Jerry Swope

A Summit on International Education

One of the many wonderful aspects of serving as president of Saint Michael's College is the opportunity to attend the occasional special events when I have the privilege of representing the institution and the Saint Michael's community to the wider world. On January 5 and 6, 2006, I had such an opportunity at the U.S. University Presidents Summit on International Education.

Secretary of State Condoleezza Rice and Secretary of Education Margaret Spellings invited a select group of about 120 university and college presidents to a summit meeting on international education at the U.S. Department of State in Washington, DC. The summit afforded President George W. Bush the occasion to announce a major new initiative relating to increased funding for the study of critical languages, including the preparation of teachers of these languages, as well as additional efforts to emphasize science and math in higher education.

It was an extraordinary gathering, and I had the remarkable honor of meeting and speaking briefly with the President of the United States. The President's afternoon speech was followed by a wonderful State Dinner, presided over by Secretary Rice and Secretary Spellings. Other Cabinet members and ambassadors also attended.

Early the next morning, we began a full day of meetings and discussion sessions with Secretary Rice and her colleagues concerning the need for language skills, international studies, foreign scholars, study abroad and related topics. These were excellent exchanges—very candid, forward and direct, even strongly argumentative at times. The dialogue centered on some of the most important issues facing our country today and in the near future.

The entire summit was spectacular in scope, certainly because of the presence of the President, Mrs. Laura Bush (who graciously joined our luncheon) and Cabinet members as well as full press coverage of this rather dramatic change in the government's attitude vis-à-vis international education and the participation of higher education in devising strategies for its improvement. The presidents from across the country represented major universities, research institutions, state schools and private colleges. It was a noteworthy assemblage, and I felt truly privileged to be part of it.

Saint Michael's was honored with an invitation to the summit partly because of our collaboration with the Institute of International Education (IIE). In the 1930s, IIE placed Dr. Richard Stoehr—a musicologist and Austrian refugee from the Nazi regime—at the College, where he took the position of composer-in-residence. Thereafter, in the 1950s, IIE arranged for just over 100 Hungarian freedom fighters to study at Saint Michael's, the largest number of refugees ever integrated into a college program in the United States. The latter was a seminal event for the creation of our international studies program.

Saint Michael's School of International Studies (SIS) celebrated its 50th anniversary in 2004 and has a solid reputation with the State Department, Fulbright Program and other groups. With over 15,000 SIS alumni, it is apparent that not only have international students enhanced the diversity on our campus, but through the academic and personal experiences they gained here, the College has had an impact on their communities around the world.

Clearly, the President's newly proposed focus on the study of critical languages, like Chinese and Arabic, is a topic we have already begun to explore in connection with the current review of Saint Michael's curriculum. However, this fresh impetus should not detract from the fact that a great deal more attention should be paid to the acquisition of all languages, including English. At the same time, we need to keep in mind that support for the sciences and mathematics is a key element of successful competition in the global marketplace.

Saint Michael's College faculty and staff have a deep and demonstrated commitment to the international dimensions of our academic and residential programming. Certainly, the language proficiency requirement in our curriculum is an integral part of that effort. From the discussions at the Summit on International Education, it is abundantly clear that we must continue this commitment, as it will be increasingly important to prepare our graduates for fulfilling lives as citizens of the global village. ✤

President Marc vanderHeyden

Spring 2006

Table of Contents

1

From Founders Hall

A Summit on International Education

3

The Hilltop

News of the students, faculty, alumni, campus, ministry and mission of Saint Michael's College

The Duffy Turf Field is dedicated; a new mascot roams the sidelines; continued service in New Orleans; the collected poetry of John Engels; the business of cross-cultural management, and more..

16

Three Wishes

How the Bookless triplets and Saint Michael's made their college dreams possible

22

Alumni News

News from the Classes

32

The Last Word

Two Gender Gaps: Recognizing men's underachievement

By Professor Vince Bolduc

FROM THE EDITOR

Thinking Globally

"Think Globally, Act Locally." It's a phrase that has become so commonplace on bumper stickers (at least here in Vermont) that it is almost becoming a cliché. And yet it is a noble concept, a powerful directive, and one that immediately came to mind as I was looking through this issue as it came together.

President Marc vanderHeyden recently attended a summit on international education at the White House. While in Africa, Associate Professor of Political Science Trish Siplon helped to find funding to assist AIDS orphans in Tanzania. Associate Professor of Business Administration and Accounting Bonalyn Nelson is teaching about the importance of cross-cultural business management. Alumni and students from around the country head to New Orleans to assist in hurricane relief efforts. The Duffy family, who tragically lost a son in the September 11 attacks, gifted a turf field to Saint Michael's in his memory that will greatly expand athletic opportunity for our students. The Bookless sisters, who grace our cover, and their parents are all ambassadors for the College, believing in a Saint Michael's education enough that they want to help bring others to the school as well.

Andy Duback

In the 21st century, as an international understanding of the world becomes increasingly important, and the need to care for our local neighbors has never been greater, the evidence of Saint Michael's global and local perspective is reassuring indeed.

On the Web: In the near future, we'll be launching a new, improved Web site for our alumni. Part of that site will be a gallery where alumni can submit their pictures, including wedding photos and other group gatherings. Look for more information about the new Web site in the Summer issue.

Caroline Crawford, Editor
ccrawford@smcvt.edu

THE HILLTOP
Saint Michael's student, faculty, alumni and campus news

The Duffy family: Kevin '03, Kathy, John, Kaitlin and Kara, on the new Christopher Duffy Turf Field at its dedication on October 22, 2005.

Andy Duback

Green Day

The dedication of the new Christopher Duffy Artificial Turf Field inaugurates a new chapter in Saint Michael's athletics.

When Hurricane Katrina's stubborn remnants soaked the Christopher Duffy Artificial Turf Field last August 31, the day of the first Saint Michael's varsity game on the field, the deluge allowed for a dramatic demonstration of the difference the new centerpiece of the Doc Jacobs sports complex will make for Saint Michael's College and its neighbors.

In the driving rain, which would have turned a grass field to soup and canceled the soccer match, the Purple Knights' women's soccer team played the inaugural Saint Michael's varsity game on the mud-free Duffy surface, barely losing 2-1 to Pace University. The College also allowed the University of Vermont's women's soccer squad to use the field that day since their Centennial Field was too muddy.

The occasion showed how perseverance and generosity can find worthy outcomes from even the harshest day, a truth that emerged more profoundly at the field's formal dedication on October 22. Guest speakers took the podium on that crisp, sunny fall Saturday to talk about the field's namesake, Christopher Duffy, who was killed in the terrorist attack on September 11, 2001, at the World Trade Center. Christopher was the older brother and mentor to Kevin Duffy '03, a four-year varsity men's lacrosse star for the Purple Knights. Their father, John, a Saint Michael's trustee, together with their mother, Kathy, provided the vision and financial support to make the new facility possible.

"It's something to preserve Chris's memory," said John Duffy of the field. "Christopher was a mentor and guiding light for Kevin (who was a junior at the time of his brother's death) and had introduced him to the sport of lacrosse. We thought it was the right place to put something in Chris's memory."

A dedication at the entrance to the complex tells about Christopher Duffy and includes an old Irish blessing. "It's a nice addition to the school and maybe will

give people a pause to remember 9/11 when they read it," John Duffy said.

The field hockey team played all eight home games this fall on the new field, while women's soccer hosted nine regular home games, plus a tournament that twice had teams other than Saint Michael's squaring off on the new turf. The College's spring sports squads can start outdoor training earlier than ever previously possible, since artificial turf, unlike grass fields, can be plowed.

Athletes and coaches are excited by better and more predictable practice and playing conditions, the ability to schedule games more confidently on either end of Vermont's long messy winters, and the prospect of stronger recruiting with such a fine modern facility as a lure. This spring, both men's and women's lacrosse will use the field for all home games.

"The Duffy Turf Field is a tremendous asset for our lacrosse program," said Paul Schimoler, head men's lacrosse coach. "The challenges of being a spring sport in northern New England are obvious. Now we can better prepare and compete. I expect that the turf field will provide our program with one or two more wins a season."

"It's great. We're not having to deal with the weather conditions that can affect a grass field," varsity field hockey and lacrosse coach Carla Hesler agreed. "We play a passing game, and the field allows for the ball to roll true, so that helps us quite a bit." Many Saint Michael's opponents have installed artificial turf fields in recent years, she says, "so now it's not as much of an adjustment for us when we go play our opposing schools."

"We've been promoting the field for recruiting, and we would have been at a disadvantage without it," Hesler said. "It's really helping our lacrosse recruiting since we can prepare outside earlier."

> "I expect that the turf field will provide our program with one or two more wins a season."
>
> — Coach Paul Schimoler

That was one of John Duffy's goals for the field. "It seems like it's a shot in the arm for the athletic program," Duffy said. "I think this will help them attract the right kind of student, not just the right kind of athlete. If you're a musician, you want to see a chamber you can play in, and if you're an athlete, you want to see a field. I hope it creates the right kind of impression for the kind of athlete we're trying to attract."

What's It Made Of?

Once Saint Michael's leaders settled on the best place to build the field, construction began in May 2005, immediately after the spring sports season ended, and continued until late August, so as not to interfere with either spring or fall practices.

Seth Cole '01, director of sports information, described the drainage system under the turf: first, crushed stone was put down over the soil, similar to what might be used for a driveway. A mixture similar to blacktop was placed over that, and then the turf surface itself sits immediately on top of the blacktop. Since the turf is about 1.75 inches thick, says Cole, the hard surface beneath it isn't noticeable. The turf surface is then sprinkled with small pieces of crushed tire rubber, which helps quicken the playing field and softens the surface. A hot-to-surface border surrounds the turf itself. "From a distance, it looks like natural grass – it's soft like natural grass," Cole said. "Hopefully, that means there won't be as many injuries on it as there would be on older, harder artificial turf."

The field requires relatively little maintenance except for putting more crushed tire on the surface every few years, Cole said, adding, "We'll probably need to take a leaf blower to it in the fall and maybe either a snow blower or a four-wheeler in the spring for the snow." The turf has various colored lines permanently fixed on it for all the different sports that will be played on the field.

Homecoming Dedication Ceremony

Homecoming Weekend kicked off October 22 on the new field with a men's alumni lacrosse game in the morning, which enabled many former coaches and players to attend the formal dedication ceremony for the field that followed.

"It was great having a lot of family with us, seeing a lot of Kevin's classmates and teammates and meeting some of the older lacrosse players from earlier years," John Duffy said later. "Fortunately, it was wonderful weather-wise. It was emotional for myself and the rest of the family. And it came out as nice as we thought."

Kevin Duffy '03

After Anne Hansen, vice president for institutional advancement, welcomed the crowd at the dedication, the Rev. Ray Doherty, SSE '57, delivered a special blessing. Other speakers who followed included Kevin Duffy '03, Director of Athletics Geri Knortz, men's lacrosse coach Paul Schimoler and President Marc vanderHeyden.

Knortz told about the first time she

knew the idea of an artificial turf field for Saint Michael's was on John Duffy's mind.

"Five years ago, late in March 2000, Saint Michael's was scheduled to host an NE-10 conference men's lacrosse game," she told the crowd. "A snow-covered field forced us to move that game to a turf surface at Middlebury College. The Duffys were at that game to see their son Kevin compete, and John said to me, 'Why don't we have one of these?'" That, Knortz said, was the beginning of Duffy's vision to give the college a quality artificial field for athletic use.

President vanderHeyden spoke of what he sees as the field's deepest significance. "It is actually the activity, and the looking forward to the competition and the friendship and relationships that are built on playing on this field that will give the sacrifices of four years ago true meaning," vanderHeyden said.

Knortz said, in addition to Saint Michael's varsity games, the College anticipates that more than 500 high school athletes will take advantage of Duffy Field annually for tournaments, championships and summer camps

In accepting the plaque and a certificate at the dedication ceremony, John Duffy shared his hope that the field will attract students to Saint Michael's in general and inspire visitors to remember 9/11. Duffy's lacrosse-playing son Kevin discovered Saint Michael's on his own initiative while still in high school, before the rest of the family knew about the school. After the family visited campus, Kevin told his parents "I like the smaller atmosphere – I don't think I'll get lost here." Kevin also knew he could start right away on the varsity lacrosse team at a Division II school, which was important to him. "He'd had a nice career in high school, and his career at Saint Michael's was equally nice," John Duffy said.

For four years at Saint Michael's, Kevin Duffy dominated men's lacrosse. He is the all-time highest first-year scorer, and was senior co-captain. He is fourth in the schools' all-time scoring list.

Knortz says she and others were deeply moved by the words John Duffy spoke at the dedication. She personally was particularly touched by Mr. Duffy's observation that Chris Duffy wore number 41. Mr. Duffy said he thought of that number the way it sounds when spoken by individual digits: "four-one" or "for-one" which, he said, is the way Chris approached sports, as the ultimate team player.

The story, Knortz said, gave "every athlete a reminder of what they're here for."

—Mark Tarnacki

A New Knight in the Crowd

The Purple Knight, venerated symbol of Saint Michael's sports teams since 1947, now lives, breathes and boogies.

A new Purple Knight mascot has been showing up regularly at Saint Michael's sports contests and other campus and community events. The still-unnamed mascot, a result of student initiative, professional marketing and alumni input, is noble and traditional, yet kid-friendly with a squishy suit of cartoonishly colorful armor.

Mike Germano '07, Erin Nikel '08 and Stephen O'Neill '09 were the first students to wear the costume and Robyn Myers, a former Saint Michael's cheerleading coach, became their advisor.

Germano admits that being in the costume "is pretty hot," but easier to move around in than he expected. "We've had really great reception," he said. "That's one of my favorite things, interacting with kids, the fans, just being playful. You can play around with everybody, and everybody loves it."

The mascot debut was an impromptu appearance over Homecoming Weekend at a concert by the hip-hop group Jurassic 5, one night before its first official appearance at the dedication of the Duffy Turf Field. Student Association President Tyronne Walker '06 says that when the Knight appeared at the concert, the crowd went wild. "It's good to see your work come to fruition with such an impact on the student body."

The cameo appearance was the culmination of a protracted project that lasted nearly three years for Walker and a mascot committee that formed in 2003 to write the latest chapter in Saint Michael's mascot history.

The last mascot costume was stolen in the early 90s and never recovered, and the ability to have a mascot at the games disappeared with the missing Purple Knight. In 2003, Walker asked Chris Kenny '86, assistant director of athletics, about reviving the tradition, which led to the formation of a committee. After months of work with a recommended firm, Street Characters of Calgary, Canada, and surveying hundreds of alumni, former athletes and the student body, the present mascot's look was born.

"Since it's been with us, it's appeared every weekend at at least one event," Kenny said. "People cheer and get into it. There's lots of interaction. Our venues are so fan-friendly, it's easy for the person in the costume to integrate with the fans."

Although, dressed as a medieval knight, chances are good the mascot will not be lost in the crowd. *—M.T.*

John Engels Publishes 50 Years of Poetry

RECOUNTING THE SEASONS, Poems 1958-2005

Andy Duback

At first, looking at his new book of poetry, *Recounting the Seasons: Poems 1958-2005* (University of Notre Dame Press), made John Engels, professor of English, uncomfortable. "It was very odd to see it on the table—my emotional history locked between two covers," he says. But he's warmed up to the book, which at 604 pages contains nearly all the poems included in his 11 previously published volumes along with a group of new poems.

A professor at Saint Michael's since 1962, Engels has published a book of poetry every five years, and has received wide recognition from poets throughout America, as well as major awards, including Guggenheim, Rockefeller and Fulbright fellowships. His work has appeared in *The New Yorker, Harper's* and innumerable literary journals. With this new volume, Engels arrives at his place in America's top poetry circles.

While he has been publishing regularly for 50 years, his poetic voice has changed, he observes. "Some of the early poems seem to have been written by someone with whom I'm not really familiar," he says. "There was a lot of rage in some of the early poems that I understand, but can't feel any more, a certain intemperate quality organized around the almost simultaneous death of my mother and infant son." Those events, which occurred in the 1960s, fueled Engels' writing on that subject for almost 20 years, he says.

To see work covering over half a century is very revealing, he says. In a recent poem, "A Short History of My Voice," he wrote that his earlier poems "would blurt/abrupt, insistent, loony, vulgar, loud" in "absurd fastidious perplexities" and the early works were "Seldom/…restrained, but shouted, raved,/ strangled, choked, gobbled like the trickle/ of thick liquids down slow drains." Now, the vigor and energy of those early poems has "metamorphosized" and appears in quieter ways, Engels says. "There's a kind of transparency to the later poems, greater clarity, more attention paid to the effects you can achieve syntactically rather than the simple piling up of images." He also has, he says, a sense of humor and some self-irony "that was simply not present in those early poems." In growing older (Engels is 75) he has come to see patterns that were not apparent earlier. "Some of the recent poems are a little less dependent on syntax to deliver me to my salvation—I've gone from the big dissonant symphony to the string quartet," he says. Always economically written, Engels' poems are now honed to their very essence.

In the collection's foreword, University of Vermont professor of English and author David Huddle writes, "Few living poets are granted a volume of collected

poems, but John Engels deserves this one because he writes poems like nobody else." Engels' work, says Huddle, is distinguished by its sheer range, including "long, short, easy, difficult, philosophical, casual, despairing, joyful, silly, bawdy, heartbreaking, angry, affectionate, uplifting, abrasive, sexy, chaste, polite, and bad-mannered poems…."

Engels' poetry succeeds in using nature to capture human experience in a way that gives us an unexpected "shock of recognition." "I've always tried to see patterns in nature, parallels to what is common to human experience," he says. "If I can reveal someone else's truth, by proposing mine as a way they can enter that reality, I feel I've accomplished something."

For the moment, he's not writing at all, but is in the silent phase that follows the publication of each of his books. "I want to be careful," he said. "I don't want to be writing poems simply because I should be writing poems." Like Robert Frost, he says he wants to avoid "the willed poem," which can lead to dead ends. Although he is well known for his passionate intimacy with nature, including fishing and fly tying, Engels says, "Some subjects I've used up—I don't think I'll ever write another poem about fishing."

He takes his life lessons and shares them with students: the need to try, succeed, fail; write economically, "pay attention to the objective," and "abandon the Platonism [focus on abstract ideals separate from the concrete world] that afflicts undergraduate students." Teaching and being around his younger colleagues in the English department "is immensely stimulating," he said, adding that he is blessed with his colleagues. "They're intelligent, lively, they like each other; it's a wonderful department."

Having spent many years working constantly, "Nowadays I don't work unless I'm strongly impelled," he says. Clearly in his element, Engels said, "I've learned a lot; I've learned technique; you come to what's successful simply through practice." *—Buff Lindau*

The 20th Century Limited

Close at the edge of the platform
already terrified
to ecstasy, waiting

for the enormous winds
of its approach, smash
and wallop of drive rods

smoke billowing
everywhere—
my brother, my parents,

everything from ten feet out
gone spectral
through steam, so joyous

an uproar
of steam, of steel-
to-steel so fine

a hullabaloo
as I haven't known
since but ache,

crave and hanker and itch,
pine, lust for and thirst and
yearn for still, that

great suck and inrush
of vacuum,
power of in-pull, that resistless

horror of the edging in

—-John Engels

Finding a Way

In Africa, Professor Trish Siplon helps orphans of AIDS

When Associate Professor of Political Science Patricia Siplon traveled to Tanzania last August as a Fulbright Scholar, she planned to journey to other African countries as well. Instead, because visa issues curtailed her travel outside the country, she ended up examining how AIDS treatment has changed in Tanzania since she last studied there in 2002. Her new research led her to find funding through the William J. Clinton Foundation that is dramatically changing the shape of AIDS treatment for one rural community.

After arriving in Tanzania, Siplon and a former student, Dusty Haselton '04, who had joined her to do research, visited an orphan program in Ilula, an eight-village wardship in Aringa, in rural Tanzania. "What we discovered was phenomenal, for two reasons: there was a wonderful orphan program there, but there was no AIDS testing whatsoever," she said.

Ilula is the region of Aringa with the highest number of AIDS orphans and second highest rate of AIDS. There Siplon found "everyone is fostering orphans." The orphan program tries to keep the children in school and supports foster families with money for supplies or the means to add space onto a house. "It's a really great orphan support system," Siplon said. Yet even though these children's parents had died of AIDS, there was no testing for the disease, nor any AIDS treatment program.

"We said to the villagers, 'Clearly, these kids' parents died of AIDS; don't you think they should be tested?'" But the villagers were already overwhelmed with the services they were providing and had been unable to set up a testing program.

Siplon took matters in hand. She returned to the University of Dar es Salaam, and then she and another Fulbright scholar traveled back to Ilula, visiting villages on bicycles and holding community meetings. They wrote a proposal to the Clinton Foundation, stressing the need for AIDS testing and treatment, clean water and orphan support.The Clinton Foundation speedily accepted the proposal.

Professor Siplon returned to Vermont in early December and learned that the work has already been started in Ilula, with more sites on the way. An AIDS treatment team has been organized, testing has begun, a Western-trained physician has been brought in to teach the local medical team, and government officials have signed memoranda of understanding with the Lutheran Health Center and Ilula Orphan Program. "They opened the first testing site a week ago," Siplon said in mid-December, very excited to see this critically needed project come to fruition so quickly.

While in Tanzania, she discovered some other excellent Clinton Foundation-funded programs. On the island of Zanzibar, she found treatment support groups, ensuring that people with HIV/AIDS stay on their antiretroviral drugs. She found emergency food programs, a soap-making enterprise that generates support for AIDS programs through sales to luxury hotels. Most exciting was her discovery that the health programs serve men, women and children. In a country that is 99 percent Muslim, the chair of the organizing group is a woman, and there is an "almost shockingly open discussion of prevention in an AIDS 101 workshop," Siplon said.

During her four months in Africa, Siplon also examined AIDS services in other parts of Tanzania. She spent much of her time at the University of Dar es Salaam, but traveled to Zanzibar, Ilula, the Muheza hospital in northern Tanzania, and to Mtwara in the south once. She was enormously pleased to find a former Saint Michael's student, African Mlya, whom she had taught in 2002, is now project manager for non-governmental organization in Mtwara.

Siplon plans to return to Zanzibar in May to study Swahili and revisit Ilula to see how the new treatment program is working. "I'm very excited," she said, "about bringing a lot of this experience into my Global AIDS class during spring 2006." She will also bring in questions regarding interviewing AIDS patients and observing participants as part of her Research Methods course at Saint Michael's this spring. *—Buff Lindau*

In the Classroom

Crossing Business Borders

Instructor: Bonalyn Nelsen, Associate Professor of Business and Accounting

Topic: Cross-Cultural Management BU 445

Cross-Cultural Management is an upper-level business course. What are its objectives?

The course concentrates on the intra-organizational and cultural aspects of managing firms in a global business environment. We cover a number of managerial and human resource management issues, including cultural dimensions of international business, global leadership, cross-cultural communication and negotiations, management of international joint ventures, mergers and acquisitions, training and developing expatriate employees, and some of the social and ethical issues in international business. In this course, I'm teaching students to appreciate the need for international management and human resource strategy to align with a firm's competitive strategy, to understand how culture influences organizational behavior, how to determine the degree of cultural sensitivity that should be part of a human resource management system, and more.

Why is a course in cross-cultural management particularly relevant and important as students prepare to enter the business world?

Even a few years ago, only a small percentage of American business managers had the chance to interact with international business, but business is changing dramatically and quickly. American businesses are experiencing a rapid increase in outsourcing, importing, joint ventures abroad, merging, acquisitions… It is now inevitable that business people will have direct contact with the international marketplace. To succeed, they need cultural intelligence and sensibility. It's important to understand, empathize and alter your behavior for the culture and environment that you're working in. Managers who don't, won't succeed. And it's relevant to those who aren't interested in working abroad: the things we talk about can be applied in just about every work situation in the United States.

You talk about developing cultural intelligence and sensitivity. What are some examples of that in the context of the course?

There are many different dimensions of culture that have a direct impact on doing business. The concept of time, for example: some cultures, such as ours, consider time to be sequential, linear and limited, and put great pressure on scheduling time carefully, being punctual and respecting deadlines. Other cultures, which are considered polychronic, such as Latin America, the Mediterranean, the Middle East, and some Asian countries, tend to take a more relaxed attitude toward time and place more priority on relationships. They'd rather protect a relationship and miss a deadline than do the opposite. They're less punctual. It's important for U.S. managers to understand a difference such as this and not take offense when none is intended.

How is the subject of business ethics integrated into the coursework?

It's an important part of our discussions. The fact that the US is the only country that governs how its corporations conduct business overseas leaves executives at an advantage and a disadvantage at the same time. While American businesses are appreciated for operating under higher standards, it also can create certain difficulties. For example, it's illegal for American businesses to participate in bribes, but often bribery is the way of doing business overseas. So, if you have a large shipment of a product ready to clear customs, and your paperwork is intact, but the customs official just doesn't seem to understand, what do you do?

What kind of work is expected of students in the class?

In addition to a comprehensive examination, students also must do an in-depth analysis of the business customs and practices of a specific country or region and present their findings in a half-hour in-class presentation. They also produce a term paper on cultural profiling, producing a comprehensive analysis of the role of national culture in business and management in a specific country. —*C.C.*

Andy Daback

Returning for Relief

The effort to assist after Katrina continues for the Saint Michael's community

By Mark Tarnacki

It's been more than six months since Hurricane Katrina devastated the Gulf Coast, and the need for relief continues unabated. From Thanksgiving through early January, successive Saint Michael's volunteer teams of alumni, students, faculty and staff traveled to Lousiana to help, working marathon shifts in deep muck as they gutted and cleaned flood-damaged homes for elderly Hurricane Katrina victims.

Sometimes, their efforts felt like a drop in an ocean of need and devastation, a few volunteers reflected. But Rev. Michael Jacques, SSE, pastor at the largely African-American Saint Peter Claver parish in one of the city's hardest-hit districts, said early improvements could be a seed to attract people back to the badly damaged low-income neighborhood, preventing whole areas from being bulldozed.

"For the time we were there, we gave some hope, let people know they hadn't been forgotten," said volunteer Doug Facey, chair of Saint Michael's biology department, who brought his wife and two teen sons along on the December 17-24 trip. His group of 11 volunteers consisted of alumni, faculty, staff and parents, as did a group of 10 who preceded them the week of Thanksgiving. Eleven students and their leaders formed another service group that followed January 7-14.

"When I see something like that and I have an opportunity to help, I can't think of why I shouldn't," said Jamila Headley '06, who spent nearly a month in New Orleans over her winter break working with all the Saint Michael's teams plus other relief groups.

Fr. Jacques expressed gratitude on behalf of his congregation for the volunteers' diligent labor and fellowship, and for more than $150,000 in cash donations (as of early February) from the Saint Michael's Katrina Fund. These funds are meeting parishioners' most urgent needs to buy food, clothing and furniture or pay rent and utility bills. "The very first people to respond to us after the hurricane were from the Saint Michael's community," he said.

But years of work remain in the neighborhood to restore normalcy, the priest said. Reporting to the College trustees in January on their just-completed service trip, students Ryan Woods '06 and Meagan Blair '06 delivered the same message: New Orleans and the Edmundites' projects there need a long-term commitment.

Anne Judson, director and instructor in the college's graduate education program, was in the December group. Her motivation for donating a week of her life "was simply the desire to do something, however small it was, to help with a national disaster."

Jamila Headley is no stranger to relief work or culture shocks. The native of Barbados studied Arabic in Oman during a recent semester and did tsunami relief in Sri Lanka over the summer. She also has participated in a MOVE trip to Tanzania with Professor Trish Siplon to work fighting AIDS.

"A lot of people's homes are filled with mud and oil—it's a huge environmental disaster," she said of the areas where she worked. "There was oily mud so deep you were falling down. I didn't think I could work that hard, so it was good since I challenged myself." Headley hoped to return for more work in New Orleans over spring break.

Deb Desjardins '87 had worked at Saint Peter Claver organizing volunteers in the Edmundite Mission Corps during and just after college. When she heard of the service trips, joining was "a no-brainer." Desjardins said with her experience, she completely trusted the MOVE office and Edmundites to involve volunteers in meaningful and appropriate work, and her trust was well-placed.

"I definitely want to go back—I think all of us do," she said. "It was so overwhelming, my thought was 'our group, times a hundred, every week—it's the only way a difference will be made'."

For more information on the next service trip to New Orleans, please contact Angie Aja, assistant director of alumni and parent relations at aaja@smcvt.edu.

Sister Act

Twins Jevy and Dani Rayner '07 lead women's basketball team on and off the court

The Saint Michael's women's basketball team enjoyed one of its finest seasons in the program's 33-year history. While there are many reasons for this success, two nearly identical explanations stand out: twin sisters Dani and Jevy Rayner '07. The Rayner sisters have set the tone on the court and off, helping the Purple Knights double their victory total from the previous season. The juniors "are a coach's dream," says third-year head coach Jen Niebling, as she has seen them emerge as two of the finest players in the Northeast-10 (NE-10) Conference.

"They are disciplined perfectionists," says Niebling, who made the Rayners her first two recruits after she was hired to replace long-time head coach Sue Duprat in April 2003. "We have grown together, and they have been vital parts of our success."

Dani has elevated all facets of her game this season. The 5-foot-10-inch small forward has led the team in scoring from day one, and has been among the top-10 scorers in the conference all season. She has also led the league in 3-point shooting for much of the year, and has played the most minutes on the team while starting every contest.

Jevy, meanwhile, raised her level of play as the season progressed. The power forward is fourth in the NE-10 in rebounding, grabbing more than eight per game, and she has tallied a team-best five double-doubles (10+ points and 10+ rebounds in the same game). Like Dani, she has also started every game that she's played in this season.

In November, Dani was named the Vermont Sportswriters and Sportscasters Association (VSSA) Female Athlete of the Month. Not to be outdone, Jevy received the same award in December.

As impressive as the duo has been on the court, their academic accolades are even more remarkable. Both student-athletes were named to the NE-10 Women's Basketball All-Academic First Team in February, while Dani also received *ESPN the Magazine* Academic All-American Team accolades. The sisters have each made the Dean's List in all five semesters thus far at Saint Michael's, and both earned a perfect 4.0 grade point average in fall 2005. Both Rayners have a cumulative GPA of approximately 3.9 while pursuing degrees in business administration.

"It has been such an honor to be their college coach and to get to know them over the past three years," says Niebling. "I'm just so happy for them to have the seasons that they've had and to help this team accomplish all that it has. I wish they would never graduate!"

—Seth Cole '01

The Value of Education

Pizzagallis formally recognize the value of education with endowed scholarships

Remo and Donna Pizzagalli wanted to help college students afford their college experience, but couldn't decide between their favored institutions. So they recently spread their generosity to each one, splitting their $l million gift three ways among Saint Michael's College, Champlain College and the University of Vermont.

The philanthropists feel connected to each school because one of their three children attended each institution (daughter Gina '89 is married to Paul Plunkett '87) and Donna Pizzagalli graduated from Burlington's Mary Fletcher School of Nursing. Their allegiances led them to a gift of scholarship aid targeted to future nurses at UVM and worthy students with financial need at Saint Michael's and Champlain.

At a November 3, 2005, breakfast meeting to announce the gift, the couple remarked that they wanted to help students with financial need, so that they won't graduate with enormous debts. "Kids with very high marks are not the only ones who deserve aid," Remo Pizzagalli said.

The Remo and Donna Pizzagalli Scholarship will provide unrestricted scholarship support with a preference for incoming Saint Michael's students with solid academic potential and demonstrated financial need who do not qualify for need-based state or federal grants. Awards are renewable based on academic performance.

—Buff Lindau

Honoring Athletes

Armand Citarella, far left, founder of the College's soccer program.

Several legends of Saint Michael's sports were inducted into the Athletic Hall of Fame on Homecoming Weekend, October 21, 2005. The honorees were:

Armand "Doc" Citarella, beloved professor of classics for 50 years, founder of the College's soccer program in 1960 and head coach of the team for its first three years. He had the best winning percentage in the team's 45-year history, a particularly amazing success considering several of his players had never even seen the game, let alone played it.

Rev. Edmund J. Hamel, SSE '17, a three-sport athlete who was a member of the first Saint Michael's team to win a state championship (in 1915, in basketball). *The Burlington Daily News* called him "one of the fastest ends ever to play [football] at Saint Michael's." He had a long and distinguished career at Saint Michael's as a philosophy instructor as well as Dean of Students, Prefect in Discipline, Director of the Labor School and Director of Scholastics.

Everest P. Smith '56, who represented Saint Michael's in Vermont Golden Gloves boxing for three years, winning championships in 1953 and 1954. Smith credits Doc Jacobs as a mentor who encouraged him to follow his dream to coach. He spent his career as a physical education teacher for 31 years, education teacher for eight years and as coach for many sports, including men's club ice hockey coach at Saint Michael's.

Nicole Cremo '95, who is regarded by many as the greatest soccer player in the history of the women's program at Saint Michael's. Cremo was a four-time All New England and All Northeast-10 Conference selection who broke the College's decade-old all-time scoring mark and became the first woman in Saint Michael's history and the fifth in NE-10 history to surpass 100 career points. She holds nine individual Saint Michael's athletic records.

Miranda Galbraith '97, who is the first and only woman from Saint Michael's to be named the New England College Athletic Conference Division II Female Athlete of the Year. A three-time CFHCA All-American in field hockey, she was an Academic All-Star and named to the GTE National Academic All-America Team as a senior. She was also a standout lacrosse player, graduating as the program's all-time assist leader.

John Gurskis '98, the only professional hockey player in Saint Michael's modern era and considered by many to be the greatest hockey player in the College's history. This two-time ECAC Player of the Year, three-time NCAA All-American, four-time ECAC, three-time New England Hockey Writers Association All-Star and two-time team captain helped transform Saint Michael's hockey into a championship team. He is a player/assistant coach for the Florida Seals (Southern Professional Hockey League).

—Chris Kenney '86

Back on the Team

Seth Cole '01 named head baseball coach

Seth Cole '01, sports information director and a former Purple Knights second baseman and team captain as an undergraduate, is the College's new head coach of the varsity baseball program. He is the 18th head coach in the program's 93-year history, and only the second since the program was reinstituted as a varsity sport in 1990. He succeeds Perry Bove, who left the position in October after 17 seasons.

Cole will be balancing his coaching responsibilities with his duties as Sports Information Director, where he manages a complete sports information and public relations program for the Purple Knights' 21 NCAA Division II varsity sports.

During the summers of his undergraduate years and two summers after graduation from Saint Michael's, Cole gained baseball coaching experience at the semi-pro, American Legion, high school and 13-14 age group levels. But his growing professional career in sports media relations eventually eclipsed his opportunities to stay involved in coaching until now. He earned two of the nation's most revered internships in the sports information/public relations industry, the Asa S. Bushnell Internship with the Eastern College Athletic Conference (ECAC) in 2001 and the Brian Fishman Internship with USA Hockey in 2002. He returned to Saint Michael's as sports information director in 2003.

—C.K.

Of Note

Acclaimed experts are most recent alumni inducted into Academic Hall of Fame

Wellesley College Professor of Sociology Thomas Cushman '81 and an ocular lens disease expert, John Reddan '61, are the most recent inductees to Saint Michael's Academic Hall of Fame.

Cushman's work focuses on human rights, specifically how governments protect or fail to protect their citizens and the role of other governments in worldwide human rights. Guided, he says, by Edmundites who encouraged his forward thinking, Cushman has numerous publications, including two entries in the forthcoming *Cambridge Encyclopedia of Sociology* (2006), "Peace Studies" and "Human Rights." Cushman has taught at Wellesley since 1989. He earned his doctorate in sociology from the University of Virginia and has been a visiting professor at Brandeis, Harvard, Yale and Birbeck College of the University of London.

He is founder and editor-in-chief of two human rights journals and author of seven books, among them *The Human Rights Case for War: Ethics, International Law and the Conflict in Iraq; Patriotism: A Reader*; *Critical Theory and the War in Croatia and Bosnia*; *This Time We Knew: Western Responses to Genocide in Bosnia* (co-edited), and *Notes from Underground: Rock Music Counterculture in Russia*, which was named one of *Choice Magazine's* "Outstanding Academic Books of 1996."

Reddan has been a research biologist and professor for 40 years at Oakland University in Rochester, MI. His career has been highlighted by major research grants from the National Institutes of Health, National Eye Institute and elsewhere, including a grant on "Control of Cell Division in the Ocular Lens" that was funded for 29 years. Reddan's research has led to advances in the treatment of lens disease, particularly cataracts, and his research has been published in important scientific journals.

Reddan came to Saint Michael's on a basketball scholarship. After earning his doctorate from the University of Vermont, Reddan joined Oakland University where he quickly rose to full professor of biological sciences as well as adjunct professor in the Eye Research Institute at Oakland University. He has worked to shape priorities for the National Eye Institute, being a consultant on each of their five-year plans from 1981 to the present. He will serve the College as co-chair for the Class of 1961 45th Reunion in June. —*B.L.*

The Karlowicz Connection

The Karlowicz family hosts a New Student Send-off annually.

Getting involved with Saint Michael's is easy, says Shannon Hammond Karlowicz '00, who married into one of Connecticut's most dedicated and active alumni families.

Walter and Jean Karlowicz sent three sons – Tony '00, Andrew '03 and Nick '05 —to Saint Michael's. Tony and Shannon met at Saint Michael's, and when their new baby Olivia arrived just before Christmas, an infant-size Saint Michael's sweatshirt was waiting for her to wear. The family already has begun a "Saint Michael's College fund" for her, says Shannon.

Walter and Jean were pleased to become active parent leaders for their region when the boys were students. Then when Nick, their youngest son, graduated last year, it still felt right to stay involved with the alumni and parent club chapter that they helped invigorate in greater Hartford, he said.

Terri Selby, director for parent programs, remembers seeing Walter at Nick's graduation. "He came to me at the Baccalaureate and said 'Whatever you need us to do, we'll be happy to do, because Saint Michael's has always been there for us,'" Selby recalled.

For the past three years, Walter and Jean have hosted new-student send-off events at their Southington, Connecticut, home. "It was a nice thing, not only for students, but the parents as well," Walter says. "I just love to see the excitement in the new kids who are about to come, and have them meet satisfied graduates," he continued.

Angela Aja '99, assistant director for parent and alumni relations, said she welcomes families like the Karlowicz's to lead alumni clubs around the region. "They are incredible givers of their time and energy," Aja said. "They love the school and what it's done for the family. They're just the people I can count on in the area." — *M.T.*

The Liturgy on Campus

By Rev. Brian Cummings, SSE '86

A distinguishing characteristic of a Catholic college is that the Eucharist is celebrated every day on campus. This is the blessed reality at Saint Michael's College. Each day an assortment of students, faculty and staff as well as some off campus residents gather with members of the Society of Saint Edmund to listen to God's Word and share the memorial meal of the Last Supper. Often requested intentions from alumni and friends of the College, who wish to have their sick or deceased loved ones remembered during the celebration of the Mass, are satisfied.

Our Sunday celebration of the Eucharist attracts people from all over Chittenden County, with a few families traveling even further distances to be with us each week. Staff members in Edmundite Campus Ministry devote a significant amount of time and effort in preparing and evaluating our liturgies throughout the year. Our commitment to communal worship reflects the sentiment expressed in the Constitution on the Sacred Liturgy published during the Second Vatican Council in December of 1963: "The liturgy is the summit towards which the activity of the Church is directed; it is also the font from which all her power flows."

As the source and summit of our faith, the liturgy should be our first and most important priority. The celebration of the Eucharist is the ritual action that defines us as "a chosen race, a royal priesthood, a holy nation, a people set apart." Of the many activities Edmundite Campus Ministry offers, the Eucharistic Liturgy takes highest precedence because through it "the work of our redemption is accomplished." Each Sunday liturgy is evaluated the following Monday in a 30-minute meeting at which staff members

assess the music, homily, presidential prayers, and the various liturgical ministries in terms of delivery, content and style.

With regards to delivery we ask: "Was it was seen or heard?" For content we determine the liturgical appropriateness given the particular Sunday celebration (i.e. season, readings, feast, etc.). With regards to style we assess its artistic integrity making a determination as to whether the particular style employed enhanced or detracted from the respective liturgical function. This weekly evaluative process affords us the opportunity to offer constructive criticism so that the quality of our liturgical ministry continues to foster a prayerful environment for a communal worship experience that is truly incarnational.

In preparation for each Advent and Lent, a group of students, faculty and staff gather several weeks prior to each respective season to pray and reflect on the Sunday readings of the current liturgical year. We do this to intentionally discover a common thread in all the Sunday celebrations rather than celebrating each Sunday in isolation. Using this liturgical planning process we view the seasonal readings as a whole fabric, extracting a focus statement that ties them all together. This focus statement, born of God's Word, the Sunday readings themselves, becomes the basis for focusing our devotional and worship activities for the particular liturgical season.

For several weeks this past fall, a group of us considered the readings of the four Sundays of Advent and extracted the focus statement: "Do not be afraid; Prepare for Christ who is our strength and peace." This hopeful message appeared on two large banners hanging outside the Chapel, one positioned above the main lobby entrance facing the campus green and another on the rear side of the Chapel facing Route 15. We also printed the focus statement on cards that were placed at each entrance of the Chapel for people to take and use as bookmarks. Processional banners were made by our students for each Sunday celebration which drew key words from the focus statement. In various creative ways the Advent focus statement for 2005 was reinforced through visible banners, liturgical music selections, the penitential rite, the prayer of the faithful as well as the homilies.

The motivating force in all our efforts to invest significant time in such planning stems again from the inspiration of the Second Vatican Council's renewal of the liturgy: "The Church earnestly desires that Christ's faithful should not be there as strangers or silent spectators. On the contrary, through a good understanding of the rites and prayers they should take part in the sacred action, conscious of what they are doing, with devotion and full collaboration." Foundational to Vatican's II's renewal of the liturgy was the increased participation and ownership of the liturgy by the laity. Each year we invite students to serve in the various liturgical ministries and respective training sessions with eventual certification through the Diocese of Burlington. There are well over 100 students trained and willing to serve in the various liturgical ministries of altar server, lector, Eucharistic minister, choir member, usher, coordinator, and member of the sacred dance ensemble. Such participation in the liturgy by the student body is certainly a hopeful sign for our Church and distinguishes our campus community from many other colleges and universities.

Each fall we invite an expert in the field of liturgy to lead a workshop with our liturgical ministers and members of the liturgy committee to cover a variety of topics including foundational principles of the liturgy and the theological underpinning of ritual and symbol. Area parishes are invited to attend and participate in the all-day workshop at which our students and staff host the liturgical ministers of the Diocese for continuing education and a pleasant meal in our student dining room.

Over the last 20 years, our Liturgical Choir has evolved as an aspect of our liturgical ministry which truly attracts people of all ages and is carefully designed to engage students with a style of sung prayer that fits their unique culture. Students come to Saint Michael's from a variety of parishes with assorted tastes in liturgical music and style of worship. Once at the College, our students are introduced to a communal worship experience that might be considered different due to the concentration of so many young people and the availability of musicians who play a variety of instruments. Energy and enthusiasm characterize our choir as they lead the congregation in sung prayer, which sometimes involves clapping and dancing.

In past years the choir has traveled to parishes and schools in New York and New Jersey and even led the music for a Mass with Pope John Paul II for the 1993 World Youth Day in Denver. This February we traveled again to New Jersey celebrating a First Friday Mass for parochial schools in Bayonne during Catholic Schools Week. We also made the effort this year to visit many of our alumni in Massachusetts by celebrating Masses at St. Mary's in Plymouth and providing the music for a special celebration in Boston for the World Day for Consecrated Life at the Cathedral of the Holy Cross.

The celebration of the Eucharist is the sacred ritual where we as disciples encounter the Paschal Mystery. Day after day, week after week, we celebrate the life, death and resurrection of Jesus in Word and Sacrament. How blessed we are at Saint Michael's to do this amidst the hopefulness and enthusiasm of young people eager to encounter the risen Christ. Although many questions might exist, a desire for the Holy prevails in a fast-paced modern world. Sometimes it is difficult to recognize the presence of Jesus in our midst in such a busy and violent world. But our eyes are always opened in the breaking of the bread and it is through this action that the risen Jesus makes his presence known to us. Thanks be to God! ✤