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GEC Offers PERD Classes for Student Leaders



by Shaneil R. Dipasupil, Ph.D

A Personality Development class was held last May 7-8, 2013 for the newly elected council leaders of Gyeongju University. The said class was part of the English Programs offered by Global Education Center (GEC) with the aim of training elected council leaders of GU to become outgoing individuals. The program was geared to develop the student leaders' personalities and to equip them with better communication skills.

The said class also aimed to instill among the students the value of interpersonal relations, the power of leadership and the crucial role of personality in carrying out their obligations as council leaders. Discussions revolved around the different aspects and improvements of personality.

Feature

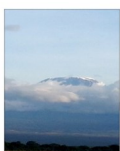
GU Global Frontier Report: The African Cultural Experience (Part 1)



by Sang-Ho Han, Ph.D



GU Global Front Liners at Amboseli and the unveiling Mt. Kilimanjaro



Mt. Kilimanjaro, April 25, 2013

Eighteen GU global front liners went on an African cultural experience on April 24, 2013. The arrival at the Jomo Kenyatta International Airport on the morning of April 25 marked the commencement of our journey. The Korean guide whom we referred to as Nairobi Kim welcomed us at the arrival area with three English-speaking local guides.

First stop - the Amboseli National Park where vendors of Masai handicrafts provided a pleasant cultural experience. They served as a small cultural mirror allowing us to look into their life, philosophy, and religion.

After checking into the lodge at the park, we went on a safari and found ourselves becoming one with nature. One of the day's best moments was witnessing the snowcapped peak of the magnificent Mt. Kilimanjaro, Africa's highest mountain. The Masai tribe believes the mountain god of rain resides here to provide bountiful harvests every year. I suddenly thought of Hemingway's novel - his description of the godly mountain as I found myself being enthralled by it. Some students, exalted by its grandeur, reported of their early morning encounter with the mountain, while I felt sorry for missing such a rare chance. Regrettably, the counterbalancing morning sunlight left one senior student inexorable for not being able to capture the grand sight of the mountain with his telescopic lens. A European traveler came to us, saying "You could have captured her magnificent rapture by accompanying me at 11 p.m. last night when she was on a quiet honeymoon-like rendezvous with us".



Dr. Sang-Ho Han in Masai Tribe's Robes

Our firsthand Masai experience was at the Masai show arranged for us by the villagers. It continues to linger in my heart for it appeared our fatigued body and mind. The sense of camaraderie with the Masai youth - sincere, wise and spiritual - will be held dearly in awed reminiscence.

Musings on Moms' Day



by Arlene A. Ramos, MA Education (School Psychology)

I have never been a mother. I don't know if I'll ever be one. You might ask why someone who has never been a mother would write an article about Mother's Day. This article is a tribute to my own mother and to all the mothers in the GU community for their unconditional love and support to their children.

In a recent article by Bo Sanchez, a Filipino preacher and author of inspirational books, on why God invented mothers, he wrote "I needed someone crazy enough to carry me in her womb for 9 months, crazy enough to go through the pain of childbirth, crazy enough to feed me, bathe me, burp me, and look after me 24/7, crazy enough to teach me how to walk, how to talk, how to play, how to pray, how to learn, how to share, how to serve, and how to say "Thank You" and "I'm Sorry" and "I love you."

Last Sunday, May 12, 2013, Mother's Day was celebrated in many countries around the world. Here are some interesting ways how our GU colleagues honor their Moms on this special day.

"We pamper mom. We do our chores. We may make breakfast in bed for her. We try to mind our manners a little more on this day. We may give her chocolates and flowers."

~Prof. Daniel Brown (U.S.A.)

"Most of my friends and relatives give their moms cards or flowers. We also usually go out for a meal. But sometimes we just order out for pizza... anything is OK just as long as mom doesn't have to cook."

~Prof. Zach Morgan (U.S.A.)

"We buy nice pretty gifts for Mom, and don't let her cook or clean that day (we do it for her)."

~Prof. David Mason (U.S.A.)

"We usually have a dinner to celebrate with family. We give some flowers or perhaps some earrings as well. Younger children generally prepare a card or something to give to parents as well."

~Prof. Chris Aguilar (U.S.A.)

"Flowers and gifts to start and a nice lunch or dinner at a fine restaurant. Most of all, we also show how much we appreciate her."

~Prof. Joseph Chon (Korea)

"We spoil mom for the day by taking her out for a meal (brunch or dinner) or cooking it (breakfast or dinner), and we usually give her a card and gift (chocolates, flowers, clothes, spa certificate or anything we know she would love to have). Also, as soon as we see her that day, we give her a big hug and a kiss."

~Prof. Deborah Mazerolle (Canada)

"Give gifts and cards. Breakfast in bed. Cook a special dinner or go to a restaurant with the family."

~Prof. Victoria Perry (New Zealand)

"The whole family gathers together in our parent's house to celebrate. We either cook food or bring food to our parents' house. Others celebrate Mother's day by taking them out for a tour, to the shopping mall to do some shopping for her, eating out with the family or going to the movies. Most Filipinos enjoy the 'reunion style' of honoring our mothers."

~Prof. Maria Emilia Bantayan (Philippines)

"After attending church service, the whole family would dine at a good restaurant or we would have lunch together at home with a specially-prepared menu. Of course, flowers and small gifts are in order."

~Prof. Fideliz Josefa Baylon (Philippines)

"My husband and my son would treat me to dinner after attending Sunday mass. Sometimes, my husband would buy me a new dress. I treat my mother by cooking her favorite food"

~Prof. Felicidad Chan (Philippines)

"Families go out for dinner together. Some would prefer to be with their husbands for a date leaving their children for a while"

~Prof. Maria Veronica Fontanilla (Philippines)

"We go to the beach together with relatives."

~Prof. Richie Ruba (Philippines)

"Children (young or old) usually give gifts to their Moms. Children give a wide range of gifts from simple to luxurious items. Some just greet their Mom, give them a kiss or just a hug since what matters most is the thought. The essence of celebrating this day is to pay tribute to great women who gave meaning to the word 'home'."

~Prof. Chris Antonette Pugay (Philippines)

"In Cameroon, I could say the International Women's Day, which comes in March, is a celebration for mothers in my country. Mothers are usually given the day off, even working mothers. They have street parades and often eat and drink out with other women"

~Prof. Nikki Teke Nyinmaah (Cameroon)



Flowers For Sale During Parent's Day in Korea

In South Korea, Parents' Day combines both Mothers' Day and Fathers' Day. It is always celebrated on May 8th with children paying tribute to their parents and grandparents by giving flowers – either a carnation or a rose. They also give greeting cards, and sing a song themed to Parent's Day.

Devotion to parents and ancestors was always considered the highest of all virtues in traditional Korean society. Though it is not a national holiday, Parent's Day is surely a very special time in Korea. In Seoul, the streets and squares take on a joyful look on Parents' Day. Everywhere, children and young people try to help elderly people, even perfect strangers, with their kind assistance.

The celebration of Mothers' Day or Parents' Day is truly universal. This special day compels everyone to show appreciation to all mothers whose unconditional love is one of life's most precious gifts.

Life as a Junior Professor for a Mother



by Maryam Paknahad, Ph.D



Prof. Nicolyn Teke

In South Korea, the celebration of Parents Day, which falls on May 8th, is meant to commemorate the efforts of the parents in building up their children - physically, psychologically, emotionally and socially. It is the day when children pay regards to efforts of their parents. Parents are the epitome of love and affection. They play the role of providers throughout our lives. It is their constant sacrifices, selfless nature and unconditional love which formulate us as mature and responsible individuals.

These statements are part of my findings in a web browsing for my article about parents' day in South Korea. Bringing into my mind the roles assigned to men and women as parents, I find one colleague - a young woman conscientiously accepting her identity as a junior faculty member wearing the colorful robe of a mother.

Dr. Nicolyn Teke, whom we fondly call Nikki, is a mother of four kids. Being away from her husband, she embodies a typical single parent or solo parent - someone who is "not living with a spouse or partner and who has most of the day-to-day responsibilities in raising children". She warmly accepts to share a part of her motherhood experiences, and muses on her roles as both a parent and an educator.



Prof. Nikki cuddling baby Grace

M: Tell me about yourself.

Nikki: I'm from Cameroon. I graduated from Sogang University, Seoul with a PhD in International Relations. I'm married with four kids. My husband is a United Nations Volunteer OB-GYN doctor currently working in Malawi. Back in Cameroon, I worked as research assistant in the division of research and publication at my former university. I also taught English in a business college.

M: How does a typical day look for you and your children?

Nikki: Busy. On the days that I work, I get up early and prepare my son for the day care before I go to work. After work, I pick him up and we have dinner at home, watch music clips on YouTube before going to bed.

M: Do you have any outside help in taking care of the kids?

Nikki: Yes. I have the day care for my son, and a friend takes care of my daughter when I'm working.

M: What is the financial burden of being a single mother with two kids in Korea?

Nikki: It's not a burden per se. When you have kids, be ready to spend money on diapers, clothes and baby food, no matter where you live.

M: What do you do to balance your life as a mother and a junior professor? How do you cope with not only trying to live your life but managing the kids' lives as well?

Nikki: I do fine, but it is challenging. What makes me go through a day is that I simplify my day and I don't make any big plans.

M: Do you want to add anything to this interview?

Nikki: In Africa, we say it takes a village to raise a child. I find that so true. Everyone at Cheonma B has been very kind and accommodating and I wish to thank them from the bottom of my heart. I also want to thank Sarah (wife of Robert Cobb), my new friend, whom I met through a chance meeting. She has been the sweetest person.

Source: http://en.wikipedia.org/wiki/Single_parent

Understanding Family Dynamics: A Prelude to Education



by Felicito P. Salvacion, Jr., Ph.D



Source: Google Images

In my experience as classroom teacher I always remind myself that each student is unique, able, and capable of being formed and developed; that students come to my class with different backgrounds, bringing with them experiences at home, community, peers and association.

To fully understand the kind of students I have, it is equally important to understand that their attitudes toward education are primarily shaped by parental perception on education and the level of education their parents or guardians have. For instance, parents or guardians with limited education may not see the importance of their responsibility in supporting educational needs of their children since they themselves have experienced the burden of these requirements.

Seeing the importance of family in educating our students, it has been observed that families today do not necessarily consist of two parents and their biological children where the father goes to work

and the mother stays at home to raise the children. Many of today's children are raised by single parents, grandparents or other relatives, non-married heterosexual couples, or even by non-married homosexual couples. There are also children of divorced parents who need to cope with different living arrangements, i.e., living with one parent part of the week and with the other parent for the rest of the week.

Similarly, the impact of globalization today fills most of our classrooms with students of various cultures. These students bring with them their different family backgrounds and their own view of education as influenced by their parents. This is when understanding students' differences and becoming sensitive to their individual needs and learning styles are crucial towards achieving desired results. Otherwise, rather than encouraging learning and obtaining family involvement, barriers to learning may be created.

It is important to note that parents are our allies in educating our students. Reaching out in compassion, understanding students' peculiarities and cultural differences, and knowing individual family circumstances can help us in educating students successfully.

In today's society where both parents are working, some children are left to fend for themselves. Others have no choice but to look after their siblings or even their sick parents. There are also children who are victims of their parents' or guardians' abusive behavior. Consequently, these children usually perform poorly in class. These children should not only receive support and reinforcement in their own families but in school as well. The challenge for us educators is to make these parents become aware of their emotional, social, and psychological responsibilities at home as the basic needs of children to succeed in life. Towards the end, making parents our allies in educating our students in a respectful and in a non-intimidating way is a responsibility each of us has to deal with.

GLOBAL EDUCATION CENTER Means Internationalization and Globalization



by Jonathan P. de Leon, MBA

Globalization is defined as worldwide integration and development. In Gyeongju University, globalization is an existing unit called the Global Education Center or GEC.

In 2011, the business of internationalization and globalization of GU students started with six globally oriented and English friendly courses. The GEC has continuously created English mediated courses and expanded international linkages to foster global mindset among the students. Its programs provide an opportunity for students to practice and enhance their English conversation skills, appreciate diverse cultures in English, understand global trades and situations in English, and become aware of various global issues in English. These programs are handled by able and qualified faculty members from around the world - from America, Australia, Cameroon, Canada, England, Haiti, Iran, Mauritius, New Zealand, Pakistan, Philippines, Romania, Singapore, and South Africa. Within two years, from 2011 to 2013, the GEC has increased its faculty roster from 65 to 82 members.

The GEC has also currently installed an organizational structure that aims to serve, promote, empower, and allow faculty members to share their expertise for the integration of students in the global society. Hence, it has created functions in administration, academics, human resources, special events, faculty development, mentoring, and on-line learning. It is also in progress of building its resources such as practical and theoretical learning materials for both teachers and students. More and newly acquired resources are expected to arrive this year.

GEC Director Sang-Ho Han, Ph.D said that the GEC will do its best to make GU campus more English-friendly to hone the students to become international citizens in this era of globalization and internationalization.

In a brief encounter with Dr. Han, one would infer his passion for language. He is guided by his understanding of Buddhism, Christianity, and other religions. Besides Korean, he also speaks English, Chinese, and German. But he talks about life's lessons from religious teachings with more fondness. He likes parables and parallelisms. These provide him a grounded global perspective in leading the GEC. Dr. Han explained that the GEC is about running regular English courses to foster pioneers in the global arena. It also includes running short-term English camps to prepare GU students for study-abroad programs that run for a month or a semester. Other short-term plans include systematic English camps, on-line newsletters, and mentor-mentee programs. He envisions GEC with regular learner-friendly English courses in the general education and major courses with Korean and foreign faculty. He wants to see an on-line English program on a long-term basis as well.

"The challenge is how to engage students in communicative activities", says Dr. Han. "GEC conveys its willingness to support the perceived and actual need of GU students in learning English as an international language", he adds.

The GEC also banks on the mentor-mentee activities to provide a venue for English conversations among students and faculty. *"Similarly, GEC is here for its faculty to get a full administrative support system under the mono-lingual Korean system in globalizing and internationalization of GU students"* Dr. Han explains.

The GEC is gradually progressing towards its goals. Dr. Han surmises that the challenge of managing the GEC with its international faculty requires relying on the "wavicle of work and play". Dr. Han adeptly concludes *"It's not about imposing your personal views on colleagues but it's about making things happen with colleagues - where integrity, sincerity, and harmony are keys to achieve GEC's well-defined goals for GU students"*.

A Health Check: Know Your BMI



by Maria Emilia R. Bantayan, MS Applied Nutrition

Nowadays, **obesity** is posing an alarming threat to human beings. Studies have shown that there is a relationship between excess body fat and associated health risks. The health risks include coronary heart disease, high blood pressure, stroke, type 2 diabetes, abnormal levels of blood fat, colon cancer, liver damage, and gallstones. (Source: www.nhlbi.nih.gov/health/health-topics/topics/obe/risks.html)

The 2005 Organization of Economic Cooperation and Development (OECD) Health Data showed that the top three countries with the highest obesity rate are the United States of America (30.6%), the United Kingdom (23%), and Mexico (24%). On the other hand, both South Korea and Japan have the least obesity rate (3.2%) among the 28 countries ranked. (Source: www.nationmaster.com/graph/hea_obe-health-obesity)

How would you know if you are obese? One way to find out is by calculating your **Body Mass Index (BMI)**, which is a measure of the body fat based on the height and weight of adult men and women. It gives you an indication of whether you are overweight, underweight, or at a healthy weight for your height.

Calculating your BMI is easy. Just follow these simple steps:

1. Weigh yourself on your bathroom scale.
2. Measure your height using a measuring tape or a yardstick.
 - 2.1. Stand against a wall and use a pencil to mark at the top of your head, then measure.
3. Calculate your BMI manually.

- 3.1. By using a paper, a pencil, and a calculator, use the formula below:



$$BMI = \left(\frac{\text{Weight in Pounds}}{(\text{Height in inches}) \times (\text{Height in inches})} \right) \times 703$$

or

$$BMI = \frac{\text{Weight in Kilograms}}{(\text{Height in Meters}) \times (\text{Height in Meters})}$$

- 3.2. Take your height in inches and square the number.

Example: Height = 60 inches

$$60 \text{ inches} \times 60 \text{ inches} = 3600$$

- 3.3. Divide your weight in pounds by the second figure (height in inches squared).

Example: Weight = 100 pounds

Second figure = 3600

$$100/3600 = \mathbf{0.028}$$

- 3.4. Multiply that answer by the conversion factor of 703 if you used inches and pounds. Skip if you used meters and kilograms. The answer is your Body Mass Index (BMI).

Example: 60 inches x 60 inches = 3600

$$100/3600 = 0.028 \times 703 = \mathbf{19.684}$$

4. Compare your personal BMI result with the scale below:

A BMI of **less than 18** means you are **underweight**.

A BMI of **less than 18.5** indicates that you are thin for your **height**.

A BMI **between 18.6 and 24.9** shows that you are at a **healthy weight**.

A BMI **between 25 and 29.9** suggests that you are **overweight** for your height.

A BMI of **30 or greater** indicates **obesity**. **If you are obese, consider consulting a doctor or losing weight.**



Kimchi

One way of achieving a healthy weight is by following the South Koreans' dietary habits, which include eating healthy Korean traditional foods. *Kimchi* is one of the traditional Korean foods which are enjoyed not only by South Koreans but also by people in other countries such as the United States of America, Hawaii, the Middle East, Europe, Australia and other Asian countries. It is considered a 'wonder' food with high nutritive value and health benefits. If you eat one cup of *kimchi* (equivalent to 253 grams), you will get only 67 kilocalories (Cal/kcal) from it. Although *kimchi* is high in sodium (due to the addition of salt before the fermentation of Chinese cabbage), other nutrients abound such as protein (4.4% of the Recommended Daily Value), Total Dietary Fiber (18%), Vitamin A (44%), Vitamin C (44%) and Iron (9%). It is also important to note that *kimchi* is free from saturated fats and cholesterol.

How do you burn 67 kilocalories from eating one cup of *kimchi*? Simply do the following: 13 minutes bicycling; six (6) minutes running; 10 minutes swimming; and, 17 minutes walking.

Below are examples of some Korean foods and their calorie and protein contents per serving:

KOREAN FOODS	1 Serving	Calories (Kcal.)	Protein (g.)
Bibimbap (rice with namool)	1 serving	600	2
Gamjatang (Pork Bone Soup)	1 bowl	328	30
Kimbab	1 roll	485	20
Korean style BBQ chicken	4 pieces	390	33
Korean Fried Chicken - Drumsticks	544 g.	1026	128
Korean Fried Chicken - Wings	543 g.	1259	88
Nori/Seaweed	10 g.	63	2
Rice, white, cooked	1 bowl	313	4
Samgyeopsal	100 g.	585	11
Samgyetang (Chicken and Ginseng Soup)	1 bowl	918	33
Tteokbokki	11 oz.	348	23

Source: MyFitness-

Now, try some of these healthy Korean foods, start calculating your BMI, and continue to live a healthy life!

Glimpses into Language

What is Language? Part 2



by Matthew Schaffner, MM Music

Language - a series exploring philosophies of language

You can always check out the video series on our brand new YouTube page at <http://www.youtube.com/GyeongjuUniversity>.

In the first of this series, Professor Laurence Partan discussed language as one outward expression of our consciousness. This week Professor Teresa Chien considers language as a practical endeavor.

Professor Chien sees language as a skill. She channels a student when she says, "The two hours that I practice English every week are enough to help me speak better." Prof. Chien has a more disciplined approach. According to her, "Learning a language has got to be something almost like a lifestyle change. If you want to get fit, it's a lifestyle change. So, if you want to start learning English, you've got to incorporate it into your life." She encourages her students to practice English outside the classroom: watch movies in English, turn on BBC radio, or just use a few English words to keep your brain tuned to the language. For this language teacher, language is not something you can learn from a purely knowledge-based approach. You have to leave the classroom and practice the language as part of your day-to-day activities.

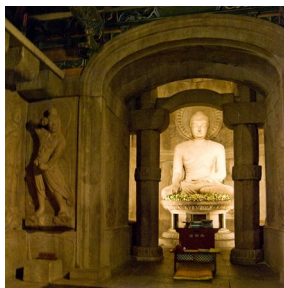
The notion of “language as a skill” might lead some to believe that hours of memorization and drilling will lead to better language acquisition. However, Chien almost sermonizes when she talks about her distaste for rote learning. “I’m definitely not into rote learning. There’s only so much you can memorize, then it becomes meaningless, and you just forget. If it becomes something with a purpose, then it’s got more meaning to you, and you’ll remember it.” Her pragmatic approach favors student practice with context over perfecting grammar. She approaches language skill not as a science but as an art. Prof. Chien wants her students to use language fluidly rather than stop and ponder the structure of English grammar. “Don’t be afraid of not being able to speak properly constructed sentences. Just get it out, actually use it!” She discourages dictionaries in the class. Instead, when students need a translation, Prof. Chien wants them to ask her. “That way they’re practicing the skills, and they’re gaining vocabulary, they gain pronunciation, all kinds of things, and they’re just using the language.” Prof. Chien feels that students often are afraid to speak for fear of giving a “wrong answer.” There is no wrong answer. Instead, she says, language is about expressing yourself, and there can be several answers.

Around Gyeongju

Seokgul-am, the Greatest Buddhist Cave-Temple



by David A. Mason, MA Korean Studies



Outer view of Seokgul-am

Seokgul-am Grotto is one of Korea’s greatest tangible national treasures, and now becoming famous around the world as one of the supreme pieces of global Buddhist art. It is a hermitage of Bulguk-sa Temple, designed as a Buddhist cave-shrine in imitation of the many famous ones made in the 1000 years before it of India, Central Asia and China. Koreans only made a few of these, and this one is supreme. They did not use natural or dug-out caves to make Buddhist shrines as those other nations did, however, but built this as a grotto (artificial cave) using stone blocks.

It is perched east of Bulguk-sa, up near the peak of Mt. Toham-san (吐含山, Earth Cherish Mountain), facing east at about 750 meters above sea level, within the Gyeongju National Park. You can take a bus, taxi or car up there from Bulguk-sa, taking about 20 minutes, or hike up the 4km in about one hour.

Seokgul-am was built along with the temple between 751 and 774 during the reign of King Gyeongdeok of the Unified Silla Dynasty, under the inspiration and direction of Minister Kim Dae-seong (金大城).

This man-made grotto was assembled from hundreds of pieces of white granite of various shapes and sizes. Facing the East Sea which lies beyond the mountain ridges at the southeastern tip of the Korean Peninsula, Seokgul-am stands as a proud testimony to Korea’s brilliant tradition of classical Buddhist sculpture. Its walls display a noble pantheon of divinities symbolizing Buddhist philosophy and aesthetics; it is a structure of sublime beauty embodying religious belief, science and the fine craftsmanship which flowered in that golden age of Asian art. This sanctuary in granite is a unique landmark of world religious art, the quintessence of the fine arts of the Unified Silla Dynasty, and an unrivalled masterpiece in respect to the numerous majestic carved figures with their realistic expressions and unique features.

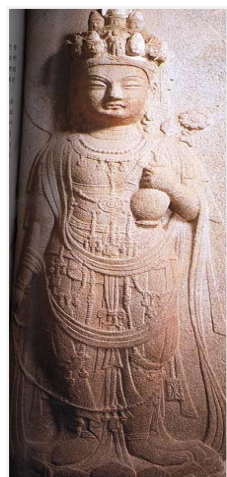
Its grandeur has been cited by some scholars as evidence of the increasing acceptance of Buddhism as a ruling ideology at the time. According to legend, Kim Dae-seong constructed it to honor his parents from his previous lifetime. However, some details, in particular the placement of the central Buddha statue which gazes precisely in the direction of the underwater tomb of King Munmu and the sunrise at the Winter Solstice, suggest that the temple may have been built to glorify the king or the royal lineage instead.

The Seokgul-am Grotto itself consists of a perfect golden-mean rectangular antechamber symbolizing the earth, a corridor symbolizing a conduit between earth and the heavens, and a main rotunda with a domed ceiling representing a Buddhist heaven. It appears to have been designed with the intent of offering a pathway to the realm of nirvana. The antechamber is lined with bas-relief images of eight guardian deities and two strong & fierce Geumgang-yeoksa (Vajra-bearing protective-deity). The short corridor is guarded by the fearsome Sacheonwang (四天王, Four Heavenly Kings), two on each wall.

The 9-meter rotunda centers on the main statue of a seated Seokgamoni-bul (Sakyamuni Buddha). It is 3.5 meters tall and sitting on a 1.34 meter-high yeonhwa (lotus flower) shaped pedestal, the largest free-standing stone Buddha statue ever made in pre-modern Korea and one of the most beautiful and impressive in the world. The grotto was constructed so that the rays of the rising sun fall on it, and by reflection softly illuminate the holy figures surrounding him – bodhisattvas, disciples and gods embodying various aspects of Buddhist teachings. This majestic Buddha sports a powerful torso and chest giving an impression of strength and stability to the viewer, but wears a serene, all-knowing expression of samadhi (ultimate self-concentration) and benevolence.

Hidden behind this main figure, intended only for the eyes of the elite allowed to practice circumambulation here (and not seen by contemporary tourists, who are not allowed to enter but only peer in through a glass wall), is a statue of the eleven-headed form of Gwanse-eum-bosal (Avalokitesvara, the Bodhisattva of Compassion), famous for its exquisite beauty and thought to be the single best bas-relief carving ever made in traditional Korea.

All are carved from white granite and show an impeccable level of skill and artistry, the zenith of what Asians achieved through stone sculpture. The grotto chapel, in spite of the diversity of icons ensconced, has a unique feeling of peace and unity, emitting an intense spiritual energy that never fails to impress visitors.



The carving of the Bodhisattva of Compassion

The various attempts to repair and renovate Seokgul-am during the 20th century form a complex narrative in themselves and are the focus of a good deal of controversy. While the artistic importance of Seokgul-am’s carvings is readily apparent, the complexity and subtlety of the engineering that went into the original construction of the cave have often been inadequately appreciated, and is now partially lost. From its re-discovery in the forest to 1920, the Japanese occupation government “repaired” it twice using cement and diverted the ingenious under-floor water-flow that had kept it cool and moss-free for 12 centuries, causing irreparable damage. From then it was virtually neglected until the 1960s when President Park Chung Hee ordered another restoration project with assistance from UNESCO.

Seokgul-am is now designated as National Treasure #24, and was listed together with Bulguk-sa as Korea’s first UNESCO World Heritage Site in 1995, remaining perennially one of the nation’s top tourist attractions, objects of scholarly study and pilgrimage destinations; and one of the greatest tangible Buddhist cultural treasures of the world.



General view of the mound and shrine-building



Photo from the first restoration in 1913

한글 Hangul 101

Useful Korean Expressions



by Hyong Joseph Chon, M.A. Education

Health

Hanguel	Romanization	Meaning
잠깐만 기다리세요.	jamkkan-man kidariseyo.	Please wait a moment.
여기요.	yeo-giyo.	Excuse me (to get attention).
주문하고싶어요.	jumunha-goshipeoyo.	I would like to order.
뭐 드릴까요?	mwo deuril-kkayo?	What can I get you?
어디가 아프세요?	eodi-ga apeuseyo?	Where does it hurt?
배가 아파요.	bae-ga apayo.	I have a stomachache.
이가 아파요.	i-ga apayo.	I have a toothache.
머리가 아파요.	meori-ga apayo.	I have a headache.
감기에 걸렸어요.	kamgie keollyeosseoyo.	I caught a cold.
코가 막혔어요.	ko-ga makhyeosseoyo.	I have a stuffy nose.
코물이 나요.	konmu-ri nayo.	I have a runny nose.
기침이 나요.	gichimi nayo.	I have a cough.
열이 나요.	yeo-ri nayo.	I have a fever.
가슴이 답답해요.	gaseumi tapdabhaeyo.	My chest is congested.
꽃가루 알레르기 있어요.	ggot-karu allereugi isseoyo.	I am allergic to pollen.
침 맞고 싶어요.	chim majko shipeoyo.	I would like to get acupuncture.
뜸 뜨고 싶어요.	tteum tteu-go shipeoyo.	I would like to get moxibustion (heat treatment).
물리치료 받고 싶어요.	mu-illichiryu badko shipeoyo.	I would like to get physical therapy.
하루에 3번 복용하세요.	harue 3beon bokyong-haseyo.	Take 3 times daily (medicine).
식후 30분에 복용하세요.	shikhu 30bune bokyong-haseyo.	Take 30 minutes after meal
입원하고 싶어요.	ibwonha-go shipeoyo.	I would like to check-in (hospital).
퇴원하고 싶어요.	twehwonha-go shipeoyo.	I would like to check-out (hospital).
카드 결제해도 되나요?	kadeuro kyaeol-je-haedo dwehnayo?	Can I pay with credit card?

Updates

GU School Festivals run from May 21 to 23. The following are the activities:

1. English Golden Bell Quiz Bee will be from 4:00 pm, May 21, at the Building 4 Auditorium.
2. English Speech Contest will be from 4:30 to 5:30, May 21, at the Building 4 Auditorium.
3. GU International Faculty and Mentoring Corps to offer a variety of International events: DJ Dedication Booth, Marriage Booth, Coffee-Music Bar, Fly A Kite, Speech Wall, Board Game, Drum Circle, Photo Booth, Card Games, Chess, Water Balloon Games, etc. etc.
4. GU's Post-Spring Break International Culture Experience Debriefing session will be from 5:00 to 6:00 pm, May 23, at the Building 4 Auditorium.
5. Song Contest on the night of May 21.
6. GU May Queen Pageant on the night of 22.
7. Mong-Ttang (Anyone, All-together) Song Contest on the night of May 23.
8. Special K-Pop Performance, on the nights of May 21-22

Erratum

In the previous issue's news coverage dated May 3, 2013, on GU spring break overseas experience program, Hawaii program was not internship program but a language and culture study tour program. The program lasts not two months but one.

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SPRING SEMESTER 2013

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