introduction (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 Koanuato 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?
I think everyone of us had a vision when we came here. Driven by some unknown force, frequently referred to as "tempary 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.
metamorphosis (me'tə mər'fə səz) 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 Kafkaesque'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 obtaining that diploma — the key to the outside world — we would unlock so many hidden chambers within ourselves . . . that we would tap strengths and ideals 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?
dictionary (dik'shə ner' ə) n., (ML. dictionarium L. 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 captures 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.

**visionary (vish' en or ˈvi-ˈshər-e) 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 sets 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,
ad·vent ser·vice (ad vent sar 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

*Down in the Valley*
Cris Hyten

*State of the World*
Janet Jackson

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

*Love Shack* (8-52)
Mary Sheehan

Rev. Cito
Kendall Bush

Two Hype
Leah Alexandre
Laura Mitchell

The Ingrams
Jonah Bul
Greg Clar
Ron Echo

"Bambolero"
Gypsy Kings
Alberto Ariston
Tom Hogg
Serena Senco
Peter Talamas

"Rock With You"
Bobby Brown

"I Will Follow"
U2
Bart Bennett
Charlie Adamson

"Smoking Gun"
Robert Cryer

Air Band '90

Gypsy Kings
Andrea Balasquez
Lance Miller
Simon Shan

Groove Me
Kris Lindsay
Sidda Leyes
Allan Shen

Violent Farms
Jad Spoke
Eric Tongren

Tom Wishnow
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, Kaithleen Baday, Cassandra Gross, Robert Ireland, Kirk Lewis, Kristin Moss, Megan Norman, Tamara Nuo, Adam Peace, Mary Rader, Loviana Valente, Vicki VanDellberg, Loreen Weisgerber, Amy Witt, Lela Yeomans

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.
Base • ball (ˈbæs-bəl) n., the great All-American game

Led by captains Paul Amodio, Charlie King, and Andy Bradford, the Hornets 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 Stawicki, Ken Turkington, and King were named to conference teams.
Basketball (bɑːs kɪt-bɔ́l) 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 Reinwedt was voted most valuable. In tournament action, the Hornets placed first in the Holiday Classic and took third in the Wabash Classic and the Heidelberg Tournament.
**Bas • ket • ball** (bāsˈ kētˈbāl) n., a game, the object of which is to throw the ball through an elevated basket.

Senior captains Heather Ramsey and Diana Knick-efelder 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 Tournament, and finished up the season with a 9-14 record overall. Ramsey represented K on the All Conference team for the 89-90 season.
Bi•o•gy (bi-'ô-je) 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 Afari, Susan Angeles, Christina Borge,
Armelle Berger, William Brinkmier, Melinda Cul-
lissan, Paula DeVos, Timothy Eastman, Rosemary
Fadool, Wendy Hadfield, Jennifer Heck, Jeffrey
Jackson, Damanjit Judge, Daniel Kiddie, Kristen
Krausa, Suette La Vigne, Nathan McGhiehin,
Paul Minor, Cristin Reid, Timothy Reinoeh, Cath-
line Schneider, Ethan Segal, Kristine Silliday, Mary
Stenger, Alyssa TenHammed, Deborah Vazely

UPPER: Paul OCe,tia. LOWER: John Jemmerville.

UPPER LEFT: Carolyn Newton. UPPER RIGHT: Mary Kie. LOWER: Paul
Sutherland and wife, Pam. NOT PICTURED: David Evans.
Bre • ne • man (brê 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 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 Alumna. 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 things 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 feel that during my presidency an air of improved morale and self-confidence reemerged on this campus.

In 1982, when I was considering the position as "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 risky 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, there has been a bridging and there is a better feeling of continuity on campus. "K" is a reasonable center 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 will 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 facilitate 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 was a success. With changing the K-plan went down to a crushing 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.
**Ca•fe** *(ke fe) n.* [Fr. *coffee, coffeehouse* It *caffe]*

1. coffee
2. a small restaurant, esp. one serving coffee and sometimes providing entertainment.
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 gamekeeper, and teach 18th century tavern games to the public.

The tavern got to be quite a wild place at times. There were musicians singing lively 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 bunches of peanuts at each other, and that was when I took my cue to duck out. Yes, Williamsburg was definitely a good time.

— Allan Crousefot
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 government 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 "C" 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 that you never receive very personally and can't be forced onto anyone else. In addition to working in an office and going to know the office staff I had the opportunity to work in a group home for low-functioning developmentally disabled men. One of the residents, a man with certain special traits in their 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.

Jim is sun-tanned and has autism traits although never diagnosed so much. He never let me hold his hand while crossing the street, or shake his back, or any other sort of contact. My last evening in the home we had a special time of going to see the circus. Remember last year was a wish for everyone ready for bed before the right shift came on. While the residents were getting ready and medications were being placed 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 it the time that I was not going to be around for a long time. When I went near 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, so my surprise he came over put his arms around me, gave me a big hug and then clambered 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 Guck
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 hysteria. 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

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.

— Allison Chasteen
Teacher’s Assistant
Perkins Institute for the Blind
Boston, Massachusetts

NYC was a great opportunity for me 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 Keleart
Administrative Assistant
Greenwich House Music School
New York, New York

CD

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 chemistry 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 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 experiment. We set the scene well: the boy wore an old colonial coat and jacket. The lights were out, except for a flashing strobe light simulating lightning. I handed him the kite and quickly his “play” exposing fake thunder to begin rumbling. Instead the recorder began blaring, “we all live in a yellow submarine...” 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 Meis
Program Assistant
St. Louis Science Center
St. Louis, Missouri
Char • ac • ter (ka' ek ter)
n., 1.) a distinctive mark 2.) a distinctive trait, quality or attribute; characteristic 3.) [Colloq.] an odd, eccentric, or noteworthy person.
**Chemistry**

Chemistry (chem-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."

**Classics**

Classics (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."

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**1990 Chemistry Majors**

Colleen Cosgrove, Sarojna Gandhi, Jeffrey Ho, Linda Hsu, Michael Karla, Janice Kessler, Robert Kuska, Janice Mills, Kathy O'Connell, Mark Rampy, Jamie Stratton, Jennifer Wyko

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**UPPER:** Richard Cook. **LOWER LEFT:** Thomas Smith, Catherine Rock '95. **LOWER RIGHT:** Ralph Dunn. **NOT PICTURED:** Rashed Craig, Daniel Derminger.
cross country (kro-skên-trê) 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.

Led by senior captains Colleen Cosgrove and Jenny Wyko, 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 27 Adrian 29
K 15 Olivet 50
K 49 Alma 15
K 44 Albion 15
K 50 Hope 15
K 50 Calvin 15

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

Day of Gracious Living

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 frantically search for some form of surprise.

Diebold Award

[The bold A word] 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 1940s 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 award 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 newspapers, 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 Platem, Kalamazoo College

Index
Dorm Ac•tiv•ties (dörm ak tiv e tez) n., get-to-know-your-neighbor get-togethers

Economics (ek•nöm•iks) n.; encompassing studies of economic problems, theories, and policies, the department prepares students for future careers in funding, investment analysis, international trade, and economic research and analysis organizations. Courses offered through the department cover basic economic principles, quantitative tools and methods, principles of accounting, economic development and public finance.

1990 Economics Majors
Ed * u • ca • tion (ed-u-'ka-shan) 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 (en-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 techniques, and the expression of both analytical and creative ideas form the basis for many classes."*

1990 English Majors
Kristi Bierstock, Anna Bergman, Haefer Brady, Andrew Damack, Emily Fritz, Andrew Gernick, Mary Gerdes, Pauline Harris, Wendy Hemming, Susan Hostetler, Robert Irish, Royce Kallendorf, Gretchen Knapp, Brita Muller, Michelle Pettit, Steven Raymond, Kathryn Stahl, Devon Thomas, Rebecca Young

Exam week ex•trav•a•gan•za (ig-zam wëk 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 Attila, Rick Sherwood.

Lower Left: Ann Hilberry, Spanish/English professor, Lynn Rabie, 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 two-week trial, according to Kalamazoo 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 at physical plant workers meeting installing door alarms at all dorms. The changes were made at the recommendation of staff associate's contract Task Force, formed in response to the alleged rape of a 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." Counciling the changes will make some inconvenience to students, Light said, was justified in light of improved security.

In addition to the repositioning of security desk doors and the new alarm system limiting access to one or two dorms per floor, a trial lock monitoring system in DePatten and Hammons is being implemented. At first, the locks will cover only the hours of peak dorm activity to the store for locker hours and the infill Center.

DePatten 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 works," 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 Terry Pataz.

"We are 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.

Student Commission votes overwhelmingly against a task force proposal to restrict student access to one dorm.

1/8/90 Students return to campus to find outside locks on dorms removed.

1/8/90 Vaughn Masters, Marilyn LaPointe, 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.

1/17-1/19 Students meet separately with LaPointe, Light, and Masters about security concerns.

2/1/90 Students organize petition that is signed by 705 out of 879 students.

2/2/90 7:30 a.m. — Students take their cases to members of the Board of Trustees.

4:30 p.m. — 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 petition.

Student task force meets.

2/6/90 Students finalize proposal.

2/12/90 Students present proposal to administration.

2/13/90 Deadline for written administration response.

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

Ex • it (ig-zam) n., a way out of an enclosed place.
**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.
field hockey (fe-ld hæk-e) 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 captains Cyndi Reiden and Julie Katsaras.
foot•ball (fut-bol) n., a game in which 22 guys try to move the skin of a pig.

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.
For eign Stu dent. Student on loan from another country for the purpose of mutual learning.
foreign Study (for in stud' e)

...ME' foreign OF f onin VL foramis: 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 Cairo, Bonn, or Madrid. Over a sixty year span,
however, the number of centers increased, as did the number of
participants. Students have hence studied not only in France,
Germany, and Japan, but in Colombia, Japan, Sierra Leone,
Senegal, Natural, Italy, Hungary, Denmark, England, and
whatever 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 abroad in weekly orientation sessions
the quarter prior to departure. During this quarter, visas are
obtained, paperwork filed out, and immunizations given ... all
in anticipation of the looming departure date. Yes, for all the
nervousness and hassle, few mourn with regret. There is no
substitute for the experience of having "the world as your
campus."
Italy (Robin Lake).

France (Diana Knicurcroft).

West Germany (Diana Knicurcroft).

Greece (Robin Lake).
foreign study

foreign study

foreign study
**Freshperson (fresh' peh 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) Geology
- 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 the first 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 Glee 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

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.

Fris· bee Golf

('friz-bè golf) 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."

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 captains 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 consistent 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.

golf (golf) n., a game whose object is to sink a ball into a hole by using as few strokes as possible.
Hallowe'en (hal·o·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 Hallowe'en 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 Hallow's 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."

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

His • to • ry ('his-t(e)-re) n.: "one of
the oldest of academic disciplines, an ed-
ucation 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 Boudreaux, Robert Butryn, Dawn Dewler,
Susan Hallock, Frederick Hunter, Jerald Henry,
Monica Nichols, Nicole Robichaud, Shakiah
Safapour, Jon Stackpole, David Tygum, Malcolm
Williamson

1990 History Majors
Amelia Ajani, Chris Charlevoix, Paula DeVoos, Michael
Dunigan, Stephanie Harker, Jason Johnson, Edith Linton,
Darcey Long, Sean McDermott, John Merlani, Stephanie
Schlair, Ethan Segal, Heidi Strebbel, Geoffrey Tani, Jef-
frey Techenin, Ronald Young
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 wildest 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.
RULES AT LADIES' HALL

I. Domestic Conduct
   1. Young ladies to remain in their rooms from half-past nine to half-past twelve.
   2. Every girl has a right to dress according to her fancy; but neatness and sobriety shall be observed.
   3. The young ladies must not step up or down the stairs. It is un
   4. The young ladies must reflect on every conversation, and thus
   5. Young ladies who desire society from their own are not to
   6. Young ladies will not make use of the dressing room in another
   7. Young ladies must not go to the dressing room after making
   8. Young ladies will not be without their corset.
   9. The young ladies will not make use of the time-room.
   10. The young ladies will not make use of the dressing rooms for social
   11. The young ladies will not sit at the table in the dining room after
   12. The young ladies will not make use of the dressing room for social
   13. The young ladies will not make use of the dressing room for social
   14. The young ladies will not make use of the dressing room for social
   15. The young ladies will not make use of the dressing room for social

II. Social Duties
   1. At Wednesday nights, the young ladies must endeavor to remain at the table as long as possible. A small group of only two girls is a good rule.
   2. The young ladies should wear the young gentlemen leaving
   3. The young ladies should endeavor to be out in the garden or in the
   4. The young ladies should endeavor to be out in the garden or in the
   5. The young ladies should endeavor to be out in the garden or in the
   6. The young ladies should endeavor to be out in the garden or in the
   7. The young ladies should endeavor to be out in the garden or in the
   8. The young ladies should endeavor to be out in the garden or in the
   9. The young ladies should endeavor to be out in the garden or in the
   10. The young ladies should endeavor to be out in the garden or in the
   11. The young ladies should endeavor to be out in the garden or in the
   12. The young ladies should endeavor to be out in the garden or in the
   13. The young ladies should endeavor to be out in the garden or in the
   14. The young ladies should endeavor to be out in the garden or in the
   15. The young ladies should endeavor to be out in the garden or in the

III. Public Conduct
   1. The young ladies should avoid being seen in any way, or
   2. The young ladies should avoid being seen in any way, or
   3. The young ladies should avoid being seen in any way, or
   4. The young ladies should avoid being seen in any way, or
   5. The young ladies should avoid being seen in any way, or
   6. The young ladies should avoid being seen in any way, or
   7. The young ladies should avoid being seen in any way, or
   8. The young ladies should avoid being seen in any way, or
   9. The young ladies should avoid being seen in any way, or
   10. The young ladies should avoid being seen in any way, or
   11. The young ladies should avoid being seen in any way, or
   12. The young ladies should avoid being seen in any way, or
   13. The young ladies should avoid being seen in any way, or
   14. The young ladies should avoid being seen in any way, or
   15. The young ladies should avoid being seen in any way, or

IV. Pursuing Co-education
   1. The young ladies are encouraged to attend classes in any way, or
   2. The young ladies are encouraged to attend classes in any way, or
   3. The young ladies are encouraged to attend classes in any way, or
   4. The young ladies are encouraged to attend classes in any way, or
   5. The young ladies are encouraged to attend classes in any way, or
   6. The young ladies are encouraged to attend classes in any way, or
   7. The young ladies are encouraged to attend classes in any way, or
   8. The young ladies are encouraged to attend classes in any way, or
   9. The young ladies are encouraged to attend classes in any way, or
   10. The young ladies are encouraged to attend classes in any way, or
   11. The young ladies are encouraged to attend classes in any way, or
   12. The young ladies are encouraged to attend classes in any way, or
   13. The young ladies are encouraged to attend classes in any way, or
   14. The young ladies are encouraged to attend classes in any way, or
   15. The young ladies are encouraged to attend classes in any way, or

1-5) The Kodak (photographs by Gillingard, 1906. 4.) Junior Class Officers, 1903. 5.) Junior Class of 1909. 6.3) Bowen
4.) Williams ca. 1855-1905.
home·com·ing (hōm-kam-ɪŋ) 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 tramped to the Hilton to celebrate.

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

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. Alexia distributed the awards and the college choir provided music for the occasion.

Hys•te•ri•a (his te'ri a), 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.
Ice Cream Social (is krêm sô shawl), 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 nae'shun al 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.
Jun • ior (jʊn ˈɪər) n., [L. compar. of juvenis, young] student in the third year of a college program, i.e. 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) uncontrolled violence

Which adjective best describes you upon return from foreign study?

a) spacey
b) confused
c) dazed
d) “flexible”
e) other: ____________________________

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

a) said 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. Pringle 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 23 is not quite what it’s cracked up to be.
K· mence·ment (ˈkə-
ˈmen-se-mənt)n., 1. the grand day that everyone is allowed back onto the quad. 2. the day the seniors thought would never come.

June 9, 1990. 255 seniors graduated. William Rasmussen, 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!
Land/Sea (land se) n., a backpacking/sailing program which takes incoming freshmen over land and across the sea, with the ultimate objective of reaching land again.
Language ("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 Budler, Barbora Chudonerkolok, Tracy Hassell, Grua Johnston, Heather Jones, Lisa Kinney, Sylvia Schwaag, Jennifer Wyke

1990 German Majors
Marcie Dett

1990 Spanish Majors
Catherine Albenach-Elliere, Susan Collins, Linda Creber, Melissa Davenport, Samantha Hager, Michael Hall, Geoffrey Price

UPPER: Jan Solberg, French
Dasha Nisula, Russian
CENTER LEFT: Kyoko
Toriyama, Japanese
CENTRE RIGHT: Mable Chua, Chinese
LOWER LEFT: Claudine Stojak, French
LOWER RIGHT: Henry Cohn, Romance Languages
NOT PICTURED:
Marcie Dett, French
Guiseppe Campos, Spanish
Henry Habr, Spanish

UPPER LEFT: Kathy Smith, French
UPPER RIGHT: Rodney Rodriguez, Spanish
CENTER LEFT: Hardy Feu, German
CENTER RIGHT: Emil Vialle, Spanish
LOWER: Joe Brockington, German
Light (in), Timothy, Interim President (1989-90)

In 1966, Dr. Borenstein added another excellent member to the Kalamein College community — Dr. Timothy Light. Light was one of the key additions made by then President Borenstein in his re-establishment of K’s reputation and academic excellence. Light headed his position as a member of the Board of Trustees for then 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 1963 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 K. John Irick for the July 21, 1985 issue of the Indice, acting President Tim Light discussed his plans for the coming year and his ideas for K in the 1980’s. Selected portions of the conversations were as follows:

Recently, there was held a weeklong seminar with the purpose of discussing the future of K, college.
What specifically was discussed during this meeting?

The discussion was primarily about the upcoming year at K. There are three key areas to our plans for a successful year. The three areas dealt with outside activity. The three areas deal with our life at K, Pepper.

The first area is student recruitment. We are enrolling a year that could be the most difficult financially for K College in many decades. The number of high school graduates in our recruiting area will drop five percent next year. In past years it drop five percent next year; this year it dropped four percent. — put those two 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 under-graduate 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 area is to do with fund raising. We need to raise general funds for the operation of the campus, as we are always turning 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 get 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-television projects, which was matched immediately, with an anonymous one million dollar grant, the other was for library purchases.

The third of the outside emphasis is doing a little bit more coordination in our planning and our actions in promoting ourselves to the outside world. K College has a lot of people on and put a lot of effort and attention into promoting the K College case for reinvestment 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 faculty involvement in community experience and the residential experience. It also means focusing some of the things we do just for fun. I think Student Commission has some good ideas for fun. For example, the international fest happening this weekend. The softball game was another, 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 support for our living spaces and things getting minded, primarily the lounge in our dorms. We are going to try, in the course of the next year, add to the quality of those dorm areas, but only in those dorms where the student concern themselves in taking care of it. This is what is meant by mutual responsibility.

The fifth has to deal with diversity on campus. We are trying very specifically 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 things in graduate and undergraduate and when it comes into the mid ’90s, it will come back largely as minority students. So, for the school to remain at the same size, it must have a very substantial proportion of minority students.

Finally, the academic emphasis. I have characterized this 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 where our next emphasis are. We don’t need to add any more languages. We don’t need to think of any new international institutes except to implement some things that have not been done. We want to implement further foreign study centers in the third world, that for us is Latin America and Africa. There have already been in the works, it’s not adding anything new.
Lu•casse A•ward (lu'kās' a wrärd) 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 Fellowship 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 main eloquent and thoughtful lecturers. She has served as director of the College’s Nomination 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 interest of research in biology, chemistry, geology and physics in undergraduate institutions, Smith recently secured a three-year grant of $60,000 from Eli Lilly and Co. to support undergraduate science fellowships.*

*credit: Bill Ramberg Kalamazoo College Index

Math • e • mat • ics (math-e•mat-ics) 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 (com-pyut-er • si-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 Burrow, Karlynn Clay, Marc Dyksterhouse, Stewart Gulliver, Robert Hipple, Margaret Howrey, Scott Jeasen, Rachel Martin, Sally McNally, Mark Pheifer, Donald Penix, Derek Shults, Michelle Swanson, Thomas Westphal, Lynn Whitcomb

1990 Comp Sci Majors
Alberto Arana, Mark Buss, Oliver Christ, Marc Dyksterhouse, Sally McNally, Donald Penix, Christopher Stuck

Mu • sic ('myü-sik) n.; "the de-
partment seeks to cultivate an understand-
ing of the language and history of music
and to nurture artistic skill and music-
ianship. Performance opportunities are
available through music ensembles and
individual instruction programs. Courses
in music theory, history, and aspects of
practical musicianship combine with ap-
plied music to provide an integrated ap-
proach to the discipline."*

1990 Music Majors
Andrew Avery, Samantha Hagel, Roger
Moore, Cynthia Van de Riet
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.

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

Kevin Jawahir, Jeff Hood. LOWER: Dean LaPlante exchanging money with hungry gamblers.
Organization (ˌɔr-gə-ˌna-ˈza-shən) 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.
Varsity for Inter-House Association

Black Student Organization

Rolling Pot

The Rolling Pot is the College yearbook. Authors include photographers, writers, copy editors, students, and other organizations.

The Coalition

The Coalition is a collection of literary, art, and academic groups that focus on specific areas of interest.

Christian Fellowship

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

Environmnetal Organization

The Kalamazoo College Environmental Organization's main goals are to enjoy the environment and to educate ourselves 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 the College and the community a unique opportunity to experience a variety of films, including early classics, foreign films, and recent blockbusters. They are regularly shown on Friday and Saturday nights throughout the year. In addition, these films are occasionally sponsored in cooperation with other campus organizations, and screening titles are featured by popular demand.

Gay Lesbian Support Group

The 220 Club is a support group for homosexuals, bi, and transsexuals. It is an important need for these individuals and is a standing board for options on 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 comprised of representatives from each campus, a representative from the Foreign Language Honor, and a convener representative. It is headed by an elected member to Student Conventions. It is responsible for the vending machines in the residence halls and the residence hall's fundraising and committees.

International Student Organization

The International Student Organization (ISO) was founded to welcome foreign students at Kalamazoo College in their adjustment to American life and to make their stay more enjoyable. The goal of the ISO is to promote better understanding between students from other countries and the U.S. who come to K. This is done through meetings, discussions, trips, and activities that bring together international and American students. One way of understanding a people is to understand how they live—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 handbell chimes on bells. Members of the Guild are responsible for the ringing of the 60-bell Chapel bells (the largest of which weighs more than half a ton) at weddings, concerts, cremation services, and other events of general community interest. Membership is open to any student majoring in music. Non-majors may participate in the guild, and these non-majors are given preference in the selection of pieces to be sung. Practice is held regularly during the academic year.

KIY Club

The general purpose of the KIY Club is to organize weekend trips to ski areas in northern Michigan. The "K" College Ski Club is a member of the National Collegiate Ski Association (NCSA). The KIY Club frequently sponsors the skiing of ski films on campus to stimulate the interest body.

Student Coalition for Peace and Non-Violence (SCPNV)

SCPNV was founded in the winter of 1964. Those responsible for founding the Coalition recognized the need to have an organization whose function would seek the campus community as an inter-territorial and educational resource. Upholding the philosophy and objectives of SCPNV is the conviction that peace is to be propagated by war, which causes devastation, disorganization and death, but that war is all of these and is 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 voluntarism and are active on campus. They also plan special campus volunteer service events.

Ultimate Frisbee Society

The Ultimate Frisbee Society is an intercollegiate club, in which organized and random, any student is welcome to play. The club's main events are the playing of ultimate frisbee (a kind of fast-paced football) against other Michigan and midwestern teams. The club also sponsors a frisbee golf tournament, frisbee gym class, and occasionally to "throw it around."

WMJD

The College Radio Station, WMJD, broadcasts to the college community. The radio station has over 10,000 listeners in the local library. It is the college radio station in Michigan. The station has full-production facilities and is staffed by student volunteers who are classified as graduate, undergraduate, and administrator.

Women's Equity Coalition

The Women's Equity Coalition is interested in building an active, organized college community, whose main responsibility is to develop interpersonal and social understanding and adapt their on the basis of sex. The Women's Equity Coalition operates speakers, discussion groups, and creative group activities.

*Credit: Student Handbook, 1989-90
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.

Physics ('fiz-i-ke)(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 Wenner, Doug Learned

1990 Physics Majors
Andrew Bradford, Kathryn Clay, Jennifer Dimmick, Dong Sohn, Stewart Gulliver, Scott Johnson, Jordan Lowry, Merk Peeters, Vicki Plano, Charles Rider, Jeffrey Royce, Derek Schutt, Loren St. Clair, Kristine Thoman

UPPER: Kathryn Rajnak, LOWER LEFT: Wayne Wright, LOWER RIGHT: David Winston, NOT PICTURED: Richard Pearson
Pig Roast (pig roast) n., an annual picnic in which seniors "pig out" on pork.
Po•lit•i•cal Science (po-lit-'i-ke-l) 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

Psy•chol•ogy (si-kal-ë-jë) 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 Benosch, Kristin Gomuchalk, Karla Hoffmann, Jennifer Joyce, Jing Wuo Kafeng, John Kaminiski, Diana Knockrocker, Kristine Knorrz, Robin Lake, Julie McCullivray, Slana McHugh, Stacia Rabine, Heather Ramsey, Thomas Remble, Kathleen Shepard, Renee Speh, Craig Stucl, Loriana Valente, Laura VanBuskirk, Sarah VanDenBerg, Kristina Womack
Quad • Stock (kwâl stôk), n. the annual rock-music festival promoting peace, love, and good-will among members of the K-College commune.
Rat O•lym•pics (rat ˈəlɪmˈpɪks) n. (OE ræt , IE base ræt- , 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.

Re•l•igion (rəˈlijən) n. [ME religioun , 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."
Senior (sen·yor) n., [L., compar of senex old] student in the fourth year of a college program, i.e. "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 nerve-wrecking 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. Olesia

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 weeks 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.
"We cannot answer these questions for ourselves because we require an object for our understanding and that object is not at our disposal. We confirm a sense of emptiness at this moment. We are left in despair, facing a meaningless existence: nothingness."" 

Helen Lerner decided to approach these questions from another angle: religion. "Logically I could answer the questions," says Lerner. "Existentially, I couldn't. And, in my SIP, I acknowledged the limits of philosophy and went into religious contexts." Lerner's SIP entitled Religious 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 De Trinitate. While most of the research was conducted at the Library of Congress in Washington, D.C., Lerner was also able to go to Rome to find a specific section of this 11th century manuscript.

Based on what he had read, Lerner 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 power over our will. Rather, the ultimate meaning of our existence lies in acknowledging the limits of human control and in seeking 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 this that we find the freedom of our will."

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 HIV/AIDS anywhere in the United States. In comparison to New York, which acknowledges 112 cases of AIDS per every 100,000 telephone numbers, and San Francisco, which acknowledges 108/100,000, Key West averages 121.

Last Fall, there Remfle, 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 network TV special called AIDS Update. Remfle's main audience, however, was found in the gay bars. "The bars would give us a price to set up and as people walked by we would hand out condoms and answer questions," Remfle explains.

It was at these bars where Remfle 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 analyzing this information, Remfle handed out confidential surveys to visitors at the bars asking about their sexual behavior patterns and testing their knowledge of what constitutes safe vs. unsafe sex.

Remfle 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.'"
Denise Miller came home from her SIP with more than she bargained for. Yes, she had arrived in Senegal and 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 Idaen couldn't get his visa," explains Miller. In fact, because of a delay, Miller hadn't even planned on going to Senegal for her SIP. "Originally, I was going to go to New York to study Senegalese immigration and to see how they assimilated into U.S. culture." Then, last summer, she heard Dr. Molyb, from the University of Dallas, 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.

"I 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 commercial topic, 2) they would be feminist, and 3) they would be having a difficult time. I was wrong on all three accounts! First, most people there didn't know what 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 sort around all we found the marabouts." And besides that, Denise was with Idaen 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 form out with me had made it much more difficult. No, these were not the ideal conditions under which to do a SIP... but, fay, I like a challenge!"

assistance for the San Francisco-based company while she researched decision-making practices in small businesses. Despite appearances, Schneider provided evidence that D’Acond still qualifies as a small company. While it currently has a subsidiary office in Tokyo, Chicago, and New York, D’Acond has very few employees. "It’s a really small place, I only have six people here," 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’Acond’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," laments Schneider. "I didn’t know what was going on. One of the broken windows. 'Get under a doorway!'" I saw a mainframe computer fall, heavy filing cabinets tipped over. After it was over, I ran into the streets and all of the electricity was out. Half of the buses were running on electricity, so no one could get home. The buses that were running were packed. People were screaming down the streets trying to get to somewhere. I was quite frightened... There were broken windows all night. From my apartment building, I could see the windows in the Mission. The whole area was on fire; the entire sky glowed. The scarcest thing is that they say 'I don’t even live in.' This just was the apocalypse! They say this was nothing. The Bay Bridge collapsed—and they say this was nothing! I guess we were just lucky this time."
Senior Soiree (sēn yar swā rō) n., [Fr soirée, soir, evening [L. sero, at a late hour] the night to say “good-bye.”]
soccer (säk-'ar)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.

The 1989 season fared well for the men's soccer team, making it their second year with no MIAA losses. The team placed 3rd at Wittenberg and were considered for the NCAA playoffs. They placed 6th in the regional rankings and 1st in the conference with a total record of 12-2-3. Hardy Fuchs led the team assisted by Alex O'Kulich acting as captain. O'Kulich, Jeff Wilson, Jon Galow, & Matt Hartker were named to the All Conference 1st team while Clark Arnden and Rick Hartker were named to the 2nd team.
soccer (sāk-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.
In approaching these complementary 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 Berkemier, Elizabeth Heston, Teresa Johnson, Ann Maxwell, Denise Miller, Melissa Peterson, Martha Stauffer, Christian Sinderman, Laura Spooner, Jocelyn Thompson

Soft • ball ('soft)-Bôl 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 Holland was assisted by women's basketball coach Lisa Dimens. Captain Heidi Reyst led the team through the season and Becky Rifenbarg was recognized in the conference.

Sophomore (săf'ə mōr') n., (altered after Gr. sophos, wise + moros, foolish), obs. sophumer, lit., sophist] student in the second year of a college program, i.e., "the terrible two's" all over again.

What percentage of your friends resumed to 'K' as sophomores?
- a) 100%
- b) 80%
- c) 30%
- d) they're here, but they're still freshmen

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) first week of spring quarter
- b) fall quarter
- c) winter quarter
- d) junior year
- e) other: ____________________________

During my Career Development, I wrote in my journal:
- a) daily
- b) weekly
- c) monthly
- d) the day before my seven entries were due
- e) ____________________________

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 when 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
- e) ____________________________

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 Gunther.
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 Bolding Pot.

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

Upper Right: Chad Goddard, Kristen Grund. Upper Left: Mary Naelimo. Lower Right: Heidi Zarda, Max Woodland. Lower Left: Kate Warner, Brett Lapinello.
Swimming (swimming) 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.
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 DeLamatter broke the school record in the 50. DeLamatter and Tiffany Greenman represented Kalamazoo at Nationals this year.
Tenis (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 Fieldback, Nathan Easter, and Lewis Miller were recognized in the conference while Keen was also named MVP. Keen and Fieldback 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.
Tennis (*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 Velante received awards for All-MIAA First Team while Laura Rizzo was named to the second.

CENTER LEFT: Teresa Velante. LOWER: Laura Rizzo.

### Tennis Tournament Results

<table>
<thead>
<tr>
<th>Team</th>
<th>Points</th>
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<tbody>
<tr>
<td>Belknap U</td>
<td>6</td>
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<tr>
<td>Elon</td>
<td>4</td>
</tr>
<tr>
<td>Grinnell</td>
<td>8</td>
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<td>Hope</td>
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<td>UConn</td>
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<tr>
<td>Emory</td>
<td>9</td>
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<td>Hope</td>
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<tr>
<td>DePauw</td>
<td>2</td>
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<tr>
<td>Adrian</td>
<td>9</td>
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<tr>
<td>Albion</td>
<td>5</td>
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<tr>
<td>St. Olaf</td>
<td>0</td>
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<tr>
<td>Wheaton</td>
<td>6</td>
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<tr>
<td>Principia</td>
<td>9</td>
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<tr>
<td>Calvin</td>
<td>4</td>
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<tr>
<td>St. Mary's</td>
<td>5</td>
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<tr>
<td>Alma</td>
<td>7</td>
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</tbody>
</table>

UPPER: Linda Hsi. CENTER LEFT: Teresa Velante. CENTER RIGHT: Laura Rizzo.
Theatre (thé-ért) 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."*

Ultimate Frisbee (el ú te met fri bó) 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."

1990 Theatre Majors
Timothy Fuller, Rebecca Harenfuch, Wendy Henning, Robert Jackson, Megan Owens, Alisha Rehde, Cheryl Tomblin

**vol·ley·ball** (vōl'-ē-bōl) n., a game played by volleying a ball over a net or more affectionately described: pass, set, spike.

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.

**Conference Matches:**

<table>
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<tr>
<th>Conf.</th>
<th>K 1</th>
<th>K 2</th>
<th>K 3</th>
<th>K 4</th>
<th>K 5</th>
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... 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.
winter play (winter pā), 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?)

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 tale.

OPPOSITE PAGE: CENTER: The cast of Godspell from left to right: FRONT ROW: Liz Osmundson, Mindy Joyce, Adam Lewis, Rebecca Hober, Lauren Miller, Matt Benson, Alligirl Fink; MIDDLE ROW: Dan Wrat, Lundy Begue, Blake Fairneman, Brad Overstock, Erin Lautier, Mike DeClerc, Il Kwun Ku, Benjamin Schmitt; BACK ROW: Dana Weiseman, John Parnelhage, Jason Masten, Mark Peress.
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).
1990
BOILING POT
STAFF

Michelle Okley
Ann Mees
Paule Major
Erica Walker
Kim Plaxton
Wendy Gach
Joe Keglewitsch

*denotes defunct
* taken directly from K-9 images
* unknown credit

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