward other accomplishments, such as becoming the co-captain of both the elite tennis team at his previously attended Korean school and the SIS varsity boys tennis team, and winning Korean American Interscholastic Activities Conference (KAIAC) tournaments. Indeed, Cody's accomplishments can be accredited to his perfectionist work ethic.

"People have said that I try too hard to be perfect when I play tennis," Cody said. "I'm very meticulous with details, sometimes overly so, which becomes extremely stressful and frustrating for me sometimes."

Even so, this mindset has allowed him to improve more quickly than many other players, as he pays attention to every aspect of the sport and tries to minimize mistakes in each of them, whether it was to make sure his hitting form was effective or to improve his reaction speed for his opponents' shots. Another factor in his success is his consistent style of play.

"My goal has always been to never miss the ball, to never give my opponent an easy point, which sometimes leads to long, grueling matches," Cody said. "Over the years, my style has become more aggressive and I see myself taking more chances, especially because I have gained more confidence through all of the training I went through."

Cody started his training in tennis ten years ago. After initially trying out various sports including basketball and soccer, he discovered that his size was a disadvantage when it came to contact sports because he was often smaller than his teammates and opponents. Tennis, a non-contact sport that can be played without a strong emphasis on physical build, came more naturally to Cody.

Nevertheless, he inevitably encountered difficulties, as should be expected of any athlete who train without rest for such a long time. He struggled with both the physical exertion and the solitude of playing alone on the court to fulfill his expectations.

"Although tennis is a non-contact sport and therefore lessened my size disadvantage, it wasn't completely gone," Cody said. "I had to work around it by specially focusing on increasing my personal speed and endurance. The physical training

Marie Park (10)
Staff Writer

and conditioning that I went through everyday to achieve this level of adeptness was extremely strenuous—I had to run just as much as I played tennis. It didn't help that tennis is an individual sport, and that there isn't always a team to rely on. Once you step out onto the court for a match, you're out there by yourself to figure everything out alone. Although all of this was extremely stressful, I kept playing tennis because every time I looked back, I saw that I had sacrificed too much to quit."

The turning point in Cody's tennis career came when he moved to Korea in 2013. At that time, he started getting more professional training compared to that which he received in America. While the lack of intensive training was acceptable when he first started playing tennis for fun alongside many other sports, as his playing became more serious, it was crucial for him to receive proper professional guidance.

"In the US, my practices consisted of me training with my dad and my brother six times a week for about two hours a day," Cody said. "However, when I moved to Korea, I was training with kids whose goals were to become professionals, most of whom had sacrificed their education to train for around eight hours a day. Being able to train with such competitive players allowed me to push my physical abilities. It also changed my perspective on tennis. It wasn't just something I did for fun anymore. The extensive training required led me to approach the sport with more intensity and drive, which then in turn allowed me to improve at a far greater speed."

During his tennis career, Cody cultivated leadership alongside the physical skills through his aforementioned position as co-captain of the varsity boys tennis team.

"Cody has many roles on the team, but the two most important are giving technical and tactical advice to other players and helping out at practice with various tennis drills to improve his teammates' technical abilities" said Ricky Green, varsity boy's tennis coach. "Since he is a very talented tennis player, he can play all of the shots consistently. He sets a good example for the rest of the team and helps me coach as he can hit the ball exactly where I tell him to hit it while demonstrating. Cody loves the tennis team and wants to help in the development of other players."

Though Cody does not plan on playing tennis professionally, he still treats tennis as one of the most important factors of his life. From the bus rides with his teammates to school tennis games to hardcore international competitions, Cody has accumulated experience after experience in the game of tennis. It has become such a part of Cody's identity, he truly has become "King of the Court".

"WHENEVER I HAVE DOUBTED MYSELF, I ALWAYS THOUGHT ABOUT HOW FAR I'VE COME AND THE THINGS THAT I'VE SACRIFICED UP TO THAT POINT."



Photos by Patricia Song, Graphic by Claire Kim

NEWLY REVAMPED UNICEF SALES LEAD TO REVOLUTIONIZED FUNDRAISING

Andrew Ham (10)
Staff Writer

"We have pizza!" a girl yells at passing elementary students, who turn for a brief moment and keep walking, shoulders hunched from the weight of their backpacks. "It's pizza," she mutters before re-focusing on another group making their way down the hill.

A staple of student life at SIS is the pizza that is sold with surprising regularity immediately after school in the soccer field. No matter the weather, time, or season, clubs still manage to set up the plastic red tables with alacrity; however, multiple clubs have deviated from that tradition this year by rolling out new and creative fundraisers.

"This year, we decided to implement weekly coffee sales," said Terrance Lee (11), UNICEF executive member. "Every Wednesday during office hours we sell coffee from Starbucks to students who had been dozing off in their first period classes. We are aiming to create more fundraisers that are targeted towards certain group of people, as that has proved to be more successful."

According to Terrance, the coffee sales have raised a significant amount of money, including 130,000 won during one particularly successful office hours period. The proceeds go toward the purchase of school supplies for students at the Land School in Cambodia, and also aid local areas such as the Korean orphanages UNICEF members visit periodically.

Other clubs have taken this new trend in stride, leading to the recent appearance of many innovative fundraisers by numerous clubs. For example, the Korean Animal Service Association (KASA) will implement its new flea market in November.

"Our flea market is a new development for this year," said Stephanie Cha (12), KASA president. "We wanted to earn a lot of money in order to fund our efforts and incentivize members to work even harder, and thought that new and creative fundraisers could be a lot more effective in this regard. We also thought that it was time we focus our attention on a smaller audience for a larger impact on animal rights, and we thought that SIS was the perfect recipient."

Another telling example rests with the Global Issues Network (GIN) club, whose traditional—and still successful—fundraisers may be aided by more imaginative projects to come.

"We hold weekly pizza sales and contrary to what people may think, the pizza is very successful and is usually sold out within five minutes," said Elliot Nam (10), GIN member.

"Although they may not necessarily focus on fundraising, GIN is definitely planning on focusing more on new projects," said Garam Lee (12), GIN external communications director.

The aforementioned clubs are not the only ones "thinking outside the box" when thinking of new ways to fundraise, signifying a school-wide shift in ways that clubs advertise their causes and market their merchandise.

"I think that we are seeing an increase in creative fundraisers because clubs want to distinguish themselves from others," Stephanie said. "By distinguishing themselves, clubs can then attract more customers and raise more money for their respective causes."

REFLECTIONS

One of the current trends in education is developing metacognition and developing students' skills of reflection. The purpose of this being that students are more likely to recognize their mistakes and are also more likely to retain the skills and knowledge that they practiced in the classroom. As such, I felt that I should put this skill to the test and reflect upon the five years I have spent at Seoul International School (SIS) and in Korea. Teaching at SIS was a huge change to my style of teaching. My first year at SIS was the first year of the 1:1 laptop program and it felt like it was my first year of teaching again. It took me some time to adjust my teaching style to take full advantage of the technology the students had access to. With time, the students and I figured out the short comings, as well as the advantages, to having laptops at their fingertips, when to use them and when old fashioned pen and paper was still a better option.

Adapting to technology my first year wasn't the only struggle I had. It was also my first experience teaching in a country where I was not as familiar with the culture nor did I speak the language. Mrs. Lopez loves to tell the story about my failed attempt to set up a cellphone during our first few months here. My inability to communicate was frustrating and as I relayed the story to her I made the mistake of commenting, "You just don't understand how hard it is to live in a country where you don't speak the language." She promptly reminded me that she had gone through the same frustrations four years earlier when we moved to Latin America. This process of learning about a new culture and learning a new language took time both personally and in the classroom. I believe one of the things that helped me start to relate to the students and to really enjoy my time in Korea was starting with the premise that there are a lot of positive things to learn from immersing yourself in a different culture. It is easy to make hasty generalizations when new to a place, but by starting positive you can make the most of it. As my understanding and appreciation for Korean culture grew, my students started to trust me more and were able to

explain the nuances of SIS culture to me. This increased understanding allowed me to better appreciate my new home and in turn to better be able to adapt my teaching to fit the needs of the student body. During that first year, I began to realize that SIS students are unique in that they are willing to give their teachers the benefit of the doubt on projects if they trust them. I have had some of the most successful mock trials, debates, movie, and photo projects all due to the students' hard work and willingness to trust that the directions and project might seem unclear at first, but will make sense by then end. Three years in middle school quickly went by and I started to get the itch to move again. Probably one of the aspects that all international teachers have is this constant desire to search out something new. It was at this point that I had the opportunity to move to a high school position at SIS. Teaching something different

Alex Lopez-Barton
Faculty Contributor

scend the classroom and bring their world into the conversation. These questions that have no clear answers are what encourages students

to move on to the next level, but coming up with these questions and lessons is not an easy task. I knew this difficult task of building inquiry awaited me in the high school and I was once again challenged to adjust and adapt my lessons. This process was good for me as an educator as I became a student again, and was better able to empathize with the students. While at SIS, I also had the opportunity to coach girls Varsity soccer for the first time.. I was well aware that coaching girls was going to be different than my previous experience as a boys' coach, but I had

not realized how different it would be, nor how my view of coaching was going to change. When I first started coaching, my objective was to build a strong team and try to win as many games as possible. Over the course of the first couple of years I had multiple girls mention concerns about becoming too muscular or the perception that people would consider them aggressive. It was during my first year watching girls be scared to head a ball for fear of pain that my view of coaching changed. I thought coaching was about winning, but I quickly realized that it was far more important to build strong young women who are confident in themselves.

I began to work on developing a mindset of strength, resilience, and confidence in hopes that the girls would make decisions according to their interests and not society's expectations of them. I can now say that as you watch the girls soccer team you see the strength and resilience of these young women who are the role models for the younger girls. SIS has helped me grow as a professional and provided me with a small snapshot into Korean culture. As the old adage goes 'Its what you make of your time that determines what you take away'. SIS has a lot to offer and I hope future teachers are able to grow from their experiences at SIS as well.



PEOPLE

TURNING PERSONAL EXPRESSION INTO A COMMUNITY MURAL



Jin Shin Ekin
Faculty Contributor

Art is an extraordinary subject. It requires enthusiasm, passion and commitment to follow a journey, a journey of choices built on experiences, expression and exploration of oneself through a creative process. It's a connection with our inner world and cultural identities.

Learning art is not just about learning techniques, methods and vocabulary relevant to the study of art. Through art, students connect, understand and appreciate other cultures as well as share individual experiences. Art ultimately allows all our students to use a visual language of expression to communicate with others.

Although our students as young artists are clearly aware of the SIS art program's goals, objectives and standards, in each learning experience they often surpassed the required level of skills and understanding of concepts by experimenting with ideas and materials. In SIS art classes, mistakes become discoveries. Taking risks becomes one's own artistic challenges.

As I reflect on the 2015-16 school year, I come away knowing that SIS art students have made tremendous achievements in their academic subject as well as in extracurricular art activities.

In studio art one and two programs, basic drawing and color theory studies are compulsory courses based on the theory of using the right side of the brain for creative drawing. My students have learnt two valuable studio lessons. Firstly, drawing is a skill that can be learnt by everyone and is not only for an artistic or a naturally talented person. Secondly, learning to draw is really a matter of learning to see, or to see ordinary things in extraordinary ways. By tapping into a different way of thinking, students begin to see things out of the ordinary. This is a challenging new concept for many of the students, until they get used to the idea.

Our students work with a wide range

OUR SIS ART STUDENTS' JOURNEY SHOWS THAT CREATIVITY ENRICHES THEIR LIVES, AND THOSE OF OTHERS

of media and themes including personalized acrylic still life and palette knife painting, reductive relief print of the local environment, drypoint printmaking, bas-relief sculpture and undertake various other mixed-media units. Each unit allows students to develop their individual art discipline of techniques and explore personal, social and global themes. Writing reflections and making digital portfolios taught our students how to understand their own individual creative process, to solve visual problems and to critically evaluate their own work. All students' creations were displayed throughout the year.

SIS has a strong AP Art program. The number of students electing to do AP Art, receiving high marks and being accepted into prestigious art colleges and universities have increased in recent years. This year's AP Art exhibition in April was great success and received excellent reviews from the audience. The AP show highlighted the achievements of each student's AP Art journey towards completing 24 pieces of highly artistic work. The students' creative energy, passion and commitment to art are an inspiration to the younger art students and to the SIS community as a whole.

Extracurricular art activities are large part of SIS students' interests and passions. As a National Art Honor Society (NAHS) supervisor for the last three years, I've worked with our 35 student members, ranging from freshmen to seniors, who've enlisted their artistic skills beyond the classroom to be involved in major SIS events, such as the Family Fun Day face painting; designing and making clothes for the fundraising fashion show; Christmas card-making; and NAHS projects such as memory portrait drawing for orphans around world and teaching art at the local children's home on Fridays after school.

One of NAHS's goals for this year was to beautify and unify the SIS community

through art by creating a community mural painting.

Although all the members were so excited about mural painting, this project challenged each student to strike a balance between personal creative expression and group goals, a departure from most art class projects, which tend to be individual assignments. The students learnt to work as a group while brainstorming, planning and executing a large collaborative mural painting. It was an undertaking that promoted cooperation and the team skills gained will no doubt continue to benefit these students in the future.

In January 2016 we chose a suitable wall in the cafeteria where the deli cart used to be; a beige blank wall where a mural would be welcome and which could promote greater awareness and appreciation for the arts. The cafeteria is also used daily by all SIS students and teachers from elementary to high school, and therefore a mural would benefit the entire SIS community. Once we submitted the proposal for a mural and got permission from Dr Kim, we began to brainstorm ideas for a theme that represented "What makes the SIS community".

Each group of four to five students worked on ideas, gathering visual resources and images that related to the theme, such as animals, students in school life and school events, and made a group decision on the final sketches and designs which included four seasons represented by the earth, water, the universe and the forest.

Wooden veneer sheets were placed over the oil paint-based beige wall, as the students would create the mural with acrylic paint. Then the wall space was cleaned, the edges taped and the wall primed. Since February 13, the NAHS students worked on the mural most Saturdays on a rotating schedule. They completed the mural on April 28.

This mural transformed a plain cafeteria



wall into a bright, colorful, artistic representation of the SIS community spirit that depicts our students' school life, hopes and dreams. The mural painting project allowed the art students to broaden their definition of art and be empowered with

a sense of accomplishment unique to a large-scale project.

It has been a fabulous three years at SIS and a joy to teach a group of artistic, enthusiastic art students who have been willing to take risks, share ideas and are

committed to the pursuit of excellence. Most importantly, they have learned that creativity enriches their lives and those of others.

COMMUNITY SERVICE



Dongwoo Leo Lee
Class of 2016 Contributor

I went on my first service trip to the Nungin Social Welfare Center in Seoul in seventh grade. Back then I attended a Korean public middle school, which required all students to participate in at least 30 hours of documented community service. I decided to spend two days of my summer vacation playing board games, bumping volleyballs, cooking dinner, and playing soccer with 60 middle-aged men with developmental disability, autism, and mild forms of anterograde amnesia. Most of them were older than my dad, but they could hardly write their own names in Korean, much less button their own shirts or properly use chopsticks.

Over the last six years my memories at that welfare center faded, but what I learned and felt during those 48 hours stayed with me. To this day, they have kept me coming back for more opportunities to put aside the smartphones and the standardized tests to meet real people struggling with real problems in the real world. I keep coming back for the eye-opening experience of voluntary service that challenges participants to better themselves through helping others. I believe that by merely becoming aware that not everyone in this world shares my blessings can urge meaningful actions. I was a photographer, an aspiring creative writer, a history nerd, but also just another teenager who was fortunate enough to open his eyes to a much bigger, much more complicated world.

At Seoul International School, I was an active member of Habitat For Humanity as its fifth vice president. Our main objective this year was to improve the global standard of living by procuring stable sources of water supply. Over the last nine months we worked tirelessly to raise over \$10,000 to contribute funds to The Water Project, a non-governmental organization that pools resources to erect water purification facilities and sewage systems in Sub-Saharan Africa. I believe our goal was simple; we chose

not to be ignorant to the tragedies on the other side of world. We chose to reach beyond our comfort zones to dedicate our resources and talents to a meaningful cause. Most importantly, we chose to become conscious global citizens prepared to make a difference. Every time we ask students to join a community service club, we are asking them to join the community of those who want to better themselves.

Of course, balancing schoolwork, other



extra-curricular interests and community service was a grave challenge. I employed the strategy of using community service as both an occasional distraction from academic stress, and the opportunity for rejuvenation. Weeklong trips to the schools of Cambodian slums or fundraisers in forms of themed fashion shows provided the pleasant retreat from the heartless scramble for grades, and exhausting college application process. I devoted myself to community service for psychological relief to recharge my vigor and optimism. Every drop of sweat we left at Indonesian building sites and Cambodian elementary classrooms enriched my high school career with gratitude and gratification. Every trip to welfare centers, foreign building sites, and conference rooms to draft up creative fundraisers gave me the strength



to stand strong in the midst of my own struggles. My devotion and passion for service neither burdened me nor distracted me. It kept me on my foot, treading farther, more confidently, and more proudly than before.

I hope more people can realize how much difference every individual can possibly make. I sincerely wish the reluctant silent majority could witness small streaks of kindness converging into monuments of progress. I was awestruck by the fact that the price of six laptops owned by every student at our school is identical to the price of an entire water storage complex to sustain a population of 500. Similarly, a single dollar is enough to provide a high calorie meal to seven children; one can purchase enough sanitized water for 30 patients suffering from gastric ulcers with 20,000 Korean won, and I can use the 3,000 won I have in my wallet to shield a family of three from mosquitoes spreading malaria. I hope these statistics help discredit the common misconceptions by which we have been minimizing our capabilities to make change. Every one of us can work miracles, and those miracles start from our choice to open our eyes, and can proceed to the cessation of gastric ulcer epidemics, nation-wide malaria vaccinations, or victorious battles against universal hunger and thirst.

I want to take advantage of this opportunity to urge all parents and students to re-examine and re-evaluate the purpose of community service. I hope they can understand voluntary service can be so much more than underappreciated additions to one's college resume or professional credentials. I can confidently proclaim that community service can help students grow up as gifted, conscientious intellectuals prepared to take on the tasks of today for a better tomorrow.

PEOPLE

CHEERLEADING

When I first saw the HS cheer clinic flyer in 8th grade, I never imagined that cheerleading would become a huge part of my life. As a graduating senior looking back, attending that clinic and trying out for the team in my freshman year made one of the biggest impact in my HS career.

Through cheerleading, I found my true passion. I learned how to chase after my dreams, and discovered my dedication as an athlete and as a leader. Cheer established some of my strongest characteristics, and shaped me into the person that I am today.

When I made the varsity team as a freshman, pressures to meet the varsity standards gave me challenges and opportunities to grow. At the time cheerleaders were given no place to practice and had to practice in the hallways and out on the field before the snow became a problem, and didn't have much support from the students. Many of my peers considered cheerleading a girl sport, and some didn't acknowledge it as a sport at all. As a newly aspiring cheerleader, I was anxious to change that perspective.

After my first season, I actively trained myself to make varsity again. This motivated me to step up my game by taking tumbling lessons during summer where I discovered Big Tide, a Korean cheer team. I signed my team up for their summer camp sessions. Even though I was an underclassman who was not expected to take on any responsibilities, I chose to lead by exposing my team to opportunities for development and later organized an on-campus Big Tide cheer clinic. Through this opportunity I was able to build connections and communication skills.

One big missing factor on my team was a male cheerleader. Other schools had up to three male cheerleaders, and I felt the strong need to build a coed team that can handle advanced stunting. This is when I came across Sabin. I heard from other cheerleaders that he might be interested and I was able to convince him by teaching him the tryout material. As a well-established athlete, Sabin made the team, making it the first ever coed cheer leader team at SIS. It changed the whole program.

With the newly constructed gym as practice place and a male cheerleader, our team and the sport received a lot of attention and slowly found its place as a recognized sport. The program became popular and competitive, with more than 40 male and female athletes annually trying out, a big leap from less than 20 girls who tried out in my freshman year.

I challenged myself even further and competed at the individual section of the competition called ALL-KAIAC in my sophomore year, where three selected varsity cheerleaders from each school compete for top 10. It was unusual for an underclassman to compete, but I placed and received ALL-KAIAC, the Coach's Choice Award, and continued on to MVP Awards all the way to senior year, where I made the team Captain.

As Captain, I led my team to second place as finalists, for the first time at SIS in 11 years. At the end of my HS cheer career, I took my passion for the sport one step further, and tried out for the Korea national competitive cheerleading team and competed on Team Korea at the International Cheer Union World Cheer-

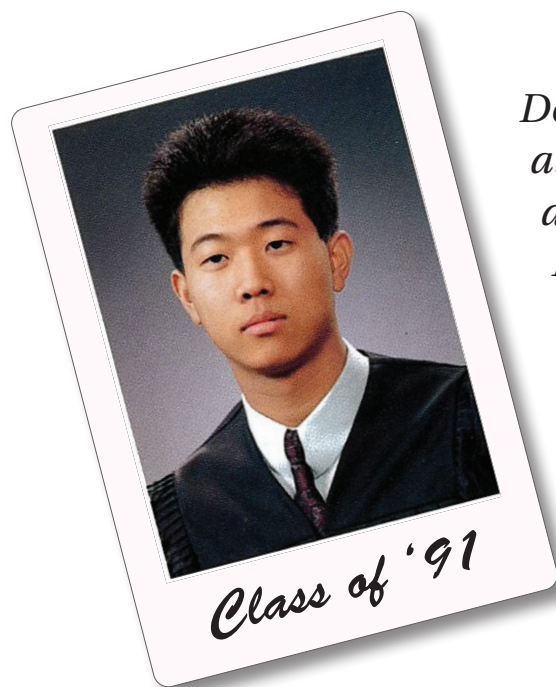


Eunie Jang (12)
Class of 2016 Contributor

leading Championships in April, host by Orlando, Florida. I had one of my best experiences competing at the biggest cheer competition in the world as part of my dream team of four years.

Competitive cheerleading has been my passion and my source of happiness, something that I looked forward to every year. Just like I discovered my passion and developed my character, I hope that the underclassmen discover their own passions through activities in HS. Whether it is sports, community service, music, etc., chasing after and exploring what they are truly passionate about will become some of the best and unique experiences they'll ever have.





Douglas Lee, class of 1991, went to college at the University of Massachusetts at Amherst, and then continued a medical education in Korea to become an assistant professor at one of the Incheon Medical Centers in the Department of Surgical Oncology.

Soomin Chun (10)
Staff Writer

1. What influenced you to become a doctor?

As a child, I always liked to build things, take them down, build them over again, and repeat that process over and over. I guess that influenced me to get into surgery since surgery is basically reconstructing one's body. But other than that, my sister greatly influenced me—she's a year older than I am and chose to become a doctor herself, so she set the path for me and was there for me every step along the way. Even now, our research areas are very similar: she's a hematologist-oncologist, so she treats cancer through chemotherapy, and I treat cancer through surgery.

2. What process did you follow to become a doctor?

After college, you have to go through an internship, residency, and finally a fellowship. In the two years of my fellowship, I performed surgery on only the colon, rectum, and anus the entire time so the training was extremely specialized and fruitful. I learned a substantial amount during those training years, but it was very challenging. Sometimes, I would get calls at 3 a.m. and I would have to go to the hospital, no questions asked, but it was worth it because the fact that I was the only one in the entire hospital that could perform the surgery to save that one life was rewarding in itself.

3. What is coloproctology? What kind of research do you do?

Gastrointestinal surgery deals with surgery in the cancers of the gastrointestinal tract, as well as most of the internal organs below diaphragm. I perform a lot of emergency sur-

geries. Right now, I am currently collaborating with one of the top laboratories in the States to research genomic medicine by deep sequencing cancers and searching for a target gene sequence that can be drugged. After finding possible targets, I would test it on a preclinical platform such as xenografts, which involves putting human tumors inside mice to test drugs, since it is prohibited by law to test new drugs on humans. I have been doing this research for about three years now, but shorter projects take about a year. In total, I have published from 40 to 50 research papers.

4. What kind of work are you doing right now in America for your sabbatical?

I went to the US to get updated on medical procedures, since doctors in the hospital take turns to go other places and learn new things. I'm currently in California to experience HIPEC (hyperthermic intraperitoneal chemotherapy), which is a technique implemented when a patient has a highly aggressive seeding cancer or peritoneal cancer. The basic technique involves cutting out the perineum and infusing the abdomen with chemotherapy fluid at around 46°C. HIPEC is pretty widely used in the US, but not in Korea, so I hope to bring it in and even open a clinic in Incheon that specializes in this approach.

5. Any advice for current SIS students who want to become doctors?

Play hard, study hard. Don't stress out too much about your grades. To be honest, I wasn't the best student—in fact, I was very troublesome and even got into fights. However, [Fredric Schneider, Dean of Students] really helped me calm down during my high school years, and I try to approach my students the same way he approached me—in a really cool and calm manner. There will be a moment in your life when you have to really dig in and study hard to achieve your goals, but in high school, relax and just believe in yourself—life's not going to change because you get a B. Trust me, I've gotten a few B's.



Hye Yong Min
Editor-in-Chief, Highlights



tics of the project. Their ambitious ideas included a new magazine format renamed the Tiger Times Magazine, to be published 4 issues per school year, and a glorious layout design. Despite our hard work, efforts to satisfy the demands of rigorous academic workload, as well as publishing requirements of a public relations material resulted in only one publication and conclusion of the experimental project.

It has been an honor to work with you, TTMAG Editors in Chief, Nagyong Kim & Sarah Kim, and the TTMAG Editorial Board. I am proud to have been a part of your team and even prouder to present to you Highlights Issue 85: Special Edition, Tiger Times Magazine.

Working at a school is a privilege. I felt that especially keenly this year through my work with the Tiger Times Magazine Editorial Board. Some may call it a failed experiment, but I believe that in a few years, all involved will be able to look back and see it for what it truly was: a great meeting of the minds and learning the most valuable lesson in life, that it's okay to be imperfect.

The idea was simple: make Highlights with students. Highlights has been a bi-annual publication of the Seoul International School since its founding in 1973. Published directly by the Headmaster's Office for decades, before the age of the information superhighway, Highlights was the only source of information on SIS news to our parent, staff, and alumni community. Past issues are a virtual history book of SIS. Before you ask, one of the pet projects of this office next year will be to digitize and archive all Highlights for viewing.

Throughout the year, some of the best journalism students SIS has ever produced came together and hammered out the logis-

It is a pleasure to present to you Highlights Issue 85, Special Edition, the first and last edition of Tiger Times Magazine.

TTMAG, as we began calling it soon after its inception, was an ambitious experiment, pursued for different reasons. The administration looked forward to an improved and expanded version of the public relations oriented Highlights magazine, which it has published every semester since 1973. We, members of the Tiger Times Editorial Board, wanted to make TTMAG a useful, journalistic addition to Tiger Times: something centered upon more in-depth, investigative coverage of controversial topics relevant to the student body. Visions clashed, and we arrived at a clumsy compromise – hence why this beautifully designed magazine exists at all.

In spite of all, we are very proud of the product of our labors. We started this project from scratch. The TTMAG editorial board, which consisted of seven Tiger Times members, had regular meetings with Mr. Coleman, Ms. Min, and Mr. Suh, in order to design the structure of this new publication. We had to experiment a great deal, thinking of all the appropriate topics for a public relations magazine by Tiger Times, creating new editing schedules, and devising a new layout. The latter was probably the most difficult part of the project, crafted entirely by our talented production editor Patricia Song and a team of Tiger Times layout artists she assembled.

Before we close this letter, we would like to thank our editorial



Nagyong Kim
Co-Editor-in-Chief
Tiger Times Magazine



Sarah Yesl Kim
Co-Editor-in-Chief
Tiger Times Magazine

team—Angela (Managing), Patricia (Production), Yeena (Graphics), David (Photo), and Cody (Copy)—for all the hard work and dedication they put into making this project possible. Furthermore we would like to thank all of the writers of Tiger Times who contributed to the magazine and offer our sincere apologies to them – at times we were hard on you, and you worked tirelessly for an experimental publication that had only so long to live.

Things did not work out the way we had hoped, but we are glad that the Magazine has finally been published. We sincerely hope that the mistakes that were made in organizing this publication will be greatly reflected, and that Tiger Times continues to grow in the right direction. Great work everyone, and thank you so much.

Happy reading!

FROM MR. A'S DESK: A YEAR IN ACTIVITIES AT SIS

2015

All Year	ES	5 th Grade Jamboree
Septemer	ES	Saturday Boosters
	ES	After School Enrichment
October	ES	ES Annual Book Drive for FREAD (Freedom to Read)
	HS	AISA Volleyball Boys Tournament in Yokohama
	HS	AISA Volleyball Girls Tournament in Osaka
	HS	Asia Pacific Invitational Cross Country Meet in Guam
	MS	MSSC GIN Yeontan Delievery Project
November	MS	MSSC GIN Yeontan Delievery Project
	HS	KAIAC/KIMEA National Honor Band 2015-2016
	HS	Seoul Youth Service Centre
	HS	Band Festival in Hong Kong
	HS	HFH Trip to Bali
December	HS	UNICEF Trip to Cambodia

2016

January	HS	MUN Conference in Hague
	HS	AISA Math and Leadership Conference in Busan
	HS	AISA Girls Basketball hosted by SIS
	ES	1-to-1 Laptop Initiative
	MS	MSSC Sports Night
February	HS	GIN Trip to Chiang Mai, Thailand
	HS	KAIAC Basketball Boys
	HS	Hosted KAIAC JV Boys Basketball Tournament
	ES	Heifer International Fundraiser Read-a-thon
March	HS	MUN Conference in Beijing
	HS	Hosted FBLA competition
	HS	North East Asian Mathematics Competition, Shanghai, China
	HS	Hosted KAIAC Large Group Band Festival
	HS	AISA Swimming hosted by SIS
April	HS	AISA Girls Soccer in Osaka
	HS	AISA Boys Soccer in Yokohama
	HS	Drama Festival in Jeju
	HS	KAIAC Swimming Championship
	HS	Hosted first GIN Conference in Korea
	MS	GIN Guest Speaker: Mr. Jackson Kaguri
	HS	KAIAC Boys and Girls Soccer Tournament
	ES	Battle of the Books
	HS	AP Art Exhibit
	HS	iSweeep(International Sustainable World Energy Engineering Environment Project Olympiad)
May	ES	8G Field Trip
	MS	ES Field Day
June	HS	NHD Trip to Maryland, USA

Ivan Atanaskovic
Athletics & Activities Coordinator

June 2016 Highlights

CLASS OF 2016 COLLEGE LIST

Babson College	1	Princeton University	2
Barnard College	1	Queen's University (Canada)	1
Boston College	1	Rhode Island School of Design	1
Boston University	2	Rice University	2
Brown University	2	Stanford University	2
Cal. State Polytechnic University, Pomona	1	Swarthmore College	3
Carnegie Mellon University	3	Syracuse University	1
Columbia University	1	Tufts University	1
Cooper Union	1	UC Berkeley	4
Cornell University	8	UC Davis	1
Davidson College	1	UCLA	1
Duke University	3	University of Chicago	2
Emory University	1	University of Glasgow (UK)	1
Ewha Womans University	1	University of Hong Kong	4
Georgetown University	1	University of Illinois	2
Georgia Institute of Technology	1	University of the Pacific	1
Johns Hopkins University	3	University of Pennsylvania	1
Keio University (Japan)	1	University of Southern California	1
Macalester College	2	University of Texas, Austin	1
Massachusetts Inst. of Technology	1	Washington Univ. in St. Louis	2
McGill University (Canada)	1	Wesleyan University	1
Michigan State University	1	Williams College	1
National Univ. of Singapore (Singapore)	1	Yonsei University (UIC)	1
New York University	17		
Northeastern University	2	<i>To be decided:</i>	
Northwestern University	1	University in China	1
Pepperdine University	2	University in Korea	1
Pratt Institute	1	University in Singapore	1

Congratulations to member of the Class of 2016. You now bring the total number of graduates to 2,282. We hope you have a successful and rewarding future. Do your best! I really enjoyed working with you.

Fredric M. Schneider
Dean of Students



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