

continent. Today, our parents include Asians serving in India or other parts of Asia, including Korea, Bhutan, Nepal and Thailand – and not only these, but also Russians, Mongolians, Japanese, Africans, Europeans and North Americans, from 35 different countries in all. Our priority continues to be serving families in service, whom we categorise as ‘nation-builders’, and these can be either Christian or non-Christian. The essential point in common is that these families wish for their children the distinctive experience that is a Woodstock education.

Change is difficult and dangerous, but it is necessary and needs to be undertaken with faith and confidence. Over the next decade, Woodstock will need to continue its transformation in three major areas if we are genuinely to fulfil our mission. Firstly, we will need to transform our student body, both in terms of those whom we recruit and the outcomes they achieve. At present, the best of Woodstock’s graduates are fine young people who can compare in terms of character and achievement with the best in the world. But the majority should be like the best – and this will require us to continue to review our admissions and financial aid policies, which determine the composition of the student body, and our programmes and staffing, which determine the outcomes.

We need to transform our staffing. Woodstock has been heavily reliant for international staffing in the past on mission support, which provided long-term,

committed teachers and residence staff. Today, this is no longer the case. Woodstock needs to be able to recruit and retain committed and competent contract staff from India and overseas, to maintain its international character and curriculum. The costs in compensation and continuing professional training are significant additions to our traditional budget.

Thirdly, we need to transform our physical plant, facilities and infrastructure. Many of our buildings are very old and, although sound and solid, in serious need of renovation. Much of our infrastructure is out-dated and needs replacement or upgrading to meet additional needs and contemporary standards of health, hygiene and safety. And we have to respond to new needs in the physical facilities, such as the computer networking of the campus, which will see fibre-optic cable spreading out over many of our 250 acres of jungle hillside.

Each of these has its cost. Some of these needs we can provide from our own resources. The rest will be met by friends and supporters around the world who think that, among the many thousands of schools, Woodstock is still distinctive enough to merit their special attention. The “Woodstock 150” Campaign, which begins its public phase during 2003, has already raised pledges of over \$5 million. We at the school, who have given a part of our lives to this place and these students, thank you for your giving in support of this vision, our work, these young people.

LEGACY

old buildings told me stories of the past
trees whispered memories from before
then
rocks hummed of the beginning
mountains gave me beauty
walking them gave me strong legs
loneliness taught me to read, to write, to dream
fear taught me to pray
the library brought me silence
the Himalayan thrush brought me song
some teachers taught me to learn, to live well, to know myself
some teachers taught me brokenness
some, the grace of God
the dhobi greeted me by name
the bearer-jis taught me respect
the bazaar taught me Hindi and the pleasure of Indian sweets
treks taught me to carry all I need
Parker Hall stage gave me passion
the sometimes applause gave me pride
the sometimes jeering gave me perspective
longing for home taught me the love of family
homelessness taught me the love of friends
a nurse showed me compassion
an artist showed me how to see
the winterline spoke to me of forever
the night of stars sang holiness
it was terrible and beautiful
but more beautiful
the pain is fading
the love grows

— *Merryn Glover, Class of 1987*
September 2002

SAGE

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