



BRIDGES

FALL 2000 ANNUAL REPORT

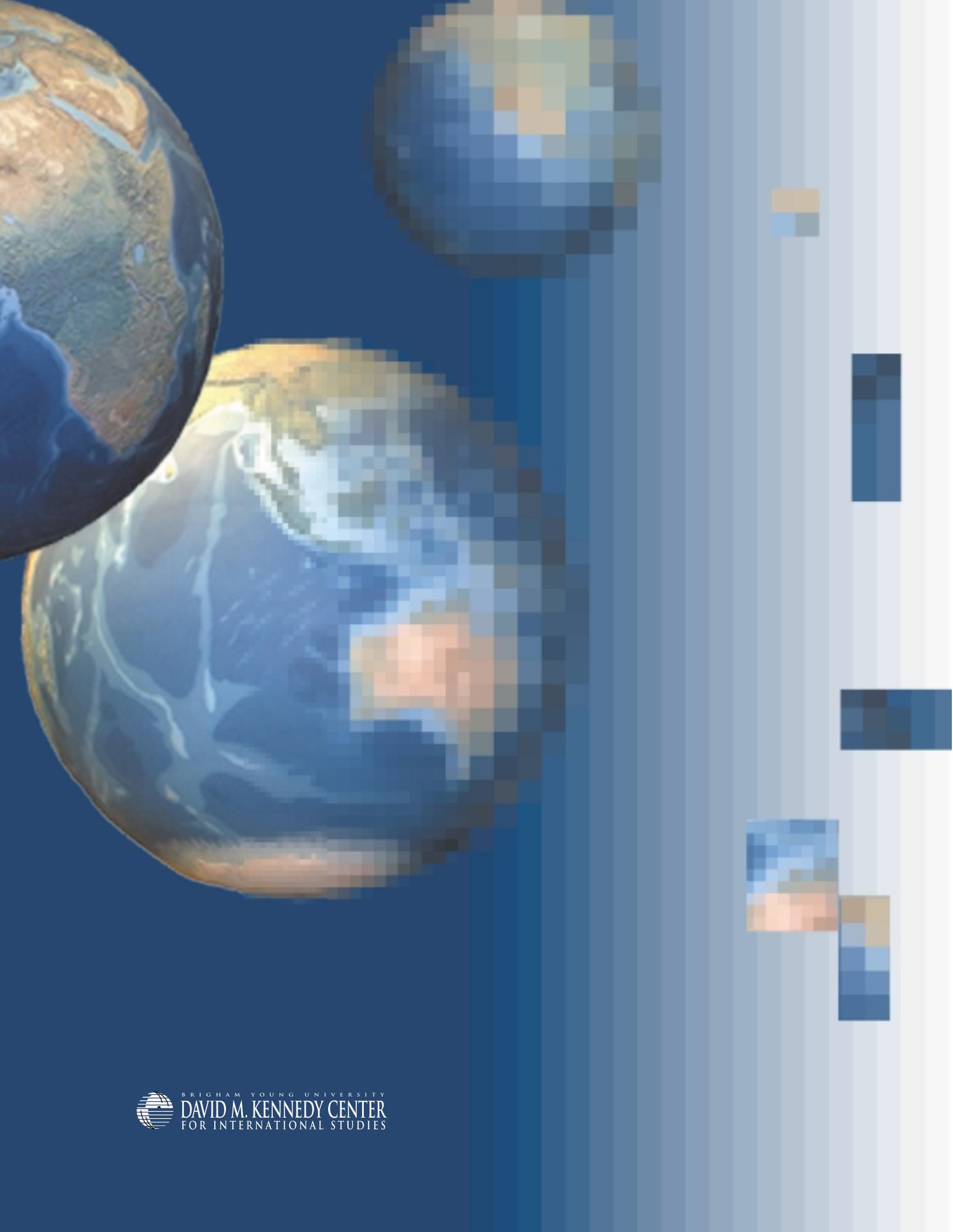
BRIGHAM YOUNG UNIVERSITY • DAVID M. KENNEDY CENTER FOR INTERNATIONAL STUDIES



Helen Foster Snow:
Enigmatic Heroine

Teachers in China:
Much More Than
English

Tracing History in
Arabian Bountiful





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Revered in China for meticulously recording the political climate of the 1930's, at her death in 1997, eighty-nine year-old Helen Foster Snow was memorialized at the Great Hall of the People.

—by J. Lee Simons

14 Teachers in China: Much More Than English

Teaching is more than “going by the book”—using overheads and textbook demonstrations—and, in this case, more than teaching English. It is sharing hope and imparting skills which open the door of opportunity to many who may not have otherwise entered it.

—by Andrea K. Harker

18 Tracing History in Arabian Bountiful

Twenty-six hundred years ago, a brisk trade in frankincense put caravans on the desert and ships on the sea.... In 1998, another, much smaller group traveled east to cross the desert. “I wanted to write a book, but I could not write from the Biblical perspective. I began to read and learn about ancient Arabia,” explained S. Kent Brown.

—by J. Lee Simons

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Director's Message

Donald B. Holsinger, director



Greetings to our many alumni, friends, students, and enthusiastic faculty supporters. Welcome to the first print issue of *Bridges* magazine. The Kennedy Center is on the move—receiving support for change and progress. Let me mention five priorities we are working on for the 2000–01 academic year.

- 1. Change in name.** We have proposed that the center be renamed the David M. Kennedy School of International Studies. As an independent “college” already, the name change would more accurately reflect our status. We’ll keep you posted.
- 2. Create a journal of international studies.** We’ve all enjoyed BYU Studies for many years; now is the time for a journal of international studies! A name will be selected, pending final approval, but we are optimistic and believe the time is right for an LDS view on pressing international issues.
- 3. Establish an International Advisory Committee (IAC).** Different from our Campus Advisory Council, which draws on BYU deans for membership, the IAC would be composed of distinguished internationalists and be charged with review of our international curricula development and with fund raising. We contemplate a \$25 million capital campaign and think we have the right people in mind to assist us.
- 4. Improve employment prospects for our graduates.** Our majors enjoy growing popularity among BYU students, and we believe we owe them the very best career advisement, planning, and placement effort we are capable of. Our plan would tackle those problems and assure our 800 or so students the best employment and career planning assistance available anywhere on campus.
- 5. Develop a program of area studies certificates.** This program would be available to all BYU and non-BYU (e.g., spring/summer non-matriculated students from other universities) to earn an area studies certificate upon completion of a carefully selected subset of courses from our regular programs. These would include both language and area courses. Proficiency levels in each would be monitored, described, and, if possible, measured with the results appearing on the certificate.

Check back for reports on these and other ongoing activities of the center. There has never been a better time for international studies, and we are pleased to be a part of the progress at the Kennedy Center.

Financial Report and Student Demographics

1999–2000

Endowments

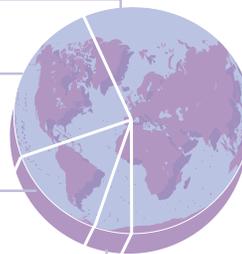
	CURRENT FUNDING LEVEL	ADDITIONAL FUNDING REQUIRED	PROPOSED LEVEL
David M. Kennedy Center Endowment	\$3,979,600	\$21,020,40	\$25,000,000
International Study Programs Endowments			
Mae Covey Gardner			
European programs scholarships	677,600	n/a	n/a
Lucille Covey Richards			
Performing groups and general scholarships	144,600	n/a	n/a
Howard B. and Mary D. Nelson			
France, Italy, and Spain scholarships	72,400	n/a	n/a
Study Abroad Endowment			
Asia, Latin America, Africa, Middle East scholarships	338,300	4,661,700	5,000,000
Subtotal	1,232,900	4,661,700	5,000,000
Other Endowments			
Chen Fu Koo—Asian Studies	127,300	n/a	n/a
Palmer—Korean Studies	62,900	437,100	500,000
Asael E. Palmer—Canadian Studies	36,100	n/a	n/a
Asian Studies	18,900	981,100	1,000,000
Subtotal	245,200	1,418,200	1,500,000
TOTAL	\$5,457,700	\$27,100,300	\$31,500,000

Current Operations

	1997/1998	1998/1999	1999/2000
Endowment Earnings	\$226,565	\$272,403	\$327,462
Interest and Other Revenue	79,600	86,400	105,600
Gifts/Grants—Working Capital	452,006	487,418	565,700
TOTAL	\$758,171	\$846,221	\$998,762

Summary of Cash Inflow

University Budget	57%
Gifts and Grants	24%
Endowment	14%
Interest & Other Revenue	5%



Student Demographics

Male . . . . .	.529
Female . . . . .	.325
Married . . . . .	.204
Single . . . . .	.650
Graduate . . . . .	.37
Undergraduate . . . . .	.817
Total Students . . . . .	.854
Non-USA . . . . .	.11%
USA . . . . .	.89%
Average Age . . . . .	.22.65
Minimum . . . . .	.17
Maximum . . . . .	.56
Average Cumulative GPA . . . . .	.3.33

"Nym Wales"



Helen Foster Snow

Enigmatic Heroine

by J. Lee Simons, *Bridges* editor

Revered in China for meticulously recording the political climate of the 1930s, at her death in 1997, eighty-nine year-old Helen Foster Snow was memorialized at the Great Hall of the People. The Communist Eighth Route Army Museum in Xi'an boasts the Helen Foster Snow wing. There is a Helen Foster Snow Society in Beijing, and across China there are hospitals and schools bearing her name. An eyewitness to pivotal political changes within China, her journalistic record is a primary source on the Communist revolution of the 1930s.

Although well-known by the Chinese, many people in the West may be entirely unaware of this historical legacy. How she came to be there and how her life was affected is the topic of *Helen Foster Snow: Witness to Revolution* (working title), a film scheduled to be premiered 26–27 October at the Helen Foster Snow Symposium on Brigham Young University’s campus.

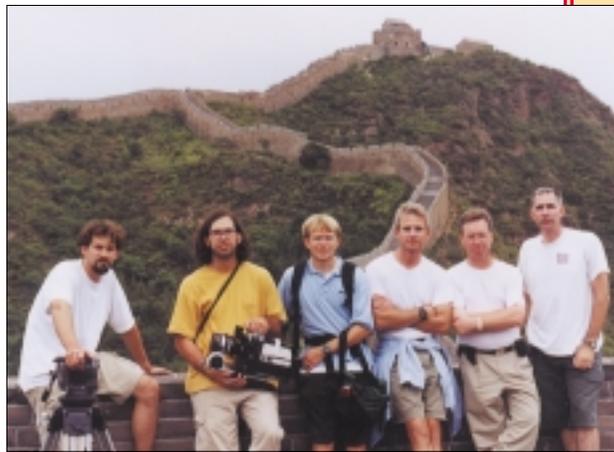
“I didn’t know who Helen Foster Snow was, I knew the name Edgar Snow, and I could assume, but I didn’t know her. I had to be educated,” revealed Dodge Billingsley, producer and director of the film. He began to read, and although he did not have a China-area specialty, associate producer Eric Hyer did. Hyer, associate professor of political science at BYU, and Billingsley both attended Columbia University in New York in the 1980s; though they attended the same ward, they did not know each other well. Time and circumstances reunited them.

They teamed up with cameraman and cinematographer Rod Lamborn, a BYU film graduate Billingsley had previously worked with on projects in Chechnya and the Middle East. In April 1999, the three men took their first reconnaissance trip to China. Hyer proved to be an invaluable guide—having an extensive background in China.

Scouting out sites was essential to saving dollars. Billingsley explained, “When you’re shooting video, you don’t really have to do that—tape is cheap. You can figure it out when you get there. A film shoot is very expensive compared to a video shoot. It requires a full crew, and the film itself is astronomically expensive compared to video tape.”

On that first trip, they met with a few Chinese who had known Snow and with government officials who would be critical in

receiving necessary permissions. They also traveled to specific locations that had been key during Snow’s eight years in China. “It’s interesting, we were stopped on a street by a policeman when we began filming, asking ‘Hey, what are you doing.’ Hyer just said, ‘We’re doing something on Helen Foster Snow.’ ‘Oh, Helen Snow, of course, go ahead.’ I was surprised that a random policeman knew of her. They were fine with us; we didn’t show them any papers. They knew immediately who Helen Foster Snow was,” Billingsley offered.



Film crew at the Great Wall of China, left to right: Doug Chamberlain, first assistant cameraman; Rodney Lamborn, cinematographer; Joe Pia, unit production manager; Dodge Billingsley, producer/director; Eric Hyer, associate producer; and Travis Allen, sound.

“Working in China is always difficult, but this is a sensitive topic to them,” Hyer explained. He stayed in China working on negotiations, while the other two returned home. Based on their expedition, they teamed up with scriptwriter Sue Bergin and began to draft a script in preparation for a return trip and film shoot in August.

Acquiring the Archives

Snow’s family donated her vast collection of papers and photographs to BYU in 1997. Once the import of her archive was evaluated, there was significant interest to tell her story. Special interest groups and members of the government in China applauded the

Dodge Billingsley

Dodge Billingsley’s specialty is defense analysis in the Caucasus—from the Black Sea to the Caspian Sea. Covering regional security topics with VERTIC, a think tank in London, by the summer of 1995 Billingsley made a dozen trips into the Caucasus to different war zones to analyze guerrilla warfare and strategies. Eventually his work expanded to Central Asia and the Middle East—much of it being Moslem related.



In 1995, he returned to New York to “try something different”—making documentaries for Video Ordnance. He associate-produced *Desert Storm: Desert Victory*, a three-part Gulf War series aired by the History Channel, and he produced *Firepower 2000*, a three-part series on military technology going into the twenty-first century.

Billingsley was offered the chance to produce a film about Chechnya. His expertise in the Caucasus was a natural fit, so he left New York and his job to spend two years filming the documentary *Immortal Fortress*. He brought his film to Utah, where post-production was done at KBYU. While he was wrapping that film, Sterling Van Wageningen, of KBYU-TV at that time, asked him if he would be interested in doing a film about China—more specifically, about Helen Foster Snow. Billingsley soon became familiar with Snow’s life—especially the pivotal nine-year period spent in China. He teamed up with Eric Hyer, political science professor at BYU to produce *Helen Foster Snow: Witness to Revolution* (working title).

Billingsley attended Columbia University, where he received his undergraduate degree in peace studies [war studies]. He received a master’s degree in war studies from King’s College Department of War Studies at the University of London.

In early October, he will be speaking and showing *Immortal Fortress*, his film on Chechnya, at a conference in London.

Check for updates on *Helen Foster Snow: Witness to Revolution* at <http://www.combatfilms.com>.

effort to bring this historical period to film.

Cheryl Brown, then an associate academic vice president at BYU, and Hyer traveled to China to represent the university at Snow's memorial. During the long flight they discussed the collection and what could be done with it. Hyer formulated three core ideas revolving around Snow's life: (1) her story was interesting—one that would be good for the university to tell; (2) a film could be produced; and (3) a translation of essays written in Chinese about Snow could be published. On their return, Brown passed a copy of *My China Years*, Snow's autobiography of those turbulent years, to Sterling Van Wagenen, then a director of film projects at KBYU. He ultimately approached Billingsley, who was finishing another project at KBYU.

"The coup for BYU, in my opinion, was that they owned the photographic part of the archives, because Helen's written works are also at the Hoover Institution on Stanford University's campus," said Billingsley.

Harvard Heath, curator of Twentieth Century Western and Mormon Americana at BYU, has been responsible for cataloguing the Snow Collection. The photo collection alone has been appraised at over \$350,000. Rare, one-of-a-kind photos like the ones of Mao Zedong (Tse-tung), Communist leader of the People's Republic of China (PRC) 1949–76, put her photos in a class all their own. Billingsley remarked that "she was among the first journalists to use hand-held cameras, and in a way she was a pioneer of photojournalism." The archive is slated to be on display during the symposium in October.

Filming in China

The most difficult obstacle in the project was the passage of time. By the time Snow passed away at a ripe old age, many of her friends, who were high-ranking officials in

the Communist Party, were also gone. "We interviewed, or met, ten or fifteen people in April 1999, and three or four had passed away by August. Had we wanted to interview them, it became irrelevant," said Billingsley. "This should have been done twenty years ago."

The Ministry of Culture charges film crews a per person, per day fee, which can mount up fast. The BYU crew managed to negotiate the fee down, but it still amounted to thousands of dollars for the privilege of shooting in China. "Dealing with the Chinese is really interesting. When you're a tourist



Clockwise from top left:
A young Mao Zedong (Tse-tung)—future communist leader of the People's Republic of China 1949–76; Rebel Red Army leaders Po Ku, Chou En-lai, Chu Teh, and Mao Zedong; (Left to right) Labeled by Helen as the "Three Musketeers": Sung Ming-jiu, Ying Teh-t'ien, Mao Feng-shan; Mass meeting at Yun-yang; Helen was traveling from Xi'an to Yan'an. "Person to person in the villages the Red Army soldiers are telling all about the Red Army. The villager will then tell all his neighbors. That is how the revolution came in China, word of mouth" (Helen's comments from *My China Years*).

Eric A. Hyer

Eric A. Hyer's interest in Chinese foreign relations is the result of early influence by his father, emeritus professor of history



with a China focus at BYU, and by early experiences while still a young man. Fresh out of high school, Hyer spent the summer of 1971 studying intensive Chinese at BYU, then continued studying at Taiwan Normal University's Mandarin Center. Following a two-month break backpacking around the world, East to West, he returned to Taiwan and served a two-year mission for The Church of Jesus Christ of Latter-day Saints.

In 1979, diplomatic relations were established between the U.S. and China, and in 1980 Hyer became one of the first American students to study in mainland China. He studied at the Beijing Language Institute, where his fellow students were Czechs, East Germans, Palestinians, Cambodians, and North Koreans.

His interest in Asia took him to the continent regularly—literally traveling the width and breadth of China, often backpacking. In 1996, along with family members, he backpacked in Tibet and over the Karakoram Mountains to Pakistan.

Hyer said he likes to “stay on the fringes,” meaning the borders. He believes “borders are where things happen, where cultures and countries confront and often conflict with one another.” Hyer said the fascinating part is the “multi-cultural cooperation” that develops along political and cultural boundaries.

Hyer is an associate professor of political science at BYU, where he received his BA degree. He received his MA, PhD, and certificate in Asian Studies from Columbia University.

He and his family lived in China while he taught at Foreign Affairs College in Beijing as a Fulbright scholar.

its great. Once you bring a film crew in, it's a little more complicated,” revealed Billingsley. They finally arrived and filmed during 1–23 August 1999.

Having signed papers from the Ministry of Culture did not alleviate the need for new deals at every location the crew went for a film shoot.

The cost was not without reward; there was much for the film crew to shoot about Snow. Hauling equipment from site-to-site, unloading and reloading it, was daunting in itself. Having signed papers from the Ministry of Culture did not alleviate the need for new deals at every location the crew went to for a film shoot. That required tedious and often vigorous confrontations with local authorities in order gain permission to film. Those irritations did not prevent the film crew from accomplishing what might have been deemed an impossible task. The completed documentary contains color footage shot on location, interviews (six hours with two-thirds in Chinese that must be translated), and re-enactments of some events (using Chinese actors in period clothing); documentary black and white footage from the U.S. National Archives; and many still photos from Snow's collection that have never been seen by the general public.

Telling the Story

Although Snow's chronicling of a turbulent period in recent Chinese history may be construed by some as controversial, she introduced Mao when he was little more than a rebel in the northwest territories in and around Yan'an and Bao'an. A new order of things was forming in China for all future leaders and for all people of China—for years to come.

“There was no flow of information; communists were labeled as bandits, and the fact was, no one

knew who the communists were. Were they good, were they bad, who were they, and what were they doing. People like Edgar and Helen Snow, and a few others, all of maybe four or five others, went into these areas during that time, and brought out the only known accounts,” Billingsley explained. “The Chinese have actually used Snow's, and the other Western writer's, records to supplement their own recollections of childhood in the communist base camps.”

Born Helen Foster on 21 September 1907 in Cedar City, Utah, Snow received training as a secretary and was working in Salt Lake City prior to leaving for China in 1931. Chinese citizenry were starving to death under Imperial rule when Snow arrived. Billingsley set the scene. “Japan was raping and pillaging in the north, the nationalists were dealing with the communists and their problems by mass-executions, and a lot of other less-than-reasonable activities.”

By contrast, Hyer described a very different lifestyle for Snow and her continental friends. A contemporary with Bertrand Russell, who was also in China, Snow associated with a tight enclave of fifty or so people, whose income went a long way on China's 1930s economy. “Europeans controlled Shanghai—not the Chinese. Snow's circle of friends had status and lived a very cosmopolitan life of privilege,” according to Hyer.

“Reading her journals you see she was just herself. And then you try to give people a chance to see this story, but set it in the framework of the time. We look at the communists now, and we know about the 20–50 million people that starved to death during the economic upheavals and resulting famine—all the crazy things in cultural revolutions. One China expert told us, ‘You have to try and put the story into the 1930s framework.’ The communists were dirt poor agrarians trying to liberate

the common people, and you couldn't corrupt a communist, because they had nothing to corrupt. They were not the wealthy, or

A contemporary with Bertrand Russell, who was also in China, Snow associated with a tight enclave of fifty or so people, whose income went a long way on China's 1930s economy.

the in-power group. And later the communists were totally different, and she missed all of that. She was ostracized here during the McCarthy period, and she didn't have any windows into China after she left," Billingsley summarized.

Snow wrote of her new circumstances, "None of

this fits in with my Pollyanna psychology. I may decide to leave China sooner than expected." She met and married Edgar Snow, a journalist posted to China, on 25 December 1932. Her stay lingered for eight years. And in spite of her access to leisure, Snow involved herself in such a way as to rival any modern-day activist. "In 1935, she was on the streets protesting with students and hiding them from the authorities. At that time it was illegal to publish any information about the communists, but she was writing for the foreign press—not the Chinese," said Hyer.

Billingsley added, "Snow became such an activist she could never just be a journalist; she always got involved. She was young and related to the student movement. Many in the student union became communists later—communist leaders. There are



Edgar Snow, journalist and husband of Helen Foster.



Left: Helen as a child in Cedar City, Utah, where she was born 21 September 1907.



Center: Helen at West High School in Salt Lake City.



Right: A thoroughly modern Helen in Salt Lake City before departing for China.

M. Sue Bergin

Eight years ago, Sue Bergin was approached by a friend to do a screenplay for a feature film about Helen Foster Snow for Sony Pictures.



Would she be interested? Yes, but the rights were not obtained and time passed. In the interim, Bergin had opportunities to work with Sterling Van

Wagenen (previously at KBYU) and Jim Bell (former editor of BYU Magazine and currently at KBYU). These contacts put her in place when the second offer came to work on a Helen Foster Snow script. They asked, and the answer was still "yes."

Bergin received her BA degree from BYU in university studies (emphases in English, music, Spanish) and a master's degree in journalism from Northwestern. She worked as a reporter for the *Ogden Standard-Examiner*, then as national news editor for BYU Public Communications, a features writer on science research at BYU.

Four years later, she determined to pursue screen writing in Los Angeles. For eleven years she experienced the typical Hollywood roller coaster ride. While there, she obtained an MFA in screen writing from UCLA. In 1988, she returned to Utah to be closer to her family (parents, six of eight siblings, nine nieces and nephews). Since then she has been involved with freelance projects, writing regularly for *BYU Magazine*, editing for the Foundation for Ancient Research and Mormon Studies, and last year she launched an Internet business. She has been working on the Snow project for the past year.

a lot of people we met that said 'she came in and rescued me from prison,' 'I was a prisoner in nationalist China, and at the time it could have meant at least torture, probably death.'

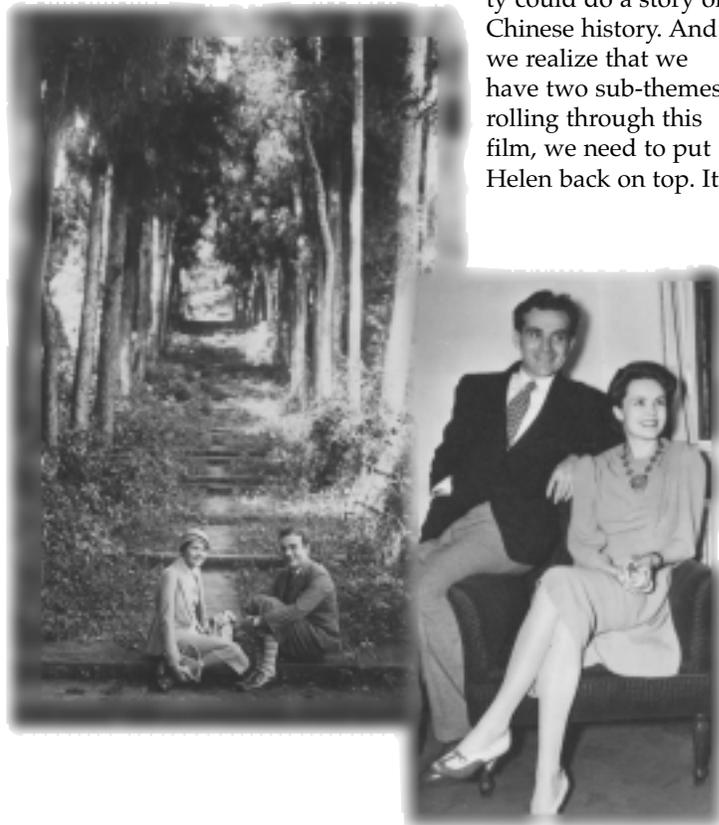
"Snow and others came and, as foreigners, had the power to take some of the students out, and those students remember and love her. In fact, two of them also became part of the power base in PRC. She wrote the biographies on all the men and women who would become the leaders of the PRC."

"As an academic, this is an exercise in revisionist history," said Hyer. "Snow did not get recognition for her historical contributions—written and photographic. She was there when history was being made. As a scholar that's how I see it."

Scriptwriter Bergin was faced with the Herculean task of sorting through books and newspaper articles to begin to form a picture of

Snow's enigmatic personality. The producers handed her a rough outline from which she produced a draft script. Billingsley and Hyer then reworked the script to bring it up to historically accurate academic standards and hand it back to Bergin for final drafting.

Billingsley elaborated on the process. "On one level, this is a document from the university that no one is going to be able to say 'well, that's not right, historically.' We kind of went over the top on that, and it became the primary story. Now we've got to bring it back, because it's Helen's story, in China. It's not a history story; any university could do a story on Chinese history. And we realize that we have two sub-themes rolling through this film, we need to put Helen back on top. It



Left: Helen and Ed in the early years.

Right: Ed and Helen in 1943; they divorced in 1949, and she never remarried. Ed lived in exile in Switzerland for the remainder of his life.

works now, because we know that the document is sound academically. Someone reviewed the film, and said, "Wow, this is the first time I have understood the Xi'an incident."

According to Hyer, Nationalist Chinese leader Chiang Kai-Shek had correctly identified the communists as the enemy to fear. However, patriotic students saw the Japanese encroachment onto Chinese soil as an affront and demonstrated their displeasure, convincing Marshall Zhang in Xi'an to oppose Chiang. In October 1936, Snow attempted to be smuggled north to Yan'an, the communist hide out. She was delayed twelve days. While in Xi'an, she managed to interview Zhang, who told her he was planning a coup d'état against Chiang. Snow immediately sent this news to London. On 12 December 1936, Zhang made good on his intentions, capturing Chiang and forcing him to band with the communists against the Japanese.

"As the filmmaker you hope the story is done well enough that everyone recognizes the value in it. When you do a historical doc-

umentary, I don't think it's ever possible that everyone enjoys it, because history is always told with a bias. We bring up issues. Some people will say Snow had socialist leanings. Others say 'No, no, she didn't believe in any ideology, she just believed in the individual.' Many of her Chinese friends were communists.

"What's also a challenge for a university like BYU, that is known as a very conservative school, is how do you portray a woman who was inactive in the faith from which the university was founded and who was very liberal in her political thinking? How do you explore those things, do justice to history, but at the same time not put a label on it? Its like the film is right in the middle of a circle, and how far to the edge can you take the film and make it a credible film, accurate to history, but not go over the lines? People as interesting as Snow are often very much an enigma. She was a very com-

plex person," elaborated Billingsley.

Bergin's challenge was to capture that complexity through the script. A major source of reference was Kelly Ann Long, assistant professor of history at Colorado State University. Her doctoral dissertation is based on personal interviews with Snow in the six years prior to her death. Billingsley commented, "There were experts on Helen Foster in her generation, and her family members are certainly experts, but Long is an outsider. She could see things independent of Snow's family. She was interviewed for the film, and



From left to right:
Helen at her typewriter in her Connecticut home.

A middle-aged Helen with her cat, Mao—Chinese for cat.

Helen prior to her death at age eighty-nine 11 January 1997.

she will be coming to the conference to present a paper.”

The script is set now, and the film is in the final stages of technical editing. “We’re bringing the film to what’s known as ‘picture lock.’ From there, we do a lot of technical editing, but the content doesn’t really change, we’re not building the story anymore. It’s just the technical areas that go into making a film broadcast quality,” Billingsley said. These steps to the final version will take place primarily at LDS Motion Picture Studio, where the facilities are among the best in the West for sound mix and digital video editing.

Public Response

In addition to a nationwide call for papers from scholars, Hyer has been working to bring a Chinese delegation to the October conference. In May, he and Billingsley made a trip to China to meet possible Chinese organizations that will act as venues for the film. “To do that, we need to premier the program in certain markets—Beijing, Xi’an, and Yan’an—that are the three key areas of Snow’s story. We’ve been considering

Shanghai as well,” remarked Billingsley.

Hyer reported that many of the organizations contacted are interested in the movie, including U.S. corporations with outlets in China. The Asia Society in New York also expressed interest in premiering the film. The team hopes to sell the film to a national PBS audience as well.

This endeavor will assuredly add to the already cordial relations the university has with China. The 1979 Young Ambassadors tour was well-received and has been rebroadcast on a regular basis. In the intervening years, twenty of the university’s performing groups have toured in China. Most recently the ballroom dance company returned from a successful five-week tour that included four stops in China. The university has selected China as one of its “special focus” countries. Hyer explained that focus then paved the way for projects concerning China to be eligible for additional funding.

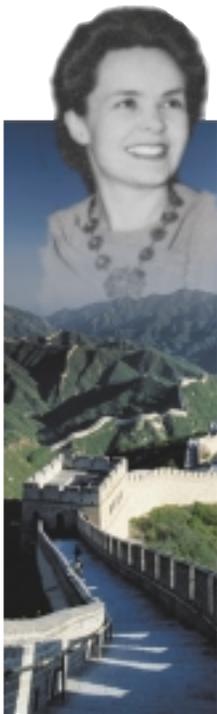
When questioned about the influence the film might have on U.S.–China relations, Billingsley replied, “It can be a tool. Let’s face

it, no matter what the stories are, everybody likes a story about themselves, and this, in a way, is a story about the Chinese as well as Helen Foster Snow. We have Chinese who knew Helen disagreeing on camera about the exact same topic, but that’s okay, they saw it differently.”

Rare, one-of-a-kind photos like the ones of Mao Zedong (Tse-tung), Communist leader of the People’s Republic of China (PRC) 1949–76, put her photos in a class all their own.

The film was made possible in part by funds from

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Symposium

The symposium to premier *Helen Foster Snow: Witness to Revolution* is scheduled for Thursday and Friday, 26–27 October 2000. A fourteen-member delegation from China, including reporters, will be present. Scholars from U.S. and China as well as others interested in or having knowledge of Snow will be selected to present papers.

Thursday will include a morning sneak preview of the movie, followed that evening by an invitation-only banquet and formal premier. Sessions will continue on Friday, and visiting delegates will be treated to travel and tourism on Saturday. Arrangements may also be made for a trip to Sunday morning’s *Music and the Spoken Word* with the Mormon Tabernacle Choir.

Nym Wales

My first introduction to “Nym Wales” (Helen Foster Snow) came in 1990, when I took a book off a library shelf at Trinity College in Hartford, Connecticut. I was participating in a seminar on *Writers of Social Protest in Modern China*, designed for high school teachers, and sponsored by the National Endowment for the Humanities. I was also researching the life and writing of Ding Ling and found a cross reference to *Inside Red China* and *Women in Modern China*.

After reading about Ding Ling, I asked one of the program directors who Nym Wales was, and he told me that she was Helen Foster Snow. Furthermore, she was still alive and living in Madison, Connecticut, not a long drive from Hartford.

I became more interested in Helen Snow’s American perspective of 1930s China and read more of her work after returning home. I introduced myself to her by letter and phone in fall 1990, and made a trip in October for my first in-person meeting. Helen both startled me and engaged my curiosity during that introduction. She could be abrasive and scolding at moments, shouting out corrections if I had something wrong in my account of an event or her role in it, and at other times, she could be vulnerable, warm, nostalgic, and insightful. I sensed in her an earnestness and longing to be recognized, and heard her insistence that she had been slighted in the historical record.

As a high school teacher, and a student of history, I was familiar with the stories of famous men, and the typical references to the good women who stood behind them. Something about Helen captured my interest, and I began looking closer at the story of Edgar and Helen Snow to learn more about the woman behind the scenes, to understand what it was like to be married to a famous man—from her point of view, and attempt to understand how she might have been misrepresented, or under-acknowledged, for her own merit and contributions. Having taught high school for many years, I knew that women were under-represented in history textbooks, which fueled my interest in learning more about a unique American woman.

Over the next five years I called Helen often, visited her on three occasions, and collected correspondence and over thirty hours of tape-recordings of phone or in-person interviews. In the summer of 1991, I traveled to China as part of a Fulbright-Hayes summer seminar program. While in Xi’an, I had the chance to meet and interview An Wei, a Chinese scholar who focuses on Helen Snow and who had spent a year in Hartford interviewing and working on translations of Helen Snow’s work.

During 1992–93, I received a National Endowment for the Humanities-Dewitt Wallace Teacher-Scholar Award, which provided a one-year sabbatical from my teaching responsibilities. I researched the lives of three American women involved in U.S.–China relations—Agnes Smedley, Anna Louise Strong, and Helen Foster Snow.

I wrote a paper about Snow, *Portrait of a Solitary Soul: The Contributions of Helen Foster Snow to Sino-American Relations*, and presented it at the Western Conference of the Association of Asian Studies. It was positively received by the audience and selected for publication in the Selected Papers in Asian Studies New Series #41, spring 1993. That reception encouraged me to continue my research into the life of Snow, and in 1993, I presented *When Helen Snow Went Gung Ho*, at an International Conference in Baoji, China.

I entered the PhD program at the University of Colorado, Boulder, and received a degree in modern U.S. history with a comparative field in U.S.–China relations. It seemed natural to make Helen Snow the topic of my dissertation.

In spring 1998 I graduated, and taught for the summer institute at Madonna University, in Michigan. I was hired in mid-summer to fill a vacancy at Colorado State University for the 1998–99 academic year while the history department conducted a search to replace their Asian historian. I taught courses in Asian Civilizations and two upper division courses in Chinese history. Pleased with my work, the department offered me a tenure-track appointment that draws upon my background and interests in American Studies and U.S.–China relations and also allows me to continue outreach to K-12 schools.

Because of these great opportunities to teach, I put my work on revising the dissertation on hold for some time. Fall 1999, I made a series of revisions, and I am currently undertaking more sweeping revisions to the manuscript and will begin the process of seeking a publisher this summer.

by Kelly Ann Long

Kelly Ann Long

Long grew up along the front range of Colorado and, except for periods of extensive travel, spent her life there. She taught high school from 1980 until 1998, before moving to Colorado State University. At Poudre High School in Fort Collins, Colorado, Long taught English, AP humanities (history and English), Asian humanities; and in the



International Baccalaureate Program, junior and senior English and junior U.S. History. She has completed her first year, tenure-track appointment at CSU. In addition to teaching, Long is active in the field of educational outreach as a member of the editorial staff for *Education About Asia* magazine.

In the summer of 1999, she participated in a Council For International Educational Exchange summer seminar that visited the Three Gorges Project on the Yangtze River. Summer 2000, she will participate in a five-week institute *Religions, Philosophies, and Culture in India*, a joint program of the University of Hawaii and the East–West Center in Honolulu, Hawaii, funded by the National Endowment for the Humanities.

She has participated in several National Endowment for the Humanities institutes and seminars for school teachers, including the *Writer as Social Critic in Modern China*, *Institute for Teachers of Chinese* (enabling her Chinese study and improving her language skills), and *The American Scene: Texts of the Depression Era*.

Her Fulbright studies took her to China in 1991, and she has since traveled and studied in China in 1993, 1995, and 1999.

Long has also served as a consultant and presenter for groups of educators through programs arranged by the Social Science Consortium, the American Council of Learned Societies, and the Asia Society.

Teachers in China:

Much More than English

by Andrea K. Harker, *Bridges* assistant editor



Teaching is more than “going by the book”—using overheads and textbook demonstrations—and, in this case, more than teaching English. It is sharing hope and imparting skills which open the door of opportunity to many who may not have otherwise entered it. Participants of a unique project teach Chinese students by incorporating innovative learning techniques and valuable life skills into their classes. Their desire to extend quality learning does not stop once the school bell rings. On the contrary, many volunteers go out of their way to “teach” outside of the classroom.

Dedicated China Teachers become involved in the welfare of not only their students, but the community as a whole.

A few qualifiers ensure a consistent standard for volunteers in the Kennedy Center’s

China Teachers Program. Participants must be active members of The Church of Jesus Christ of Latter-day Saints under seventy years old, who hold bachelor’s degrees or higher (in any discipline), and are in stable financial condition. Each year (the program runs from September to July) dozens of qualified, inspiring teachers volunteer. Two such couples from this year’s teaching pool are the Seables and the Banfields.

Stephan and Kathleen Seable

Stephan and Kathleen Seable applied for teaching in China

after reading about the program in the *Church News*. Kathleen states that “for some reason that advertisement jumped out at us. We never considered doing such a thing before, but the Spirit started working on us.”

The influence was enough that they sold their home, which they had lived in for twenty-two years in Concord, California, and bought property in Oregon with their daughter’s family. Their move



The Seables visited the Ming Tombs with Davie, one of their students.



Stephan painted the mural with a student, Yuan Yuan. Fred Seng, a young member of Stephan's primary class, also helped with the project.



Top: Kathleen, with some of her freshmen students.

Bottom: Stephan sketches at the Beijing zoo with some students.

allowed them opportunity for more service. Although this may seem drastic, Kathleen asserted, "We have not regretted our decision. Our experience teaching in China has been very rewarding and enjoyable."

The Seable's teach oral and written English at the Foreign Affairs College in Beijing to a variety of students. Stephan and Kathleen do not restrict their interaction to the classroom, however. "They come to our home where we have discussions, play games, and show videos; we invite them to be our tour guides; and with some, we exchange e-mail messages. We have helped with resume writing, job hunting skills, and filling out application forms." The Seables also provide special tutoring and friendly advice.

The volunteer couple participate extensively in the community as well. One of the programs they work on together is the "English Corner" at the Chaoyang Cultural Palace, where locals practice speaking English. The Seables also participated together on a Beijing talk show where they discussed parent-child relationships.

The teaching couple have been working on solo projects as well. Recently, Universal Studios Experience in Beijing hired

Kathleen to co-host an English Salon every week for students and business people. She provides a brief presentation with handouts, open discussion, and feedback. Kathleen records tapes that accompany English textbooks, too.

As for Stephan, during the Spring Festival he was invited to participate in a nationally televised activity at the Cultural Palace, where he painted a dragon banner alongside one of Kathleen's artistically gifted students, Yuan Yuan (Eva is her English name). Stephan's Western-style dragon and Yuan Yuan's Chinese dragon met in the middle of a large (14m x 1m) cloth mural in friendship and harmony in front of an enthusiastic and supportive crowd of Chinese New Year celebrants.

Stephan has since made arrangements to paint a permanent mural in a housing building on-campus with the help of some local students, is finishing up a mural at the American Embassy, and has also used his artistic ability to create gifts for various Chinese friends and Waiban (Foreign Affairs Office) officials.

The Seables have made several friends from the community through tutoring, chatting in the marketplace, and helping with various English-speaking needs.

During Spring Festival break, Stephan and Kathleen met with several of these friends in southern China to celebrate the Chinese New Year. In May, the Seables were also hosted by the mayor and government officials in Sichuan province, and traveled to many beautiful points of interest in the surrounding area.

Their experience in China has been rich and diverse. So much so, in fact, that the Seables' daughter and son joined them for the experience. The Seables said, "We would

"We have not regretted our decision. Our experience teaching in China has been very rewarding and enjoyable."

recommend this experience to any who enjoy challenges, adventure, and the opportunity to work with a variety of talented and interesting people. We have grown to love the Chinese people we have

met, and we feel that our lives have been greatly blessed by leaving our 'comfort zone' and risking change." They returned home this summer.



Frank demonstrates how to use the "talking books."

on-one instruction between the English teaching assistants and vision-impaired children ages seven to eighteen. The curriculum covers skills in oral conversation as well as

Frank and Kim Banfield

China is also a long way from home for Frank and Kim Banfield, who joined the China Teachers program all the way from Montreal, Quebec, Canada. But the Banfields said that "like many of our colleagues we felt called to join."

During Frank's first year in the BSW (Bachelor of Social Work) program at McGill University, he and his wife attended a wedding in the Toronto Temple. While waiting to congratulate the bride, Frank said, "The still small voice told me three times: 'Linguistic mission.' I hurried to tell Kim about my experience. At that moment, a friend was telling her about the China Teachers program. The next day we went to a ward conference in Toronto. The stake presidency all spoke about China. We knew then that we were to go to China."

The community surrounding Hefei United University in China is certainly not complaining. Frank, a social worker, and Kim, a teacher and educational interpreter, have set up a unique practicum for English majors there. This innovative program gives students the opportunity of teaching English to

blind children at the Hefei School for the Deaf and Blind.

The Banfields accomplished several other projects before this one came about—this is their third and final year in China. They organized recording sessions and distributed "talking books" of Chinese stories to various schools in the province; they worked with two hearing-impaired children in their home; they put on a workshop for the special needs schools in Anhui province; and they proved to government officials that hearing-impaired children could learn a second language.

As a result of this exposure, a friend from Save the Children Fund invited them to visit one of the special needs schools in Hefei, where the headmaster invited them to teach the vision-impaired children. Their new program began in March. Tentatively titled "Bridges," it is fairly straightforward. English majors of all levels volunteer for the experience. They are then required to attend a half hour training session each week and, by the third week, submit their own lesson plan.

An interactive program, "Bridges" involves primarily one-

English in Braille. Activities include conversation about everyday things such as the weather, clothing, and getting to know each other. Along with formal learning, the students also sing active songs such as "Head, Shoulders, Knees, and Toes" and, because the Banfields enlisted a sports therapist (a former provincial track coach), the special needs children also receive instruction on running skills and sports, such as football.

The Banfields' program has been a great success, mainly because it serves the needs of several different groups. It helps English majors gain self-confidence in their chosen area of expertise while simultaneously giving them valuable practical experience that appears as "work experience" on school records.

It serves the special-needs

"The community has been able to benefit from a program that would not otherwise exist..."

Below: This "work experience" is more fulfilling for many of the English majors than regular college credit.

Right, top: Frank helps a student get set for an outdoor activity.

Right, bottom: The staff and students work closely together.

students by supplying them with English skills necessary to obtain massage therapy jobs with five-star hotels—almost the only profession open to the blind in this area—as well as providing them with a valuable arena for physical exercise.

Their program has also served to heighten student body awareness. "Bridges" has received essential media coverage for special needs, and through this coverage volunteers have been attracted from the community at large. The community has been able to benefit from a program that would not otherwise exist, because Frank and Kim not only organized but funded this program—recognizing that Hefei is in one of the poorest provinces in China.

In their first year, Frank and Kim set two goals: to provide a quality program for the students at the university; and to serve the Hefei special needs community.



Although they left their friends in China with some regret, they are confident they accomplished both of their goals. The Banfields returned to Montreal this summer, where they presented their project at a conference in July, and are currently working on a book about their unique experiences in Hefei. Before their departure, the Banfields organized a stu-

dent committee to oversee the program, to serve those who are on the two-page waiting list, and to prepare for others who will come in the future. The people of Hefei also hope to expand the project to include students at the Oral School for the Deaf.

The China Teachers Program is administrated by Jeffrey F. Ringer, associate director of the Kennedy Center. Ringer is assisted in these efforts each year by a senior missionary couple, currently Morris and Donna Petersen. Those interested in obtaining information about China Teachers may phone (801) 378-5321, e-mail china-teach@email.byu.edu, or visit online at <http://kennedy.byu.edu/chinateachers.html>. 🌐



TRACING HISTORY IN ARABIAN BOUNTIFUL

by J. Lee Simons, *Bridges* editor



Twenty-six hundred years ago, a brisk trade in frankincense put caravans on the desert and ships on the sea. Seagoing vessels sailed within sight of land in the Sea of Arabia, making nightly portal for safety along the eastern coast of Arabia. After a lengthy journey along the caravan routes from Jerusalem, a family completed the last leg of their Arabian trek through the Dhofar, a mountainous region in the south of the modern-day Sultanate of Oman. They arrived at a coastal plain made verdant by monsoon rains blowing off the African coast from southwest to northeast. The family's arrival was not unusual amid the constant flux of travelers in the region.

In 1998, another, much smaller group traveled east to cross the desert. "I wanted to write a book, but I could not write from the Biblical perspective. I began to

read and learn about ancient Arabia," explained S. Kent Brown, ancient studies director at the Religious Studies Center and professor of ancient scripture at Brigham Young University. He assembled researchers to contribute from the extraordinary pool of talent at BYU. Accompanying him on that first trip were W. Revell Phillips, emeritus professor of geology and minerals specialist; Terry B. Ball, associate professor of ancient scripture and archaeobotanist; David J. Johnson, associate professor of anthropology and archaeologist; and Arnold H. Green, professor of history and Middle East specialist who speaks Arabic and acted as historian.

Their interest in the fifty mile long and ten mile wide strip of Omani territory was not the first. Others had also ventured into this region in search of secrets from

600 B.C. Team-leader Brown's objectives were two-fold: (1) Develop long-term cooperative research with academics and build relationships with government officials; (2) Produce a clear picture of that 600 B.C. world: plants—what they were and how they were used; people—how they lived and worked; and how the frankincense trade influenced the area.

COASTAL OASIS

A third, parallel goal for Brown's team: See what evidence might indeed corroborate the hiatus of that family so long ago. Lehi, patriarch of the family, left an account of their journey across Arabia—including the geographic keys and directions they took from each point. On the basis of their ancient record, three geographical markers were certain: Jerusalem, the Red

Sea, and another sea they approached from the southwest—a land they referred to as Bountiful. Brown summarized, “The only place with honey, fruit, and timbers is the Dhofar—it works.”

Lehi’s family would need a boat for the remainder of their journey. The now mostly deforested mountains would easily have supplied the necessary timber. Brown said, “We expect Lehi’s family left nothing behind. In the best of all circumstances, an inscription would prove conclusively that a people had formerly inhabited a region.

“Text writing on metal arrowheads and amulets was known in

Jerusalem contemporary with Lehi. They passed through Arabia where writing on plates and stone was accepted practice. Lehi’s son Jacob explained, “We know that the things which we write upon plates must remain; But whatsoever things we write upon anything save it be upon plates must perish and vanish away” (Jacob 4:1–2, Book of Mormon). Archaeologists may not find specific traces of Lehi’s stay in the Dhofar, but there are sure to be noteworthy finds nonetheless when the team begins to excavate in winter 2001 while the weather is cooler and vegetation has died back. They see “real poten-

tial for serious work” said Brown, and they are hoping in time to contribute their geological knowledge of mineral deposits to Oman’s government, recognizing that in antiquity, large quantities of copper were mined in northern Oman.

DESERT IRON

A point often questioned revolves around statements that Lehi’s son Nephi made concerning ore he used to build a ship.

Professor Revell Phillips formed a geological team consisting of Jeff Keith, professor of geology, and Ron Harris, associate professor of geology—both at BYU. Phillips

enlisted Gene Clark, a graduate of BYU, who teaches at Mountain View High School, and Jason Aase, a graduate student at BYU. Clark had the advantage of having spent a number of years in Oman working for Esso.

While in Oman, the team experienced a false start working with their academic counterpart from Sultan Qaboos University

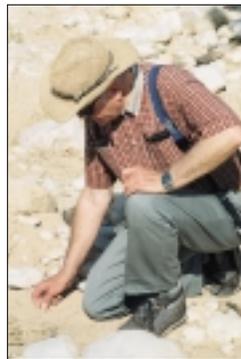
(SQU). The dean arranged for them to work with a graduate student. “Talal Al Hosni, we were told, was the best student in ten years or more. He went with us for the last week, and he was a great deal of help,” noted Phillips.

For two weeks in February 2000, the team worked in the Salalah area. They found iron ore near there and at Wadi Sayk to the west on the border. Phillips pointed out, “And Khor Rori is a perfectly good site, but we found iron ore near both of those sites. Nephi could have built a ship in either place. Land Bountiful is a land; it isn’t a



Johnson under frankincense tree.

Tradition claims the incense trail originated in Oman—the ancient land called Sheba [saba]—remembered in scripture for its queen’s [Bilqis] dealings with King Solomon. Biblical references place Sheba in Yemen, but the use of frankincense in ancient society is a matter of historical record. Once used in ceremonial rites, the aroma of frankincense is known to fumigate rooms and freshen clothes, while its medicinal properties were lauded in ancient societies. Also used as an ingredient for embalming, frankincense was found at the site of Solomon’s temple, and it was used for embalming and Egyptian temple rituals. It was burned on the funeral pyre, and Brown noted “Nero burned enough for all the temples in Rome for one year when his paramour died.” The Holy Bible records that it was one of the three treasures transported across the desert by magi as a gift for the Christ child.



Phillips looking for magnetite.



Ball photographs a snake plant.



Johnson and Brown scouting at Wadi Sayk.

specific spot. Undoubtedly, it was along the southern coast. But wherever it was along that coast, iron ore was available, within a matter of a few miles."

Brown added, "Khor Rori has an inlet bay more than sufficient to build and launch a ship. Wadi Sayk and Salalah are both now silted in. Typhoon rains periodically scoop them out as the rain comes out of the canyons. The ore is very near the coast." Oman has no iron industry, in fact Brown indicated there is no metal mining at all. Phillips maintained, "Nephi didn't need a commercial iron deposit with tons of ore at various places, he certainly had an adequate source."

Not only was there a source, but the iron ore was of good quality. "We brought some back to BYU, and they have smelted it at temperatures considerably lower than welding. Iron melts at 1600 degrees, but Nephi didn't need to melt the ore. He simply needed to reduce it, to take the oxygen ore from it, and he could do that in a pit furnace with just charcoal wood in a pit. When forged it is called wrought iron.

"And the fact is, all of the iron produced in the Western world up to the time of the Industrial Revolution, up to the 18th century was wrought iron. Iron was not melted prior to that. Nephi had all the technology available to blacksmiths in the American West," Phillips explained.

He elaborated, "Virtually the whole Dhofar is covered by cretaceous and tertiary limestone. In one area to the east of Salalah and Mirbat, where the limestone has eroded away, we exposed basement rock, a very old pre-Cambrian intruded by granite. We reasoned that any significant deposit of metallic ore should be associated with this basement exposure. And it is—a number of small veins, or dikes, largely calcium-carbonate, but it's immaculate; it was molten. Carbonatites are relatively rare anywhere in the world. Some of these iron-rich carbonatites are associated with a large diatreme near Mirbat."

The geology team will present a paper on their Oman findings at a January conference in Muscat. Keith and Harris are applying for grants with the National Science Foundation to continue their work in Oman.

made of the same mineral as opal."

Phytolith analysis is a relatively new discipline that Ball indicated "holds great promise as a source for data in archaeobotanical, environmental, and ethnobotanical research." Phytoliths can be collected from rocks, soil, ceramics, or teeth of herbivores.

Amina al Farsi, curator at SQU, worked closely with Ball and Professors Gary Baird and Loreen Wolstenhulme of BYU, and Professor Shahina Ghazanfar from the University of South Pacific in Fiji. Together, over a two week period, they gathered samples from nearly 500 of the 750 contemporary species in the Dhofar region. The team will return in fall 2001 to try and collect the additional species while they are in fruit or flower.

As part of the ongoing exchange with SQU, Farsi visited the BYU campus this summer to learn how to use a sophisticated Scanning Electron Microscope. She has also been invited to attend BYU for doctoral studies.

Ball is a member of the Society of American Archaeologists and the Society for Phytological Research, which meets annually in the U.S. and alternate years internationally.

FLORA SIGNATURES

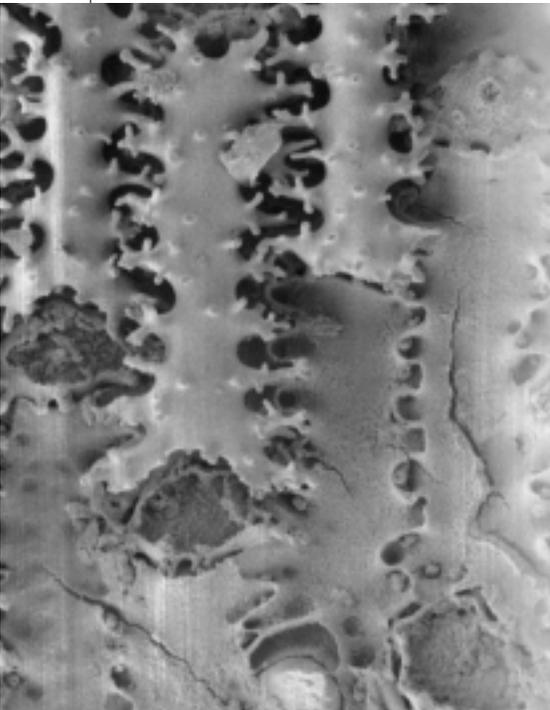
For U.S.-based botanists interested in Arabian Peninsula research, the nearest representative herbarium collections have been located in London and Edinburgh. The Monte L. Bean museum is establishing one here at BYU with vegetation collected from Oman. "This will be the most complete collection from this area of Oman in all the U.S. It will serve as a reference collection," remarked Terry Ball, botany team leader. "The botanical team is also making a collection of plant microfossils produced by flora of the region. These microfossils are called phytoliths and are

Seed head of einkorn wheat from neolithic times.

NEW WORLD MAP

Scott R. Woodward, professor of biology and relative newcomer to the team, is intent on mapping the world. Not in the traditional sense—he is pushing the fringes of new frontiers. Woodward's goals are straightforward and in no way limited to Oman. He simply wants to know "What is the genetic makeup of the world population?" His objective is to reconstruct the genealogy of the world through DNA. Lofty as that may seem, if ever there was a man with the required understanding, the drive to accomplish the goal, and the spiritual center to persevere—Woodward is the man.

His part in this project is to attempt to reconstruct the genealogy of the ancient Near East.



"People in Oman are interested in who they are. The spirit of Elijah is very strong," Woodward reported of his visit.

Professor Aisha al Kahyat at Sultan Qaboos University in Muscat, Oman, was Woodward's local contact. They and two graduate students collected hair samples from residents of the Dhofar region. Although blood samples yield thousands of analyses compared to the dozens available from hair, the storage, transport, and processing made blood samples impractical.

Woodward explained that it is possible to reconstruct the current gene pool and identify the ancient pool by building backwards on the interweaving of inherited characteristics of mitochondrial DNA [mother], y-chromosome DNA [father], and ultimately the nuclear DNA half of which comes from the father and half from the mother.

The team successfully gathered four generations of tribal affiliations, with 300 samples from Dhofar near Salalah. He will continue on the western coast by the Red Sea, into Sinai and Palestine, Egypt, Jordan, the United Arab Emirates, and Qatar and Kuwait on the



PERU 6,500 B.C.

Woodward is looking at the modern and comparing with the ancient in Peru, where he is extracting tissue from the Chachapoya. He hopes to establish a genetic link between current residents and the mummies found in the cloud-encased mountains of the region. He recently demonstrated that low birth weights and high infant mortality in the area is related to certain gene types that do better in high altitude over other gene types. His paper was published in June in the *American Journal of Obstetrics and Gynecology*. A BBC documentary will air in the fall. You can learn more about his work at <http://molecular-genealogy.byu.edu>.

Arabian Peninsula. He hopes to show how Bedouin tribes are related to each other. One graduate student prepared a master's thesis on Bedouins in Palestine and the other is working on the genetics of Oman.

Collaboration is ongoing, and they will return in the fall for more samples. They are currently extracting raw data on 120 of the 300 Oman samples. It will take a year to see the whole picture.

Daily they are extracting 1,300–1,500 bits of genetic data analyses on the samples from the larger study being conducted here in Provo. Their goals are in place: 4,000 samples by the end of August 2000; 10,000 samples by the end of December 2000; and 100,000 samples in six years. In addition, Woodward has two students at the University of Philippines in Los Banos collecting samples as well.

DESERT REPOSITORY

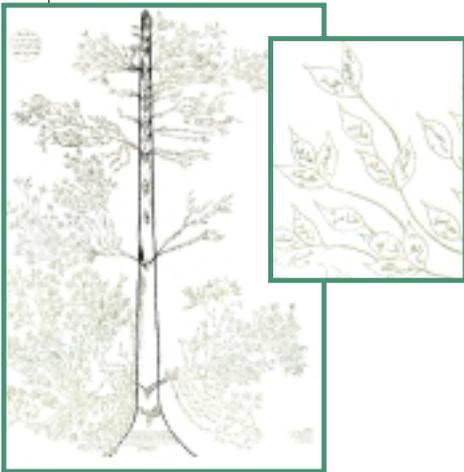
Although investigative work was completed in 1998, the archaeological team will not begin their dig until December 2000. Professor David J. Johnson's team will be there for three weeks digging test trenches at two sites. The first site is at Mughsaal; other digs began there in the 1950s. The second site is at Wadi Sayk—a brand new area.

"Our purpose is to understand changes in culture over time. For instance, historic documents show the long distance trade in frankincense and myrrh went from this area by ship to Yemen. Trade is known to exist from 6th century B.C. to the Islamic period 700 A.D. Traders established stopping points at sites on the coast and used storage chambers when they docked nightly," Johnson explained.

Phillips remarked that it was "Johnson and the other archaeologists who had the greatest difficulty in getting permission" for their projects. "Permission to excavate is a difficult thing to attain," he added.

Johnson is no rookie excavator. He has been and continues to be involved in archaeological digs in other areas as well. In Yemen, neighbor to Oman, the American Foundation for the Study of Man began original American research in a 1950s excavation. Near the capital city Ma'rib is Awam Bilqis. Awam means sanctuary or temple; Bilqis is the Queen of Sheba [saba] of King Solomon's record.

This sanctuary was built to the moon god and functioned as a pilgrimage site. The round, circular structure is 350 feet in diameter with walls 30–40 feet high. "There are thousands of dedicatory inscriptions on the wall. Each block is one and a half feet tall. The inscriptions primarily tell that a certain king built this section of the wall and dedicated it to the god [moon]. We don't know much about their rituals. We do know animals were sacrificed. A piece of the text we uncovered on the last



Woodward participated in a conference last winter to discuss his work. Following the conference, he was approached by Hamdi al Barwani, a mathematician, who told Woodward he did not usually attend biology conferences, but the title of his talk had intrigued him. Barwani said he had a gift to give Woodward, because he felt Woodward would know what to do with his family treasure—this hand drawn pedigree chart preserving eighteen generations of Barwani's male lineage. Each leaf contains an Arabic name. The original hangs framed in Woodward's home; a copy hangs in his office.



Left: Copper toe found at Awam Bilqis.
Top: Temple wall inscriptions also found at Awam Bilqis.



trip states that if an individual's animal wandered into the temple, they would be fined one out of nine of their animals," related Johnson. He said the Koran mentions that in the 5th century A.D. a dam broke in the area and many tribes left.

In 1998, the excavation began again, and Johnson became involved through a prior association. In 1977, he was a student with the man he now works with on a site in Petra, Jordan. For the last twenty-five years, BYU has had its own project there at Wadi Matah that dates to 10,000 B.C. Johnson's and his friend, now a professor at the University of Arizona, work on the Temple of the Winged Lion at Petra. Now they work together on the project in Ma'rib, too.

The trail of Lehi's family makes its way through this region before reaching the Dhofar coast in Oman. A French archaeologist is credited with locating the town of Nahum. If traveling south from Jerusalem, Nahum is a natural place to turn east toward Ma'rib and then from there northeast to Oman. The ancient record mentions a stop the family made in "Nahom," where they buried one of their party. Perhaps there will be a connecting link between Yemen and Oman.

AMERICAN ASSISTANCE

Brown was quick to attribute any success this venture has had or may have to Rod and Rosalea McIntire, their American contacts in Oman and members of The Church of Jesus Christ of Latter-day Saints. "They were wonderful to work with," Brown added. Employed with Esso, McIntire was also the branch president in Muscat. The McIntire's arranged meetings with government authorities and professors at SQU in Muscat, for Brown's team. They discovered that BYU was known to academics at the university, but less well known in government circles. They did meet a government official who was a University of Utah graduate, and they later encountered a Fresno State graduate in an Omani village.

Phillips also remarked on the efforts extended by the McIntire's. "Rosalea was so organized." After that first visit, McIntire's refinery was purchased and he found himself out of a job, but ready for retirement. He and his family relocated to Provo, Utah. It was not long before he was contacted to set up an oil refinery in Dubai. At first, he was not interested. Phillips reported, "Eventually he agreed to direct the start up and then turn it

over to someone else."

Regardless of where they traveled, Brown related, "We were very warmly received. They were wonderfully open to our interests and asked only that we keep them informed of our research."

The proposed title of S. Kent Brown's book is *The End of Lehi's Trail*. "We see this as looking at more than Lehi's experience. In the end, for Oman and Latter-day Saints, we would like to publish a book about 6th century B.C. and say something about the people and their circumstances." 🌐

This project has been funded in part by the Religious Studies Center, FARMS, and the David M. Kennedy Center for International Studies.

Additional Reading

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Interview with original Oman team. "Planning Research on Oman." *Journal of Book of Mormon Studies*, Vol. 7, Number 1, February 1998.

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Campus



Center Changes



The Kennedy Center has made some notable changes to its programs and departments over

the last year. These modifications are outlined below:

August–December 1999

Culturegrams, previously the Kennedy Center Publications primary output, was licensed to the Millennial Star Network (MStar.net) 1 August 1999. Under the direction of Jeffrey F. Ringer, associate director of the center, the publications department consequently broadened its focus to provide brochures, flyers, magazines, and online media with current information to campus, alumni, and international contacts.

These ongoing projects are due to the combined efforts of J. Lee Simons, publications coordinator, who transferred from Alumni Relations at the Marriott School; Bob Boden, graphic designer, who had worked with *CultureGrams* and has remained at the center; Devin Christensen, computer support and web master, and Andrea K. Harker, student editor.

February

The center expanded their International Study Programs (ISP) office. Formerly Study Abroad, the name change now accurately reflects the scope of programs coordinated by the ISP office.

March

The International Society appointed Paul Hyer, emeritus political science professor at Brigham Young

University, as their new executive director.

May

The center reorganized its administrative structure, making Rodney S. Boynton and Jeffrey F. Ringer associate directors of the center. The center also released two new publications: the *Discussion Paper Series* (<http://kennedy.byu.edu/papers.html>) and a second edition of *International Opportunities: A Career Guide for Students*.

June

The center's first online publication, *Bridges*, was made available to the public. This summer issue may be accessed at: kennedy.byu.edu/bridges.

Endowments—Benefits that Grow from Giving

The world has its Habitat for Humanity International, the nation has its Points of Light Foundation, and Oprah Winfrey has her Angel Network. A common thread in each of these, and many other commendable efforts, is the principle of giving. Every year Kennedy Center endowment funds are awarded to benefit individual academic endeavors, including scholarly research. It is a principle in action—providing academic enrichment on an international scale.

One Makes a Difference

In 1986, following the death of her husband Colonel Howard B. Nelson (retired USAF), Mary D. Nelson came to BYU to fund a Study Abroad scholarship. Her visit took her to Orrin Olsen, of the LDS Foundation. She specifically wanted to know “how much a scholarship in perpetu-

ity would need to produce enough revenue to help.” Olsen concluded that such a scholarship would require about \$50,000.

Nelson was not wealthy, but she believed her house in Vienna, Virginia, was “worth that much and perhaps more. If I am not able to do this in my remaining years, our honorable son will see that the scholarship will be fully funded after the sale of my house.” Fortunately, she did not have to use all her resources to fund the scholarship.

The seed for this venture was planted years ago, when the Nelsons first recognized the impact of overseas experiences in the lives of people they met. Nelson explained, “My husband and I observed that Latter-day Saints who had served in the military during and after World War II and Korea grew in patriotism and

love for their nation, but they also became better members of the Church, more tolerant and respectful of other languages and cultures.

“At the end of World War II, Colonel Nelson was in Calcutta, India, where he observed a poverty he could never have imagined. An American general (not a Latter-day Saint) remarked, ‘Nelson, what this country needs is 30,000 Mormon missionaries.’”



Mary D. Nelson at home in Missouri with her companion Prince Moses.

Forum Focus
Forum Focus

“If you ask me what are the two most important developments in Middle East politics (international relations and comparative politics) during the last quarter century, I would say they are the initiation of the peace process based on the realization that there is no . . . purely military solution to the conflict, and the growth of the activism of Islamist movements. I cannot think of another major development that would bypass in terms of importance . . . these two things.”

Ibrahim Karawan, associate professor of political science, University of Utah

The Road to Jerusalem: Egypt's Disengagement from the Arab-Israeli Conflict

International Forum Series
13 October 1999

“More people could fund scholarships,” she remarked, “if they understood that a beginning scholarship does not require great wealth, just the decision to do it and then give a little every year.”

Since then, Nelson said, “I have kept promises made to my husband to write a memoir, *Motivating With Love*, published by Scholarly Publications senior editor Howard A. Christy,” who knew her teaching reputation in Virginia.

Motivating With Love was self-promoted through a flyer designed by two of Nelson’s granddaughters. She said, “I produced them by the thousands. I also purchased 10,000 names from the American Association of Teachers of French and thousands of other names from a company that researched the names and buying habits of teachers and professors of languages.

“During the first two or three years 20,000 to 30,000 flyers were sent to universities, junior colleges, and high schools in the United States. *CultureGrams* editor Grant Skabelund asked if he could send

promotional flyers for *CultureGrams* and split the mailing cost. *Motivating With Love* went into a third printing, and *CultureGrams* witnessed an explosion of sales.” (*CultureGrams* is licensed to Millennial Star Network [MStar.net], a nonprofit company owned by The Church of Jesus Christ of Latter-day Saints.)

In 2000, Nelson completed *Madame Nelson’s French Verb Book with All the Answers*, published by the Kennedy Center. “I wrote the two books to help French teachers, all my former students, and returned missionaries of Francophone nations. They need to prepare to be mission presidents of the future. They will need to ‘brush up’ their verbal ability,” Nelson explained.

The Howard B. and Mary D. Nelson Endowment was initiated with a stock donation valued at \$5,400 in 1986. Though not yet fully funded

in 1989, the first scholarship was awarded in the amount of \$1,500 and has now grown to \$72,000. The annual 5 percent allowable disbursement resulted in \$3,600 being given to eight study abroad students in the 1999–2000 academic year. Annual donations from the proceeds of her books continue to feed the endowment.

Nelson is currently busy writing her memoirs, a collection of her year-end letters she has written since 1954. “More people could fund scholarships,” she remarked, “if they understood that a beginning scholarship does not require great wealth, just the decision to do it and then give a little every year.

“I was blessed to have spent three years in France learning in French classrooms, then to return for summers for a stage pedagogy. My years teaching French in Virginia allowed

David M. Kennedy Center Endowments

A total of nine endowments help to fund academic opportunities at the Kennedy Center. “The largest is the David M. Kennedy Center Endowment which funds special projects, such as annual faculty research in the amount of \$100,000; the graduate program; conferences (i.e. the World Family Policy Forum, the Romney Institute’s Microcredit Conference, and the Religious Liberties Conference); and also scholarships or research assistantships,” said Allen Arnoldsen, accountant for the center. “The university allows us to spend the earnings on the endowments up to 5 percent. Any additional earnings are fed back into the fund to maintain its purchasing power.”

Study Abroad Programs have specific endowments allotted to them. International Internships, Field Studies, and Volunteers students receive scholarship monies from International Study Programs (ISP) and the Jacobsen Center for Service and Learning.

Financial need, academic standing (GPA 3.0 or higher), time in school, cost of program, and personal essay are used in a point system to weigh student applications—each case is looked at individually. “It takes a lot of time evaluating the individual cases,” remarked Keri Probst, program assistant for ISP. “The focus is student-centered. Every effort is made to make it possible for more people to partici-

pate. There are always some students who could not participate without the funding they receive.”

“Scholarship money does not exist for students desiring international study on the same scale as music, business, or other sectors on campus,” added Probst. Remarkably, virtually all students accepted into an international study program who need help receive some level of assistance. The fact remains that it is difficult for all students who would like to participate to do so.

“Scholarship funds show the value some people have placed on the international study experience for students—more and more students want to have an international study experience, but they don’t have the resources to fund their program,” said Probst.

On average, a student may receive \$500 toward program costs, but the amount may be as small as \$75. One fourth of the accepted students receive no funding, having demonstrated an ability to pay for the program on their own and/or with parental support. Personal preparation is a key factor. Identifying international study as an available option as a freshman or sophomore, in addition to working and saving, is critical.

The Lucille Covey Richards endowment is split with 75 percent being used for performing group trips (\$7–8,000 in 1999–2000) and

25 percent going to regular Study Abroad scholarships (\$3,000 in 1999–2000). Arnoldsen explained that “earnings [from the Richards endowment] are used for programs without other sources of funding.”

The Mae Covey Gardner endowment began in 1981–82 with \$300,000 and a second \$320,000 in 1989–90. In 1999–2000, earnings of \$34,000 funded sixty-eight scholarships averaging \$500 each.

The Howard B. and Mary D. Nelson scholarships go exclusively to European language study in France, Italy, and Spain. “Her generosity has meant so much to students over the years,” reflected Probst. Nelson not only funds students, she corresponds with them, too, and enjoys their continued use of foreign language.

Academic endowments may also be established by individuals for specific areas of study: Korean Studies, Spencer J. Palmer, faculty; Asian Studies, various donors; Chinese Studies, Chen Fu Koo, Chinese national; and Canadian Studies, Asael E. Palmer, family. Other areas of need include African Studies, Latin American Studies, American Studies, European Studies, and International Development Studies.

[See the Financial Report on page three for exact figures on each endowment.]

me to grow in knowledge and love of the language.

"My students have blessed my life in my advanced years. Some still write to me to tell me that they are using their French. One is a vice president for Merck. She goes to Europe several times a year to confer with foreign colleagues who speak French. She writes French, sends e-mails in French, and can even translate jokes in French to English.

"Another former student joined the Peace Corps and spent two years in French Africa. Both of these students followed scientific studies at university and had no more French except their high school years."

Nelson was born in 1913 and now lives in Washington, Missouri, near her son Howard T. Nelson, his wife, Elna, and many of her thirteen grandchildren. Her books are available on the Creative Works web site and distributed through BYU bookstore <http://creativeworks.byu.edu>.



World Family Policy Forum

The World

Family Policy Center's (WFPC) second annual World Family Policy Forum (WFPF) was held 10–12 July on Brigham Young University's campus. World Congress of Families' General Secretary Richard G. Wilkins and WFPC Executive Director Katherine Balmforth, directed the three-day event.

Termed "a United Nations in Provo," by Cory Leonard, associate director of WFPC, the forum was a mosaic of serious international debate. Over 300 people participated, including delegates (diplomatic, academic, and opinion leaders) from more than twenty countries, nongovernmental organization (NGO) representatives, and Church and campus personnel. The purpose of the conference, according to Leonard, was to "allow diplomats from throughout the world the opportunity to share their personal experience and professional observations about international

Seventy Recognized for Service

Elder James O. Mason, a member of the Second Quorum of the Seventy of The Church of Jesus Christ of Latter-day Saints, was honored at the Kennedy Center's convocation exercises 21 April. He received the center's Distinguished International Service Award for his work in public health.

Currently second counselor in the North America East Area Presidency and assistant executive director of the Temple Department, Mason was called as a member of the seventy on 2 April 1994. A native of Salt Lake City, he holds bachelor's and medical degrees from the University of Utah, and master's and doctorate degrees in public health from Harvard University. He is retired from the U.S. Public Health Service, which he headed from 1989 to 1993. Earlier he was director of the Centers for Disease Control and Prevention and the administrator of the Agency for Toxic Substances and Disease Registry in Atlanta, Georgia.

Prior to working for the federal government, Mason was executive director of the Utah Department of Health and served the Church as commissioner of Health Services. He has served the Church as a missionary, bishop, stake president, and Regional Representative. Elder Mason was a member of the National Scouting Committee of the Boy Scouts of America while concurrently serving on the Young Men General Board. Prior to his present assignment, he served several years in Africa, most recently as president of the Africa West Area.

Elder Mason and his wife, Marie Smith Mason, are parents of seven children and twenty-one grandchildren.



Alan L. Wilkins, academic vice president, left, presents Elder James O. Mason with the Distinguished Service Award.

family policy issues at the United Nations." Presentations were given from distinguished international legal and family scholars including: Dr. Jeremy A. Rabkin, Cornell University; Professor Raisal O.M. Al-Rfouh, Amman Jordan; Professor Akiro Morita, Tokyo University; and Dr. David Blankenhorn, Institute for American Values.

The WFPC was organized by Wilkins, professor of law at the J. Reuben Clark Law School, after he returned from an eye-opening experience at the United Nations' Habitat II conference, June 1996. Having previously enlisted the Kennedy Center for backing, Wilkins returned to search for personnel interested in assisting his group, then called NGO Voice.

Leonard, who teaches a Model UN class, was one of the first to volunteer. He said he offered his assistance because, along with his dedication to preserving the "natural" family—defined as an equal partnership between husband and wife, "I always wondered how what we did in Model UN related to what goes on in the UN." Bill Perry, Leonard's teaching

assistant, and Carrie Taylor, a third-year law student, also joined them. Other students and faculty soon followed, including Terry Olsen, also an assistant director with the WFPC, who is internationally known for his work as a family science professor and consultant on family, generational, marriage, and diversity issues.

Though the group has often met with resistance and persecution, including Perry being immobilized by serious illness at one juncture, they have made significant headway in their battle for the family and have continued to laud its merits in such ventures as the WFPF.

For more information on the forum, the center, or family concerns in general, go to: <http://www.NGOFamilyVoice.org>; <http://www.kennedy.byu.edu>; <http://www.WorldCongress.org>.

Those interested in a personal account of Wilkins' "eye-opening" experience at the UN, may read about it at: <http://marriottschool.byu.edu/exchange/archives/online/summer99/feature/html/wilkins.html>

"The peace which we want is . . . not from a peace treaty signed and put in safes. We want peace which is going to be the peace of the people, where the borders will be open, where the people will deal with each other, travel in each other's countries, trade with each other, and live a safe and peaceful life. We think the only answer to the questions and the worries and concerns of security is to have this kind of peace, where not the armies and the arsenals will protect us from each other, but our willingness to live and exist with each other."

Hasan Abu-Nimah, Jordanian ambassador to U.S.

Middle East Peace Process

International Forum Series
22 March 2000

Going Hungry

Attending the Hunger Banquet is a bit of a gamble. Although all patrons pay the same fee to attend, they are not all guaranteed the same meal. While a few diners receive a sizeable entree with plenty to drink, the majority of the guests only receive meager offerings of beans, rice, or tortillas, and water.

The Hunger Banquet is a way to expose participants to the harsh disparities which exist between countries of different economic status. The most successful fund-raiser put on by Students for International Development (SID), a Kennedy Center-sponsored club, this jarring dining experience gives participants an "awareness about the world's situation," as Dave Shuler, field studies coordinator, explained, "Especially if they take it seriously and apply it personally, thinking 'I live in this world, and I'm a human being—don't I deserve something more?'"

This year's banquet was a great success, attended by approximately 800 people who contributed over \$6000. These funds enabled SID to distribute nine awards both locally, to Habitat for Humanity in Utah County, and farther afield for such things as medical supplies in Mexico, aid for widows in Rwanda, and aid for orphans in Uganda.

SID selects recipients from proposals submitted by individuals and nongovernmental organizations (NGOs) from around the globe. Though difficult, the selection process is a valuable experience for students, as Shuler related, "The educational value—for students to take their education into their own hands and work with real-life problems and situations—has been really marvelous, because they get the satisfaction of seeing what happens, but they also go through the anguish of trying to decide between worthy

causes. For example, they might ask, 'Are we going to do anything for this orphanage or is this clinic in greater need?'"

Instituted ten years ago, the banquet is an effort to raise money while simultaneously increasing public awareness of global injustice. Held annually, for the past two years it has coincided with the Romney Institute's Microcredit Conference in March. Those interested in volunteering for the cause may become a member of SID and attend their meetings, held every Tuesday night at 7:00 in Room 257 of the Kennedy Center (HRCB). Those interested in further information on the Hunger Banquet or other SID ventures, visit their web site at: http://kennedy.byu.edu/student_programs/sid or call Joanna Ekenes, co-president, at (801) 378-3377 or (801) 371-9168.

Reaching Out with Culture

Every year students present over fifteen hundred original, multimedia presentations at local schools. Each student personally develops their presentation about a country they have lived in (for at least three months) and delivers it fifteen to twenty times. The demonstrations have more impact than many teaching techniques because, as Cory Leonard, student programs coordinator, pointed out, "Rather than just give a

presentation that is nice, factual, and encyclopedic, our students present the culture from a more personal standpoint."

These exercises are the foundation of the International Outreach class, offered by the Kennedy Center. While students are preparing their lectures, they also polish them for possible publication. Outreach encapsulates student experiences in "CultureGuides," resource units that

provide access to their insights long after the presentations are over. Each packet is reviewed by a committee of cultural and educational experts to ensure accuracy and quality before publication.

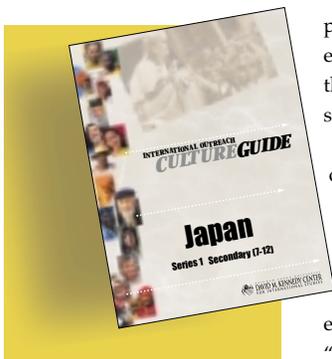
CultureGuides are designed for use by any person in the community—from junior high students supplementing class projects to teaching professionals who implement them as valuable aids. "There is a huge demand," stated Leonard. "The teachers continue to request us because they know our students are reliable and will do a good job." Leonard also explained, "Our philosophy is that outreach is a service for society, based on the concept of sharing cultural understanding. Everyone should have the opportunity to learn from our students—we want to make the material accessible to everyone who is interested in it."

The first four resource units may be purchased this fall, with an estimate of over forty-five more becom-

ing available by the end of the year. Unlike other programs, such as the Stanford Program of InterCultural Education (SPICE), the Kennedy Center's CultureGuides are not produced for profit. The cost will be nominal (approximately five to fifteen dollars), varying only slightly depending on the different media (slides, video, etc.) included in each package.

Leonard is currently researching efficient methods of distribution, including online download prospects. Teachers interested in participating in a focus group may contact Leonard at (801) 378-2980 or by e-mail at Cory_Leonard@byu.edu.

For more information about International Outreach, including how to schedule presentations and purchase upcoming teaching units, go to: <http://kennedy.byu.edu/IOabout.html>, call International Outreach at (801) 378-3040, or CultureGuides at (801) 378-3723.





Daniel L. Nielson

Daniel L. Nielson obtained his BA degree in international relations from BYU August 1988, receiving the distinctions of magna cum laude and university honors. He received his PhD degree in international affairs at the University of California, San Diego (UCSD), in 1997.



"I would say that most of my career has been related to my undergraduate degree," Nielson stated, including his current position as assistant professor of political science at BYU. Other relevant projects he has pursued include: establishing the *Journal of Environment & Development*, a precedent publication; working as a research assistant; speaking as a visiting lecturer/scholar to universities in the United States and Mexico; and acting as an associate of international relations at the UCSD. Nielson has also received several academic honors and awards, and has authored and co-authored various publications.

Nielson's research interests include international political economy and developing countries. These interests are evidenced in his current publication projects, which include books addressing: changes in the world bank related to the environment; trade in North America, mainly focused on the North American Free Trade Agreement; and incumbency in legislatures throughout the world.

Nielson stated that he has had several lasting experiences through his association with the Kennedy Center, during both his time as a student to his present research projects as an assistant professor. He was especially quick to cite examples of exemplary professors he learned "how to really think" from—naming Lamond Tullis, Ladd Hollist, and David Magleby. "These three professors opened my eyes to the different possibilities of learning and studying," Nielson explained. In fact, Nielson's occupational future was changed because of them. Nielson said, "I had never really considered academics as a career until I experienced their classes."

Nielson is grateful for his experiences at the Kennedy Center. He has enjoyed the opportunity to return to BYU as a professor and plans to continue his work and research here in the future.

Tiffany Ivins

Tiffany Ivins graduated from BYU April 1999 with a minor in international development (literacy emphasis). She acquired additional skills at the Kennedy Center as a field facilitator for International Study Programs (formerly International Field Studies and Internships) students in South Africa and East London and conducted research in the Philippines.



Her current position as an international programs officer for Laubach Literacy International was obtained in part because of her overseas experience. "My supervisor tells me that my two internships in Africa have qualified me beyond many degree-holding people in this NGO office. I never would have experienced that without the international programs."

Ivins also said her "studies at BYU helped me significantly because I was afforded 'in-the-field' experience at a very pivotal point in my studies. Professors and programs in the Kennedy Center were great forums for me to explore my previous experiences and to prepare for future adventures. There is nothing like a hands-on experience guided by professors who believe in the students. I am appreciative for committed faculty and staff who fight to make available the interdisciplinary program at the Kennedy Center, and I hope these programs

continue and expand."

Ivins still has contact with many Kennedy Center alumni and teachers and said, "I certainly remember many fond hours passed in the Kennedy Center—philosophical conversations about how we could change the world, resolve conflicts, or initiate revolutions. Although a mere building, I think the Kennedy Center will always be a place I remember as a communal respite to recharge my spirit. The torch is passed, but my flame still burns."

Laubach Literacy International has already given Ivins the opportunity to conduct field visits to Nepal and Thailand, and she implemented research on "Affects of Maternal Education on Children's Health" in South Africa, Zimbabwe, Nepal, and Bangladesh this summer.

Ivins plans to continue her studies by beginning a master's degree program in International and Comparative Education at the University of Oxford in October.

"Our hope is that we can unify the country in due course of time, and show to the world that even in the midst of larger neighbors, you can build a prosperous country, which could practice democracy, protect human rights, and at the same time, create a prosperous economy which will guarantee a welfare, quality of life for all the people. . . . And I think that a continued friendship between the United States and Korea is essential to achieve these ends because . . . for the last fifty years the U.S. has been our closest ally and friend, and we always count on that friendship."

Hong Koo Lee,
Korean Ambassador
to U.S.

U.S.–Korean
Relations

International
Forum Series
21 October 1999

L. Gordon Flake

L. Gordon Flake was appointed executive director of the Mansfield Center for Pacific Affairs in February 1999. Prior to his appointment, he was a senior fellow and associate director of the program on conflict resolution at The Atlantic Council of the United States, and he served as director for research and academic affairs at the Korea Economic Institute of America.



“My graduate experience at the David M. Kennedy Center helped solidify my inclination to pursue a career in the international arena. My professors and the various guest speakers [International Forum Series and in classes] brought in to address the combined class came from a variety of fields and further opened a window of perspective and potential.” He also recalls personal moments at “weekly meetings in the ‘war room’ (the Kennedy Center Conference room, where we actually moved beyond trying to apply that week’s episode of *Star Trek the Next Generation* to international relations); small group discussions of the books we had read that week; the struggle to understand Bruce Bueno DeMesquita’s *The War Trap*; and hours burrowed in the carrels downstairs. My time in the program was a time of immense intellectual, personal, and spiritual growth.”

Flake travels frequently to Japan, Korea, China, and other countries in Asia as a conference participant and lecturer [he was in Rome while transmitting this by e-mail]. He is a regular contributor on Korean issues in the U.S. and Asian press. He has published extensively on policy issues in Asia and is currently working on a book tentatively entitled *Korea 2010*.

Born in Rehobeth, New Mexico, he received his BA degree in Korean from BYU, with a minor in international relations. He also completed his MA at the Kennedy Center. His master’s thesis focused on the economic reforms in Laos.

He lived in Korea for a number of years and speaks both fluent Korean and Laotian. He has four young daughters and is married to Pakayvanh Sisoutham of Vientiane, Laos.

Bethany Brady

Bethany Brady, a native of Bountiful, Utah, graduated cum laude in international relations, with an emphasis in international development from BYU in December 1998. Brady was a member of Phi Kappa Phi National Honor Society, a recipient of BYU academic scholarships, and received the Brigham Service Award in 1998.



During her last semester, she completed an internship/field study in South Africa. While there, she was introduced to the NGO, Management Sciences for Health (MSH) in Arlington, Virginia, where she is currently employed as senior program assistant. Brady is currently working on “Drug Management for Childhood Illness,” a joint project between MSH, the World Health Organization, and the U.S. Agency for International Development.

The project seeks to make life-saving resources more available in health facilities and to ensure that both health-workers and caregivers of children are using medicine correctly. In conjunction with this project, Brady traveled to Uganda in February, where she collaborated with the Ministry of Health to improve the availability, affordability, and use of essential drugs and vaccines in four districts in the country.

Brady acknowledged Dave Shuler, Valerie Hudson, and Donna Lee Bowen for the influence their classes have had, and her field study, in her position with MSH. She also noted the flexibility and encouragement of Chad Emmett, international studies advisor.

She has been accepted to the Master’s of International Health at Johns Hopkins University and the Master’s of Public Health for Developing Countries at the London School of Hygiene and Tropical Medicine—it remains for her to choose which program will best suit her career goals.



Keep in Touch

Kennedy Center alumni, please take a moment to update your records and classmates. Share your relocations, promotions, additional degrees, awards, and other noteworthy items. Submit names for the Alumni Profile section or share information about a classmate’s newsworthy attainment.

Alumni Update Form: <http://kennedy.byu.edu/alumni.html>

Attach photos to e-mail: kennedy_publications@byu.edu

Learning through Service

Most people are aware of Study Abroad, International Internships, or even International Field Studies, but many may not have heard of International Volunteers. Putting classroom theory into action is the thrust behind this newly-created, fourth option within International Study Programs (ISP) at the Kennedy Center.

"The notion of service and learning programs happened as it did for two reasons: (1) Don Holsinger [Kennedy Center Director] envisioned student volunteers with onsite faculty incorporating service as the emphasis in academic programs. (2) Many existing international study programs were

becoming increasingly service oriented," explained Shahram Paksima, coordinator for International Volunteers.

After speaking with various faculty, department chairs, and administrators, a consensus was formed that this type of experience was "unique enough for a separate emphasis to be warranted," Paksima added. "Departments and faculty members agreed that service could provide a direct application of the academic curriculum. Previously, service rendered was viewed as simply giving something back to the communities where the academics took place—now it is twenty hours per week interwoven with the academics."

Initially, seven programs were established for 2000—three in spring: Guadalajara, Mexico, a Spanish program with the Spanish and Portuguese Department; Santo Domingo, Dominican Republic, with the Health Science Department; and Uganda, with the Educational Leadership and Foundations Department. Additionally, four programs were set for summer: Mozambique, a Portuguese program with the Spanish and Portuguese Department; Ukraine, a joint

venture with the Kennedy Center's European Studies and Health Science Department; Romania, with the Recreation Management and Youth Leadership Department; and Mexico City, with the Communications Department.

Paksima and Jan Van Orman, Latin America projects coordinator for the university, visited two spring programs in June. Although a few adjustments will be made to future programs, what they found exceeded expectations.

Guadalajara, Mexico

Thirty-six students embarked to study Spanish and teach English—primarily to Church members in three of the eight Guadalajara stakes. They were led by Professors Dale Jarman and Anna Maria Hawkins and graduate student instructors Eduardo Aragon and Claudia Kechukerian.

"In addition to their Spanish immersion, students took an active role in planning and presenting lessons in Spartan conditions, and they did a phenomenal job developing creative learning activities," Paksima reported.

Students reported that in addition to building skills and ease with the language, their personalities had been changed, testimonies strengthened, and bonds built with the members they resided with throughout their stay. "It was a great experience to be immersed in the culture. I learned so much more from the service aspect," said Jeff Honer.

"When I heard about the program in class, I said 'I have to go; this is perfect for me.' After Guadalajara, I now have confidence to speak the language," Rebecca Uda explained.

Santo Domingo, Dominican Republic

Professor Lynley Rowan, director, and Kristen Proctor, facilitator, and nine students set out to study international health issues and seek ways to help reduce infant and maternal mortality rates. Contacts gained through the Church's Humanitarian Services

aided their efforts. They also hoped to develop relationships for the Public Health Ministry and the Pan American Health Organization with non-governmental organizations such as FUNDASEP and Project Hope.

"Students went there to adapt existing health literacy manuals and see what future steps could be taken. They also worked with the health ministry to have women fill out health surveys and offer pre-natal health education. The students really pushed to increase their service capacity," Paksima said.

A hostel for volunteer groups became home for the tight-knit volunteers team. Most surprising for Paksima was how well the students worked together and got along. He attributes that to "having a great group of participants as well as proper promotion and selection ahead of time." Out of the numerous qualified applicants, fifty students were interviewed for the nine available slots. Paksima stressed that selection is always a "rigorous process weighing the individual strengths and responsibilities required. Proper selection and preparation is critical to success in the field for this type of program."

The hands on approach definitely made a difference for students. "For the first time I feel like my college education has really taught me something," said Spencer Hall. Teammate Nicole Glavinic concurred, "I loved teaching health topics to the elementary children. The kids were so excited to learn."

"I knew the students and faculty would have good experiences, but it surpassed my expectations. Dedicated students made the programs happen—not let the programs happen to them. It is important that they not only learn to serve in the Third World, but recognize they can also learn from the Third World," Paksima concluded.

Paksima traveled to Ukraine and Romania in July after our publication deadline. Look for further International Volunteers developments in future issues of *Bridges*.



Top: Presenting health materials in Santa Domingo.

Bottom: Melba Jarman watches weaver in Lake Chapala.

mon aquifer is so depleted that sea water is filling the aquifer from the upper level where the shallow Arab wells draw—while the deeper Israeli wells draw fresh water. Average daily water use for an Israeli is 125 gallons, with twenty-four hour access—some having automatic sprinklers on their yards. In contrast, the average Palestinian uses twenty-five gallons per day, with limited access, and major sewage issues.” Adults and children alike suffer.

Inequities continue seven years into the treaty. Barber sympathetically exclaims, “It is so unjust. The human spirit says ‘I won’t take this any longer.’” On his desk sit five volumes of transcripts of UN resolutions calling for sanctions against the Israeli occupation. Barber remarked, “Virtually all of the resolutions have been rendered impotent by U.S. vetoes. Meanwhile the ideology-based conflict continues, and most of the world remains unaware of the facts.”

Barber is replicating his study in Bosnia and presented a paper at the European Association of Research on Adolescence conference 3 June. He was recently appointed associate editor of the *International Journal of Behavioral Development*.

Additional Reading

Snyder, John. “Palestinian Paradox.” *Brigham Young Magazine*, Summer 2000.

Surplus Males: The Need for Balance

What ramifications exist for a society with a surplus male population? Valerie Hudson, associate professor of political science at BYU, and Andrea M. Den Boer, now a doctoral student at the University of Kent (England), tackle this puzzling question in their manuscript, *Bare Branches: Cause and Consequences of the Masculinization of Asia's Sex Ratios*. Their findings support their thesis: The way in which a society views the family unit, and its individual members, is inextricably tied to that society's national security.

As Hudson and Den Boer's extensive research began, historical—and recent—societal studies revealed alarming trends of violence, crime, and social instability in cultures that had devalued the natural family unit through placing exaggerated worth on male offspring. When society places more import on producing male children than on producing a functional family, Hudson asserts, it upsets the scales of nature, leading to unbalanced communities where males grossly outnumber females. In regards to the natural balance of male to female births, Hudson stated, “some natural phenomena are very durable, so when they are violated there are bound to be negative repercussions.”

One impact is the well-known incidence of abortions and abandonment of females in male-valued societies. Somewhat less advertised, however, is that these societies often have extremely high suicide rates. The female suicide rate soars because,

Hudson believes, due to the severe lack of females, many women lead highly controlled lives. The future often seems bleak for the surplus men as well, who do not have the opportunity to live normal lives (with prospects of marriage or family). They may resort to drastic measures—including criminal activity, prostitution, and other barbaric extremes, such as *purchasing* women captured from other regions or countries (\$250 US on the black market in China).

Governments (primarily in Asia) perpetuating the male-valued society are not unaware of the negative consequences. Historically, they have downsized male surplus by sending these men to colonize, work on dangerous building projects, or to war. The current India-Pakistan border conflict may be an example of how some countries continue to use these tactics. According to Hudson, ongoing battles such as this might be resolved sooner if it weren't for the abundance of the relatively “expendable” troops who seek glory on the battlefield because they have no family to return to.

Overall, these familiar methods are becoming inadequate controls of the growing male surplus. Perhaps recognizing this, China, for example, is experimenting with their strict birth control dictum to perhaps include two children per household, as long as they are spaced ten years apart. This attempt may have come too late. Abortion and infant female abandonment continue to abound. Although the law has changed, cultural values

have not. Many of the people in these societies still implicitly believe in and choose male children.

And so the consequences continue. Hudson estimates that by the year 2020, there will be even larger numbers of surplus males in societies such as China (estimated 30–50 million, ages 15–34) and India (estimated 30–35 million, ages 15–34). Bangladesh, Taiwan, and Pakistan are also estimated to have a rapidly expanding surplus.

Hudson has been labeled “heterosexist” and “anti-choice” by some, but she stands behind her research—the facts speak for themselves. “Unfettered abortion in societies with strong son preference results in male surplus and negative consequences for societies,” Hudson stated. Surplus in either gender is unfavorable, but the current worldwide deficit is women—about 100 million.

Hudson believes in order to curb anti-female tactics and balance out these societies, governments must supply an economic advantage for families who raise female children. Not all countries place a limit on the number of children allowed per family, and yet many continue to have a surplus male population. Hudson believes the answer to restoring the natural balance in society lies in placing increased value on female life in families.

Hudson and Den Boer's book is currently under publication review.



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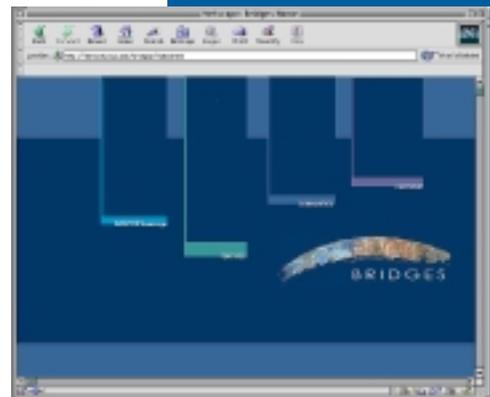
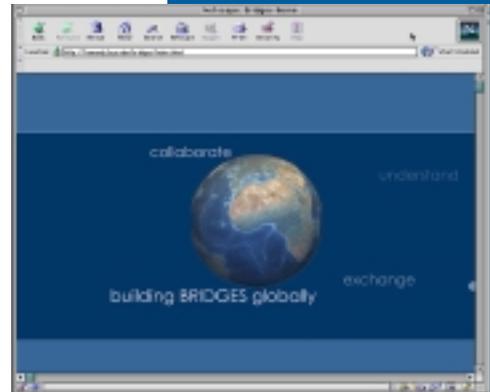
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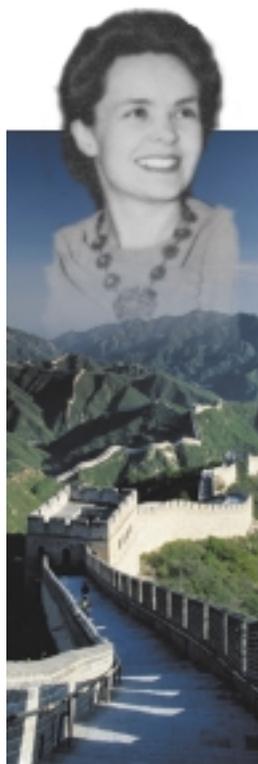
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Revered in China for meticulously recording the political climate of the 1930s, at her death in 1997, eighty-nine year-old Helen Foster Snow was memorialized at the Great Hall of the People. The Communist Eighth Route Army Museum in Xi'an boasts the Helen Foster Snow wing. There is a Helen Foster Snow Society in Beijing, and across China there are hospitals and schools bearing her name. An eyewitness to pivotal political changes within China, her journalistic record is a primary source on the Communist revolution of the 1930s.