boiling pot

Kalamazoo College
1973
We have endeavored to produce a yearbook which, like the college it represents, is something different, exciting, and perhaps challenging. We have sought to express what it is like being a student at a small, private liberal arts college. Instead of the usual scrapbook of how many games were won or lost, who were the homecoming king and queen, and 1600 mug shots of students and faculty, we have tried to capture in pictures, poetry, and prose the very essence of college as we have lived it for the past four years.

In the expression of our feelings we have tried to be fair, honest, and representative. Our comments were intended to be constructive and not derogatory. While we realize that our comments are not completely universal, we are certain that they are shared by a large portion of the people here.

These pages deal with our concerns and frustrations and express our ideals and hopes for the future of the college and its student life.

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By the time he has been here for a quarter, nearly everyone has heard this institution described as the "College Community". On a basic level, a community is a group of individuals living in the same area; but on a more significant plane the members of the group share a sense of unity—a fellowship based on interdependence and cooperation.
Gathered together at K College is a kaleidoscope of personalities—
people of many backgrounds, priorities, interests, and goals.
Involvement in personal interests and struggles often blocks out the rest of the world.

This diversity brings a richness to our experience here; but until we learn to utilize it effectively, it can form barriers to the growth of a cohesive community. Each person is immersed in his own interests and struggles for or against the rest of the people that make up the college. Often this immersion is so complete that the rest of the world is blocked out. This isolation is not limited to the individual. Groups that do develop are generally small, independent units, cut off from the other groups. Large social units do not seem to be compatible with the Kalama-zoo life-style. The last members of the old societies will graduate this spring, and few present organizations have large memberships. There are many factors leading to student seclusion. The “K-Plan” with its here-today-gone-tomorrow scheduling makes it hard for long lasting relationships to develop. Members of different classes are separated by the off-campus programs, and friendships are often broken up when people drop out or transfer. Many people are hesitant to begin new relationships in anticipation of long or permanent separations. In our transient society, it is difficult for organizations to maintain a continuity of membership and leadership. In addition, the suite set-up in Severn and Crissey sharply divides and separates people into isolated suite groups. Casual acquaintances with other people in the building do not occur as naturally as in the more traditionally constructed dorms.
Science and humanities majors are often separated by the wide gulf created by the rigorous disciplines on either side. Academic pressure places such a demand on students' time, that it must be budgeted according to individual priorities. Students are constantly forced to choose between course work and social interaction. There never seems to be time for both. The ordering of priorities is a function of both the backgrounds and goals of the student body. Most students at K have, in the past, come to expect good grades of themselves; grad schools demand them.

It is the academic rigor that draws most of us to the school. But because college priorities are rarely directed at dealing with people, that rigor tends to separate us from each other.
The general life-style of the K College student has been described by Dr. Bogart as "intense." The academic load and the 10-week quarter impart a sense of urgency evident in every facet of student life. A kind of quiet desperation pervades our work, our relationships, even our recreation. In an effort to relax during some designated time slot we often find ourselves working as hard at having a good time as at studying.
In the midst of disparity and isolation there exists an underlying sense of camaraderie. The experiences we share form a kindred bond between us—a foundation for identification with other students and with the school. In these "bases for mutuality" lie the roots of that ephemeral entity referred to as "community."
Some of the previously mentioned spirit of camaraderie carries over into student-faculty relationships. The size of the college and the attitudes of many professors make possible a much closer student-faculty relationship than one might find at other schools.

This sense of fellowship and cooperation is, unfortunately, not as evident in student-administrator interactions; there is a great deal of reluctance to share with students any kind of responsibility for the community. We as students have no voice in tenure decisions, budgeting priorities or most other important decisions which directly affect us. Not only are we not consulted before policies are made, but information concerning decisions is sometimes withheld. For instance, students have been informed that it is "none of their business" how their $115 activities fee is allocated.
In the past year there has been some movement toward the development of a more cohesive community. The CUB, led by Bob Doud, has done an outstanding job in providing a variety of group activities for students. Suggested movements toward creating inter-departmental studies and the integration of an Outward Bound program into the curriculum might further help to remove some of the barriers isolating students from each other. The establishment of coed dormitories has removed at least the physical barriers which separated men and women. The winter quarter experiment in which professors lived in dorms was aimed at promoting a better faculty understanding of student life. It also enabled students to see professors in a more human context. This breakdown of stereotypes is necessary if students and professors are to work together as “partners in learning.” “Partners in learning” implies that the educational process is one of mutual exploration rather than transfer of knowledge. At present, however, the classic professor-lecture-to-passive-student tradition prevails.
At its present stage, K College is the seedling of a potentially strong and vital community. But in order to grow to maturity, it must be given freedom to expand. The administrative and academic structures must be enlarged to include all of the elements of the college. Equally important, the focus of these structures, particularly the present curriculum, must be shifted from the rei knowledge to a more socially oriented context.

Unless administrators, faculty, and students function together as a whole, K College will not grow beyond what it is now. Just as roots, bark, and leaves are essential to the survival of a tree, so are students, faculty, and administrators equally essential to the life of the college. Therefore, the distribution of responsibility and authority on this campus does not reflect such interdependence.

But any redistribution of power will not come unless demanded—nor should it. Students must demonstrate to the administration that they feel it imperative that they be given a measure of control in the school and that they are ready to take on the responsibility that it entails. Drs. Robinson and Stonefield seem to be receptive to student ideas; now is the time for students to make legitimate demands. We as students must decide exactly where our priorities lie, i.e., what do we want from this school, and how can we best obtain it?

It is evident from the large enrollments in classes such as Dr. Lilke’s “Moral Praxis” and Dean Dewey’s “Christian Ethics” that students feel the need for courses dealing more directly with their immediate concerns. A curriculum directed more toward learning to deal with ourselves and our environment would enable us to more fully appreciate and utilize our rich variety of resources in developing a truly vital community. At this point in time we can no longer afford the luxury of a purely scholastic education, nor can we continue a type of education which serves only to maintain the status quo. Our efforts must be directed at learning to tackle the problems we face, both on campus and in the broader community.

On this campus we are effectively divorced from the rest of the world. For most students, anything beyond Schwarz’s is “the outside world.” Academic concerns demand so much of our time that the events of the “real world” seldom touch our lives. With the exception of foreign study, all off-campus activities are considered extra-curricular. There is no apparent reason why activity in programs such as Puerto de Oportunidad and the Volunteer Bureau could not be considered academic. A wealth of opportunities for other such programs exists in the schools, hospitals, newspapers, and corporations in the area.

Each individual community both affects and is affected by the larger environment in which it lives. Kalamazoo College can no longer continue to ignore its interdependence with the larger communities which surround it. Only by developing and strengthening these broader relationships can we hope to be successful in building our own community of individuals.
Foreign Study
Fine Arts
A Midsummer Night's Dream
William Shakespeare

Theseus  
Egeus  
Lysander  
Demetrius  
Philaster  
Peter Quince  
Nick Bottom  
Francis Flute  
Tom Snout  
Snug  
Robin Starveling  
Hippolyta  
Hermia  
Helena  
Oberon  
Titania  
Puck  

William Hart  
Michael House  
Geoffrey Newman  
John Whapton  
Dennis Mojetta  
Paul Guerette  
Vincent Liff  
Clifford Reed  
John Collins  
Mark Procher  
David Fultz  
Julianne Walker  
Nancy Underhill  
Diane Hanson  
Jerry Cleveland  
Carol Kohler  
Roger Tolle
Summer Festival features "Ride a Black Horse"

"Pantagleize" invited to festival at Indy.

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>Pantagleize</td>
<td>John Petrakis</td>
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<tr>
<td>Bamboola</td>
<td>Paul Eads</td>
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<tr>
<td>Innocenti</td>
<td>Ethan Levine</td>
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<td>Blank</td>
<td>Roger Tolle</td>
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<tr>
<td>Creep</td>
<td>John Petrakis</td>
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<td>Banger</td>
<td>Robert Newman</td>
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<td>Bulladomanger</td>
<td>Andreas Larson</td>
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<tr>
<td>Rachel Silberchatz</td>
<td>Cynthia Sheafer</td>
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<tr>
<td>Macboom</td>
<td>Randy Knolfe</td>
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<tr>
<td>Bank Manager</td>
<td>George Loegel</td>
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<tr>
<td>Assistant Bank Manager</td>
<td>Ken Hill</td>
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<tr>
<td>Soldier</td>
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<tr>
<td>Second Soldier</td>
<td>Ken Ensroth</td>
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<tr>
<td>Distinguished Counsel</td>
<td>John Whelpton</td>
</tr>
<tr>
<td>Generalissimo</td>
<td>James Flynn</td>
</tr>
<tr>
<td>Officer</td>
<td>Bill Jaynes</td>
</tr>
</tbody>
</table>
Modern dance groups provide variety of shows
Music highlights include Christmas Program, Bach Festival
Areol
Roger Toll
Scenes from American Life
A. R. Gurney, Jr.

Nancy Bradshaw
John Davies
Judy Gibson
Jeff Holt
John Hooker

Randy Knolle
Ethan Levine
Paul Little
Beth Towner
Terry Tucker
The Miser

Moliere

Harpagon: John Hooker
Valere: Kenneth Hill
Elise: Carol Kohler
Cleante: Don Canuthers
La Fleche: John Davies
Master Simon: Ralph Losen
Froissin: Jane Ann Crum
Jacques: Mike House
Servants: Paula Smith, Ken Winter, Nancy Bradshaw
Mariane: Susan McDaniels
Justice: Paul Guenette
Clerk: David Parker
Anselm: George Loegel
Hornet Harriers win conference, Holland Invitational
Pfaff racks up 3,801 yards in four years here.

Row Two (L-R): Offensive Coordinator Bob Kent, Larry Kindblom, Dennis Kone, Eddie Williams, Don Bowan, Gary Parsons, Ed Nanderoff, Jeff Guentz, Dave Faige, Mike Pugel, Ted Black, Asst. Coach Jim Jackson.
Row Three (L-R): Dennis Corbin, Dean Di Bartolomeo, George Suehr, Matt Thompson, Randy Van Gossel, Dave Martin, Andy Paul, Paul Harvey, Dave Rehak, Mike Holm, Bob Swegel, Frank Yionany.


Wet weather turns soccer, field hockey into mudbowl
"Cardiac Kids" fight 'til final game; take third
Bishop, Tushar, and Zuhl named all-MIAA; Swimmers win another conference title
'72-'73 Basketball Team, Back Row (L-R): Ass't Coach Byrl Bowman, Head Coach Ray Steffen, Bob Dentzman, Dave Engig, Harley Pierce, Jim Van Sweden, David Kennel, Mark Jackson, Roger Ovish, Ruben Billings, Ass't Coach Al Morks, Ass't Coach Dave Binder
Front Row (L-R): Jim Vanderweele, Pat Cunningham, Chuck Vieland, Doug Knoblock, Alex Dalrymple, Duane Gomer

'72-'73 Women's Swim Team, Back Row (L-R): Coach Lyn Maurer, Manager Joellen Bower, Mary Kirkle, Lynn Reynolds, Jo Copeland, Marti Boer, Ann Zollinger, Anne Deason, Holly Groanger, Marti Dean
Front Row (L-R): Barb Slinker, Jayne Robinson, Luanne Smith, Linda Temple, Janet Gates, Kathy Baumgartner, Sylvia Norgaard, Phoebe Nichols

'72-'73 Men's Swim Team, Back Row (L-R): on board, Paul Lewis, John Herig; standing, Mike Hartz, John Beck, Mike Jordan, Steve Feria, Steve Lobbe, Chip Cray, Co-Capt. Lee Krevis, Coach Kent
Front Row (L-R): Ass't Coach Mike Wroldol, Co-Capt. David Simmons, Carl Marcyan, Jim Wilczak, Craig Moore, Tom McGill, J. C. Beck, Scott Ralph, Howard Holmes, missing: David Stone

Cheerleaders (L-R): Debbie Lovell, Bruce Birkhold, Sally Wheaton, Jane Case, Debbie Gregori, Brad Corsuch
Track and baseball teams take fifths
1973 Baseball Team, Front Row (L-R): Craig Jbara, Jim Brunetto, Bob Loegel, Mike Holmes, Rick Fries, Scott Dickinson, Bob King
Middle Row (L-R): Mike Szczerba, Dave Makowski, Gary Harpe, Steve Marks, Ron Parker, Larry Kindbom
Back Row (L-R): Coach Ray Steffen, Ass't Coach Byrl Bowman, Ass't Coach Al Marks, Dennis Kugle, Mark Jackson, David Rawley, Greg Flaug

Back Row (L-R): Rick Moore, Kirk Beattie, Ron Cook, CT Blunt, Tom Koch, Dave Emig, Harley Pierce, Walter Vogel, Alex Dalrymple, Steve Thomson, Dave Martin, Coach George Acker
TOP: David Webster
ABOVE: Dr. David Winch
ABOVE RIGHT: Marty Makinen
RIGHT: Jon Scott, Leslie Erickson, Ken Kanyha

TOP: Gerold Tam
ABOVE: Dr. Russell Hammar
LEFT: Sheila Ann Decker
Our bodies tumbled down, boulder to rock on bounding feet, stepping sure to nimble rhythms of a watery flux flashing quicksilver into blue. Round us, pines formed no lines but rooted and peaked demanding life from stone high in mountain pockets.

Streams, mothered by snows, whittled down in excited tremors carving veins in ancient granite. The melting smells of snapping water, sky-winged pines and stunted sage mingled in sun dust; and we our breathless mouths ripe and open, rang sounds into the sky that rippled back in echoes on the mellow wind of deep spring as our bodies broke from slumbering among rock on rock etched gray purple on that horizon.

by Diane Gray
BElOW: Dr. Walter Waring
BOTTOM: Photograph by Bud Burwell
RIGHT: Lynne Jackson, Jim King
LOWER RIGHT: Michael Safflor

TOP: Nancy Underhill
ABOVE LEFT: Bob Berlien
ABOVE RIGHT: Mary Huber
Welcome to New Hampshire

TOP: Gary Smith
ABOVE: K.D.K.
RIGHT: Cathi Houseman, Becki Lockett, Lynne Johannessen
LEFT: Sarah Mellish
LOWER LEFT: David Parker
BELOW: Brian Hales

LEFT: Sarah Mellish
LOWER LEFT: David Parker
BELOW: Brian Hales
ABOVE: Connie McGuire Lows
UPPER RIGHT: Lindo Giering
RIGHT: Peter Bachman
LEFT: Linda Seymour
BELOW: Bill Urton
BOTTOM: Akio Shimizu
ABOVE: Dave Fege, John Robandt
ABOVE RIGHT: Maybeth Anderson, Diana Vogelsong, Beth Wietelmann
RIGHT: Fran Grimsrud, Bev Ovrebo

TOP: Jim McDevitt
ABOVE: Sarah Porter, Nancy Underhill
Artisan
One puts together
A face
Working it up out of scraps
Of leather, Pitch, cornhusks.
A knot of weeds, even orange
Peel or the rind of walnuts.
The lucky ones find a bit
Of clay or limestone.

Often it comes out well—
A remarkable likeness.

Making it sometimes takes years.
The trade is passed down
In families and countries,
But training is not everything.
You, on the first try, have turned
Eye, forehead, throat
To a discipline
Beyond the skill
Of journeyman.

Conrad Hillberry
CIRCLES

1
Circles and rings twirl and spin
Up and down in
Infinite rotations.

In the sphere of myself
I turn and revolve
Seeking only the stillpoint;
From the hub of my soul
I radiate outward.

2
Circles and rings twine and intermingle
In and out in
Infinite combinations.

A small circle of friends—
Progressive dinner of
Thought and song—
A low-frequency humming
Fills the room with wine-glow warmth
Wrapping us in our communion.

3
Circles and rings surround and join
Around and around in
Infinite consumations.

The unending line of our lives
Is our love.
We spiral down to a depth
To spring up to a height—
Into the universe which is curved.

Connie Bostwick
ABOVE: Louise Dobson
TOP RIGHT: Peter Tippett
ABOVE RIGHT: Jeff Poulicher
RIGHT: Kurt Van Meter

TOP LEFT: Dr. Donald VanLiere
BOTTOM LEFT: Krzysz Tomaszewski
BELOW: Doug Cameron
ABOVE: Mike Stewart, Mark McDonald, Duane Spaulding
RIGHT: John Whedon
BELOW: Steve Christensen

BELOW: Bud Burwell
BOTTOM: Richard LaPrade

BELOW: Bud Burwell
BOTTOM: Richard LaPrade
Photograph by Doniel Borstow

no one could ever call you pretty
the words you say
thoughts long
nights beneath hardened
stars and somewhere
an old train
off its track reckless
in a field of flowers
and I am moving
deeply into the beauty
of you

alfred wilke
BETWEEN: Louise Dobson, Sidney VanWinkle, Bobbie Duncan, Roberta Righter, Phyllis Slocum, Laurie Weston
UPPER RIGHT: Rob Murray
RIGHT: Lee Wolczok
LOWER RIGHT: Tom Conlon

UPPER LEFT: Jim Phelan
ABOVE LEFT: Coach Bob Kent
ABOVE RIGHT: Stephanie Parrish
ABOVE: Doug Peabody
CENTER: Norm Maher
RIGHT: Evelyn Aarens

TOP: Jude Manning Winkle
ABOVE: Bill Jaynes, John Robandt
tale of a black-eyed susan
I. dancing with the weeds
   are you . . .
   not a weed,
   a black-eyed susan?
II. pistil extended
   kissing my mind
   black-eyed susan
III. my blood
   streamed off her face
   as my face kissed the earth.

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The end of living is gracious learning.
in memoriam . . .

Dr. Irmgard Kowatzki

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