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College of Arts and Sciences



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KALAMAZOO COLLEGE

VISIONARY

STUDENT EDITION



BOILING POT
1990

FOREIGN ALPHABETS

ARABIC			GERMAN			GREEK			HEBREW			RUSSIAN		
Letter	Name	Transliteration	Letter	Transliteration		Letter	Name	Transliteration	Letter	Name	Transliteration	Letter	Transliteration	
ا	alif	¹ , a	א	a	a	Α α	alpha	a	א	aleph	- or '	А а	a	a
ب	bā	b	Ä ä	ā	ae, ä	Β β	beta	b	ב	beth	b, bh, v	Б б	b	b
ت	tā	t	В в	b	b	Γ γ	gamma	g	ג	gimel	g, gh	В в	v	v
ث	thā	th	С с	c	c	Δ δ	delta	d	ד	daleth	d, dh	Г г	г	g
ج	jīm	j	Д д	d	d	Ε ε	epsilon	e	ה	he	h	Д д	д	d
ح	hā	h ²	Е е	e	e	Ζ ζ	zeta	z	ו	vav	v, w	Е е	е	e, ye
خ	khā	kh	Ф ф	f	f	Η η	eta	e (or ē)	ז	zayin	z	Ж ж	ж	zh, z
د	dāl	d	Ф ф	g	g	Θ θ	theta	th	ח	cheth	h	З з	з	z
ذ	dhāl	dh	Ц ц	i	i	Ι ι	iota	i	ט	teth	t	И и	и	i
ر	rā	r	Ч ч	j	j	Κ κ	kappa	k	י	yod	y, j, i	Л л	л	l
ز	zā	z	Ш ш	k	k	Λ λ	lambda	l	כ	kaph	k, kh	М м	м	m
س	sīn	s	Щ щ	l	l	Μ μ	mu	m	ל	lamed	l	Н н	н	n
ش	shīn	sh	Ъ ъ	m	m	Ν ν	nu	n	מ	mem	m	О о	о	o
ص	ṣād	ṣ	Ѣ ѣ	n	n	Ξ ξ	xi	x	נ	samekh	s	П п	п	p
ض	ḍād	ḍ	Ѡ ѡ	o	o	Ο ο	omicron	o	ס	nun	n	Р р	р	r
ط	tā	t	Ѣ ѣ	ō	oe, ö	Π π	pi	p	ע	ayin	'	С с	с	s
ظ	zā	z	Ѥ ѥ	p	p	Ρ ρ	rho	r	פ	pe	p, ph, f	Т т	т	t
ع	'ain	³	Ѧ ѧ	q	q	Σ σ, ς ¹	sigma	s	צ	sadhe	ṣ	У у	у	u
غ	ghain	gh	Ѩ ѩ	r	r	Τ τ	tau	t	ק	koph	q	Ф ф	ф	f
ف	fā	f	Ѭ ѭ	s	s	Υ υ	upsilon	y	ר	resh	r	Х х	х	kh, x
ق	qāf	q ⁴	Ѯ ѯ	t	t	Φ φ	phi	ph	ש	shin	sh, ṣ	Ц ц	ц	ts, c
ك	kāf	k	Ѱ ѱ	u	u	Χ χ	chi	ch, kh	ת	sin	ś	Ч ч	ч	ch, č
ل	lām	l	Ѳ ѳ	ū	ue, ü	Ψ ψ	psi	ps	ת	koph	q	Ш ш	ш	sh, š
م	mīm	m	Ѵ ѵ	v	v	Ω ω	omega	o (or ö)	ת	resh	r	Щ щ	щ	shch, šč
ن	nūn	n	Ѷ ѷ	w	w				ת	sin	ś	Ъ ъ	ъ ¹	"
ه	hā	h	Ѹ ѹ	x	x				ת	resh	r	Ы ы	ы	y, i
و	wāw	w, ū	Ѻ ѻ	y	y				ת	sin	ś	Ь ь	ь ²	'
ي	yā	y, ī	Ѽ ѽ	z	z				ת	sin	ś	Э э	э	e, eh, e
									ת	sin	ś	Ю ю	ю	yu, ju
									ת	tav	t	Я я	я	ya, ja

¹Glottal stop.
²A voiceless pharyngeal fricative.
³A voiced pharyngeal fricative.
⁴A voiceless uvular stop.

¹This type style, known as Fraktur or Gothic, was dropped in favor of conventional European type by government decree in 1941.
²At end of syllable.

¹At end of word.

¹At end of word.

¹Represents the sound (y) between an unpalatalized consonant and a vowel.
²Indicates that the preceding consonant is palatalized, or represents (y) between a palatalized consonant and a vowel.

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PRONUNCIATION KEY

a act, bat, marry ā age, paid, say ā(r) air, dare, Mary ā ah, part, balm	ēr ear, mere	j just, tragic, fudge	ō order, ball, raw oi oil, joint, joy ōo book, tour ōo ooze, fool, too ou out, loud, cow	th that, either, smooth	cented syllables to indicate the sound of the reduced vowel in alone system easily gallop circus
b back, cabin, cab	f fit, differ, puff	k keep, token, make	l low, mellow, all, bottle (bot'l)	u up, sun ū(r) urge, burn, cur	
ch child, teacher, beach	g give, trigger, beg	l low, mellow, all, bottle (bot'l)	m my, summer, him	v voice, river, live	
d do, madder, bed	h hit, behave, hear	n now, sinner, on, button (but'n)	ng sing, Washington	w witch, away	
e edge, set, merry ē equal, seat, bee, mighty	hw which, nowhere	o ox, bomb, wasp ō over, boat, no		y yes, onion	* occurs between i and r and between ou and r to show triphthongal quality, as in fire (fi'r), hour (ou'r)
	i if, big, mirror, furniture i ice, bite, pirate, deny			z zoo, lazy, those zh treasure, mirage	
				ā occurs in unac-	

FOREIGN SOUNDS

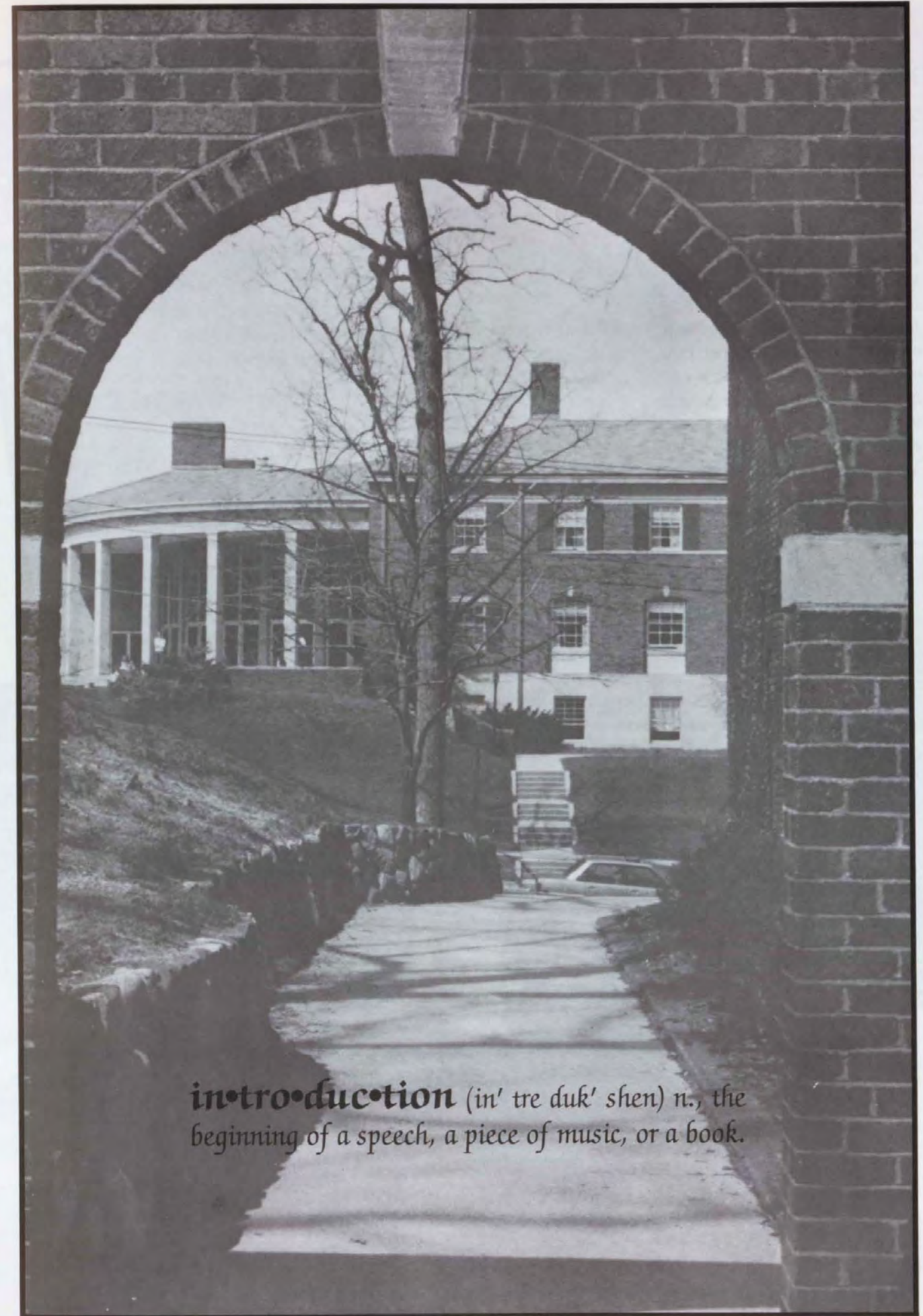
A as in French ami (A-mē) ¹ [a vowel intermediate in quality between the a of cat and the ā of calm, but closer to the former]	consonant made by bringing the tongue into the position for k as in cool or k as in key, while pronouncing a strong, rasping h]	vowel is nasalized. Four such vowels are found in French: un bon vin blanc (ēn bōn van blān)]	in the position for ō as in over, while trying to say ā as in able]	including a trill or flap in Italian and Spanish and a sound in French and German similar to kh but pronounced with voice]	[a vowel made with the lips rounded in position for ō as in ooze, while trying to say ē as in east]
KH as in Scottish loch (lōkh); German ach (ākh) or ich (īkh) [a	N as in French bon (bōn)] used to indicate that the preceding	ē as in French feu (fē); German schön (shēn) [a vowel made with the lips rounded	R as in French rouge (rōōzh); German rot (rōt); Italian mare (mā're); Spanish pero (pe'rō) [a symbol for any non-English r,	Y as in French tu (ty); German über (y'bēr)	as in French Bas-togne (ba stōn'y*) [a faint prolongation of the preceding voiced consonant or glide]

ETYMOLOGY KEY

† probably earlier than descended from, borrowed from	acc. accusative adjective, adverbial	comp. comparative contraction	imit. imitative imperative	orig. origin, originally	S south, southern
< descended from, borrowed from	adv. adverb, adverbial	d. died	impv. imperative	pass. passive	s. stem
<< descended from, borrowed from	alter. alteration	dat. dative	inf. infinitive	perh. perhaps	sing. singular
> whence	Amex. Americanism	deriv. derivative	intransit. intransitive	pl. plural	sp. spelling, spelled
? origin unknown	aph. aphetic	dial. dialect, dialectal	irreg. irregularly	prep. preposition	subj. subjunctive
* unattested, reconstructed	appar. apparently	dim. diminutive	lit. literally	pres. present	superl. superlative
abbr. abbreviation	assoc. association	E east, eastern	masc. masculine	prob. probably	syll. syllable
abl. ablative	aug. augmentative	equiv. equivalent	mod. modern	pron. pronunciation, pronounced	trans. translation
	b. blend of, blended	etym. etymology, etymological	N north, northern	prp. present participle	transit. transitive
	c. cognate with	fem. feminine	n. noun, nominal	ptp. past participle	ult. ultimately
	cf. compare	fig. figurative	neut. neuter	z replacing	uncert. uncertain
	comb. combining form	freq. frequentative	nom. nominative	redupl. reduplication	v. verb, verbal
		ger. gerund, gerundive	n.s. noun stem	repr. representing	var. variant
			obl. oblique	resp. respelling, respelled	voc. vocative
			obs. obsolete		v.s. verb stem
					W west, western

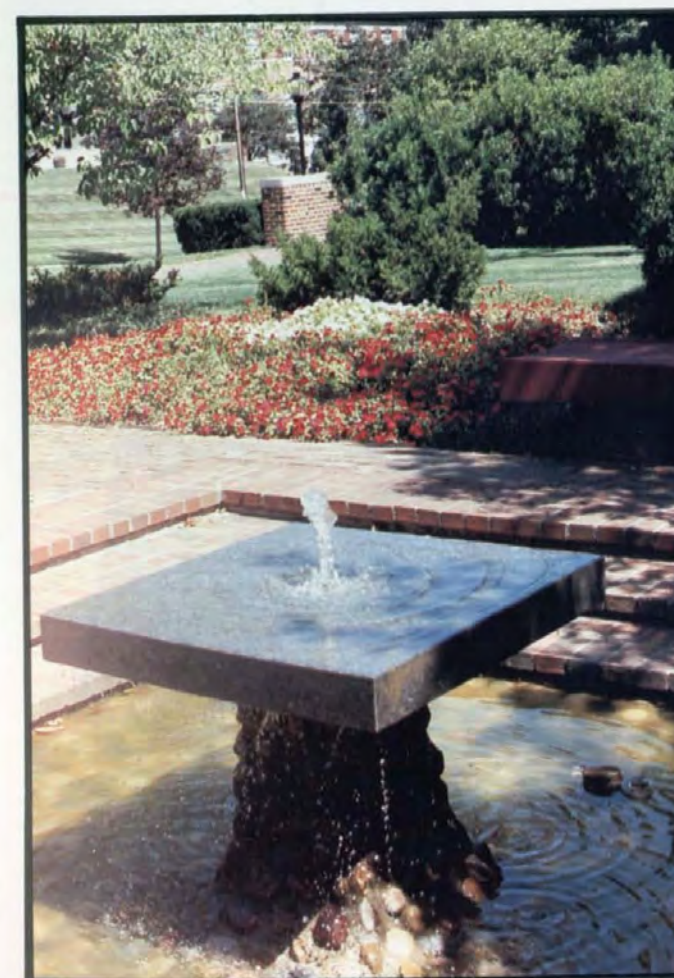
LANGUAGES

AF Anglo-French	EGmc East Germanic	LaF Louisiana French	ML Medieval Latin	OIr Old Irish	Rom Romance
Afr African	F French	LG Low German	MLG Middle Low German	OIt Old Italian	Rum Rumanian
Afrk Afrikaans	Fris Frisian	LGk Late Greek	ModGk Modern Greek	OL Old Latin	Russ Russian
AL Anglo-Latin	G German	Lith Lithuanian	ModHeb Modern Hebrew	ON Old Norse	Scand Scandinavian
Amer American	Gallo-Rom Gallo-Romance	LL Late Latin	MPers Middle Persian	ONF Old North French	Scot Scottish
AmerInd American Indian	Gk Greek	MChin Middle Chinese	OPers Old Persian	OPers Old Persian	ScotGael Scots Gaelic
AmerSp American Spanish	Gmc Germanic	MD Middle Dutch	OPr Old Provençal	OPr Old Prussian	Sem Semitic
Ar Arabic	Goth Gothic	ME Middle English	ORuss Old Russian	ORuss Old Russian	Skt Sanskrit
Aram Aramaic	Heb Hebrew	MexSp Mexican Spanish	OS Old Saxon	OS Old Saxon	Slav Slavic
Austral Australian	Icel Icelandic	MF Middle French	OSp Old Spanish	OSp Old Spanish	Sp Spanish
Bulg Bulgarian	IE Indo-European	MGk Medieval Greek	OSw Old Swedish	OSw Old Swedish	SpAr Spanish Arabic
CanF Canadian French	Ir Irish	MHG Middle High German	PaG Pennsylvania German	PaG Pennsylvania German	Sw Swedish
Celt Celtic	It Italian		OE Old English	Pers Persian	SwissF Swiss-French
Chin Chinese	Japn Japanese		OF Old French	Pg Portuguese	Turk Turkish
D Dutch	Kor Korean		OFris Old Frisian	Pol Polish	VL Vulgar Latin
Dan Danish			OHG Old High German		WAfr West African
					WGmc West



in•tro•duc•tion (in' tre duk' shen) n., the
beginning of a speech, a piece of music, or a book.

Writing the introduction to the yearbook was a job I never coveted. On my list, it ranks only slightly above doing laundry on a Friday night. How can one possibly sum up an entire year before it has even really begun? Do I **look** like a fortune teller? Most authors at least have the opportunity to read the book before writing the preface, but at Kalamazoo we often do things quite different than the rest of the human population. Instead, I want to talk about the purpose of this book: why should we have a yearbook? Why should we call it **Visionary**?





vision (vizh' en) n. [OF visio pp. of videre, to see] 1. the act or power of seeing; sight 2. a) something supposedly seen by other than normal sight, as in a dream, trance, etc. b) the experience of seeing something this way. 3. a mental image. 4. power of imagination.



I think everyone of us had a vision when we came here. Driven by some unknown force, frequently referred to as "temporary insanity," we left our home, our friends, and the comforting security of high school in exchange for "the Kalamazoo Experience." With every earthly possession crammed into the back of our parents' cars, we arrived at Kalamazoo filled with fear yet confidence, alone but excited, confused but overflowing with ambition. We had a vision.

We wanted to move out, to "test the waters" on our own. We wanted to meet new friends, visit new places. Moreover, we wanted to *do* something with our lives, outside the ordinary. We had lofty dreams of becoming doctors, lawyers, professors, economists . . . and Kalamazoo was the place to give us the experience (and the piece of paper) that said we could reach those dreams.

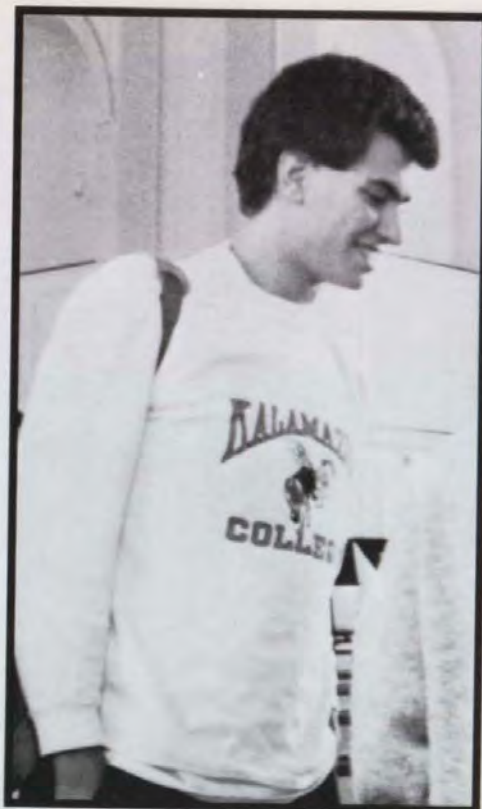




met•a•mor•pho•sis (met'e môr fe sis)
 n., 1. change of form. 2. change of character or
 condition. pl. metamorphoses

Caught in within the humdrum of everyday life, however, our original vision undergoes a slow but steady change. Visions of academic wizardry are shattered by the first red 'D' or the post-class conference in the professor's office. Broken bones may simultaneously result in broken dreams of athletic prowess. The desired image of being Kalamazoo's social butterfly is dampened by that Saturday night spent alone in the dorm. And those concrete plans for the future? How many of us can claim to hold the same major as when we entered? I look at my old roommate who three years ago was certain of a career in veterinary science, but now graduates with a double major in philosophy and economics. How can it be that we enter with such conviction and leave with such uncertainty? **This** is what we came to college for?





open (o'pen) 1. not shut; not closed; letting (anything or anyone) in or out. 2. not covered; not closed in. 3. not hidden or secret. 4. free from hindrance. 5. unfolded, spread out. 6. come apart, burst.

How easy it is to despair when nothing goes as planned. How simple it would be to lose sight of a goal. Yet, to be graced with the true vision of Kalamazoo is to be graced with the ability to live with uncertainty while, at the same time, maintaining the ability to dream. Who could have guessed that in the process of attaining that diploma — the key to the **outside** world — we would unlock so many hidden chambers within ourselves . . . that we would tap strengths and talents we never knew existed?



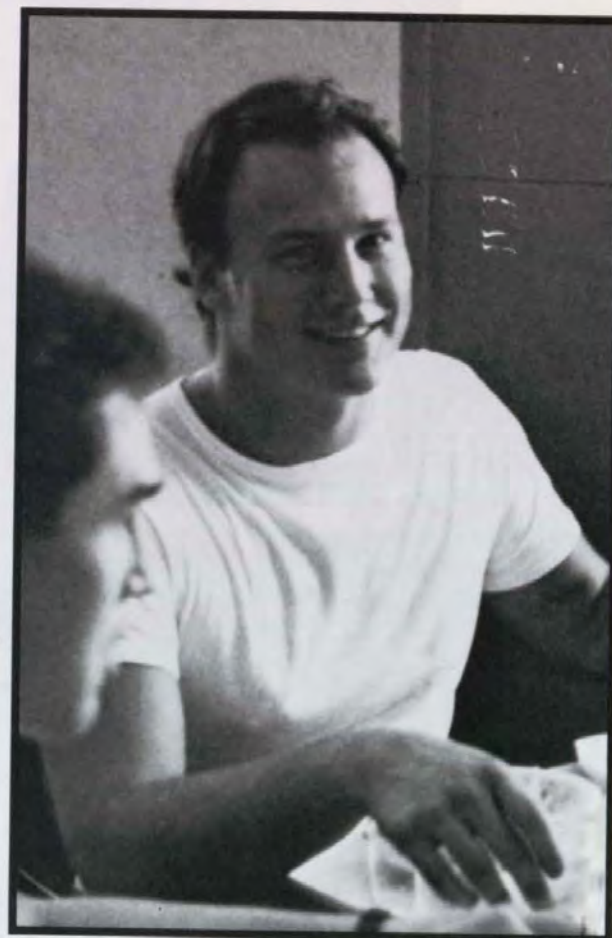
The uncertainty we feel upon graduation is not a result of hesitation but a vibrant symbol of the transformation that took place in Kalamazoo. We are not limited by the dreams of an eighteen-year-old high school graduate. So many new doors have been opened, so many opportunities made possible. We have learned a whole new way of looking at things: we have acquired a whole new **vision**.





The task of the yearbook is to capture that metamorphosis, that vision, in pictures. Its duty is to record the present in such a way that sometime in the not-so-distant future, when our years here are merely a chapter in Kalamazoo's long history, we will be able to rekindle that vision we have today.
But, how to do that?





dic·tion·ary (dik' she ner' ē) n., [ML *dictionary* LL *dictio*] a book of words in a language arranged in alphabetical order, with their definition, etymologies, pronunciation, etc; *lexicon*.

A dictionary is used by a group of people who hold something in common: the same language. It cannot claim to capture the structure of a language's grammar, or the context in which its entries are always used. Language is too complex for that. Yet, in one book, a dictionary capsulizes the shared vocabulary of a vast, diverse population.





Despite the uniqueness of our individual experiences, we, too, speak a common language. This book does not claim to have recorded the personal journey of each K-student. Our lives are too complex for that. But what has been attempted is to identify those events which we hold in common, those things to which we can all relate: our vocabulary.

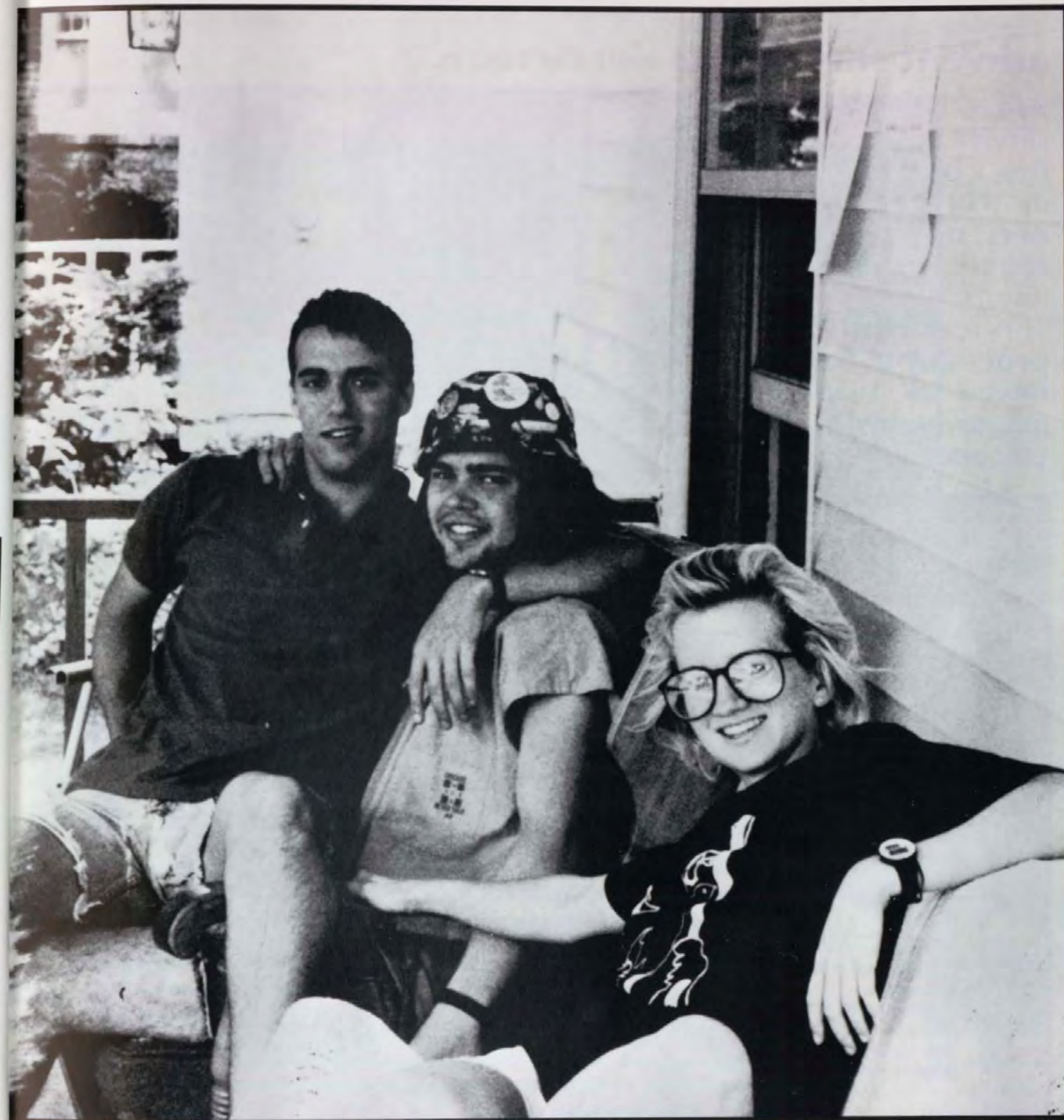


vi•sion•ary (vizh' en er' ē) n.,
[Kalamazoo] a book of pictures
representing a common vision.





The problem with a dictionary is that it is useless in the hands of a foreigner. To someone who does not speak the language, definitions are strings of meaningless symbols. Likewise, for many, this book will mean nothing. It will be pictures of unrelated people, places, and events. But, for those who possess the memory, for those who can place the experience of the community into the context of their own lives, . . . **for those who speak the language of Kalamazoo**, this book will mean much more. It is for **you** the 1990 Boiling Pot is dedicated. You are special. You share the vision.



ad•vent ser•vice (əd vent sər vəs) n.

Pre-Christmas service open to the community in which members of various music departments begin the service with a procession followed by readings given by faculty and staff.



UPPER: Kristi Womack, Beth Coppoc, and other members of Handbells. CENTER and LOWER: The choir led by Peter Hopkins.



air band (aer band) n., the night all
the rock star wannabees come out.

Air Band
'90

Your Host:
John Bizarre

Air Band
'90

"Down In The Valley"
Otis Redding

Rev. Otis
Kendall Buhl

"Bamboleo"
Gypsy Kings

Alberto Artasanchez
Tom Higgins
Belinda Sencini
Peter Talmers

Gypsy Kings
Andrés Blazquez
Lance Miller
Simon Stein

"State of the World"
Janet Jackson

Two Hype
Leah Alexander
Laura Mitchell

"Rock With You"
Bobby Brown

Groove Me
Kicu Lindsay
Sylvia Lyles
Allan Silva

"That's What I Like About You"
The Romantics

The Ingrown Toenails
Jason Bull
Greg Cibar
Ron Foor

"I Will Follow"
U2

Rich Bennett
Charlie Solomon

Violent Flems
Pat Spicer
Eric Tongren

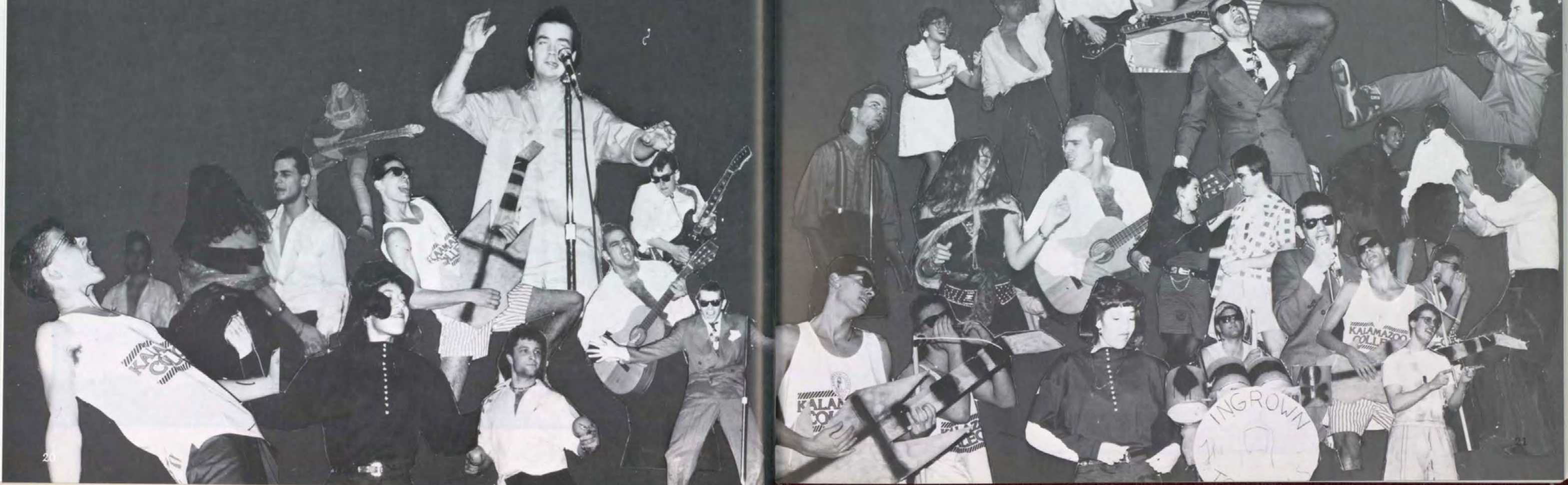
"Love Shack"
B-52's

Mad Dog & His Cherry Popped Tarts
Sara Buttrick
Wendy Kirchofer
Ruth Palileo

Wanda Hartmann
Lucinda Monga
M.D. Squiers

"Smoking Gun"
Robert Cray

Tom Weshphal



Art (ärt) n., "by supplementing classroom and studio experiences with off-campus internships, the department tries to cultivate an understanding and appreciation of the fine arts as well as provide an adequate background for those who desire to continue their study of art at a graduate or professional school of fine arts."*

1990 Art Majors

Laura Amendt, Kathleen Buday, Cassandra Grob-
bel, Robert Irish, Kirk Lowis, Kristin Moss, Megan
Norman, Tamara Nott, Adam Pease, Mary Rader,
Loriana Valente, Vicki VanDenBerg, Loreen Weis-
gerber, Amy Witt, Lela Yeomans



UPPER: Billie
Fischer. LOWER:
Tom Rice. NOT
PICTURED:
Bernard Palchick,
Marcia Wood.



Ba • ha • ma Boo • gie

(Be hā ma Boō gē) n., a weekend of activities sponsored by Student Activities during the Summer Quarter, including tennis, mudwrestling, and Reggae music

UPPER: Denise Miller. LOWER:
mudwrestling.



Base • ball ('bās-ból) n., the great All-American game

Led by captains Paul Amodei, Charlie King, and Andy Bradford, the Hornet baseball team finished second in the league behind Hope. Bradford pitched a no-hitter against Albion, a game Kalamazoo won 1-0. He was voted MVP of the team and also of the League while John Knittel, Mike Siwajek, Ken Turkington, and King were named to conference teams.



UPPER: Nick Kendzorski. CENTER: Charlie King. LOWER: Mike Siwajek.



K	7	Amherst	14
K	7	American Intern'l	10
K	11	Salem State	14
K	5	Salem State	4
K	5	Defiance	3
K	7	Defiance	6
K	1	Nazereth	0
K	1	Nazereth	0
K	4	Adrian	1
K	3	Adrian	2
K	3	Hope	6
K	3	Hope	13
K	6	Olivet	1
K	3	Olivet	5
K	5	Madonna	8
K	1	Madonna	10
K	1	Albion	0
K	2	Albion	4
K	9	Alma	1
K	7	Alma	8
K	1	Nazareth	0
K	1	Nazareth	0
K	1	Calvin	0
K	5	Calvin	5
K	8	Concordia	9
K	0	Concordia	6

UPPER: Andy Bradford. LOWER: Paul Amodei.

Bas • ket • ball (bās kīt-bōl) n., a mixture of dedication, defense, and a deliberate offense.

The Hornet basketball team, with a 6-5 conference record, placed third in the MIAA behind Calvin and Hope. Pat Hodapp was team captain for his last season of play while Jeff Reinohel was voted most valuable. In tournament action, the Hornets placed first in the Holiday Classic and took thirds in the Wabash Classic and the Heidelberg Tourney.



UPPER RIGHT: Rodney Evans. CENTER LEFT: Ron Barczak. CENTER: Tom Olson. LOWER RIGHT: Jeff Reinohel.



K 74	Nazereth	55	K 90	GR Baptist	77
K 71	St. Joseph's	82	K 74	Calvin	79
K 62	Manchester	59	K 73	Albion	76
K 60	Wabash	61	K 69	Olivet	63
K 76	Augustana	64	K 73	Hope	79
K 73	Aquinas	59	K 73	Alma	72
K 65	Heidelberg	70	K 67	Adrian	55
K 60	Ohio Northern	56	K 74	Concordia	69
K 71	U Of Chicago	59	K 70	Calvin	91
K 85	Carroll	77	K 72	Albion	64
K 75	Earlham	63	K 85	Olivet	69
K 68	Adrian	54	K 80	Hope	85



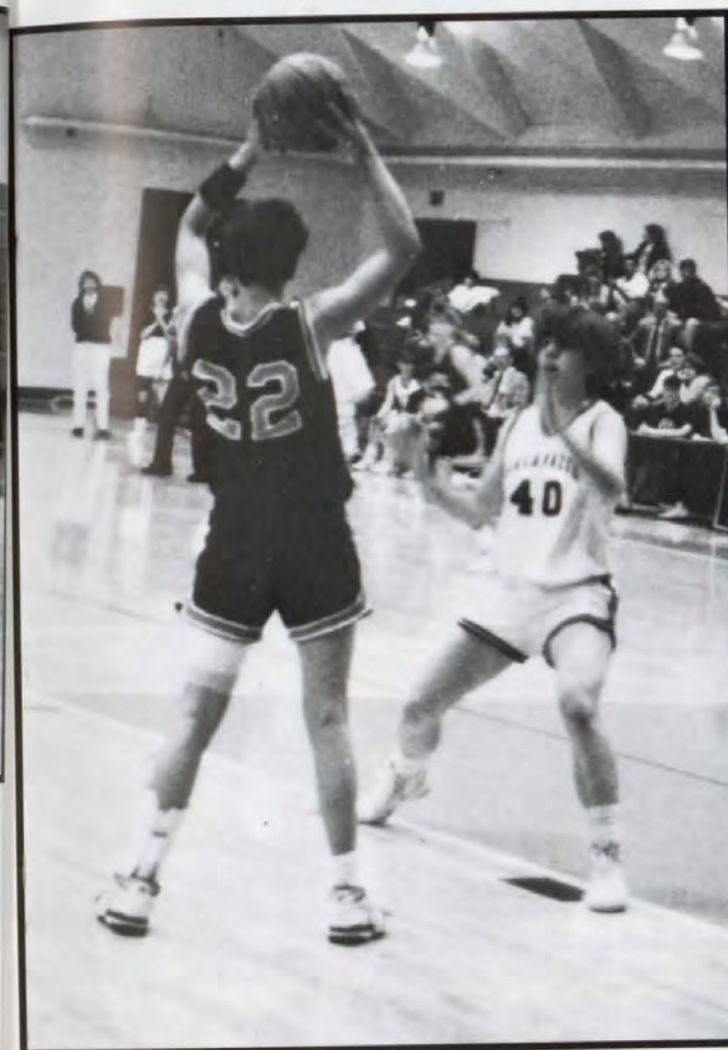
UPPER: Brian Witkowski. CENTER: Tom Olson. CENTER RIGHT: Pat Hodapp. LOWER: FRONT: Bob Dekker, Jeff Reinohel, Brian Witkowski, Ron Barczak, Rodney Evans, Ron Foor, Tom Olson, Chad Lyon, Scott Scheel. Second row: Head Coach Joe Haklin, Coach Mahlon Lowrey, Coach Scott Hawley, Dan Cortright, Mark Chappell, Pat Hodapp, Mike Buss, Rob Passage, Andy Mears, Coach Ric Perry, Coach Randy Nisen, Coach John Fitzpatrick, Manager Frank Rhames.

Bas • ket • ball (bās kīt-bôl) n., a game, the object of which is to throw the ball through an elevated basket.

Senior captains Heather Ramsey and Diana Knickerbocker led the women's team through an exciting season of close games. The Hornets pulled past Concordia and Albion early on, only to lose to Albion 57-56 later in the season. The team also won two at the Kalamazoo Invitational Tourney, and finished up the season with a 9-14 record overall. Ramsey represented K on the All Conference team for the 89-90 season.



UPPER RIGHT: Lisa Vedmore. CENTER LEFT: Shelly Krisfalusi. CENTER: Heather Ramsey. LOWER RIGHT: Dawn Fekete.



K 87	MCC	64	K 45	Calvin	62
K 67	KVCC	66	K 55	Albion	54
K 54	Aquinas	65	K 53	Olivet	58
K 48	St. Mary's	64	K 65	Hope	81
K 50	Goshen	61	K 47	Alma	58
K 65	Defiance	77	K 72	Adrian	70
K 48	Edinboro	84	K 61	Nazereth	63
K 69	Sienna Hts	89	K 71	Calvin	66
K 70	Concordia	68	K 56	Albion	57
K 46	Alma	57	K 57	Olivet	77
K 59	GR Baptist	48	K 63	Hope	74



UPPER LEFT: Barbie Oelslager. CENTER: Corey Ofmberger. LOWER: FRONT ROW: Dana Coughlin, Lisa Vedmore, Shannon Johnson, Connie Pao, Susan Coll, Heather Ramsey, Barbie Oelslager. SECOND ROW: Head Coach Lisa Diment, Corey Ofmberger, Shelly Krisfalusi, Wendy Reed, Shelly Smith, Candi Jones, Dawn Fekete, Diana Knickerbocker, Coach Terry Gillette.

Bi • ol • o • gy (bī-'äl-e-jē) n.;
 "the aim of the program is to give
 students broad exposure to major prin-
 ciples in classic and contemporary life
 sciences. Careers for majors include a
 wide range of opportunities in such
 fields as biochemistry, physiology,
 ecology, animal behavior and biomed-
 icine."*

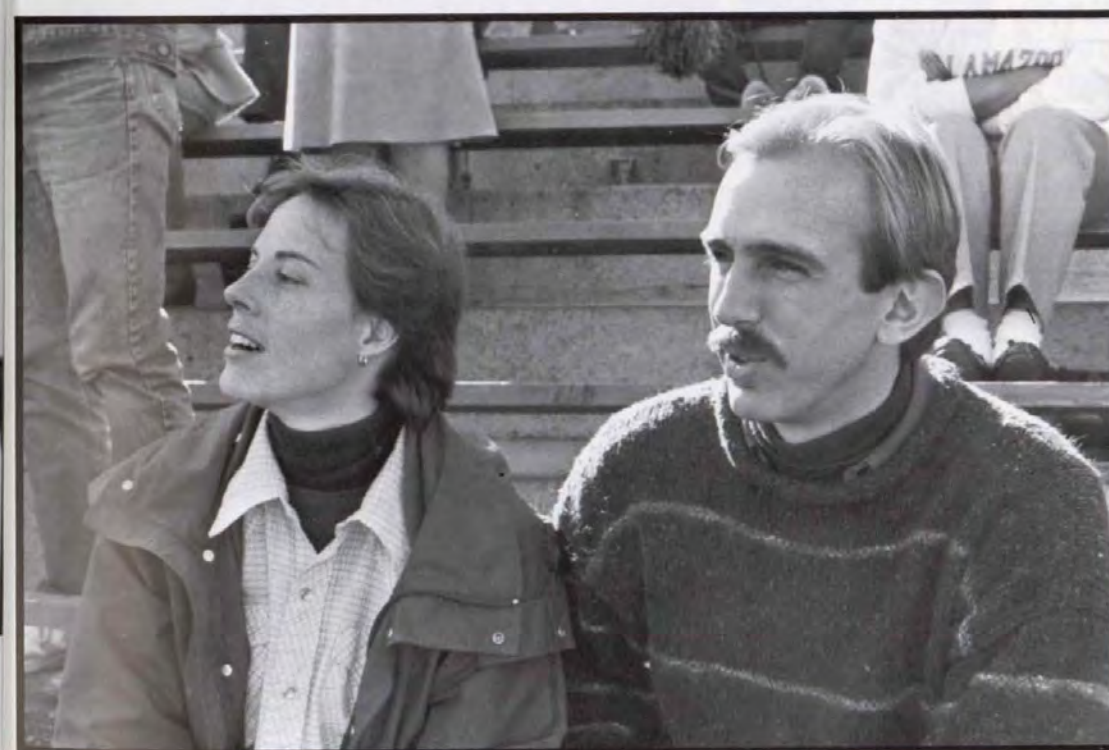
1990 Biology Majors

Amelia Afsari, Susan Angeles, Christina Bargo,
 Annelise Berger, William Brinkmeier, Melinda Cul-
 linan, Paula DeVos, Timothy Eastman, Rosemary
 Fadool, Wendy Hadfield, Jennifer Heck, Jeffrey
 Jackson, Damanjit Judge, Daniel Kibby, Kristen
 Kozma, Suzette La Vigne, Nathan McLaughlin,
 Paul Miner, Cristin Reid, Timothy Reinke, Cather-
 ine Schneider, Ethan Segal, Kristine Spillard, Mary
 Stenger, Alyssa TenHarnsel, Deborah Vesely

UPPER: Paul Olexia. LOWER: Jofin Sommerville.



UPPER LEFT: Carolyn Newton. UPPER RIGHT: Mary Kot. LOWER: Paul
 Sotherland and wife, Pam. NOT PICTURED: David Evans.



Bre • ne • man (bré ne men) David, Kalamazoo College President, 1983-1989

Why did you decide to resign?

Fund raising — about a year ago, I concluded that the role of President was becoming that of a fund raiser, which is something that I really don't enjoy.

When I first arrived, there were several things that needed fixing: changes in the development office, modifications in the Board of Trustees, Faculty, and recruiting Alumni. I spent a lot of time building bridges. There was a real sense of lost ground in the community, so we tried to bring people back on campus. These things took several years, and I found them quite enjoyable. One of the most enjoyable thing was getting good people around me and then letting them do their thing. The college was really running well.

So, now what needs to be done — more fund raising. I enjoyed raising money from foundations, but I didn't enjoy raising money from individuals. The Campaign will succeed, but next year another seven million will need to be raised. This, unfortunately, forces the President's focus to be on fund raising and if you don't enjoy it, then you won't be that successful.

When I first arrived, I wanted to see if what I had been writing about would really work. But, by the 5th and 6th year of being President, I felt a desire to return to my writing and research. I have also received several invitations to write, and I realize that writing is what I enjoy most.

I have concluded what I can do for "K."

What do you consider your largest contribution to "K" has been?

My contribution has been primarily intangible, but I felt that during my presidency an air of improved morale and self-confidence reemerged on this campus.

In 1982, when I was considering the position at "K," I was sent several copies of the Index. The tone of these newspapers were so negative, bitter, and sniping that I almost said no to "K." "K" was a rattled place. The enrollment was declining at a rate of roughly 100 students per year. Relations on campus were not good. There

was a large rift between the faculty and the administration. There was also a rift between the faculty and the trustees. "K" was in serious economic trouble.

After six years, I feel that the economic situation at "K" is much stronger; the Campaign is nearing completion and enrollment is up. But, more importantly, these rifts has been bridged and there is a better feeling of continuity on campus. "K" is a reasonable content place.

I have also added some good people to both the faculty and administration. I have fixed what I could fix.



What are your future plans?

Judy and I plan to move to Tucson, where I will begin to write a book on the future of the private, liberal arts college. I will once again be working with the Brookings Institute in Washington D.C., and my project is being funded by a private foundation grant. The book will take about two years to write. I am really excited about writing this book; I know that I have a good book in me. I hope that I'll actually enjoy writing it as much as I expect that I will.

Judy and I wanted to move back out to the Southwest. I have had conversations with the President of the University of Arizona, and maybe I will work at the university in admissions, or as faculty. I also am intrigued with the possibility of becoming an independent researcher and writer, and I may work for Brookings in that capacity. With the growth of personal computers, I no longer need a large staff or a large computer to tabulate my research — I can do all my work from my home. I still plan on going to Washington D.C. every month to meet with the people at Brookings, but I no longer need to be there all the time.

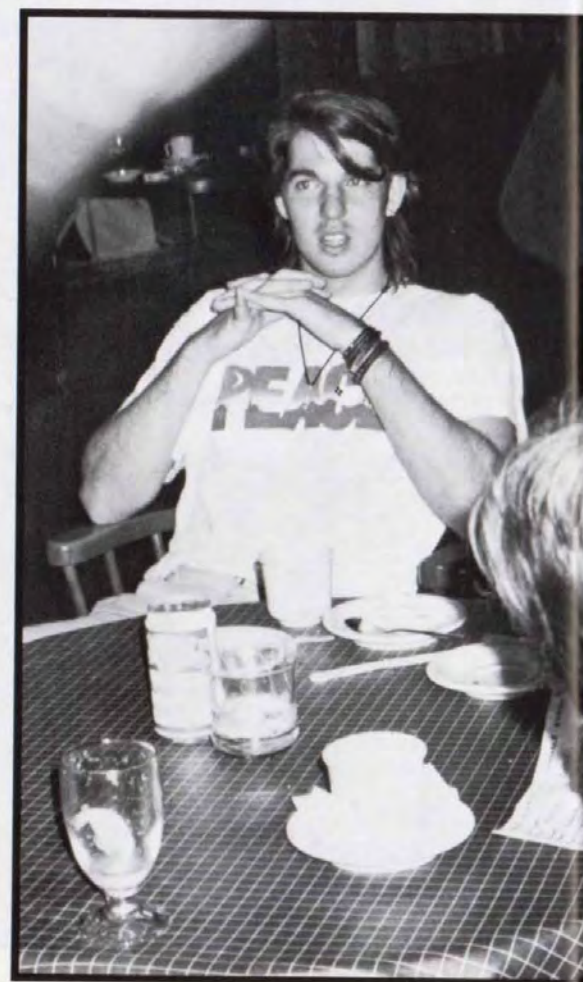
What do you see for the future of "K?"

I do not see any radical change in the near future. The crystal ball becomes cloudy after five years.

The big exercise of altering the calendar without changing the K plan went down to a crashing defeat due to the high cost. The issue is dead for a few years, even though the Provost has suggested some minor changes for the summer quarter. I do not foresee any major changes in the basic program or in the expansion of the foreign language program. There is no need for any major new fields of study to be added. I do not expect that there will be any radical changes unless they are forced by external sources, such as if enrollment drops below a thousand students. The K plan would not be economically feasible in such a situation. Losing the K plan would be devastating to "K." It is our best thing.

credit: *The Index*, interview conducted July 21, 1989, by R. John Irish

Ca • fe (ke fā) n., [Fr, coffee, coffeehouse It caffè]
 1. coffee 2. a small restaurant, esp. one serving coffee
 and sometimes providing entertainment



Ca • fe

OPPOSITE PAGE: UPPER LEFT: Jenny Wood, Tim Strunk. UPPER RIGHT: Nathan McLaughlin. LOWER RIGHT: Brad Smith. THIS PAGE: UPPER LEFT: Corinne Vorenkamp. LOWER LEFT: Julie Menruti. LOWER RIGHT: Nathan McLaughlin with audience.



While in Williamsburg, I had many unique experiences. I was involved in working in the Colonial Williamsburg costume shop, demonstrating 18th century hearth cooking, and working in a colonial tavern. I must say that the tavern was the most fun. There my job was to be the gamesmistress, and teach 18th century tavern games to the public.

The tavern got to be quite a wild place at times. There were musicians singing bawdy ballads, a strolling magician doing tricks, me teaching gambling, and, of course, the patrons themselves, who at certain times could be seen dancing on the tables, and at other times throwing entire baskets of peanuts at each other, and that was when I took my cue to duck out. Yes, Williamsburg was definitely a good time.

— Alisa Crawford
Colonial Williamsburg
Williamsburg, Virginia



My career development made me aware of politics in a way that my previous experiences never addressed. That is, I became aware of political struggles for the benefits of people and not just power. During my CD, I participated in the Pro-Choice march in D.C. I learned that women's voices and opinions do need to be heard since they often do not correspond with governmental decisions. It felt good to include myself with thousands of women ages one to one hundred fighting for freedom — the freedom to choose and the liberation of women.

— Susan Thompson
Women's International League for
Peace and Freedom
Philadelphia, Pennsylvania



Being a "K" College student, I should be used to breaking off close relationships after a short period of just ten weeks. However one relationship which grew during my CD this past winter remains very memorable and can't be listed next to any other. In addition to working in an office and getting to know the office staff I had the opportunity to work in a group home for low-functioning developmentally disabled men. Out of six residents, each one special in their own way, one man in particular stands out above the rest that I think I will never forget. He will serve as a reminder to me whenever I get frustrated.

Scott is non-verbal and has autistic traits although never diagnosed as such. He never let me hold his hand while crossing the street, or touch his back, or have any other sort of contact. My last evening at the home we had a special treat of going to see the circus. Returning late it was a rush to get everyone ready for bed before the night shift came on. While the residents were getting ready and medications were being passed out I went around to say my good-byes. I had been preparing myself for this for several weeks because I knew this was going to be difficult. Each one had given me a hug but I'm not sure if they understood at the time that I was not going to be around for a long time. When I went into Scott's room I already was on the verge of breaking down but I calmly said, "Scott, come here and give me a hug. You're not going to see me for a long time." I didn't really think he'd give me a hug and I wasn't even expecting him to let me hug him. As it turned out, to my surprise he came over put his arms around me, gave me a big hug and then climbed into bed and pulled the covers over his head.

If that wasn't proof that one person can make a difference in someone's life I don't know what is.

— Wendy Gach
Student Intern at Jewish Association for
The Residential Care of Persons W/
Developmental Disabilities
Southfield, MI

Ca • reer De • vel • op • ment



How was I to know that only a thirty day visa was given to Americans upon entry to Nicaragua? Most countries give ninety day visas. Being illegal wouldn't be the problem; the problem would be getting home again. Why I did not think about this before my twenty-ninth day will remain a question unanswered. I was introduced to some pretty powerful people who will only remember me in my hysterics. Crying huge tears for not only myself but for the whole country, I thought I would surely have to escape to Costa Rica. The next day I had my new visa. I was lucky. I had a first and a second chance. Some folks never get a first. ¡Te amo Nicaragua!

— Tucker Lee
English Teacher at the
Theological Seminary of Managua
Managua, Nicaragua



Ca • reer De • vel • op • ment



CD in London? It was great! No drinking age, lots of pubs, bands and clubs, history, architecture, . . . it's all there. And, the people are much more polite than we are. For my job, I designed plant displays all over the city. Once I was showering off a rather dirty fig tree with my spray gun. This lady was sitting there and I didn't know it, but I was drenching her. When I realized, I apologized up and down — I was **really** embarrassed. I couldn't believe what she did: she apologized for being in **my** way!

— Diane Osborne
Gardener
London, England

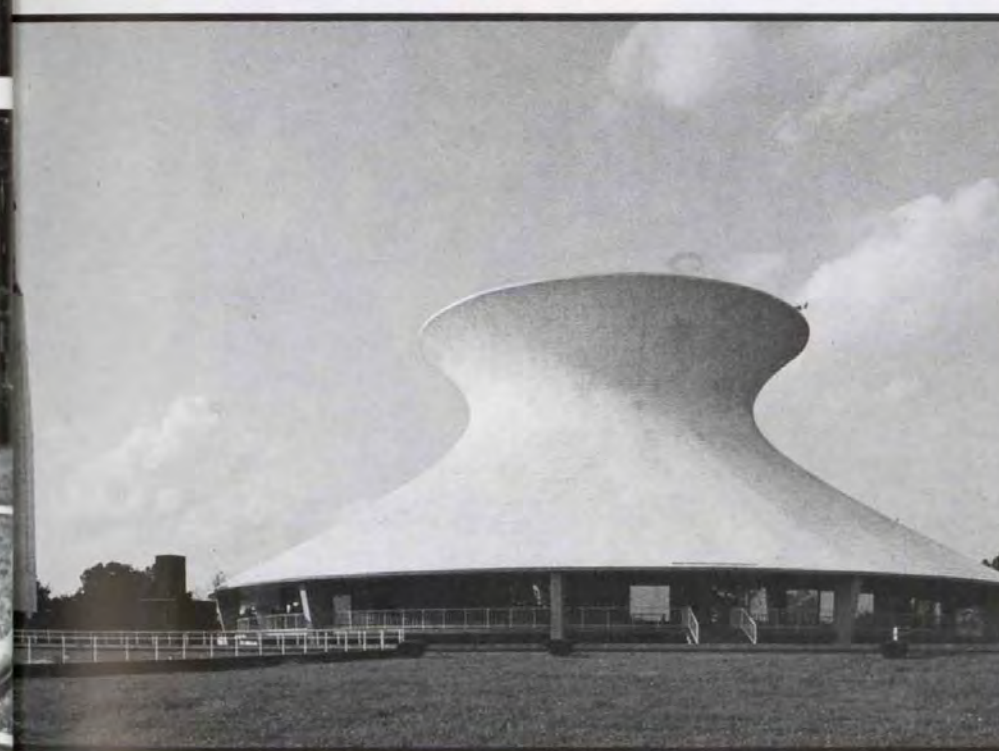
One of my funniest experiences working at Perkins occurred when our class went to McDonald's. There were 3 boys in our class, each disabled in various ways, but all full of energy and mischief. After we got our food and sat down, Harold* attempted to balance his milkshake on his shoulder. While I was trying to persuade him to stop, Jimmy*, who loves food, reached across the table and ate all of my fries without my even noticing. When I finally got Harold to stop, I returned to my lunch, only to find all of my fries gone and Jimmy sitting across from me with the biggest grin on his face that I had ever seen.

— Alison Chasteen
Teacher's Assistant
Perkins Institute for the Blind
Boston, Massachusetts



NYC was a great opportunity for one to see some of the world's finest performances of theater, dance, and music. But my best experiences didn't always happen in a famous New York performance hall — I heard some of the best music in a subway, and the most entertaining source of theater was on the streets — watching New Yorkers trying to interact with each other. In many ways I could see why my mother didn't want me to go to NYC, but at the same time, it was the best education I ever received.

— William Kolean
Administrative Assistant
Greenwich House Music School
New York, New York



quite lax about preparing for the shows. One unfortunate day, I forgot to check the cassette recorder.

I ran into the auditorium just a couple minutes before the show was to begin. I foolishly assumed that since the person before me had done the same show, all the correct audio effects would be in place. Wrong.

In the middle of the demonstration, I called a volunteer from the audience up to reenact Ben Franklin's famous lightning experience. We set the scene well: the boy wore an old colonial coat and jacket. The lights went out, except for a flashing strobe light simulating lightning. I handed him the kite and quickly hit "play" expecting fake thunder to begin rumbling. Instead the recorder began blaring, "we all live in a yellow submarine a yellow submarine, a yell . . ." Talk about embarrassing. I had to stand in front of the audience and make my own thunder effects: "Boom. Boom. Boom." From there on out, I solemnly swore never EVER to overlook this crucial aspect of performance again!

— Ann Mees
Program Assistant
St. Louis Science Center
St. Louis, Missouri

Part of my job as program assistant at the St. Louis Science Center was to perform live, audience-participatory, chemistry shows for the public every day. Talk about blind leading the blind! I'm a **fiistory** major! But, over time I became more and more comfortable with the idea and soon I felt very "at home" on the stage. As a result, I got

Char • ac • ter (kair ek ter)
 n., 1.) a distinctive mark 2.) a
 distinctive trait, quality or attri-
 bute; characteristic 3.) [Colloq.]
 an odd, eccentric, or noteworthy
 person.

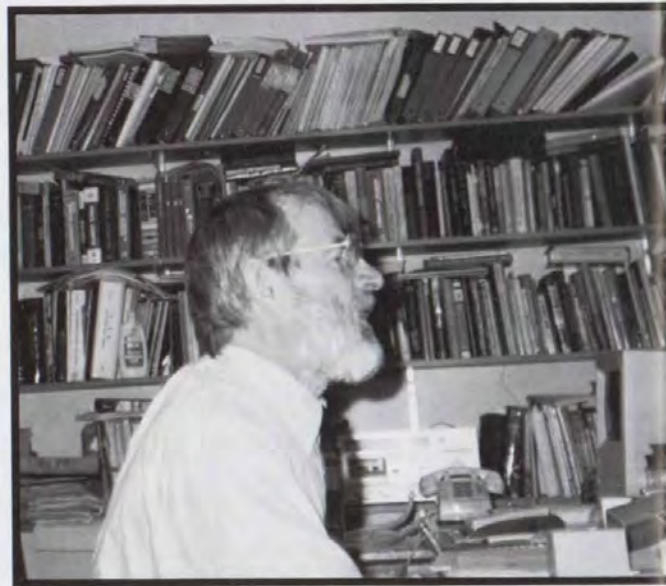


Chem • i • stry ('kem-e-strē) n.; "stressing the art of scientific thought and the role of chemistry in society, students benefit from an atmosphere that encourages research. Majors have suitable background for graduate study or teaching in biochemistry, chemical engineering, environmental science, pharmacology, molecular biology, medicinal and chemical chemistry."*

Clas • sics ('klas-iks) n.; "the program in classics is designed to afford access to the achievement of Greek and Roman antiquity through facility in the ancient languages. The program offers instruction in Latin and classical Greek as well as in classical literature in translation."*

1990 Chemistry Majors

Colleen Cosgrove, Sangeeta Gandhi, Jeffrey Ho, Linda Hsi, Michael Karls, Janice Koehler, Robert Kudla, Janice Mills, Kathy O'Connell, Mark Rampy, Jamie Stratton, Jennifer Wytko



UPPER: Richard Cook. LOWER LEFT: Thomas Smith, Catherine Reck K '92. LOWER RIGHT: Ralph Deaf. NOT PICTURED: Rhonda Craig, Daniel Derringer.

UPPER LEFT: Arthur Howard. UPPER RIGHT: Larry Wilson. LOWER: Peter Corrigan, Classics.

cross coun•try (kro-sken-trē) adj., a foot race proceeding through woods and across fields, not by roads.

Led by captains Mike Donoghue and Andy Portinga, the men's cross country team finished with a 2-4 record, winning a close meet against Adrian 27-29. The team finished fifth in the conference and fifteenth at regionals. Peter Livingstone-McNelis coached the men and will have a strong returning team in the fall losing only one senior to graduation.

K 27	Adrian	29
K 15	Olivet	50
K 49	Alma	15
K 44	Albion	15
K 50	Hope	15
K 50	Calvin	15



Led by senior captains Colleen Cosgrove and Jenny Wytko, the women's cross country team had a respectable season, improving upon last year's. While placing the same in the MIAA meet as last year, 4th, the team placed well in the Regional meet-5th out of thirteen. Most of the women set personal records for the season.

K 16	Adrian	47
K 47	Hope	15
K 38	Calvin	20
K 15	Albion	47
K 38	Alma	21



THIS PAGE: UPPER LEFT: Alberto Artasanchez. UPPER RIGHT: Jason Glenn. CENTER LEFT: Ed Dzialowski. CENTER RIGHT: Front row (L TO R): Mike Donoghue, Ed Priestaf, Jason Glenn. Back row: Coach, Peter Livingstone-McNelis, Andy Portinga, Stu Bussell, Mark Clifford, Ed Dzialowski, Alberto Artasanchez. LOWER: Ed Priestaf, Andy Portinga.



THIS PAGE: UPPER LEFT: Alison Hramiec, Susan Halasz. UPPER RIGHT: Colleen Cosgrove. CENTER LEFT: Beginning the race. CENTER RIGHT: Front row (L TO R): Kristen Browne, Jennie Wytko, Carrie Burrous, Gwen Girard. Back row: Coach Lyn Maurer, Linda Fitzpatrick, Alison Hramiec, Colleen Cosgrove, Susan Halasz, Heidi Johnnecheck.

Day of Gra • cious Liv • ing a day set aside during Spring Quarter in which students trade in their lectures for a more pleasant pursuit of knowledge outside the classroom. It is associated with an unusual ritual in which the chapel bells ring early in the morning and students feign some form of surprise.



THIS PAGE: UPPER RIGHT: Bernetta Avery, Joshua Irving. UPPER LEFT: Tammy Van Heyningen. LOWER LEFT: Eileen Bell, Evie Haight. LOWER RIGHT: Anna Dupree, Lynn Whitcomb, Wendy Kirchofer, Missy Stenger. OPPOSITE PAGE: UPPER LEFT AND RIGHT: Dr. Ellen Caldwell, Anna Dupree. LOWER LEFT: Dr. Ellen Caldwell.

Die • bold A • ward (dē bōld e wōrā) n., an award granted each year to an outstanding faculty/administration member nominated by the student body.



English professor Dr. Ellen Caldwell was named the 1990 Diebold Award winner during a Student Commission chapel service held at the end of Spring Quarter to honor students and a faculty member for their contributions to the campus community.

Named after Dr. Francis Diebold, Professor Emeritus in Biology, who taught during the 1940's and who was an avid supporter of athletics and numerous social activities, the award is given to a faculty member or an administrator who has shown an outstanding interest in student life.

According to Anna Dupree, Student Commission President, the honor is unique because, in contrast to the Lucasse Award, only students may nominate its recipient. "It is essentially the only chance for the student body to collectively express our deep appreciation to a fellow community member," Dupree noted.

In bestowing the award to Caldwell, Dupree said, "From the guidance she has generously given our college newspaper, and the commitment she has shown our innovative Writing Center, to her entertaining performances in Reader's Theater, she has been a community member who always gives more than anticipated. In addition to her activities, she has continued to touch students with her willingness to go beyond the classroom setting with personal guidance and encouragement."

"Whatever the time of day, she will invite students into her office who need help with her class, another class or with life's problems," commented one student who nominated Caldwell for the award. Another said, "Few professors on this campus can instill enthusiasm, interest and confidence in students as well as she can; If anyone is deserving of this award, she is definitely that person."

*credit: Kim Plaxton, Kalamazoo College Index



Dorm Ac • tiv • i • ties (dōrn ak tiv e tēz) n., get-to-know-your-neighbor get-togethers



UPPER LEFT: Susanne Kock. UPPER RIGHT: Megan Norman, J.
Adams. CENTER LEFT: serving line at the Trow Barbecue. LOWER LEFT:
Adam Gibson. LOWER RIGHT: Whitney Thomas, Jennifer Huckabee.



Ec • o • nom • ics (ek-e-'nām-iks) n.; "encompassing
studies of economic problems, theories, and policies, the department
prepares students for future careers in banking, investment analysis,
international trade, and economic research and analysis organizations.
Courses offered through the department cover basic economic prin-
ciples, quantitative tools and methods, principles of accounting,
economic development and public finance."*

1990 Economics Majors

Joanne Alig, Catherine Allenbach-Illaire,
Paul Amodei, Adam Arnett, Lesa Baar,
Pamela Bacon, Jeffrey Bainbridge, Susan
Bellers, John Bowen, Geoffrey Brieden,
Steven Brown, Karen Camuthers, Peter
Cirulis, Paula Constantini, Sharon Dabideen,
Melissa Dinverno, Du Duong, Anna
Dupree, Monique Ebell, James Fish, Jane
Fritz, Sangeeta Gandhi, Edward Gent,
Michele Giffels, James Hager, Christina
Henderson, Patrick Hodapp, Heather Jones,
Amy Judd, Damanjit Judge, Leslie
Kareckas, Douglas Kellar, Charles King,
Cary Kountoupes, David Laidlaw, Richard
Marion, Lynn Mawhinney, Ann Maxwell,
Jill Meneilley, Kelly Moody, Alexander
O'Kulich, Kathy Pao, Lynn Parikh, Kim
Paterson, Robert Penn, Chad Perry,
Geoffrey Price, Mark Rappy, Lynn
Rancilio, David Rhoa, Daniel Rockey,
Donald Rutledge, Shahab Safapour, Nina
Schneider, Sylvia Schwaag, Fredrik Serger,
Sheryl Sloboda, Alice Smith, Owen Smith,
Suzanne Smith, Simon Stein, John Taft,
Jerry Thompson, Timothy VanDenBerg,
Teresa Velarde, Roy Villani, Jonathon
West, Daniel Wort

UPPER: Ahmed Hussen. CENTER: Hannah Hiles.
CENTER: Fred Strobel. LOWER: Phil Thomas. NOT
PICTURED: Thomas Breznau.

Ed • u • ca • tion (ej-e-'kā-shen) n.; "providing students with the opportunity for careers in secondary education, the department awards certificates meeting teaching requirements in Michigan and other states. Course offerings are also helpful to those planning to instruct at the college level or in such fields as the ministry, business, industry, or social work."*

En • glish ('in-glish) n.; "through literature courses and emphasis on writing in specialized courses, the department aims to acquaint students with significant works of English, American, and world literature. Discussion, literary technique, and the expression of both analytical and creative ideas form the basis for many classes."*

1990 English Majors

Kristi Bierschbach, Anna Borgman, Heather Brady, Andrew Dumsch, Emily Fries, Andrew Gemrich, Mary Gerdes, Pauline Harris, Wendy Henninge, Susan Hostetler, Robert Irish, Royce Kallerud, Gretchen Knapp, Brita Muller, Michelle Pettit, Steven Raymond, Kathryn Stahl, Devon Thomas, Rebecca Young

THIS PAGE: UPPER: Romeo Phillips.
LOWER: Tom Smith (Chemistry), Nora Evers.
OPPOSITE PAGE: UPPER: Ellen Caldwell.
CENTER LEFT: Gail Griffin, Scott Friesner.
CENTER RIGHT: Richard Stavig. LOWER
LEFT: Herb Bogart. LOWER RIGHT: Conrad
Hilberry.

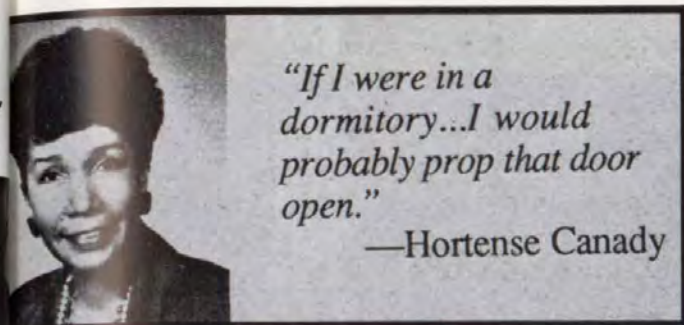


ex•am week ex•trav•a•gan•za (ig-zam wēk ik-strav-e-gan-ze) n., tension release.

Sunday night before exam week, students gathered to feast upon pizza, ice cream, and pop to relax for a brief moment before exams began. Faculty members served the junk food, mainstay of every student's college life, while all danced to music by a live band.



THIS PAGE: UPPER: Tom Higgins, Joe Attia, Rick Sherwood. LOWER LEFT: Ann Hilberry, Spanish/English professor; Lyn Raible, Psychology professor. LOWER RIGHT: The dance floor.



"If I were in a dormitory...I would probably prop that door open."
—Hortense Canady

Campus Security Tightens

Despite negative student response, the new security measures will be given at least a quarter trial, according to Kalmazoo College Acting President Timothy Light.

"I don't want to scuttle any major portion of it before we see how it works," Light said Friday as physical plant workers finished installing door alarms and peepholes in the residence halls.

The changes came at the recommendations of last quarter's Security Task Force, formed in response to the alleged rape of a "K" student in her dorm room.

The task force was disbanded after two weeks, and decisions are now being made by the president's office, student services and the business office.

"This is not a voting matter," said Light. "This is one of those cases where the buck stops here."

Conceding the changes will cause some inconvenience to students, Light said this was justified in light of improved security.

In addition to the recoring of residence hall doors and the new alarm system limiting access to one or two doors per dorm, a trial desk monitoring system in DeWaters and Harmon halls is being implemented. At first, the desks will cover only the hours that each dorm is open to the public for locker hours and the Health Center.

LaPlante and Light said there is a strong possibility of a more



comprehensive monitoring program. "We're taking it step by step and trying to find out what's workable," Light said.

The physical changes could cost the College as much as \$188,000, although the final figure will probably be much lower, according to Director of Business and Finance Tom Ponto.

"We're in the process of recruiting our own security force (to replace the current service which is contracted through an outside agency)," he said, noting he hopes the force will be in place by March 1.

*credit to the Index, Anna Borgman and Bill Romberg.

Ex • it ('eg-zet) n., a way out of an enclosed place.

- 10/31/89 K College student reports she was raped in her dorm room.
- 11/6/89 Administration appoints security task force.
- 11/8/89 Student Commission votes "overwhelmingly" against a task force proposal to restrict student access to one dorm.
- 12/6/89 Petition signed by 97 students is presented to the Administration advising that there is opposition to the measures that were recommended.
- 1/2/90 Students return to campus to find outside locks on dorms recored.
- 1/8/90 Vaughan Maatman, Marilyn LaPlante, and Timothy Light schedule meetings in each dorm to discuss security changes. One student commented, "The administration told us what they were going to do and that they didn't care what we had to say."
- 1/17/90 Alarms activated on emergency exits.
- 1/17-1/29 Students meet repeatedly with LaPlante, Light, and Maatman about security concerns.
- 2/1/90 Students organize petition that is signed by 705 out of 879 students.
- 2/2/90 7:30 am — Students take their case to members of the Board of Trustees. 4:30 pm — Light meets with petition organizers, tells them no changes will be made because of the petition.
- 2/5/90 Student Commission appoints 5-member task force to coordinate student opinion.
- 2/6/90 Student task force meets.
- 2/12/90 Students finalize proposal.
- 2/13/90 Students present proposal to administration.
- 2/16/90 Deadline for written administration response.

"These youngsters all think that nothing will ever happen to them."
—Emeral Crosby



fan•shen (fan-shen) n., 1. to turn over. 2. the fall play at K.



The setting is Long Bow, China. The time is approximately 1947. Fanshen is a true story of how the Chinese Revolution affected this small town. In recreating this story, the theatre department enlisted the help of Madeline Chu to help with pronunciation, among other things. The cast prepared for the play for approximately six weeks and received rave reviews.



THIS PAGE: UPPER LEFT: Carter Dougherty, Steven Andrews, L. Beckwith. UPPER RIGHT: Dominic Smith, Kate Warner. LOWER: Rebecca Harendza, Steven Andrews, Megan Carney, Carter Dougherty. OPPOSITE PAGE: UPPER LEFT: Kendall Buhl. UPPER RIGHT: Dominic Smith. LOWER: Cast and Crew Fanshen.



field hockey (fē-ld hāk-ē) n., a game played in a field in which two teams try to drive a small object through opposite goals by hitting it with a curved stick.



"It was a year of firsts for the K College field hockey team," says Coach Alan Martens. The team qualified for post-season competition, the first time in a decade. The season record totaled 8-10-1 with two of the defeats, Oberlin and Goshen, also listed as firsts for the team. Asst Coach Mike Lunney provided "invaluable" leadership as did captians Cyndi Reiden and Julie Katsaras.



K 0	Wittenberg	6
K 1	Calvin	5
K 4	Adrian	0
K 0	Bellermine	1
K 1	Transylvania	0
K 4	Berea	0
K 0	Hope	2
K 2	Hanover	0
K 1	Goshen	2
K 1	Franklin	0
K 4	Adrian	1
K 1	Calvin	2
K 0	Hope	1
K 1	Goshen	1
K 1	Oberlin	0
K 0	Dennison	4
K 1	Goshen	0
K 0	Bellermine	1
K 2	Goshen	2

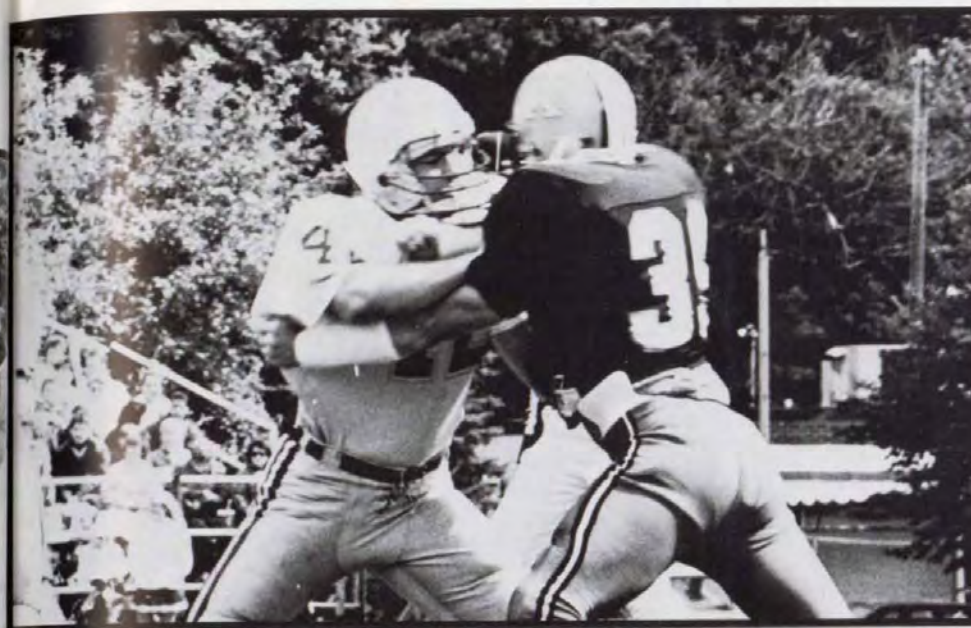
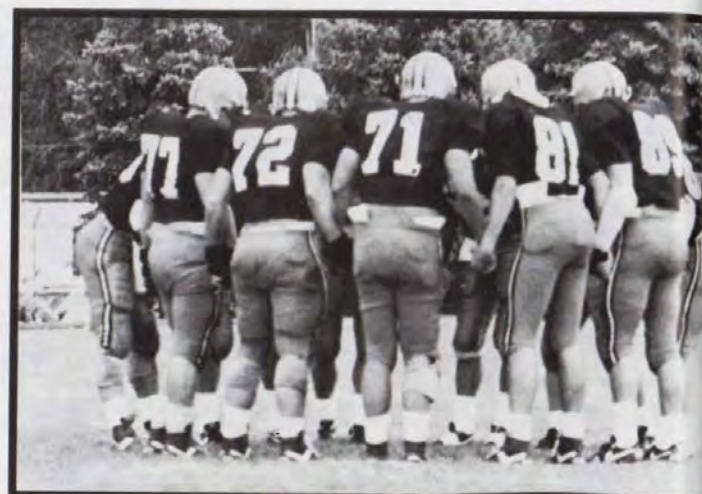
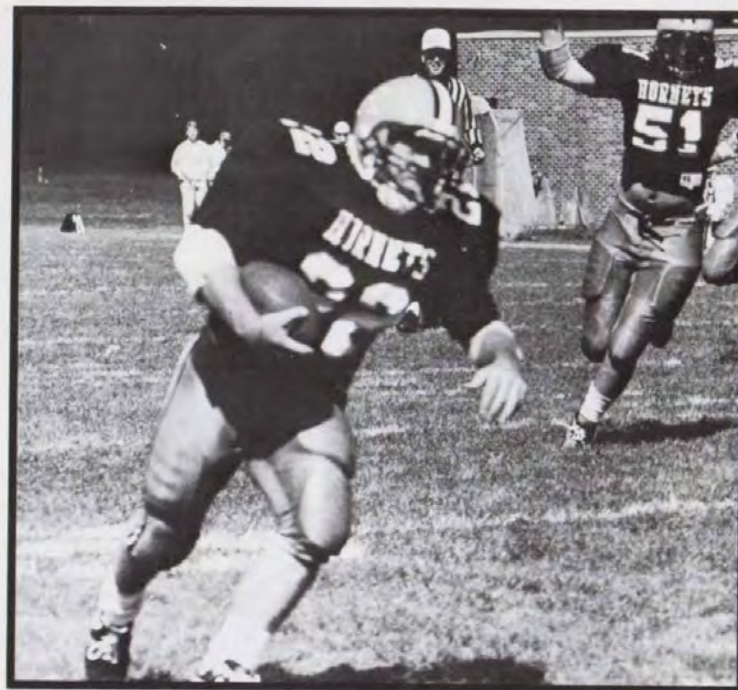


OPPOSITE PAGE: UPPER: Amy Harnden, Sally McNally watch as teammate begins action. LOWER LEFT: Team during play. LOWER RIGHT: Julie Katsaras. THIS PAGE: UPPER LEFT: Jo Fox. UPPER RIGHT: Heather Botsford.



1989 Field Hockey Team (L TO R): Front row: Meena Moosavi, Kristin Johnson, Jo Fox, Heather Botsford, Amy Harnden. Back row: Coach Alan Martens, Julie Katsaras, Jocelyn Gerich, Cyndi Rieden, Annelise Berger, Sally McNally, Asst Coach Mike Lunney.

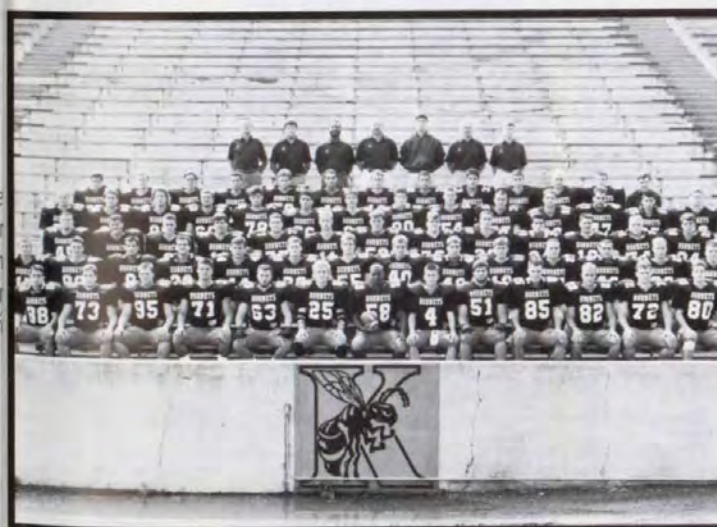
foot•ball (fut-bol) n., a game in which 22 guys try to move the skin of a pig.



K 6	Marietta	31
K 21	Kenyon	21
K 7	Olivet Nazarene	40
K 6	Ohio Northern	22
K 7	Albion	24
K 15	Alma	23
K 0	Olivet	26
K 0	Adrian	28
K 23	Hope	21



The 89 Hornet football season closed with a bang when the Hornets defeated the Flying Dutchmen of Hope on November 4th. For the first time in two decades, K brought home the infamous wooden shoes. The last win is a good springboard for next season. With a new coach coming in, hopefully fewer injuries, and experience, the future looks bright for the Hornet football team.



OPPOSITE PAGE: UPPER LEFT: Chad Wykhilus going in for TD. UPPER RIGHT: Time out. CENTER LEFT: Mark White. CENTER RIGHT: Tom Anderson, Gary Kurc. THIS PAGE: UPPER LEFT: Gary Wilson. UPPER RIGHT: Dino Daftsiros. CENTER LEFT: Mark Abbott. CENTER RIGHT: Todd DeKatch. LOWER: Members of the 89 Hornet Football Team.

For • eign Stu • dent Student on loan from another country for the purpose of mutual learning.



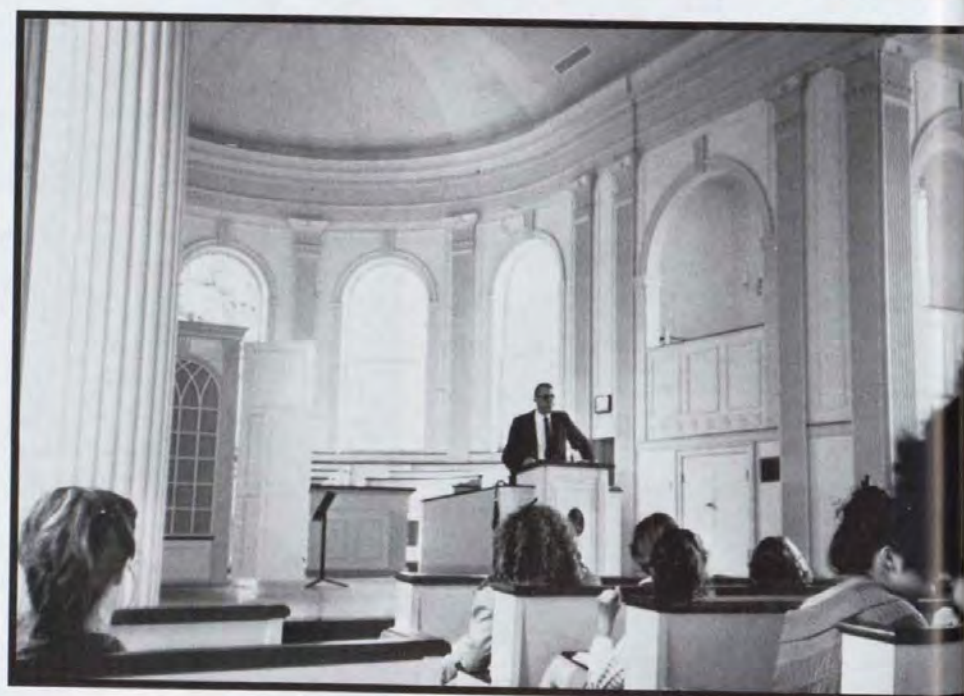
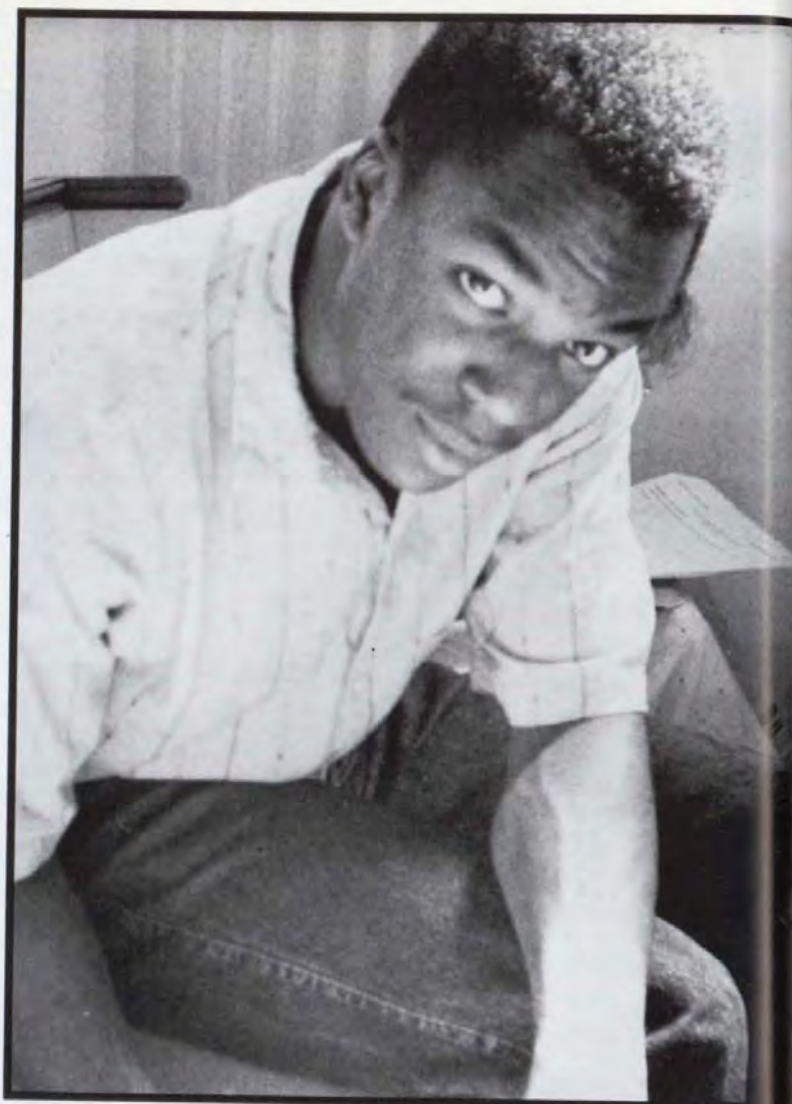
THIS PAGE: UPPER LEFT: Dominique Weishaar, Lisa Tansey. UPPER RIGHT: Laura Artasanchez. LOWER LEFT: Frederique Brosset. LOWER RIGHT: Anton Kugler, Liza Silva. OPPOSITE PAGE: UPPER LEFT: Blanca Castro, Carmen Sanchez. UPPER RIGHT: Mark Hafin. LOWER LEFT: Kolean Mackey. LOWER RIGHT: Suzanne Koch.

For • eign Stu • dent



foreign study (För' in stud' e)
 n., [ME forein OF forain VL foranus:
 ME studie OF estudie L studium] a
 three or six month period abroad char-
 acterized by enrollment in an academic
 institution. Participants can be identified
 by their "excellent" command of the
 host language, ability to discreetly wash
 clothes in public drinking fountains, and
 willingness to emerse themselves in the
 local setting (i.e. bars).

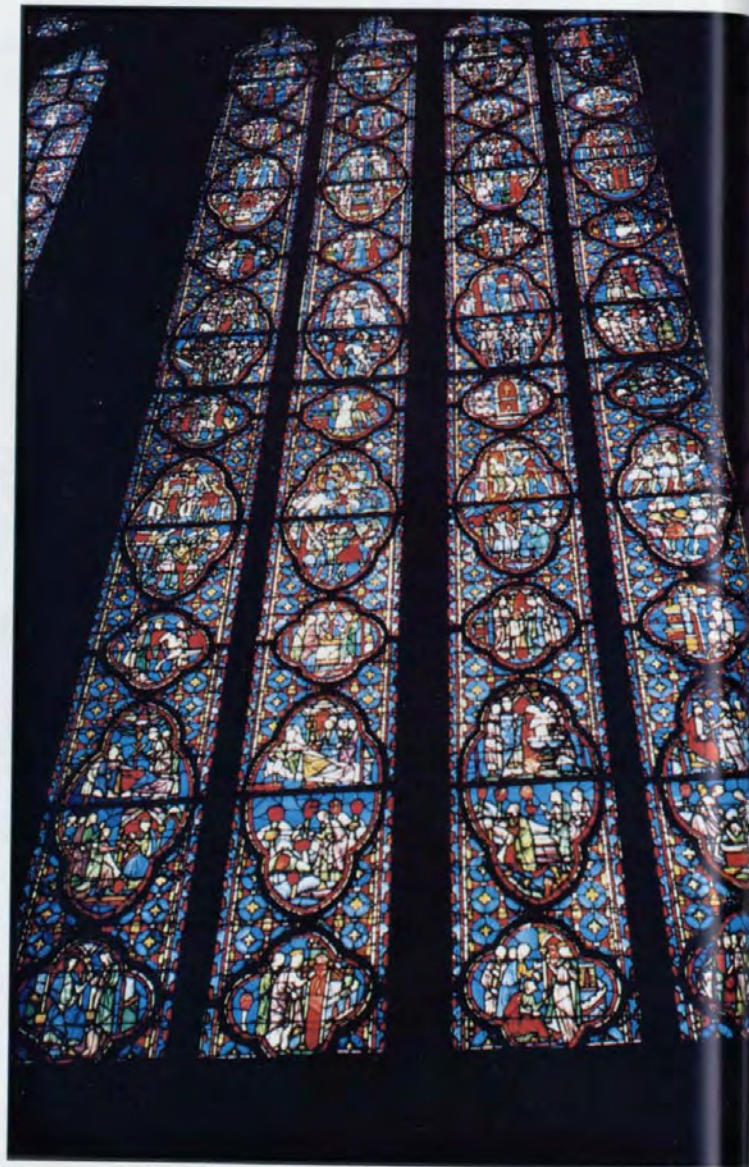
In 1958, Kalamazoo College, financially supported by the S.R. Light Trust, first piloted its own foreign study program. Early participants, limited in number, had the choice of studying in Caen, Bonn, or Madrid. Over a thirty year span, however, the number of centers increased, as did the number of participants. Students have hence studied not only in France, Germany, and Spain, but in Colombia, Japan, Sierra Leone, Senegal, Nairobi, Italy, Hungary, Denmark, England, and wherever else their dreams and ambitions have led them. Approximately 90% of each class regularly participates in the foreign study program which is presently under the direction of Dr. Joe Fugate and Dr. Michael Vande Berg. Students are prepared for their time aboard in weekly orientation sessions the quarter prior to departure. During this quarter, visas are attained, paperwork filled out, and immunizations given . . . all in anticipation of the looming departure date. Yet, for all the nervousness and hassle, few return with regrets. There is no substitute for the experience of having "the world as your campus."



THIS PAGE: UPPER RIGHT: Andy Cohen of Haverford College applies for a visa to Sierra Leone. LOWER LEFT: Dr. Joe Fugate. LOWER RIGHT: Wednesday afternoon orientation meeting. OPPOSITE PAGE: UPPER LEFT: Mexico (Susan Carlson). LOWER LEFT: England (Alisha Rohde). LOWER RIGHT: Spain (Edie Linton).

foreign study





OPPOSITE PAGE: UPPER
LEFT: Italy (Robin Lake).
UPPER RIGHT: France (Diana
Knickerbocker). LOWER
RIGHT: Wales (Alisha Rohde).
THIS PAGE: UPPER LEFT:
East Germany (Alisha Rohde).
LOWER LEFT: West Germany
(Diana Knickerbocker). LOWER
RIGHT: Greece (Robin Lake).



OPPOSITE PAGE: UPPER RIGHT: Italy (Edie Linton). LOWER LEFT: Wales (Alisia Rohde). LOWER RIGHT: France (Kristin Bierschbach). THIS PAGE: UPPER LEFT: Sierra Leone (Lynn Whitcomb). LOWER LEFT: England (Kristin Bierschbach). CENTER RIGHT: Italy (Susan Halasz).



THIS PAGE: UPPER LEFT: Italy (Robin Lake).
UPPER RIGHT: Sierra Leone (Lynn Whitcomb).
LOWER RIGHT: West Germany (Doug Kellar).
OPPOSITE PAGE: UPPER LEFT: Denmark
(Alisha Rohde). LOWER LEFT: France (Diana
Knickerbocker).





THIS PAGE: UPPER LEFT: West Germany (Diana Knickerbocker). UPPER RIGHT: Austria (Alisha Rohde). LOWER LEFT: Austria (Robin Lake). LOWER RIGHT: (Diana Knickerbocker). OPPOSITE PAGE: UPPER LEFT: Italy (Alice Smith). LOWER LEFT: Sierra Leone (Lynn Whitcomb). LOWER RIGHT: West Germany (Edie Linton).

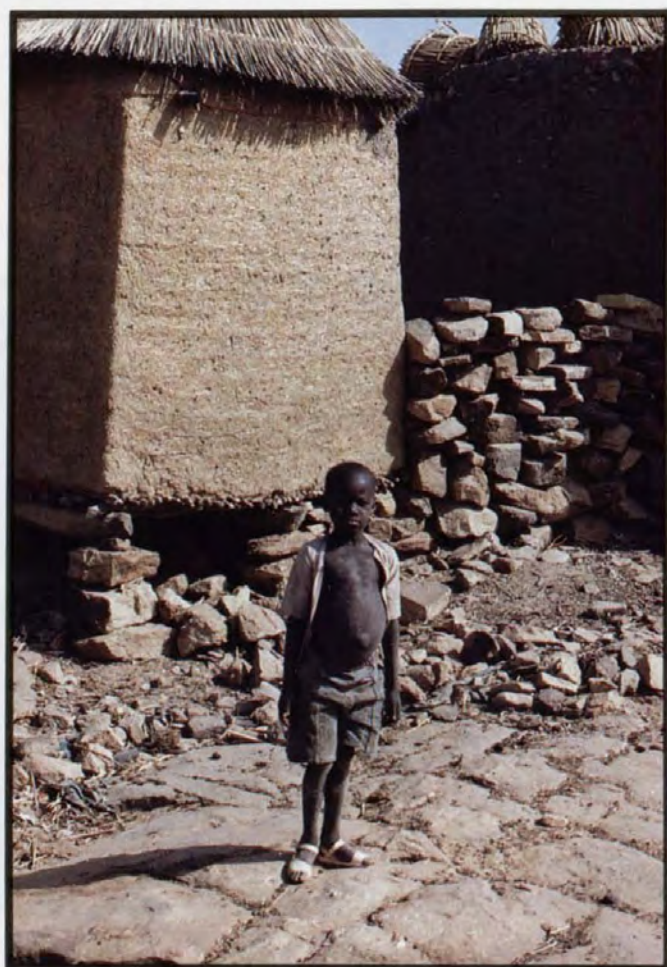


THIS PAGE: CENTER LEFT: Senegal (Denise Miller). UPPER RIGHT: England (Alisha Rohde). LOWER RIGHT: Sierra Leone (Lynn Whitcomb). OPPOSITE PAGE: UPPER LEFT: West Germany (Alice Smith). LOWER LEFT: France (Diana Knickerbocker). LOWER RIGHT: Sierra Leone (Lynn Whitcomb).

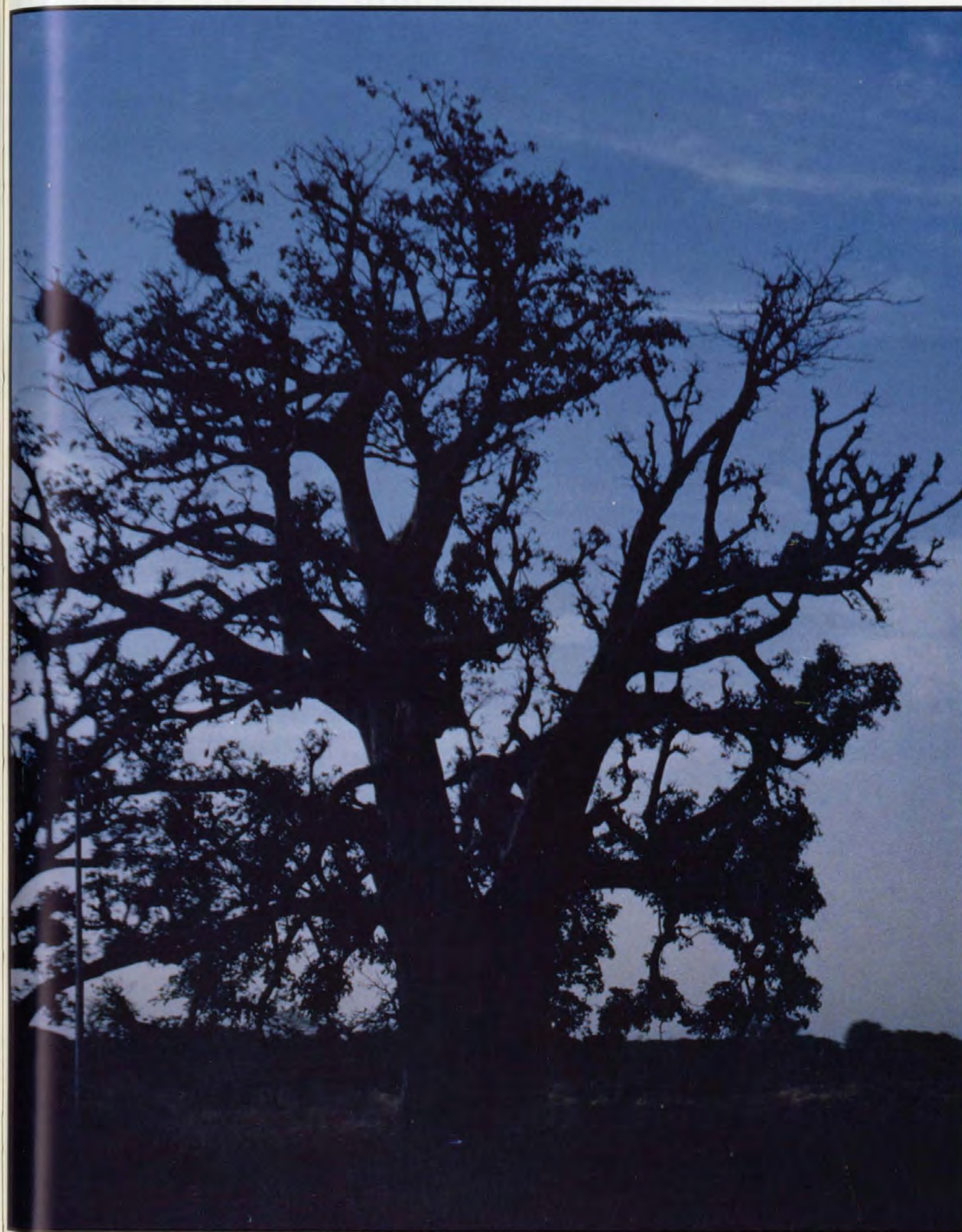




OPPOSITE PAGE: UPPER LEFT: Turkey (Robin Lake). UPPER RIGHT: West Germany (Diana Knickerbocker). LOWER RIGHT: East Germany (Alice Smith). THIS PAGE: UPPER LEFT: Sierra Leone (Lynn Whitcomb). UPPER RIGHT: Senegal (Denise Miller). LOWER LEFT: Italy (Diana Knickerbocker).



THIS PAGE: UPPER LEFT: Mali (Denise Miller). UPPER RIGHT: Switzerland (Diana Knickerbocker). LOWER RIGHT: Spain (Susan Halasz). OPPOSITE PAGE: Sierra Leone (Lynn Whitcomb).



fresh•per•son (fresh' pei' sen) n., student in the first year of a college program, i.e. "the new kid on the quad."

What was your favorite part of freshman year?

- a) meeting new friends
- b) moving away from home
- c) Zoology
- d) weekends

What was the worst part of freshman year?

- a) homesickness
- b) my introduction to SAGA
- c) an 8:00 class Winter Quarter
- d) community bathrooms

How many times did you lose your meal card Fall Quarter?

- a) once
- b) I can't count on one hand
- c) I can't count on both hands
- d) never + I tied it around my neck

My first roommate was

- a) very nice
- b) very interesting
- c) a close relative of Godzilla
- d) no comment

What time did you arrive for your first class at K?

- a) 30 min. early — pen, notebook, and text in hand
- b) by the skin of my teeth
- c) fashionably late
- d) I never made it — I got lost in Dewing

In order to stay awake during my first all-nighter . . .

- a) I took an ice cold shower
- b) I drank six cups of coffee
- c) I bought every can of Coke in the machine
- d) I danced to Guns N' Roses while on 78 r.p.m.

How many quiet hour violations did you have by the end of your first year?

- a) none — if I'm not in bed by 11, I turn into a pumpkin
- b) just a couple warnings
- c) enough to do physical plant work
- d) enough to be considered an indentured servant of the physical plant

In the upcoming years, I most look forward to . . .

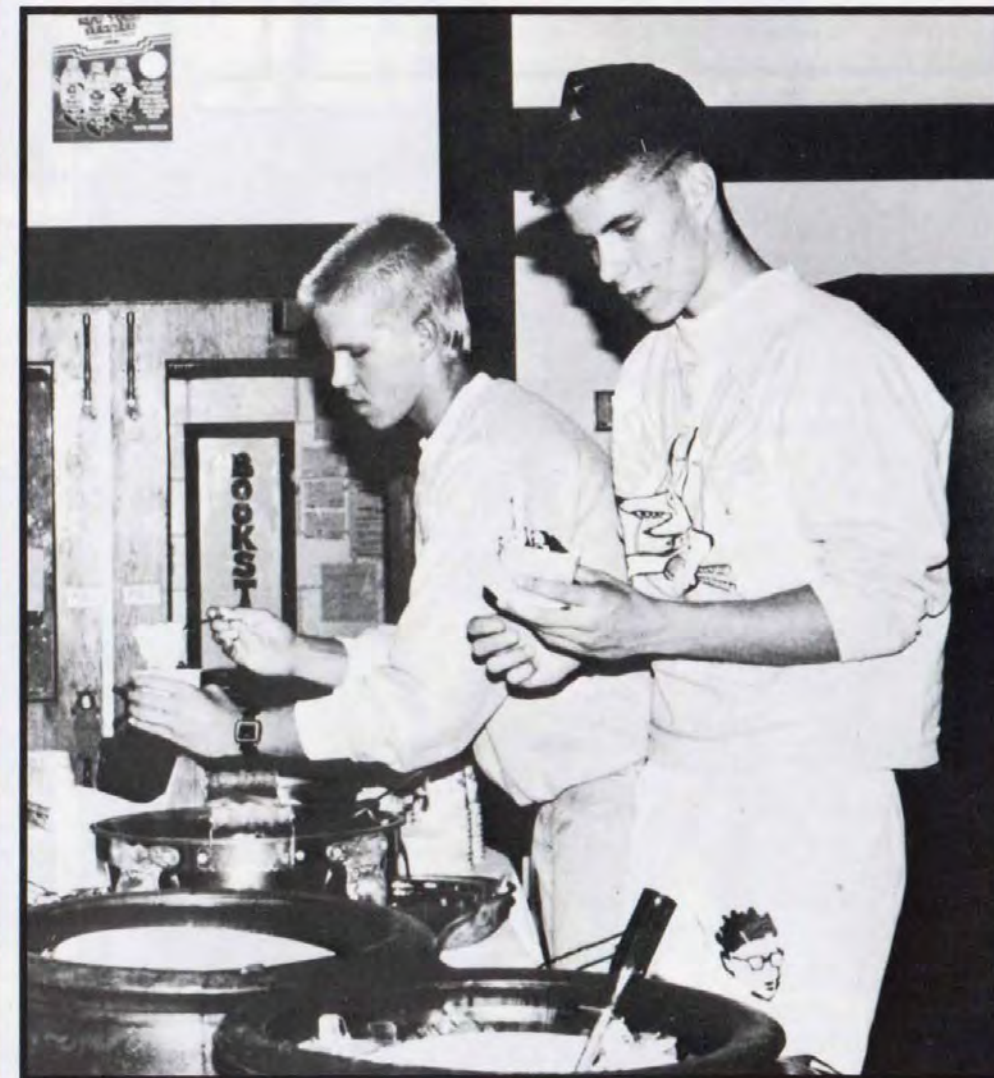
- a) foreign study
- b) Inorganic Chemistry
- c) getting a suite in Severn
- d) graduating



frosh ori • en • ta • tion (frosh ōr-ē-ən-tā-shən) n., getting used to this place.

While the first week of college may be greeted with anticipation and excitement by an incoming freshman, there is undoubtedly, a certain sense of foreboding in the mind of each new arrival. Orientation Week was not only used as an opportunity for students to attend workshops and placement tests, but to begin establishing new friendships. The scavenger hunt was used to quicken the pace at which each individual began to find their way around campus, while the Activities Fair gave everyone a chance to get involved in K community. Other events — Ice Cream Social, the hayride, & the squaredance — helped break down the shy barriers. Essentially, this week gave each new freshman an opportunity to ease their transition into the hectic world of K life.

THIS PAGE: UPPER: Karen Carney. LOWER LEFT: Tony Kirk. LOWER RIGHT: Dave Marcinek, Jason Bull.

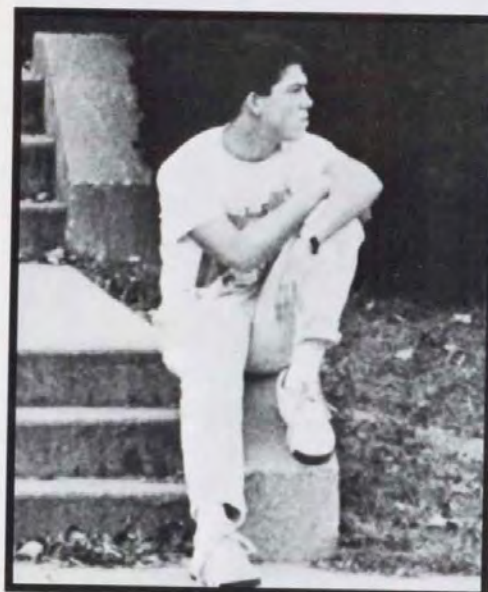




THIS PAGE: UPPER LEFT: Melissa Bingen. UPPER RIGHT: Diana Flynn. LOWER LEFT: Christina Gamilian, Jeff Horne. LOWER RIGHT: Tina Marlow, Keirya Langkamp.

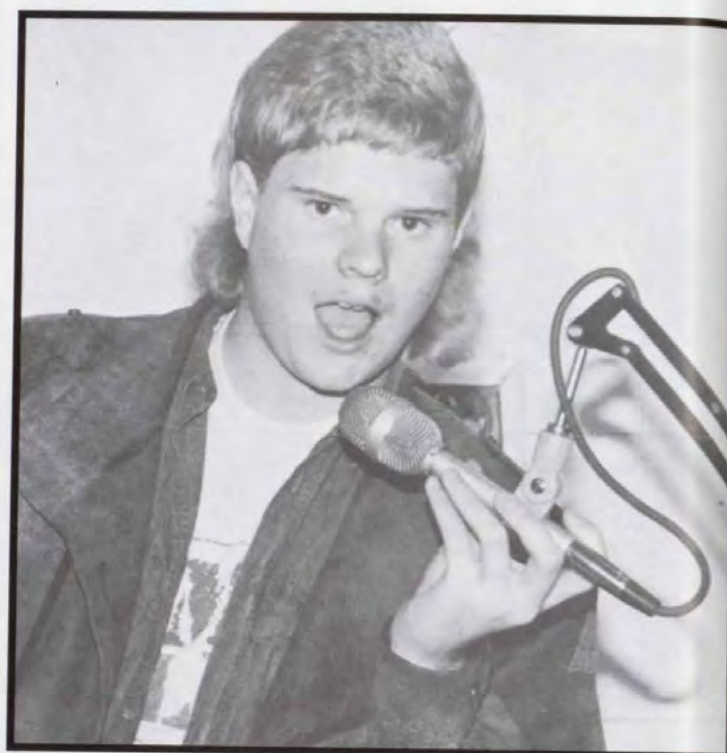


THIS PAGE: UPPER: Kristof Vermeersch, David Gottschalk, Tony Benac. LOWER LEFT: Sara Ranger. LOWER RIGHT: Cara Francomb, Andy Collins.



THIS PAGE: UPPER RIGHT: Rob Roux; UPPER LEFT: Matt Smith, Dale Collier. CENTER: Julie Delamarter. LOWER RIGHT: Tawna Ledesma; LOWER RIGHT: Al Hannah, Tracy Carlson. OPPOSITE PAGE: UPPER LEFT: Jeff Rothlein. UPPER RIGHT: Amy Newman, Angie King. CENTER RIGHT: Jennifer DeLeeuw. LOWER LEFT: Tamea Johnson, April Anderson. LOWER RIGHT: Sam Khasnan.





OPPOSITE PAGE: UPPER LEFT: Jason Brown, Theresa Braunschneider. UPPER RIGHT: Mike Finnegan. LOWER LEFT: Jennifer Birtles. LOWER RIGHT: Brad O'Neill. THIS PAGE: UPPER LEFT: Jenny Mueller. UPPER RIGHT: Laura Miller. LOWER LEFT: Liz Oostendorp, Charlie VonEschen. LOWER RIGHT: Michelle Arndt, Christine Olah, Kim Plaxton.

Fris • bee Golf

('friz-bē gölf) n., a game based on the rules of golf played at all hours of the day and night; a game played by persons some regard as "head-hunters."

UPPER: Matt Benson.
LOWER LEFT: Lewis Miller. LOWER RIGHT: Jofin Ray-Kiel.



golf (golf) n., a game whose object is to sink a ball into a hole by using as few strokes as possible.



Under 2nd year coach Bob Kent, it was another exciting season for the Hornet golfers. Although the youngest team in the MIAA, their youth makes for a great rebuilding season that shows very strong promise. Led by sophomore co captians Andy Pifer and Mike Soenen (not pictured), the team was able to remain competitive. This would not have been possible had it not been for the consistant play of Andy Patterson with help from Rob Penn and Lance O'Donnell. Seasoned freshmen Mike McFall, Dave McKee, Steve Shadik, and Dan Sarya have also gained the experience that is sure to bring great things to K golf for the years to come.



PICTURED: UPPER LEFT: Seniors Rob Penn, Paul Minor. UPPER RIGHT: Members of the team (L TO R): Lance O'Donnell, Dave McKee, Andy Patterson, Mike McFall, Paul Minor, Rob Penn, Steve Shadik, Dan Sarya. LOWER LEFT: Coach Kent.

hal•low•een (hal-e-wēn) n., October 31 observed with merrymaking and the playing of pranks by children in the evening.

During the horrors of midterms, nothing could be more appropriate than the haunting frivolity of Halloween celebrations. Early in the week, bands of assorted faculty children dressed as ghouls and goblins roamed from dorm to dorm in search of treats.

On All Hallows Eve, K students and faculty sought sanctuary in Stetson for a myriad of macabre performances. The program opened with several instrumental pieces that served to create the appropriate mood; a comically gruesome Peter Hopkins then entertained with several grimly humorous pieces. The choir, appropriately attired, concluded the evening's entertainment with a haunting rendition of "Ain't Got Time to Die."



UPPER LEFT: Vicki Plano. UPPER RIGHT: Teen age Mutant Ninja Turtle. CENTER LEFT: Peter Sotherland and mom Pam. CENTER RIGHT: Paul Reppenhagen, Joe Ciesinski. LOWER LEFT: Laura Milkins, Jen Renkowski, Jen Feurstein, Meena Moosavi. LOWER RIGHT: Eric Tongren.



UPPER: Kris Gottschalk, Lynn Whitcomb. LOWER LEFT: Sarah Van Den Berg, Cyndi Van de Riet, Mindy Cullinan, Rebecca Wolfe, Nicole Robichaud. LOWER RIGHT: Julia Raddatz.

Health Sci • enc • es ('helth-'si-ens-ez) n; "the core curriculum provides a common background which makes possible a unified seminar program throughout the senior year and insures a reasonably broadly based scientific background."*

His • to • ry ('his-t(e)-rē) n.; "one of the oldest of academic disciplines, an education in history equips individuals to understand and appreciate the world and meet its challenges. History maintains that people and society are the products of their past; therefore, an understanding of the past provides the insights necessary to both personal and social development."*

1990 Health Science Majors

Allen Bragdon, Robert Butryn, Dawn Detwiler, Susan Halasz, Frederick Hartker, Jerald Henry, Monica Nichols, Nicole Robichaud, Shahab Safapour, Jon Stackpole, David Tyggum, Malcolm Williamson



UPPER: Jofin Wickstrom, David Strauss. LOWER LEFT: Sally Olexia. LOWER RIGHT: Michael Khodarkovsky.



UPPER: Jimmy Kandeh (Political Science), Sandra Greene. LOWER LEFT: David Barclay.



1990 History Majors

Amelia Afsari, Chris Charleville, Paula DeVos, Michael Dunagin, Stephanie Harker, Jason Johnson, Edith Linton, Darcy Long, Sean McDermott, John Meehan, Stephanie Sechler, Ethan Segal, Heidi Strobel, Geoffrey Tani, Jeffrey Techentin, Ronald Young

His • tory (his tō rē), Kalamazoo College (1833-)



In response to a call for competent Baptist workers in the mission field of Asia, numerous attempts were made throughout the breadth of our land to establish schools for higher learning. These were to be denominational. Men, filled with the enthusiasm kindled in the Eastern States, went into the wilds of the western region with the immediate purpose of missionary work and teaching. Mr. Merrill had been in charge of a private preparatory school in Ann Arbor. Finding the eastern part of the state unfavorable for his plans, he pushed toward the west and, following an Indian trail, came upon one lone cabin which was to him as a bright hope destined to be ever after that for Kalamazoo.

EXPENSES.

Tuition in any department,..... \$8.50 per term.
Room Rent in the Dormitory,..... \$4.00 and 5.00 " "
Board for young men at the Ladies' Hall,..... 2.25 per week.

There are also approved private boarding-houses near the College, where board, either with or without rooms, can be obtained at reasonable rates. Students frequently board themselves in their own rooms in private houses, or get their meals in clubs, and thus diminish their expenses.

Those who desire it can generally find remunerative employment for their leisure hours, and thus help to pay their expenses.

A matriculation fee of five dollars is to be paid on first entering the collegiate classes.

For expenses for young women at the Ladies' Hall, see "Buildings."

All bills must be paid in advance.

2

WANTED: TWO MEN—No lovelorn Don Juans Accepted. A substantial quota of pep; but, please no rationing of common sense. We're on no husband hunting campaign, sirs, nor are we looking for million dollar entertainment. Dance a little, laugh a little, talk a little—you, too. Well, Trowbridge isn't so far away. X and XX.

FOR SALE—Kute Kampus Coat—A practically new olive drab sport coat. Corduroy. Just the thing to make an impression on your girl. Size 39. Original price \$15.00. Worn 4 times. Reduced to \$10.00. See Bob Aaron.

3



OPPOSITE PAGE: 1.) Kalamazoo College Campus, Williams Hall, ca. 1857. 2.) Kalamazoo College Handbook, 1889-90. 3.) Index, Oct. 16, 1942. THIS PAGE: 4.) Dr. Maynard M. Conrad, n.d. 5.) Sherwood Rhetorical Society, Nov. 19, 1937. 6.) Kalamazoo Gazette, 1930's. 7.) Faculty Memoranda, Apr. 17, 1950.

November 26, 1937

My dear Mr. Stucke:

Because of the fact that the oldest Society on the campus, namely the Woods, GOD BLESS 'EM, have this year the undersigned in Partis of the Sherwood Rhetorical Society, I regret the fact that it is impossible for me to attend your beloved course in MARKETING AND MERCHANDISING on November 21st 1937. I am sure you will make us all proud and successful in your course.

Sincerely yours,
Robert M. Conrad
Dr. Maynard M. Conrad

5

Girls' Dorm Damaged by 'Joke' Blast

Trowbridge House, the women's dormitory at Kalamazoo College, was damaged late Monday night by an explosion of a small stick of dynamite, which was set off by student pranksters, police reports showed.

No one was injured but six windows in the dormitory were shattered. The repercussion of the exploding dynamite in the west quite section of four youths but did not hold them. One of the youths told officers he brought from his home to the college, and that a fuse was placed in it and set off on the college grounds.

6

The following motion was adopted by the Faculty of Kalamazoo College on April 17, 1950:

"Whereas the Faculty of Kalamazoo College believes that Chapel services at least twice a week are a vital part of our program of education and believes further that the requirement of regular Chapel attendance should be continued and enforced and whereas the Faculty wishes to assume its full share of responsibility for enforcement of the requirement of regular Chapel attendance, therefore be it resolved that the Faculty does hereby go on record as favoring the dismissal from college for poor campus citizenship of any student who refuses after counseling and warning to be regular in his attendance at chapel."

7

RULES AT LADIES' HALL

ODAK

Carefully compiled for the Kodak by
R. L. L.
(06)

Preceptress of Ladies' Hall:
Matron of Ladies' Hall:

MISS ELLA LOUISE FULTON
MRS. ARCHIBALD WHEATON



MRS. ARCHIBALD WHEATON

I. Domestic Conduct

1. The young ladies will remain in their own rooms from 7:30 till 9:30 p. m. Every girl has a right to demand absolute quiet during study hours.
2. The young ladies are requested not to keep oil stoves, or to use their lamps for purposes of cooking, as this involves unnecessary ex-

1

pense for the Hall Committee. The preparation of fudges is positively forbidden, as they impair the digestive organs and cause weakening of the brain.

3. The young ladies must not run up or down the stairs. It is undignified and wears on the nerves and carpets.
4. The young ladies must refrain from excessive use of soft water, as the supply is usually exhausted early in the winter. Then it is hard.
5. Young ladies who desire curtains for their transoms will use sheer material.
6. Young ladies must not be ill without notifying the preceptress.
7. The young ladies will not make use of the fire-escape as a means of exit from the Hall.
8. The young ladies must not linger in the dining room after meals for social purposes.
9. The young ladies will use one neat line to cross off their names on the slate. This is all that is necessary.

II. Public Conduct

1. The young ladies should avoid being conspicuous in any way, or exciting comment. They must not indulge in conversation with young gentlemen in the corridors of Bowen Hall.
2. The young ladies must not linger on the way home from church. This is to be expected only of nursery-maids and kitchen-girls.
3. The young ladies are not expected to leave the parlor during a reception by means of the windows on the front porch.
4. The young ladies, upon arriving home from church, must come immediately into the house. Groups of living statuary do not add to the landscape.
5. The young ladies must not embrace each other in the Reception Hall or in Chapel. This is exceedingly bad form and exerts a harmful influence upon the young gentlemen.

III. Social Duties

1. At Wednesday night receptions, the young ladies must endeavor to entertain as many young gentlemen as possible. A social group of only two is not in good form.

2

2. The young ladies should warn the young gentlemen having classes to the preceptress not to call at the Hall, unless they are so far gone as to be unmindful of their standings.

3. The young ladies should endeavor to be entertaining to the bashful young men sitting next them in the dining room. It is a mark of culture to be able to make stupid people talk.

4. The young ladies will notify gentlemen callers that the Hall is closed at ten o'clock. It humiliates the preceptress to be obliged to inquire if they expect to remain for breakfast.

IV. Pertaining to Co-education

1. The young ladies are considered able to attend church on Sunday morning if they expect to go with gentlemen in the evening.
2. Young ladies who make friends of men who seem undesirable to the preceptress will be promptly dealt with and their parents notified.
3. The young ladies must not accept the escort of men on the way home from their classes. There are enough other opportunities afforded for co-educational research.
4. The young ladies must remember that the Reception room is at no time to be turned into a study hall for the young gentlemen.
5. And the young lady who talks with a young gentlemen on two successive days is desired to communicate with the preceptress, who will furnish her with a tract on "Trifling with the Affections."
6. The young ladies must never be seen on that declivity commonly designated as "Dorm Hill."
7. Young ladies from the north, when entertaining callers, should remember that it is seldom so cold in Kalamazoo as to necessitate feminine assistance in pinning together a coat collar.
8. Any young lady who appears in public with the same young man three times in succession must present to the preceptress a certificate of her engagement, signed by the parents of both parties.
9. Young ladies should consult the preceptress in regard to the curbing of their affections. She will always be a person who has their interests at heart and who has herself escaped all masculine snares.

3

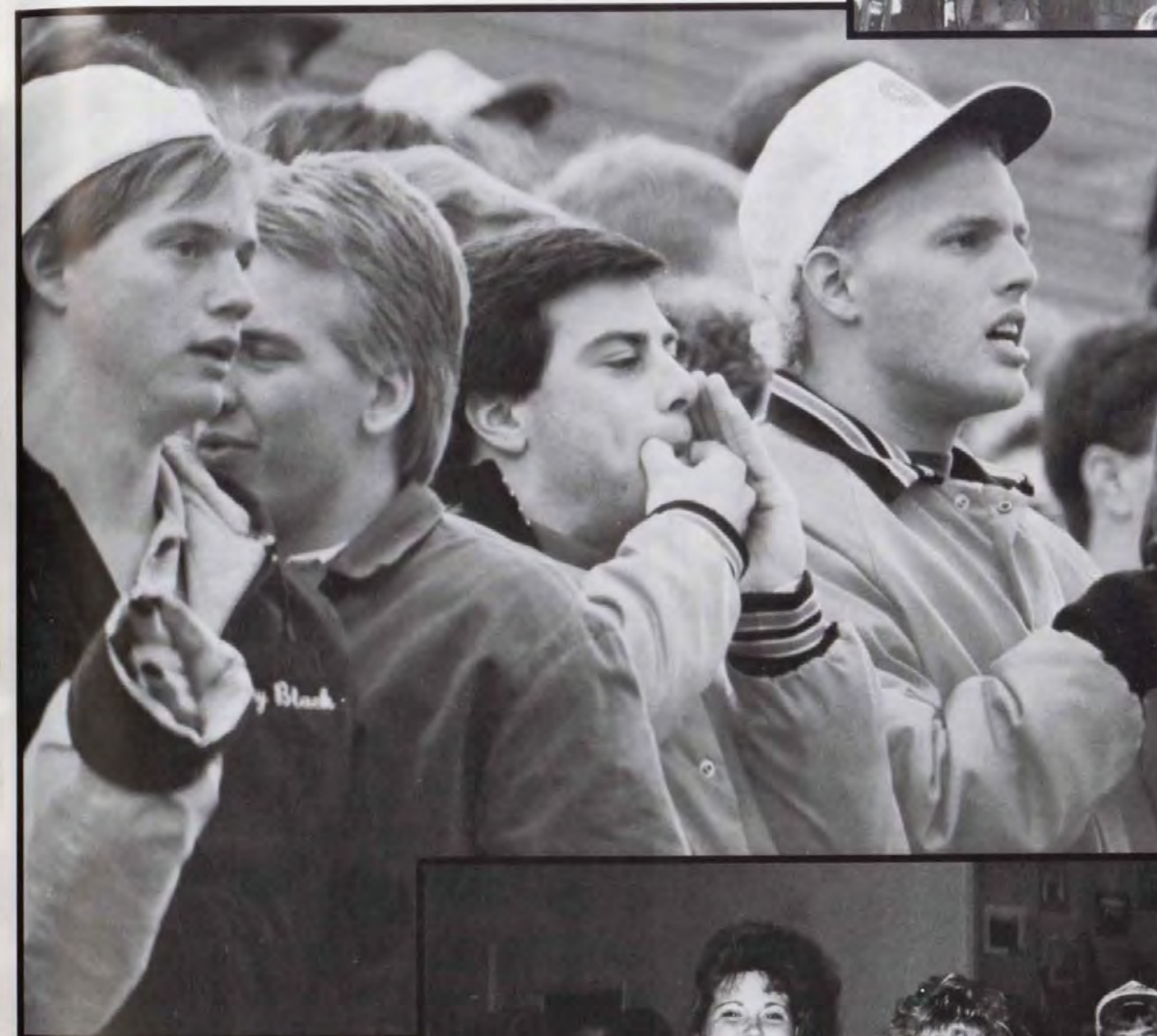


1-3.) The Kodak (precedes Boiling Pot), 1906. 4.) Junior Class Officers, 1943. 5.) Hazing, Class of 1909. 6.) Bowen Hall, n.d. 7.) Williams Hall, ca. 1855-1909.

home•com•ing (hōm-kəm-in) n., 1. a return home
2. a special game followed by a dance.



Homecoming weekend began with the traditional Dunbar Sing in Hicks, interspersed with skits and music from the band and the choir. Saturday, the game was moved to WMU's Waldo Stadium because of the weather. The Hornets lost to Alma on a dismal cold day, but students still traipsed to the Hilton for the dance to celebrate.



OPPOSITE PAGE: UPPER LEFT: Kalamazoo Hornets. UPPER RIGHT: Wendy Henninge, Rebecca Harendza. CENTER: Hornet cheerleaders. LOWER LEFT: Hornet band. LOWER RIGHT: Coach Van Nickert. THIS PAGE: UPPER: Hornet choir. CENTER: Jeff Collins, Mike Soenen, Eddie Ramirez, Jeff Reinohl. LOWER: Siobhan Groleau, Meredith Bigelow, Sharon Stebbins, Lisa Peterson, Andris Walter.

honors day (an-ərs dā) n., a special day to recognize an evidence or symbol of distinction.



UPPER LEFT: Dr. Cook. UPPER RIGHT: The honored. CENTER: Sarah Hauck, Dr. Olexia. LOWER LEFT: Mike Durbin, Dr. Olexia. LOWER RIGHT: Dr. Olexia, Dr. Cook, Dean LaPlante, Dean Dorrien.



On October 27, 1989 the college held the annual Honors Day Convocation honoring those who have achieved a 3.0 or above here at K. Departmental and community service award winners were recognized as well as the recipients of competitive and Heyl scholarships. Dean LaPlante and Dr. Olexia distributed the awards and the college choir provided music for the occasion.



Hys • te • ri • a (his tér ie), n.; a nervous disorder that causes violent fits of laughing and crying, imaginary illness, or general lack of control; commonly attacks college students and faculty during 10th week.



UPPER LEFT: Michelle Olney, Paula Major. UPPER RIGHT: Dr. David Scarrow. LOWER LEFT: Dave Denton. LOWER RIGHT: Dr. Ahmed Hussen, Dr. Jimmy Kandeh.

Ice Cream So • cial (is krēm sō shul), n. [1895-1900, Amer., chiefly Northern or Midland U.S.] a social gathering sponsored weekly during the summer by various offices of the college; ice cream being the principle refreshment.



In • ter • na • tion • al Fest (in ter nashe nl fest), n. [,G Fest Festival, holiday] an annual event held during the ninth week of summer quarter celebrating the multitude of cross-cultural experiences had by members of the K-College Community.



OPPOSITE PAGE: UPPER LEFT: Susan Halasz. CENTER LEFT: Janice Mills and Colleen Cosgrove. LOWER LEFT: Ice cream socials, held on Friday afternoons, provided some with the opportunity to socialize with friends. For others it was a chance to practice the art of eating with their eyes closed. UPPER RIGHT: Amy Harris aims to get her 50¢ worth. LOWER RIGHT: Greg Smith took 3rd place in the Foreign Study Story-telling Contest with his tale of adventure in Morocco. THIS PAGE: UPPER LEFT: Dean Marilyn LaPlante. UPPER RIGHT: Denise Miller attempts to teach Dr. David Evans, Brent Palmer, Beth Polidoro, Angela Eaton and Bob Bernstein the art of Senegalese dancing. LOWER LEFT: Fortune Teller Ellen Caldwell tells a shocked Kim Carpenter that the upcoming year holds joy, sorrow, love, and an exciting SIP in the Congo.

Jun • ior (joón yer) n., [L. compar. of juvenis, young] student in the third year of a college program, ie. the "tempestuous three's" all over again.

What was the greatest crisis encountered on your foreign study?

- a) I got on the wrong train and ended up in another country
- b) I ran out of money
- c) I lost my passport and/or Eurail pass
- d) Due to economic crisis and student protests in my host country, the government decided to shut down the university and sent the army to evacuate campus.

What was your main preoccupation junior spring?

- a) studying
- b) laying on the quad counting clouds
- c) comparing foreign study stories
- d) I don't really remember much . . . Was I on?

Choose the response which most closely describes your answer to the question "So how was foreign study?"

- a) a prepared speech recited in monotone briefly describing the highlights of my time abroad; adaptable, so that it may also be correlated with photographs on demand
- b) "Oh, it was fine."
- c) a blank stare
- d) uncontrollable violence

Which adjective best describes you upon return from foreign study?

- a) spacey
- b) conceited
- c) confused
- d) "flexible"
- e) other: _____

What is the first thing you did upon returning to the States?

- a) raid McDonald's
- b) drive a car on the highway
- c) vegetate in front of the TV and try to catch up on six months of missed soap operas
- d) take a very long, very hot shower

How has your perspective on life changed since you returned?

- a) the world seems a lot smaller
- b) Dr. Fugate seems like a different person
- c) academics seem less important
- d) SAGA seems to taste a lot better

What was the biggest surprise upon your return to the States?

- a) everything was so expensive
- b) everyone looked the same as when I left
- c) everyone moved so fast
- d) Denise Huxtable had gotten married

TRUE OR FALSE

___ I am now able to "live with uncertainty."

___ Immediately upon return to 'K,' I decided what I wanted to do for my SIP. I filled out all the necessary fellowship applications. And, during my free time, I looked into graduate schools.

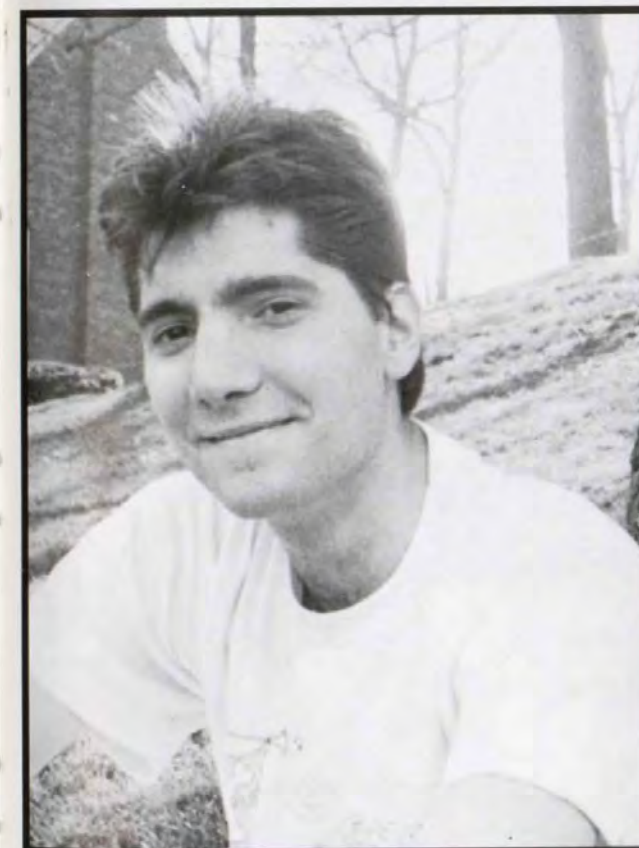
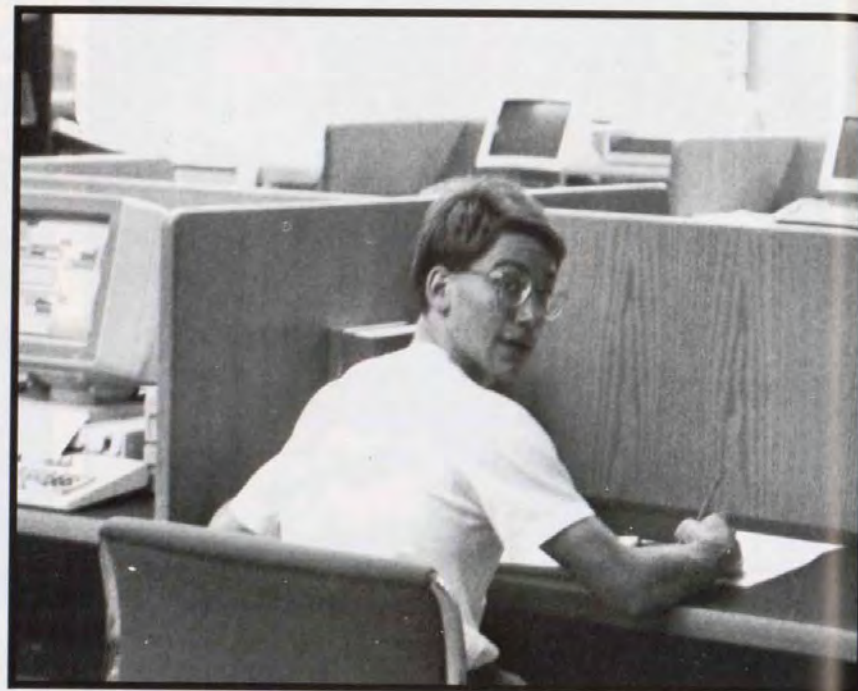
___ I have not yet completed my foreign study questionnaire.

___ Turning 21 is not quite what it's cracked up to be.



OPPOSITE PAGE: LOWER LEFT: D. J. Gohurdhum. LOWER RIGHT: Shelley Vanderberg. THIS PAGE: UPPER LEFT: Katy Human, Brian Timmer. UPPER RIGHT: Claire Grover, Michelle Daleiden. LOWER LEFT: Mach Dinh. LOWER RIGHT: Andy Leinicke.

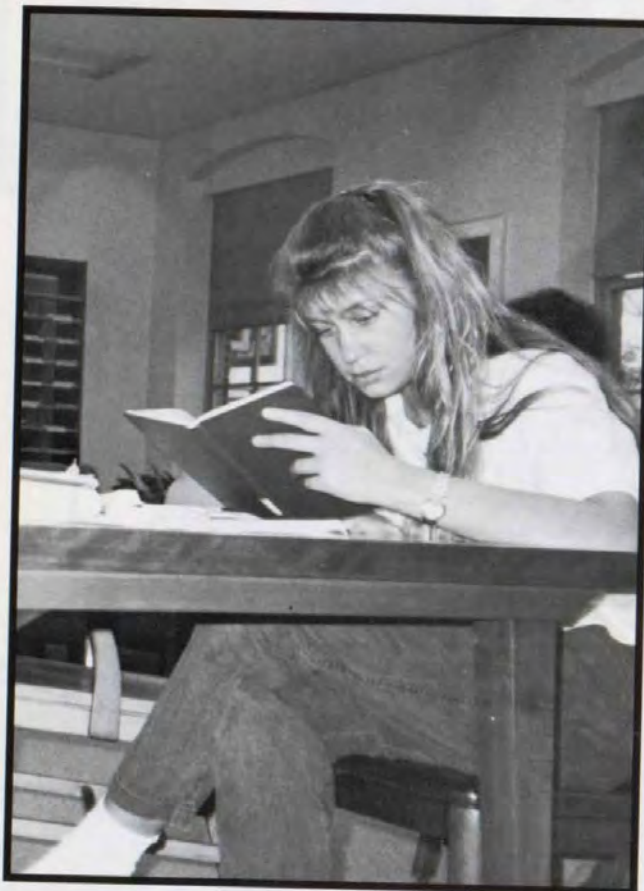




THIS PAGE: UPPER LEFT: Curt Pryor. UPPER RIGHT: Dan Yeager. LOWER LEFT: Geoff Brieden, Matt Hartker, Laurie Bird, Julie Price, Holly Partyka, Kari Kovarik. LOWER RIGHT: Jeff Collins. OPPOSITE PAGE: UPPER LEFT: Ann Mees, Kristin Reisinger. LOWER LEFT: Louis Magas. LOWER RIGHT: Mike Finkler, Aaron Elstein.



OPPOSITE PAGE: UPPER LEFT: Peter Snow. UPPER RIGHT: Amy Rock, Mary Lou McCuen. LOWER LEFT: Alison Chasteen. LOWER RIGHT: Tom Anderson. THIS PAGE: UPPER LEFT: Steve Hammond. UPPER RIGHT: Chris Coty. LOWER LEFT: Lisa Farago. LOWER RIGHT: Jim Padilla.



UPPER LEFT: Michael Keislakhi. UPPER RIGHT: Sarah Lewis.
LOWER LEFT: Sue Morse. LOWER RIGHT: Niki Kountoupes.



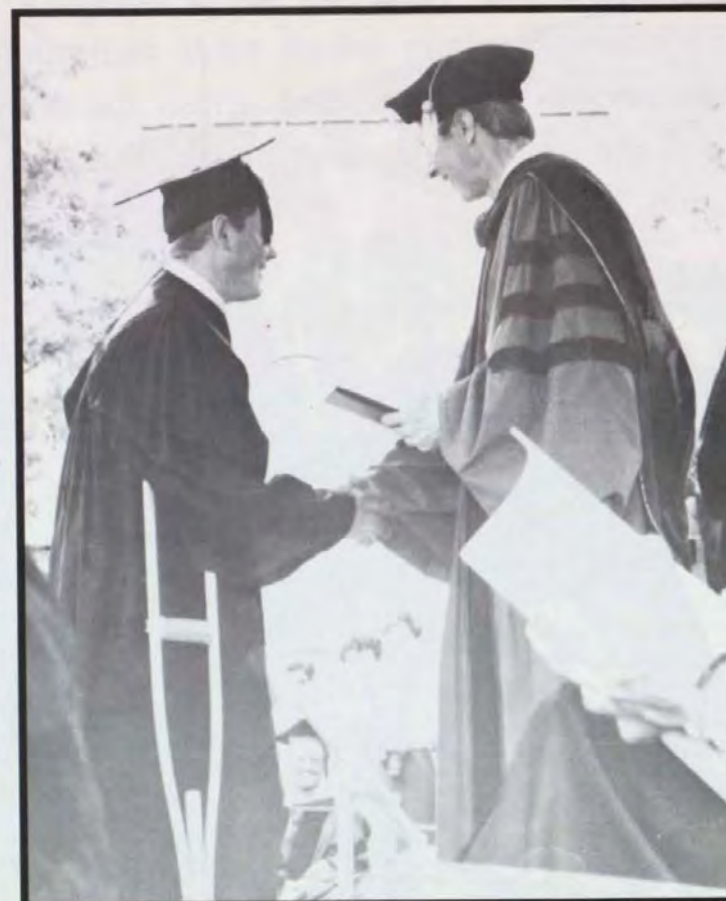
UPPER LEFT: Matt Tank. UPPER RIGHT: Evie Haight. CENTER
LEFT: Jeff Greiner. CENTER RIGHT: Liana Iacobelli. LOWER
LEFT: Randall Cole.

K • mence • ment (kā-'mens-ment)
 n., 1. the grand day that everyone is al-
 lowed back onto the quad. 2. the day the
 seniors thought would never come.

June 9, 1990. 255 seniors graduated. William Rasberry, a syndicated columnist for the Washington Post, delivered the address to the people in attendance. After the address, degrees were conferred and Timothy Light delivered the charge to the class of 1990. BINGO!



UPPER LEFT: Before graduation. UPPER RIGHT: Penusal. CENTER LEFT: Jennifer Adams, Amelia Afsari. CENTER RIGHT: Dan Wort, Jen Wytko, Lela Yeomans, Rebecca Young, Ron Young. LOWER: Listening to the address.



UPPER LEFT: David McCreedy, Sean McDermott, Julie McGillivray, Nathan McLaughlin. UPPER RIGHT: Geoff Brieden, Dr. Light. CENTER LEFT: Du Duong. CENTER RIGHT: Cary Kountoupes, Brita Muller. LOWER: Jennifer Joyce.

Land/Sea (land sē) n., a backpack-
ing/sailing program which takes incoming
freshpersons over land and across the sea,
with the ultimate objective of reaching land
again.



Lan • guage ('lan-gwij) n.; "In studying foreign languages, students acquire not only a linguistic skill but also an understanding of another people's literature, history and culture. They gain a new perspective from which to view their own country and way of life and a deeper appreciation of the resources of the English language."*

1990 French Majors

Heather Brady, Ellen Brennen, Kimberly Butler, Barbara Chatametikool, Tracy Hessel, Grant Johnston, Heather Jones, Lisa Kinney, Sylvia Schwaag, Jennifer Wytko

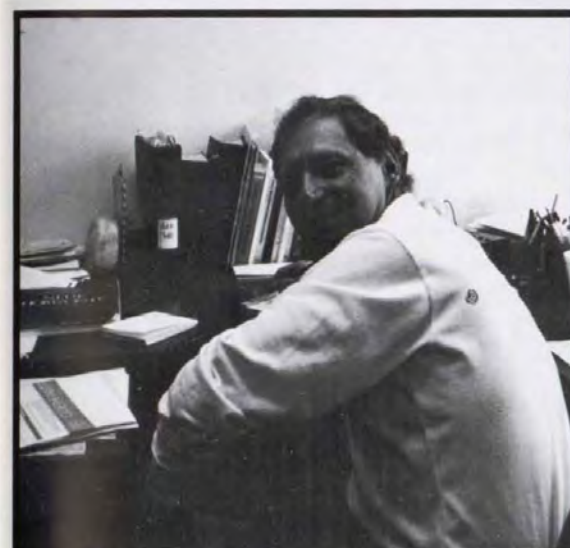
1990 German Majors

Monique Ebell

1990 Spanish Majors

Catherine Allenbach-Illaire, Susan Carlson, Linda Crobans, Melissa Dinverno, Samantha Hager, Michael Hall, Geoffrey Price

UPPER: Jan Solberg, French; Dasha Nisula, Russian. CENTER LEFT: Kyoko Toriyama, Japanese. CENTER RIGHT: Madeline Chu, Chinese. LOWER LEFT: Claudine Szwaja, French. LOWER RIGHT: Henry Cohen, Romance Languages. NOT PICTURED: Margo Bosker, German. David Collins, French. Margarita Campos, Spanish. Hedy Habra, Spanish.



UPPER LEFT: Kathy Smith, French. UPPER RIGHT: Rodney Rodriguez, Spanish. CENTER LEFT: Hardy Fuchs, German. CENTER RIGHT: Enid Valle, Spanish. LOWER: Joe Brockington, German.

Light (lit), Timothy, Interim President (1989-90)

In 1986, Dr. Breneman added another excellent member to the Kalamazoo College community — Dr. Timothy Light. Light was one of the key additions made by then President Breneman in his re-establishment of K's superiority and academic excellence. Light traded his position as a member of the Board of Trustees for that of Provost to take a more active and direct role in K. Light's expertise in Asian language and culture quickly established our Asian studies program. Though the program is still in its infancy, it promises to be one of the best, for a college of K's size.

Dr. Light began his education at Yale University and graduated Magna Cum Laude in 1960 with a B.A. in English Literature. In 1966 Light received his doctoral degree from Cornell University in 1974. Light's career as an educator has taken him to two continents and the east and west of United States. He has taught at the New Asia College, the Chinese University of Hong Kong, the University of Arizona, Ohio State University, and the Beijing Language Institute. In this interview conducted by R. John Irish for the July 21, 1989 issue of the *Index*, acting President Tim Light discussed his plans for the coming year and his ideas for K in the 1990's. Selected portions of the conversation went as follows:

Recently, there was held a weekend retreat with the purpose of discussing the future of K college.

What specifically was discussed during this retreat?

The discussion was primarily about this upcoming year at K. There are six key aspects to our plans for a successful year. The first three aspects deal with outside areas. The final three areas deal the our life at K proper.

The first aspect is student recruitment. We are entering a year that could be the most difficult economically for K college in many decades. The number of high school graduates in our recruiting area will drop dramatically this next year. In our area it will drop nine percent next year, this past year it dropped four percent, — put those years together and that is a pretty big drop. Recruiting a class of necessary size will be very difficult

for every institution and we are facing competition in a way we have never done before. We believe, and I think correctly, that K college offers one of the finest, if not the finest undergraduate experiences in the country. We've probably not been as successful as we might have been in getting that message across, and we are trying to do a little better at that. But, there is no question that you can't match this superb quality of faculty with this superb program in very many, if any, other school in the country. So, we think that what we have to offer is very much worth people considering.

The second has to do with fund raising. We need to raise general funds for the operation of the campus, an area we are always running short on. Then, we have a few, obviously, major items. The first one being the science building, and that is our top fund raising project and will remain so until it is completed. Another very important fund raising goal is a matching grant that we got from The National Endowment for the Humanities for library purchases — not for the building. It had two components; one was the funding for the Japanese instructors position, which was matched immediately, with an anonymous one million dollar grant, the rest goes for library purchases.

The third of the outside emphases is doing a little bit more coordination in our planning and our action in presenting ourselves to the outside world. K college has a lot of people on road and puts a lot of effort and attention into presenting the K college case for recruitment and fund raising. So, we are putting together a calendar of where people will be to coordinate our publicity.

The fourth area is that we want to put a lot of attention on the on-campus non-academic life. That means, along with other things, is trying to put some attention on greater linkages between the academic experience and the residential experience. It also means looking at some of the things we do just for fun. I think Student Commission has some good ideas for fun. For example is the International Fest happening this weekend. The softball game was an-



other. Just things to get people together and have fun.

Also, we are trying to develop more of a concept of mutual responsibility. A problem here has been the lack of respect for our living spaces and things getting trashed, particularly the lounges in our dorms. We are going to try, in the course of the next year, add to the quality of those dorm spaces, but only in those dorms where the students commit themselves to taking care of it. This is what is meant by mutual responsibility.

The fifth has to deal with diversification on campus. We are trying very assiduously to recruit more minority students and also make their life on campus more enjoyable. Through this we can educate the majority and make them more aware of our multi-ethnic and multi-cultural character of our American society.

We have already taken some steps. One of the things was in the Winter obtaining a large grant from the Knight Foundation. We are looking forward to a lot of activity in that area. There are two reasons for this. First I don't think that any of us gets



a good education in this society unless it is in a multi-ethnic context, because that's the way this country is. Secondly, we are facing all of these drops in graduation age population and when it comes back, in the mid '90's, it will come back largely as minority families. So, for the school to remain at the same size, it must have a very substantial proportion of minority students.

Finally, the academic emphases, I have characterized them in two particular areas. First, in the last couple of years, we have added more languages and international studies, and we must consolidate those. This means changing some rules and getting these rules written down on paper

dealing with procedures for promotion and tenure and this kind of thing.

Secondly, this is a good year for the academic area to look at the long term and to plan out where are next emphases are. We don't need to add any more languages. We don't need to think of any new international thrusts except to implement some things that have not yet been done. We want to implement further foreign study concerns in the third world, that for us is Latin America and Africa. These have already been in the works, so it's not adding anything new.

*credit: R. John Irish, *Index*

Lu • casse A • ward (loo kas e wörd) n., honor granted each year for excellence in teaching and scholarship in memory of Florence J. Lucasse

Two Kalamazoo College Professors, Gail Griffin and Tom Smith, were honored this year as the 1989-90 Lucasse Award recipients.

Griffin, associate professor of English, received the Florence J. Lucasse/Sears-Roebuck Lectureship for excellence in teaching; Smith, associate professor of chemistry, was awarded the Florence J. Lucasse/Sears-Roebuck Fellowship for outstanding scholarship.

A member of the faculty since 1977, Griffin is recognized as one of the College's most eloquent and forceful lecturers. She has served as director of the College's Nontraditional Student Program and is currently the coordinator of its Women's Studies Program.

Smith is credited with maintaining Kalamazoo College's role as one of only a few small colleges who are associated with excellent undergraduate science programs.

A member of the Council on Undergraduate Research, a national organization that promotes the interests of research in biology, chemistry, geology and physics at undergraduate institutions, Smith recently secured a three-year grant of \$30,000 from Eli Lilly and Co. to support undergraduate research fellowships.

*credit: Bill Romberg **Kalamazoo College Index**



Math • e • mat • ics (math-e-'mat-iks) n.; "the offerings of the department are designed primarily for those students with a professional interest whether they be potential research mathematicians, teachers, or users needing to apply mathematics in the Physical, Computing, or Social Sciences."*

Com • put • er Sci • ence

(kem-'pyüt-er 'sī-en(t)s) n.; "students are provided with an exposure to the central theoretical concerns of this rapidly growing discipline along with an understanding of the principal techniques and algorithms necessary to support meaningful applications."*

1990 Mathematics Majors

Jennifer Adams, Carrie Burrous, Kathryn Clay, Marc Dyksterhouse, Stewart Gulliver, Robert Hipple, Margaret Howrey, Scott Jessen, Rachel Martin, Sally McNally, Mark Peeters, Donald Penix, Derek Schutt, Michelle Swanson, Thomas Westphal, Lynn Whitcomb

1990 Comp Sci Majors

Alberto Artasanchez, Daniel Buss, Oliver Christ, Marc Dyksterhouse, Sally McNally, Donald Penix, Christopher Steck

OPPOSITE PAGE: UPPER RIGHT: T. Jefferson Smith. CENTER LEFT: Gail Griffin. CENTER RIGHT: Jan Tobochnik. LOWER LEFT: Presentation of Lucasse Award to Gail Griffin. LOWER CENTER: Tom Smith. LOWER RIGHT: John Fink. THIS PAGE: UPPER: George Nielson. CENTER: Stan Rajnak. LOWER: Dick Carpenter. NOT PICTURED: Jean Calloway.

Mu • sic ('myü-zik) n.; "the department seeks to cultivate an understanding of the language and history of music and to nurture artistic skill and musicianship. Performance opportunities are available through music ensembles and individual instruction programs. Courses in music theory, history, and aspects of practical musicianship combine with applied music to provide an integrated approach to the discipline."*

1990 Music Majors

Andrew Avery, Samantha Hager, Roger Moore, Cynthia Van de Riet



UPPER: Barry Ross. CENTER LEFT: Leslie Tung. CENTER RIGHT: Larry Smith. LOWER: Jazz Band.



UPPER LEFT: Geraldine Haas. UPPER RIGHT: Barry Ross. LOWER LEFT: Evelyn Angerman. LOWER RIGHT: Chamber Orchestra. NOT PICTURED: Mary Beth Birch, Mark Guthrie, Peter Hopkins, Zaide Pixley, Paula Romanaux.



mon•te car•lo (män-tē kär-lə) n., a night at K where everyone gets all dressed up and pays \$25,000 for a T-shirt.



Monte Carlo was held on February 3rd in Old Welles, as usual. Students won and lost thousands at gaming tables run by professors and staff of the college. The winners were allowed to buy T-shirts, stuffed animals, passes to dinners, and posters from Norman's while the losers took the extra money home to put in their scrap books.



THIS PAGE: UPPER LEFT: Ian Peterson, Sasha Berland, Gavin DeNyse. UPPER RIGHT: Reggie Schmeichel. LOWER: Jason Johnson, Devin Norman, Tom Higgins, Kay Kupferburg.



I want money, money
More than I need.
I got cadillac dreams
and you can't take them from me.
-Kiss, "Cadillac Dreams"



THIS PAGE: UPPER: Alyson Husband, Kevin Jawahir, Julie Katsaras. CENTER: Tina Ritter, Jeff Hood. LOWER: Dean LaPlante exchanging money with hungry gamblers.



or•ga•ni•za•tion (ôrg-ə-nə-zā-shen) n.,
a group of people working together toward the same goal.



Organizations are the diversions of college stress; they give students alternatives to studying ALL the time. They allow students to come together to share a common goal, whether it be peace, news, environmental awareness, or any of the other goals we have at K.



THIS PAGE: UPPER: Steve Raymond, Fall quarter Index editor. CENTER LEFT: Grady Garrison, BSO. CENTER RIGHT: Jacob Stevens, Student Coalition for Peace and Non-Violence. LOWER: M.D. Squiers, WJMD.



THIS PAGE: UPPER: Women's Equity Coalition. LOWER LEFT: Student Commission. LOWER RIGHT: Gay Lesbian Support Group.



Student Commission

The Student Commission is the representative government of the student body. It consists of elected officers, representatives from the residence halls, the chairpersons of standing committees, and commuter students and language house representatives. It has the power to act on behalf of the student body by formulating and executing policies, to recognize new student organizations, and to allocate funds to all student organizations. Meetings are open to all students and anyone wishing to make a suggestion, air a complaint, or just become familiar with the inner workings of the college is encouraged to attend. New ideas are always welcome.

Black Student Organization

BSO is designed to meet the needs of black as well as white students who realize a need for more diversity at Kalamazoo College. The BSO also sponsors such activities as Black Awareness Week, lectures, music festivals and much more.

Boiling Pot

The Boiling Pot is the College yearbook. Activities include photography, layout, artwork, typing, research, general organization and editing.

The Cauldron

The Cauldron is the College Literary/Art Magazine. Composed of interested students, the Cauldron Editorial Board reviews and selects original student creative work which has been submitted and prepares it for publication bi-annually.

Chaverim

Chaverim is a student-run organization established by the Jewish students on campus. Each quarter a number of events ranging from movies, speakers, and brunches are organized, in addition to annual events such as a passover seder and organization fair. Their intention is to provide an opportunity for informal gatherings while bringing Jewish awareness to the campus.

Christian Fellowship

Affiliated with Inter-Varsity Christian Fellowship, this organization seeks to provide mutual encouragement among Christians and to demonstrate Christian truth in all areas of life. The activities include regular Bible study groups, prayer groups, a Christian book table and retreats.

Environmental Organization

The Kalamazoo College Environmental Organization's main goals are to enjoy the environment and to educate themselves and others about the current issues of environmental importance. These goals are accomplished through lectures, films, and outdoor retreats.

Film Society

The Film Society provides both the College and the community a unique opportunity to experience a variety of film genre, including early classics, foreign works, and recent blockbusters. They are regularly shown on Friday and Saturday nights throughout each quarter. In addition, films are occasionally sponsored in cooperation with other campus organizations, and theme nights are featured by popular demand.

Gay/Lesbian Support Group

The GLSG is an organization which offers support for homosexuals, lesbians, and bisexuals and has as its goal increased understanding. Weekly discussions, movies, and various events are held.

Index

The Index is the campus newspaper. The role of the newspaper is to reflect and report the concerns of students and other members of the college community. Particularly interested in change that can be affected at the student level, the Index functions as a sounding board for opinions on significant campus issues. Participation is open to interested students.

Inter-House Association

The IHA works to improve and enhance residence hall and student life. It is composed of one representative from each dormitory, a

representative from the Foreign Language Houses, and a commuter representative. It is chaired by an elected member to Student Commission. It is responsible for the vending machines in the residence halls and helps fund residence hall programs and activities.

International Student Organization

The International Student Organization (ISO) was founded to assist foreign students at Kalamazoo College in their adjustment to American life and to make their stay more fulfilling. The goal of the ISO is to promote better understanding between students from other countries and those from the U.S. who come to K. This is done through meetings, discussions, trips, and activities that bring together international and "domestic" students. One way of understanding a people is to understand how they have fun — this is one goal towards which the ISO strives.

Kalamazoo College Guild of Change Ringers

This organization is dedicated to the study and practice of the ancient art of ringing changes on bells. Members of the Guild are responsible for the ringing of the Stetson Chapel bells (the largest of which weighs more than half a ton) at weddings, concerts, memorial services, and other events of general community interest. Membership is open to any student or faculty member. No previous experience is necessary . . . only a willingness to learn. Practices are held regularly three times a week throughout the school year.

Ski Club

The general purpose of the Ski Club is to organize weekend trips to ski resorts in northern Michigan. The "K" College Ski Club is a member of the National Collegiate Ski Association (NCSA). The Ski Club frequently sponsors the showing of ski films on campus at no charge to the student body.

Student Coalition For Peace and Non-Violence (SCPNU)

SCPNU was founded in the winter of 1984. Those responsible for founding the coalition recognized the need to have an organization whose function would serve the campus community as an informational and educational resource. Underlying the philosophy and objectives of SCPNU is the conviction that peace is not perpetuated by war, which causes devastation, destruction and death, but that war is all of these and not the means to Peace on Earth.

Student Volunteer Organization

This group is comprised of students interested in community service. These students are usually active in community volunteerism and actively recruit on campus. They also plan special all-campus volunteer service events.

Ultimate Frisbee Society

The Ultimate Frisbee Society is an intercollegiate club. It is informally organized, and any student is welcome to play. The club's main function is the playing of ultimate frisbee (a kind of frisbee football-soccer) against other Michigan and midwestern teams. The club also sponsors a frisbee golf tournament, frisbee gym class, and get-together to "throw it around."

WJMD

The College Radio Station, WJMD, broadcasts only to the college community. The radio station has over 10,000 albums in the record library. It is the oldest college radio station in Michigan. The station has full production facilities and is staffed by student volunteers who serve as disc jockeys, engineers, and administrators.

Women's Equity Coalition

The Women's Equity Coalition is interested in building an alert, sensitive college community, whose main responsibility is to develop interpersonal and social understanding and dispel bias on the basis of sex. The Women's Equity Coalition sponsors speakers, discussion groups and creative group activities.

*Credit: Student Handbook, 1989-90



UPPER LEFT: Ron Whitney and Lisa Brugman, Guild of Change Ringers. UPPER RIGHT: Jenny Fuerstein, Environmental Organization. LOWER LEFT: Wendy Gach, Boiling Pot. LOWER RIGHT: Joel Harris, WJMD.

Phi • los • o • phy (fe-'lās-(e)-fe) n.; "philosophy speaks to the perennial concerns men and women to understand themselves, their experiences, their relationships to their fellow humans, and their individual places in the world of nature. In a spirit of critical inquiry which recognizes that individual judgement must be developed within a consciousness of the historical philosophical tradition, the department offers courses in intellectual history and intensive training in critical reading, writing, and discussing."*

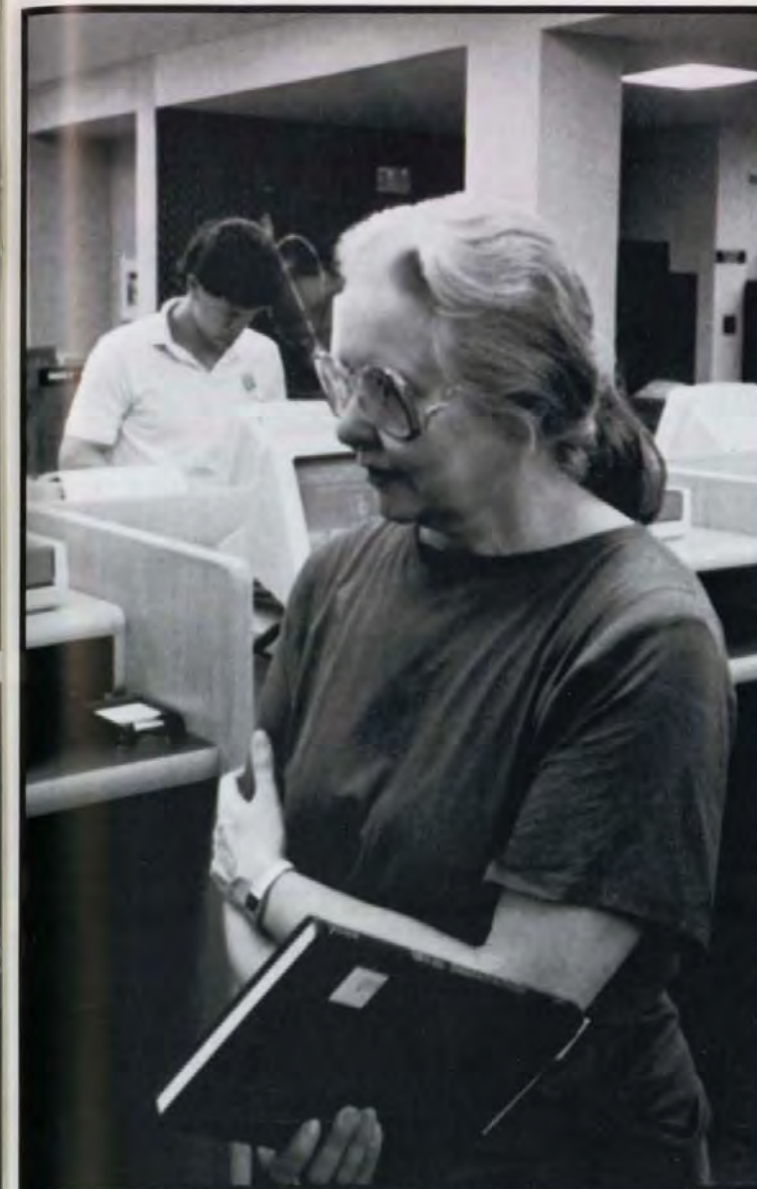
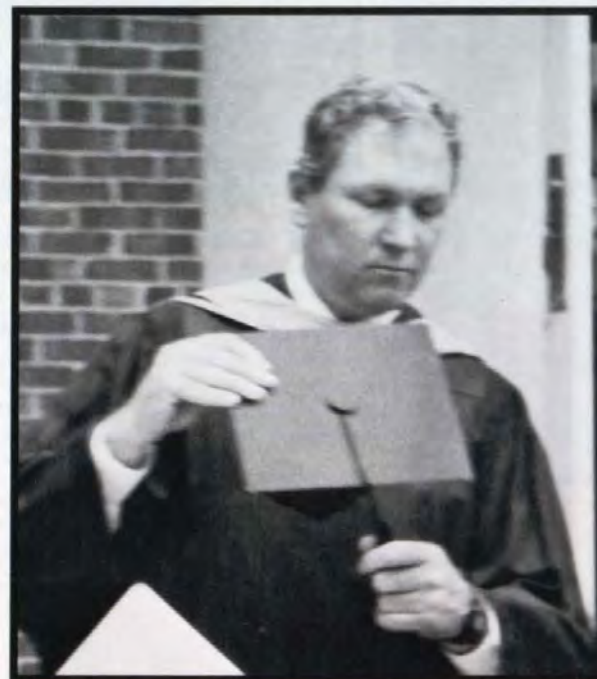
Phys • i • cal ed • u • ca • tion

('fiz-i-kel ej-e-'kā-shen) n.; "to maintain a physically healthy existence as well as a vigorous intellectual one, the college offers an extensive program with a wide range of activities that nourishes the development of athletic skills and the enthusiasm for a healthful and recreational life. Preparation for teaching physical education and coaching at the secondary level is available to those interested."*

1990 Philosophy Majors

Alice Smith, Jo Hannah Steiner, Stephen Webster, Doug Learned

UPPER: David Scarrow. CENTER: Jeanne Hess, Joseph Haklin. LOWER LEFT: Robert Kent. LOWER RIGHT: George Acker. NOT PICTURED: Wade Robison, Ed Baker, Lisa Diment, Marilyn Maurer.

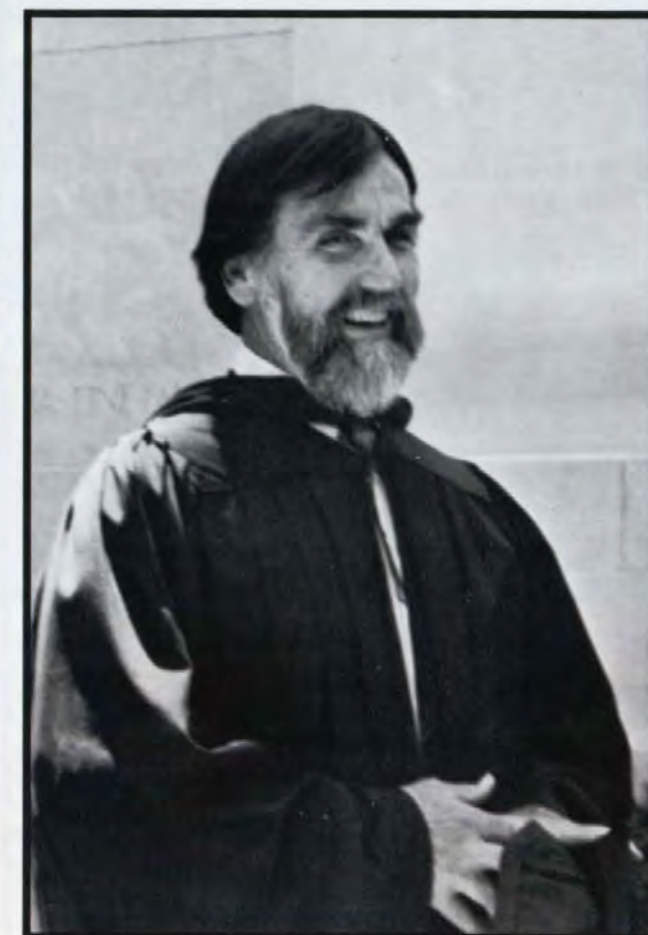


Phys • ics ('fiz-iks) n.; "provides preparation for the potential physicist as well as a solid background for students in other sciences. There is also the possibility of going on to graduate work in engineering, computer science, astronomy, or atmospheric science."*

1990 Physics Majors

Andrew Bradford, Kathryn Clay, Jennifer Dis-cenna, Du Duong, Stewart Gulliver, Scott Jessen, Jordan Lowy, Mark Peeters, Vicki Plano, Charles Rider, Jeffrey Royce, Derek Schutt, Loren St. Clair, Krisanne Thomson

UPPER: Kathryn Rajnak. LOWER LEFT: Wayne Wright. LOWER RIGHT: David Winch. NOT PICTURED: Richard Piccard.



Pig Roast (pig rōst) n., an annual picnic in which seniors "pig out" on pork.



Pig Roast

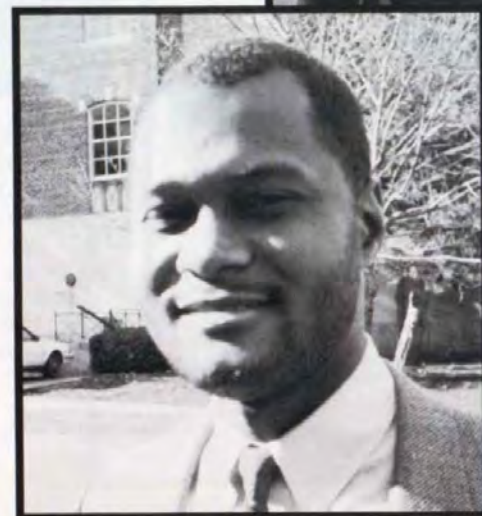


OPPOSITE PAGE: UPPER LEFT: Susie Smith. UPPER RIGHT: Anna Dupree, John Kaminski. LOWER LEFT: Kathleen Buday, Matt Knoblock, Lori Weisgerber. LOWER RIGHT: Christina Henderson, Leslie Kareckas. THIS PAGE: UPPER LEFT: Julie McGillivray, Jen Wytko. UPPER RIGHT: Mindy Cullinan. LOWER LEFT: Amanda Berkemeier, Edie Linton. LOWER RIGHT: Sheryl Sloboda, Anna Dupree, Joanne Alig.

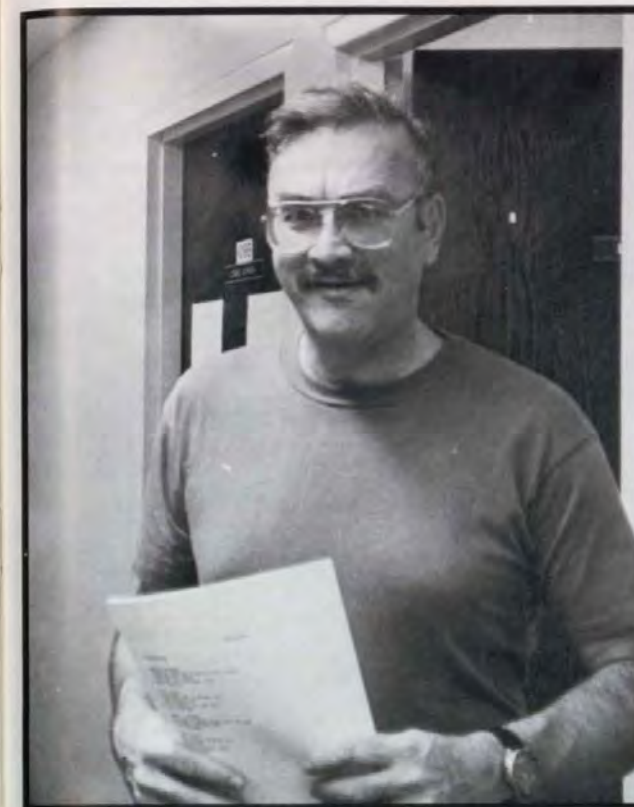
Po • lit • i • cal Sci • ence (pe-'lit-i-kel 'si-en(t)s) n.; "believing in the contribution of the study of politics to a liberal education, the department provides basic instruction in political behavior, theory, and institutions. Preparation for study in graduate and professional schools, public or government service at the local, state, national, or international level is made possible through a combination of courses, seminars and individualized work with practical experience in government, public service, and legal institutions."*

1990 Political Science Majors

Joanne Alig, Katherine Allen, Fredrick Everett, Geraldine Haas, James Hager, Matthew Knoblock, Robin Lake, David McCreedy, Sean McDermott, Jennifer Moorehead, Thomas Niemeyer, John Smith, Suzanne Smith, Robert Springstead, Renee Sullivan, Michael Szczesny, Cynthia Van de Riet, Timothy VanDenBerg, Jonathon West, Eric Wills, Rebecca Wolfe



UPPER: Don Flesche. CENTER: Peter O'Brien. LOWER LEFT: Franklin Presler. LOWER RIGHT: Jimmy Kandehe.



Psy • chol • o • gy (sī-'kāl-e-jē) n.; "the study of animal and human behavior as well as human experience; psychology has connections to biology, education, philosophy, and sociology. The department prepares majors for careers in business, industry, education, government, and medicine as well as in the more traditional areas of psychological research and mental health."*

1990 Psychology Majors

Eileen Bell, Eric Benotsch, Kristin Gottschalk, Karla Hoffmann, Jennifer Joyce, Sung Woo Kahng, John Kaminski, Diana Knickerbocker, Kristine Koontz, Robin Lake, Julie McGillivray, Shana Michaels, Stacia Rabine, Heather Ramsey, Thomas Remble, Kathleen Sheppard, Renee Speh, Craig Stull, Lorian Valente, Laura VanBuskirk, Sarah VanDenBerg, Kristina Womack

UPPER: Lonnie Supnick. CENTER: Lyn Raible. LOWER: Berne Jacobs. NOT PICTURED: Bob Grossman, Pat Ponto.



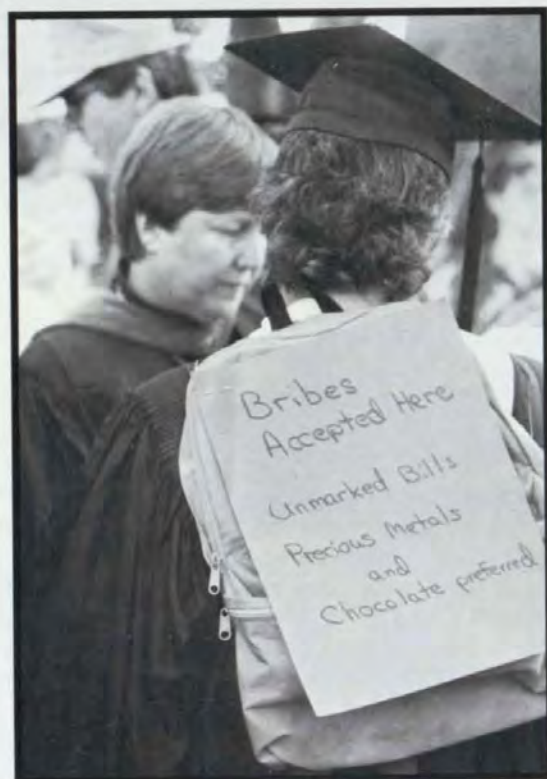
Quad • Stock (kwaɪd stɒk), n. the annual rock-music festival promoting peace, love, and goodwill among members of the K-College commune.



OPPOSITE PAGE: UPPER RIGHT: Mara Bird. LOWER LEFT: (clockwise) Kevin Lock, Josh Hall, Kai Lou, Tor Kingdon. LOWER RIGHT: Dan Rieden, Sarah Lewis. THIS PAGE: UPPER LEFT: From noon to midnight, K-College students enjoyed the music of fellow K-zoo's. CENTER LEFT: Brett and Derek Stottlemeyer. CENTER RIGHT: Steve Bennett. LOWER LEFT: Lead singer Owen Smith and his band perform at Quadstock, 1989.



Rat O • lym • pics (rat ō līm piks) n. [OE raet , IE base rod-, to scratch] 1) an ancient Kalamazoo festival with contests in climbing, running, and swimming, held each summer in the quad to honor the psychology god, Skinner. 2) a good excuse for keeping a non-aquatic pet in your room.



THIS PAGE: UPPER RIGHT: Stacie Rabine, Sue Slagle, Diana Krickerbocker. UPPER LEFT: Alison Chasteen, Claire Grover, Jenni Vince, Beth Lundy. LOWER LEFT: Dr. Marigene Arnold, a corrupted cohort. CENTER RIGHT: Jaime McCarthy, Dr. Michael VandeBerg. LOWER RIGHT: Rania Bittner.



Re • li • gion (ri'lij en) n. [ME religionn , OFr or L: OFr religion , L religio, reverence for the gods, holiness] 1) "The study of spiritual traditions, texts, and ideas, which focus on understanding religious life and belief as an enduring concern of the human community." 2) "mode of critical reflection with respect to cultural forms and issues of the past and present."*



1990 Religion Majors

Jennifer Adams
Douglas Learned
Megan Owens

THIS PAGE: UPPER LEFT: Dean Gary Dorrien. UPPER RIGHT: Dr. Mark Thompson. CENTER LEFT: Dr. Waldemar Schmeichel. LOWER LEFT: Dr. Paul McGlasson.

Sen • ior (sēn yer) n., [L., compar of senex old] student in the fourth year of a college program, ie. "old folks on the quad."

What percentage of your relatives did you recognize at your graduation?

- a) 100%
- b) 87.5%
- c) 50%
- d) 2%

Next year at this time I will be:

- a) in grad school
- b) in the Peace Corps
- c) earning lots of money
- d) a super senior

The most nervewrecking aspect of senior year was:

- a) hearing from grad schools
- b) trying to get in all my LACC's
- c) presenting my SIP
- d) trying to get in the Mac lab the night before SIP's were due

How many P.E. classes did you have to take senior spring?

- a) 0!
- b) 1
- c) 2
- d) enough to require an overload signature from Dr. Olexia

How many times have you answered the question, "What are you doing next year?"

- a) at least a million
- b) I lost count
- c) I just ignore it
- d) People know better than to ask

When do you start looking for a Soiree date?

- a) a day before
- b) a month before
- c) six months before
- d) freshman year

TRUE OR FALSE

My mailman now has to see a chiropractor after all the graduate school mail I've received.

Senior Soiree was the last time I ever saw my date.

After taking the LSAT, MCAT, GRE, . . . I am now quite competent at filling in little ovals.

I plan to work in the same field in which I majored.

The sum total of my college debts is greater than my potential income in the next two decades.

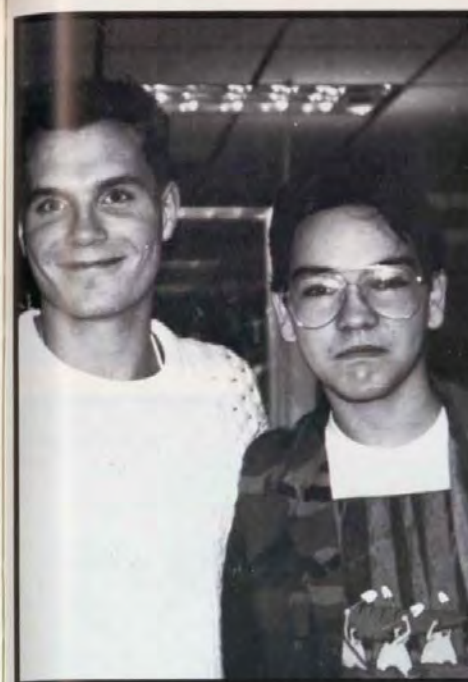
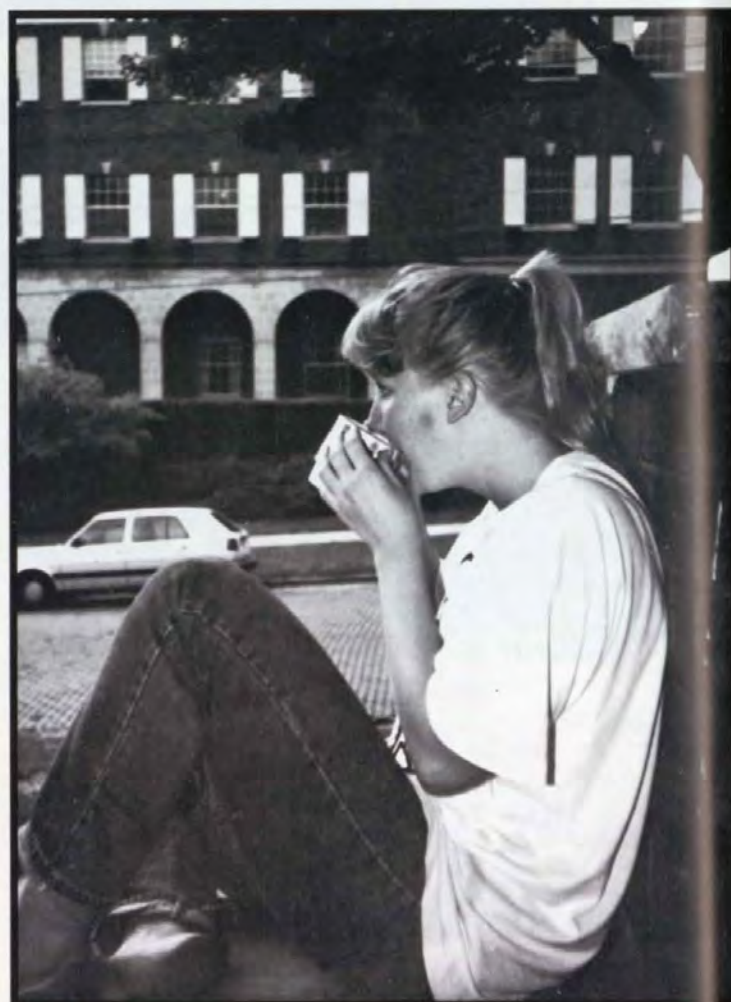


Sen • ior

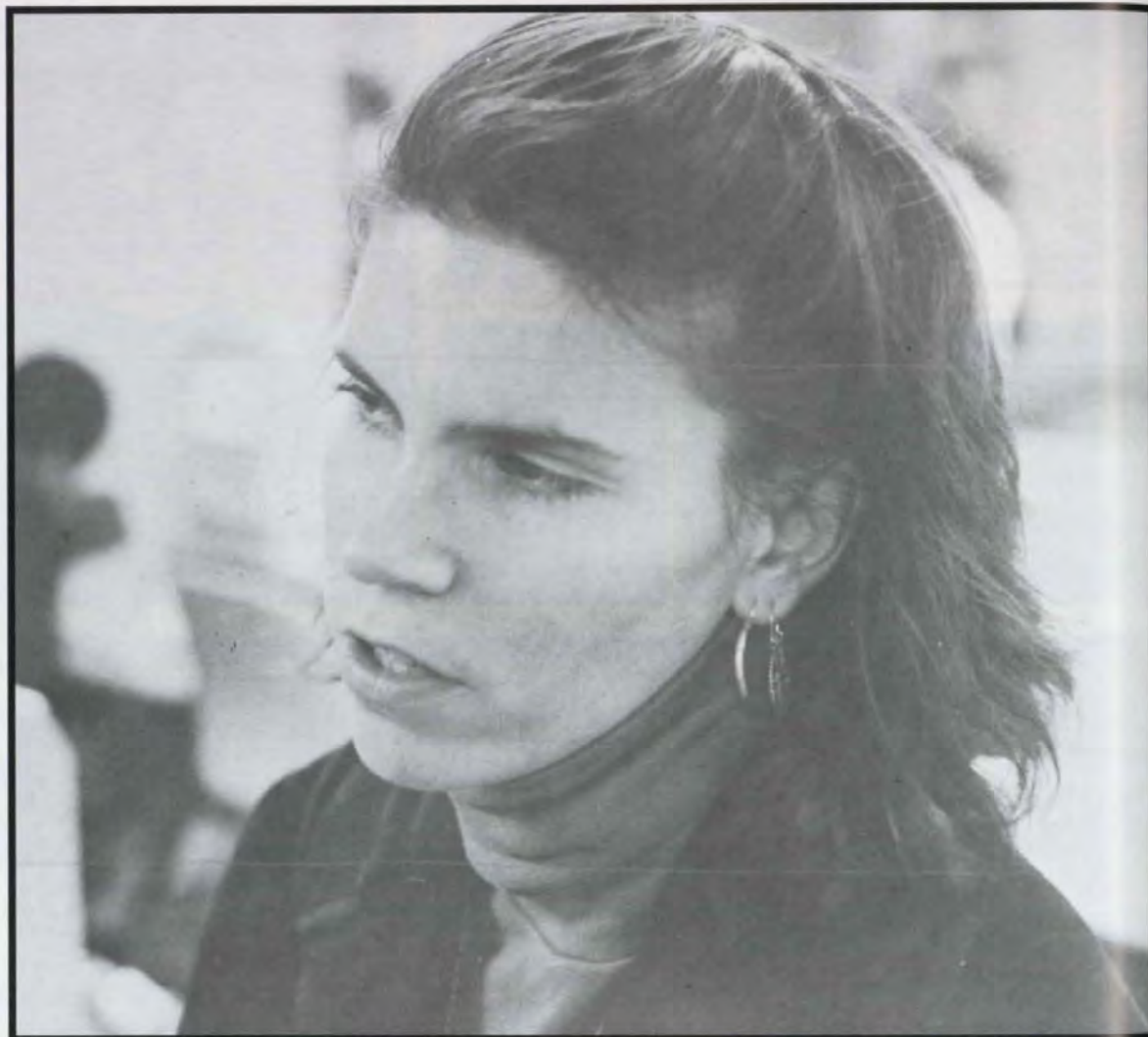
OPPOSITE PAGE: LOWER LEFT: Mike Szczesny. LOWER RIGHT: Shana Michaels. THIS PAGE: UPPER LEFT: Diana Knickerbocker. CENTER RIGHT: Alisha Rohde. LOWER LEFT: Alison Comp.



Sen • ior

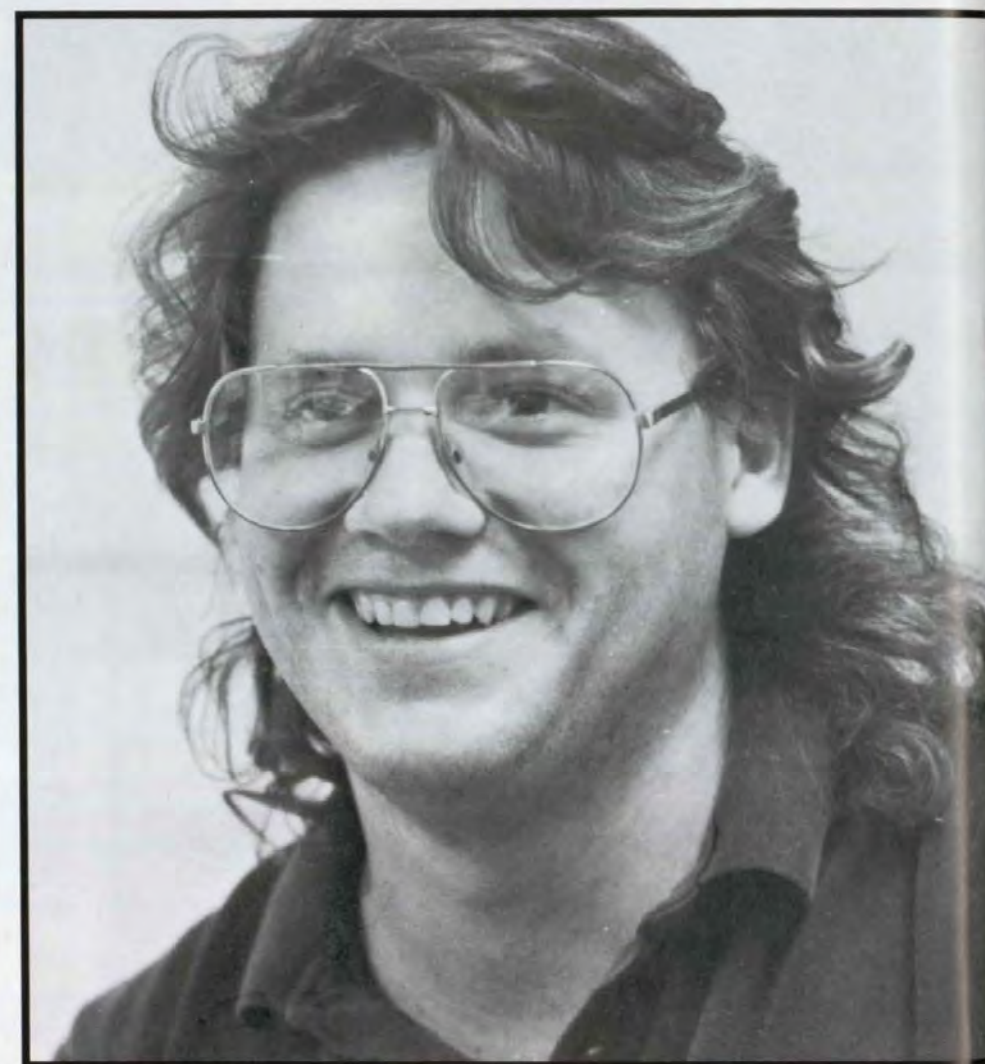


OPPOSITE PAGE: UPPER: Roger Moore. CENTER: Catherine Allenbach-Illaire. LOWER: Renee Speh. THIS PAGE: UPPER LEFT: Geoff Techentin, Erik Dorman. UPPER RIGHT: Dave McCreedy, Kate Sheppard. LOWER: Teresa Johnson.



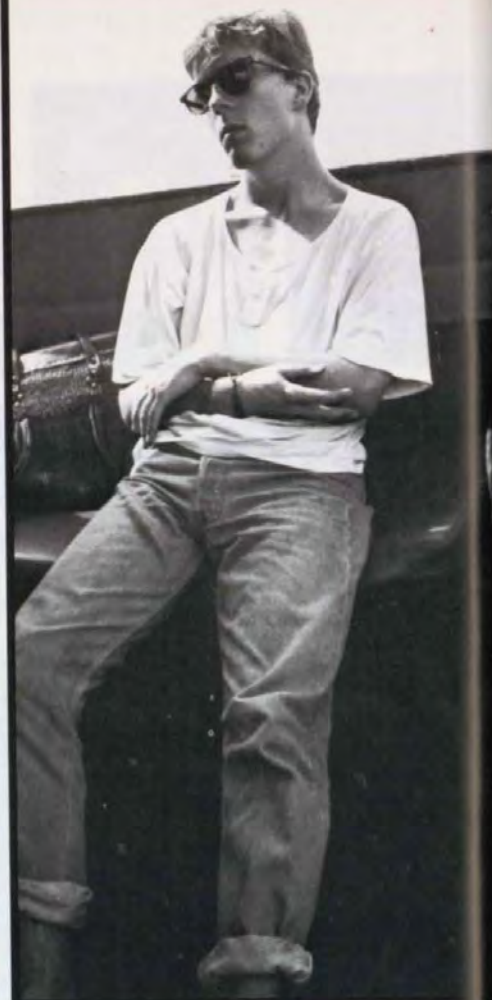
OPPOSITE PAGE: UPPER: Kristi Womack. LOWER LEFT: Ann Maxwell. LOWER RIGHT: Cheryl Tomblinson. THIS PAGE: UPPER LEFT: Steve Raymond. UPPER RIGHT: Mike Hall. LOWER: Michelle Pettit.

Sen • ior

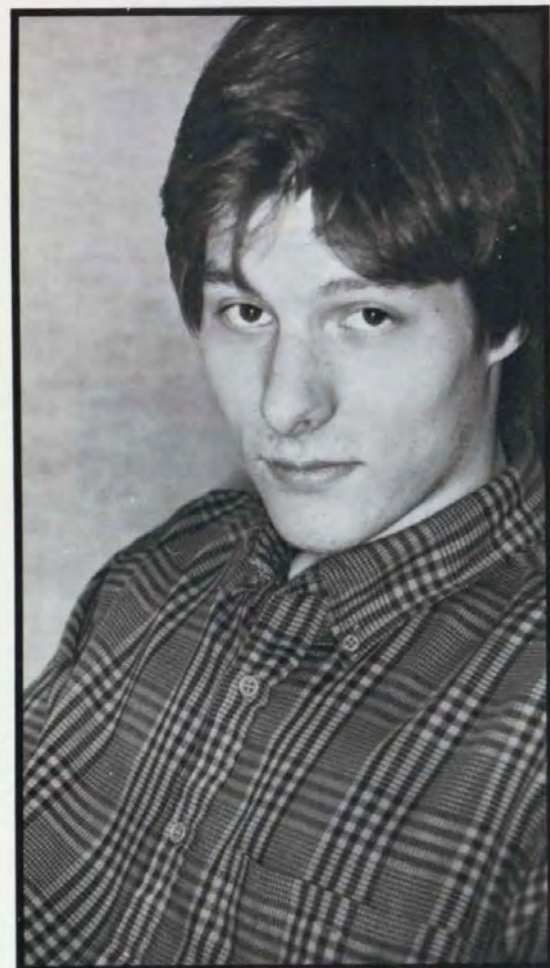


THIS PAGE: John Irish. OPPOSITE PAGE:
UPPER: Susan Halasz, Rosemary Fadool, Michele
Giffels, Paul Amodei, Adam Arnett, Sangeeta
Gandhi, Joanne Alig, Colleen Cosgrove, Sue Hos-
tetler. LOWER LEFT: Krissy Spillard. LOWER
RIGHT: Eileen Bell.



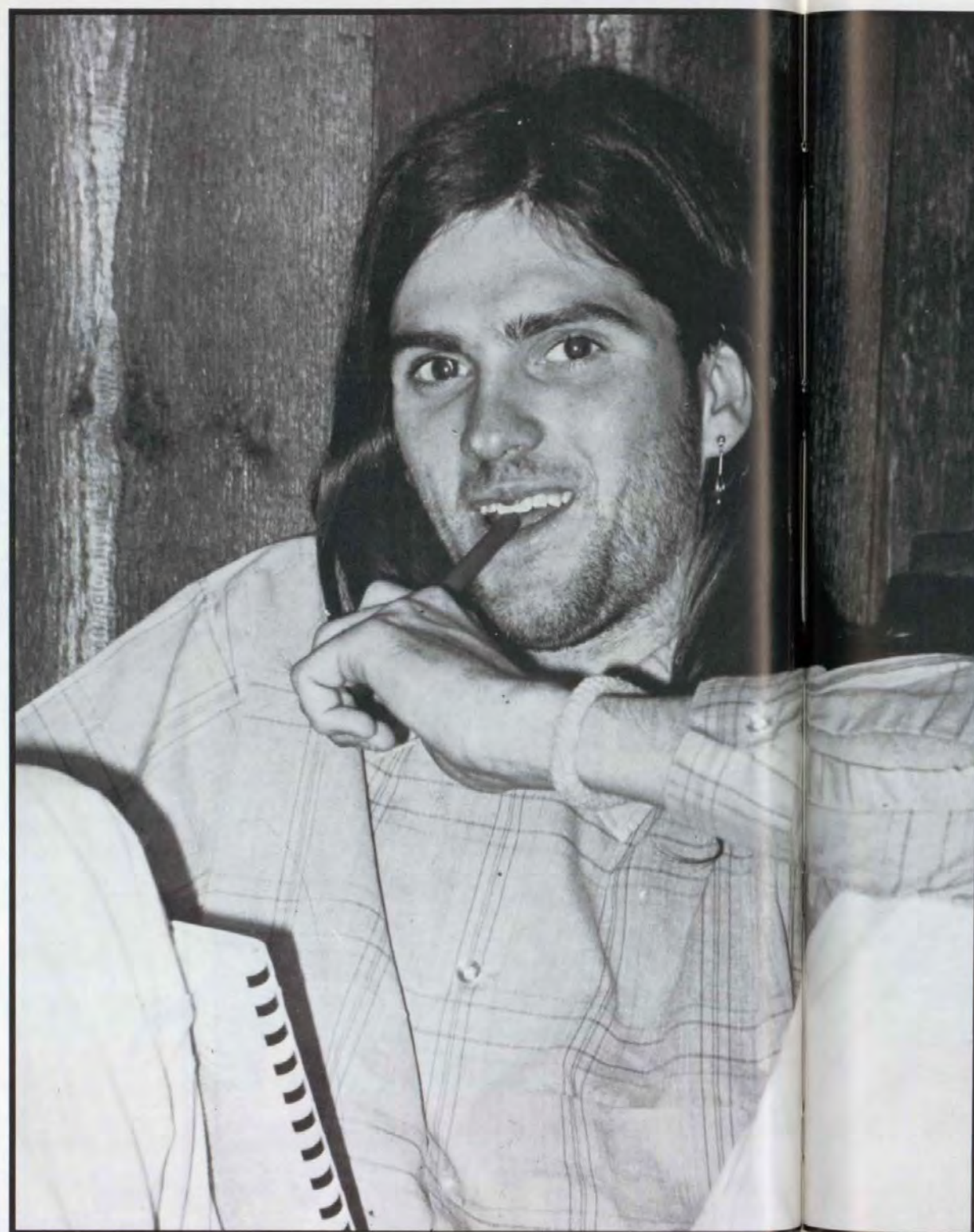


OPPOSITE PAGE: UPPER LEFT: Susan Carlson. UPPER RIGHT: Royce Kallerud. LOWER LEFT: Amy Judd, Heather Jones, Paula DeVos, Mary Rader. LOWER RIGHT: Thom Remble. THIS PAGE: UPPER: Becky Harendza, Kris Bierschbach. LOWER: Jenny Adams.



THIS PAGE: UPPER LEFT: Grant Johnston. UPPER RIGHT: Heather Ramsey. LOWER: Missy Stenger. OPPOSITE PAGE: UPPER: Kirk Lewis. LOWER RIGHT: Paul Minor.





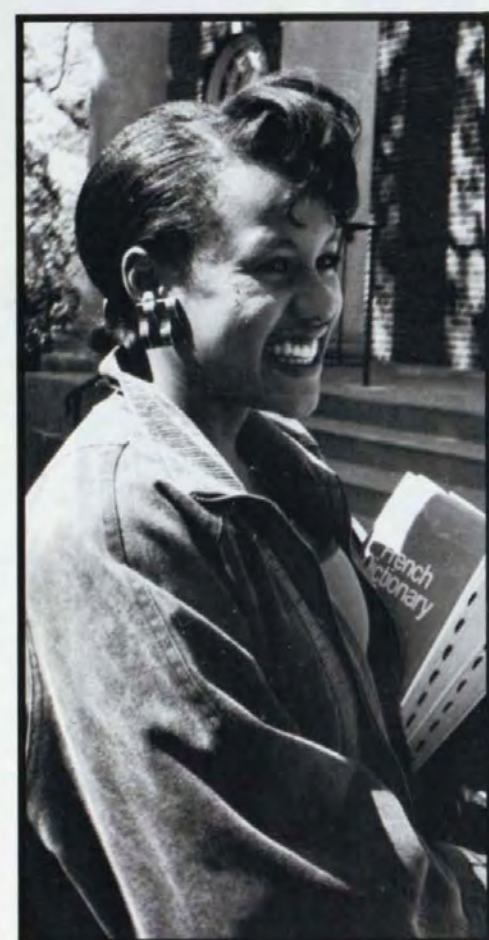
OPPOSITE PAGE: LOWER LEFT: Mark Peeters. CENTER: Chris Sinderman. THIS PAGE: UPPER RIGHT: Renee Sullivan, Jen Wytko. LOWER LEFT: Rosemary Fadool.



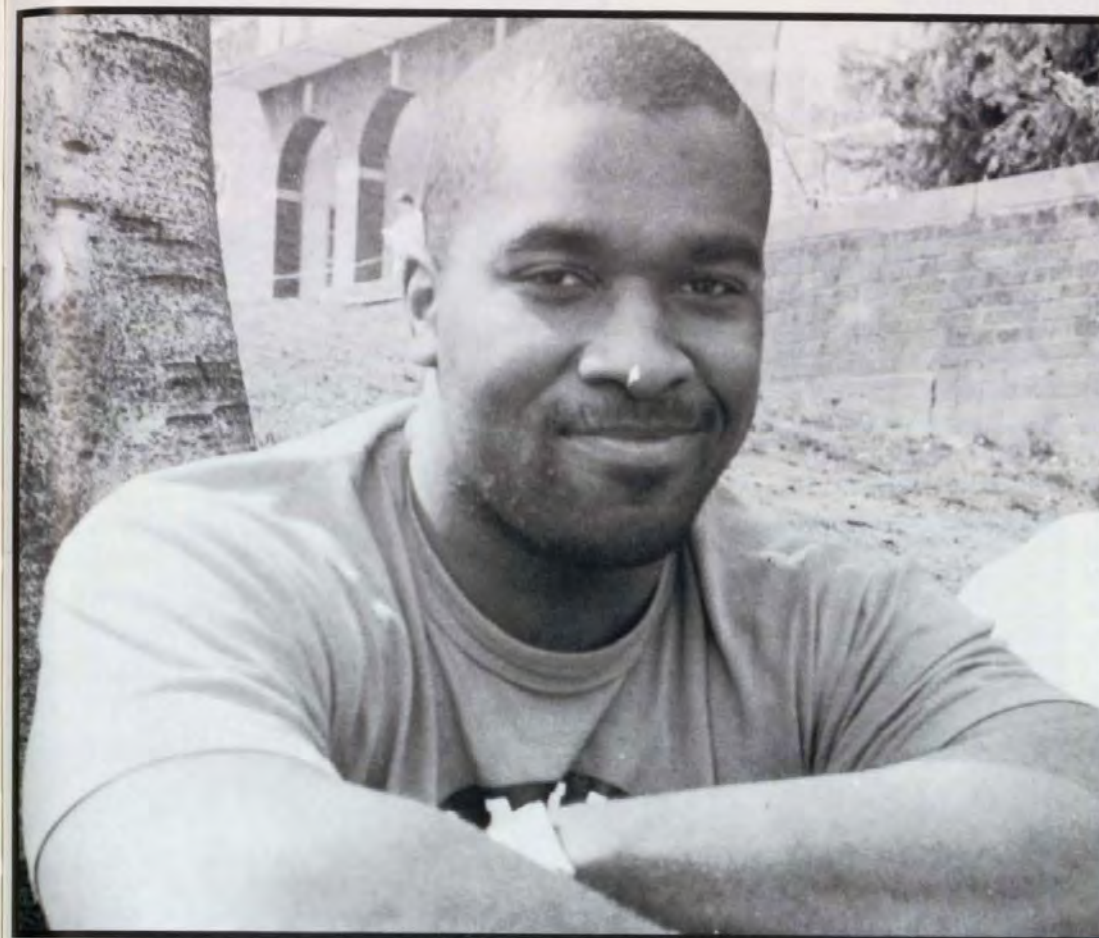
OPPOSITE PAGE: UPPER: Brita Muller. CENTER: Heather Brady. THIS PAGE: LEFT: Andrew Dumsch. RIGHT: Vicki Vandenberg.



OPPOSITE PAGE: UPPER LEFT: Stephanie Harker. UPPER RIGHT: Mark Rampy, Janice Koehler, Scott Jessen, Alice Smith, Darcie Long. LOWER RIGHT: Kathy Pao, Michelle Swanson. THIS PAGE: UPPER LEFT: Susan Halasz, Michele Giffels. LOWER LEFT: Stacey Rabine. LOWER RIGHT: Laura Van Buskirk.



THIS PAGE: UPPER RIGHT: Chris Charleville. CENTER LEFT: Kim Butler. LOWER RIGHT: Doug Learned, Ethan Segal, Ron Young. OPPOSITE PAGE: UPPER: Eric Wills. LOWER LEFT: Mindy Cullinan. LOWER RIGHT: Carrie Burroughs, Amy Judd, Paula DeVos.



SIP Senior Individualized Project

"What is the purpose of my existence?" "Where is the control I thought I had over my life?" These are questions many ask, but not even the greatest of philosophers have been able to answer. "Many contemporary philosophers and scientists will tell us that the laws of nature control our will. Modern scientific thought is keen on discovering the antecedent cause of every event..." explains Doug Learned. "Our will for an answer must have an object, but these questions exhaust all the alternatives. We cannot answer these questions for ourselves because they require an object for our understanding, and that object is not at our disposal. We confront a sense of emptiness at this moment. We are left in despair, facing a meaningless existence: nothingness."

Hence, Learned decided to approach these questions from another angle: religion. "Logically I could answer the questions," says Learned. "Existentially, I couldn't. And, in my SIP, I acknowledged the limits of philosophy and went into religious contexts." Learned's SIP, entitled **Reli-**

gious Free Will, is a historical survey of philosophical and theological thought addressing the question of free will. In particular, he focused on St. Augustine's ideas presented in **Of Free Will**. While most of his research was conducted at the Library of Congress in Washington, D.C., Learned was also able to go to Rome to find a specific section of this 11th century manuscript.

Based on what he had read, Learned then drew his own conclusions: "The ultimate meaning of our existence lies not in our ability to take all the contingent elements in our life into consideration so that we might make the most rational decision that yields us the greatest control over our will. Rather, the ultimate meaning of our existence lies in acknowledging the limits of human control and taking in the power of God. The truth is in the paradox: we must give up control so that we might gain control. It is within this truth that we find God's grace, and it is within it that we find the freedom of our will."



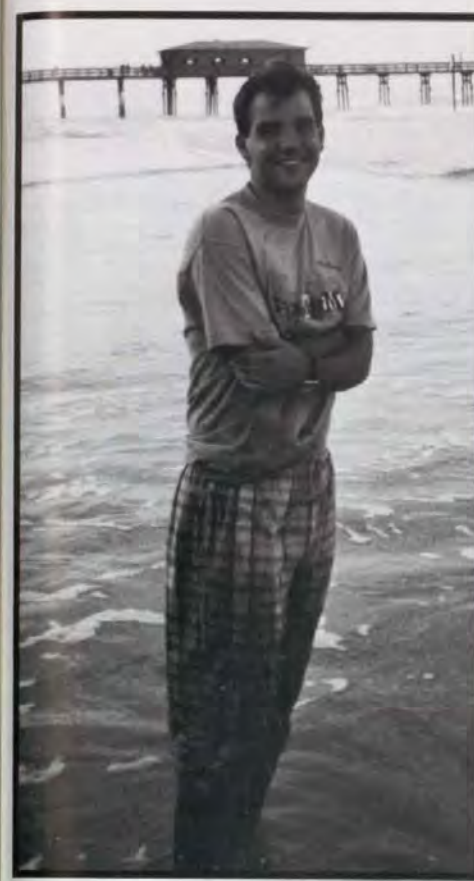
"Brookings Institute exists to grind a new set of lenses through which to examine the world," paraphrases Susie Smith. "It is the first private, non-profit organization devoted to public policy issues at the national level — the first of the 'think tanks'." Smith explains that it was out of her respect for the institute that she first applied to do her SIP there. A double major in both economics and political science, Smith was interested in researching the political aspects of protectionism in international trade policy.

At Brookings, she was paired with Pietro Nivola, author of **Frontier Justice: The Politics of Fair Trade Regulation**. Nivola, a visiting fellow at the institute, asked Smith to conduct interviews and background research for the book. "I had to read a lot before I even had enough information to begin knowing what questions to ask in the interviews. And, the more I read, the more I realized how little I knew about the subject," she says. Smith hopes that



her research will be helpful in writing the final draft of the book: "Maybe some of my interviews will trigger ideas he can use."

She claims the atmosphere at Brookings was instrumental in her own personal research as well: "The people I was with were the tops in their fields. They really have a lot of insight. It seemed like the press was there almost every day to do interviews. The atmosphere was wonderful — I would tell people what I was working on and they all had suggestions, references, connections for me. I never felt as though I was so on top of things."



Key West, Florida has much to boast about: scenic beaches, warm weather, and a great night life. But, it has one aspect of which it is not so proud. Key West has the highest incidence rate of AIDS anywhere in the United States. In comparison to New York, which acknowledges 112 cases of AIDS per every 100,000 inhabitants, and San Francisco, which acknowledges 108/100,000, Key West averages 121.

Last Fall, Thom Remble, a psychology major, went to Key West as a volunteer at the AIDS Prevention Center. He worked on a variety of educational campaigns designed to teach people



about AIDS, including the production of a one-hour TV special called **AIDS Update**. Remble's main audience, however, was found in the gay bars. "The bars would give us a place to set up and as people walked by we would hand out condoms and answer questions," Remble explains.

It was at these bars where Remble conducted most of his SIP research: "I focused on what motivates our health beliefs, what attitudes affect our behavior, general attitudes on safe sex, etc. . . ." As a means of attaining this information, Remble handed out confidential surveys to visitors at the bar asking about their sexual behavior patterns and testing their knowledge of what constituted safe vs. unsafe sex.

Remble found that knowledge among the gay population was high. "If they were still doing unsafe sex, despite what they knew, it was most likely due to drug and/or alcohol abuse," he concludes. "There will always be those people who believe, 'It can't happen to me.' Unfortunately, they're wrong."

exploring the role human rights can play in the unification of East and West Europe," she states.

"The Council, which protects human rights in Europe, used to be a point of political division among the Eastern block countries and the West. Suddenly, with all of the tremendous changes of last Fall, Eastern European countries are interested in joining it, in order to gain acceptance in the West. They see it as a stepping stone toward acceptance into the European Community."

In fact, while Moorehead was in Strausbourg, both Poland and Hungary petitioned to join the Council. "The Council of Europe was taking it all in stride, though," claims Moorehead. "Unlike NATO, the Council of Europe is value-based, rather than ideology-based. Hence, it is more flexible. There is a set procedure through which countries apply for membership."

Based on her research, Moorehead concluded that the Council of Europe is the best forum for bringing Europe together: "Before, the Council was not very powerful, because it was not economic. It was ineffective in going outside its immediate sphere." Now, however, Europeans are searching for common ground: "Human rights are the closest thing we have to universal values. I can see the Council of Europe becoming increasingly important in the near future."



In Fall, 1989, the face of Europe changed dramatically as Eastern block countries severed ties with their communist past and embarked upon a path of radical economic and social transformation. Sponsored by the Calvin-Chamberlain Foundation, Jennifer Moorehead, a political science major, was able to witness some of the ensuing changes first-hand this past winter as she researched her SIP at the Council of Europe in Strausbourg, France: "I was interested in

Interferon and Natural Killer Activity in Infants with Exanthem Subitum — it's a pretty scary title for a SIP. Ethan Segal, however, disagrees. "It's not very complicated, really. There is a disease common among infants known as Roseola. It gets its name because the baby gets a red rash over its entire body. Most infants don't die of the disease but it stays with the person and reoccurs again if the person should get an organ transplant, AIDS, etc. — anytime that the person's immune system goes down. . . . For a long time it was a very mysterious disease; it wasn't until 1988 that scientists were able to identify Human Herpes Virus 6 as the source of the illness. There is so much that is still unknown."

Sponsored by the Calvin-

Chamberlain Foundation, Segal was able to go to Japan to the Research Institute for Microbial Disease. There he investigated whether natural killer cells and interferon helped infants to fight Roseola in the early stages of the disease. "We said 'yes,'" states Segal, "In our research, we tried to find evidence that these were being used."

Although Segal had lived in Japan before on Foreign Study, he found that this experience was very different. "I wasn't a student hanging out this time; I had a full-time job. The research was excellent. I learned a tremendous amount about the disease, scientific method, etc. . . . It was my first full-time job in a lab. But, it was difficult — long hours, six days a week. Science in the classroom and science in the real world are very, very different."



"I live near the northern border of Indiana," begins history major Stephanie Harker, "So the Amish have always been a familiar sight for me. But, I never knew much about them, and I was curious to learn as much as I could." During Winter Quarter, Harker set out to do just that. She limited her research to Amish women, in particular: "I chose to study the roles of old order Amish women within the historical perspective to see what changes the 20th century has made in their lives."

She began her research at Goshen College, which houses the archives of the Mennonite Dutch, and the Mennonite Historical Library. She found, however, that there was very little information on Amish women, and virtually no primary resources (diaries, manuscripts, etc.). Finally, she stumbled upon the Pequea-Bruderschaft Library in Lancaster, PA: "There I found 14 diaries by Amish women between 1899-1923. But, they weren't like our diaries. . . . They talk about the weather, crops, and so forth. I thought maybe this was because it is a more rural, non-individualistic culture."

This impression was reinforced by

interviews Harker conducted with several contemporary Amish: "One night, I was invited to dinner by a deacon and his wife. All eight of their children sat around the table with us. There was a great feeling of closeness and community there, a completely different atmosphere. It was all very family-orientated." She asked the deacon if he could name any outstanding Amish women, but soon discovered that the Amish couldn't relate to that frame of mind: "The Amish don't think like that. Humility is a virtue. To stand out is not as honorable as it is here because of the community orientation. Maintenance of the fellowship of the church — raising the children — is not just one woman's job. All women do it. And in that way of thinking, all women are outstanding."

Harker's research led her to conclude that Amish women have maintained basically the same roles as they have held since the 16th century, due to the heavy reliance on ancestral and biblical tradition in the culture: "Women's roles are what they were designated to be in the Bible as interpreted by 16th century Mennonite society: i.e. Mother and Keeper of the home." There have been some changes in the 20th cen-



tury due to economic circumstances. It's difficult to get farm land and maintain the rural lifestyle. Some women are now working outside the home in restaurants and gift shops. But, their goal is still to get married and have children, and to raise them as church members.

"You can think of this as sexist, in a way: 'See how religion has subordinated women in the church and society!' But, contentment in the role can support domestic feminists who say that if we raise the status of motherhood and housekeeping the problem will be solved. . . . The women I spoke with were content."

Denise Miller came home from her SIP with more than she bargained for. Yes, she had expected to learn about Islam. She had expected to study the role of female marabouts in Senegal. She had expected to experience the ups and downs of life in a less developed country. But, did she expect to come back with a husband?

"No, this all happened when Badou couldn't



get his visa," explains Miller. In fact, Miller hadn't even planned on going to Senegal for her SIP: "Originally, I was going to go to New York to study Senegalese immigrants and observe how they assimilated into U.S. culture." Then, last summer, she heard Dr. Mbodji, from the University of Dakar, mention female marabouts at an LACC lecture. During her foreign study, Denise had come in contact with marabouts: "A marabout is an Islamic leader. It is not a formal role — no one confers it upon you. Often it is hereditary, but not always." Miller, however, had never heard of female marabouts and was intrigued.

She learned that some female marabouts are called such because they are the sister or the wife of a marabout. Many, however, have actually studied the Koran and Arabic — and had followers who came to them to study. She decided to focus on the latter: "I went to Senegal with three assumptions: 1) female marabouts would be a controversial topic, 2) they would be feminist, 3) they would be having a difficult time. I was wrong on all three accounts! First, most people there didn't know they existed. When I told them, they

were surprised but not scandalized. Second, they weren't feminists in our sense of the word. Their idea of freedom is very different than ours. Lastly, their main problems were financial, just like everyone else. They didn't feel discriminated against."

Miller claims it was still a worthwhile SIP: "It was enlightening to find out I was wrong because if I had found out I was right, I would have wondered whether I was really right or just looking for stuff to reaffirm my own opinions. I also got to find out the hard way how to do anthropological research. It was a lot like playing detective. We would go from village to village and ask around till we found the marabouts." And besides that, Denise was with Badou again.

"We had talked about getting married further down the line, but now the situation had changed. . . . We decided to get married in October. Ten days later we did it. . . . I think the fact that we were going through the process of getting him out with me made it much more difficult. No, these were not the ideal conditions under which to do a SIP, . . . but, hey, I like a challenge!"



"D'Accord makes no deals under \$50,000,000," Nina Schneider states, referring to the leverage-leasing company she worked with during her SIP. "Our brokers would put together clients and financiers for large transportation rentals: barges, airplanes, etc. . . . Sometimes the brokers would work for an entire year on one contract, but then they would collect 1/2%-2% commission for setting up the deal. It was fascinating to watch."

Schneider, an economics major, worked as an

accountant for the San Francisco-based company while she researched decision-making practices in small businesses. Despite appearances, Schneider points out that D'Accord still qualifies as a small company. While it currently has subsidiary offices in Tokyo, Chicago, and New York, D'Accord has very few employees. "It's still a young company," explains Schneider. "It's only 12 years old. It needs to grow and expand. But, in ten years, they could be all over the country. D'Accord's brokers represent the cream of the crop."

While Schneider enjoyed her work, her stay in San Francisco was overshadowed by the earthquake which devastated large areas of the city shortly after she arrived in October. "I was on the fourth floor of a building built in 1910," begins Schneider. ". . . I didn't know what was going on. One of the brokers yelled, 'Get under a doorway!' I

saw a main frame computer fall, heavy filing cabinets tipped over. . . . After it was over, I ran into the street and all of the electricity was out. Half of the buses run on electricity, so no one could get home. The buses that were running were packed. People were throwing stones at the buses trying to get them to stop. People were really frightened. . . . There were aftershocks all night. From my apartment building, I could see the wealthy Marina district. The whole area was on fire; the entire sky glowed."

The scariest thing is that they say that's not even 'it.' This was just the appetizer! They say this was nothing. The Bay Bridge collapsed, the Marina burned down — and they say this was nothing! I guess we were just lucky this time."

Sen • ior Soi • ree (sēn yer swä rä) n.,
[Fr soirée , soir, evening [L sero, at a late hour]
the night to say "good-bye."



THIS PAGE: UPPER LEFT: Jenny Joyce, Mike Kaminski. UPPER RIGHT: Bongo Olindo, Anna Dupree. LOWER RIGHT: Roy Villani, Samantha Hager, Leslie Kareckas, Christina Henderson, Angie (guest), Jim Hager, Edie Linton. OPPOSITE PAGE: UPPER LEFT: Karla Hoffmann, Jeff Royce. UPPER RIGHT: Waiting. LOWER LEFT: the Pistons game. LOWER RIGHT: Samantha Hager, Lori Weisgerber, Andrew Gemrich, Allison Comp.



Sen • ior Soi • ree



soc•cer (säk-ər)n., a game in which two teams advance a round ball by kicking or by propelling it with any part of the body except the hands and arms.



THIS PAGE: UPPER: Rob Orsucci. CENTER: The team before a game. LOWER LEFT: Philip Nielsen, Jeff Wilson. LOWER RIGHT: Craig Thiel.



K 1	Kenyon	2
K 2	Mt. Union	1
K 5	Alumni	1
K 1	Spring Arbor	0
K 1	Alma	0
K 3	Hope	1
K 3	Adrian	0
K 3	Calvin	1
K 5	Olivet	0
K 3	Albion	0
K 2	CMU	0
K 5	Alma	1
K 3	Hope	0
K 1	Adrian	0
K 0	Calvin	0
K 7	Olivet	0
K 1	Albion	1
K 0	WMU	2



THIS PAGE: UPPER: Front row (L TO R): Nathaniel Stott, Pat VanderVeen, Rob Orsucci, Fred Mayer, Matt Hartker, Jeff Wilson, Rob Ketola, Michael Haines. Back row: Coach Hardy Fuchs, Alex O'Kulich, Paul Anderson, Craig Thiel, Clark Arnden, Max Westland, Ethan Chamberlin, Jon Galow, Rick Hartker, Philip Nielsen. CENTER: Philip Nielsen. LOWER: Max Westland.



SOC•CER (säk-ər) n., a football game in which a round ball is advanced by kicking or by propelling it with any part of the body except the hands or arms.



This year's women's soccer team ended the season with an 11-5-1 total record and was placed 1st in the conference. The team was led by captains Amy Harris, Kim Paterson, and Molly Wright. The following five members were recognized on the All Conference team: Shelly Krisfalusi, Amy Harris, and Karen Carney (1st team) with Molly Wright and Leigh Clancy making 2nd team. Krisfalusi was also recognized by the MIAA as most valuable.



K 5	WMU	0
K 1	Oberlin	1
K 0	Alleghany	1
K 0	William Smith	3
K 2	Ohio Wesleyan	1
K 9	Adrian	0
K 1	Wright State	3
K 8	Olivet	0
K 2	Hope	0
K 2	Dennison	0
K 4	U of Chicago	1
K 0	U of Rochester	1
K 4	Alma	0
K 1	Hope	0
K 1	Calvin	0
K 4	Maryville	2
K 10	Albion	1
K 0	Macalaster	2

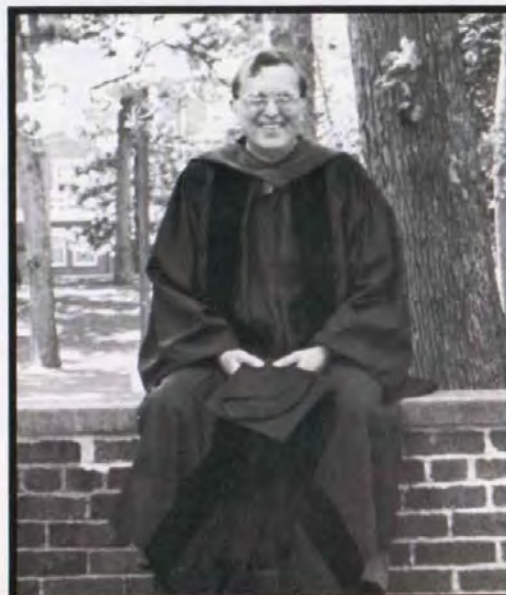


OPPOSITE PAGE: UPPER LEFT: Molly Wright, Leigh Clancy. UPPER RIGHT: Leigh Clancy. CENTER LEFT: Jen Adams. CENTER RIGHT: Shelly Krisfalusi. LOWER: Front row (L TO R): Amy Harris, Lisa Schafer, Shelly Krisfalusi, Johanna Roberson. Center row: Jenny Adams, Shannon Starkweather, Tawna Ledesma, Kris Gottschalk, Renee Sullivan, Teresa Johnson, Susan Slagle. Back row: Naoto Goto(trainer), Karen Carney, Candi Jones, Kim Paterson, Leigh Clancy, Molly Wright, Mary Watkins, Leslie Dorward, Coach Pete Kowall. THIS PAGE: UPPER LEFT: Renee Sullivan. UPPER RIGHT: Susan Slagle. LOWER LEFT: Teresa Johnson. LOWER CENTER: Leslie Dorward. LOWER RIGHT: Amy Harris (11).

So • ci • ol • o • gy/An • thro • pol • o • gy (sō-sē-'āl-e-jē, an(t)-thre-'pāl-e-jē) n.; "in approaching these complimentary fields, theoretical understanding and the observation of the social institutions and processes are stressed. Community situations are frequently utilized for practical assessment of theories. Such learning helps students toward an understanding of the human condition, the various societies in which it operates, and the cultural traditions which form and reform it."*

1990 Soc/Anth Majors

Amanda Berkemeier, Elizabeth Heezen, Teresa Johnson, Ann Maxwell, Denise Miller, Melissa Peterson, Martha Shafer, Christian Sinderman, Laura Spooner, Jocelyn Thompson



UPPER: Kim Cummings. CENTER LEFT: Robert Stauffer. CENTER RIGHT: Marigene Arnold. LOWER: Richard Means.



Soft • ball ('sof(t)-Bòl) n., a game closely resembling baseball but played on a smaller diamond with a ball that is larger and pitched underhand.

Maintaining the quality level of pitching and defense established last year, the young softball team finished the season with a decent 5-17 record. Coach Haklin was assisted by women's basketball coach Lisa Diment. Captain Heidi Reyst led the team through the season and Becky Rifenberg was recognized in the conference.



UPPER LEFT: Mindy Cullinan. UPPER RIGHT: Rocky Cibor. CENTER LEFT: Cibor, Colleen DeWitt. CENTER RIGHT: DeWitt. LOWER: Lisa Vedmore.

Soph • o • more (săf e môr) n., [altered (after Gr. sophos, wise + moros, foolish), obs. *sophumer*, lit., sophist] student in the second year of a college program, ie. "the terrible two's" all over again.

What percentage of your friends returned to 'K' as sophomores?

- a) 100%
- b) 80%
- c) 30%
- d) they're here, but they're still freshpersons

How many times have you changed your major since you declared last winter?

- a) it's still the same
- b) once
- c) twice
- d) infinity minus one

The key objective of my Sophomore year was

- a) pass organic chemistry
- b) make the varsity team
- c) get a single
- d) to earn enough language credits to be able to go on foreign study.
- e) other: _____

When did you start looking or your CD?

- a) freshman year
- b) fall quarter
- c) winter quarter
- d) first week of spring quarter

During my Career Development, I wrote in my journal:

- a) daily
- b) weekly
- c) monthly
- d) the day before my seven entries were due

As my Career Development, I:

- a) performed work relevant to my career interests
- b) performed work that would look impressive on my resume
- c) worked where I could earn lots of money before summer's tuition bill arrived
- d) performed menial tasks so that I could live in a great city

TRUE OR FALSE

___I made "a personal inventory" of my talents and skills before sending out my cover letter and resume.

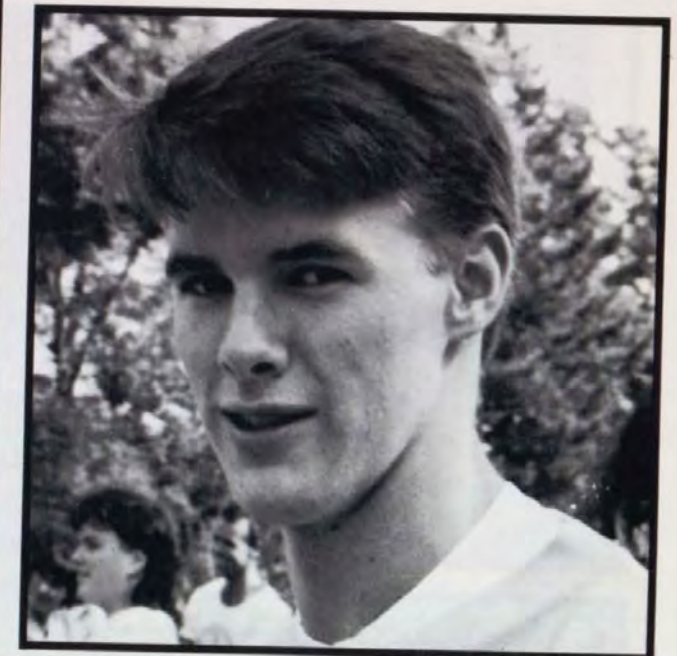
___I remembered to go to my CD debriefing session.

___Since I became a sophomore, I so rarely get mail that I have forgotten the combination to my mailbox.

___My parents have even stopped sending the exam week care packages.

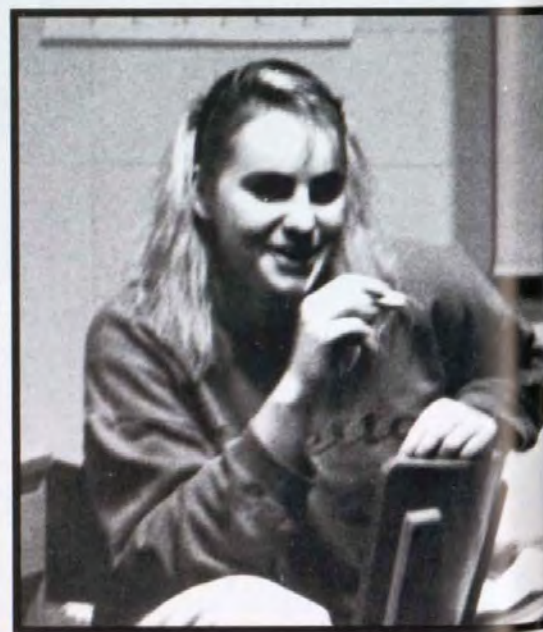


Left: Allan Silva. Right: Kelli Gaitner.



UPPER LEFT: Tracie Palmer, Tiffany Greenman. UPPER RIGHT: Marty Karamon. LOWER LEFT: Grady Garrison. LOWER RIGHT: Mary Clark.

THIS PAGE: UPPER
LEFT: Andy
Patterson; UPPER
RIGHT: Rick
Sherwood. CENTER
LEFT: Denise
Chasko; CENTER
RIGHT: Erika
Walker. LOWER
LEFT: Joe Attia,
Adeel Khalid;
LOWER RIGHT:
Helen Mikelic.



UPPER LEFT: Kevin
Phillion. UPPER RIGHT:
Alison Hramiec. CENT-
ER LEFT: Paula Major.
CENTER RIGHT: Ken
Mulder. LOWER: Jessi-
ca Tauber.



OPPOSITE PAGE: UPPER: Kristin Johnson, Rocky Cibor, Amy Hamden. LOWER LEFT: Lisa Bolter, Alison Hramiec. LOWER RIGHT: Crystal Caruana. THIS PAGE: UPPER LEFT: Erika Bolig. UPPER RIGHT: Lance O'Donnell, Mark Barnum, Adeel Khalid, Frank Rhames. LOWER LEFT: Joe Attia. LOWER RIGHT: Jofin Burleigh.





THIS PAGE: UPPER LEFT: Scott Jerome. UPPER RIGHT: Susan Palmer. LOWER: Kevin Jawahir, Abby Filler, Tom Higgins.



THIS PAGE: UPPER LEFT: Jennifer Cheseck. UPPER RIGHT: Molly Greening. LOWER LEFT: Mark Owens. LOWER RIGHT: Julie Katsaras, Cindy Rieden.

Space (spās) n., the three-dimensional, continuous expanse extending in all directions and containing all matter

Please use this space to attach your favorite, most flattering picture of you and your friends to assure a prominent spot in this year's **Boiling Pot**.



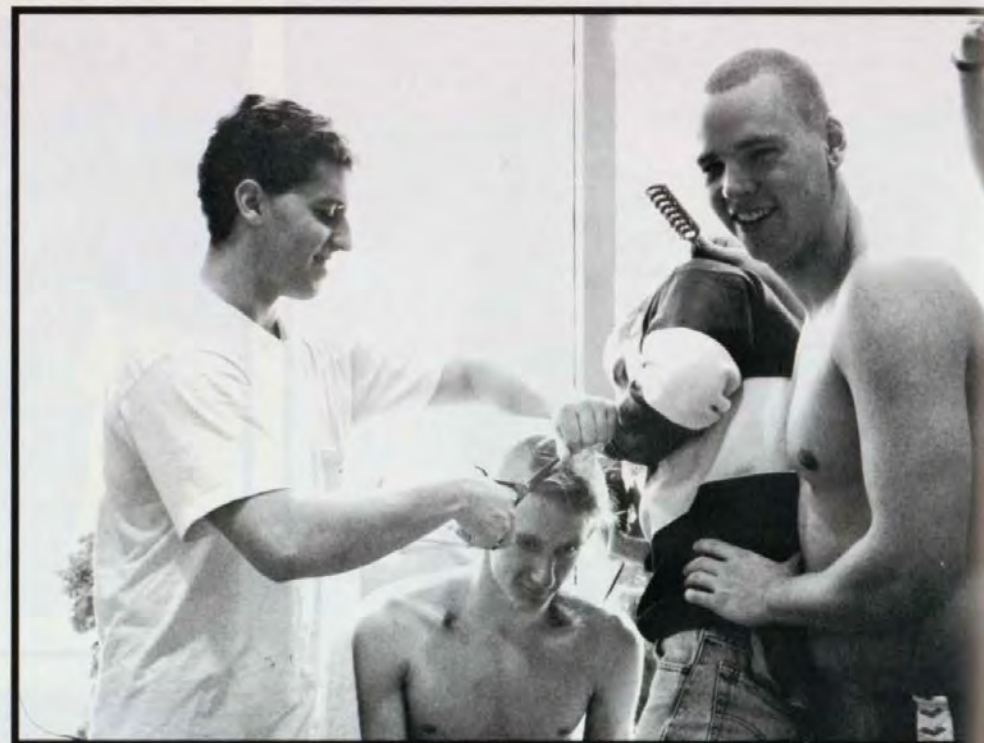
Spring Fling (spring fling) n., dance sponsored by Student Commission, held to celebrate the beginning of Spring.



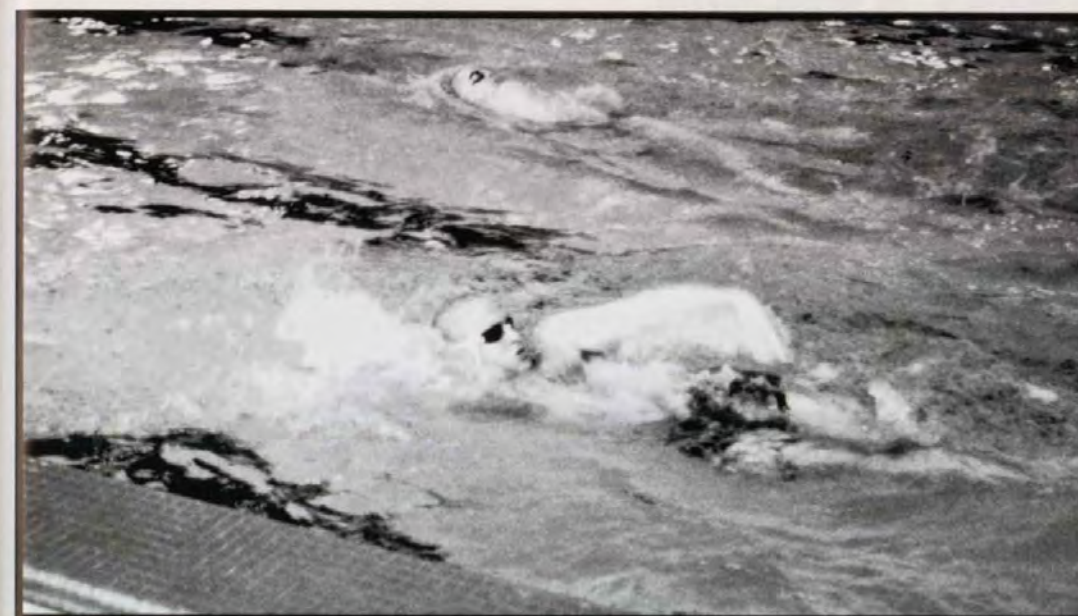
UPPER RIGHT: Chad Goodwill, Kirsten Gracki. UPPER LEFT: Mary Nicoletti. LOWER RIGHT: Heidi Zmuda, Max Westland. LOWER LEFT: Kate Warner, Steve Iacquinello.

Swim • ming (swim'ing) v., to propel oneself through the water by means of movements of the body. n., something certain people and fish have in common.

As is tradition here at K, the men shaved their heads in preparation for the League Meet. Led by captains Jeff Bainbridge and Sean McDermott, the men's swim team took the conference. The team, with Coach Kent at the helm, lost only one meet in the conference ending the season with a record of 4 and 1.



UPPER LEFT: Geoff Brown. UPPER RIGHT: Sean McDermott, Andy Avery, Jeff Bainbridge. LOWER LEFT: Chip Reichardt. LOWER RIGHT: Dan Kibby.



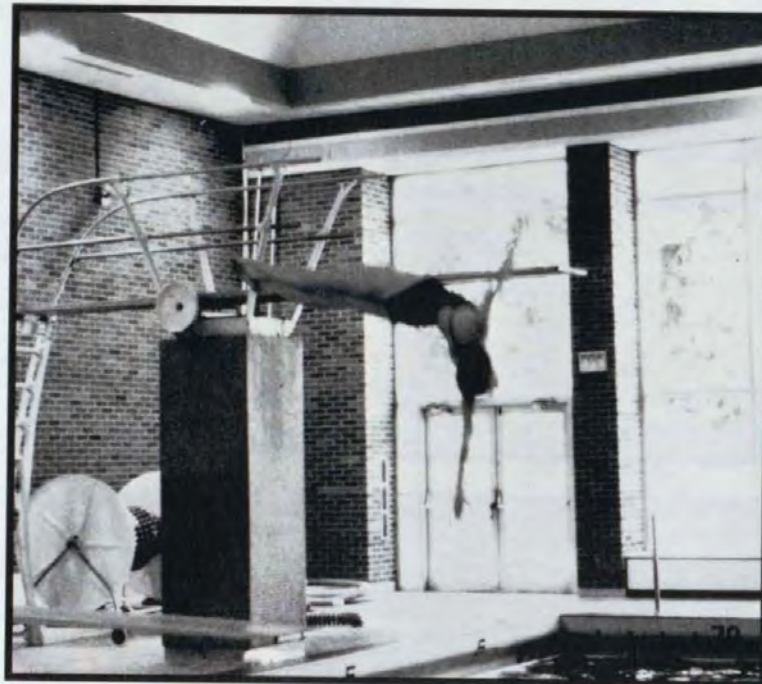
K 168	Adrian	41
K 129	Ferris	109
K 156	GRJC	54
K 162	Alma	37
K 134	Calvin	101
K 111	Grand Valley	131
K 110	Hope	127
K 154	Albion	85



UPPER: Chip Reichardt. CENTER LEFT: Steve Hunt. CENTER RIGHT: Dan Kibby. LOWER: FRONT: Geoff Brown, Jim Davis, Paul Miotke, Gerry Gleason, Marvin Im, Coach Bob Kent. SECOND ROW: Sean McDermott, Jeff Walker, Kevin Phillion, Matt Swirtz, Dan Kibby.

Swim • ming (swim ming) v. to propel oneself through the water by means of movements of the body. n., something certain people and fish have in common.

The women's swim team took the MIAA conference again this year, beating Hope's 2nd place standing by 67 points. The team's only loss was to Hope at the end of the season, giving the Hornets a 10-1 overall record. Early in the season, diver Julie Delamarter broke the school record in the 50. Delamarter and Tiffany Greenman represented Kalamazoo at Nationals this year.



UPPER: Heather Botsford. CENTER: Beth Leary. LOWER: Katie Czmer.



K 132	Calvin	107
K 164	Adrian	62
K 148	Olivet	20
K 132	Ferris	107
K 157	GRJC	50
K 161	Alma	66
K 144	Calvin	93
K 122	Grand Valley	118
K 113	Hope	127
K 173	Albion	57



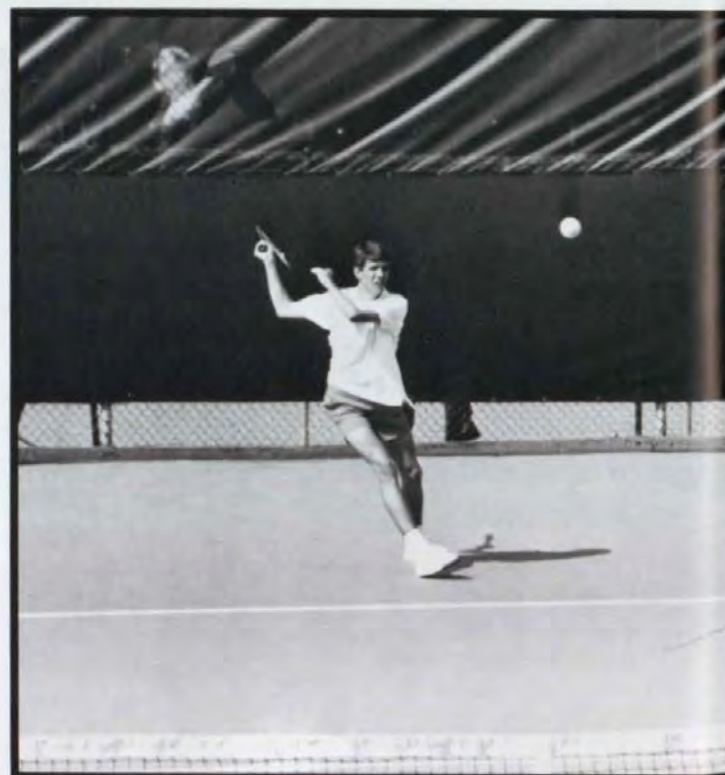
UPPER: Margaret Howrey. CENTER LEFT: Heidi Early. CENTER RIGHT: Coach Lyn Maurer. LOWER: FRONT: Kelli Warner, Julie Delamarter, Gina Welscott, Helen Mikelic, Tiffany Greenman, Chris Lomer. SECOND ROW: Coach Lyn Maurer, Katie Czmer, Cindy Grush, Heidi Early, Nicole Williams, Elizabeth Lyn, Laura Miller.

Ten • nis (ten-'is)n., 1. a typically outside game played with rackets and a light elastic ball. 2. The only sport one can stay clean in white.

The men's tennis team once again had an outstanding season taking the MIAA title. Doug Keen, Jeff Fieldhack, Nathan Eddy, and Lewis Miller were recognized in the conference while Keen was also named MVP. Keen and Fieldhack were named to the All-American team, as was Miller. With an overall record of 23-8, the men placed third in the NCAA Division III. Coach George Acker was selected as "Coach of the Decade" by his peers.



UPPER: Doug Keen. CENTER LEFT: Jeff Fieldhack. LOWER: Lewis Miller.

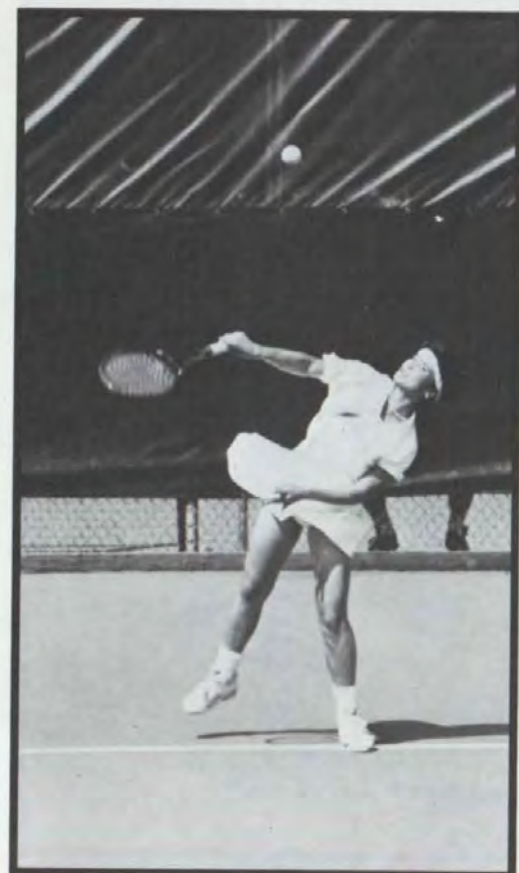


K	8	Indiana State	1
K	0	Michigan State	9
K	1	Vanderbilt	8
K	8	University of South	1
K	2	Rollins	7
K	7	Central Florida	2
K	8	Eckerd	1
K	2	South Alabama	7
K	4	Emory	5
K	8	University of Chicago	1
K	2	Miami	7
K	9	Adrian	0
K	9	Olivet	0
K	9	Ohio Wesleyan	0
K	9	Wooster	0
K	7	DePauw	2
K	5	WMU	4
K	6	Toledo	3
K	9	Calvin	0
K	7	Valparaiso	2
K	6	Ferris State	3
K	9	Albion	0
K	9	Hope	0
K	8	Wheaton	1
K	9	Alma	0
K	8	EMU	1
K	0	Notre Dame	9
K	6	Gustavus Adolphus	2
K	5	Washington	4
K	2	Swarthmore	5
K	6	Claremont	3

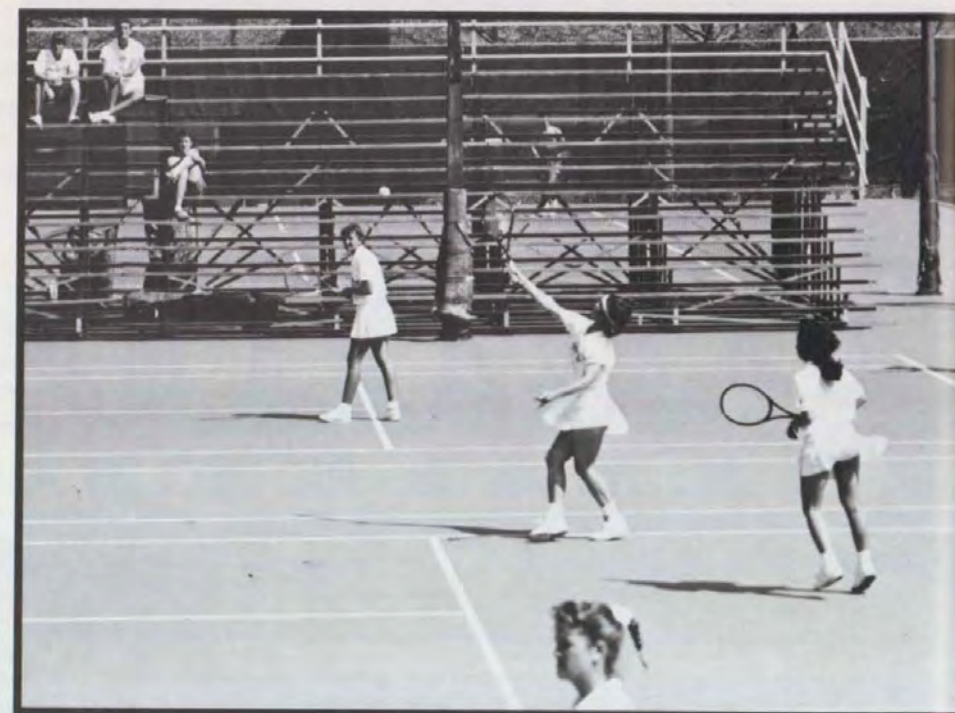
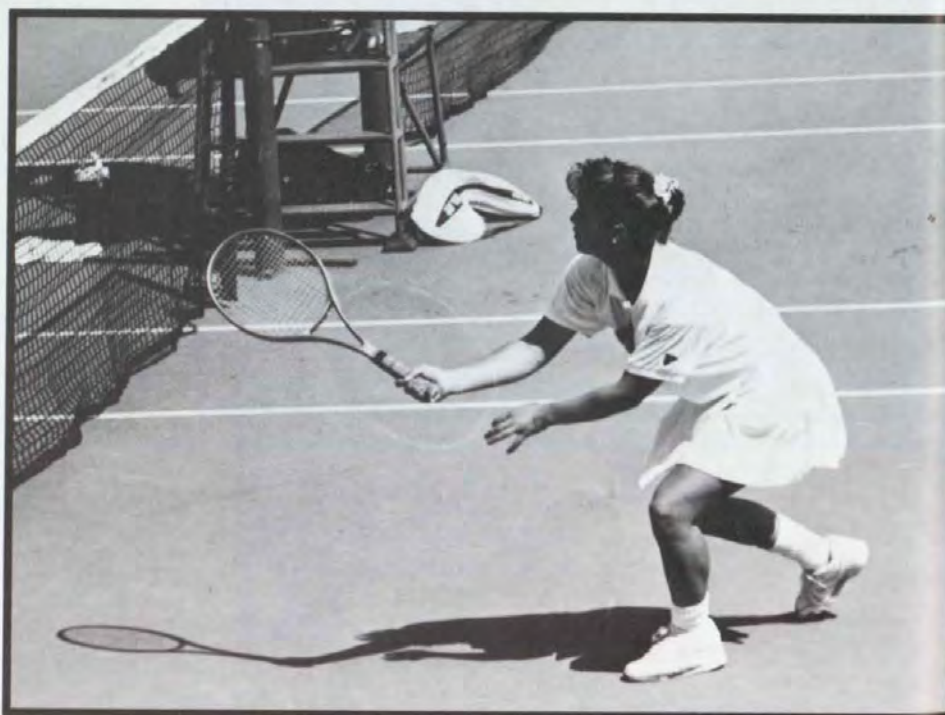
UPPER: Members of the 1990 team. LOWER: James Osowski.

Ten • nis ('ten-is) n., typically outdoor game played with rackets and a light elastic ball.

Coached by Sherry Acker, daughter of the men's tennis coach, the women's team also took the MIAA title. They defeated defending champion Hope with 88.5 points overall. Seniors Linda Hsi and Teresa Velarde received awards for All-MIAA First Team while Laura Rizzo was named to the second.



CENTER LEFT: Teresa Velarde. LOWER: Laura Rizzo.



UPPER: Linda Hsi. CENTER LEFT: Teresa Velarde. CENTER RIGHT: Laura Rizzo.

K	6	Belleview U	3
K	4	Elon	5
K	8	Goucher	1
K	2	Dennison	7
K	1	Cornell	8
K	5	Bowdoin	4
K	4	West Georgia	5
K	9	Olivet	0
K	4	Hope	5
K	1	Hope	8
K	2	DePauw	7
K	9	Adrian	0
K	5	Albion	4
K	2	St. Olaf	7
K	5	Wheaton	4
K	6	Principia	3
K	9	Calvin	0
K	4	St. Mary's	5
K	7	Alma	2

The • atre ('thē-et-er) n.; "Providing a series of courses and activities as the basis for the creative, intellectual, and cultural growth of students, the department seeks to enlarge sensitivity to the past and present and nourish an awareness of people and cultures. Emphasizing a wide range of dramatic styles in order to experience the breadth of dramatic literature, opportunities offered include involvement in the resident summer company, drama study in London, and placement with a regional or New York professional theatre."*

1990 Theatre Majors

Timothy Fuller, Rebecca Harendza, Wendy Henninge, Robert Jackson, Megan Owens, Alisha Rohde, Cheryl Tomblinson



THIS PAGE: UPPER: Larry Jaquith. CENTER LEFT: Ed Menta. CENTER RIGHT: Lara Friel. OPPOSITE PAGE: UPPER LEFT: David Bainbridge. UPPER RIGHT: Patrick Thompson. LOWER LEFT: Adam Lewin. LOWER RIGHT: Derek Stottlemeyer.



Ultimate Frisbee (el te met friz bē) n., a non-contact sport played by two seven-player teams. The disc may only be moved by passing. A pass that is incomplete, knocked down, or intercepted is turned over to the defending team. A goal is scored when a disc is successfully passed into the opposing team's end zone. Players must have an affinity for sunshine, grass stains, and "going horizontal."



vol•ley•ball (vāl-ē-ból) n., a game played by volleying a ball over a net or more affectionately described: pass, set, spike.



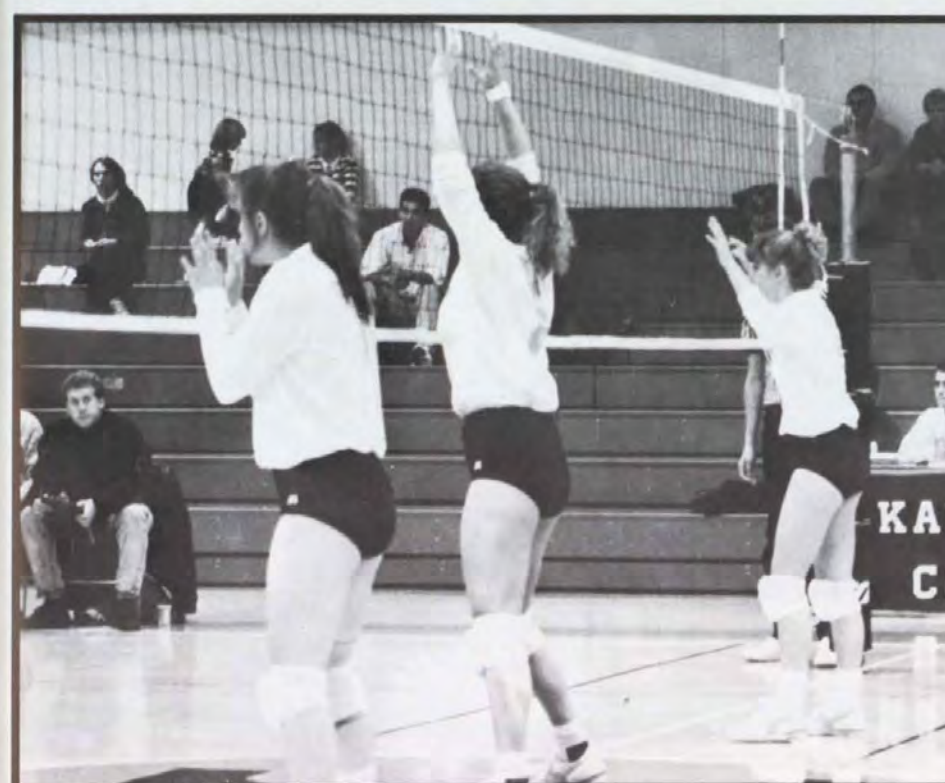
Conference Matches:

K 3	Olivet	0
K 0	Hope	2
K 2	Adrian	3
K 2	Alma	3
K 1	Hope	3
K 3	Albion	0
K 1	Calvin	3
K 1	Alma	3
K 3	Olivet	0
K 3	Adrian	1
K 2	Hope	3
K 3	Albion	1
K 0	Calvin	3

... scores given are numbers of games, not point totals.



The women's volleyball team, led by Coach Jeanne Hess, placed 4th in the conference, tied with Adrian. All-Conference Mary Gerdes served as captain as did Alice Smith. The team had a respectable 17-19 record with a record of 5-7 in the conference. Others who received All-Conference status were Barbie Oelslager and Rocky Cibor.



OPPOSITE PAGE: UPPER LEFT: Coach Hess, Asst Coach Anne Harrison. UPPER RIGHT: Time out. CENTER LEFT: Karen Willms. CENTER RIGHT: Members of the team (L TO R): Back row: Angela Fadely, Gretchen Crumbaugh, Susan Ringler, Karen Willms, Mary Gerdes, Kelly O'Reilly, Jennifer Duff, Barbie Oelslager. Front row: Asst. Coach Harrison, Coach Hess, Cara Francombe, Rocky Cibor, Alice Smith, Chauntelle Minshall. LOWER: Alice Smith. THIS PAGE: UPPER: Barbie Oelslager, Angela Fadely. CENTER LEFT: Rocky Cibor. CENTER RIGHT: Karen Willms, Mary Gerdes, Kelly O'Reilly. LOWER: Front line.

win • ter play (win'ter plā), n. a drama performed in winter (hey, give us a break — we're almost at the end of the book and can you think of anything better?)

GODSPELL



The word "Godspell" takes its roots in the phrase "good spell" which loosely interpreted means good news. The Kalamazoo College Theatre Department's production of **Godspell** certainly lived up to its ancient derivation in stellar fashion as it provided a very needed extracurricular outlet during a particularly dreary Kalamazoo winter quarter. After weeks of work, the theatre department unveiled its efforts to the public in several performances in late February.

The musical, an adapted version of a 1960's work, was set in a shopping mall and presented an untraditional look at a very conventional story-line, that of the Gospel of Mark. Through the implementation of various theatrical devices such as puppets and pantomime coupled with contemporary musical scores, the performers and their supporting cast broke down conventional attitudes towards this ancient literary work. In typical "K" fashion, the Kalamazoo College Theatre Department production of **Godspell** presented the college community with a fresh perspective on a customary idea.

OPPOSITE PAGE: CENTER: The cast of **Godspell** from left to right: FRONT ROW: Liz Oostendorp, Mindy Bepko, Adam Lewin, Rebecca Hobson, Laura Miller, Matt Benson, Abigail Filler. MIDDLE ROW: Dan Wort, Lynda Berge, Mike Finnegan, Brad Crandall, Erin Lenzian, Mike De Cillis, Il Kwon Ko, Belinda Soncini. BACK ROW: Dana Wasserman, John Purrenhage, Jason Masters, Mark Peeters.

Zoo ('zū) n., 1) a place where wild animals are kept 2) a place, situation, or group marked by crowding, confusion, or unrestrained behavior 3) K —, a small liberal arts college in southwestern Michigan. See 1) and 2).



Zoo





Kristin Womack, Diane Osburne
 Kristin Browne, Suzanne Koch
 Robin Lake, Jori Otegan
 Praveen Maniyam, Scotty Allen, John G
 Tami Davies, Alex Silverman
 Lynn Whitcomb
 Lance O'Donnell
 Brad Shire
 Mike Lankford
 Walter Miller
 Renee Bo
 Craig Talsma
 wishes to thank:



Michelle Olney
 Paula Major
 Kim Plaxton
 Joe Kegliewitsch
 Ann Mees
 Erica Walker
 Wendy Gach

*denotes defn.
 taken directly
 from K-College
 Academic Catalog

FOREIGN ALPHABETS

ARABIC			GERMAN		GREEK		HEBREW		RUSSIAN	
Letter	Name	Transliteration	Letter	Transliteration	Letter	Name	Transliteration	Letter	Name	Transliteration
ا	alif	¹ , a	ä	a	Α α	alpha	α	א	aleph	- or '
ب	bā	b	ä	ä	Β β	beta	b	ב	beth	b, bh, y
ت	tā	t	ß	b	Γ γ	gamma	g	ג	gimel	g, gh
ث	thā	th	ç	c	Δ δ	delta	d	ד	daleth	d, dh
ج	jīm	j	ð	d	Ε ε	epsilon	e	ה	he	h
ح	hā	h ²	ē	e	Ζ ζ	zeta	z	ו	vav	v, w
خ	khā	kh	ƒ	f	Η η	eta	e (or ē)	ז	zayin	z
د	dāl	d	g	g	Θ θ	theta	th	ח	cheth	h
ذ	dhāl	dh	h	h	Ι ι	iota	i	ט	teth	t
ر	rā	r	i	i	Κ κ	kappa	k	י	yod	y, j, i
ز	zā	z	j	j	Λ λ	lambda	l	כ	kaph	k, kh
س	sīn	s	k	k	Μ μ	mu	m	ל	lamed	l
ش	shīn	sh	l	l	Ν ν	nu	n	מ	mem	m
ص	ṣād	ṣ	m	m	Ξ ξ	xi	x	נ	nun	n
ض	ḍād	ḍ	n	n	Ο ο	omicron	o	ס	samekh	s
ط	ṭā	ṭ	o	o	Π π	pi	p	ע	ayin	'
ظ	ẓā	ẓ	oe, ö	oe, ö	Ρ ρ	rho	r	פ	pe	p, ph, f
ع	'ain	'a	q	q	Σ σ, ς ¹	sigma	s	צ	sadhe	ṣ
غ	ghain	gh	r	r	Τ τ	tau	t	ק	koph	q
ف	fā	f	ṣ ²	ṣ	Υ υ	upsilon	y	ר	resh	r
ق	qāf	q ⁴	t	t	Φ φ	phi	ph	ש	shin	sh, ṣ
ك	kāf	k	u	u	Χ χ	chi	ch, kh	ט	sin	ś
ل	lām	l	ue, ü	ue, ü	Ψ ψ	psi	ps	ת	tav	t
م	mīm	m	v	v	Ω ω	omega	o (or ö)			
ن	nūn	n	w	w						
ه	hā	h	x	x						
و	wāw	w, ū	y	y						
ي	yā	y, ī	z	z						

¹Glottal stop.²A voiceless pharyngeal fricative.³A voiced pharyngeal fricative.⁴A voiceless uvular stop.¹This type style, known as Fraktur or Gothic, was dropped in favor of conventional European type by government decree in 1941.²At end of syllable.¹At end of word.¹At end of word.¹Represents the sound (y) between an unpalatalized consonant and a vowel.
²Indicates that the preceding consonant is palatalized, or represents (y) between a palatalized consonant and a vowel.

PRONUNCIATION KEY

a act, bat, marry
ā age, paid, say
â(r) air, dare, Mary
ā ah, part, balm

b back, cabin, cab

ch child, teacher, beach

d do, madder, bed

e edge, set, merry
ē equal, seat, bee, mighty

ēr ear, mere

f fit, differ, puff

g give, trigger, beg

h hit, behave, hear

hw which, nowhere

i if, big, mirror, furniture

ī ice, bite, pirate, deny

j just, tragic, fudge

k keep, token, make

l low, mellow, all, bottle (bot'l)

m my, summer, him

n now, sinner, on, button (but'n)

ng sing, Washington

o ox, bomb, wasp

ō over, boat, no

ō order, ball, raw
oi oil, joint, joy
ō book, tour
ōo ooze, fool, too
ou out, loud, cow

p pot, supper, stop

r read, hurry, near

s see, passing, miss
sh shoe, fashion, push

t ten, matter, bit
th thin, ether, path

th that, either, smooth

u up, sun
û(r) urge, burn, cur

v voice, river, live

w witch, away

y yes, onion

z zoo, lazy, those
zh treasure, mirage

ə occurs in unac-

cented syllables to indicate the sound of the reduced vowel in

alone
system
easily
gallop
circus

* occurs between i and r and between ou and r to show triphthongal quality, as in fire (fi'r), hour (ou'r)

FOREIGN SOUNDS

A as in French ami (a-mē') [a vowel intermediate in quality between the a of cat and the ä of calm, but closer to the former]

KH as in Scottish loch (lōkh); German ach (äkh) or ich (ikh) [a

consonant made by bringing the tongue into the position for k as in coo or k as in key, while pronouncing a strong, rasping h]

N as in French bon (bōn) [used to indicate that the preceding

vowel is nasalized. Four such vowels are found in French: un bon vin blanc (bōn vān blān)]

œ as in French feu (fœ); German schön (shœn) [a vowel made with the lips rounded

in the position for o as in over, while trying to say ä as in able]

R as in French rouge (rōōzh); German rot (rōt); Italian mare (mā're); Spanish pero (pe'rō) [a symbol for any non-English r,

including a trill or flap in Italian and Spanish and a sound in French and German similar to kh but pronounced with voice]

Y as in French tu (ty); German über (y'ber)

[a vowel made with the lips rounded in position for oo as in ooze, while trying to say ē as in east]

as in French Bas-togne (ba stōn'y*) [a faint prolongation of the preceding voiced consonant or glide]

ETYMOLOGY KEY

† probably earlier than descended from, borrowed from

< < descended from, borrowed from through intermediate stages not shown

> whence origin unknown

? unattested, reconstructed

abbr: abbreviation

abl. ablative

acc. accusative

adj. adjective, adverb, adverbial

adv. alteration

alter: Americanism

aph. aphetic

appax: apparently

assoc. association

aug. augmentative

b. blend of, blended

c. cognate with

cf. compare

comp. combining form

comp. comparative

contr. contraction

d. died

dat. dative

deriv. derivative

dial. dialect, dialectal

dim. diminutive

E. east, eastern

equiv. equivalent

etym. etymology, etymological

fem. feminine

fig. figurative

freq. frequentative

fut. future

gen. genitive

ger. gerund, gerundive

imit. imitative

impv. imperative

indic. indicative

inf. infinitive

intransit. intransitive

irreg. irregularly

lit. literally

masc. masculine

mod. modern

N. north, northern

n. noun, nominal

neut. neuter

nom. nominative

n.s. noun

obl. oblique

obs. obsolete

orig. origin, originally

pass. passive

perh. perhaps

pl. plural

prep. preposition

pres. present

prob. probably

pron. pronunciation, pronounced

prp. present participle

ptp. past participle

replacing

redupl. reduplication

repr. representing

resp. respelling, respelled

S. south, southern

stem

sing. singular

sp. spelling, spelled

subj. subjunctive

superl. superlative

syll. syllable

trans. translation

transit. transitive

ult. ultimately

uncert. uncertain

v. verb, verbal

var. variant

voc. vocative

v.s. verb stem

W. west, western

LANGUAGES

AF Anglo-French

Afr African

Afrk Afrikaans

AL Anglo-Latin

Amer American

AmerInd American Indian

AmerSp American Spanish

Ar Arabic

Aram Aramaic

Austral Australian

Bulg Bulgarian

CanF Canadian French

Celt Celtic

Chin Chinese

D Dutch

Dan Danish

EGmc East Germanic

F French

Fris Frisian

G German

Gallo-Rom Gallo-Romance

Gk Greek

Gmc Germanic

Goth Gothic

Heb Hebrew

Icel Icelandic

IE Indo-European

Ir Irish

It Italian

Japn Japanese

Kor Korean

LaF Louisiana French

LG Low German

LGk Late Greek

Lith Lithuanian

LL Late Latin

MChin Middle Chinese

MD Middle Dutch

ME Middle English

MexSp Mexican Spanish

MF Middle French

MGk Medieval Greek

MHG Middle High German

ML Medieval Latin

MLG Middle Low German

ModGk Modern Greek

ModHeb Modern Hebrew

MPers Middle Persian

NL Neo-Latin

Norw Norwegian

OCS Old Church Slavonic

ODan Old Danish

OE Old English

OF Old French

OFris Old Frisian

OHG Old High German

OIr Old Irish

OIt Old Italian

OL Old Latin

ON Old Norse

ONF Old North French

OPers Old Persian

OPr Old Provençal

OPruss Old Prussian

ORuss Old Russian

OS Old Saxon

OSp Old Spanish

OSw Old Swedish

PaG Pennsylvania German

Pers Persian

Pg Portuguese

Pol Polish

Rom Romance

Rum Rumanian

Russ Russian

Scand Scandinavian

Scot Scottish

ScotGael Scots Gaelic

Sem Semitic

Skt Sanskrit

Slav Slavic

Sp Spanish

SpAr Spanish Arabic

Sw Swedish

SwissF Swiss French

Turk Turkish

VL Vulgar Latin

WAfr West African

WGmc West Germanic

