

naropa!

MAGAZINE

Our Students



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naropa!

MAGAZINE

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Naropa University is a private, nonprofit, nonsectarian liberal arts institution dedicated to advancing contemplative education. This approach to learning integrates the best of Eastern and Western educational traditions, helping students know themselves more deeply and engage constructively with others. The university comprises a four-year undergraduate college and graduate programs in the arts, education, environmental leadership, psychology and religious studies.

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The Tree of Life
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A CAUSE FOR *Hope*



Each fall during new student orientation, Leigh and I host a tea at our home for the parents of new students. Our hope is that they will feel as welcome at Naropa as their offspring do, both by meeting the president and his wife and by being able to talk with other new Naropa parents. After the group has mixed for a while, I call them together and ask them a question: How did you and your student come to learn about Naropa? The stories that come tumbling forth are wonderfully rich and diverse, both predictable and utterly serendipitous. It is, of course, risky to generalize about Naropa students, but the stories that come forth in this context have tempted the parents (and me) to offer the following stereotype of students who come to Naropa.

Naropa students are artistic and creative. They are unconventional and individualistic. They are ethically discerning and morally fervent. They want to save the world. They are often the youngest sibling. They are skeptical about all forms of authority. And—parents often smile lovingly as they say this—they are a challenge to raise! The upshot of all this is that parents are delighted to see that their student will at last be in a school where there are other like-minded and like-hearted students, ready to challenge and support each other, ready to change the world.

One of the things researchers have learned is that all organisms, including human ones, learn optimally under conditions of moderate discomfort. Teachable moments happen when students are beyond their comfort zone. Naropa students are particularly eager to live in this zone, which exerts a wonderful pressure on our faculty and staff to deliver the goods. The symbiosis between our students' appetite for personal growth and our faculty's experience with both contemplative practice and cognitive

learning makes for consistent transformation of all parties on campus. Deep learning is woven into the fabric of this place, in significant part because of the kind of student we attract.

In the pages that follow, you will be introduced to some of Naropa's current students. There are literally hundreds more whose stories are equally compelling and who, in these times when the world is so very needy, give me cause for hope. They also deepen my conviction about the importance of Naropa's mission of encouraging each student to come to a deeper knowledge of oneself, so that one might serve one's fellow beings more ably. To live and work with these students on a daily basis is truly inspirational. Witness the following:

Early last fall, I was speaking with one of our student leaders and asked her how her summer had gone. She replied that it was okay, since she'd been able to fulfill a dream of working in Japan, but that it was also disappointing. When I asked why, she replied: "Because it was too easy. I was looking to put myself under a challenge that was so daunting I'd have to cry myself to sleep each night, and that didn't happen."

When students ask this much of themselves, how could we not try to reply in kind?

Thomas B. Coburn
President

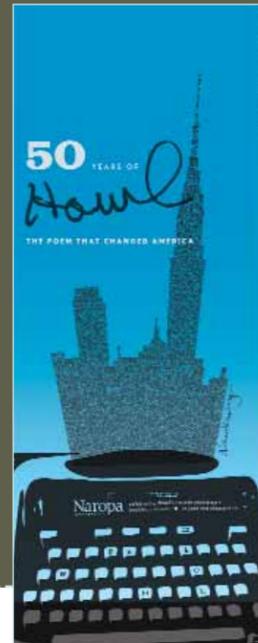
50TH ANNIVERSARY OF *HOWL*

During the Summer Writing Program, the Naropa University community gathered on June 25 to commemorate the 50th anniversary of the publication of Allen Ginsberg's iconic poem *Howl*.

The celebration featured presentations by Ginsberg's friends and colleagues, Anne Waldman, Steven Taylor and Randy Roark; excerpts from the Beat-filled film *Fried Shoes, Cooked Diamonds*; and a selection of Ginsberg-related recordings from the Naropa University Archive Project, for which the event was raising funds. As a part of the fundraising effort, Naropa University is selling a limited-edition commemorative print designed by Brad O'Sullivan of Smokeproof Press and Justin Fuller of Table2Press. O'Sullivan is also adjunct faculty in the Jack Kerouac School of Disembodied Poetics.

The archive project has been digitally preserving audio recordings of lectures, classes and other activities from the rich early days of the Kerouac School. The project, whose scope has recently expanded to include film and photographic material, can be found online at www.naropa.edu/audioarchive.

Posters can be purchased through Nick Vail, administrative assistant in the Development Office, at 303-245-4846.



NEW NAROPA HOUSING

Incoming freshmen and other undergraduates have a new place to call home this year. The Snow Lion Apartments, located four residential blocks from Naropa University's Arapahoe campus, opened this fall.

Each unit at Snow Lion is a two-bedroom apartment, with kitchen, bath, dining area and living room. Typically, three students live in each apartment, with two sharing a room.

Student housing creates a constant extension of the Naropa experience, translating classroom learning directly into day-to-day life with other students in a compassionate, contemplative community. It is an opportunity for students to learn and develop skills in working with others, community organizing, diversity awareness, conflict resolution and problem solving.

"Living [in student housing] has been like Naropa 24 hours a day, 7 days a week," says John Hetherington, BA Contemplative Psychology. "There's hardly a line of distinction between my class material and my engaging with my friends."

Residents may choose from four dedicated "wings" of Snow Lion: Visual and Performing Arts; Civic Engagement; Nature, Outdoors and Sustainability; and Healing Arts and Body Wisdom. While the wings introduce new students to others with similar interests, they also interact, cross-pollinating ideas and programs.



DR. STUART J. SIGMAN
NEW VP FOR ACADEMIC AFFAIRS

Dr. Stuart J. Sigman joins the Naropa University community as vice president for academic affairs and dean of the faculty after serving Emerson College (Boston) as founding dean of the School of Communication for eight years. He brings his traditional background in higher education and appreciation for the contemplative path to his goal of helping Naropa University achieve the next level of excellence.

Sigman hopes to advance communication, coordination and collaboration during his tenure at Naropa. Always prolific, Sigman has authored or edited three books and twenty-five articles and chapters, has been honored as the 1993–94 Eastern Communication Association Scholar of the Year, and was named as a Fulbright Senior Specialist for a five-year term beginning in 2003.

At Emerson, Sigman led a campuswide task force on outcomes assessment, including staff and faculty training. He also developed a number of additional new directives to improve the school's academic programs and built relationships with other schools such as the Tufts University School of Medicine, with which he negotiated collaboration on Emerson's program in health communication.

He received his MA and PhD from the Annenberg School of Communications, University of Pennsylvania, in 1979 and 1982, respectively.

Combining his academic interests with a strong commitment to practical application, Sigman has served as a speech/communication consultant, workshop leader and editorial consultant for a wide range of institutions. He also founded the journal *Research on Language and Social Interaction* in 1987.

BELL TOWER RESTORED TO LINCOLN BUILDING

What's old is new and what's new is old again, thanks to a grant from the State Historical Fund, a program of the Colorado Historical Society. The grant, awarded early last year, provides for preservation of the Lincoln Building, formerly Lincoln Elementary School, erected in Boulder in 1903. The building is on Naropa University's Arapahoe campus at 2130 Arapahoe Avenue.

Naropa purchased the Lincoln Building from the Boulder Valley School District in 1987. With the grant money, Naropa reinforced the building's façade, replaced an obsolete boiler and reconstructed a missing bell tower. Constructed more than one hundred years ago, the elementary school building was then considered unusually modern as it had electricity and indoor plumbing. The school was also known for its small class size, which was not common in that era.

"Naropa University is very mindful of its place in the history of Boulder and is committed to restoring the exterior of the Lincoln Building to its original beauty," said Naropa University President Thomas B. Coburn.



A grant from the State Historical Fund enabled Naropa University to reconstruct the bell tower on the Lincoln Building.

SNAPSHOTS: A GLIMPSE INTO THE LIVES OF OUR COMMUNITY MEMBERS

Snapshot sam mason

nl: What's your official title?
Transportation coordinator.

nl: What title would you make up for yourself?
Gasoline intervention moderator.

nl: What music are you listening to lately?
Some Cuban music left over from the wedding [Sam recently got married], some Swiss hip-hop from a friend and my stand-by, the classical station. It keeps the bike shack calm.

nl: What was the last bike race you won?
The Seattle-to-Portland ride. It's not actually a race—everybody who finishes wins because it's 206 miles. I did it in a day. I beat the guy on a unicycle.

nl: Why does the Environmental Protection Agency know who you are?
The EPA knows who I am, not because of me at all, but because of my predecessor, Yuri Koslen. He did all the paperwork for that EPA award—Naropa University was named among the Best Workplaces for Commuters from Colleges and Universities 2006. It's quite an honor to accept the award on behalf of Naropa.

nl: What's your favorite thing about the basement of the Lincoln Building?
This goes back to my background in environmental architecture—I studied it at Evergreen, though, so they called it "Eco-design in the real world" because they like long names—kind of like Naropa. Since the Lincoln Building basement is buried in the ground, it has the benefit of staying at a constant temperature, more or less. That and having people visit outside our window.

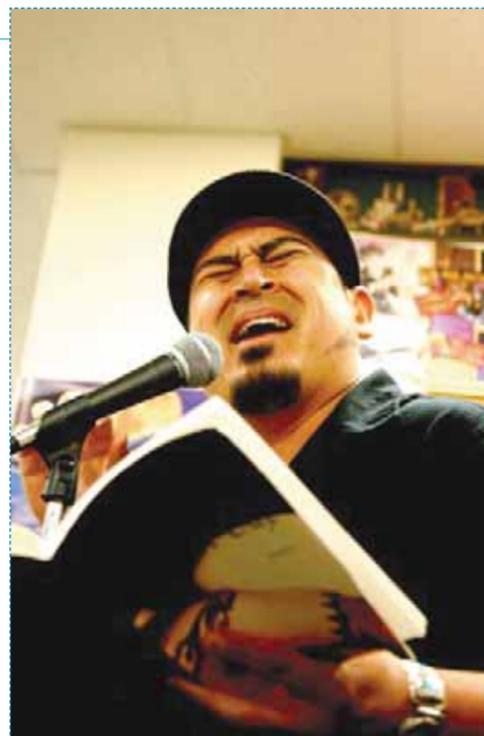
"after a lot of training I can play Ping-Pong with either hand"



Sam with his new wife, Emily

nl: What book/film has affected you most?
The first book would be *The Wind in the Willows* with the original color plates. It kind of set the stage for my early development, messing around on boats. Other books that really get me are *Zen and the Art of Motorcycle Maintenance*, *Ishmael* and *e: The Story of a Number*.

nl: What is your most interesting or unusual skill?
Just one? I have so many! I have a leftover piece of spring steel in my arm so I can stick notes to my arm with a magnet; I can still speak a little Hausa, the language of Nigeria, where I grew up; after a lot of training I can play Ping-Pong with either hand; and I can ride a unicycle a little, but only forward.



TIM HERNANDEZ RECEIVES *American Book Award*

A 32-year-old BA Writing and Literature student at Naropa University, Tim Hernandez is the recent recipient of an American Book Award for his book of poetry, *Skin Tax*. The book was published by Heyday Books in 2005, just before Tim moved to Boulder with his wife and two daughters, now two and twelve.

Tim taught writing and performance workshops at several schools in his native California after the success he found with his own poetry and with his award-winning one-man show, "Diaries of a Macho."

After Tim taught a workshop at UC-Davis, a faculty member approached him, saying that there might be a place on the faculty for Tim and asking where he was in his education. At that point, Tim, who hadn't had a formal college education, knew he had to get back to school to get a degree so that he could move on to the next step of the teaching work he enjoyed.

"I'd been doing apprenticeships with other writers since high school," Tim says, "but there's a sense of sincerity when you have a degree." He wanted to attend Naropa University, although he was already enjoying success with his one-man show. "I had started to assemble a tour," he says, "but then I received the acceptance letter from Naropa."

The American Book Awards were established in 1978 by the Before Columbus Foundation to acknowledge the excellence and multicultural diversity of American writing. Past award winners include Amiri and Amini Baraka, Jeff Chang and Robert F. Kennedy, Jr. —D.B.

A LOOK BACK AT COMPASSION IN ACTION DAYS • 2006

On April 7 and 8, 2006, eighty-two members of the Naropa University community (students, staff, faculty and trustees) participated in Compassion in Action Days. This two-day event, designed to highlight Naropa's commitment to compassionate action, contributed a total of 238 service hours to seven nonprofit organizations in Boulder County and a landscaping project on Naropa's Arapahoe campus. Compassion in Action Days also raised more than \$20,000 for the Naropa University Presidential Scholarship. In addition, University Trustee Lucien Wulsin made a gift of \$75,000 to create a permanent endowment for the scholarship. President Thomas B. Coburn and the Office of Advancement would like to express their thanks to all the volunteers and donors who helped make the event a success.

Naropa's Community Partners for the event were Project YES, Boulder Senior Services, Boulder Parks and Recreation, Medicine Horse Program, MESA (Moving to End Sexual Assault), Growing Gardens and the San Juan Family Learning Center. At MESA, volunteers helped prepare for and staff the organization's annual fundraiser, the Canine Classic. At Project YES, students in Naropa's Democracy, Education and Social Change course participated in a Lafayette community celebration in honor of Cesar Chavez. More than twenty volunteers spent an afternoon with preschool and elementary school children, making music and art at the San Juan Family Learning Center. Naropa volunteers cleaned up the barns and grounds at Medicine Horse. On Saturday afternoon, after the work was done, many volunteers gathered to celebrate the successful event at a barbeque on the Naropa Green. —Dana Lobell

THANK YOU to Compassion in Action Days sponsors, whose generous support helped to make this event possible: **the Gay & Lesbian Fund for Colorado; Wells Fargo; the Daily Camera; Immersive Studios; Nexus Publishing, Inc.; Savory Cuisines** (which donated the food for the barbeque); **Vermilion Design; Walker Enterprises, LLLP; RL Security, Inc.; Sargent Bickham Lagudis; The Sherman Agency, Inc.;** and **Taggart Insurance**. Finally, we want to acknowledge **Liz Acosta**, whose donated artwork served as the logo for the event, and the **Jim Morris Environmental T-Shirt Company** of Boulder, which made our 100% organic cotton, sweatshop-free T-shirts.

She hadn't planned on planning

A study in career choices, changing landscapes and surprise aspirations

Academics. Environmental consulting. Homeopathy. City planning.

Molly Mowery, a graduate of Naropa University's BA Contemplative Psychology program ('00), has taken care of her quota of lifetime careers for a typical American, which various sources estimate at between three and five.



Molly's up to four in only her 28th year, and now she's headed to the Massachusetts Institute of Technology's School of Architecture and Planning for a master in city planning.

She may not have predicted this route, but she never counted herself out of accomplishing the unexpected.

"There were some people at work that were definitely skeptical of how you get from Naropa and homeopathy to MIT," she says. "A lot of people were cynical."

Molly, though, wasn't. To the contrary, she's tested herself again and again by diving into new chapters of life to get a feel for them and the ways that they could fit into her life. She started her undergraduate career in the Art Therapy program at Bowling Green State University in her native Ohio before transferring to Naropa University for an undergraduate degree in Contemplative Psychology.

"When I came to Naropa, I just fell in love with everything," she says. "The health and healing aspect was so cool."

After graduating in 2000, she worked as an administrative coordinator for the Transpersonal Counseling Psychology program, landed a job as a project assistant at an environmental consulting firm in Denver and lived a busy life.

"The quick story is after Naropa I studied homeopathy—it's a form of herbology or acupuncture. It was definitely related to the health and healing I did at Naropa," she says, referring to her Psychology of Health and Healing concentration. "I did that for a couple of years out here. I got a certification."

And here's where things get really interesting. "I met a German man and he was moving back to Germany, and I thought I wanted to study medicine and more homeopathy in Germany." So she moved to Germany.

"That was a really transformational experience," and "I decided I didn't want to go into medicine."

She came back to Colorado with hardly any money and started looking for jobs. She found one as a temp at a land-use firm in Denver, where city planning was a focus. "I was looking at Colorado with this new set of eyes. Coming from Berlin and Germany in general, the land is so different in the way we've developed it."

Everything she'd done from college onward started bubbling back up. "I was looking at the mountains and feeling so frustrated at the roads cutting through the scenery and houses randomly placed on hilltops."

All of her interests—environmentalism, helping communities, understanding the ways people work, critical thinking—seemed to converge in this field.

"And then it was right in front of me," she says. She applied to several schools' city planning programs despite warnings from acquaintances that a Naropa transcript might rub some academics the wrong way, and of course she got into one of the finer graduate schools in the country.

She started at MIT this semester.

—D.B.



Using it all

Helen Gemmill's education keeps her going

says. The skills that she learned at Naropa keep her from suffering a similar fate.

"I'm not meditating right now—that was the big thing that the program advocated. For me, [it's] regular exercise and living in Boulder and having just regular outside time, connecting with nature. My schedule is pretty flexible at work and that is a huge boon for me. I'm able to be involved in other things and get enough sleep and keep exercising."

"It was much more personal-growth oriented than I anticipated and I loved that. It was almost two years of personal-growth boot camp."

Clearly, different career paths—particularly those that call out to Naropa students and demand love and dedication—require different job skills. Helen also notes the appreciation she and her Environmental Leadership classmates learned for the wisdom of others. Now it's a big part of the mentality and grant model where she works.

Here's how the Global Greengrants Fund website describes it: "We leverage local expertise and create a system that puts its confidence in the wisdom of the people closest to the action. Global Greengrants Fund is dedicated to the proposition that we, as donors, need to let go of more than just our money.... We need to let go of our preconceptions and our agendas long enough to begin an honest dialogue. And then we need to listen."

Helen has had the unusual experience of having most of her higher education feed directly into her work. Her undergraduate degree in international studies from Middlebury College in Vermont contributes as much as her experience teaching French and Spanish at a Waldorf school in Boulder and her graduate degree from Naropa.

"It's pretty neat the way it has all come together," she says.

Some of it might be luck, but the smart money is always on endurance and passion.

—D.B.

When we leave college, very few of us know what we will do with the rest of our lives. In fact, it might be fair to say that hardly anybody knows, and there's no one process that solves the mystery for everyone.

Happily, Helen Gemmill, who graduated with an MA in Environmental Leadership from Naropa University in 2005, found her process: "I had lots of ideas about what I would do," but she had difficulty choosing. "Naropa really afforded me the space...to figure it out."

Helen works at Global Greengrants Fund in Boulder, coordinating individual donors who want to help arrange for small grants to grassroots groups in developing countries.

"We gave a \$500 grant to a group [in China] that had prepared a short video about Earth Day"—when China was holding its first Earth Day program. The grant was used to buy two minutes on China's public broadcasting system.

That \$500 got a video about Earth Day in front of a lot of eyes.

"We try to find real leverage points where a small grant makes a huge difference."

She says that the timing and structure of the Environmental Leadership program helped get her where she is now and continues to help.

"It was much more personal-growth oriented than I anticipated and I loved that. It was almost two years of personal-growth boot camp."

Frequently, Helen sees environmental activists in her line of work who, despite being perfectly capable, intelligent people with wonderful ideas, lack the kind of personal sustainability preparation she had. They wear themselves down too quickly.

"People get so passionate about the movement and about making the world a better place and the burnout is just astonishing," she



Katie Bartlett (Early Childhood Education '07) treats burns from a fire caused by toxic chemicals in the Managua landfill where this young woman lives.



Students and local children leave to collect rocks for the foundation of the educational center Naropa students helped build.



The Nueva Esperanza community helped Naropa students make adobe bricks from collected sand and dirt. About five thousand bricks were needed for construction of the educational center.

Poverty Matters

DEB YOUNG TAKES STUDENTS TO NEW PLACES

“Poverty is important for everybody to understand.”

“All of my classes require two to three service hours a week,” says Deb Young, full of energy, as she battles with her personal laptop. It’s not working. She can’t pull up the most recent syllabus for her inspired class Poverty Matters.

Deb is a professor in Naropa University’s Contemplative Education Department.

“I kill these computers,” she says. She’s owned two laptops; one of which went with her as she traveled the world, the other of which—in what may well be its death throes on her desk right now—went with her and her family on a three thousand-mile bike ride from British Columbia to Baja California.

Deb asks a lot of her computers and, not surprisingly, her students.

Poverty Matters invites students to do more than just understand poverty. In the professor’s words, the course prompts them “to learn why poverty is important for everybody to understand.”

Students commit time to community service to deepen their understanding of diversity. Deb provides a list of organizations to get students started, but they’re also encouraged to find volunteer opportunities on their own.

“I like them to work with more marginalized populations,” she says, “if it’s after-school kids, if it’s women’s groups, if it’s immigrants.”

Students examine their understanding of poverty and the way it affects marginalized populations here in Colorado, from health care to education. Beyond volunteering with organizations, they talk to immigrants to find out about their lives—to get to the heart of the matter.

The class culminates in a trip to Jalapa, Nicaragua, where students work with people in the community. “The last class started this custom, this tradition, of building a school,” she says. “Naropa is now building schools.”

The work strengthened the already palpable bond between Isaiah Blackwell, a junior Contemplative Psychology major, and other students in the course as they dealt with the realities and details of spending time in a developing nation.

“In Nicaragua,” Isaiah says, “they really don’t have the supplies readily available to buy. You can’t buy concrete.”

Isaiah describes the process of making the four or five thousand adobe bricks that students produced to start construction on the school. “We’d go to the riverbed and dig alongside [it] for dirt.

We’d take that dirt back, dump it, mix it with our hands, stomp it with our feet, get it down to mud consistency. Then [we] put the mud into wheelbarrows, run the wheelbarrows over to where the molds were.” After setting the mud in the molds, the students repeat the entire process.

And it was hot.

The students in Deb’s class worked in conjunction with the community to get the school about halfway built in the two weeks they spent in Nicaragua. They were aided in great part by funds raised through a charity auction spearheaded by Lizzie Corvin-Blackburn, who graduated with a BA in Early Childhood Education last spring, as well as by individual donations.

“I’m taking another of Debbie’s classes,” Isaiah says, noting that the course—Education, Culture and Critical Theory—is not even in his department. “She’s such a great teacher.”

In conversation, as she continues to fight with her computer, Deb quickly, casually discusses details of her Poverty Matters class that all seem as though they could be subjects of whole other classes.

“We are working in one of the poorest areas in this hemisphere,” she says, elaborating that Nicaragua and Haiti are regularly in competition for the dubious distinction of poorest country in the West.

But the point of the class isn’t just to work with poverty—the point is to understand it. The course work and the labor prepare students for the lessons to be learned in Nicaragua. It’s the interaction with the community—formally through organizations like the Americas Association for the Care of Children and informally through personal contact—that Deb speaks most excitedly about.

It’s that part—the human part—that she emphasizes when she boils it all down into four simple, intentional words: “We listen to stories.”

—D.B.

Creating Spaces

STUDENT GROUPS AT NAROPA ARE ON A MISSION

Students' enthusiasm for engagement with each other and with learning beyond the classroom manifests in Naropa University's many student groups. Here's a small sampling of the groups on campus.

THE NAROPA CHAPLAINCY PROJECT

This is how things begin: Since the early days of the Master of Divinity (MDiv) program at Naropa University, Drs. Roger Dorris and Vicky Howard and some of their colleagues had envisioned a chaplaincy department that could care for and listen to students, faculty, staff and the greater Boulder community.

Last year, the Chaplaincy Project formally began with seven MDiv students taking Applied Theology II and Applied Theology III, courses that are the anchors of the project. Students met during these classes to discuss how to approach helping others through socially engaged spirituality. The initiative is pastoral care and counseling that falls somewhere between talking to a friend and going to a therapist. "Student chaplains are peers," Dorris says. "They might be older, but they're Naropa students... [so] they want to get in tune with your life."

A deep-seated urge moves people to join up with the project. "I began volunteering in a hospital in 1999," says Donald Stikeleather, an MDiv student and Chaplaincy Project team leader, "and enjoyed being with people that were suffering, and [I] chose to do a clinical internship in chaplaincy even though at the time I was a choreographer and teacher."

CHAPLAINCY PROJECT ON RETREAT



He kept going back for more clinical internships and before long, he knew the MDiv path was for him.

The dedicated individuals involved in this project see its potential and future. "It isn't unusual for universities to have a real chaplaincy department," Dorris says. "So that would be our goal."

The fledgling project is low on resources and high on ideas. Says Dorris of the group's status on campus: "That's how things begin."

INTERNATIONAL STUDENT GROUP

At the annual Cultural Festival, the Naropa community enjoys presentations from several cultures whose representatives in the student body seek out sponsors to help provide a sampling of food.

Throughout the rest of the year, though, the International Student Group works behind the scenes to assist the students from other countries, explains student advisor Carlos Hernandez, a second-year student in the MA Transpersonal Counseling Psychology program. "The goal is to provide as much information as possible and to help integrate [international students] into the community," he says. "We provide a space to come to talk about culture, their problems."

Hernandez, from Mexico, explains how he ended up at Naropa University: "I was looking for a degree in transpersonal counseling psychology. I only found five schools in the whole world—three in California, one in Argentina and one here. It was between CIIS (California Institute of Integral Studies) and here," he says. "I prefer [Naropa] because of the environment."

Once at Naropa, it didn't take long for Hernandez to become one of the group's driving forces: "I found the role

of ambassador very suitable for me and I like to work with people," he says. "I like to work with international students."

Hernandez organizes many of the group's events, including twice-monthly movie nights at his place, and helps get new international students important information, such as how to get a social security number and a driver's license and where to shop.

He says the group hopes to develop more and larger events based on feedback from within and without.



"We provide a space to come to talk about culture."

EL CENTRO DE LA GENTE

El Centro de la Gente, Naropa University's multicultural center, serves many student groups and individual students looking for a place to learn about other cultures, a safe space and student-organized events.

Neha Mahajan, student life diversity coordinator, helps students and staff run El Centro, but the students—particularly those in groups like A TONO, the GLBTQ group, Students of Color and Allies in Action—organize major events, screen films and bring in guest speakers. Coffeehouses, drag days and La Noche Latina are all products of students' taking initiative at El Centro.

"There's a lot of informal traffic, too," she says. Because "we have magazines from all different backgrounds, representing different issues," people come in to check them out.

Mahajan, whose job is new—it was created at the same time as Associate Vice President for Academic Affairs Suzanne Benally's new position of senior diversity officer—wants to make sure that students have a place where celebration of diversity isn't just okay—it's encouraged.

"We... define it as spiritual and emotional safety."

NOTORIOUS

UNCOVERING SOME OF THE HISTORY OF



AND INTIMATE

ANNE WALDMAN, POET, DISTINGUISHED PROFESSOR OF POETICS, co-founder of Naropa University's Jack Kerouac School of Disembodied Poetics, describes the trajectory of *Bombay Gin* as "uneven, like life," starting as the small operation of a few dedicated folks and growing into the large operation of a few dedicated folks.

The first issue of *Bombay Gin*, published in 1976, offered pieces by William S. Burroughs, Allen Ginsberg, several students and Waldman, who also appears in the current issue. The student-published literary journal of the Department of Writing and Poetics features the work of Naropa students and alumni, community members and professional writers.

It started in an environment of energy and change. "I felt that every 'scene' needed its magazine," Waldman says. "And I thought we could do something exciting at Naropa that went beyond the usual safe college magazine format."

YOUTH, AMBITION AND ELEGANCE

During his undergrad career at Arkansas Tech University, Nick Morris—now a second-year MFA Writing and Poetics student—discovered *Bombay Gin*.

"*Bombay Gin* was actually one of the reasons I wanted to come to Naropa," Morris says. "I had a professor who taught a class on the Beats."

Morris had found Naropa University through the Internet, so he already knew about the connections between Naropa and Beat legends like Ginsberg, Waldman and others.

"I talked to my professor and he gave me a couple of back issues of *Bombay Gin*."

Bombay Gin was among his favorite literary publications, which include *BOMB Magazine*, the *Southern Humanities Review*, the *American Drivel Review* and online journals like the *Barcelona Review*, *Misanthropists Anonymous* and the *Arkansas Literary Review*.

"I did hope to work for *Bombay Gin*," Morris says, "because it has had a sort of notorious history in terms of the writers they publish."

After working as the prose editor for last year's issue, he's now the editor-in-chief of the journal's 33rd issue. *Bombay Gin* 33 invites submissions that "recontextualize what has been marginalized by the mainstream."

"I did hope to work for BOMBAY GIN, because it has had a sort of notorious history in terms of the writers they publish."

—Nick Morris, current editor of Bombay Gin

Waldman calls recent issues of the magazine "extremely ambitious and elegant," citing the CD that accompanied *Bombay Gin* 31, which featured material from the Naropa University Archive Project. "I enjoy the diversity," she says. "The variety is reflected in each issue—there's isn't one Naropa style or 'voice.'"

THE EARLY DAYS AND A NUMBER OF STRANGERS

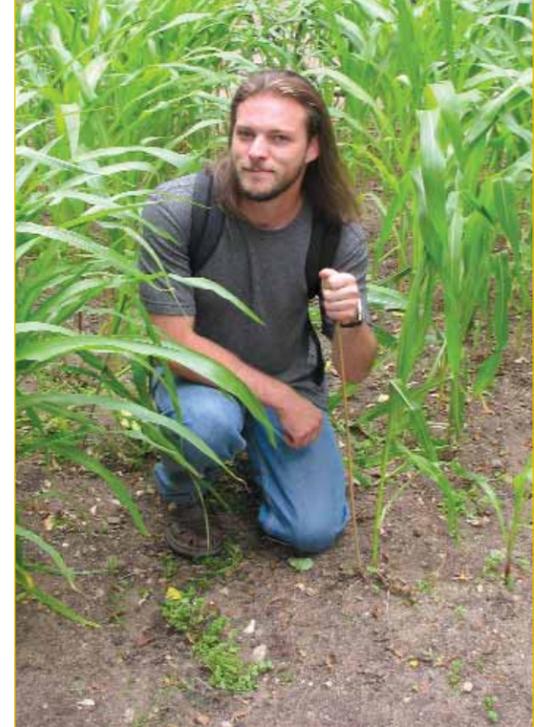
"*Bombay Gin* was started on the floor of our living room," says Bonnie Shulman, referring to the apartment at 17th and Canyon where she and Cindy Shelton lived, each with a kid.

"We were members of the first class of the Jack Kerouac School of Disembodied Poetics—we came in the summer of 1975, and stayed, and participated in the first year-round classes." Shulman was a teaching assistant for Waldman and also assisted Allen Ginsberg and William S. Burroughs.

"I remember [Shulman and Shelton] well as talented writers," Waldman says, "passionate about poetry, energetic citizens of the community and dear friends. They were very much at the center of things."

Prior to the launch of *Bombay Gin*, the Naropa community had enjoyed a few issues of *Sitting Frog*, a short-lived journal. Waldman encouraged Shulman and Shelton to edit a fully student-published journal, which they ultimately did.

"There was an old printing machine—that I found sitting in one of the closets—that I was able to procure," Shulman says, "and a friend of mine knew how to run it, and so we were off and running."



Now Shulman teaches math at Bates College, a selective liberal arts college in Maine, where her Naropa experience touches many other lives.

"When I first started teaching [at Bates]," she says, "I taught a first year seminar—Calculus for the Queasy, a kind of liberal arts history of the calculus course, with an emphasis on writing—where one of the writing assignments included a poem."

That's the kind of difference-making zeal that comes from the Naropa community, home to the diversity of style and voice that lends renewable suspense and excitement to the *Bombay Gin* story.

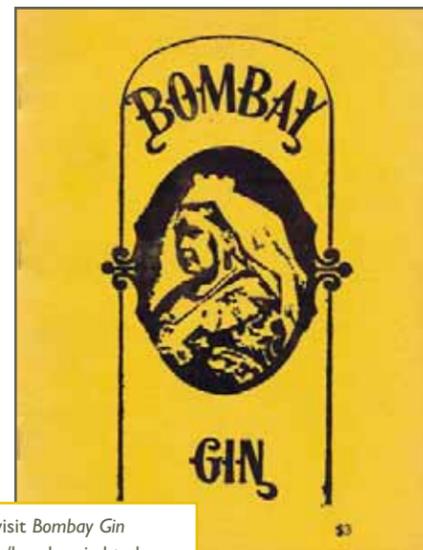
"William Carlos Williams makes the analogy that the occasion of a magazine is like going to bed with a number of strangers," Waldman says. "It's an intimate, raw occasion... especially if it is your first time in print."

And it appears as though that kind of occasion just might be one of the few that doesn't get dulled with repetition. —D.B.

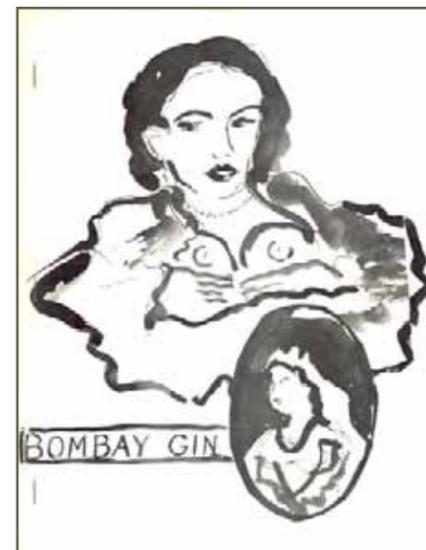
BOMBAY GIN, Issue #1, Spring 1976



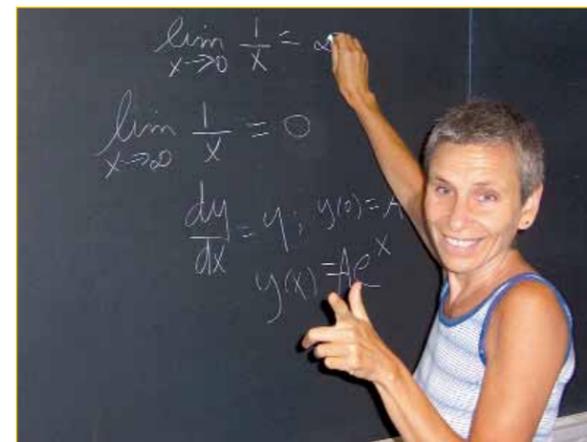
BOMBAY GIN, Issue #2, Summer 1976



BOMBAY GIN, Issue #7, Summer/Fall 1979



For more information, including submission guidelines, visit *Bombay Gin* on the Web at <http://www.naropa.edu/writingandpoetics/bombaygin.html>



"There was an old printing machine—that I found sitting in one of the closets—that I was able to procure," Shulman says, "and a friend of mine knew how to run it, and so we were off and running."

—Bonnie Shulman, former editor of Bombay Gin

NAROPA & *the world of work*

Linda Faucheux helps students see themselves in careers

Career counseling at Naropa University is a unique challenge for some of the same reasons that being a student at Naropa is a unique challenge. Students here often have a very personal, exciting idea, be it abstract or specific, of what they want to do that doesn't fit snugly into the niches carved out by those who have come before them.

Naropa students aren't looking for the same jobs as graduates from other schools. They're choosier. They want jobs with meaningful work; they want to contribute to the greater good. They have higher standards for themselves.

"I know what it's like to be a Naropa student," says Linda Faucheux, coordinator of career services at Naropa. "There isn't a set path or direction—[Naropa students] have to really have a vision."

At Naropa, students do the inner work to help define their own experiences in academics and life—something Linda knows well. She graduated from the MA Contemplative Psychology program in 1993, continued as a teaching assistant for about seven years and was hired as the coordinator of career services in 2000. She also teaches a course in career counseling in Naropa's MA Transpersonal Counseling Psychology program.

She offers individual career counseling to students, alumni and even faculty and staff, but her modus operandi isn't just handing out resumé worksheets and sending people on their way. She wants to chart the career life paths of the people who come to her; she sees career and life as inextricably interconnected.

While she's happy to help people get the basics together—resumé, cover letter, interview strategies—Linda offers more in the way of grounding and empowerment.

"I do ongoing coaching with people who have a vision," she says. She helps them realize their goals and mark milestones they may not have noticed along the way.

And for those feeling lost, wondering if they're in the right place and fretting over the future, Linda offers what she calls "the self-exploration package."

"It's 'Who am I and what am I here to do? How does that manifest in the world?' That includes career and the balance between social life, family, spirituality."

She says that if a person has a dream and just keeps moving in the direction of that dream, doors will open. It's about trial and error informed by self-awareness. She says that many Naropa students have found unexpected happiness through this method.



"One student . . . who graduated from MA Interdisciplinary Studies, was writing her thesis project last semester and thought of a woman artist she admired and wanted to write about her. The student made contact with the artist's family for information and was asked to put together a book to be published about [the] artist and her work. The daughter of the artist said she had been waiting for years for the right person to do [a] book on her mother."

Linda also tells the story of a woman who graduated from Naropa's Transpersonal Counseling Psychology program and ended up on call at a mental health temp agency.

One temp job that the woman was offered involved counseling at a men's home for sexual perpetrators, a job that she reasonably found intimidating at first. She knew she was afraid to try to counsel that group, but she tried it and discovered that she really liked working with the population.

That story is not too different from Linda's. She had been working with people with chronic mental illness in 1998, but found that career counseling fit her better once she tried it. "I was much more effective in working at empowering people," she says.

No matter where on the spectrum of confused to confident someone is, Linda will help them find the trajectory that leads to what they want—one that starts with self-exploration at Naropa, something they've often already begun without realizing it.

"Sometimes it's a long road," she says, "because the path has to be, in many cases, created."

But there it is anyway, right at their feet.

—D.B.

FINDING HIS OWN WAY Creating a path with favorite professors as landmarks

"I come from a pretty traditional southern community," says Lion Albaugh, the product of an elite prep school in Atlanta, Georgia.

A senior in Interdisciplinary Studies, Lion describes himself as a "vigorous reader." He seeks challenges. He enjoyed the smaller, closer community of his high school. He has long been interested in more pursuits than seem to be offered in any single place. It's hard to keep a mind like Lion's from wandering.

After spending one year at the University of Arizona, Lion wanted to transfer to another school, but didn't have one in mind until a friend, who shared some of his interests and lived in Boulder, told him about Naropa University.

"I always had a sort of philosophical bent . . . so I guess it was just a matter of time [until I arrived at Naropa]," he says.

Lion transferred to Naropa, where he characteristically took on the challenge of the Interdisciplinary Studies major. Interdisciplinary Studies invites students to create a unique focus of study from among two or three disciplines already offered at Naropa. In order to bring an informed perspective to the design of their degrees, students achieve basic fluency, literacy and methodology in each of their chosen disciplines. They must also create, with the help of faculty, an individualized Learning Agreement, which outlines the courses in their program.

The parameters for creating an interdisciplinary focus are at once rigorous and flexible: "At one point, you write a very explicit statement [describing your created major] and you get that approved, but it's understood that the process changes you a bit," he says. "I'm always finding new ideas, new directions I want to go. It's sort of a process of synthesizing different fields and finding a common thread."

The Interdisciplinary Studies program provides limitless opportunities for challenge-seekers with big ideas. Thesis titles have included "Democracy, Education and Social Change: Expanding the Praxis of Contemplative Education" and "Shambhala Path of Hip-Hop Warriorship."

Lion, now a senior in the program, is writing his thesis. He describes his major as "a study of intelligence—and explicitly collective forms of intelligence—from a sociological perspective, psychological, technological, historical." He drew his course work from Contemplative Psychology, Religious Studies and Environmental Studies at Naropa.

"Mostly the teachers that I wanted to take classes from just happened to be in those departments. I really liked Integral Politics [last fall] with Fleet Maull and a class with Frank Berliner, Buddhist Psychology."

You'd think someone like Lion—who read six hours a day in Atlanta, pursuing his many interests that weren't necessarily satisfied in his community or at his school—could get lost in all of that. Turning such an active mind loose on an undefined, highly customizable course of education sounds like a kid-in-a-candy-store situation.

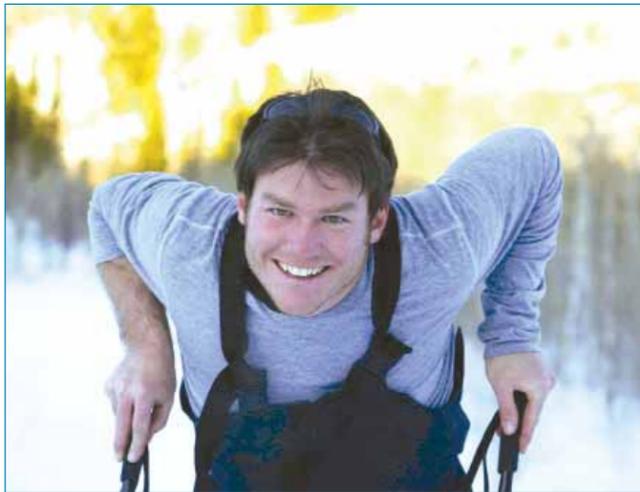
To the contrary, he's on his way toward graduation this year and is already fully employed at Boulder-based Citerra Press. "I very serendipitously already fell into something," he says. "I work full-time for a nonprofit foundation that has a for-profit publishing arm. They're doing exactly what I want to be doing."



"They're involved in complementary currency—like alternative currencies that work in complement to the U.S. dollar. You can design money in a very systematic way that encourages specific types of behaviors."

Lion's interest in such currencies lies in the principle of encouraging different behaviors: "I guess what I've been looking for are leverage points for how to create a system that is more self-organizing, that has a more balanced structural basis, that promotes more collective kinds of intelligent behaviors. I would say reformed and alternative money systems would be a premise for increasing collaboration, increasing collective intelligence."

All Lion wants is to change the way the world works. —D.B.



ADVENTURES IN *Awareness*

“I have discovered a commonality as well as a platform to share ideas and work toward positive change.”

Before enrolling in Naropa University’s Somatic Counseling Psychology program three years ago, Sam Elmore had a plan of what he wanted to do when he graduated. That plan included bringing together his diverse interests— theater, movement, psychology, leadership, wilderness, business and community— and sharing the wisdom he has gained from these disciplines with individuals and organizations.

“One of the main reasons I chose Naropa is its interdisciplinary approach to education,” Sam says. “I knew I could explore and integrate a variety of subject areas.”

As much as he wanted to pursue three different degrees, Sam decided to narrow down his studies to one degree program and then supplement his education with Extended Studies trainings and workshops. His strong interest in transformative movement led him to the master’s degree in Somatic Counseling Psychology.

Sam first became interested in psychology and movement while working in theater. “Somatic psychology was a continuation of something I stumbled on by accident [when I was] working with actors on the creative process and the body. In introducing the body as a tool for acting, I started to see that things were coming up for people,” he says. He began to see that the process the actors were going through encouraged personal growth.

With the goal of learning how he could bring somatic work to organizational settings, Sam attended the Authentic Leadership Certificate Program this past spring. Led by Mark Wilding and Susan Skjei, both faculty with the Naropa University Marpa Center for Business and Economics, Authentic Leadership is a low-residency program that explores the ways in which one can be a compassionate and effective leader in today’s changing workplace.

“The program gave me the opportunity to explore the world of business and see how it fits into my interests and goals,” Sam says.

He considers Wilding his mentor. “Mark was my coach during Authentic Leadership, and we are still sharing ideas about how the course material can manifest in the world and in my work. I am continually learning about how to build my own future.”

Movement and the body, including awareness practices, are key components in the Authentic Leadership program. “In organizational settings, there is often a disconnect when it comes to the body. I think bringing body consciousness into new contexts could serve as a powerful resource for individuals and organizations,” he says. When one develops a body-centered discipline, he adds, “the possibility for authenticity and emotional intelligence increases.”

The Wilderness Therapy Symposium provided Sam with the valuable opportunity to interact and network with students and specialists in the field of wilderness therapy. Sam was interested in seeing how wilderness therapy could be applied to somatic psychology, and how these different worlds could connect. His academic wilderness therapy studies included fieldwork, such as leading weekly outings, as well as an internship with the Medicine Horse Program in Boulder.

Sam was drawn to Arny and Amy Mindell’s workshop “The Future of Community” because he was curious about how the program would approach the topic of community. Like Authentic Leadership, the workshop included experiential exercises focusing on intuition and the body, and ultimately encouraged individuals to find their own authentic selves within community.

When Sam graduates, he’ll have not only a degree in somatic counseling psychology but training in wilderness therapy and leadership, which he feels will be useful in helping him run his new business, Awareness Adventures.

Sam founded Awareness Adventures with fellow Naropa alumnus Josh Weinstein, to provide group wilderness trips that include body-based awareness practices and outdoor activities. Both Sam and Josh plan to continue to attend Extended Studies programs, such as the Wilderness Therapy Symposium to support them in building their business.

“Naropa is unique in that it draws a wide range of people interested in the creative process and integrating different subject areas,” Sam says. “I want to continue the kind of integration I experienced in my studies. Through collaborating with different departments and exploring a variety of subject areas, I have discovered a commonality as well as a platform to share ideas and work toward positive change.”

—Cristina Willard

Naropa University Extended Studies offers the Authentic Leadership program in fall and spring each year and the Wilderness Therapy Symposium each fall. Personal enrichment programs in the arts, business, environment, psychology and world wisdom traditions are offered year round. For more information, visit www.naropa.edu/extend.

Awareness Adventures can be reached at 303-641-2194.

NAROPA UNIVERSITY EXTENDED STUDIES

program highlights

THE SAKYONG, MIPHAM RINPOCHE TO TEACH BREEZE OF SIMPLICITY NOVEMBER 17–19, 2006

Naropa University is pleased to welcome The Sakyong, Mipham Rinpoche, one of the most respected teachers of Tibetan Buddhism and the eldest son of Naropa’s founder, Chögyam Trungpa, Rinpoche, as he presents Breeze of Simplicity. Intended for both beginning and experienced meditators, this weekend program, which can be taken for academic credit, will include talks by Sakyong Mipham, guidance in meditation, as well as group discussion. Sakyong Mipham’s published works include two best-selling books, *Turning the Mind into an Ally* and *Ruling Your World*.

MARPA CENTER RECEIVES GRANT FROM MORE THAN MONEY INSTITUTE

After three years of successful collaboration with the More Than Money Institute, the Marpa Center for Business and Economics will now host the Money and Values program after the institute’s recent decision to cease operations. More Than Money selected organizations that have been working on similar issues to continue to share with a broader audience the institute’s mission of educating individuals about aligning money and values. More Than Money is providing a planning grant (phase one: \$100,000) to the Marpa Center to develop new programs in money and values.

STANISLAV GROF WEEKEND WORKSHOP ON HOLOTROPIC BREATHWORK

On October 13–15, 2006, Stanislav Grof presented “The Adventure of Self-Discovery: A Holotropic Breathwork Experience.” Grof is the co-originator and teacher of this powerful method of self-exploration, transformation and healing based on insights from consciousness research, depth psychology and spiritual practices.

OCEAN OF DHARMA: CHÖGYAM TRUNGPA, RINPOCHE

This fall, renowned teachers and scholars took part in “Ocean of Dharma,” the first in a series of annual conferences exploring the life and teachings of Naropa’s founder, Chögyam Trungpa, Rinpoche. The conference, which was held October 20–22, 2006, included key presenters, Diana Mukpo and Fabrice Midal. See www.naropa.edu/oceanofdharma for more information.

EXTENDED STUDIES EXPANDS OUTREACH EFFORTS

Naropa University Extended Studies continually seeks opportunities to bring Naropa’s unique mission of contemplative education to the greater community by partnering with and supporting like-minded organizations. Recent successes include working with the Mind and Life Institute to co-sponsor a talk by the Dalai Lama in Denver; and partnering with Open Center, the Garrison Institute and several holistic centers worldwide. Extended Studies’ Partners in Service Program works to support the efforts of nonprofit organizations, including Moving to End Sexual Assault, Boulder Shelter for the Homeless, Boulder Elder Care, Mi Casa of Denver, Boulder County Arts Alliance and the Tibetan Association of Colorado.

For more information or to register for an Extended Studies program, please call 1-800-603-3117, 303-245-4800 or email extend@naropa.edu.

alumni notes

want to be in spring '07 alumni notes?

alumni...

let us hear from you!



Name: _____ Name while at Naropa: _____
 Address: _____
 Email: _____
 Program: _____ Graduating year: _____

UPDATE your contact information, including your email address, in order to receive alumni announcements and invitations to events.

How has your time at Naropa influenced your life's path?

How have you used what you learned/experienced at Naropa in your personal or professional life?

What are you learning now?

What are you doing now?

What support or services would you like to have as an alum?

Would you be interested in participating in Naropa University admissions events in your area? Y N

Detach and mail to: Advancement | Alumni Relations
Naropa University | 2130 Arapahoe Avenue | Boulder, CO | 80302
Please feel free to email nvail@naropa.edu to send photos or materials

MICHAEL AND SUSAN ANDERSEN, MFA WRITING and POETICS '00 & '01 respectively, with son, Cody, moved to Steamboat Springs, Colorado, in July. Susan is an associate professor of English at Colorado Mountain College, and Michael will begin studies for a master's degree in TESOL/Applied Linguistics at Shenandoah University. Both Michael and Susan recently published poetry in the 2005 issue of *Bee Museum: The Baltic Journal of Writers in English*.

AMIE BARKER-CHAMBERLIN, MA TRANSPERSONAL COUNSELING PSYCHOLOGY '99, married JEFF CHAMBERLIN, CURRENT UNDERGRADUATE STUDENT, on July 12, 2003. ERIN RYAN, MA TRANSPERSONAL COUNSELING PSYCHOLOGY '00, was in their wedding party and spoke at the ceremony. They moved to Silver Spring, Maryland, where, on September 5, 2005, Amie gave birth to Benjamin David Chamberlin.

REBECCA CADIGAN-WHITLEY, MA TRANSPERSONAL COUNSELING PSYCHOLOGY '01, married Sean Whitley on September 17, 2005. They began their ceremony by ringing a gong and all present joined in a bow (the ritual she misses most from her time at Naropa).

PAMELA GOLDSMITH, MA TRANSPERSONAL COUNSELING PSYCHOLOGY '96, and Matthew Shearer were married on April 1, 2006, in Winter Park, Florida. At the wedding, BETH BURCHAM (FORMERLY BETH SEGAL), MA TRANSPERSONAL COUNSELING PSYCHOLOGY '97, read from Rilke's *Letters to a Young Poet*.

RYAN HARRISON, MA TRANSPERSONAL PSYCHOLOGY '03, has been offered an adjunct faculty position at the University of La Verne, teaching an online course on Buddhist philosophy and meditation modeled after courses that he took at Naropa.

H. PERRY HORTON, RICHARD FROUDE, TAK KENDRICK, JESSE MORSE and JON NYSTROM, all MFA WRITING AND POETICS '04, have formed Wayward Couch Press, whose debut magazine, *Ellipsis ... Literary Serials and Narrative Culture*, is available on newsstands nationwide and online at www.waywardcouch.com.

JIPALA REICHER-KAGAN, BA CONTEMPLATIVE PSYCHOLOGY '99, and NATHAN ANDERSON (ATTENDED 1996-98), had their first child, Silas Kagan Anderson, on December 23, 2005. He is one big happy boy, who would not exist if it were not for Naropa University where his parents met in a Tibetan Medicine class.

MICHAEL SMOLER, BA WRITING AND LITERATURE '98, and JUSTIN VEACH, BA WRITING AND LITERATURE '00, recently opened a gallery in Los Angeles, aiming to put on six to eight exhibitions per year and host several events and performances annually as well. (www.highenergyconstructs.com)

MORGAN STANFIELD, BA WRITING AND LITERATURE '02, has been hired as an associate editor at *Integrative Medicine: A Clinician's Journal*, and at *Alternative Therapies in Health and Medicine: A Peer-Reviewed Journal*. She is also in her first year in the University of Colorado's master's program in technical communication.

ROBERT STRONG, MFA WRITING AND POETICS '97, received a PhD from the University of Denver, a Mellon fellowship at the Massachusetts Historical Society. He is the author of *Puritan Spectacle* (Elixir Press, 2006). In spring 2007, Autumn House Press will publish *Joyful Noise: An Anthology of American Spiritual Poetry*. He is currently an assistant professor at the State University of New York, Canton.

ERIC WILDEN, MASTER OF DIVINITY '05, works to help the homeless in northwest Philadelphia and works for the Neighborhood Interfaith Movement, providing training for childcare providers and advocates for the vulnerable and elderly.

NAROPA UNIVERSITY

Expands Efforts to Increase Financial Aid

The 2005–06 academic year will be remembered as a turning point for student financial aid at Naropa. Most significantly, it was the year the university implemented block tuition for undergraduates, which made it possible to award an additional \$1 million in financial aid. The average financial aid award to undergraduates (grants and scholarships from Naropa, not including government grants and loans) increased from \$5,861 in 2004–05 to \$8,689 in 2005–06. Cheryl Barbour, assistant vice president of student administrative services, oversees the university's financial aid program. She has seen a marked difference. "The increase in aid has provided significant financial relief for our neediest undergraduate students, who are now better able to focus on their studies."

In addition, last year several scholarship funds were created, greatly increased or awarded for the first time.

• **The Ashmen Scholarship**, created with an estate gift from Boulder resident Nancy Ashmen, provides approximately \$1,250 per year for an undergraduate student with financial need. The scholarship is endowed and was awarded for the first time in fall 2005.

• **The Daniels Opportunity Scholarship** provides \$8,000 per year to six adult or transfer undergraduate students. Supported by a one-time grant from the Daniels Fund, this scholarship was awarded for the first time in fall 2005. The Advancement Office is seeking funds to renew the scholarship next year.

• **The Frances Harwood Scholarship** was created with an estate gift from an early Naropa faculty member. This endowed scholarship provides approximately \$1,150 per year for a student in Environmental Studies and was awarded for the first time in fall 2005.

• **The Bernie Marek Scholarship** was created in memory of a former Art Therapy faculty member. With the generous support of University Trustee Lucien Wulsin, as well as many of Bernie Marek's family members and friends, the scholarship will have a permanent endowment and will be awarded to an Art Therapy student for the first time in fall 2007.

• **The Marvin Naiman Scholarship** was created in memory of a former Naropa University Trustee by his wife, current Trustee Margery Goldman, as well as many family members and friends. This endowed scholarship will be awarded for the first time in fall 2006 to an adult undergraduate student who exemplifies Marvin's unflagging curiosity and pursuit of self-knowledge, his generosity and his bright, twinkling spirit.

• **The Presidential Scholarship**, which has been funded on an annual basis through the Bird-a-thon and more recently Compassion in Action Days, now has a permanent endowment fund thanks to the generosity of Trustee Lucien Wulsin.

• **The Oso Tinker Scholarship** (formerly the Wilderness Therapy Scholarship) is an endowed scholarship that will be awarded for the first time in fall 2006. Created with gifts from Louise Piranian and an individual who wishes to remain anonymous, the scholarship is designated for second-year Wilderness Therapy students who spend a great deal of time in the field and would therefore find it difficult to work.

• **The Lucien Wulsin Scholarship** was established several years ago by Trustee William Jones in honor of his long-time colleague. The scholarship supports undergraduate or graduate students in performing arts. This year, Mr. Wulsin made a substantial gift to the fund, which will increase the amount available for scholarships from \$1,200 to more than \$6,000 annually.

Even with the new scholarship funds, there is still not enough financial aid to meet all of the need of Naropa's students. The Advancement Office has made it a priority this year to focus on seeking funds for endowed scholarships, which contribute to the long-term financial stability of the university and help to make our unique educational experience accessible to students, regardless of their ability to pay tuition.

If you would like to support a student's journey through Naropa by contributing to scholarships, please contact Nick Vail in the Advancement Office at 303-245-4846 or nvail@naropa.edu. Gifts of any size can be made to existing scholarship funds. There is a \$25,000 minimum to create a new named scholarship endowment.

Photos by Naropa University Trustee Brooks Witter



Lucien Wulsin

"What keeps me inspired about Naropa is that the quality of the human spirit is what's central here."

Scholarship. In September, the university marked Lucien's 90th birthday and his many years of generosity and service to Naropa at a celebration with his friends, family members, Naropa community members and fellow trustees.

"What keeps me inspired about Naropa is that the *quality of the human spirit* is what's central here. Contemplative education involves educating the whole person—including the psychological, physical and emotional aspects of the human spirit—not just the academic side. I'm delighted that I can help to make that experience available to more students."

—Dana Lobell

Lucien Wulsin started out life traditionally enough: college at Harvard and a law degree from the University of Virginia, service in the U.S. Army during World War II, followed by a career as an attorney, businessman and active volunteer with a wide range of civic and performing arts organizations. All that changed in 1985 when he came into contact with Naropa.

"I was the chair of the Colorado Council for the Arts, and we were investigating what promotes creativity. One of the people we invited to speak to us was a dancer named Barbara Dilley. She took a ball of red twine and made a box on the floor. She said, 'Inside this box is a sacred space, and I invite you to join me in it.' I couldn't think of a polite way to say no, so I stepped in. She started to move, I started to move, and I was surprised to find that I had a wonderful time." Little did he know that moment would spark a continuing passion for dance, as well as a radical shift in perspective.

"A year later, Barbara called me. She had been named the new president of the Naropa Institute, and she asked if I would coach her." The institute was seeking accreditation, and Lucien told Barbara they would only be successful when they formed an independent board of directors. Barbara then introduced Lucien to Trungpa Rinpoche. At their very first meeting, when Lucien gave him this assessment, Rinpoche asked Lucien to be the board's first chairman. He accepted the offer and has been an active member of the Naropa community and the Board of Trustees ever since.

Lucien has also been among Naropa's most generous supporters. This year, he made a significant gift to the university, two-thirds of which was designated for endowed scholarship funds: \$100,000 to the Lucien Wulsin Scholarship; \$75,000 to create an endowment for the Presidential Scholarship; and \$25,000 to create an endowment for the Bernie Marek



Lucien Wulsin performing at his 90th birthday celebration hosted by Naropa University

basic goodness

Your support of Naropa University is critical to the furtherance of the mission and vision of contemplative education espoused by Naropa University's founder, Chögyam Trungpa, Rinpoche. His teachings were based on the premise that there is basic human wisdom that can help to solve the world's problems. Through your unwavering and generous commitment to our 2005–06 campaign for the university, you proved once again that by working together we can continue to build a better world. On the following pages, we highlight the people and institutions that make our work possible. Thank you all.

\$10,000+

Colorado Historical Society
Community Foundation Serving Boulder[∞]
Gabrielle Edison^{∞*}
Margery Goldman[∞]
Carol Grever[∞]
The Kalliopeia Foundation
Christopher and Abby Jacobs*
David and Nancy Kaufman
W. K. Kellogg Foundation
Pamela Krasney^{∞*}
Frederick P. Lenz Foundation for American Buddhism[∞]
Naiman Family
National Endowment for the Arts[∞]
Regis University—Colorado Campus Compact[∞]
Lucien Wulsin[∞]
Sandra Youngmans and Rick Shepard[∞]

\$5,000–\$9,999

Anonymous[∞]
Thomas Coburn and Leigh Berry[∞]
Ellen E. Bush
Virginia Clarkson and Mark B. Ryan[∞]
College Access Network
Sheila Fortune[∞]
Sheila Fortune Foundation[∞]
David L. Friedman and Tirzah Firestone[∞]
Fund for Poetry
Gill Foundation[∞]
Steve L. Grad and Jacqueline Wurn^{∞*}
Hampshire Group Limited
Jewish Communal Fund
William and Elaine Jones[∞]
Ludwig Kuttner and Beatrix Ost
Natural Pathways[∞]
Laura Rendón
Michael Roach^{∞*}
Arbie R. Thalacker and Deborah Garrett[∞]
Allan R. White III
Brooks Witter*
Steve and Jessica Zeller[∞]

\$1,000–\$4,999

Asa'ad A. Al-Othman
Anonymous[∞]
Michael and Kathleen Azeez
Frank and Kathrine Baxter
John and Janie Bennett[∞]
Conley and Marney Brooks[∞]
Marlow Brooks[∞]
Stephen B. Brooks
Mary Estill Buchanan[∞]
Frank and Grace Burr
City of Boulder Youth Opportunities Program

William E. Clarkson
The Compton Foundation
Catherine C. Cox*
Jonathan C. S. Cox Family Foundation
Dickie and Stanton Dossett
Robert and Nancy Downey
Chris Dwyer and Jill Crowley
Ravi Dykema
Elevations Credit Union
Hal Naiman
Angela M. Farone and Bruce C. Stephens[∞]
Gay & Lesbian Fund for Colorado
Janet R. Goss
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SPRING ISSUE: THE ARTS AT NAROPA

Cedric Foster with his sister, Kelly, in December 2005



IN MEMORIAM: CEDRIC FOSTER 1985–2006

It is with deep sadness that the Naropa community reports the death of Cedric Foster, 20, an undergraduate student in his second semester at Naropa and a student at the North American Medical Institute of Herbalism. He leaves behind his parents, Veronique and Tom, and a sister Kelly, as well as other relatives in France and in the United States. He will also be missed by the friends he made in Boulder since fifth grade and, most recently, while a student at Naropa and a resident of the Sangha House.

Cedric took his own life and was, in the words of his parents, “at peace with himself and with others.” Cedric was recognized as a truth seeker and warrior. His Buddhist name was Powerful Wisdom. He happily shared his passion for nutrition with others. His favorite nutrition and cookbook was *Nourishing Traditions* by Sally Fallon.

Cedric’s passing is a painful reminder of how interconnected we all are. His tragic loss will be felt throughout our community, especially by those close to him, and it reminds us how important it is to reach out to those around us. This was very much in keeping with Cedric’s legacy, as he was a young man who, in the words of his mother, “opened his heart and mind” to others.

A Cedric Foster Scholarship Fund was formed at the Boulder Shambhala Center to support young people who would otherwise not have access to dharma and meditation teachings and training at the Center. To date, \$3,000 has been raised for that purpose, and donations are currently being accepted. Naropa students are encouraged to apply.

*The Spark of East and
 West Working Within*

THANK YOU.

The Tree of Life

THE TREE OF LIFE by Margaux Laughlin

I often find myself moved by the mystery of how an image emerges; it is as if the landscape reveals itself. Aligned with the tradition of devotional art, my intention is to create images in the service of a higher power. . . . It is my intention that these images be a reminder of the beauty of the Creative Source, of which we are all a part. I am a painter of contemporary landscapes that straddle the boundary between abstraction and representation, drawing upon natural forms to yield evocative organic shapes. My work uses bold vibrant color combinations with a limited palette, in an exploration of positive/negative space and backlit natural forms. Seeing and painting in this way forces me to paint what is not there, looking for the shape that is illuminated by the light. It is my hope that viewers are touched by the beauty of these dream-like landscapes.

MARGAUX LAUGHLIN is a third-year graduate student in Naropa University's Transpersonal Counseling Psychology: Art Therapy program. For more information and to view Margaux's complete series of recent paintings, please visit www.margauxlaughlin.com.



The Tree of Life · Margaux Laughlin · 2005 · 54" x 24" · acrylic on wood panel

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