BACKGROUND
This case study details the development of a healthcare program in conjunction with the Peruvian Ministry of Health, and the non-governmental organization (NGO) “Brúce Peru.” The mission of Brúce Peru is to provide basic education to Peruvian slum dwellers as a means to fight poverty and improve the quality of their lives. Many of those served are orphans, homeless, or prostitutes, who have been abused physically, sexually, and/or emotionally. They have multiple, complex needs, which often include a lack of basic medical care that can prevent them from gaining the education they need.

AIM Fight poverty by providing basic medical care to enable students and their families to attend a free Brúce Peru school and eventually attend a state-run school.

METHOD
A team approach is the most effective means of assisting these slum dwellers. The team consists of natives and volunteers from around the world and includes persons with professional degrees, as well as students of virtually every persuasion. Some are fluent in several languages including Spanish, while others speak only their primary language. These unlikely groupings work together to provide free medical clinics under the direction of the physician and nurse-educator to improve the NGO student’s health. Volunteers learn important contributory roles, such as triage, obtaining a history, and pharmaceutical distribution. Also, the volunteers are taught to create basic health promotion activities for inclusion in local programs.

RESULTS
Approximately 125-150 persons are treated per day at different Brúce Peru sites. Clinic sites are primitive in the newer slum barrios and may simply be a tent set up in a central location. In older more established barrios, governmental clinics are utilized. Supplies are limited to what the physician and nurse-educator have brought with them. Although diseases treated run the whole spectrum of human ailments, infectious diseases are the most common ailments treated. Patients are given free appropriate medications

CONCLUSION
Carefully coordinated teamwork can fight poverty by providing free health clinics, thus enabling students to attend free school, and eventually attend state schools.

We invite your news items and articles of cultural events at your college, faculty or student travel/exchanges, and/or articles about innovative activities in your programs. We prefer your information and/or articles be emailed as attachments. It is also preferable that articles be Microsoft Word Documents and that any photographs be separate files, not embedded in the article. Thanks.

e-mail to: tsypris@kvcc.edu

Nursing for Special Populations: Slum Dwellers in Peru
by Nancy Palmer, Department of Nursing, Schoolcraft College

We Welcome Your News.

Editors: Mike Keller, Theo Sypris  Design-Layout: Arleigh Smyrnios

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Director’s Column

Photo Shoot in Ireland

Gaming in Global Ed

CASTLE RICA ROYAL FORREST

Global Studies Program

GALWAY, IRELAND

The Porcelain Goddess

Director’s Column

Global Studies Program

Cuba thru SLCC

Gaming in Global Ed

Pellissippi’s Scholarships

CONCLUSION

CONNECTIONS

Newsletter of the Midwest Institute for International-Intercultural Education

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Newsletter of the Midwest Institute for International-Intercultural Education

Summer 2009

In August 2008, Mr. Dan Nierling, Hawkeye Community College (Waterloo, Iowa), photography instructor, took 15 students to Ireland for 10 days. Mr. Nierling’s reflections are below.

When I saw her lying on her belly, head overhanging the cliff, looking down the 400 foot drop to the rocky shore, I knew it had worked. Never mind that it was raining steadily, with winds whipping at 50-plus mph on the Aran Island off the West Coast of Ireland, this young photography student was going to get the photos she came for now that she had that fear of heights conquered. I guess points of success in education just come at weird times.

Fifteen female photography students from Hawkeye Community College shared a wonderful educational experience. Great one-on-one photo education was just the icing on the cake for the project. I watched the young women work together, become a team and develop self-confidence. This was the real education - and a wonderful confirmation that a trip like this could be successful.

Standing in front of a classroom of hopeful faces 14 months prior to the trip, with nothing but a desire to share my experiences in Ireland, I’m not so sure you could have convinced me of that. About 35 students came to that first meeting of our Professional Photography Department initial study abroad adventure. Seven of that group made it to the Emerald Isle and the first year students joined the program in the following August. They infused some youthful exuberance, and what at times, looked impossible, suddenly seemed very real.

We sold flower bulbs, washed cars, collected pop cans, shot family photos, put on bake sales, sold t-shirts, held an art auction and picked up garbage to raise money to get these students to Ireland. Yes, I said picked up garbage.

One of our biggest fundraisers was cleaning up the seating areas of the UNI-Dome, the domed football stadium at the University of Northern Iowa in neighboring Cedar Falls, Iowa. The university hires groups looking to raise money to pick up all the trash in the stands after games and other big events. Those were usually late winter nights followed by early morning classes for all of us and those young women stuck it out the whole way.

During our trip when we were working in a particularly beautiful area or shooting a uniquely Irish moment, I would remind the students of those nights. It always got a chuckle, but more importantly, it generated an understanding that real work provides real rewards. That was a big part of the education in this project.

The life lessons learned were easily as plentiful as the photographic lessons, though there were many of those as well. The wide variety of shooting environments and the closeness of the group gave ample opportunity for teaching moments, and more importantly, application moments. For the student, there is nothing quite like having your teacher tugging on your shirt sleeve to show you a little better angle. For the teacher, a perfect moment to get the point across.

Working in the wind and rain with strangers in a foreign land, trying to make non-postcard photos in locations where the sheer physical beauty is overwhelming; learning that waiting, waiting, waiting for just the right moment when the beautiful light appears (and it does!) is so worth it. These are the lessons beyond the technical that will really benefit these young women as they continue to strive to become great photographers.

And they are also the lessons you just can’t teach in a normal classroom.

First time flying, the vagaries of international travel, getting stuck in customs, all things you and I may take for granted were lessons learned along the way as well for many of these students.

A classroom like no other is the way I like to think of our study abroad trip to Ireland and the value therein. A fantastic educational experience from day one to the end. Our student might have said it best in the follow-up survey. “I went, I saw, I learned, I experienced. And I had a great time all along the way.”
Dear colleague:

Despite fiscal austerity and tight budgets, our consortium had another successful year, securing 105 colleges as institutional members in 2008. More importantly, a record number of faculty and administrators participated in our 2008 annual conference and summer workshops, which reflects the strong interest of our colleagues and the quality of our programming.

For 2009, there are several projects underway, including three week-long curriculum workshops: 1) Global Poverty and Inequality, August 3-7; 2) World Food, Water and Energy, August 10-14; and 3) Southeast Asia, August 17-21), which will involve a total of about 45-50 faculty.

Last September, I submitted on behalf of our consortium four Fulbright GPA proposals to the U.S. Department of Education for China, India, Japan & S. Korea, and Malaysia for summer 2009. Each Fulbright GPA project will involve about 15 faculty, who will travel overseas for 4-5 weeks and undertake curriculum and professional development. I expect to hear from U.S. Dept. of Education by the end of March regarding funding for these overseas projects. If you are interested in any of the summer workshops or the Fulbright projects, feel free to contact me at tysypris@kvcc.edu (phone 269-488-4283), or check our website at: http://orgs.kvcc.edu/midwest

I am happy to report that in 2008 we had a new record of collaborative projects with fifteen International Centers (NRCs) at Michigan State University, University of Michigan, University of Chicago, University of Illinois, Ohio State University, University of Kansas, and University of Texas.

Given the financial challenges that our colleges face, we need to continue working smarter to create attractive opportunities for our faculty and students and also expand our collaborative projects with other institutions.

With best wishes,

Theo Sypris, Director
This past summer we three members of MIIIE (Midwest Institute for International/intercultural Education) were selected to attend an intense, week-long seminar at the United States Institute of Peace (USIP) in Washington, D.C. The seminar is entitled “Global Peace and Security in Community Colleges and the Communities They Serve,” and the selection process is competitive—only 18 individuals nationally were selected. Regardless, we know the quality of our MIIIE colleagues, and strongly encourage you all to make application; the USIP seminar provides a wealth of resources, contacts, and potential support for the work we are doing at our respective colleges. As an incentive, we would like to share some of what we experienced with you.

During the seminar week, we had presentations from and interactions with representatives from a variety of government-affiliated, NGO, and international agencies, all of whom were devoted to promoting international understanding, reducing conflict and increasing peace. The resources at USIP proved to be some of the most potent and valuable. David Smith, Senior Program Officer of Education and Training at USIP, coordinated the week-long seminar. We also interacted with a variety of world-class scholars and experts on peace and conflict working at USIP, and while their perspectives were grounded in the sometimes ugly reality of what is happening in our world, they were also very hopeful about the potential to create change and understanding, reducing conflict and increasing peace. The gist of these USIP presentations, however, is instructive to what we do in MIIIE: 1) conflict is complex, 2) there are things that can be done to manage conflict and promote peace, and 3) these things can be taught to students.

A specific set of USIP resources that can help develop broader understandings among our students are certificate courses. These courses can be taken online, and they are free. The courses take about four hours to complete and can easily be integrated into course syllabi. A cool bonus is that once the courses are successfully completed, students will receive a certificate from the United States Institute of Peace! Two of the certificate courses offered are Conflict Analysis and Interfaith Conflict Resolution. We would encourage you to take a look at these courses at: http://www.usip.org/training/online.

As mentioned, it was an intense week. One session that might serve as an example of the quality of the presenters and the information they made available to us included representatives from the U.S. Peace Corps, the U.S. State Department, and USAID. Relevant to MIIIE, Chris Gilson, Head of Peace Corps recruiting in the Washington headquarters, noted that the Peace Corps is now actively recruiting community college students. He listed some of the attractions to community college students: 1) after service, they will have an advantage when entering professional fields (as well as a $68000 readjustment allowance), 2) student loan deferment for study until now complete, 3) student loan forgiveness for Peace Corps service, which serve simultaneously, eventually earning a Peace Corps B.A. (For more on US Peace Corps—Associate Degree Eligibility see: http://www.peacecorps.gov/index.cfm?shell=learn. school/education/education.asp).

During the same presentation, James Lawrence focused on State Department programs relevant to our work in higher education—Fullbright Scholarships. Several of these scholarships are relevant to our students, for example, the Critical Needs Language Programs will send students overseas for an 8-week intensive language program (expenses paid!), and through them funded by the U.S. Peace Corps. Several of these scholarships are relevant to our students, for example, the Critical Needs Language Programs will send students overseas for an 8-week intensive language program (expenses paid!).

Other sessions throughout the week focused on International Humanitarian Law, informative sessions on Iraq, Peace Program Development, GIS, Conflict Analysis, CCID, and teaching resources focused on the Palestinian-Israeli conflict (http://www.justivision.org/). Of course, some of the very best information-sharing came from less formal interactions with other seminar attendees (sometimes over a beer or two!). As mentioned, the selection process is competitive, so community college faculty who attend are highly competent and committed to generating opportunities for students to develop international/cross-cultural perspectives. Very good ideas concerning program development, learning collaborations, curriculum, funding, and international travel programs were shared among participants. In addition, we continue to benefit from information sharing through the contacts we have made at the USIP seminar, one example being the online Encyclopedia for Peace Education (of which some of you may already be aware): http://www.tc.edu/centers/ipe/.

The USIP seminar week was focused and intense but extremely worthwhile—a national-level version of our MIIIE workshops. If you missed the 2009 seminar will be held June 3-7. (The vast majority of expenses for the seminar are paid for by USIP! A link to the application for the 2009 seminar can be found at: http://www.usip.org/etc/domestic/seminars/cfs.html.) Please consider making application; there is a much to share among our colleagues and students to increase international and intercultural understanding, and to promote peace!
Cuba

by Mark Kruger, Asst. Professor, St. Louis Community College, Forest Park

Although it is only 90 miles from the United States, Cuba remains virtually unappated as a subject of American global education. For the past half century, Americans have largely been prohibited from visiting the island. Nevertheless, before almost all educational programs were ended by the Bush Administration, several universities did provide courses in Cuba for their students, including Johns Hopkins, Harvard and Tulane. In the event that the Obama Administration loosens restrictions on educational programs in Cuba, such programs would provide a relatively cheap, yet rich, opportunity for students to experience a very interesting culture.

Cuban culture is a mixture of Latin and North American, Native American, African, and Spanish cultures. That mixture is reflected in its people, its culture, religion, and politics. While the Spanish conquest of Cuba has certainly left its mark on the people and institutions of Cuba, those people and institutions have also been affected by their history of Caribbean slavery and their physical location between North and South America. Cuban politics have been marked by both democracy and violence and revolution against Spain and against American interests. It is one of the only remaining socialist societies in the world. And in the near future, it will probably undergo major changes.

Cuba’s political philosophy is one of democratic socialism. Its political institutions were shaped by Spain and the United States. But it was also deeply affected by the Third World anti-colonial revolutions of the 1960s. While Catholicism was introduced by the Spanish, most religious Cubans today follow the teaching of Santeria, that mixture of Catholicism and African religion created by African slaves brought to Cuba to work in the sugar industry.

Cuba is so interesting because it is in many ways part of a time warp. Because of its isolation by the United States, it has changed very little in the past half century. Walking its streets is similar to strolling in a virtual museum of colonial city planning and architecture. Spanish colonial buildings and neighborhoods are largely as they were 300 years ago. Tulane University operated several courses a year in Cuba for students studying colonial architecture before limitations on American travel were tightened several years ago.

After four trips to Cuba, in cooperation with the University of Havana, I prepared a proposal for a two-week study program in Cuba just at the time that the Bush Administration virtually did away with such travel study in Cuba. The request included two weeks of touring Cuban institutions, such as unions, writers associations, schools for social work and medicine, and museums coupled with lectures each evening by Cuban academics on different topics of Cuban life. The last three days of the two week trip to Cuba included an academic conference where students and professors from all over the world presented short papers. This would be a terrific learning experience for American students which will be put into effect if and when such study programs are once again legal in the United States.

Macomb College has also been involved with other community colleges in the Southeast region of Michigan to coordinate and communicate our mutual interests in global and diversity issues.

We have named ourselves the College Consortium for Social-Cultural Awareness and are figuring ways to support each other locally in these tough economic times. Macomb, Oakland, and St. Clair community colleges are on-board. We hope to involve Washtenaw and Wayne County in the future. How might we share ideas, speakers, and resources on the local level? Together we might better move the goals of cultural competency and international education forward in this sector of Michigan, despite lost revenue and economic challenges.

One delightful discovery is that we are all proud members of the Midwest Institute which has fostered and inspired us all.

Macomb College continues to make strides on many fronts. Please go to www.macomb.edu/mmri to see the multiple areas of activity. The Cultural Competency Certificate (C3) continues to garner participants both within and outside of the college community. We have created partnerships with the Interfaith Center for Racial Justice, for example, to offer C3 CEU credit for their Listen, Learn and Live series. More joint ventures are planned.

In December, the Macomb Student Study Abroad Fund was launched and has generated monies to support our students in out-of-country educational travel. We hope to distribute some money for this summer’s study abroad programs.

Macomb has also been involved with other community colleges in the Southeast region of Michigan to coordinate and

Macomb has also been involved with other community colleges in the Southeast region of Michigan to coordinate and palate the students' knowledge of Spanish language, Mexican culture, and intercultural communication through academic programs and service learning. Participants enroll in two LSC courses (Spanish Abroad: Mexico and Mexican Culture and Civilization) and 18 units (9 credits) through the UDLA, which includes two Spanish language courses and one service learning course.

Brief Course Descriptions

SPAN 1800, Spanish Abroad: Mexico. An on-site course designed to develop students' intercultural communication skills and intercultural sensitivity during their experience abroad. Students can expect to discuss language and culture learning strategies, culture shock, and reverse culture shock, among other topics specific to their experience in Puebla.

SPAN 2005, Mexican Culture and Civilization. An online course can expect to discuss language and culture learning strategies, culture shock, and reverse culture shock, among other topics specific to their experience in Puebla.

UDLA courses: Students will take a Spanish placement exam to assure they enroll in the proper level of Spanish. They will also enroll in one service learning course were they will learn foreign language teaching methodology and will teach English in local elementary schools. The service learning course is taught by UDLA faculty in English.

Housing

Participants in the semester abroad will stay on campus in one of the UDLA's dormitories. Each dorm building is composed of several suites. Up to six students will live in each suite. Within the suites, there are three bedrooms. Students will share their bedroom with one other UDLA student. Participants traveling on this trip can expect to room with other foreign or Mexican students, and should not anticipate rooming together. This is done to promote language learning and the opportunity to make new friends.

Program Costs

The estimated core cost for the program is $6,250.00 USD. The price includes tuition for 9 UDLA credits (18 units) and on-campus housing for the semester. The price does NOT include airfare, meals, LSC credits, or documents (passport/visa).

Financial Aid, Scholarships, and Loans ARE AVAILABLE!!

Participants not currently registered at Lake Superior College:

Apply to the college as a non-degree seeking student PRIOR to making any payments. Acceptance into the college will allow for payments to be deposited. The application form can be found online at http://www.lsc.edu/Admissions/NonDegree.cfm

For more information:
Contact Dr. Timothy Benson, 218.733.2104 or t Benson@lsc.edu
Program webpage: www.lsc.edu/mexico
First hand experiences on our blog: www.lsc.edu/udla2008

Although many institutions of higher education are looking for ways to infuse globalism into their existing curriculum, Oakland Community College is following another path. Oakland Community College faculty, curriculum committees and administration have approved the Global Studies Program for Fall, 2008. This program, as part of Liberal Arts, is set up with several options not only for the traditional social science majors but also for humanities, environmental studies and, in the future, international business majors.

The process for establishing a global program was more complex than for creating a certificate or major specialty. A faculty advisory committee evaluated for possible required courses. Should foreign language be required? What courses made up the foundation for a globally literate student? How were faculty members to be convinced to participate in achieving the necessary outcomes?

As this was being debated, the faculty advisory committee saw the benefits of using already existing courses instead of adding additional curriculum for this new global program. Students would then have the greatest flexibility by taking regular Liberal Arts courses (transferability) and still have global topics, issues and assignments emphasized should students opt for the Global Studies Program. It seemed like a win-win situation.

The resulting program requires foreign language, English composition, anthropology, and geography courses along with a world history course choice. The only new course is a capstone Topics in Global Studies which is interdisciplinary in nature with several faculty each offering to help students examine a specific issue tied to one of the options (humanities, social studies, environmental issues), a service learning component again linked to the specialty and finally an intense research project directed by one of the participating faculty.

Another area of discussion centered on what outcomes we expect for students in this program. After careful research we are aware that a degree in Global Studies will not provide direct access to a job but may be valuable for those intending to transfer to university programs such as international business or environmental science or teaching fields.

Traditional Liberal Arts majors need to fulfill the specific requirements for their transfer institution. We are trying to match Global Studies requirements with our major receiving institutions. We also have an enormous foreign student population taking our English as a Second Language courses before going on to a traditional program. This Global Studies program seems to appeal to these students since the language requirement is less daunting to them. We intend to publicize this program with our foreign students and community groups. One unexpected student group is emerging from the Michigan aid for the unemployed. Calls come in from displaced workers some who have existing degrees but are interested in returning to school (aided by state tuition grants). A few of these prospective students are less interested in another job related skill and more about a general degree with global content.

Our most recent challenge is agreeing on the basic outcomes to be achieved by Global Studies students and then getting faculty to infuse these intended outcomes into some portion of their classroom presentation materials and assignments/activities. Again the internal faculty advisory committee conducted a month long e-mail conversation on outcomes that make students globally “literate.” We concluded that four are essential. They are multiple perspectives, inter-connectedness, social justice and sustainability. The outcomes conversation was expanded to include most of the college community thereby providing some sense of buy-in with faculty. We now are turning to assessing outcomes achievement. We are piloting one of the four each semester and then conducting a formal assessment in the following term. At the end of 2010 we should have a sense of outcome success rates among students.

As we consider the major results from creating this program instead of using some other method of infusing globalism into the curriculum, we are pleased that we chose this path. Oakland County government officials are highly supportive, the community is responding positively and a large portion of our faculty who have courses in the program are actively participating with global content and assessment. If we can increase this level of support we will proclaim the choice a great success. mfkokosza@oaklandcc.edu
The memories of teaching in Guilin, China from February until July 2008 come flooding back as I think of the past year. Both my husband and I agree that it was an amazing enriching experience. I taught American literature and oral English at Guangxi Normal University in Guilin, which is located in Southwest China on the Li Jiang River. The Li River cruise is one of the most popular trips in China, made famous by the beautiful scenery of the karst mountains, cornstarch fishermen, sleepy farming villages complete with water buffalo, bamboo groves and temples. Our first adventure on the Li River came early in March when four of our students, Jane, Jasmine, Ann and Smiley accompanied us to the towns of Langshou and Yangshou. We were privileged to see life as it is today in rural southern China. We climbed up the switchbacks for at least 90 minutes to access his home as we cleaned our muddy fields and a freshly plucked chicken that they proceeded to chop up in the small courtyard of their home. I have a greater determination and capacity to enjoy the few things that they have.”

We came away with great respect and love for the Chinese students and people we were privileged to work and live with. We experienced culture shock; we had bad times and we had wonderful times: Guilin noodle shops with less than 50 cents, walking the street, Leilei’s cooking, Behai and the Murphy’s, our resident rat so appropriate for the Year of the Rat, Chinese New Year with the incessant fireworks all hours of the night, the Olympic torch coming to Guilin, my students performing “Our Town” meeting Ben’s grandma up in the mountains, tea and music blaring over the intercom system, morning exercises, $1.25 haircuts, meals for $3.00. The car driver, Brandon’s flute playing, shopping with Leilei, Deb and Jodi for silk comforters, Miller who was never lost only temporarily disoriented; Ayi trying to explain to us how we needed to pay for electricity, all the wonderful people who tried to help us through mime and attempted English; Chicken feet in soup, the non-western bathrooms, bargaining at the night market, Hong Kong and Ching and their family, Rosemary’s Cafe, Nangen and Nickel-Nickel Do department stores, earthquake in Sichuan Province, thunderstorms, trying to keep warm, converting Celsius to Fahrenheit, Xianghou with Jane, Anne and Smiley, the language barrier, my students applauding when Arnold and I came to class, the helpful goodness that is the same moon that shines over them shines over us, so we should think of each other when we look at the moon. I really do feel that this has been one of the best of my life. And what a way to end a 37-year teaching career with the sweetest, most respectful students that I have ever had.

As stated earlier, it is nearly impossible for me to capture the essence of teaching and living in Guilin for a semester. The first very difficult month made me wonder if I had made the right decision to come. I wrote in my journal: “No heat and no water tonight: we went out with a bucket to get enough water to throw down the toilet but no luck. Ran into a French professor who said – you would have better luck just hanging your bucket in a tree and hoping for rain. Don’t expect things to run smoothly – you will never get used to it here!” But as the culture shock subsided and the semester progressed with all of the joys that were part of the experience, I did get used to it there and it was not just with a sense of tolerance but with a real sense of appreciation for the Chinese way of life. I even sensed in those first few months that when it would be time to leave Guilin it would be with a great deal of sadness. And it was.

Teaching and living in Guilin: one of the best seasons of my life.

The Porcelain Goddess by Roxanne Klein

Some people pursue eternal youth or eternal life. While in China I pursued the Porcelain Goddess, i.e., the western toilet wherever it was to be found.

On Tuesday and Thursdays, I taught oral English at the new university campus, a 40-minute bus trip from the main campus. The bus left for the campus at 7:00 am and did not return until 1:00 pm. Since it is a brand new campus I was surprised at the lack of western facilities. After ducking into almost every WC on campus, I finally asked my students, partially through the use of pantomime, where I could find a bathroom that I could “sit.” They were on a mission. They came back the next class period with their discovery. They had located one in the main administration building which, of course, was quite a distance from the building I taught in but nevertheless, they were anxious to guide me to their find. Much to my surprise, the bathroom was labeled in English “For the Disabled.” I had to justify my use of it! Should I tell them that my recent knee replacement was the cause? Thinking the explanations would just be more confusing, I thanked them, sent them on their way and then anticipated using the new found throne. I opened the door. Ladders, mops, buckets, beautiful sinks, hand dryers, soft toilet paper, immaculately clean and aromatic. That I actually never used the bathroom on the new campus or the main campus.

On the main campus, Maggie gave us a tour of the library. I asked her about the bathrooms. She took me to one (not western) and said, “Do you care to answer nature’s call?” I replied that nature wasn’t calling at the moment, but if it did, there was a Western bathroom! She said no and then went on to expound on the virtues of the “squatter” – very hygienic since you don’t make contact with the seat. I found it interesting that their dislike of our way was much the same as our dislike of theirs.

My pursuit didn’t end on campus. My most glorious find was the bathroom facilities at Pizza Hut in downtown Guilin. The pizza wasn’t as good as in the States, but I found myself going there to just use the facilities. Beautiful sinks, hand dryers, soft toilet paper, immaculately clean and aromatic. That I actually photographed the place is proof of how excited I was to find it. One last incident that intrigued me: a sign found in my bathroom while on spring break in Behai. It showed the sitting position and the squatting position with a big standard “no” cross through the latter! I have to admit something. I wish they had had a picture like this over every squatting I had to use. I still am not quite sure how they work. I just knew to always carry my own TP, unless I was fortunate enough to be in the hotel in Behai or in Pizza Hut downtown Guilin. I really do appreciate American plumbing.

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