



# BRIDGES

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BRIGHAM YOUNG UNIVERSITY • DAVID M. KENNEDY CENTER FOR INTERNATIONAL STUDIES



Nutritional Need or  
Marketing Hype—Got Milk?<sup>®</sup>

Rehearsing American  
Literature in Spain

Bricks and Wild Animals:  
A Volunteers Adventure



Kennedy Center Second Annual Photography Contest

First Place, "A Jolly Bunch—Native Ifugaes," Aaron White, Northern Luzon, Philippines





BRIDGES MAGAZINE—AN EXPRESSION OF RESEARCH, OPINIONS, AND INTERESTS FOR THE INTERNATIONALLY INVOLVED.

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## Director's Message

Jeffrey F. Ringer, associate director



During winter semester, President Merrill J. Bateman announced his fundamental support of the Kennedy Center and the academic programs it hosts. Although some changes are underway, the overall outlook is a positive one.

Following an announcement at the center to faculty and administrators, a formal press release stated:

"BYU students, faculty, and staff have worked hard over many years to build BYU's international and area studies programs," said Bateman. "We will continue to provide the best possible international, interdisciplinary programs for our students and will commit the necessary resources to that end."

"Our goal is to develop world-renowned programs, something we believe can be done by identifying and designating the right resources," said Sandra Rogers, BYU's international vice president. "In an era when the world is becoming more connected," observed Bateman, "and the university's sponsoring church has an ever-increasing global presence, BYU is reaffirming its commitment to offer international educational programs with rigorous academic requirements and appropriate resources."

BYU has academic affiliations with an increasing number of international schools, and the university sponsors the nation's largest study abroad program, "making the role of the Kennedy Center ever more important," explained Bateman.

The center now helps nearly nineteen hundred students have a significant off-campus, international experience annually. Home of BYU's International Forum Series, the Kennedy Center also provides critical support services for international and area studies programs.

In an expansion of the Kennedy Center's role, the center will also provide services to the broader campus community. The support will greatly help colleges, departments, faculty, and students achieve their international goals, as well as those of the university, according to Rogers. "In addition," she said, "the Kennedy Center will continue to support international research, scholarship, and dialogue."

Current activities include selecting a new director for the center; setting in place a governing dean's council; strengthening the main degree program—to be called International Relations—that will begin accepting students in fall 2002; and, in time, further steps will be taken to improve the center's other academic programs. We're grateful for the administration's support and look forward to the challenge of improving our continuing programs and expanding the services we provide to the campus community.

# Nutritional Need or Marketing Hype— **Got Milk?**

*by J. Lee Simons*

One of the most successful ad campaigns ever launched in the United States features the ubiquitous milk moustache on celebrities' upper lips with the simple caption "Got Milk?" Found on television, in magazines, and emblazoned across city bus banners, the ads put milk back in competition with an ever-widening array of soda pop and sports drinks options. However, in Third World countries, milk can mean the difference between survival and malnutrition. China believes that milk is one key to their nutritional survival.





**"If a family has a dairy cow, they have a daily supply of needed protein, particularly for their young children."**



Lanzhou, Gansu Province, China

### Historical Backdrop

According to Paul Hyer, emeritus professor of history at BYU and China expert, the Chinese once lived on a beef and dairy diet. Hyer, who has lived in China on several occasions and traveled throughout the country, recalled that when he was a young man, the average life span in China was only twenty-six years—due, in part, to high infant mortality, often a result of poor nutrition.

"With the introduction of new crops and a Confucian emphasis on sons and large posterity, China's population tripled in a hundred years," Hyer explained. This turn of events brought a scarcity of food to the Chinese.

"The then-85-percent-agrarian society suffered from poor

distribution and frequent droughts and famines. Inland diets became primarily plant-based. Rice was a staple in the south, and coastal areas relied heavily on fish," said Hyer. The Chinese life span now stands at about sixty-eight years for men and seventy-three years for women, but their infant mortality rate, which was listed officially as 34.7 per thousand in 1981, is now estimated by the UN Children's Fund at fifty-two per thousand live births<sup>1</sup> compared to less than seven in the U.S. Poor nutrition remains a contributing factor.

### Boosting Production

"Third World diets in general are often deficient in protein, and, in China, they are deficient to marginal, especially in young, growing children," pointed out Richard O. Kellems, professor of animal nutrition in the Plant and Animal Sciences department at BYU. "If a family has a dairy cow, they have a daily supply of needed protein, particularly for their young children. Dairy cattle, unlike other farm animals, don't have to be killed to provide high quality nutrients; they can be a source of nutrition over an extended period of time," he said.

Over the last ten years, Kellems has provided dairy production and management training courses and technical assistance for USAID-sponsored projects in Albania, Armenia, Poland, Czech Republic, Slovakia, and Mexico, as well as non-USAID projects in Ecuador, Bolivia, Turkey, and Hungary, where Kellems was a Fulbright Scholar in 1991. It was during a six-month sabbatical to Italy that he met Dr. Jiaqi Wang.

"While at the Food and Agriculture Organization's (FAO) headquarters in Rome from June to December 2000, I shared an office for three months with Dr. Jiaqi Wang," said Kellems. Jiaqi, a Chinese scientist, has, since returning to China, become the deputy director of the Chinese Academy of Agricultural Sciences Institute of Animal Sciences. "He has

been given the responsibility of overseeing the development of dairy-training courses and materials," said Kellems. In May and October 2001, Kellems was invited by Jiaqi to participate in a joint United Nations FAO/Chinese Ministry of Agriculture dairy-training course in Beijing, China.

"In May, the course was held in Hebei City, Fengning



Kellems (second row, third from left) with the first training group



Kellems (first row middle, pink shirt) with second training group

County, and my presentation was 'Management and Nutritional Factors that Influence Productivity of Dairy Cattle.' The October course was held in Beijing, and I gave three presentations: Factors Influencing Feeding Consumption in Dairy Cattle; Dairy Nutrition and Management; and Overview of Dairying in the United States," Kellems explained.

"The people who came to the training are similar to our County Extension Services in the States. Participants receive a written summary of the materials that will be covered in the short course," said Kellems, who contributed two hours of teaching in the first sixteen-hour course and six hours in the second course.

The second training session brought people in from regions all across China. "The Chinese government intends to set up twenty regional dairy training centers. They are establishing programs that will assist dairy producers in adopting appropriate technologies to increase their productivity," he noted.

"Chinese officials have established a goal to double milk production in China, and their programs are aimed at assisting dairy producers to accomplish this goal," said Kellems. "They have Holstein cows and some native breeds," he added. A government report states that China's goal is to increase "total milk output to ten million tons by 2005."<sup>2</sup> The model for U.S. assistance usually includes an effort to export our technology, but Kellems insists "there are ways to boost production using minimal technology without adopting high-tech solutions from the U.S."

### Harvesting vs Grazing

One matter of debate is arable-land use. According to the *CIA World Factbook 2001*, China is using its land in the follow-

ing proportions: 10 percent arable, 0 percent permanent crops, 43 percent pasture, 14 percent forests and woodland, 33 percent other. Their per capita arable land is among the world's lowest. Chinese farmers are committed to implementing the most efficient methods available.<sup>3</sup>

"You can take the resources of the area to feed the cows,"

Kellems said. "Land ownership is not an issue in China. That is usually not the case in Third World nations." One option is for farmers to grow forage to be harvested and taken to the cows. "Dairy farmers often grow forage and cut it to take back to their cattle as a way of pasture management," Kellems explained.



Dairy-training course manual

That does not address the controversial use of land for cattle grazing over that of producing crops for human consumption. Would the amount of land required to grow grain to feed a herd of cows (only to obtain dairy products) be better used to grow food for China's burgeoning 1.3 billion population—22 percent of the world's population? Kellems assured, "Dairy cattle are not in competition with humans normally. Cows can convert forages and crop by-products into milk, which otherwise would not be used to produce food for humans. Marginal lands that can't effectively be used to produce crops can often be used to produce forages that can be fed to dairy cattle, or the cattle can graze on these forages—43 percent of China is pasture or rangeland."

China has not missed the point that there is money to be made in milk production. "'The development of the milk industry could also foster the upgrade and innovation of China's agricultural industries,' said Song Kungang, director of the Milk Industry Association, saying *the growth of the milk industry could get a better return for farmers than farming other products*" (emphasis added).<sup>4</sup>

In the same report, Song said China's milk industry expects fast growth because of domestic market demand. Fresh milk production in 2000 was 1.5 million tons, up from 519,000 tons in 1995—a 189 percent increase. In the same period, powdered milk production was 829,000 tons, up from 526,000 tons—a 57.6 percent increase. Even so, that puts China at less than 6 percent of the world average.

### A Matter of Economics

Indeed, there is money to be made in the dairy industry, including tax revenue for the government, as indicated by this excerpt from a press release out of Sichuan Province:

One mil[k] cow can create a profit of 3,000–5,000 yuan [\$362.40–604 US] annually for local farmers. And





the annual incomes of the farmer can reach 180,000–300,000 yuan [\$21,744–36,240] for those who raise sixty cows. Meanwhile, the company, Yangpin Dairy Products Company, developing with the mil[k] cow breeding has grown the one with total assets of 60 million yuan [\$7,248,000.61] and an annual industrial output value of near 100 million yuan [\$12,080,000], and has turned in over 6 million yuan of taxation. The company has promoted the mil[k] cow breeding by more than 3,000 farmer families among Ya'an, Jiajiang, Meishan, etc. However, since this first half the milk war has happened in Chengdu (the provincial capital of Sichuan). Milk processors out of the province ha[ve] raced to occupy the market there, including Sanyuan Group from Beijing, Heilongjiang Dairy Group, Sanlu Group from Shijiazhuang, etc.<sup>5</sup>

"We usually try to export our technology," Kellems asserted, "but every country is unique, and their challenges are unique. In the U.S., labor is expensive, so technology is cost efficient. In the Third World, labor is cheap and technology is rarely sustainable.

"In the 60s and 70s, in the U.S., we attempted to export our genetics knowledge and sent cows to other places. Feed resources required to support these animals were either not there or the animals often died because they were not resistant to endemic disease present in the area," Kellems lamented. "We still do this to some extent today when we export feeding programs that require high inputs of grains and supplemental protein sources. Once the funding to buy these resources is not available, the systems become unsustainable and fail."

Third World countries also encounter an issue common to developed nations that can be hard on the purse. "For every dollar USAID spends on development, they normally generate eighty cents in sales of American products or technology. And that is alright—they are a government organization," defended Kellems. "On the other hand, organizations such as the Church's LDS Charities and Humanitarian Services can do so much good. Their funds support development projects that are sustainable and targeted to benefit the people that have the most need." And countries are not expected to pay those donations back.

What happens when funding is gone? "People revert back to former practices unless the solutions to their problems are sustainable by them," he said.

The small rural family with one or two milk cows is seeking coins, not milk. "One-third of the annual income in Albania is from selling milk, not to use as a food source—they want to generate revenue. This happens in China as

well. If they are lucky enough to own a milk cow, they get milk, and they sell it for money. Milk has traditionally not been used by them as a nutrient source," Kellems said. "Educational programs need to be implemented so that people do not sell their milk to buy soda pop. The development of milk production must be coupled with education to teach people the nutritional value of milk."

## Demand for Change

In spite of claims that 90 percent of Asians are lactose intolerant,<sup>6</sup> Chinese consumers, especially those of the more affluent, younger generation, have decided they like meat and dairy in their diet.<sup>7</sup> A sharp increase in demand has been offset by increased availability, at least in the urban setting. "There are different microtypes in China, as elsewhere; urban dwellers are vastly different than their rural counterparts," Kellems said. "And the Chinese assured me that the lactose issue was not a concern." He explained that gas and bloating are the usual side effects of lactose intolerance, but that these might be a small price to pay for the high-quality protein available in milk.

From an early start with only a few milk processing plants in Beijing, Tianjin, and Shanghai, by 1996, China could boast six hundred plants. Milk production, in turn, climbed from 5.3 million tons in 1994 to approximately 7.2 million tons in 1998.<sup>8</sup> With the surge of market-oriented freedoms, small enterprises are displacing the old state-owned businesses, and investments from outside China are making their own contributions.

Nestlé settled in over ten years ago with operations in Shuangcheng, in northeastern China, producing powdered milk, infant



formula, and junior foods. That was only the first of a dozen factories now in production across China. They worked with local governments to guarantee milk supplies, and programs were instituted to improve breeding, increase revenues to farmers, establish road systems between farms and factories, and also improve livestock feed to increase milk production.<sup>9</sup>



While China's rural population struggles to get adequate nutrition, those in the urban setting are being treated to the latest in the "Got Milk" campaign. In April 2001, Bravo! Foods International Corporation announced an agreement for production and distribution of their Looney Tunes™ brand flavored milks in Yunnan Province, in southern China. Then in August 2001, they extended that production and distribution to Beijing and Tianjin cities and Hebei, Heilongjiang, Jilin, and Liaoning provinces.<sup>10</sup>

Although the flavored milks have more calories and as much sugar as a comparably-sized soda drink, they do offer vitamins and minerals lacking in soda. Students in the U.S. have found the chocolate-, strawberry-, and coffee-flavored milks, stocked in vending machines at school, a tasty alternative according to marketing officials. The high-tech vending machine sales in the U.S. are tracked—to the bottle—on a daily basis by global positioning systems.<sup>11</sup>

### Finding Balance

As with all Third World countries, the basic problem in China is not necessarily inadequate resources, but rather a distribution of those resources. In their new liberal climate, edging toward a market economy, China is making strides toward improving the situation in rural China. "They are doing this by increasing farmers' productive capability, so that they can generate more income and raise their standard of living," said Kellems. "Available resources in some regions of China are very well suited for dairy cattle, so they can be used to accomplish this goal."

On 21 August 2001, the government stated in a press release that they had "worked out a series of new measures to further reform the grain distribution system in a bid to ensure that the country has enough food and that farmers see higher earnings, according to Chinese Vice Premier Wen Jiabao."<sup>12</sup> Their intent is to allow grain prices to fluctuate according to the market.

Grain availability and distribution is a major aspect in boosting milk production. Just as the government has established regional agricultural centers, they are also adding grain marketing regions, including Zhejiang, Shanghai, Fujian, Guangdong, Hainan, Jiangsu, Beijing, and Tianjin, to help balance supply and demand on a smaller scale. "Initially, the use of grain to feed dairy cattle will be limited in most regions in China. As grain increases to the point of excess availability, then it could be used to feed dairy cattle," Kellems said. "The use of marginal lands will also increase. Production can increase and not cause competition for the good land."

Kellems added that if he had the chance, "I would devote the rest of my career to helping develop the dairy industry in China and other developing countries." 🌐

*Kellems will travel to Armenia in April for a USAID-sponsored project. He will also return to China in May to help set up a cooperative project with the Chinese Academy of Agricultural Sciences Animal Nutrition Institute. His research trips have been partially funded through research grants from the Kennedy Center.*

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# Rehearsing American Li

My three weeks in Spain in May 2001 came about because of my work on American novelist Willa Cather's *Death Comes for the Archbishop* (1927), which appeared in a 1999 scholarly edition (University of Nebraska Press) that I contributed to as volume editor. Cather's novel explores the early missionary activities of Spaniards in New Mexico, and a Spanish-language edition was being prepared by Manuel Broncano, director of modern languages at the Universidad de León. Broncano, who had used my historical essay and explanatory notes in his edition of *La muerte Llama al arzobispo*, invited me to teach a graduate seminar at his university, as well as to lecture on an American literary topic at two other universities. Kennedy Center funding enabled me to accept his invitation. The English faculty at León specifically requested that I introduce literature that contained American response to Europe and European to America as this would be of particular interest to their students and contribute to international understanding.

My arrival in León was celebrated with significant hospitality, including visits to homes, dinner invitations, and tours of the countryside. These were great fun, although I had to restrict them after a few days so I could hole up and finish work on the project I had committed myself to. León's ancient university has a new, American-style campus outside the city walls where I taught, but I was housed in quarters for visiting scholars and graduate students in the old part of the city. This allowed me the privilege of walking alongside the tenth-century walls and through the cathedral plaza on my way to class each morning. The layers of history helped me get perspective on the newness of American culture and the literature I was helping these students discover.

I worked with nine graduate students—varyingly proficient in English. Part of the value of the course for them was being forced to ask questions and comment in English, since I have

no Spanish. The American texts we read not only introduced them to cultural interaction but also to atypical aspects of literature usually characterized by

New England romantics, Lost Generation modernists, and, recently, contemporary minority voices. Our texts included Nathaniel Hawthorne's *The Marble Faun*, Henry James's *The Wings of the Dove*, as well as Cather's *Archbishop*. I also brought copies of Emily Dickinson's poems to relieve the intensity of working on prose texts, and because



Walls of the Cathedral de León



# Literature in Spain

Dickinson was the lecture topic I chose for my visits to the universities at Santiago de Compostela and Oviedo.

The Hawthorne text was a surprise to these students, whose exposure to Hawthorne had been limited to *The Scarlet Letter* and a few stories. *The Marble Faun* is Hawthorne's last completed novel (1860) and his only international one, the result of his late introduction to Italy. Its main characters are two New England artists and their two European friends. Hawthorne's characters explore the inherited sinful burden of human nature, which the American couple escape in flight back to the States and the Europeans eventually accept, if grudgingly, as essential for maturity. Through his narrator, Hawthorne betrays his own attraction and circumspection toward the Catholicism that would eventually claim his daughter Rose (Mother Mary Alphonsa Lathrop, O.S.D.).

James's *The Wings of the Dove* (1902) presents a similar combination of Americans and Europeans and is set in England and Italy. In it, a dying American heiress is exploited through her affection for a British journalist, so that her fortune might support his marriage to the British woman who hatches the exploitive scheme. The American heiress and her traveling companion mature as they slowly unravel the scheme. The journalist is reformed spiritually after the death of the heiress, and his betrothed is frustrated by the transformation of her victim into a spiritual force, a dove.

The students and I spent time on James's modernism, his use of consciousness centers, and compared his impressionistic techniques to those of the American impressionist painters

who were his contemporaries and, like him, preferred the European to the American scene. I included slides of works by Sargent, Hassam, Chase, and Whistler—none of whom were known to the students. This added a measure of complexity to their concept of American culture.

I also used slides of Roman sites from a nineteenth-century illustrated edition of *The Marble Faun* and discovered that none of these students had ever visited Rome (a few hundred miles east), although several had been to the U.S.

The students were surprised both by James's spiritual interpretation of what might be viewed as American naivete and by Hawthorne's American superiority and distaste toward a culture similar to their own. They were enthusiastic about the Cather text because it depicted, in exquisite yet simple and straightforward prose, the deserts and canyons of the American Southwest, and it did so from the consciousness of a European (a French Catholic priest). Cather used comparisons of the American landscape with not only the European landscape but to European architecture and artifacts: mesas to cathedrals, golden cliffs to the Papal Palace at Avignon, France—revealing how the unfamiliar is experienced through the familiar.

Cather's language, like that of the Dickinson poems we studied together, proved more accessible to the students than either the somewhat-dated style of Hawthorne or the complexities of James and helped sharpen their English language skills. One of the young women, Denise Phelps, is now focusing her studies on Cather as a result of this introduction. She wrote me in December that she has just finished Cather's *My Antonia* and that she likes "the way [Cather] sees and describes space, the way the stories are told gently, but feel big in scope."

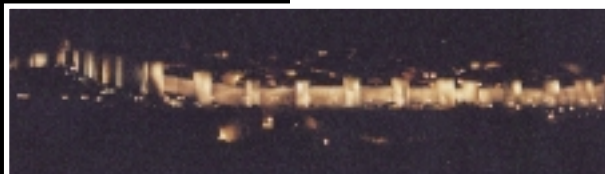
For my lectures at Santiago and Oviedo, I arranged Dickinson poems according to the stages of Christian mystical progress traced by Teresa of Avila in her *Interior Castle* (*Las Moradas*). This is a legitimate approach to Dickinson, since a goodly percentage of her 1,775 poems are



Murphy's nine graduate students



Murphy (second from right) with other American visiting professors



**The walls,  
Murallas, of Avila  
merit a trip to  
Spain, especially  
if seen illuminated  
at night from  
across the river.**



*Courtyard of Convento de la Encarnación*

devotional and trace the ups and downs of her spiritual journey.

I was generously received at Santiago de

Compostela by Constante Gonzalez Groba, chair of American Literature. My audience of about seventy-five students and faculty very attentively followed the Dickinson texts I distributed. After the lecture, I discussed Dickinson over lunch with some of the Santiago faculty and some faculty from other schools nearby, one of whom had published a slim volume on the poet. I gave a variation of the same lecture to a similar-sized group at Oviedo, although scheduling problems made the visit a rushed one—I lectured and was chauffeured back and forth through the steep mountain roads (sixty miles each way) in about three hours!

During the last few days of the very intensive three weeks, I managed to make my way down to Avila to visit the Teresan sites. In the courtyard of the Convento de la Encarnación that Teresa entered as a Carmelite in 1535, I saw the stages of Teresan mystical progression outlined in stone circles growing smaller as they approached a tall slim cross in the center. The walls, *Murallas*, of Avila merit a trip to Spain, especially if seen illuminated at night from across the river. As I watched the walls, I thought of Emily Dickinson, sometimes called the “nun of Amherst,” and her life seemed to have been lengthened.

The León faculty planned a farewell weekend at Picos de Europa for me and other American visiting professors in creative writing and business. Looking up toward these spectacular, snow-topped mountains, I was reminded of the Wasatch; however, looking down, the lush, green countryside and little Romanesque churches reminded me that I was in northern Spain, just south of the Bay of Biscay.

On my last night in León, I joined the locals who sit in the plaza to enjoy the illumination of the cathedral, which takes about thirty minutes. All ages participate, from very old ladies to skateboarders. I noticed in Spain, as I have in France and Ireland, many more multi-generational activities than I have experienced in the States. As I watched the families enjoying the light show, I was anxious to get back to my family.



*Picos de Europa*



*Catedral de León*

I had a wonderful visit and hoped the students profited from the experience as much as I. Their questions and comments revealed that American literature had gained a complexity for them that it had not had. They realized American literature explored traditional moral questions as well as the wilderness and struggled with limitations as well as celebrated freedom. Reading Dickinson from the Teresan perspective, students recognized her as a devotional poet. Their questions and those at the lectures revealed that prior opinion (if there was one) had fabricated a poet more rebellious than dutiful, more atheistic than believing.

Santiago’s English Department has submitted a proposal for me to study American literature with their graduate students. I hope this opportunity materializes. Reading American writers with Europeans expands the reach of our literature, and developing friendships with European scholars interested in our culture is extremely valuable during the present international crisis. Such would not have been possible for me without the Kennedy Center’s research support. 🌐



# Bricks and Wild Animals: A Volunteers Adventure

by Diana C. Simmons



*"Our mission is to  
immerse ourselves in  
Ugandan culture,  
to seek the betterment  
of others and ourselves,  
and to provide  
meaningful service to  
the people of Uganda."*

International Volunteers—Uganda  
official mission statement for spring/summer 2001

The Mukono Town Academy (MTA), a secondary school of approximately five hundred students, is located in Mukono Town, an agricultural base of around 300,000 people. The school was co-founded and is now owned by Christopher Mugimu, a native Ugandan and doctoral candidate in educational leadership and foundations at BYU. At the academy, BYU students

Continued on next page



participated in classroom activities and extracurricular events, worked with teachers and staff on school and curriculum development projects, and engaged in service activities to help the growing school meet its pressing needs.

Within a week of their arrival, the group began to serve at the academy, beginning with manual labor—clearing ground and digging a foundation for boys' shower facilities. "We moved bricks from the big pile over to the plot of land we cleared the week before," said Patrick Lee and Meredith Stockman. Students Janna Usher and Bryn Jensen reported, "There was only one wheelbarrow and nine people, so you could say there was a lot of free time between turns. Lora Cook suggested finding buckets or other materials to transport the sand. This helped us realize the need to be creative, especially in developing countries where you often have to get the job done with limited resources."

In addition to their physical labor, the group began teaching computer classes. At first, teaching as well as interacting with students of a different culture—who don't view punctuality the same way Americans do—was a bit of a challenge, but the BYU students soon began to adjust. "Class rotations were much smoother, and computer class (Microsoft Word) worked much better with an assignment on the board," said Lee and Stockman. "In the computer lab, certain students, determined to learn, worked hard with their individual BYU tutors," noted Usher and Michelle Carr. "Our service hours allowed for a lot of growth for us and the students. Plus, the friendships we made with these students will probably leave a bigger impression than the overall service ever will."

In order to provide recreational opportunities, BYU students taught Ugandan students basic volleyball skills. "The skills of so many players have really improved," Carr and Usher observed. The class, taught by Marci Miner and David Boone, went so well that at the closing tournament, held between BYU students and MTA students, the Ugandan youth proved themselves the victors.

With limited resources, producing a play was an act in itself—especially such a distinctly American play as *Grease!*, where many of the English words in the songs are not words at all. "Now all the students think that Americans walk around using slang like 'shu-wap' and 'rama-lama-lama,'" Miner and Katie Walters pointed out. Student Kirsten Adams, with no other means available, taught students the songs by ear—and that was not the least of her difficulties. She noted, "There seemed to be different kids at every practice." The



"There was only one wheelbarrow and nine people."

children's enthusiasm for the play caught on, and they especially loved the dancing. "After each run-through, the 'pink ladies' always stopped to see our reactions to how they performed. Three of us [Bryn Jensen, Janna Usher, and Tiffany Devore] erupted into applause and started screaming," stated Devore. The final performance went over even better. "Line after line flowed smoothly, and, when the final number, 'We Go Together,' came on, there was nothing but screams from the audience," Adams said.

### Good Samaritan Integrated Primary School

Service projects were not limited to the academy. "We had a group meeting, and, since we finished the shower facility at MTA, we had an opportunity to do the same at Good Samaritan," commented Devore and Josh Rew. Good Samaritan is a primary school that specifically targets disabled and orphaned children, as well as children from very poor families. "Our first day there, we helped the group use their skills acquired at the academy," said Walters and Miner. "The art of brick-making was demonstrated by Ben Cook and several students. Their phenomenal strength and mud-making knowledge served them well as they made over three hundred bricks."

Students opened each day with a devotional before teaching classes in English, arts and crafts, music, and physical education. "The girls did a wonderful job of teaching children new songs and sign language, playing games, and just loving them," observed Devore and Boone.

Their labors did not go unnoticed. The *New Vision* newspaper and the WBSC news station visited the site "to record, interview, and take pictures of us," said Devore and Boone. Students also observed an increasing growth of support for the school as student enrollment increased, as did contributions from parents. Mothers of students demonstrated their support by helping to provide labor and service.

BYU students, whose fondness for the Ugandans grew with every interaction, desired to use their resources effectively. "The financial support from our group was evaluated, and the final decision was made to help with the garden and then buy exercise books and pens for each student," stated Carr and Usher. Devore and Boone spoke for the group, "We were happy to render our time, energy, and talents there."

### Religion

The students, though primarily serving in an academic setting, did not neglect their religious duties and devoted time to hosting super activities, attending religion class, and participating within their Latter-day Saint branches.





## Activities

During their stay in Uganda, students held one activity for each age group of the youth of the Church. "For the Young Men and Young Women, we taught songs before registration, had a welcome, and then YM/YW activities. Next we had a service project writing testimonies in Books of Mormon and putting together packages for the local missionaries. Afterwards, we had lunch, played games, attended mini-classes, and a final testimony meeting," Usher and Jensen said.

With the theme "Come Together," the Young Single Adult's activity was also a success. The students hoped to help members unite with one another in order to accomplish the members' goal of becoming a stake. "After a short talk on unity, we split them up to talk about how they could improve things. This was a great activity that got them to interact with one another and circulated a lot of ideas," said Devore. Further unity and fun occurred at the end of the day. "We taught swing, disco, country line-dancing, and the cha-cha. The climax of the day came when the long awaited dance-off began," said Boone.

The final "super" activity was held for the Primary children. The theme was missionary work, and the children were taught the song "I Hope They Call Me on a Mission." Each child was given a name tag and a pretend calling. They enjoyed participating in games. Lee and Miner said that "overall, the day went really well."

## Religion Class

The BYU group participated in a standard, two-credit-hour religion class and invited Ugandan members to attend as well. Taught by Lora, whose master's thesis was about the Church in Africa, the class met once a week with growing participation as time went by. "We were so thankful for the Ugandan members' participation. The Church is truly a world religion," Carr and Adams noted. Interacting with faithful members in Uganda helped BYU students gain a new respect and admiration for them. "It was amazing to see how these members in our class really are the pioneers of the Church here and how most of the people we discussed in the history of the Church [in Uganda] are their friends and relatives. Later, we all got the opportunity to interview Ugandan members and hear their conversion stories," remarked Jensen and Walters.

Local leaders and missionaries also participated in the class. For their final class, the new Ugandan mission president and his wife spoke, as well as members of the district presidency. The students commented that the Ugandan members were the ones who really made the class successful. Said Lee and Miner, "We have enjoyed getting to know them better."



*"Everyone had opportunities to serve in the branch."*

## Branch Participation

Students actively participated in their separate branches and sometimes met altogether in a branch to provide service—often teaching, speaking in sacrament, providing musical numbers, or performing other duties. Their second Sunday in Uganda, they jumped right into their new experience as all attended the Makindye Branch, where their group was in charge of teaching the classes and speaking in sacrament meeting. Another group experience occurred later in the Kabowa branch. "Everyone had opportunities to serve in the branch and some surprise service was initiated during sacrament meeting when Patrick was suddenly given the opportunity to perform the confirmation of a new member," noted Lee and Miner.

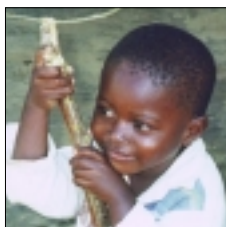
Though cultural differences called for adjustments, the group observed that the Church is the same everywhere in the world. During the priesthood lesson, "it became evident that many of the brethren have difficulty reading English. Yet the spirit of the Lord was felt by all in attendance, and the brethren felt more inspired to strive for the blessings of the priesthood," said Lee.

On their final Sunday in Uganda, the group joined together one last time with the Mukono Branch that had specially requested they do a program. Adding even more significance to the experience was the fact that two men—both named Fred—whom the group had met at Good Samaritan, were baptized.

## Adventures

Becoming familiar with cultural sites is an important part of the program; thus, students took trips to areas such as the Nile River, Queen Elizabeth National Park, and the Kibale Forest, among others.

The highlights for many of the students were trips to sites where wildlife-viewing was optimal. Their excitement about a camping trip to Murchison Falls was conveyed best by Carr and Adams, who said, "We caught a ferry across Lake Albert and saw our first hippos! The park was beautiful—rolling green hills with vast vegetation for miles and miles. We saw buffalo and antelope. We took a side trail that circled up more hills, which soon turned to savanna grasslands, and the first giraffe was sighted." Later in the day, the group was privileged to see over ten giraffes slowly cross the road in front of them. "We continued down the trail where we came across over 150 elephants!" Carr and Adams said, "We took a three-and-a-half hour boat ride in the sun up to Murchison Falls." On their way, the group saw hippos, crocodiles, an



*"We all had more fun than originally imagined, and our group unity and love for each other grew."*

elephant, giraffes, water buffalo, warthogs, and numerous birds. "Our boat went right over one hippo, causing it to jump up out of the water in a rage." After experiencing so many new experiences together, Carr and Adams concluded that, "We all had more fun than originally imagined, and our group unity and love for each other grew."

Adventures were not limited to planned activities. An interesting cultural event took place during the first week of the students' stay in the capital city of Kampala. "Perhaps the crowning moment of the week occurred unplanned on Friday during a routine tour of Kampala," said Ben. "People were lining the streets waiting for something, and after a few inquiries we discovered Libya's President Moammar Gaddafi was coming to attend President Museveni's inauguration. After a few minutes, a bunch of military and police vehicles came flying past. Suddenly, a car came into view carrying Museveni and Gaddafi waving at the cheering crowd. Their vehicle had to turn the corner where we were standing, so they passed just ten feet from us—a rare chance, indeed, for an American to catch a glimpse of Gaddafi."

Another memorable occasion occurred when the group went with Stockman and Miner's host mother, Stella, down to a village. "Upon our arrival, about twenty village women were waving their hands high in the air and yelling 'T-yi-yi-yi-yi!' It was great!" said Carr and Usher. "That night at the village, we enjoyed sodas, ground nuts, wild and crazy dancing, slaughtering of animals, village style cooking, latrines with bats, lots and lots of children, and sleeping on mats in a big cement building." Their time at the village provided a new outlook on life. "It was interesting to learn about village life and what villagers face; their lives are so different from ours. They seemed to be happy and are making ends meet as best they can."

As the group packed up to leave the village, they made sure they had everything. "Our van must have looked ridiculous with all of our stuff on top—we even had seven mattresses piled up there. The whole ride was extremely long," Carr and Usher reported. The van looked even more interesting when a goat and a couple of turkeys were added to the top—the turkeys were for Thanksgiving, and the goat was to be auctioned off at a Good Samaritan fund-raiser. They added, "The goat would let us know he was still up there, usually when we would go over bumps, and it was almost too painful to bear."

### Saying Goodbye

Final days were filled with programs, fund-raisers, special dinners, and ceremonies. One special occasion was a din-

ner for the students' host parents. "After the meal, we had a little program and ceremony where each of us spotlighted our hosts to thank them for all that they had done and to show our love and appreciation for them. We have families now in Uganda," said Usher.

Before students split up for the journey home, they held an awards ceremony among themselves. "Each person was given an award by members of the group," Usher said. "It was great to reflect and honor each person and remember the awesome strength each individual brought to the group. Our program was coming to an end, but the friendships we made, the accomplishments we achieved, and the experiences we encountered would never leave us for as long as we live."

During their stay, students came to realize the responsibilities now required of them with their added knowledge. In the words of Carr and Adams, "We have all learned the need for us to take our experience home and apply it there. Being involved and active is not enough. We need to be pro-active and continually looking to lend a helping hand. We can still make a difference in this world by building our own families and communities. This experience has deepened our desire to continually serve and appreciate all we have been given."

In short, they all concur, "We love Uganda!" 🌍

**Sponsored by the Department of Educational Leadership and Foundations and the Kennedy Center** (with some funding for the student participants from the Jacobsen Center for Service and Learning), the International Volunteers program offers students, through academic courses and service, the opportunity to become directly involved in educational issues that face people in developing countries. Ben and Lora Cook served as field directors to eleven students in class work, service projects, and their individual research projects—which ranged from organizing a women's group to studying the effects of AIDS-prevention education on youth. Battling culture shock, fatigue, and the daily pressures of course work, research, and projects, students must be "bold, diverse, and adventuresome" said Ben, as they branch out into new territories. Though students stayed with local host families, the BYU group met together often for service and Church activities, as well as Family Home Evenings, field trips, and the occasional party.



## Morrison Honored by Society

Elder Alexander B. Morrison, emeritus General Authority, received the International Society's Distinguished Service award at their Twelfth Annual conference held 20 August. At the luncheon ceremony, Morrison's speech "The



Tumultuous 21st Century: Turbulence and Uncertainty" focused on the transformations that are revolutionizing the world today. In particular, he mentioned that changes in the traditional family structure and increasing globalization affect how society functions and what it values. "The ground is still shifting under us,"

Morrison stated.

"Relentless technological progress in the postindustrial world, coupled with social changes as diverse as redefinition of the value and nature of work; changes in the roles of men and women and in the nature of the family; the distribution of wealth; and the attitude towards others not of our racial group all combine to radically alter the way we act and think." Morrison said he believes that although globalization enables individuals and countries to reach around the world "farther, faster, deeper, and cheaper than ever before," it also serves to widen the gap between "techno-elites" and "techno-illiterates."

He quoted Robert D. Kaplan, a foreign correspondent for *The Atlantic*, who said that global reality "is not that we [in the U.S.] are becoming like the Third World, but rather that they have so little chance of becoming like us." Morrison advised that society open up its heart and mind to people of all races and economic conditions. "We must consider all of the inhabitants of this globe as fellow travelers on a spaceship, endowed with glorious yet finite resources, and we must learn to replace the selfishness of 'the natural man' with a genuine concern for the good of all mankind."

Elder Morrison's speech can be viewed online at <http://kennedy.byu.edu/internationalsociety/news.html>.

## Relief From Terror

Dr. Elaine Bond, assistant professor in the College of Nursing, was scheduled to attend a conference in Jordan last fall. That trip was canceled following the terrorist attacks in New York and Washington, D.C., and Bond, who is also an American Red Cross volunteer, was instead called upon to use her skills at the Pentagon.

On Saturday, 15 September, she left for the nation's capitol, comforted by her belief that Heavenly Father looks after relief workers who "are doing His work." Her background is in critical care, trauma, and disaster, directed at both psychological and



physiological needs. Bond's mission is "to improve the quality of life for patients and their families"—something she actively did during her three

weeks of service. One of the first to arrive, Bond spent her first day providing first aid for relief workers as well as mental health work.

"At the scene was powerful," Bond stated. "Everyone was kind, considerate, and respectful. Stores refused money. There was no selfishness, no smallness of spirit. We were one, big family living as a Zion people. That is a wonderful offshoot from tragedy."

In order to divert attention from the gloom of the situation and to bring comfort, volunteers distributed what they called "Pentagon Puppies and Puffins"—soft, fuzzy stuffed animals to cuddle—and even Ring Pops, jewel-shaped suckers on top of a plastic ring that is worn on the finger. Bond recalled how one fireman refused to take a Ring Pop, feeling it wasn't manly—until he saw two secret servicemen busily sucking on theirs.

As other volunteers arrived, Bond soon directed an Integrated Care Team, which consisted of a nurse, a mental health professional, and a family services expert. Working twelve to fifteen hours a day, the group assisted those who were hospitalized or discharged and their families, as well as the families of those who did not survive. A major part of the work involved just being there for someone to talk to. Bond pointed out that psychological wounds were often the greater wounds. Volunteers also passed out cards made by children across the country and brought baskets of goodies for the families at the hospitals. "It was wonderful to be a go-between to present these tokens," she said. "Initially, there was trauma-enforced fear in people's eyes that changed with relief; there was softening in their eyes, and smiles came back."

A positive result of the tragedy was the unity experienced. Bond said, "Everyone was overwhelmed by the outpouring of love and support from the nation." Memorial meetings and candle-lighting ceremonies were especially unifying and helped restore peace in people's hearts. One memorable experience took place at a concert at the John F. Kennedy Center for the Performing Arts, held for the families of the victims and relief workers. First Lady Laura Bush gave the welcome, and the National Symphony performed for approximately six hundred family members. Together, the group sang patriotic songs. "It was like General Conference, it was so spiritual," Bond recalled.

Throughout her stay in Washington, D.C., Bond observed that differences dissolved in the mutual grief over the tragedy. "We were all Heavenly Father's children in a joint disaster."

## UNICEF at BYU Reaches Out

It was an accident of sorts when nineteen-year-old Missy Ward stumbled upon the web site of the U.S. Fund for UNICEF, affiliated with

*"We must consider all of the inhabitants of this globe as fellow travelers on a spaceship, endowed with glorious yet finite resources."*

*"We were one, big family living as a Zion people. That is a wonderful offshoot from tragedy."*

*"This is a great opportunity to do something you know will really make a difference."*

the United Nations Children's Fund. She had been looking for an international volunteer opportunity, and this seemed to fit the bill. "It struck me as being something important, new to BYU. I felt strongly that it needed to be done," said Ward.

So she contacted the U.S. Fund for UNICEF, a program that works to prolong lives and relieve suffering for children throughout the world. "The UNICEF organization itself shows just how much good individuals can do," said Ward. "They work in over 160 countries. In the 1970s, seventy thousand children died each day. Now that number has been cut in half, largely thanks to UNICEF's efforts. We feel privileged to be working and contributing to the same cause."

To meet their goals of helping children on both the local and national levels, the club has one meeting, speaker, fund-raiser, and service project each month. "We have guest speakers, who come and talk to us about local and global children's issues, but then we take it one step further because we offer opportunities and ways to make an impact in these problem areas," said Ward.

In fall semester 2001, UNICEF at BYU helped local children by first sponsoring a lecture about local children's issues by the Family Partnership of Utah County and then arranging volunteer opportunities at a crisis nursery in Orem, Habitat for Humanity, and at Slate Canyon Youth Detention Center. "Students got so excited about serving at Slate Canyon that we made it a weekly activity," said Ward. Once a week, UNICEF members go to the center and participate in activities with troubled teens.

UNICEF at BYU has also proved that their influence extends much further than Provo. After covering the expenses of their Christmas benefit concert, Ward discovered that they had earned \$730. "It was fantastic," she said. "And we just got started

here at BYU." In fact, in addition to funds that school children helped raise with the national "Trick-or-Treat for UNICEF" campaign, UNICEF at BYU contributed fourteen hundred dollars to UNICEF.



Ward has felt the satisfaction that comes from serving others and wants to give other students the same

chance. "I encourage everyone to get involved. This is a great opportunity to do something you know will really make a difference." She continued, "I have always felt something [for children]. Kids have the least control, and they are the ones who are leading us in the future; they are a vulnerable, important population of people, and I am drawn to them."

For more information, contact UNICEF at BYU, 273 HRCB, [unicef\\_byu@yahoo.com](mailto:unicef_byu@yahoo.com), or <http://kennedy.byu.edu/UNICEF/>. The U.S. Fund for UNICEF can be found online at <http://www.unicefusa.com>.

## BYU Sends Most Students for International Study

For the second year in a row, the Kennedy Center's International Study Programs (ISP) placed Brigham Young University in the lead for largest number of students studying abroad annually. At a press briefing at the National Press Club in Washington,

D.C., held 13 November, the Institute of International Education (IIE), together with the Department of State's Bureau of Educational and Cultural Affairs, which funds this research, released its *Open Doors 2001* report on global student mobility.



Rodney B. Boynton, director of ISP, credited campus colleges and departments for the first-place ranking, "Our faculty are very involved in international issues and projects; they are offering students valuable international study opportunities." A variety of program options are available to students year-round. Boynton emphasized, "We encourage every department to explore ways for their students to have an international experience. Student participation during the regular academic semester makes room for additional students to be on campus." He added, "Every student at BYU would benefit significantly from such an experience, and they would act as ambassadors for the university in their host countries."

The increased study abroad numbers this year reflect strong growth among campuses with large study abroad programs. Open Doors reports that Brigham Young University sends the most students (1,967), followed by Penn State University (1,743), Michigan State University (1,674), University of Texas at Austin (1,619), New York University (1,471), University of Illinois at Urbana—Champaign (1,337), University of Wisconsin—Madison (1,297), University of North Carolina at Chapel Hill (1,217), University of Pennsylvania (1,196), Florida State University (1,154), Indiana University at Bloomington (1,143).

Patricia S. Harrison, assistant secretary of state for Educational and Cultural Affairs, said, "The State Department is encouraged by the substantial increase in the number of U.S. students studying abroad. The trends documented in the *Open Doors 2001* data demonstrate that students and institutions realize the need to better understand the world beyond our borders."

There are additional statistics available on IIE's web site at [www.opendoorsweb.org](http://www.opendoorsweb.org).

Discover what your international study options are at BYU. Contact International Study Programs,

*"Every student at BYU would benefit significantly from such an experience."*



280 HRCB, (801) 422-6192, [isp@byu.edu](mailto:isp@byu.edu), or online at <http://kennedy.byu.edu>.

## Kennedy Center Photo Gallery

Winning photos from the Second Annual Photo Contest sponsored by Kennedy Center Publications are on display in the HRCB and this issue of *Bridges*. "We are pleased that these photographs represent the variety of international experiences our students are receiving. We hope this will encourage more students to participate in international study opportunities," said Jeffrey F. Ringer, associate director of the Kennedy Center for special programs.

The first-place prize of \$100 was awarded to Aaron White's "A Jolly Bunch—Native Ifugaes," \$75 second place to Christy Dean's "Tanzania Kitchen," and \$50 third place to Jeremy Palmer's "Who's There Honey?" Thirteen photos also warranted honorable mention, including works by both White and Palmer as well as Tara Bates, Kim Boulter, Pat Greathouse, Jenny Johnson, Patrick Lee, Devin Silver, and Meijken Westenskow.

"These photographs capture the images and feelings students experienced while studying abroad, but they also represent a dimension of their experience that ties their hearts and spirits to the people in the countries they visited," said Rodney B. Boynton, director of International Study Programs (ISP).

Last year's contest was expanded to include entries and awards for ISP faculty directors and for Kennedy Center alumni who work and travel abroad, but no entries were received from either of these groups. They are encouraged to participate next fall. Contest details and the award-winning photos are archived online at <http://kennedy.byu.edu/photo>.



## Cultural Impact

International Outreach (IO), a Kennedy Center student program that promotes cultural understanding, has been very active on campus this year. In September, IO held a forum entitled "Understanding 11 September: Cultural Implications for Campus and Community." Panelists were chosen to represent specific viewpoints and ranged from Enass Tinah, BYU Arabic club president, to Chad Emmett, professor of geography, and Cynthia Finlayson, professor of visual arts, who has studied Islamic art and history. "The panel

discussion revealed how complex the issue is—and subsequently, how complex our thinking must be in order to reach a proper response. Cultural issues require an interdisciplinary approach; they cannot be solved by political, economic, militaristic, or social responses alone," said Cory Leonard, Student Programs coordinator.

Andy McEwen, IO program director, related that the forum presented an important opportunity for students to speak out and raise questions they had. "I gained a sense of security in being able to discuss the events amongst my peers," he commented. Leonard remarked, "As the Kennedy Center builds bridges of understanding across the world, we should heed the comments of many of the panelists here, where the campus is our world, and foster understanding for our fellow Arab and Islamic students."

IO also promoted cultural awareness in an international dance and cultural showcase in January. Forty performers from dozens of ethnic backgrounds presented an array of traditional dances from around the world to an audience of over a thousand people. "Dances represented Mexico, Africa, Peru, Venezuela, Native Americans,

Samoa, Tahiti, and New Zealand, including the Hawaiian hula, a Maori haka, and a Native American hoop dance," added Ana Loso, IO publications coordinator.

The audience, while enjoying the performers' talents and style, also had the opportunity to absorb an array of authentic cultural diversity. "Performers noted the excitement and enthusiasm that many of the audience members displayed in exclaiming their desire to learn more about the cultures in the showcase," Loso said. And McEwen noted, "Our area coordinators were standing by to answer questions from approximately five hundred interested people."

In addition to these two events, IO has also continued to increase cultural understanding through International Outreach Preparation 353R, "a unique course that allows students with international experience to share their knowledge with others through multimedia presentations and through the development of a *CultureGuide*," McEwen said. The multimedia presentations help students understand and appreciate the different cultures. "Presenters involve students in the classroom through activities, teaching them a native dance, song, or other activity that children their age might do in a particular country," Loso explained. Each presentation is then published as a *CultureGuide*—teaching units developed by each IO student during

the semester, which are then made available to teachers for use as supplements to their curriculum.

"With the world becoming increasingly smaller, it is necessary that cultural awareness and understanding be at the top of the list in terms of curriculum in both elementary and secondary education," McEwen explained.

For more information, contact International Outreach, 273 HRCB, (801) 422-3040, [int-outreach@email.byu.edu](mailto:int-outreach@email.byu.edu), or online at <http://outreach.byu.edu> or <http://cultureguide.byu.edu>.



*"These photographs . . . represent a dimension of their experience that ties their hearts and spirits to the people in the countries they visited."*

*The multimedia presentations help students understand and appreciate the different cultures.*

## Olympic Outreach

February was a hectic month for students in the International Outreach (IO) program. Not only were they giving presentations to local schools, but many were also involved with the Olympic games. From volunteer work to paid jobs with the Salt Lake Organizing Committee, these students were on the front lines. And, as Andy McEwen, IO coordinator, said, "The knowledge that students of International Outreach have gained through their in-depth classroom discussions has proved invaluable in their internships and volunteer opportunities." IO student Genn Pelissie agreed, "Because our class has focused on cultural sensitivity and being understanding of differences, I felt I was prepared to assist as a translator."

Some students' assignments put them in direct contact with foreign cultures every day: Ladvie Imeri worked as a translator for a special concert for the Olympians; Renata De Rosis ensured that international guests were welcomed according to their cultural customs; and Guinevere Thomas was assigned to assist Arne Myhrvold, a Norwegian member of the International Olympic Committee. Thomas said that even though she works to promote cultural understanding on a daily basis, her own appreciation for the people of the world grew during her Olympic experiences. After celebrating the Norwegian gold in Park City until the wee hours of morning, she said, "I'll proudly wear my Norwegian Olympic team gear until my next visit to Norway."

In addition, McEwen worked with iLUKA, a sports hospitality company hired by Samsung for the Olympics. He observed that his volunteer opportunity was "a truly multicultural experience." He recalled, "At any one time, I was communicating in a circle consisting of Australians, Koreans, New Zealanders, Greeks, Israelis, Indonesians, Mexicans, Brazilians, Brits, and many more. Without the simple background of cultural competence that is taught and developed in

International Outreach, the past four weeks could have been a real disaster." He noted, however, that "by knowing and understanding proper gestures, phrases, and other methods of communication for each individual culture, I feel I was able to assist Samsung in providing quality hospitality to all of their clients, friends, and executives from around the world."

Other students contributed to the behind-the-scenes work at the Olympics. David Bell served on active duty with the National Guard, Scott Linton worked with the Venue Preparation Team for the closing ceremonies, and Matt Gardner was a chauffeur for the Medals Plaza entertainers. Gardner reflected the enthusiastic attitude of all the volunteers when he commented, "I was happy to be a part of the volunteer team that helped make the Olympics a success." Regardless of how they served, it is clear that working with people from other cultures had a great impact on each volunteer. Emily Haines said, "I had a good time seeing all the diversity and would love to do it again!"

Many Olympic visitors expressed gratitude for the volunteers' willingness to serve and for their unique capabilities. An iLUKA director commented to McEwen, "When I need a Spanish speaker, I have one, when I need a Tagalog speaker, I can find one, and when I need a Russian speaker, there's twenty right around the corner." An executive from Kodak noticed the same cultural savvy among Utah residents, asking, "Where else in the world can a company come and find locals who speak so many different languages and who understand so many customs and traditions from all over the world?"

However, as McEwen noted, one does not "automatically become a culture expert" by "simply spending two years in another country" and learning the language. "This," he says, "is where International Outreach comes into play. International Outreach organizes the many inter-

national resources that this particular environment has to offer and then improves upon them and shares

them through quality multimedia presentations to local elementary, middle, high schools, as well as various civic groups." Thus, IO fulfills its goal of "fostering open cultural exchange within the educa-

tion and business communities and promoting global understanding."

## SID at Work

Battling Third-World hunger is a daunting exercise for any individual, let alone a group of already-busy college students. Between study sessions, exams, and term papers, members of BYU's Students for International Development (SID) find time to promote peace, empowerment, education, and development internationally and locally. "What we do is pretty far out of the realm of the 'typical' student experience," said Carrie M. George, president of SID. In

some ways, SID's activities are more applicable educationally than listening to an accounting lecture—students are taught practical skills they can use in both development and non-development careers.

"With any activity," George said, "we try to effect social change." And that social change, she noted, can be on the global or local level. For example, every Thursday, members of SID work with Professor Joan Dixon to help local Spanish-speakers learn



*"I was happy to be a part of the volunteer team that helped make the Olympics a success."*

*"What we do is pretty far out of the realm of the 'typical' student experience."*



English. The volunteers are an important part of the program, George said, because they can give the students one-on-one attention. "We also encourage our volunteers to set up a time to meet with their students one other time and place during the week so they can practice English in the real world," said Dixon.

"SID doesn't say you only have to work on the grass-roots level," George noted. "Some students go on to work in macro organizations like the World Bank, the IMF (International Monetary Fund), etc." Consequently, SID also offers opportunities to get involved on the global scale. Last year, for example, SID organized a benefit concert to raise money for a Mexican orphanage. They also host the annual Hunger Banquet on campus. SID used the money raised at last year's banquet to "sponsor" a man in Romania, who was trying to improve social conditions for street children. "The street kids are mostly orphans whose parents died of AIDS. They live in the street or in the sewer or wherever they can," reported George. "This man went to Romania and started working on his own and out of his pocket. He wanted to get his nursing degree because once he is a nurse, he can get funds from different organizations to help the children." Impressed with the man's initiative and determination, SID contacted the nursing school and used the money they had raised to pay for his tuition and books.

This year, in addition to the Hunger Banquet, SID is working with Amnesty International to create a literacy program for factory workers. "We are trying to get key shareholders in multinational corporations like GAP and Nike to let students work in their factories as literacy educators," George explains. "When you create literacy groups, it creates solidarity. If people know how to read and write, they are empowered."

George said she recognizes that the magnitude and scope of SID's projects creates some skeptics. "We have our cynics who think projects like this are too overwhelming, and we also have idealists who have never done anything, but that is what the field of development is like. So we try to present a holistic picture of any topic we discuss," George related.

For instance, in last year's microenterprise conference, SID invited two management professors to speak—Warner Woodworth, who George describes as a "microenterprise cheerleader," and Gary Woller, a pragmatic professor, who emphasized the cons of microenterprise organizations. In addition to educating students, the conference also performed an important function—it allowed students to enter the debate at a professional level. The conference was set up as a panel discussion. "The two professors weren't leading the discussion. People just started asking them questions and they joined in the debate. This way, students are able to participate instead of just listening to lectures."

SID also teaches students how to work with the existing hierarchies to achieve their goals. This semester, SID is working with university administration to change fund-raising regulations on campus. "We have one, maybe two weeks a semester that we can fund raise. It is good that they want to protect students from always being hounded for money and from giving money to something that isn't real. However, there are also some good causes out there that could use student support," observed George. "We are trying to work with the administration."

Networking is another basic development principle that SID teaches students. "Last semester, Hope Alliance, an NGO in Salt Lake, contacted me and said they wanted to become affiliated with us," reported George. "We supported a peace rally they held and then the president of Hope Alliance came and spoke to us. It's good to have connections." In addition, several development groups on campus, such as EcoResponse, UNICEF, Voice, and Habitat for Humanity, joined with SID to form their own network, the

Development Alliance. "The Development Alliance helps us all stay caught up on what the other groups are doing, and it makes it easier to join together to back important issues and projects," she noted.

Finally, one of SID's most important functions is to help students discover what their interests and talents are. "Lots of times, students come to SID and they are interested in a lot of things, but they don't really have a specialty. SID exposes them to a lot and helps them narrow their focus," George observed.

At least twice a month, SID asks students who have been involved in a development project to give a presentation and discuss their experience. George said these presentations inspire many students. "You just have to see that people are doing something. I think that is what SID does—it helps to see that it is realistic to make a difference."

In the end, George reflected, "People who go through SID will never stop working with development." For her own part, George plans to spend this summer working with an NGO to help Tibetan monks set up a microenterprise program according to Buddhist philosophy. Others may end up working development into their professional lives on a smaller scale, she acknowledged, "but, in some way, they will make it fit."

"When people catch a glimpse of what development is about and what

*"If people know how to read and write, they are empowered."*

*"With any activity, we try to effect social change."*



*"I think that is what SID does—it helps to see that it is realistic to make a difference."*

their position in society could really be," she explained, "it is kind of like the first time you feel the spirit—you just know you can't go back. You see that there is a need, and you have to do something to fill that need."

For more information or to lend support, contact (801) 422-1491, [sid\\_byu@yahoo.com](mailto:sid_byu@yahoo.com), or <http://kennedy.byu.edu/sid>. SID meetings\* are held every Tuesday night at 7:30 P.M. in 238 HRCB (Kennedy Center conference room).

\*Note that meetings are held less frequently in spring and summer terms.

## Inquiry Conference a Success

The David M. Kennedy Center hosted the Fourth Annual International Inquiry Conference 27–28 February and 1 March 2002. The conference provided an opportunity for students who participated in an international field study to present their research—which ranges from anthropology and history to development and literacy—to an audience of peers and professors.

"A field study is a very academic experience," said Dave Shuler, International Field Studies coordinator. "Many of these students will keep a three-hundred-page journal and will do over three or four thousand pages of reading. That is pretty incredible. One of the functions of the Inquiry Conference is to display the potential of student research to other students, faculty, and administrators." Jeremy Keele, who studied fertility and contraceptive use in Zanzibar, observed, "Our field studies would be in vain if we didn't have the opportunity to share with others what we learned."

Students who presented their research were awarded a cash prize

and also received helpful feedback on their research. Keele found the conference "was a great, open forum for exchange and a time to improve my own research through others' questions and discussion."

Kasey Widdison-Jones, whose research involved gender inequality in Guatemalan primary schools, reported, "I met several other students who are interested in girls' education, and we had a great discussion. It is always helpful to have other people evaluate your presentation and ask questions."

This type of discussion is mutually beneficial for presenters and students,

Keele affirmed. "I think it helps potential field-study participants to both decide on and prepare for a research project that will be fruitful both for themselves and for their future careers and studies." Emily Sullivan, who presented her research on the effects of a mass-community migration on the Guatemalan city of Totonicapan, said that one of the most important functions of the Inquiry Conference is to share this information. "I had such a valuable

ing toward getting my PhD, learning how to present my research in an academic setting is an important skill for me to learn." In addition, she mentioned that the Inquiry Conference has been a stepping stone to other opportunities. "Based on my participation in the Inquiry Conference both last year and this year, I presented at several other conferences, including the Harvard Graduate School of Education Conference last year, and, in April, I will present at the Pacific Sociology Conference."

Shuler explained that the idea of an "inquiry" conference is based on "the educational paradigm that students' inquiries should form the basis for any kind of educational philosophy. Quality education is not based on memorization or parroting. Quality learning is centered in the student and is based on trying to discover the answer to a student's inquiry or question. This conference," Shuler said, "allows the students to process what they have learned during the field study and make the information useful to others."

The presentations are archived online at <http://kennedy.byu.edu/inquiry>. For more information, contact Malcolm Botto-Wilson, 280 HRCB, (801) 422-2995, [guate312@hotmail.com](mailto:guate312@hotmail.com).



*"Quality education is not based on memorization or parroting."*



experience, and I wanted others to be able to have the same opportunity."

Students also observed that the conference is good preparation for presenting information in any professional field. Keele noted, "It's always good to get experience presenting material in front of a group—something I hope to do a great deal of in a career of international policy or diplomacy." Widdison-Jones agreed, "As a graduate student look-



## Seneca E. Johnson

"I first became interested in foreign cultures because they fascinated my mother. Every year, she spent months researching the holiday and Christmas traditions of a culture or country. Each Christmas Eve, our family celebrated the holiday using the traditions of that year's country. As I got older, my father began teaching me about different economic systems and how each system impacted every aspect of life. With all this going on, it is not surprising that by the time I was about fourteen—and with not a clue how to do it—I had decided that I wanted to work in embassies," recalled Seneca E. Johnson, foreign service officer (FSO), currently stationed in the Department of State, Economic and Business Bureau, covering energy issues in South Asia, Southeast Asia, and China.

"In hot, if somewhat uninformed, pursuit of my goal, I enrolled as an international relations major my freshman year at BYU. The first semester of my sophomore year, on the first day of PISc 200, Dr. Stan Taylor said we should all take the Foreign Service exam. I remember thinking, with all the confidence of the young and idiotic, 'Ok, so THAT'S how I do it.' I took the test as soon as I was old enough, and I was hired the February after I graduated," Johnson said.

She joined the Foreign Service in March 1991, served her first tour in London as a consular officer (1991-93), and then served in Tunis, Tunisia (1994-95), as an economic reporting officer, after French language training at the Foreign Service Institute. From 1996 to 1998, she served as the Iran desk officer for sanctions, nonproliferation, human rights, and energy. Husband, Eric Gaudiosi, participated with Johnson for a one-year Bosnian language training course (1998-99), followed by a two-year assignment in Sarajevo, Bosnia, and Herzegovina.

*"By the time I was about fourteen, I had decided that I wanted to work in embassies."*

"In Bosnia, I covered political affairs in the federation, one of the two entities comprising Bosnia and Herzegovina," she explained.

"I believe my education, both before and during my time at the Kennedy Center, was crucial. I use what I learned at the Kennedy Center literally every day, and my experiences there provided an excellent foundation for all that I have learned since. In particular, the emphasis on clear, concise writing and logical reasoning has been invaluable. Anything remotely resembling an academic or a highly-embellished 'purple prose' style is savagely ridiculed by most FSOs. I am grateful that the Kennedy Center offered practical education in foreign affairs—not something everyone receives! In retrospect, I doubt I could have had any better preparation for my career," Johnson concluded.

## Jonathan R. Kehr

Jonathan R. Kehr is serving as a United States Marine Corps captain in Okinawa, Japan. Kehr's interest in things international began as a young adult. "While serving as a missionary for The Church of Jesus Christ of Latter-day Saints in Guatemala (1991-93), I became enamored with learning about other cultures, languages, and religions throughout the world," he explained.

Kehr soon found his niche at the Kennedy Center. "International relations at BYU seemed very fitting for me because I enjoyed every class required. The international political science courses, anthropology, geography, world religions, language, economics, and international business courses all impressed me. When I first selected international relations as a major, I did not have a career picked out, but I knew that I wanted to be global," he said. He also took advantage of a travel opportunity with Study Abroad London that whetted his appetite for additional international experiences.

"When I attended BYU, I remember getting some pretty crazy looks from folks when they heard my future plans with the Corps. I cannot think of a profession more rewarding for my family and me than service in the Marines," he remembered. Kehr is the Landing Support Detachment Commander in the Marine Expeditionary Unit Service Support Group 31, 31st Marine Expeditionary Unit. In this assignment, he has served and trained in Hong Kong, Australia, Korea, mainland Japan, and Iwo Jima.

"One of my favorite operations was working and living on the sands of Iwo Jima, while supporting the 56th Commemoration of the Battle of Iwo Jima. During four days, I explored the caves where the defenders spent their last days prior to the Marines conquering the island. I stood on Mt. Suribachi, where the infamous flag raising occurred," Kehr recalled. "I met veterans of that battle and accompanied the now-grown children of Medal of Honor recipients. Although a horrible battle was fought on Iwo Jima, there was a peaceful feeling on the island. I felt grateful for those young Marines and sailors that sacrificed their lives for our freedom—I walked on hallowed ground."

Kehr has led the Motor Transportation Operator Marines and, in his current assignment, he is a logistics officer for the Heavy Equipment Operators and



*"Being a Marine Corps officer daily challenges the mind, spirit, and body."*

Landing Support Specialists Marines. "My responsibilities include commanding service support Marines on beaches during amphibious assaults. We ensure the equipment, personnel, and supplies are delivered from the beach forward," Kehr explained. "These Marines also externally load supplies and equipment onto hovering

helicopters, receive and send personnel from airfields, and are responsible for loading and offloading Navy ships that we use for deployment. In addition to their specialty, every Marine must train to fight as riflemen."

In October, Kehr's unit deployed aboard the USS Ft. McHenry for a humanitarian assistance mission in East Timor. "I recently taught a geography/international relations lesson to my Marines about current world events—the men were curious about a few things. The curriculum that I taught was mainly from memory from BYU international relations courses and information from current events that I continue to track to this day. I taught out of the atlas I used during my geography courses that I took while at BYU," he said. Kehr has since been transferred to a larger ship, the aircraft carrier USS Essex, which also has amphibious assault capability.

"The U.S. Marine Corps has provided me with leadership and management opportunities that would be impossible to find elsewhere. I am entrusted not only with hundreds of thousands of dollars worth of military equipment, but with the lives of our country's sons and daughters," Kehr expressed. "Being a Marine Corps officer daily challenges the mind, spirit, and body."

The Marine Corps has also allowed Kehr and his wife, Summer (Kelly), to travel in twenty countries. "The Corps has been outstanding for my family. We enjoy the adventure. I love having a job that requires intellect and fortitude, and, besides, who wouldn't want to get paid to shoot guns, spend time outdoors, travel the world, and ride in helicopters?" Kehr asked.

Kehr received a double major BA in international relations and geography from BYU in December 1997. He and Summer are the proud parents of two girls, Penelope and Anna Persephone, who are waiting in Okinawa for his return.

*"Often life does not provide a neat set of blueprints with a complete plan ready for implementation."*

## D. Gregory Olson

My fascination with international relations began as a small child when my father would play the "map game" with us. He would take the large atlas off the shelf and we would lie on the floor with our heads hovering over the map of some distant land. We would plan an extended expedition to the Alps, or Africa, and talk about all of the things we would see and do when we got there, and what kind of currency or clothing we would

need. The seeds he planted grew deep roots, and all seven of his children became student voyagers or international backpackers of sorts.

I dabbled in French and Spanish during high school, but my linguistic talents were latent at best. By the time I reached BYU in 1983, my older sister Lori had already graduated with an IR degree and spent considerable time studying abroad. My very naive approach to college manifested itself when a good friend asked me what classes I had signed up for my first semester. After going through a list of classes such as geography of the world, Chinese 101, and several upper division classes, he laughed at me and told me I could not take them. Growing incensed, I demanded to know why. "You have to take classes within your major to graduate," was all he said.

The BYU catalog listed all the majors and my classes fit very nicely under the heading "International Relations (IR)." That was it. I showed him my new-found major and he laughed at me again. It was then that I learned that "prerequisite" courses were required before matriculating in upper-division courses. It took three tries to pass PISc 200. That TA

was so pedantic about things that only he, Stan Taylor, and Kate Turabian thought were important! I found a recovery group for people who had been traumatized by comma-splice errors and failing to double space after a colon. We met in the "old" Lee library and drifted through the stacks in a semi-silent stupor, muttering things like "Who cares how many flush toilets there were in Pakistan in 1973. Burkina Faso? I can't find Burkina Faso—it's not in this stupid book!" I am so glad

I took (and finally passed) PISc 200. What I discovered was that life was not about arguing with TAs over minutiae; life was about expecting excellence from myself and correcting errors along the way. What a great lesson.

After a two-year mission to Brazil, the latent language gene kicked in and my paradigms changed. Living with and serving the wonderful Brazilian people taught me something so incredibly basic that had eluded me in college. I was trying to study language out of context. Language was more than connecting nouns and verbs and dissecting sentences during an audio lab. I had to be immersed in the culture of a people and see how they lived life and made decisions before I could ever hope to speak another language. Language embodies a people's hopes, dreams, desires, aspirations, and destiny. This, I discovered, was the essence of an IR education.

The most valuable tools that IR studies provided me were the ability to form opinions based on personal research and a desire to look outside the box for new parameters and dimensions to life's problems and questions. As graduation approached, the reality of paying bills and taking care of my young family loomed large on the horizon. I started looking for a career that encompassed the wonderful things I learned as a student that paid more than eight dollars an hour to start. I remember sitting in a room at the Wilkinson Center with two or three hundred fellow students as we listened to the





FBI, CIA, and foreign service representatives tell us about careers that paid just above the poverty level and required a master's degree.

Although my wife and I felt destined to work in the foreign service, it was not to be. We had decided to educate our children by letting them experience new cultures, but we would not be doing it via the U.S. Government.

When I was feeling quite desperate, it was then that I understood a new life lesson: often life does not

provide a neat set of blue-prints with a complete plan ready for implementation.

I call this the Nephi Principle. Nephi understood that getting his family to the promised land was not just about transportation and travel arrangements. Nephi had to bang the iron out of the rock, make tools, and then God would show him how to work the timbers from time to time. That has to be a little bit like PISc 200! I love applying lessons from the Book of Mormon to understand current events and twists and turns that life provides. IR provided me with incredible tools, but my wife and I were to use those tools in new ways.

The Nephi Principle aside, one must still feed his family! As we prepared to relocate to Phoenix and attend Thunderbird Institute (an international management school), we were led a very different direction. The road less-traveled makes all the difference. A medical software company hired me to train doctors in the use of computerized diagnostic equipment. Within six months, I was deeply entrenched in a large, integrative medical practice in Las Vegas, Nevada, helping to develop new tests for chronically ill patients. Two years later, we developed new equipment and software that has enhanced doctors' ability to diagnose such things as chronic mercury toxicity, pesticide poisoning, and chemical exposure. The more I learned, the more I wanted to care for patients myself. The only thing in my way was the lack of a medical degree and a few laws that needed to be fixed.

PISc 200 taught me how to research laws, and I began putting those IR tools to work. With a small group, I wrote new legislation in Nevada that provided for two new categories of medical practitioners. Based on laws in California for med-



ical assistants and physicians' assistants, this new Nevada law was the first in the nation to regulate homeopathic assistants and advanced practitioners of homeopathy. The State of Arizona passed a very similar bill a year after our bill became law in Nevada. Working on that piece of legislation was exhilarating.

Since finishing a degree in IR at BYU, my studies have taken me to the British Institute of Homoeopathy in London, where I earned a diploma in homeopathic medicine. Commuting from Las Vegas to Los Angeles on weekends, I eventually finished a master's and a PhD in homeopathy from Curentur University. For the last twelve years, I have been privileged to practice at the Nevada Clinic under the tutelage of F. Fuller Royal, MD.

Now it seems that the road less-traveled is taking me to the West Indies, where I will complete my MD degree in allopathic medicine. This time, however, my wife and I are doing this with six children! We try to put our family first, and, in spite of the educational demands placed on us, we seem to be succeeding. It is my hope to develop new distance-based learning programs for medical students via the Internet.

The foreign service never quite materialized for us, but the desire for international experiences is still as strong as ever. We homeschool our children and travel is an important component of our curriculum. In March 2001, two of my sons and I traveled throughout Guatemala for several days. They kept careful jour-

nals (well, as careful as you can when you're eight and ten years old) about their experiences. One of the things they noticed immediately was the conspicuous absence of flush toilets. My wife and daughter were scheduled to volunteer in a Peruvian orphanage when the earthquake delayed their plans. Suffice it to say, the IR spirit is alive and well in our home. It brings me great joy that one of our favorite family games is still the "map game."

It is my belief that IR students and professionals have much in common with Nephi. We study cultures, languages, political systems, and economics, and then we try to apply it, teach it, and improve upon it. At times, life is viewed as a goal that must be achieved or a degree that must be obtained, but the Nephi Principle reminds us that it is the process that provides the wisdom. Joy happens while we journey—not just when we arrive. Upon the wall over my desk are several framed diplomas reminding me of roads less-traveled. The truth is that I will always be an IR student trying to understand such imponderables as why people get sick, why countries get sick, how people in Kosovo, Iraq, North Korea, or Washington, D.C., think, and less importantly, why people with thirty items in their cart get into the express-checkout line at the grocery store.

*It brings me great joy that one of our favorite family games is still the 'map game.'*

## Global Report

### Advancing Communication— A Humanitarian Objective

by Mandi Kimball

In November 2002, a BYU audiology team of four professors and four graduate students traveled to Hanoi, Vietnam. The eighteen-day medical mission was headed by Dr. David McPherson, chair of the Audiology and Speech Language Pathology Department. The BYU team was part of a larger medical mission called Project Vietnam—a humanitarian aid organization that brings medical assistance to rural areas of Vietnam. The larger sixty-nine member team consisted of volunteer pediatricians, plastic surgeons, ophthalmologists, nurses, and physical therapists from all over the United States. The purpose of the trip was to provide medical aid to those who could not otherwise afford the treatment. Funding for the BYU participants was provided through many sources, including the David O. McKay Department of Education and Division Four of the American Academy of Pediatrics.

#### Avoiding Trauma Through Early Testing

McPherson and Richard Harris, audiologists at BYU, trained Vietnamese physicians, nurses, and other medical staff about the repercussions of hearing loss and taught the medical personnel how to fit people with hearing aids. McPherson and Harris also brought materials to help the Vietnamese establish a self-

sustaining program so more people could receive the help they need to hear properly. One of their patients, a twenty-one-year-old Vietnamese girl, was fitted with hearing aids and could hear for the first time. She

are also at risk for academic, social, and emotional problems. In the United States, these children are usually at least one to two grades behind. Socially, they are left out because they cannot understand the



hadn't had money or access to equipment to properly test and fit hearing aids, and she hadn't been able to communicate verbally with her family. The hearing aids will change her life. She had been dismissed from school due to her hearing loss and will now be able to obtain an education. Her father feels that now she will be more socially accepted in their small, traditional village.

Children born with a hearing loss and not fit with hearing devices at a young age not only experience difficulties communicating verbally but

communication going on around them. For children in Vietnam, these repercussions may be worse because they may never have the opportunity to receive hearing aids.

In most of the United States, babies are screened for hearing loss before they leave the hospital. If they fail the screening, they are re-screened a few days later. More advanced testing is used if they fail the screening the second time. If a baby continues to fail the hearing tests, he will be fitted with hearing aids when he is three months old.



The BYU team of audiologists and students conducted hearing tests in Vietnam.

If children are properly fitted at a young age, the risk of later academic, social, and emotional problems is dramatically reduced. Hearing screening is often a low priority in developing countries, such as Vietnam, because of the limited funding for the equipment and medical training.

While McPherson and Harris were training medical personnel, the other six members of the audiology team worked in hospitals, small clinics, and birthing houses. In hospital rooms just feet from the noise of the honking horns of mopeds, busses, and cars, two women and their newborn babies would share a bed. Nancy Blair, director of clinical audiology at BYU, supervised the four graduate students as they used otoacoustic emission equipment to screen the babies' hearing. The babies were quickly screened at a very soft sound level using the techniques of otoacoustic emissions and the automatic brain-stem response. The screening instruments were very sensitive to background noise, so when traffic was heavy outside the open windows or when visiting hours started, it was almost impossible to test the babies accurately.

Otoacoustic emissions testing is done by a small device resembling an ear plug that is placed into the ear. A portable screening machine is connected to the plug and a soft buzzing or clicking noise is presented to the ear. The echo the ear produces in response to the sound is measured. If the machine did not detect an echo, the baby fails the screening. Upon failing, the baby is tested again with otoacoustic emissions by a different machine that would measure specific



frequencies and report on which frequencies the baby failed the test. The baby would also be screened using a technique called automatic brain-stem response. When a person hears a sound, the brain responds, producing very predictable brain waves. These waves can be measured to approximate a person's hearing level.

One of the major obstacles the audiology team faced was not being able to communicate with the mothers. We tried, in very rudimentary ways, to tell the mothers or other family members that their baby had passed the screening. When the babies did not pass, we were not able to tell them why their child did not pass the screening. We were dependent upon the translators to convey messages to the families.

## Repairing Congenital Defects

While there, Lee Robinson, director of BYU's clinical speech and language services, gave two lectures to Vietnamese speech and language therapists on the effects of cleft lips and cleft palates on the development of speech and language and the proper treatment for the condition. In the U.S., the deficits in speech and language caused by these anomalies are not as prevalent, due to surgical repair at a very early age.

In Vietnam, it is not safe to operate on infants because of vitamin



deficiency, so cleft lips and cleft palates are often repaired late or not at all. Project Vietnam's plastic surgery

team worked at a rural hospital in Hoa Binh and was able to perform forty-four reconstructive face and jaw surgeries, including cleft lip and cleft palate repair.

## Student Rewards

Working and learning in Vietnam provided not only an academic experience but a valuable life experience as well. There were tremendous opportunities for service in this country, where poverty abounds. April Benson, a second-year speech language pathology graduate student and member of the audiology team, said, "Being part of the whole team and doing something important for the people of Vietnam was the best part of the experience." BYU students saw firsthand that working in audiology and speech language pathology can truly help people with a variety of impairments. "We are in one of the most rewarding professions because we get to help people who have problems with communication, and communication is such an important part of life," Benson observed.

The trip also allowed the graduate students to apply the information from their undergraduate training. Lee Robinson stated, "I believe that the trip was a valuable learning experience for our students because they had the chance to apply their skills

*"Being part of the whole team and doing something important for the people of Vietnam was the best part of the experience."*

BYU students worked with local hospitals using sensitive otoacoustic equipment to test newborn hearing.



***There was a stark difference between the lives of these individuals currently living outside of Vietnam and the lives of poverty they would have faced had they not fled.***

and knowledge in helping people in extreme need in a very unique environment. The point in pursuing an audiology or speech language pathology degree is to provide real and significant help to people."

### Reasons to Give

Not only did the medical mission provide practical experience in the field, but it was also a lesson in history. Many of the interpreters and physicians grew up in Vietnam but now live in California. During the Vietnam War, many of them fled with their families from Saigon and Southern Vietnam to the U.S., New Zealand, and Australia. They shared their experiences of escaping just days or weeks before the U.S. military left Vietnam. One of the interpreters was nine when she and twelve other family members escaped Saigon the day the United States left. Two sisters also recounted their escape with their family; one sister was twelve and has very little memory of her life in Vietnam. Her older sister was in her late teens and is now torn between two countries—her original and adopted homelands. There was a stark difference between the lives of these individuals currently living outside of Vietnam and the lives of poverty they would have faced had they not fled.

I am incredibly grateful for the freedoms that we enjoy here and for the price that was paid for those freedoms. Other students and faculty members also expressed their gratitude for the opportunities and benefits they experience in the United States. We felt the desire to share

those benefits through our service. The memories and impressions of the fifteen days the faculty and students spent in Vietnam will have a lasting effect, both personally and professionally, as each member of the audiology team strives to provide services to enrich other people's lives.

McPherson returned to Vietnam in March to present the research on the incidence of hearing loss in newborns in Hanoi and the surrounding areas to government officials. He hoped to convince government officials that the benefits of instituting a universal infant screening program for newborns would be worth the cost. During his trip, he also hoped to help establish a one-year project in which all babies born in Hanoi will have their hearing screened. The data will be used to establish whether infant screening will be established on a routine basis. Otoacoustic emissions and tympanometry will be used for the screening during the year-long project. However, due to cost considerations, it is necessary to begin at basic levels, which may include high-risk registers (a checklist of risk factors associated with hearing loss) and behavioral audiometry (watching to see if

an infant reacts by widening his eyes or turning his head in response to sounds). These screening procedures are far less accurate than screening by otoacoustic emissions or tympanometry, but are also less costly.

McPherson stated that his long-term goal is to "assist the government of Vietnam in establishing a 'hearing screening' program in the public schools as a means of reducing the number of children whose educational future is limited by the problems associated with undetected and untreated hearing loss." 🌐



## Movie Premiere

Helen Foster Snow: *Witness to Revolution* first premiered in fall 2000 at BYU. In August 2001, Dodge Billingsley, director, and Eric Hyer, associate professor of political science and producer, were invited to China to attend the premiere of the Chinese version, which was held in three locales: Beijing, Shanghai, and Xi'an.

The film's Chinese release was made possible by United Technologies (UTC) that actively promotes historical and cultural programs. In 1996, they were responsible for publishing a book of photography documenting old homes prior to their destruction. In 1998, they published Yong Wing's diaries, the first Chinese student in the west.

UTC shipped parts of the Helen Foster Snow Exhibit from BYU to China, and produced a Video Compact Disk (VCD) of the movie that was then presented to each invited guest. George David, UTC president and CEO, spoke at the Beijing premiere. "High-level Chinese were present at each event," Hyer said. "In Beijing, Ling Qing, China's former permanent ambassador to the UN, who had known Snow, spoke of his friendship with Helen and the contribution the movie makes to China-U.S. understanding."

Billingsley and Hyer were interviewed by the press from *Chinese Youth Daily*, *Beijing Evening News*, and the *Wen Hui Daily* (Shanghai). "They were curious as to Why Helen? Why this movie? How well known was she in America?" Hyer said. "BYU and the Kennedy Center got great press coverage from newspapers, television, and the Internet."



Left: Photos from BYU's Snow Collection  
Above: Billingsley and Hyer at the Pamir Gap

The movie was given to CCTV for national broadcast. The biggest endorsement came from *Hundred Year Tide*, a Chinese Communist Party (CCP) journal (2001, 8) published by the Central Party History Department. They printed the entire script in Chinese, with photos from BYU's Snow collection."

Covering the movie was complicated politically. "Some of the more open-minded, forward-thinking members of the Communist Party wanted to publish the script as a way to broaden discussion of this period of CCP history," Hyer explained. Zhang Baijia, whose father was a former ambassador to the U.S., approached Hyer, whom he has known since 1993, about publishing the script as a historical document.

In Xi'an, where Helen is revered for her role in their history, the premiere was organized and presented by the local government leaders. Response to the documentary in the U.S. has also been positive, receiving two awards: the Golden Eagle from CINE and the TELI.

**Muslims a World Apart**

Following the premiere festivities, Hyer and Billingsley, both of whom have adventurous spirits, made their way to China's westernmost borders—a region inhabited by Chinese Muslims. In towns along the



ancient route of the Silk Road, people of Turkish and central Asian ancestry live a very different life than that found in the eastern regions of China.

The area is not dissimilar to Utah in terrain and climate, but the twenty-thousand foot mountain peaks of Pamir Gap tower much higher, and camels are part of their desert landscape. "I had been to the area before, but it was Dodge's first visit," said Hyer. Shortly before they arrived in Kashgar (Kashi), the Chinese military staged a show of force, replete with tanks. While in Xinjiang Province, they visited local markets and shops, and managed to cross the border into Pakistan for a brief visit.

Once back in the U.S., the events of 11 September altered the world political and cultural structure, causing China to close its borders in the region, making Hyer and Billingsley's trek through western China all the more poignant. ☸

"BYU and the Kennedy Center got great press coverage from newspapers, television, and the Internet."

## Professor to Study in Canada


Earl H. Fry, professor of political science, has been awarded the Thomas O. Enders Fellowship for 2002–2003. The grant will permit Fry to be a scholar-in-residence at McGill University

and the Université de Montréal during fall semester 2002.

Fry received his doctorate from the University of California—Los Angeles in 1976 and joined BYU's faculty in 1980. He has been a visiting instructor with the Elliott School of

International Affairs at George Washington University.

According to their web site, "The Thomas O. Enders Endowment was established as a separate, permanently restricted endowment of The Association for Canadian Studies in the United States (ACSUS) to encourage advanced scholarship on Canada and Canadian–U.S. relations with the goal of increasing mutual understanding between the United States and Canada on diverse bilateral issues. Tom Enders was a U.S. statesman whose life, work, and service in particular as U.S. Ambassador to Canada and Assistant Secretary of State for Inter-American Affairs strengthened the political and economic links as well as the friendship between the United States and Canada. He had broad interests in a number of fields including energy and natural resources, economic policy, and provincial economic development."

The endowment will annually fund an award of up to thirty thousand dollars for up to nine months of research on a topic related to Canadian studies or Canada–U.S. relations. For more information on this fellowship, see <http://www.acsus.org/grants/index.htm>. 

**Earl H. Fry, BYU professor of political science, to be a scholar-in-residence in Canada.**

**"There is an important story here about our national and international recognition among professional and academic peers."**



## Holsinger Elected to International Society

Donald Holsinger, professor of educational leadership and foundations and former director of the Kennedy Center, has been elected vice president of the Comparative and International Education Society (CIES) at the recent CIES meeting in Orlando, Florida. Holsinger will then become the CIES president when he presides at the 2004 meeting in Salt Lake City. "The president gets to choose the location of the annual meeting," said Holsinger. "Professors and scholars from all over the world will convene in Utah for the first time to

attend this conference."

Holsinger, who stressed the method of this election, said, "This is an election, not an appointment, so it represents the democratic expression of a very large professional association. The presidency and vice presidency positions are utilized as a tool to keep elected members on the executive committee for four years."

Holsinger previously served on the CIES board, one of the requirements to run for CIES president. He is currently serving on the society's Board of Editors for their journal, *Comparative Education Review*. "I am honored that someone from BYU could be elected," he said. "There is an important story here about our national and international recognition among professional and academic peers."

He gained his extensive experience in developing education programs as a senior education specialist with the World Bank. Holsinger's work and research have taken him to many global locations, including Jamaica, Brazil, Ukraine, Indonesia, and, most recently Vietnam.

Before joining the World Bank in 1984, Holsinger was a professor and

director of the Center for Education Research and Policy Studies at the State University of New York at Albany. He received a bachelor's degree and two master's degrees from the University of Wisconsin and a doctorate from Stanford University, where he first joined CIES as a student.

Macleans Geo-Jaja, fellow BYU colleague, was also elected to a chair on the board promoting the interests of minority and under-represented groups.

The CIES web site states that it was "founded in 1956 to foster cross-cultural understanding, scholarship, academic achievement, and societal development through the international study of educational ideas, systems, and practices. The society's members include some three thousand academics, practitioners, and students from around the world.

Approximately thirteen hundred institutional members, primarily academic libraries and international organizations, also comprise the society's membership.

"Their professional work is built on cross-disciplinary interests and expertise as historians, sociologists, economists, psychologists, anthropologists, and educators.

The society works in collaboration with other international and collaborative organizations to advance the field and its objectives."

See more on CIES at <http://www.cies.ws>. 





Second Place  
"Tanzania Kitchen"  
Christy Dean  
Samanga, Tanzania



Third Place  
"Who's There Honey?"  
Jeremy Palmer  
Damascus, Syria



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REQUESTED



*“Chinese officials  
have established a  
goal to double milk  
production in  
China, and their  
programs are aimed  
at assisting dairy  
producers to accom-  
plish this goal.”*