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# LIFE IN THE CLOUDS

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HONDURAN HIGHLANDS**





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[KiwaniisOne.org](http://KiwaniisOne.org) (members)

## FUTURE CONVENTIONS

Toronto, Ontario, Canada, June 23-26, 2016  
 Paris, France, July 13-16, 2017

**KIWANIS** (ISSN 0162-5276) is published monthly except February, May, July and November by Kiwanis International.  
**POSTMASTER:** Send address changes to Kiwanis, 3636 Woodview Tr., Indianapolis, IN 46268-3196. Periodicals postage paid at Indianapolis, IN and additional mailing offices. (CPC Pub Agreement #40030511) Return undeliverable Canadian addresses to Kiwanis, 2835 Kew Drive, Windsor, ON N8T 3B7.  
 Member's annual subscription is US\$8. Nonmembers may subscribe for US\$12 per year.

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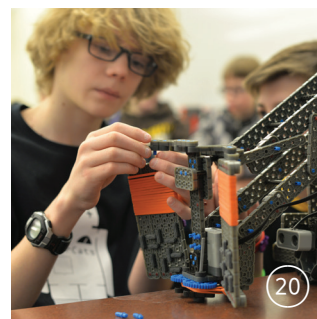
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Cover photo by Jack Brockley

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## PRESIDENT'S MESSAGE

JOHN BUTTON | KIWANIS INTERNATIONAL PRESIDENT

### COMMUNITY

One of my Kiwanis "aha" moments occurred in Jamaica in March 2005.

Moneague is a small town tucked away in the island's Blue Mountains. The Kiwanis club is a thriving club. If it happens in Moneague, Kiwanis makes it happen. It is vital to community life.

In September 2004, Hurricane Ivan decimated the economy and social fabric of Jamaica. The entire banana crop—the country's major export—was lost and 1,500 elementary schools were destroyed. The country was on its knees.

That Christmas, the tsunami with its devastating human toll struck Southeast Asia. As governor of the Eastern Canada and the Caribbean District, I visited Jamaica in March 2005. The country was still reeling from the effects of Ivan. On my arrival, Moneague Kiwanis Club President David James handed me US\$300. "This," he said, "is my club's contribution to tsunami relief." When I asked why, he responded, "Those poor people live in our community." I was stunned.

The Moneague Kiwanians had gone door-to-door selling T-shirts to raise money

to send halfway around the world to help people they didn't know but whom they firmly believed were members of their community. For them, their backyard is the globe. For me, that moment was a Kiwanis moment.

No service to the people of Moneague was sacrificed to this global view of community. Members continued to plant gardens, paint school crosswalks and assist with hurricane relief. They just dug a little deeper.

Our peer organizations went global decades before Kiwanis did. Their membership is 30 percent North American and 70 percent international while Kiwanis' numbers are exactly the opposite. They've grown by creating a global need for what they offer. I can't help but wonder if a narrow definition of community has held us back when we have so much to offer our global neighbours.

In my Kiwanis travels, I've frequently been confronted by a narrow view of community: that "community" doesn't extend beyond the city limits. Whenever this happens, I remember David James and tell the story of the Kiwanis Club of Moneague.



## EXECUTIVE PERSPECTIVE

STAN SODERSTROM | KIWANIS EXECUTIVE DIRECTOR

### WHAT HAVE WE LEARNED IN 100 YEARS?

Maintaining institutional knowledge is difficult in any organization, especially as it grows older. As we've celebrated our centennial this year, we examined early magazine articles, old meeting minutes, and lots and lots of old photos. These have given us some interesting glimpses of early Kiwanis.

In the March 1920 issue of Kiwanis magazine, Editor Roe Fulkerson provided the following thoughts, which I've shortened and paraphrased.

"What does Kiwanis mean?"

"If we take the history of the organization and the adoption of the word, we find that *Kiwanis* has no meaning as it was made up of fragments of two or three words. It's a word coined for its euphony and, at the time of its selection, had no more meaning than any other agreeable sounding syllables assembled because they came tripping off the tongue.

"In every city which has a Kiwanis club, that club was built for civic pride. In its work for recreation grounds, (ethical) politics, better living conditions, safety and for every charitable institution of which that city boasts. Kiwanis has made the cities in which it exists better cities to live in.

"So in that wisdom your (Kiwanis leaders) have adopted "We Build" as the motto to distinguish its members from the restless hordes who in these times of (world war) reconstruction are iconoclastic in their tendencies, striving to pull down and destroy the existing order of things.

"We Build in Kiwanis.

"Twenty-five thousand (members) welded into one band with single purpose today ... means an influence for good in the world ... which will permeate every cranny and corner of our civilization and be big work, good work, God's work.

"Yes, We Build."

In 2005, convention delegates changed the motto to "Serving the Children of the World." But that hasn't changed our work as community builders through our schools, parks, playgrounds, clinics, safe neighborhoods, children's hospitals, children's programs and youth leadership programs. We are still in the community-building business, and I expect someone, 100 years from now, may be able to make this same observation about the future Kiwanis.

Thanks for being a community builder.







## It's your Centennial Award. It's our gift to the world.

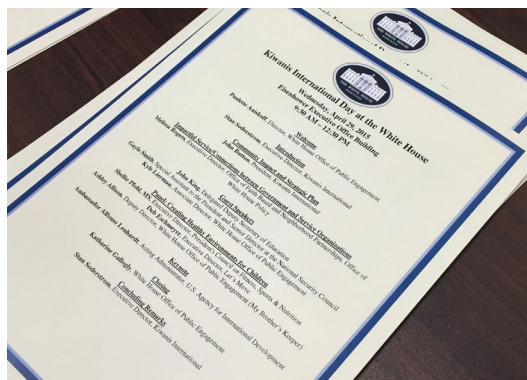
For 100 years, the Kiwanis family has been changing children's lives. Now you can celebrate in the spirit of that service. Earn a Centennial Award with a gift of US\$ 1,500 to the Kiwanis International Foundation. Your generosity will help provide our anniversary gift to the world: the elimination of maternal and neonatal tetanus.

**ELIMINATE**  
maternal/neonatal tetanus  
 **Kiwanis** |  **unicef**



[www.TheEliminateProject.org/centennialaward](http://www.TheEliminateProject.org/centennialaward)









## Kiwanis in the Capital

Kiwanis members took over Capitol Hill in Washington, D.C., this past April when members from 35 Kiwanis-family clubs across the United States were invited to participate in a Community Leader Briefing to discuss issues impacting communities. The Community Leader Briefing is an opportunity for grass roots leaders to visit the U.S. capital and further the conversation between White House officials and community leaders.

The Kiwanis International Day at the White House Community Leader Briefing included representatives from the White House Office of Public Engagement, Department of Education, National Security Council, Office of Faith-Based and Neighborhood Partnerships, President's Council on Fitness, Office of the First Lady and the U.S. Agency for International Development (USAID) alongside the Kiwanis-family guests and was held inside the Eisenhower Executive Office Building.

Ambassador Alfonso Lenhardt, acting administrator of USAID, was keynote speaker during the community briefing and also joined Kiwanians and guests at the Kiwanis Congressional Reception, held in the Kennedy Caucus Room inside the Russell Senate Office Building.

Among his messages to Kiwanians: "If we hope to bring an end to extreme poverty and preventable child and maternal death, we will need your help. We know we cannot solve these challenges alone and are fortunate to have Kiwanis International as a loyal partner. In doing so, we can achieve a historic goal: reaching a day when USAID and many other organizations find ourselves out of work because it's a better world. And that's what you are all working toward as well."

After the briefing, Kiwanis-family members met with their congressional representatives and senators—adding up to more than 40 Kiwanis-related meetings happening on Capitol Hill all at one time.

Quite a day for Kiwanis!



## Family's MNT pledges keep growing

With an announcement at the 2015 Kiwanis International convention this past June, Key Club International pledged another US\$3 million for The Eliminate Project, bringing its total commitment to \$7 million. Key Club and Circle K rank at the top of the Kiwanis family for per-member giving. Combined, Kiwanis' Service Leadership Programs raised more than \$635,000 through Trick-or-Treat for UNICEF in 2014. CKI's Valentine's Day "Show Your Love, Save A Life" fundraiser surpassed its \$27,000 goal this past February.

## Extras on the magazine app

When students at Fall Creek Valley Middle School in Indianapolis, Indiana, had the opportunity to speak with Vince Bertram, president and CEO of Project Lead The Way, they made sure to come prepared with many questions. Kiwanis magazine was on the scene to capture the conversation, and you can watch the highlights by downloading the Kiwanis magazine app, available for iPad or Android. Just go to the Apple Newsstand or Google Play to get the free app.

Also this month: a video glimpse into struggles of life in the Honduran cloud forest, where Federal Way, Washington, Kiwanis members support healthcare and educational programs.



## Short Takes

### AMENDMENTS RESULTS

Adjust Kiwanis International dues to be US\$52 per member in Tier A nations, US\$34 per member in Tier B nations and US\$23 per member in Tier C nations, effective October 1, 2015. **PASSED**



Voting for Kiwanis International business (elections, amendments and resolutions) will be conducted online rather than at the Kiwanis International convention. **FAILED**



For more information on these and other voting results at the 2015 convention, go to [kiwanis.org/amendments](http://kiwanis.org/amendments).



### ELECTION RESULTS

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# KCorps

Global Community Service Exchange

## Is your club ready to go global?

K Corps is Kiwanis International's new exchange program for Kiwanis teens (15-18). Through the two-week program, clubs, families, and youth will build global relations and intercultural communication skills. Participants will learn about their host country through a homestay experience—living with volunteer families who are members of the host clubs and by participating in club-designed service projects.

The first cohort of young, cosmopolitan Kiwanians will hail from North America (going to Europe) and Europe (heading to North America) and will be taking flight summer 2016. Would one of your members like to be on that flight? Could you see your families forming a welcome party at arrivals? Can you imagine wishing a foreign teen a heartfelt farewell after a life-changing exchange/service experience?

**Start the conversation now!**

*In cooperation with PAX Eurasian Exchange*

**800.721.7474 • [youthexchange@kiwanis.org](mailto:youthexchange@kiwanis.org)**



## NEWS

### How do you share Kiwanis?

"I started to talk about the gift of Kiwanis. If I really care about other people, why would I not want to share with them the best that I have in my life?" — **Ray Mitchell, Indianapolis, Indiana**

"By explaining what it means to me and the pleasure and joy I get out of it." — **John Sheridan, Kingwood, Texas**

"We had a member—a long-standing member who's a very proud Kiwanian—and he reached out to people like myself ... who were invested in kids' well being. Once we saw what it was about and what we could do on a local level, that's what grabbed hold of me. And that's what made me believe in the mission of Kiwanis." — **Bill Cunningham, Jersey City, New Jersey**

What's your formula for sharing Kiwanis with others?  
Tell us at [loveit@kiwanis.org](mailto:loveit@kiwanis.org).



## IN MEMORIAM

### Donald E. "Don" Williams, 1985–86 Kiwanis International president

By Alan Penn, 2011–12 Kiwanis International president

#### Our go-to guy

The 1980s was a decade of historical changes for Kiwanis. Helping us through the challenging decisions of those times was Don Williams of the Berea, Ohio, Kiwanis Club. Sadly, Don passed away this past May. He, like the Kiwanis he loved, was 100 years old.

Don was a consummate gentleman, and our 1985–86 Kiwanis International president. While serving on the Kiwanis International Board, he was instrumental in our search for a new headquarters and move to Indianapolis, and he worked tirelessly to open our membership to women. We are a much stronger organization because of his vision. The year following his presidency, he was asked to serve as our interim secretary (now called executive director). Initially, he declined. But because of his knowledge, confidence and the respect he'd earned among the staff, Kiwanis—as it often did—came back to Don to fill the position.

Amazingly, he had time for other interests. Don was proud of his service as a U.S. naval officer during World War II, for

which he was recognized for valor. He worked more than 30 years at the Cleveland Electric Illuminating Company. And for his commitment as a volunteer and board leader, Southwest General Hospital honored Don as president-emeritus and affixed his name to its Williams Conference Center.

His wife, Sally, preceded him in death. He is survived by his daughter, Beth Reams, a grandchild and four great grandchildren.

In his time, Don Williams was our behind-the-scenes leader. We are grateful for his many contributions and fortunate to have known such a committed Kiwanian and servant leader. Thanks, Don.







## WITH OUR SINCEREST GRATITUDE

We, the parents and family of Kayla Mueller would like to thank our Kiwanis family for all their support during this most difficult time in our life. The hundreds of cards and letters, the flowers, the keepsakes sent from around the world, the donations to our family and our local club have all helped us mourn our only daughter as well as give us hope to continue on.

Our Prescott Kiwanis Foundation received \$2,800.00 in Kayla's name. That money has already been given out to the local Big Brothers Big Sisters chapter in

town and to the Prescott area women's and children's shelter. Kayla volunteered with both of these organizations.

While in Israel preparing to go to Palestine Kayla wrote in her journal. "Let me live on both sides of the wall before I act." Our family has lived on both sides of the Kiwanis wall, the giving side through my many years in the club and now, the receiving side with this tragedy in our lives. When I addressed the group at the Southwest District convention in Farmington I told them that one never expects to be

on the receiving end of what Kiwanis does. It gives you a new perspective on just how important the work Kiwanis is doing in this world is.

The kind words, prayers and support have shown us light in darkness and made me even more proud to be a part of an organization full of passionate people willing to help those in need.

You can join us in continuing the work of Kayla's Hands through your own efforts of sowing seeds of compassion, kindness and peace and learn more about Kayla at [www.kaylashands.org](http://www.kaylashands.org).

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In friendship and gratitude,  
Carl, Marsha, Eric, Alex and Lexi Mueller

Photo courtesy The Daily Courier/Matt Hinshaw







# Life in the *Clouds*

**BEAUTY AND TRAGEDY LIVE SIDE-BY-SIDE IN THESE HONDURAN HIGHLANDS.**

STORY AND PHOTOS BY JACK BROCKLEY

The clouds have lifted high above the peaks and valleys of Honduras' Central American Cordillera, revealing a paradise of tropical flowers, palm trees, pastures and cool, boulder-strewn streams. Evelyn Castellar steers her white Nissan truck through the curves of Highway 13. She glances toward the mountains, beyond the highway-hugging homes with tiled roofs and car ports, up to where clouds often cloak the beauty of nature and the ugliness of extreme poverty.

"It just doesn't make sense," she tells me, as I watch six children and three cows walk single-file along the highway's shoulder. The boys, wearing uniforms and carrying books, are headed to school. I don't know where the cows are going. "It's the most gorgeous place in the world, but it's so

full of sadness," she continues. "People are dying up there."

Castellar slows and turns inland, toward the mountains, and soon we're passing homes made of mud with thatch roofs. The road narrows, and the Nissan goes to work, climbing up the muddy path through Las Vegas



Kiwanian Evelyn Castellar (right)



"It's the most gorgeous place in the world, but it's so full of sadness. People are dying up there."







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and Berlin. Despite their metropolitan names, these are not towns or villages, but small collections of huts with—perhaps—a nearby school and/or church.

We arrive in Olvidado. The name, she says, means “forgotten.” It’s our first stop of the day. Three steps below road level, we meet an elderly woman and two children sitting on the threshold of a mud hut. Spanish greetings are exchanged, and we’re invited inside. The rectangle of light from the front door aims directly at a girl sitting in a plastic white chair, her thin legs pulled tight into her tiny body. Her eyes seem huge, wide open with fear of these strange visitors.

“She’s starving,” Castellar says. “Her name is Marisol. She’s three years old, and she’s starving.”

The father, she explains, left to seek work in the United States. His wife, unable to care for the children alone, left her daughter and infant son with the paternal grandmother.

“She’s elderly, and as you can see, she has nothing,” Castellar adds.

Castellar is not a doctor. She’s a former emergency medical technician. She and her husband, José, purchased a farm in Jutiapa, Honduras, in 2001, because she believed the tropical life might extend her life. Ironically, in her search for healing, she became a healer.

Even more—with support from the Kiwanis International Foundation and her Federal Way Kiwanis Club—José and Evelyn are building a spirit of community in and around Jutiapa. They drained a swamp, created a soccer field and now invite other communities to send teams for friendly competitions. They also established Projecto Honduras International, from which they operate a medical clinic near the highway that runs alongside their property.

On my last day in Jutiapa, Evelyn

and I went down to the clinic at 6:30 a.m. A woman and a teen-age girl were sitting outside, waiting for the door to open at 7 a.m.

“Look at her eyes,” Castellar says about the child’s eyes, which are dull with a yellow cast. “I’d bet it’s malaria.” (Tests later confirmed her opinion.)

“Where are they from?” I ask.

“Berlin. A four-hour walk, one-way.”

This sick girl has been up since about 2 a.m., and she’s wearing a school uniform. Her day, I realize, is just beginning.

“They wanted to be sure they were first in line so she’d be back in time for school,” Castellar explains.







Castellar and her Projecto Honduras team of young, local volunteers regularly pile into the four-wheeler for a thrilling climb to the mountain schools.







Malaria is a common ailment in the cloud forest, but Castellar focuses on another sinister threat to the children of these northern Honduran mountains: intestinal parasites. The children get so little to eat; even so, most of the nutrition they do get is consumed by the worms.

A sure sign, Castellar explains, is a bloated belly.

At another Olvidado hut, we visit parents who have two children. A toddler waddles barefoot through the dirt. The baby lays naked in the dirt.

"That's the problem," Castellar points out. "The children don't wear diapers or pants. They pee and poop anywhere; then, the parents lay their babies in the dirt. We try to teach parents about hygiene. They seem receptive, but then when we return, we find their babies naked on the ground."

So, Castellar and her Proyecto Honduras team of young, local volunteers regularly pile into the four-wheeler for a thrilling climb to the mountain schools.

The end of the road leads to Escuela Rural Mixta School. Actually, any trace of the road disappeared several hundred feet below. So the Nissan followed a narrow strip of grass that curved to a stop beside a jungle-embraced river.

There, on a rise beside the water, is the school's wire-fenced compound. Faces peer through iron-barred windows. It's worm medicine day.

Teachers line up the students. One by one they step forward and the volunteers hand them packets of vitamins and anti-parasite medicines. At the final station, Evelyn's lead assistant, Cindy, siphons a thick, milk-like liquid into a large syringe—think kitchen baster—and squirts a dose of worm medicine into each mouth.

Arranging the visit at the school allows Castellar to evaluate the health of the entire community. Through the school, families are invited to bring pre-school-age children for deworming and to discuss other health problems. While examining a baby, Castellar noticed a fungus on the mother's arm and packaged a cream for its treatment. Another woman propped her chunky son on her hip for inspection of a large, round lump above his left eye—a little larger than a table tennis ball.

"What a handsome boy," she said calmly to the mother in Spanish. But to me, in English, she whispered, "This is serious. This is really serious. And it's spreading. With the infection this close to the eye, he could

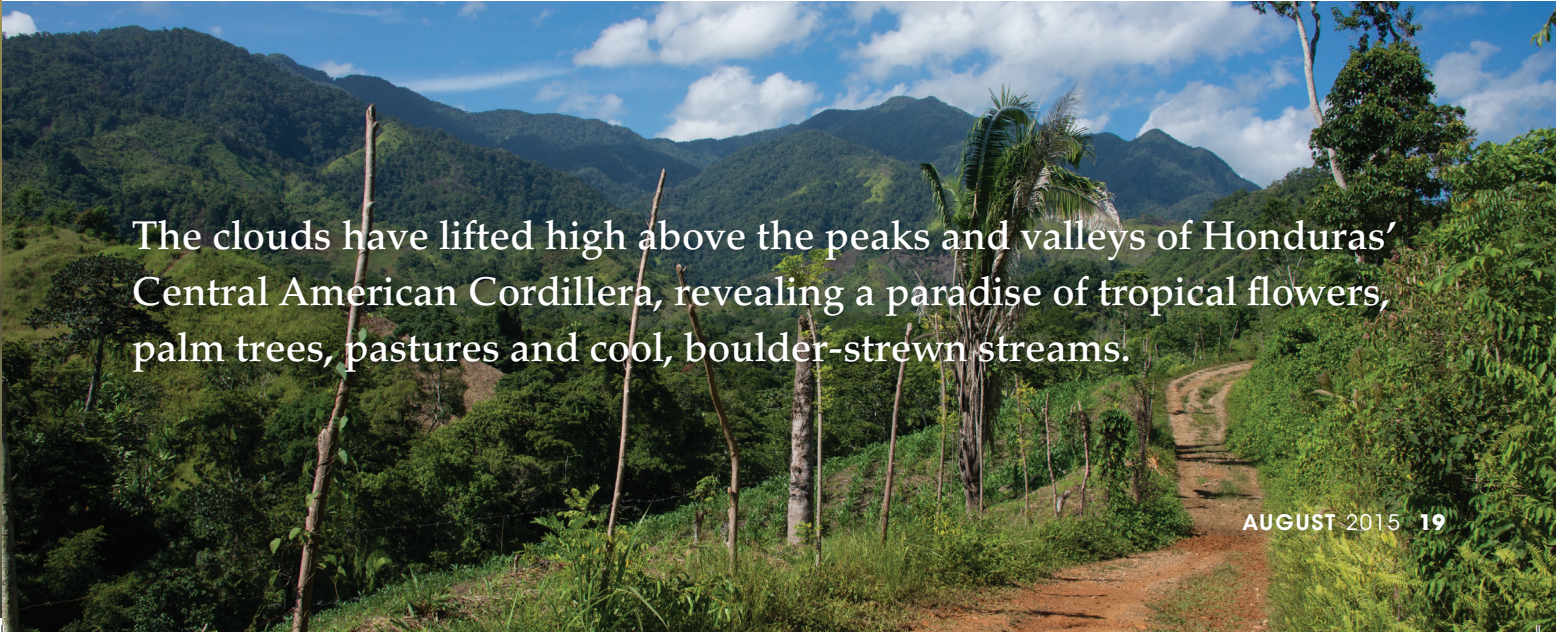
lose sight in that eye." Bare, circular spots on the back of his scalp indicated other outbreaks. She directed her team to put together a packet of Amoxicillin, children's Tylenol and an antibiotic cream, while she instructed the mother on their use.

With a line of families waiting, a woman steps quietly behind Castellar, tugs at her elbow and presents two cucumbers as a gift of appreciation. At another location, a woman tucked a live chicken under one arm and cradled a half dozen eggs in her hands.

"It breaks my heart," Castellar says. "They have so little, but they're so generous and appreciative." (She convinced the woman with the chicken to keep it for her.)

A couple weeks after my visit, she calls me. She's back in Federal Way for three months. She's had good news. The mayor of a neighboring community wants her to set up a clinic in his town.

In Olivado, the father is home again, living with his wife and daughter. Marisol is doing better. Her infant brother continues to live under his grandmother's care, in a dark, smoky hut up in the Honduran cloud forest where the land is so beautiful and life is so hard. ☺



The clouds have lifted high above the peaks and valleys of Honduras' Central American Cordillera, revealing a paradise of tropical flowers, palm trees, pastures and cool, boulder-strewn streams.



# STEM

## SO WHAT IS “STEM”?

The disciplines of science, technology, engineering and mathematics have been popularized by the acronym STEM. With research showing jobs in the STEM fields are expected to grow at a rate of nearly double that of other fields by the year 2018, many experts believe it is imperative that students gain the necessary skills to fill these jobs. Many schools, especially in North America, have lessened the amount of time students are spending in science classes, and far too many schools have all but killed their physical education, art and music classes. Many educators, experts and parents believe STEM classes must be paired with the arts (another acronym, STEAM, has become popular) to develop well-rounded educational opportunities for our children. Read on to learn how these three professionals were molded by STEM, and hear what advice they have for the next generation.

## HE LAUNCHES ROCKETS

**THE SPACE SHUTTLE PROGRAM SENT ORBITERS INTO SPACE 135 TIMES, AND THIS KIWANIAN WAS THERE—WORKING—FOR EVERY SINGLE ONE.**

STORY AND PHOTOS BY KASEY JACKSON | SHUTTLE LAUNCH PHOTO COURTESY NASA

### ABOUT TED HARTSELLE

When the Space Shuttle program ended, Ted Hartselle said he “needed to do something as good as launching shuttles.” So he ran for election to the Rockledge, Florida, City Council and won. He served twice as Kiwanis’ Florida District Division 11 lieutenant governor, and he became an adjunct professor at Eastern Florida State College, teaching aerospace technology students in materials and processes used in aerospace.

It’s Florida, so the bugs are buzzing and the heat is rising, causing a hazy effect as we stand on the back porch of a Titusville restaurant situated smack-dab across the Indian River from NASA’s picture-perfect Vehicle Assembly Building, known affectionately as the VAB. Rockledge Kiwanian Ted Hartselle is explaining in







April 24, 1990: The Space Shuttle Discovery soars into the morning skies above Florida, carrying a crew of five and the Hubble Space Telescope. Fun fact: This mission, STS-31, included current NASA Administrator Charles F. Bolden Jr., who served as pilot.



**"Humanity's future is in space. My efforts will get us there. I still have plenty to do."**

**— Ted Hartselle**



great detail several snapshot-worthy memories of his years and years spent working on and around some of the most famous launch pads in the world.

"I have been attuned to space and technology as long as I can remember," he had written in an earlier email. "I decided I would launch people into space when I was in the ninth grade, watching the first launch of the Saturn V from my playground."

He made his dream come true by working his way through college and

earning a degree in chemical engineering from the University of Florida. It seems he was destined to work on the Space Shuttle program; he certainly was in the right place at the right time and loaded with the knowledge and determination needed to join thousands of contractors and NASA employees set on one sight: getting the Shuttle program literally off the ground.

The year was 1980. He drove over to Kennedy Space Center (KSC) to talk to some people about possibly getting a

**Hartselle's expertise is in chemical engineering and these: the massive external fuel tank and solid rocket boosters, shown here as a display at NASA's Kennedy Space Center.**

job there. He was asked to come back the next day. He did.

"That morning, a security officer drove me to Launch Complex 39A," he says. "As we passed the Vehicle Assembly Building, I saw something coming out of the door. It was the STS-1 being rolled to the launch pad."

STS-1 stands for Space Transportation System 1, and it was NASA's first flight of the Space Shuttle program. The orbiter he saw rolling out that day: Space Shuttle Columbia.

Hartselle got the job. He'd serve as launch pad liquid oxygen engineer, processing and fueling the external tank and main engines. After four months of preparation and tests, STS-1 launched on April 12, 1981.

**The Vehicle Assembly Building (VAB) at NASA's Kennedy Space Center is the largest single-story building in the world, boasting a remarkable 129,428,000 cubic feet of space—big enough to house a Saturn V rocket.**





Hartselle spent many hours on and around the famous launch pad 39A, right, when working on the Space Shuttle program. While waiting for a launch, he often sketched his surroundings in a notebook, below.

Hartselle was hooked.

As he shares countless stories, I can hear the excitement in his voice. His eyes sparkle. He stops every now and then and just looks out at the VAB as if he's reliving those moments, step by engineered step, in his mind. He has a well-traveled binder he carries with him. We're looking through it together, page by page. On the side, a peeling Kiwanis logo sticker finds its place among shuttle memorabilia. It's part scrapbook, part portfolio of his work. And it's an exceptional piece of personal history. In it, proud moments and awards from his work on *every* Space Shuttle mission—all 135—including a certificate naming him a "KSC Shuttle Legend" after he had worked 30 years at Kennedy Space Center.



He had quite an impressive title for 58 of those shuttle missions. He was known as the "CLOX," meaning he was the Launch Control Center Firing Room Lead Console Engineer for

Main Propulsion Liquid Oxygen. He led the team and operation of the computer systems doing the launch work that controlled the fueling and firing of the main engines. For his work serving such an important role for 58 launches—the most of any CLOX in history—he became a member of the Space Shuttle Fleet Prime Launch Team, a distinguished NASA Career Achievement Award. No other CLOX performed more than 16 launches. There's a page for that in the book too.

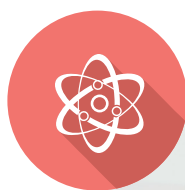
As with most things, there's an end to this chapter of his story. Hartselle, along with thousands of contractors, lost his job at KSC when the Space Shuttle program ended. He is now an adjunct professor at Eastern Florida State College. He served an important role in the history of space flight. He serves an important role now as an educator. And he isn't finished just yet.

"Humanity's future is in space," he says. "My efforts will get us there. I still have plenty to do."

Continued on page 46







## MEET VINCE BERTRAM

### ABOUT VINCE BERTRAM

Before joining PLTW, Vince Bertram was a superintendent, principal and teacher. He's a New York Times bestselling author and a frequent contributor to several national publications. He also serves as the U.S. Department of State's STEM education specialist and he's held numerous other leadership roles.



# HE ADVOCATES FOR STEM

**MESSAGE TO STUDENTS: DEVELOP SKILLS THAT WILL ALLOW YOU TO CONTROL YOUR FUTURE.**

STORY BY KASEY JACKSON | PHOTOS BY CURTIS BILLUE AND KASEY JACKSON

I've heard  
people talk  
about education  
being the great  
equalizer.  
Education  
is a great  
differentiator.

— Vince Bertram

Depending on whom you ask, the argument about the importance of STEM education can go either way. Some feel the intense increase in and push for STEM-related classes is unjustifiable because students thrive on a more well-rounded education, which includes an equal emphasis on the arts. Others fear that with the United States consistently ranking so poorly on standardized tests in mathematics and science compared to other countries, the system is failing children year after year by not changing the way they're taught—or by not changing what they're being taught in the first place.

Few people know of this struggle more than Vince Bertram, president and chief executive officer of Project Lead The Way (PLTW), the leading provider

of K-12 STEM education programs in the United States.

Kiwanis magazine recently invited Bertram to sit for an interview conducted by PLTW teachers and students at Fall Creek Valley Middle School in Indianapolis. Ten students and two teachers compiled thoughtful questions about the need for and the future of STEM education. The following is an excerpt from their 90-minute interview and is a snapshot of Bertram's message to students, teachers, parents and community as a whole.

I was first introduced to PLTW when I was a high school principal. Twenty-five percent of our students were dropping out of school. A lot more students were graduating without skills to be successful. I was introduced to Proj-



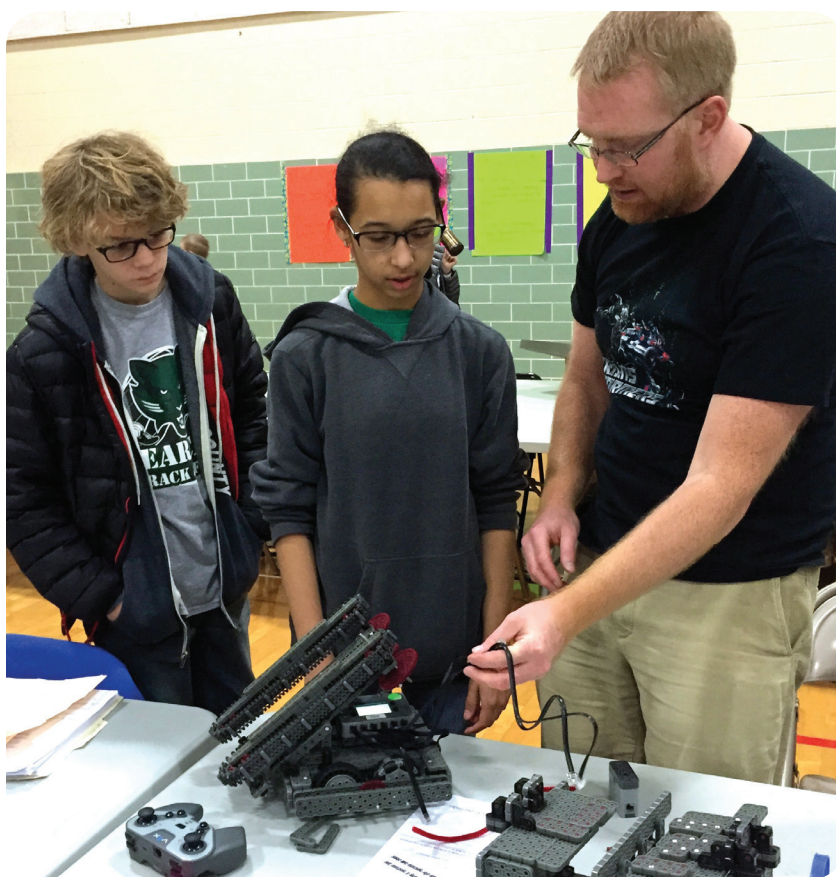
ect Lead The Way. And what I discovered was a transformational experience. I found students who were developing skills, who had aspirations, who all of a sudden saw learning as relevant as opposed to just a process you go through to get a high school diploma.

STEM connects to everything. These are the type of skills that are in high demand. Universities are recruiting students with the skill set that you are developing. Employers all over the country are looking for you. When you develop these kinds of skills, you then get to control your future. You get to develop a career and have a pathway to great success.

I've heard people talk about education being the great equalizer. I don't believe that. Education is a great differentiator. You differentiate yourself when you get an education. You separate yourself. You give yourself opportunities. You don't get an education so you can be like everyone else. You get an education so you can get ahead. When you have these skills, it can fundamentally change your life.

While we focus on STEM, we believe STEM connects to everything and everything is important. I don't want schools dropping art to offer this. I don't want schools dropping music. What I think is very valuable is for students to understand how STEM relates to art and music and other disciplines. I think we as an organization can help bring the relevance to all of this and draw these connections.

What we know about STEM, specifically math and science, is that students make a decision as to whether they're good at math and science as early as second grade. You learn this at a very young age. If you don't like to play a musical instrument, what's the chance that you'll be in band? Not very good. If you don't like sports and track, you're not going to be on the track team, right? People quit that stuff if they don't like it. It's the same with math and science. I've talked to some governors who say, "We need to improve our math performance." And I say, "Great! How are you going to do that?" And they say,



"We're going to require another year of math." Why? To give them more of the same? To take boredom to the next level?" What do we do at a very early age to help students understand that math and science are very important and everyone can be good at math and science? It's important for parents too. I hear parents who say, "I wasn't very good at math, so don't worry about it." No. You should worry about it. It doesn't matter whether they were good at math. It matters that you are. ©

**PLTW students from Fall Creek Valley Middle School talk to their teacher about the team's robot during a VEX robotics competition. Students in the class also work with 3D printers and designed a "city of the future."**





## MEET CONNY AERTS

### ABOUT CONNY AERTS

Kiwanis connection: Aerts is not a Kiwanian. But she did receive the Kiwanis Prize for post-doctoral research in Science & Technology of the University of Leuven, which she received in 1998. This prestigious award is given annually to a post-doctoral researcher with less than five years of experience, as judged by the Research Council of the University of Leuven.

# SHE STUDIES THE STARS

**HAVE YOU EVER HEARD OF AN ASTEROSEISMOLOGIST? WE HADN'T, EITHER.**

INTRODUCTION BY KASEY JACKSON | PHOTO BY ROB STEVENS/KU LEUVEN

She's won too many scientific awards and prizes to name and has studied fields and disciplines most of us can barely pronounce. As a researcher of stellar physics—including stellar structure, stellar evolution, variable stars and asteroseismology—Conny Aerts has her eyes fixed on the skies. But her multiple jobs as an educator keep her feet

firmly planted on the ground. Aerts, who received her master's degree in mathematics from Antwerp University and defended her PhD in astrophysics at the University of Leuven, has studied in Europe, Chile and the United States. She's held teaching positions in both Belgium and the Netherlands. She's worked with the European Space Agency, is a member of the Sci-

entific Board of the Royal Observatory of Belgium and the steering committee of the NASA Kepler Asteroseismic Science Consortium. If you're interested in learning more about her background and accomplishments, you can read her résumé. But make sure you set aside some time—it's an impressive and somewhat overwhelming 66 pages long.



Educating students has  
always been top priority on  
my to-do list. I guess that's  
my "astromama" nature.

— Conny Aerts

Kiwanis magazine asked a few elementary and middle school students what questions they'd like to ask an astero-seismologist from Belgium. Here's what they came up with.

**What exactly is astero-seismology?**

Astero-seismology is the study of starquakes, with the aim to understand what is going on in the interiors of stars. This interior is unfortunately not accessible, because the stars are millions of kilometers away and we only receive the light that they emit from their surface. So we cannot look "inside" the star. That is the big difference with a physicist who can do lab experiments. Our labs are far away, in outer space. But just as earthquakes allow seismologists of the Earth to deduce the physics of the iron core of our planet, starquakes allow the astero-seismologist to derive the physical conditions in the cores of stars.

**What project are you proudest of?**

We made the first estimation of how the core of a massive star rotates in 2003, from starquakes measured with telescopes on Earth over a span of 20 years! This was published in the magazine Science, which is of the highest standard to announce new scientific results and discoveries. This result opened the study of starquakes of stars that will later explode as supernova at the end of their life.

I helped my PhD students to make major discoveries from data of starquakes about the properties of the cores of various types of stars, both young and very old stars.

These three studies were again published in Science and Nature.

**How did it make you feel to complete your first successful project?**

Well, my first successful project was the development of a new method to interpret starquakes. It took me four years to develop the method, and it involved a lot of mathematics. I like that, and I'm proud that the method is still used by astrophysicists today.

**If I want to work as an astronaut someday, what should I study in college?**

The best thing to study in secondary school is in any case mathematics and physics. Astrophysics involves a lot of mathematical physics, and so one needs to have a solid understanding of these two topics to get a degree in astrophysics. One can become an astronaut, either through a PhD degree in astrophysics or else a PhD degree in engineering. These are the academic paths. But various astronauts follow a military route as pilot. In all of those cases, one needs a solid mathematical background.

**Why should girls study STEM?**

Because it's so much fun! And even more important: because it is so fascinating and interesting. I always say to kids that they have to study what they are most interested in, without thinking of the job market. The reason is simple: An education in STEM will automatically lead to a glorious situation on the job market, because we have far too few STEMers. Particularly, we lack girls with STEM diplomas!

Various recent surveys on what 12-year-old kids, both boys and girls, find the most interesting question to answer led to one and the same winner question: "Is there life outside the Earth in the Universe?" If you also find this an interesting question, then go for the answer! This can be done by studying any of the four studies for which STEM stands: science, technology, engineering or mathematics. Finding the answer to that winner question involves a lot of aspects, from satellite building to deep mathematical computations and anything in between that.

And a real bonus: In all circumstances, such STEM studies will lead to challenging jobs where students are already headhunted prior to having obtained their diploma because our knowledge-based societies need a lot more STEMers than there are at present. For girls, this is a hole in the market, because there are so few. That is mainly due to wrong and stereotypical image-forming. That's a pity, because girls are very clever and can bring a lot of contribution and diversity to STEM jobs. So go for it, girls!

**What's more rewarding: Studying the stars and space or teaching others about stars and space?**

Educating students has always been top priority on my to-do list. I guess that's my "astromama" nature. Of course I do both, but I spend a lot more time in teaching

Continued on page 48



## CONVENTION RECAP

# A Family Affair

### THE 2015 KIWANIS-FAMILY CONVENTIONS CELEBRATED HISTORY AND THE FUTURE.

PHOTOS BY CURTIS BILLUE , JACK BROCKLEY, JAMES BROSHER, SARA LOUIE, JERI REICHANADTER, PERRY REICHANADTER AND ISAAC SMITH

Kiwanis may be 100 years old, but the 2015 Kiwanis International Convention and Celebration testified: We're young at heart.

More than 7,000 members of Kiwanis, Circle K, Aktion Club and Key Club swarmed Indianapolis for this historical family reunion.

Some highlights:  
We took a trip through

time, thanks to our handy time machine, highlighting world events alongside Kiwanis events during the Opening Celebration. Kiwanis-family members even donned period clothing to celebrate our 100 years.

Born with Down syndrome, restaurateur Tim Harris danced into the hearts of the Opening Session crowd

with his inspiring story of exceeding expectations.

The Eliminate Project announced US\$91 million collected and pledged in our campaign against maternal and neonatal tetanus.

Kiwanis and IHOP served more than 12,000 pancakes on Indy's Monument Circle.

Balloons fell. Up with People danced and sang.

And Kiwanis' 100th anniversary tour concluded with a Kiwanis Centennial playground build in Indianapolis' Hawthorne Park.

Sister Sledge hammered the Next Century Gala with their signature hit, "We Are Family" before joining Kiwanians on the dance floor. All this and more. See for yourself at [kwn.is/2015ICON](http://kwn.is/2015ICON).













“We are celebrating 100 years of achievement and 100 years of improvement in the lives of children. But we need to reach out and do something about the millions of children around the world that we have not yet reached, those for whom life is no better. There can be no more noble cause.”

– John Button, 2014–15 Kiwanis International president







“Each of us has our own stories as to how or why we joined CKI, but many of us stay for the same reasons. There’s something positive that keeps bringing us back.”

– Kathy Le, 2014–15 Circle K International president









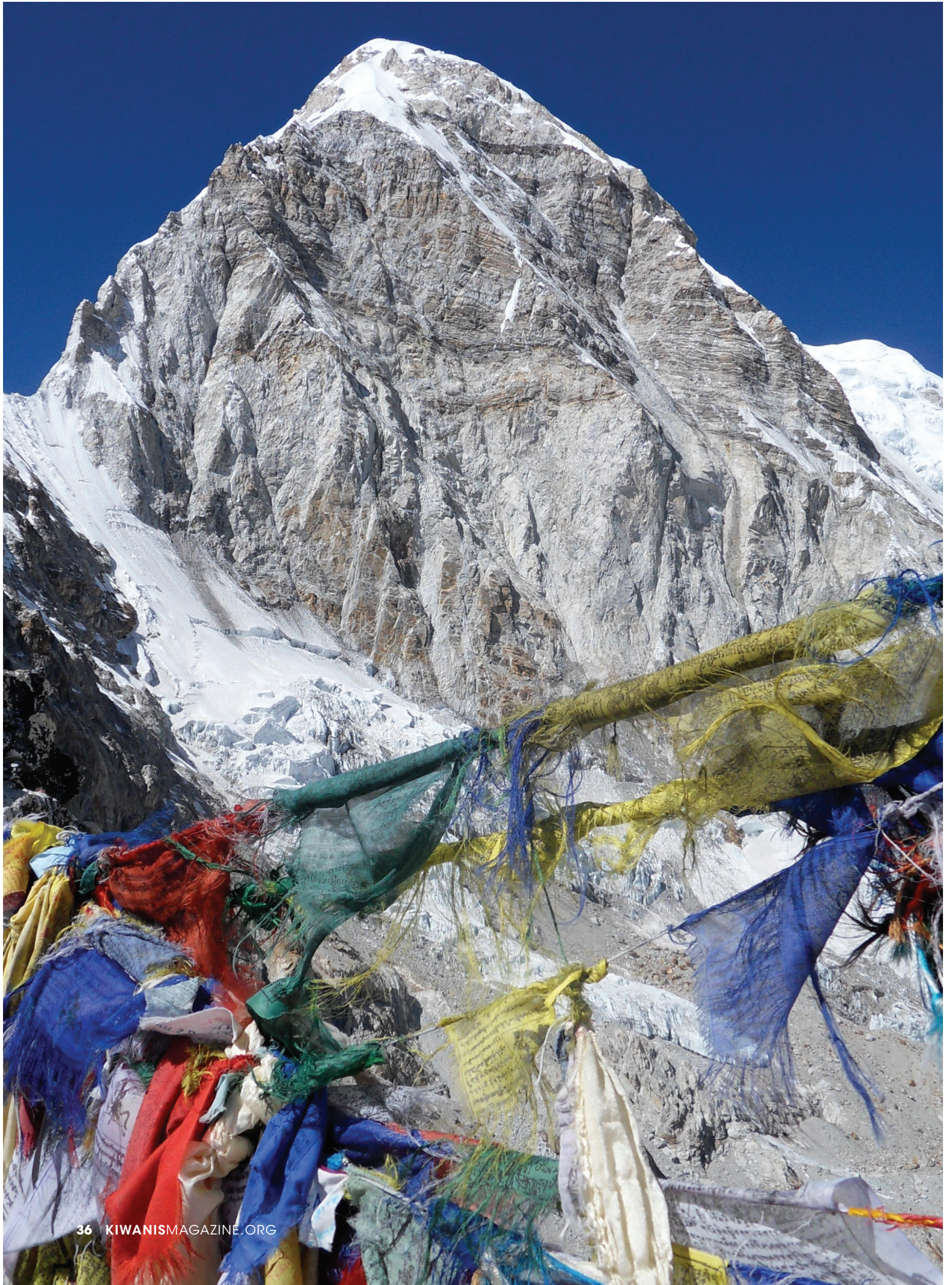




“For Kiwanis to be strong and impactful, we must continue to grow and reflect the culture around us. We must match the diversity of our communities. We must be inclusive—not exclusive. Our strength has its foundation in our ability to reflect the world we serve.”

– Sue Petrisin, 2015–16 Kiwanis International president







# STRIKING A DELICATE BALANCE

A KATHMANDU ACADEMY PRESERVES TIBETAN CULTURE WHILE PREPARING STUDENTS FOR LIFE IN THE MODERN WORLD.  
STORY AND PHOTOS BY JOHN APRIL

"I love Nepal," says John April. The Indianapolis journalist has made five tours of the country, including 2014 when he visited the Manjughoksha Academy in Kathmandu. This is the story of that experience. Earlier this year, however, April's heart went out to the Nepali people as images and information flowed across the Internet of the destruction caused by massive earthquakes. Read April's blog about the disaster on the Kiwanis magazine app or at [kwn.is/kinepal2015](http://kwn.is/kinepal2015).

Mingmar Lhamo is a mother of two living in a quiet neighborhood on the outskirts of Kathmandu, capital of the tiny Himalayan nation of Nepal sandwiched between India and China. Her people are Sherpa, an ethnic

group from eastern Tibet that settled in the mountainous regions of Nepal hundreds of years ago, before Nepal was a country. When Mingmar Lhamo's husband died eight years ago, she quit the

poor plot of land they'd been farming in the remote Solukhumbu district—famous as the location of Mount Everest—for the capital, hoping to find good schools for her 17-year-old daughter, Passi and son Mingmar, 15, as well as better paying work.

Many of Nepal's public schools offer a good education; however, few teach the Tibetan language, and Tibet's cultural aspects are neglected entirely. While the country's Tibetan schools preserve language and culture, the standard of education is generally poor. Mingmar Lhamo was fortunate enough to place her children at the Manjughoksha Academy, established



Mingmar Lhamo and her two children, Mingmar and Passi





Children from the Manjughoksha Academy

“THIS IS WHAT  
DIFFERENTIATES  
OUR SCHOOL  
FROM OTHER  
OPTIONS.  
ENGLISH IS THE  
MOST RELEVANT  
LANGUAGE  
FOR A MODERN  
EDUCATION.”

in 1995, a kindergarten through 10th year private school that serves underprivileged children from Nepal’s mountainous frontier regions whose residents have close cultural and religious links with Tibetans.

The Manjughoksha Academy is the brainchild of three seasoned educators: Doma Yangkyi, a former Tibetan school teacher and registered nurse; Sonam Choten, a former private school teacher; and Gyanje Hishi, a former employee at the Tibet House, the Dalai Lama’s cultural center in New Delhi. Each witnessed firsthand the poor quality of education being received by underprivileged Tibetans in Nepal, knew how ex-

pensive and complicated sending children to school in India could be, and felt that, in the system at the time, Tibetan culture was being lost. To bypass these problems, they founded a new school with two objectives: to impart a modern education and to safeguard Tibetan language, culture and traditions.

Other than the Tibetan and Nepali language classes, all courses at the Manjughoksha Academy are taught in English. “This is what differentiates our school from other options,” Choten says. “English is the most relevant language for a modern education.”

The curriculum at the Manjughoksha Academy is on par with Nepal’s finest





public schools and includes English, science, math, environmental and social studies, accounting, health science, morality and information technology. Extracurricular activities include art, sports, music, dance and debate. Mingmar Sherpa and his sister agree that math is their favorite subject, but after school he prefers soccer; she, basketball.

Classes meet 5½ days per week for all but one month in the year. Full days begin at 9 a.m. and end at 3 p.m. (4 p.m. for seniors). Thirty full-time teachers preside over more than 400 students. Part-time foreign volunteer educators offer extracurricular courses. About half the students come from the country's more remote areas and are therefore boarders living year-round in on-site dormitories. The other half commutes daily from in and around Kathmandu. Uniforms are compulsory. Twenty-one staff members manage the physical plant, including a dining hall that serves meals year round. A physician attends to the students three times a month. Each student undergoes an annual physical exam. Boarder tuition is between 80,531 and 100,076 Nepali rupees (NR) per year, depending on class level. Commuter tuition is between 54,638 and 72,344 NR, which includes bus service and lunch.

Overseas donors in Switzerland, Germany, France and the United States sponsor nearly the entire student body. Each donor receives a dossier on the sponsored student, progress reports three times a year, regular letters from the student, as well as a Christmas card.

"A fresh stack of admissions applications appears on my desk every week," Yangkyi says. "My job is to match these applicants with sponsors. I can handle between 50 and 60 more students before we're full."

When new students arrive, the school helps them settle into their new

.....

Continued on page 44





## ISLAND HOPPING

JAPAN MEETS HAWAII IN A TWO-WAY SISTER CITIES/KIWANIS EXCHANGE.

STORY BY JACK BROCKLEY | PHOTOS IN HAWAII BY TONY NOVAK-CLIFFORD

Muumuus, kimonos, leis and jeans. Koto music and hula dancing. Volcanoes and paper cranes.

This past year, 14 Hilo, Hawaii, High School Key Club members swapped cultural experiences with 12 Sumoto, Japan, students through an exchange coordinated by Sister Cities International and the Kiwanis Club of East Hawaii. It was, the Key Clubbers report, an adventure never to be forgotten. (This past June, Kiwanis signed a memorandum of understanding to name Sister Cities International a Community Partner.)

In August, the Sumoto teens, accompanied by chaperones and a group of Japanese business leaders, visited Hawaii. With Hawaiian Key Club members as their guides, the Sumoto students attended classes at Hilo High School, shopped for jeans and muumuus and watched lava flow at Hawaii's Volcanoes National Park. By the end of their stay, the visitors had become friends, and their farewell dinner broke out into a luau. With flowered leis draped over their floral-patterned kimonos, the Japanese girls joined their Hawaiian hosts for a hula dance.

In October, the exchange was reversed,

and Hilo teens and Kiwanians traveled to Sumoto.

"Each day, we saw many historical and cultural sites, including shrines, peace memorials, the Mazda car factory and the Marugami castle," says Key Clubber Cody Pinzon.

One of the most memorable experiences was a tour of the Hiroshima Peace Memo-

rial Park, according to Jamae Valdez Balagot, also of the Hilo Key Club. There, they visited a memorial to Sadako Sasaki. As a two-year-old child, Sasaki was blown through a window when an atomic bomb was dropped near her home on August 6, 1945. She survived, but 10 years later she fell ill with leukemia as a result of the radiation exposure. During







her hospitalization, she vowed to fold 1,000 paper cranes, which according to Japanese legend would grant her one wish. She died on October 25, 1955, and remains a global symbol of the innocent victims of war. At the base of her statue, an inscription reads, "This is our cry. This is our prayer. Peace in the world."

"Something we prepared for as a group was making cranes for Sadako," Balagot says. "It was a wonderful experience to witness the tragic past of the Hiroshima bombing. We paid our respects to Sadako by placing 1,000 paper cranes by her statue. We were fortunate enough to see students singing to her statue. It was such a beautiful sight."

"Japan was a wonderful learning experience," Balagot adds, "filled with a lot of memories and joy worth sharing with others." ©

While in Hawaii (opposite page and above left), Japanese visitors shopped for souvenirs and explored the island's parks. Weeks later, Hawaiian Key Club members completed the exchange with a flight to Japan's Awaji Island, where the group hung 1,000 cranes at the Hiroshima Peace Memorial Park.





With head down and arms extended, a young swimmer prepares to dive (right). As students advance through Kiwanis' swim program, they learn rescue techniques (below).



## EVERYBODY, IN THE POOL

OKLAHOMA KIWANIS LESSONS KEEP KIDS OF ALL AGES ENGAGED IN SWIMMING.

STORY BY COURTNEY TAYLOR

Fun during summer break means splashing around the local pool, floating down a river and fishing at the lake. The Kiwanis Club of Greater Ada, Oklahoma, makes these diversions safer by partnering with the Ada Red Cross for the Kiwanis Safe Swim Program.

Sue Ellen Frerich has been the director of the Kiwanis Safe Swim Program since 1991, but she was involved in it long before that. "I can remember when I was a child taking swim lessons. My brothers and I took lessons from Kiwanis."

The youngest classes involve children six months to four years old, accompanied by their parents, practicing during and outside of class time to overcome a fear of water. The next level continues without direct parental involvement: putting faces in the water, floating on stomachs and backs and learning how to safely get in and out of the pool. By the time children complete the third level of training, they can handle being pushed into the water without panicking. Levels four and five are tougher,

building endurance by swimming distance intervals. In level seven, the students learn how to work out properly with focus on warming up, cooling down and monitoring their heart rate. One lesson of the Red Cross swim program that spans all levels is a safety day when the children learn to help save themselves and others, complete with rescue tubes and life jackets.

"Watching a child who is afraid of the water be able to jump in the water and swim across the pool gives me a sense of satisfaction and accomplishment," says Frerich. The next step, she explains, is the Guard Start.

Guard Start, she explains, was developed as a way to keep teenagers involved in swimming after they had graduated from swim lessons but were too young for lifeguard certification. Prior to the creation of this program, many students would find a new hobby to fill their time, and they would no longer be interested in aquatics by the time they were old enough to lifeguard.

The Guard Start fills two or three summers with swim technique and CPR exercises as well as lessons in leadership and community service. By the time they're old enough to become lifeguards, the boys and girls have already learned the tedious skills and are able to hone them. The Guard Start is also a mentorship, encouraging younger children to succeed so they too may become part of Guard Start.







**Kiwaniis**  
TRAVEL

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Kiwaniis Travel proudly offers an exciting program in **Cuba**, the enigmatic Caribbean island nation—**November 1 - 9, 2015**—an opportunity for Kiwanis club members to explore a country that only recently became much easier for U.S. travelers to visit.

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Visit **[kiwanis.ahitravel.com](http://kiwanis.ahitravel.com)** or call our travel experts at **877-572-5159**.

AHI offers competitive pricing while taking care of all the details. And once you have reserved your space on a trip, you'll receive a package with your itinerary, hotel and transportation information, and travel tips. All you have to do is sign up and pack your bags!







Strapped to a backboard and ready for transport, a volunteer patient poses with other trained responders. The group takes their responsibility serious though, with regular practice sessions.

## REAL-TIME RESPONDERS

KIWANIS-TRAINED TEENS ARE ALWAYS READY FOR MEDICAL EMERGENCIES.

STORY BY CATHY USHER

In an emergency, every minute—every second—counts. The Kiwanis Club of Fort Frances, Ontario, has brought extremely rapid response to Fort Frances High School by training students to quickly and efficiently offer emergency medical services.

The Kiwanis club has been providing funds for student training, equipment and attendance at the annual International Journal of Emergency Medical Services Ambulance Conference in Washington D.C. One of the club's past presidents, John Beaton, is a full-time paramedic who provides the hands-on classroom portion of the accreditation.

"The training is done on a voluntary basis by myself at the high school after school hours," Beaton explains. "It involves 80 hours, taking about three months to complete. After the training is done, the students are required to be on call at school

for emergencies, monthly practices and volunteer first aid for a variety of events."

Led by a senior first responder, three students are on call every school day. They have responded to an average of 100 calls per year, treating everything from anxiety attacks, diabetic emergencies and fractures to bleeding and unconscious persons. Between Beaton's volunteer hours and those of the students, the financial impact is equally impressive.

"We volunteer for the first responder program approximately 6,000 hours annually," he says. "If a dollar figure was used, it would be an in kind CDN\$86,000 per year."

Since the program started in 2002, 150 students have dedicated their time and energy to completing the program. Five of those have gone on to become paramedics, with others entering a variety of medical fields.

## BIRTHDAYS

These clubs celebrate their 25th, 50th and 75th anniversaries in September 2015. For a more complete list, visit [kiwanis.org/birthdays](http://kiwanis.org/birthdays).

### 75TH—1940

Verona-Rosedale, Pennsylvania,

September 4

Buffalo, Wyoming, September 13

West Alexandria, Ohio, September 20

Hammond, Louisiana, September 30

### 50TH—1965

Lafayette-Harrison, Indiana,

September 6

Pittsburg-Sunflower, Kansas,

September 22

### 25TH—1990

Stäfa, Switzerland, September 4

Table Rock, Jackson County, Oregon,  
September 6

Zürich-Hoengg, Switzerland,  
September 11

Dzumac Dumbéa, New Caledonia,  
September 11

Shawnee Diamond K, Oklahoma,  
September 13

Diamond K of Webster City, Iowa,  
September 18

Manza-Whee-Lem, Nehalem, Oregon,  
September 20

Folsom Lake, California, September 25  
Greater Westhampton, New York,  
September 25

Vernon-Four Seasons, British  
Columbia, September 26

Annandale, Minnesota, September 27  
Smith County, Kansas, September 27

Matthews, North Carolina,  
September 28

Niort, France, September 29

Molsheim-Bugatti, France,  
September 29

Land Van Cuijk, Netherlands,  
September 30

Selestat, France, September 30

Guadalupe, California, September 30



# KIWANIS YOUTH PROTECTION WEEK

**Kids' safety is in your hands.  
Are you ready?**

**Kiwanis Youth Protection Week is September 13–19, 2015.**

Inspire your club to help protect young people—and members' reputations. Prepare for Youth Protection Week. Make sure every member has the updated guidelines. Make time for youth protection training. Make an important week come alive by getting ready now.

[kiwanis.org/youthprotection](http://kiwanis.org/youthprotection)



**Kiwanis®**



## TED HARTSELLE ON STEM

### On the fascination with space travel:

The fascination is that the space program is real. Space programs are the ultimate interactive technology. You can see and hear results. The environment up there is a place entirely different from here. Through television and IMAX 3D you can pretend to be there. TV and movies ask us to suspend our disbelief and enter a made-up world. The space program is one of the few real things we can participate in without completely faking it.

### On the importance of playful learning:

We must transform STEM teaching to prepare students not just for college, but for the future economy. Even college graduates must learn a new technology every seven years. That is how long it takes for a new technology to destroy old jobs. Knowledge doubles every two years. To keep up, everyone must learn at a faster pace. The real value of college is you learn how to learn. This means read, read, read, practice, practice, practice. So learn to learn, then use it! Give kids a safe place to do things. Teach everyone that technology is play by letting them use it. Give them the tools to build things. Learning should be playful.

### On giving advice to a young person wanting to explore space:

A young person still in school has an advantage over everyone else; they have a clean slate to begin writing their own story. Learn how to work hard. Learn the hard stuff. Don't settle

for easy stuff. It's time to build your brain muscles. Space is a good place to learn to use what you have learned. Unused knowledge is useless knowledge.

### On his memories of years of working with the Shuttle program:

It isn't the fierce sound of a liftoff, the pain of losing a launch or the thrill of the final countdown. It's the quiet of walking alone across the launch pad at midnight, the last person on the launch pad. Pushing the up button on the launch tower elevator and looking down on my rocket, days from launch, hearing the roar of ocean waves crashing on the beach and the wind in the beams around me. This was my moment with "the lonely sea and the sky."

### On Kiwanis' role in STEM education:

I believe children can best be served by changing their future while they're young enough to benefit from the little things like a hug, sitting and talking with an adult and getting good nutrition. Let's get the kids STEM-ready. We can affect public policy at all levels. We have a right and a responsibility to lead (governments) to do the right things for our kids. Create more SLPs. Be involved directly with everything in schools. The kids deserve our best efforts.

### On the most exciting prospect for the future of space exploration:

When people leave the planet to live in the sky. Exploring and civilizing the solar system should keep us pretty busy for a couple hundred years. Imagine what we will learn and how it will change us. ☺

students and the general public than doing my own personal research.

### What are some of the important jobs in the area of space study going to be when I graduate college between 2021 and 2023?

Oh, this is the perfect question: There is a real problem to fill in all the vacancies that will occur in space science the coming decade. The reason is that space science got a real boost in the 1970s thanks to space exploration. Now, all those who entered this job market are about to retire between now and the next 10 years. Moreover, we need a lot more technology development now compared to some 30 years ago, because our society has evolved so much toward a technologically driven society. So there are some 30,000 jobs to fill in Europe (and probably similar for other continents) in the next decade. STEMers have a guaranteed job, and this is even more so for the space scientists among the STEMers.

### I didn't have much science in elementary school. How can someone help ensure schools are teaching STEM classes? Do we as everyday people have the power to change what is taught in our schools?

It's important that everybody, whatever background or education, keep on stressing to our ministers of education how important STEM education is. It's also important to make sure that STEM education, and astrophysics in particular, is taught starting from modern knowledge of the Universe. Not because we want all boys and girls to become astrophysicists, but because it is known that astrophysics is an extremely appealing topic to get students into STEM education. Most students then move on to jobs in industry or teaching, and that is precisely what we want.

### Do you have advice for someone wanting to work for the space program?

Study what is most interesting to you. Motivation is everything. And don't let yourself be scared off by barriers. Space exploration has infinite opportunities. And for the girls: Do it your way, even if different from everybody else. That's how I became a professor in astrophysics and a mama of kids at the same time. ☺

## START A STEM PROJECT IN YOUR AREA

- The Kiwanis Club of Umatilla, Florida, stages a science fair and rocket launch. The club judges fairs at two elementary schools, one middle and one high school. The club also stages the rocket launch and sponsors two Lego League robotics teams.
- The Kiwanis Club of Welland, Ontario, donates science and technology kits. Each kit has more than 30 hands-on educational tools—including stethoscopes, a camera and compass and magnets—all geared to three- to six-year-olds.
- The Kiwanis Club of Eastern St. Andrews, Jamaica, renovated the science laboratory at Holy Trinity Comprehensive High School. It is the only science lab available to the 1,500 students at the school.
- Danville, Virginia, Kiwanians donated US\$50,000 to the Danville Science Center.



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A Delicate Balance | continued from page 39

life, which includes fresh bedding for everyone. "Children from the mountain areas bring the same bedding they use at home, which is full of bedbugs," Yangkyi says. "I want to start all over."

Mingmar Lhamo's son, Mingmar Sherpa, was fortunate enough to meet representatives from his sponsor: the Kiwanis Club of Bern, Switzerland. The same club secured a Kiwanis International Foundation grant, which was used to purchase new uniforms, textbooks, and stationary for the school and its students.

The school's current site was completed in 2011 with donations from Manjushri Verein, a Swiss nongovernmental organization. Prior to that, the administrators struggled with various landlords to rent buildings within close proximity of each other so students could remain together.

In a nearby neighborhood, Mingmar Sherpa's mother works as a food server and dishwasher at Buddhist parties, seasonal employment at best. She earns between 300 and 500 NR a day, which isn't much in Kathmandu where monthly rent costs upwards of 4,000 NR, a 1½-month cooking fuel supply costs 2000 NR, and food costs 100 NR a day.

"Naturally I am very happy and grateful that my children are able to attend this school," Mingmar Lhamo says.

Most sponsors continue supporting the children after they've completed their education at the Manjughoksha Academy. Since the school's founding, about 30 students have completed the coursework. Most go abroad to seek higher education.

"All the students who go to the United States or Canada tell me they don't need to take supplementary English courses," Yangkyi says. "Their English is good enough to start their ordinary course of studies straight away, which makes me quite proud." ©



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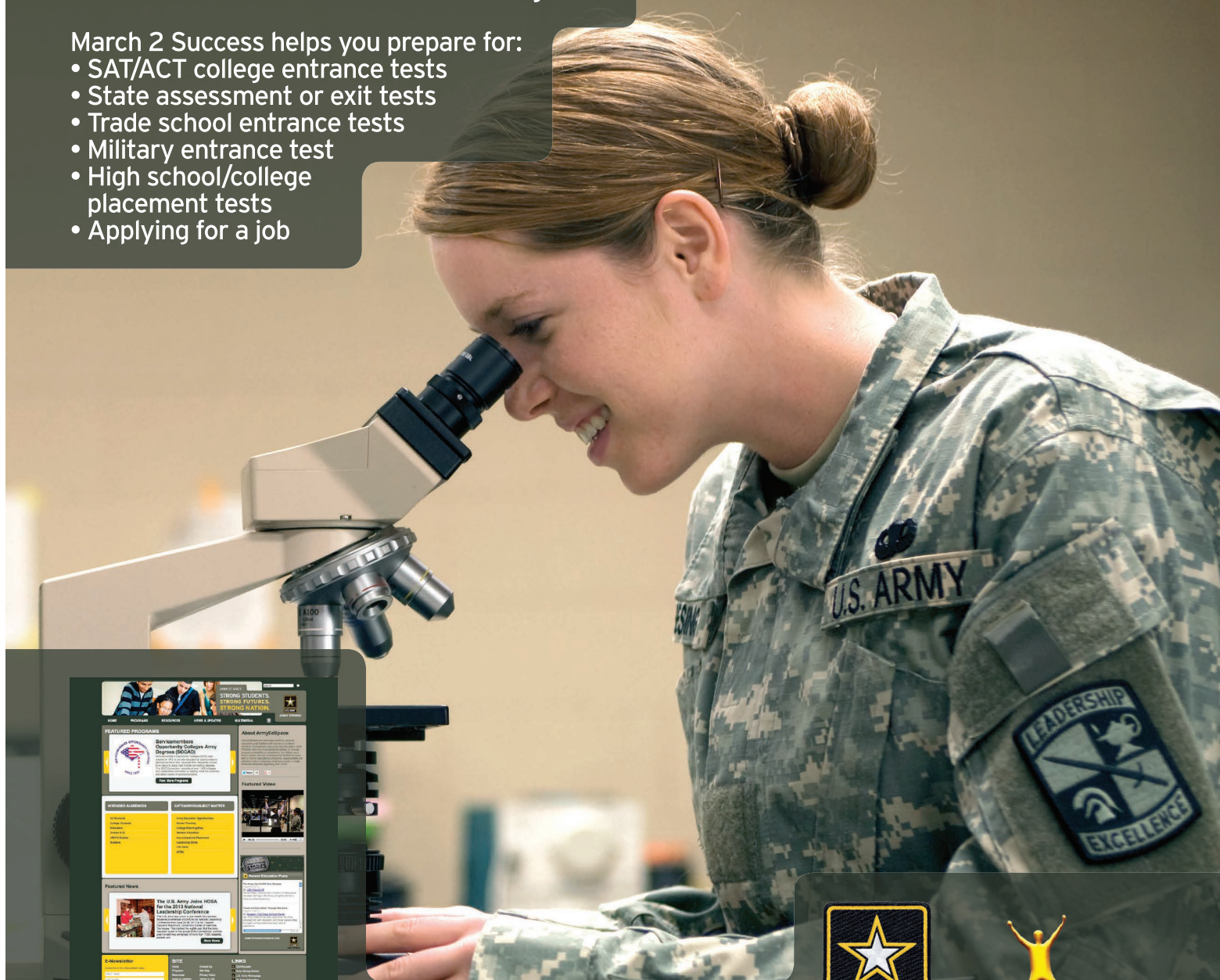
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## HE'S OUR BROTHER

HIS WORDS ENCOURAGED AND ADMONISHED, AMUSED AND INSPIRED AND FORGED A PERSONALITY FOR A YOUNG GROUP OF SERVICE-MINDED FOLK.

The Hollies, with Elton John on piano, made it famous. Neil Diamond took it to No. 20 on the US Billboard chart. Paul McCartney contributed a guitar solo in a 2012 Christmas charity recording that climbed to the top of the charts in the United Kingdom.

In 1969, Bobby Scott and Bob Russell penned a soulful ballad of unconditional love for one's fellowman. The concept, according to Wikipedia, is ages old, dating back to a 19th century

book of parables. But the title of their work—the exact phrase—likely originated in a September 1924 Kiwanis Magazine column written by Roe Fulkerson.

*“He Ain’t Heavy, He’s My Brother.”*

As the organization’s first editor, hired in 1918, Fulkerson crafted a Kiwanis personality from words of wit and charm. “As a writer (he was) brilliant, worthy of distinction as one of the top 100 writers of the 20th century in many estimations,”

wrote Chuck Jonak, past Kiwanis magazine executive editor and writer of the history *“The Kiwanis Legacy.”*

Readers clipped Fulkerson’s columns for prosperity. Convention attendees requested encore recitals of his highly anticipated, annual convention remarks.

“There is no doubt that man’s ability to make himself do the things he does not want to do is God-given,” Fulkerson wrote for his February 1949 column. They were his last words to the organization he loved. He died early in the morning on January 11, 1949.

*Read Roe’s column “He Ain’t Heavy, He’s My Brother” at [kwn.is/kibrother](http://kwn.is/kibrother).*

At the 1947 convention, the “Scribe of Kiwanis,” arrived in regal fashion, stepping through an enlarged replica of his “Personal Page” column.







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- ***A teen with a unique, powerful story who took their personal experience and, through service, made it meaningful on a bigger level – a level that really made a difference?***

***That's awesome!***

***We would love to hear about this person. There's a chance we'll shine the HALO spotlight on them!***

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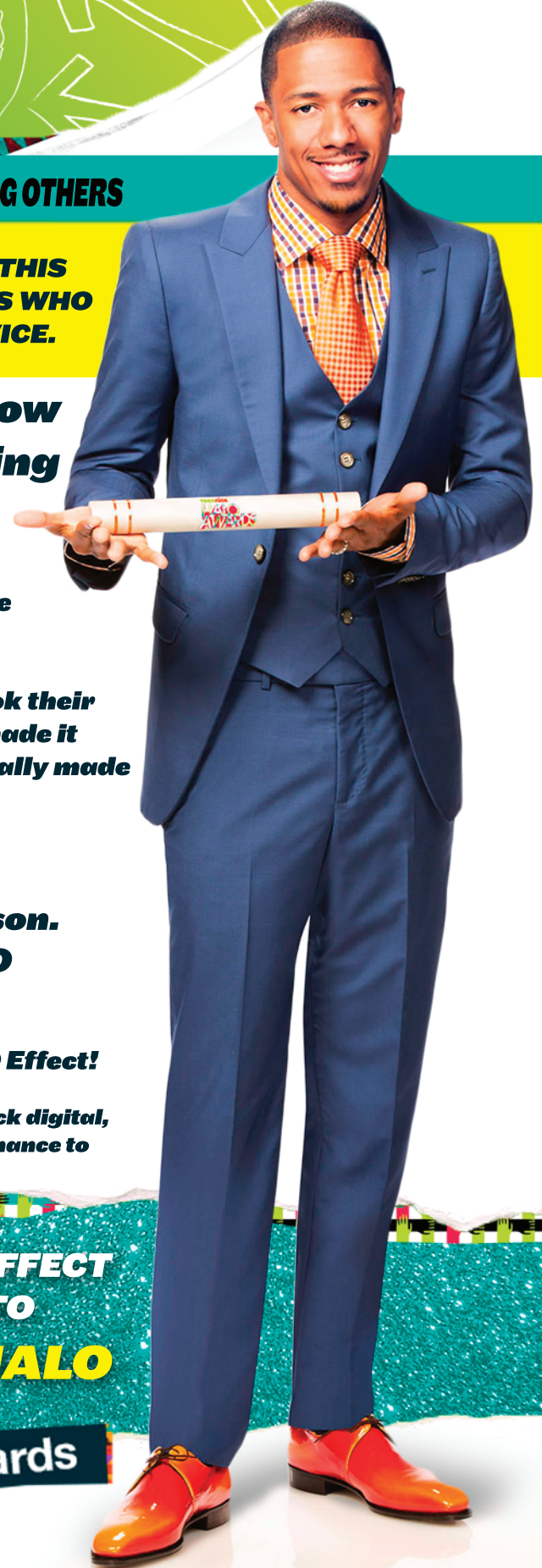
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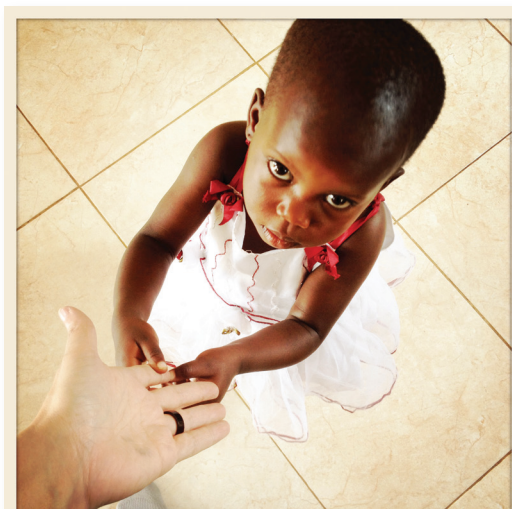




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