

In this Issue/本期

MAK Math Competition  
高雄馬禮遜學校數學競賽

Creating a New Melody  
創造一個新的旋律

News on Construction  
校區建設資訊

## A Morrisonian Steward 來自馬禮遜學校的管理者



The Bridge 親橋

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## Contents 目錄

- 3 A Morrisonian Steward  
來自馬禮遜學校的管理者
- 7 MAK Math Competition  
高雄馬禮遜學校數學競賽
- 10 Creating a New Melody  
創造一個新的旋律
- 13 News on Construction  
校區建設資訊

## A Morrisonian Steward 來自馬禮遜學校的管理者

Can you give a definition of “steward”? What comes to mind when you think of the word “stewards”? How are students stewards? Originally titled as “Steward of the Quality of Life,” the school found that this vision for learners was difficult for many to understand and even the teachers had varying interpretations. Recently the Board revised this vision to “Wise and Responsible Steward.” This has brought clarity and understanding for many. Morrison’s teachers model, teach, and provide opportunities for students to grow into wise and responsible stewards.

It might be helpful to study the etymology of the word “steward.” It came from an Old English *steward*, *stigeard* “house-keeper,” from *stige* “hall, pen for cattle, part of a house” + *weard* “guard.” The definition of steward is:

**stew•ard** /ˈstjuəd/ n. 1 a person who manages another’s property or financial affairs; 2 a flight attendant; v. 1 to act as steward of; manage.

The word “stewards” is used throughout the Bible. It is often understood that God created and owns everything; thus, humans are merely stewards of what they have. A well-known parable uses a steward to illustrate how a



你可以為「管理者 (steward)」下一個定義嗎? 當你想到「管理者」這個詞時, 你的腦中浮現出什麼? 學生如何能成為管理者? 「優質生活的管理者」原本是學校的學習者願景之一, 但是校方發現這個願景對許多人來說很難理解, 甚至連老師都對這句話有不同的解讀。最近董事會將之修改為「明智與負責任的管理者」, 大家便能比較清楚地明白其意義。馬禮遜學校的老師成為學生的榜樣, 教導並提供機會讓學生能成為明智且負責任的管理者。

如果我們研究「steward」的字源, 應該能幫

助我們更明白它的意義。它源自一個英文古字 *steward*, *stigeard*, 意指管家。*stige*的意思是走道、牛欄、房子的一部份, 再加上 *weard*, 意指看守員。Steward的定義如下:

**stew•ard** /ˈstjuəd/ 名詞 1 管理另一人財產或財務狀況的人; 2 空服人員; 動詞. 1 成為管理者; 管理

聖經中常出現「管家」一詞, 通常的解釋是: 上帝創造並擁有一切;

business owner entrusts a steward with his property because the steward is trustworthy and can care for the business as his own.

In addition to the resources on-hand, a steward is tasked with being generous while at the same time wisely using and distributing those resources to others. The Bible encourages good stewards to serve others with the gift they have received (1 Peter 4:10-11). It is not an easy task to be generous and to serve others. Through various service projects, some students realized how abundant their lives are and in return are willing to serve and give generously. One student from a missions trip to the Philippines realizes, “God’s blessed us with many gifts so that we can give blessings to others.” Just as Morrison exists because of the sacrifice and generosity of others, Morrison teachers and students alike joyfully serve others in need.

For the Board of Trustees, the idea of stewardship is very important. Board member, Barry Owen shares, “We consider ourselves stewards of the school as a trust given to us from God, to provide a quality education for each student that attends.” Specifically, the Board strives to be wise stewards of the resources God has given to build facilities and equip the faculty and staff for their job of teaching students. As a board, their

因此，人類只是管理他們暫時擁有的事物。聖經中有一個很有名的比喻，用「管家」的概念說明主人願意把他的財產交給管家，乃因這位管家忠心可靠，而且能將主人的家業當成是自己的來經營。

除了掌握手上的資源以外，管家也需展現出慷慨且有智慧地使用並分配這些資源。聖經鼓勵我們成為好的管理者，用我們所擁有的才能來服務他人(彼得前書 4:10-11)。要慷慨及服務人群並不是件容易的事。藉著不同的服務方案，有些學生開始明白他們的生命是多麼豐富，也願意提供服務，慷慨付出。有一位參加菲律賓短宣隊的同學了解到「上帝賜給我們許多才能，因此我們能夠藉此祝福別人。」正如馬禮遜學校是因為許多人的犧牲和慷慨付出才能夠存在，同樣地，馬禮遜學校的老師和學生也願意喜樂地服務其他有需要的人。



On the Kaohsiung campus, Morrison students are buddies to special needs students during “I am a Hero Games,” a special track and field day for students with special needs. (“I am a Hero Games” is put on by Taiwan Sunshine).

對董事會而言，管理是非常重要的。董事 Barry Owen 分享說：「我們認為我們是學校的管家，是上帝因為信任我們，而將這所學校交給我們管理，提供每位學生優質的教育。」更具體地說，董事會致力於成為明智的管家，管理上帝所賜給學校的資源，用於硬體設施，亦幫助教職員有能力教導學生。董事會希望學生離開馬

hope is that students will leave Morrison academically, emotionally and spiritually prepared to be effective in the future.

It is often easy to think of the tangible things that students can be stewards of, such as time, talents, and treasures. However, students are also stewards of their various abilities, creativity, intellect, reputation, learning, body, and relationships. How do students learn stewardship? In a busy society, it is important for students to be good stewards of time. Thus, in the high school, students are given the responsibility to structure their own study hall. They can choose to hang out, use the computer, or read. However, at the end of the day, they will reap the consequences of the decisions they made depending on what they chose to do during study hall.

As wise stewards, students not only learn to be responsible with their own skills, but they learn to serve others. The school hopes to instill in students the idea to look beyond satisfying their own needs, to reach out to care for others. Starting in middle school, students are given the opportunity to identify needs in the community and to serve others through the Christian Service Learning Program. The different classes have chosen various organizations to help, ranging from senior nursing homes to blind bakeries to special needs schools.

In the younger grade levels, students are encouraged to properly take care of school property from school supplies to library books. In a particular grade one class, the teacher has implemented an in-class currency. When students are able to be responsible with school supplies and keep their desks and cubbies clean, they are rewarded with currency, which can get

禮遜學校時，在學業、情緒和靈性上都已經預備好能在未來發揮其影響力。

想像學生實際上可以管理的事物，其實不難，例如：時間、才藝、和財富。然而，學生也是他們各種能力、創造力、智力、名譽、學習力、身體、和關係的管家。學生如何學習管理？在忙碌的社會中，學生能成為時間的好管家是非常重要的。因此，在高中階段，學校讓學生能負責規畫他們的自習時間。他們可以選擇幾個人聚在一起、用電腦、或閱讀。然而在一天結束時，他們將根據他們的在自習課時選擇做的事來做成果檢視。

若要成為聰明的管家，學生不只要學習對他們自己的技能負責，也要學習能服務他人。學校希望能潛移默化地教導學生不只在乎他們本身的需要被滿足，還要照顧別人的需要。從中學開始，學生有機會能觀察並找出社區中的需要，也藉著基督徒服務學習的課程服務他人。老師與學生選擇了不同的受助機構，包括老人院、盲者烘焙坊、與特殊需求的學校。

學校也鼓勵年紀比較小的學生正確地使用學校的財產，無論是上課用品或圖書館的書籍。有一位一年級的老師在課堂上教導使用班級代幣。若學生能負責任地使用上課用品並維持他們的書桌和置物格整潔，他們就會得到班級代幣，可用來購買上課用品或甚至更多的自由時間與食物！如果學生不愛惜上課用品，例如：在他們的桌上畫畫，他們可能會被要求把桌子清理乾淨。學生如何保管圖書館的書籍也會影響他們將來是否能借閱圖書館的書籍。即使像維持個人區域整潔和愛護學校財產這樣的小事，都能幫助學生學習成為負責任的管家。

them school supplies or even extra free time and food! If students misuse school property, such as drawing on their table, they are required to clean it up. How students handle their library books will affect whether they are able to check out books in the future. Even simple tasks of keeping personal areas clean and caring for school property can help students learn to be responsible stewards.

Students are not only challenged to be responsible, but also generous and wise in sharing with others. It is not an easy exercise to be generous-- especially with restricted time, money, and possessions. However, the school encourages and challenges both its staff and students to give out of a grateful heart. For example, each campus brainstorms a need in the community and in the course of three to four weeks, sets a goal and raises funds for the need. In this last school year, the Kaohsiung campus raised funds to partner with a Taiwanese Non-profit in order to help build a school in Nepal where there is a 70% illiteracy rate and a 46% unemployment rate. The Taipei campus gave funds to both Taiwan Sunshine and the Ati Tribe in Boracay, Philippines. Lastly, the Taichung campus rallied together their finances and energy to partner with Taiwan Sunshine in giving gifts and hosting a sports day for special needs students.

The school models, teaches, and provides opportunities for students to grow into wise and responsible stewards as they experience a quality, biblically-integrated education that challenges them academically, spiritually, mentally, and emotionally. The school hopes that as the graduates of Morrison are wise and responsible stewards with what they have been given, they will impact the world dynamically for Christ. ■

學生不但被挑戰要負責任，也要慷慨且有智慧地與人分享。慷慨待人不是件容易的事，特別是在時間、金錢、和所擁有的東西都有限的狀況下。然而，學校仍鼓勵並挑戰教職員和學生都以感恩的心付出。例如：每個校區腦力激盪出一個社區的需求，然後設立一個目標，並用3-4週為此需求募款。去年度，高雄校區與一個台灣的非營利組織合作，籌募款項協助在尼泊爾建立一所學校。(尼泊爾70%的人是文盲，失業率高達46%)。台北校區將所募得的經費奉獻給台北市恩美協會及菲律賓長灘島的Ati族，台中校區則在財務和能力上支持台北市恩美協會，送出許多禮物，並為有特殊需求的學生主辦了一場運動會。

學校成為學生的榜樣和教導，在學生經歷優質且融合聖經的教育下，也提供機會讓學生成長為明智且負責任的管理者，藉以挑戰他們的學術、靈性、心理和情緒各方面的成長。學校希望當學生畢業後，能明智且負責任地使用所給予他們的一切，來為基督影響世界。■



On the Taipei campus, students make posters to raise awareness of the needs in the Philippines and raise funds for the Christmas Project.

Ready, set go! / 預備，開始!

## Ready, set, go! 預備，開始!

Every second counts. The moderator carefully announces the word problem, enunciating so participants don't miss any crucial details. As the question rolls out, each competitor begins churning numbers inside their brains, scribbling and calculating, pencils are flying on their scrap papers. The race is on, someone buzzes, the red bulb lights up, an answer is given, the judges rule: the answer is correct, it's a WIN and the crowd goes wild!

This is not a scene from a popular TV game show, but the head-to-head final challenge of the MAK Math Competition held on April 24-25, 2014. As the new MAK High School forges ahead, the extracurricular activities launched into full swing. Jason Chou, a student from our inaugural 10th grade class, founded the Math Club. Jason is truly a math scholar himself, having participated in the American Math Competition 10 and 12, and this year, he also qualified for AIME, a prestigious math competition. He founded the Math Club, with a vision to dig deeper into the discipline with his peers, as well as promote math as fun learning to the rest of



每一秒都很重要! 主持人仔細且清楚地宣讀每個應用題目，讓參加者不至於錯過任何重要的細節。隨著題目出現，每位參賽者絞盡腦汁，速寫並計算，鉛筆飛快地在紙上書寫。比賽進行著，有人按鈴、紅燈亮起、講出答案、裁判宣佈：答案正確。這是一個勝利的時刻，而全場觀眾都高興得發狂!

這不是某個受歡迎的電視遊戲節目的場景，而是高雄馬禮遜學校於2014年4月24-25所舉辦的一場旗鼓相當的數學競賽總決賽。高雄馬禮遜學校新設立了高中部，因此課外活動的內容開始多樣化。Jason Chou是十年級的學生，他成立了數學社，他真的是一位數學學者。他曾參加過美國數學競賽10和12級，今年也有資格加入AIME (一個極富盛名的數學競賽)。他成立了數學社，想更深入地和同學一起探索這個學科，也希望學校裡更多人發現學習數學是件有趣的事。他主動與學校的高中數學老師兼高中教學組長Jenny Griffin聯絡，邀請她擔任數學社的指導老師，他們一起策畫並主辦了這次全校的數學競賽。

the campus. He approached MAK's High School math teacher as well as High School team leader, Mrs. Jenny Griffin, to sponsor the Math Club, and together they came up with the idea of hosting a Math Competition for the whole school.

"We didn't have any experience and could not anticipate problems that might come up. We had to learn to be very flexible," Jason says. They wanted to include as many from the student population as possible, so everyone from grade 2 to 8 were invited to participate. The younger students were simply given fun math problems without the pressure to compete. "My second graders loved it. They worked well together for the group challenges, and had fun solving real life math problems," Ms. Hatcher confirms the goal of getting students to enjoy math was met enthusiastically.

"Math is more than pencil and paper exercises. We want to help students learn that spatial reasoning, logical puzzle solving are also part of the broader discipline of math," says Mrs. Griffin. Therefore, the problems given to the students in every division included a variety of problems such as tangrams and real life applications of math.

Middle School divisions also competed in both individual and group challenges. In addition, the top 8 scorers qualified to move up and participate in the head-to-head competition. Without a doubt, this was the most exciting portion of the competition. A buzzer system was built from scratch by another math teacher, Mr. Tony Love, as was a scoring system that was projected onto the large screen on stage. The finalists were given a seat

Jason 說:「我們經驗不足，不知道會出現什麼問題，所以我們只能學習彈性處理一切事情。」他們希望愈多學生參與愈好，所以邀請了二到八年級的每位學生參加。年紀最小的學生只需要回答一些有趣的數學問題，完全沒有比賽的壓力。二年級的 Hatcher 老師相信這次活動的目標已經達成，讓學生能享受數學，她說:「我班上的學生非常喜愛這個活動。他們成為一個團隊，一起努力解答挑戰的題目，也很開心地解決實際生活中碰到的數學問題。」

Jenny Griffin 老師分享道:「數學不只是紙筆練習。我們希望幫助學生明瞭空間推理和以邏輯方式解答問題都是廣義數學的一部份。」因此，給學生的題目包括許多不同型式的問題，例如:七巧板和數學在實際生活上的應用。





on stage in the MPR, under the watchful eye of a panel of judges, before an eager audience engaged to see who would beat their peers and take the awards home.

“I could hear the cheers all the way back in my tech office!” exclaimed Mr. Mark Griffin, the technology coordinator. Yes, the crowd may have gotten a little rowdy watching their peers compete so intensely, and cheering the winners to victory. Jason Chou was happy to report some of his teachers were playing along competing with each other to see who could solve the problems faster.

Behind the success of the exciting Math Competition were endless, laborious hours poured into creating every single math problem. All of the problems were created by Jason Chou and his fellow Math Club members, in order to fulfill this vision to make math fun for everyone. Jason's parents also supported their project by donating funds to purchase trophies and awards for the winners, giving them a sense of ownership and pride. Overwhelmingly, the responses from the school were positive. Students from the higher grades to the elementary kids gave high praises and a big thumbs up. As Jason continues to look towards growing his Math Club for next year, he hopes the enthusiasm sustains and students will be inspired to join the club and build on the success of this year's competition. ■

中學部也進行了個人和團體競賽。此外，前八名還可晉級參加一對一的比賽。毫無疑問地，這是這次比賽最精彩的部份。學校的另一位數學老師 Tony Love 從無到有，製作了鈴聲和計分系統，並將計分表投射在舞台的大螢幕上。參與決賽者坐在會場的舞台上，裁判組的眼睛注視著他們，台下還有一群急切的觀眾，想看看誰會打敗其他同學，把獎項帶回家。

學校的電腦老師 Mark Griffin 驚叫說：「我從老遠的電腦教室都可以聽到歡呼加油聲！」是的，學生們看到同學比賽的分數很接近而為勝利者歡呼時，的確有點吵。Jason Chou 很高興告訴大家，有些老師也在彼此競賽，看誰能最快解答這些問題。



在這場成功且令人興奮的數學競賽背後，是無數小時辛苦地設計每個數學題目。所有題目都是 Jason Chou 和數學社的社員設計的，為了達成讓每個人都覺得數學很有趣的目標。Jason 的父母也支持這個活動，捐款購買獎盃和獎品給得勝者，讓他們可以引以為傲。學校對於這個活動的反應是全面性的支持，從高年級的學生到國小學生都給予極高的評價，也豎起大姆指。Jason 期盼這個數學社明年能繼續成長，他也希望這股熱情能持續，讓更多學生願意加入數學社，使其得以建立在今年競賽的成功基礎上。■

# Creating a New Melody 創造一個新的旋律

Unlike sports tournaments, music festivals have a very different purpose. At a music festival, groups of selected musicians gather together under one conductor to be inspired, encouraged, and motivated as they prepare to perform at the end of their time together. The first of its kind, the Honors Strings Music Festival held on January 16-19th, 2014, at Morrison is the start of an exciting tradition.

Planning for the music festival started in August 2013. An invitation was extended to ICS Hong Kong and Faith Academy after it was decided to split the ACSI Choir and String Festival to be held in Hong Kong. In November, Faith Academy had to back out due to natural disasters. An administrative decision was made to invite all the schools in the Asian Christian Schools Conference (ACSC, a conference in which our school competes in sports tournaments). However, only International Christian School (ICS) in Hong Kong was able to



During one of the many rehearsals on stage, Dr. Cheng directs the orchestra and prepares them for the concert at the end of the weekend.

音樂節的目的和運動比賽非常不同。在音樂節中，被選出的樂手聚在一起，接受同一位指揮的啟發與鼓勵，準備在最後的時間一起演出。2014年1月16-19日的弦樂音樂節是馬禮遜學校第一次舉辦這類型的活動，也開啟了這個很棒的傳統。

音樂節從2013年8月開始策劃，在決定另於香港舉辦“ACSI 合唱弦樂節”後，邀請香港國際基督教學校和菲律賓的 Faith Academy 參加。十一月時，Faith Academy 由於天災因素必須退出，於是負責單位決定邀請所有 ACSC 的學校參與此一活動。(ACSC: 亞洲基督教學校聯盟，所有學校已定期參與運動比賽。)然而，由於太晚通知，只有香港國際基督教學校能參加。雖然時間有點趕，但台中校區的管樂指揮 Mr. Nick Brown 仍能邀請到有名的音樂家，包括 Dr. Cheng Ming (Michael) Tang 和幾位台灣的專業音樂家，一起教導來自馬禮遜學校和香港國際基督教學校的學生樂手，並共同參與演出。

attend given the late notice of the event. Despite the short notice, Taichung campus orchestra director, Nick Brown, was able to invite respected and well-known musicians, Dr. Cheng Ming (Michael) Tang and several on-island professional musicians to coach and play with student musicians from Morrison and ICS.

During the three-day event, students were engaged in various rehearsals, sight-seeing around Taichung, and building relationships with other students. As one student described it, “It was intense.” Two to three hour rehearsals, two to three times a day, were scheduled. Because students were part of quartets and a mass orchestra, there were different rehearsal groups. Participants could spend as much as six or seven hours a day in rehearsal. A Morrison grade 12 student that participated, Esther Wang, shared, “It was surprising how much practice you could fit in a day and how much it can actually help.” The rehearsals with the different groups allowed students to interact with different musicians and to learn to play with those with whom they don’t normally play. Another Morrison student, Emily Shen (Grade 11) shared that it was an opportunity not only to meet people, “but it was [also] nice playing music with different students, teachers, and conductors because it changed up the atmosphere.” It was a learning experience as students had to collaborate with strangers!

Even with such a short event, there is a mountain of logistics! Mr. Brown, along with Ms. Melody Faris, the Taichung Choral Director, had to organize homestays for the visiting students as well as coordinate meals and transportation. One of the challenges of the planning process is the use of

在這為期三天的活動中，學生們忙於不同的排練、台中市區觀光、並與其他同學建立關係。其中一位同學說：「行程很緊湊。」每天安排了2-3次的排練，每次2-3小時。因為學生是四重奏和管弦樂團的成員，所以分為不同的排練小組。參與者最多可能每天有6-7小時都在排練。Esther Wang是馬禮遜學校十二年級學生，她分享說：「你會很驚訝地問自己一天到底要安排多少練習時間，才足夠而這些練習真的都是很大的幫助。」和不同小組的成員排練讓學生能和不同的樂手互動，也學習如何和這些從無機會一起演出的人合作。另一位馬禮遜學校十一年級的學生Emily Shen認為



All the musicians from both schools, the directors, and music teachers pause for a group photo.

practice spaces. With space already full for the performing arts on a regular basis, it was difficult to carve out extra space to accommodate five different quartets.

Although the festival was the first of its kind, Mr. Brown is excited for the potential it has. The various music ensembles will be held alternate years (choral and orchestra). Since the Honor Choir Festival was held this spring the next string music festival rotation will be held next year, 2014-2015, at Morrison. These musical festivals allow the participants to collaborate and experience playing with professional musicians. Opportunities like this encourage students to continue to persevere in practice, making them fine musicians. ■



Students perform various pieces that they practiced throughout the weekend.

這不只是一個認識他人的機會，「而且能和不同的學生、教師、指揮合作很也棒，因為整個的氛圍都改變了。」這的確是一個學習的經驗，讓學生必須學習和陌生人合作!

即使是一個這麼短期的活動，還是需要許多事前的計畫安排! Nick Brown 和台中校區的合唱團指揮 Melody Faris 兩位老師需要為這些前來參加的學生安排住宿，並統籌膳食與交通。整個計畫過程的挑戰之一是排練空間的運用。由於學校的空間在原本定期的表演藝術課程使用規畫上已經達到飽和，要再挪出空間給五個不同的四重奏練習實在非常困難。

雖然這次的音樂節是第一次舉辦這類型的活動，但 Brown 老師非常興奮這是有潛力繼續辦下去的活動。不同性質的音樂合奏(合唱和管弦樂)會每年交替舉辦。由於今年春季辦了合唱節活動，因此明年 (2014-15學年度) 將於馬禮遜學校舉辦弦樂節。這些音樂節活動讓參加者可以合作並與專業音樂家同台演出。這樣的機會可以鼓勵學生繼續努力練習，使他們也能成為出色的音樂家。■

## News on Construction 校區建設資訊

Morrison Academy Kaohsiung is currently undergoing tremendous change. After years of dreaming by many in the community, MAK is building a high school! The school is taking a phased approach and has introduced 10th grade this year and will introduce a new grade each year culminating in the first MAK graduating class in May of 2016. With these program changes, facilities became a major focus and currently a new high school wing is being constructed. Some government permit obstacles have caused slight delays, but currently we are on target to complete the building soon after school resumes this Fall (2014).

Morrison Taichung is also going through tremendous change. The track, soccer field, and swimming pool will need to be relocated when the city's urban plan slices off some land on the east side of the campus. Assuming the community gets behind the capital campaign, the plan is to begin construction work in November 2014, after soccer and swimming seasons. The construction plan coincides with the city rezoning plans as these plans start to directly impact our campus perimeter.

While this Taichung urban plan could be viewed as an obstacle, the Morrison Board, staff, and students are choosing to use this as an opportunity for updating and enhancing these 45-year-old facilities. The total impact to the school system will be substantial with costs estimated at around NT\$ 70,000,000. Morrison is praying and trusting that everyone will get involved in the enhancement project.

馬禮遜學校高雄校區目前正進行極大的改變。在許多人夢想了多年之後，高雄終於開始了高中部! 學校按部就班地於今年增加了十年級，每年增加一個年級，到2016年5月就會有第一屆的高雄馬禮遜學校高中畢業生。由於學校增加高中課程，設備也隨之成為主要的改變重點，目前正在興建高中部教室。因為某些政府的許可延誤核發，導致工程進度稍有落後，但希望在今年(2014)秋季開學後不久即可完成高中教室。

馬禮遜學校台中校區也正經歷很大的改變。由於校區東邊有部份土地被納入台中市政府第十四期重劃，所以田徑場、足球場、和游泳池都需要遷移。如果這次的專案募款活動得到大家的支持，預計於2014年11月足球和游泳賽季結束後，興建計劃就會開始動工。這項興建的時程點，也正好配合台中市政府的重劃工程影響學校地界的施工期。

雖然有些人可能認為台中市政府的重劃計畫影響了學校的發展，但董事會、教職員、和學生都選擇將此視為讓這些已經有45年歷史的老舊設施重建升級的機會。在財務上，這對整個馬禮遜學校系統的影響非常重大，經費預估可能高達新台幣七千萬元。馬禮遜學校禱告，希望每個人都願意參與在這項重要的工程中。

馬禮遜學校台北校區已經擠在這個5500平方公尺，沒有綠地的現址將近三十年的時光。董事會非常努力地尋求其他可能的土地，讓學校能有足夠的空間增設十到十二年級。目前有兩塊土地正在進行密切的申請協商過程，這兩筆土地的空間都足以容納幼稚園到十二年級，也能有一個全尺寸的足球場、家長停車場、以及安

The Taipei campus has been crammed into a 5,500 square meter property with no grass or trees for the past 30 years. The Board of Trustees has been diligently exploring other properties so that the school can add grades ten through twelve. Currently, two very promising lease properties are being explored. Either pieces of property would be large enough to accommodate kindergarten through grade 12 as well as a full-size soccer field, parking for parents, and safe drop off zone. As anybody familiar with Taipei knows, property is in high demand, so we are trusting God for the property and money to provide for the families Morrison serves in Taipei.

In the last five years Morrison has been blessed with over NT\$450 million in new buildings in Taichung and Kaohsiung. With God's help and your continued support, we will be able to enjoy the complete upgrade of all the facilities on all three campuses. ■



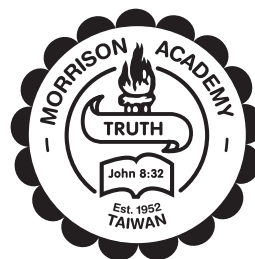
The Kaohsiung campus high school wing construction in process. (February 2014).

全的接送區。任何熟悉台北的人都知道，台北是個寸土寸金的地方，所以我們只能仰望上帝，提供所需的土地和金錢，讓馬禮遜學校能繼續服務在台北的家庭。

過去五年，馬禮遜學校在財務上倍受祝福，得以負擔超過新台幣四億五千萬元興建台中和高雄的新校舍。藉著上帝的幫助和您持續的支持，我們將能夠享受三個校區完成校舍更新後的喜樂! ■



The Kaohsiung campus high school wing construction in process. (February 2014).



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