Dear Alumni, Families of Students, and Friends of Kalamazoo College:

I know I’m biased, but I believe Kalamazoo College is one of the best institutions of higher learning in the country. If possible, the 2010-11 academic year may prove to be one of the best in the College’s history.

Evidence abounds.

Our Center for International Programs once again has sent a high percentage of juniors to 50-plus sites on six continents. More will go in the spring. Nearly 90 percent of “K” students continue to study abroad—many in their majors—during their time here. Kalamazoo continues to be the model for other colleges.

Conversely, a record number of students arrived at the College from other countries this year. Forty-one students in the first-year class come from outside the United States (a record). Another 24 visiting, one-year international students joined them (also a record). All told, nearly 100 international students are enrolled this year—the most ever.

Additionally, 21 percent of incoming domestic students self-report as students of color. (Another record.) Forty percent come from outside Michigan, and about 15 percent are the first in their families to attend college.

All this diversity in voice, culture, and experience makes for a vibrant campus community and helps students prepare for the world they will face when they graduate. This was evident to me in September when I led a Summer Common Reading discussion group attended by students from Ecuador, Hong Kong, Jamaica, Michigan, and other states. Listening to them learn from and teach each other was a joy.

This year, we celebrate the tenth anniversary of our Mary Jane Underwood Stryker Institute for Service-Learning, affectionately known as “Mary Jane.” More than half of all “K” students will pass through the Institute’s doors and into the greater Kalamazoo community where they will perform countless acts of service and gain valuable experience. More than a dozen classes this year will have service-learning components.

The Arcus Center for Social Justice Leadership really hits its stride this year with its first executive director, faculty fellows, and a full slate of projects by faculty, staff, students, and visiting experts. In 2011, the Center’s new home will begin to rise on the site of the former Stryker Center. Completion is set for fall 2012.

The long-awaited renovation of the Angell Field athletic complex will also begin in the spring and is expected to conclude in fall 2012. When complete, it will “sport” a new field house (with an alumni center!), paved parking, and new fields for football, baseball, softball, soccer, and intramural sports. A renovated Angell Field will greatly aid our coaches’ recruiting efforts, put more students in classrooms, and bring additional pride to “Hornets” of all vintage.

Kalamazoo College is able to recruit exceptional students, provide a transformative study abroad experience, offer community-and classroom-based learning experiences, cultivate students’ leadership skills in social justice and myriad other areas—and make available the first-rate facilities that these activities require—only through your generous support. That’s why another important activity is now underway here: a campaign to raise funds to support these and many other essential elements of a “K” education. The financial goal of the approximately five-year campaign is $125 million. In future communications, you will learn more about how we intend to match our campaign priorities to your interests and passions.

Kalamazoo will continue to be one of the best colleges in the nation, this year and for years to come, because of your support. Thank you!

Yours sincerely,

Eileen B. Wilson-Oyelaran, President
14 Bridge Time
“Bridge to Life,” the mural in Hicks Student Center, turned 70 this year. A student who helped the artist recalls its creation. The College’s is one of only three murals painted by Philip Evergood.

18 Soldier for Justice
The fight for social justice is never ending, but the struggle animates rather than tires Chokwe Lumumba ‘69.

22 Hinge
The way Kalamazoo College faculty members teach changes lives. There’s learning before, and learning after, and they are not the same.

25 Hornet Hoops Leader
The Hornet men’s basketball team has gone to the NCAA Division III national tournament one time, and Jeremy Cole helped lead them there.

28 Curator of the Uncanny
David Wilson ‘69 gets you lost—perhaps a good place to be—in the Museum of Jurassic Technology.

Features:
Plus, tenure awarded to three faculty members; the College’s first Arcus Social Justice Leadership Chair in Political Science does social justice scholarship in Ecuador; a World Cup letter; a cross-generational connection in Brazil; the 10th anniversary of the service-learning center; a documentary film that made a difference; class notes, and more.

Corrections: LuxEsto made several errors in the March 2010 cover story (“Soccer Shoulders”). We inaccurately reported the name of Christine Rau, Class of 1981. She arrived on campus as a freshman in 1977. She fondly described those first soccer teams as “scrappy.” Lastly, we should have mentioned the important efforts of Dan Minkus ’82, whose dedication was instrumental to the start-up of Kalamazoo College women’s soccer in its early days.

In Class Notes we misidentified Gene Whiting ’67, author of The Zrinskis, Medjimurge and the Reformation. We also misspelled the city of Cakovec.

We apologize for these errors and thank our readers for calling them to our attention.

LuxEsto
is based on the College’s
official motto, Lux esto,
“be light.”

Associate Professor
of Economics and
Business Patrik
Hultberg (below)
and entrepreneur
Ed Bernard are
teammates in what
Hultberg calls active
teaching methods.

Using a case study
format, the teaching
team puts students in
unscripted situations
where they have to
solve problems.

[Story on page 10.]
One is fluent in three languages, proficient in three others, and able to read an additional two. Another helped conjure a concentration from a faculty reading group. And the third built (and now teaches) a class he wishes had existed when he was a “K” undergrad.

Three recently tenured professors; three different departments; and, together, one apt symbol of a distinctive “K” culture. And what, exactly, is that? “A self-selected group (students and professors) of eclectic thinkers who test boundaries with idiosyncratic styles,” says Tim Moffit, D.B.A., M.B.A., associate professor of economics and business. “And they’re unapologetic about those idiosyncrasies, which last a lifetime. There’s no other place like ‘K’ for such high concentrations of border crossers.”

Moffit and fellow associate professors Jennifer Einspahr, Ph.D., (political science) and Elizabeth Manwell, Ph.D., (classical studies) were granted tenure (think: lifetime teaching contract) by the College’s Board of Trustees at its March 2010 meeting.

One shouldn’t make too much of her broad proficiency in languages, cautions Manwell, with wonderful humility—a too often forgotten prerequisite for lifelong learning. “Fluency in Latin and Ancient Greek is essential for classical studies,” she explains. “And knowledge of French, German, and Italian is key to reading scholarship in the field.” (She’s also able to read Anglo-Saxon and Old Norse, and her fluency in Spanish derives from high school classes that culminated with a senior year of study in Ecuador).

Manwell’s passion for classical studies was inspired by The Iliad (part of an Ohio State freshman class called “Greek Civilization”). “The language was powerful and the story compelling,” says Manwell. “Homer, though Greek, made Hector the most appealing character. The Greek hero, Achilles, who kills Hector, is less sympathetic and seems really childish. Both sides were weary of an endless war, and the most moving part of the entire poem is this wonderful moment of reconciliation between Achilles and Hector’s father, Priam. I was hooked.” And has been ever since. Today, her classical research interests include the literature of Hellenistic Greece and the Roman republic. She focuses on poetry, questions of gender and identity, and the exchange between performance and audience.

In contrast to Manwell’s early certainty of academic pathway, Moffit was a late convert to economics who almost majored in English, a pursuit he loved even though he found it a painstaking struggle. (“I was a dog paddler,” he says.) Nevertheless, his office library today features many titles by Faulkner and Solzhenitsyn as well as the complete works of Shakespeare. It was not until his junior year that he switched his major. He loves economics and finds it more “effortless” (to continue the swimming metaphor, think: Michael Phelps).

And for Moffit, econ comes with a “laboratory”—his activity in real-world businesses—which he considers indispensable for classroom teaching. He sits on a half dozen boards (including the board of directors for Delta Dental), maintains a business consulting practice, and currently operates two businesses—one a medical supply company and the other an online proprietary school. This combination of the real and academic worlds is reflected in his favorite class—one that he built. (Interestingly, Moffit holds a residential builders license and a real estate license, both occasionally required for his real-world business ventures.) The senior level class, “Financial Statement Analysis,” integrates accounting, finance, marketing, and strategy.

“Students develop a business plan for a start-up company with the help of alumni mentors I provide for them,” he says. “At the end of the course they pitch the plan to a panel of private equity investors. It’s harrowing, but also a great learning experience.”

The panelists, Moffit notes, hear hundreds of such presentations from entrepreneurs every year and consider the work of the “K” students to be in the top 10 percent, “equivalent to second-year MBAs,” he adds.
Elizabeth Manwell

“Liberal arts derive from the classics, from the Latin word for freedom. A liberal arts education frees a mind to wide possibilities. I like to think that a liberal arts graduate would never be bored at a bus stop, would never be thinking about nothing. A liberal arts student, because of that education, is most likely to be engaged in the world. I love ‘K’ because of its pervasive sense of possibility. I’ve taught at places where ‘Why don’t we…?’ is immediately met with ‘That won’t work,’ or ‘It’ll take years.’ Here, the response is ‘Let’s try.’

“I took ‘Great Theorems in Mathematics’ my sophomore year at Ohio State. I never considered myself a math person, but this class was marvelous. I came to see the possibility that math was beautiful, a kind of language that inspired affection and great fun. It was a revelation to see the way individuals see great beauty in their disciplines. I’d been given a glimpse of that. And I hope I give such a glimpse in my courses to students who are not majoring in classical studies.”

Tim Moffit

“A liberal arts education is the best background for business careers. Empirical studies prove it. Reasoning, problem solving, initiative, broad engagement, teamwork, creativity—you need them in business and you get them in the liberal arts.

“Kalamazoo College is full of ‘Robertas.’ I’m referring to a book of essays I keep in my office written long ago by an elementary school teacher. One essay talks about this kindergartner named Roberta. Early in the school year she seems distracted, less focused perhaps than her classmates. Sometimes she puts her head upon her desk, seems lost in daydream. One day the teacher’s colleague steps in the room, taps Roberta on her shoulder, and asks: ‘What’s your teacher’s name?’ Roberta looks at her teacher, ponders a moment, and then says, ‘I haven’t named her yet.’

“‘American Literature II,’ with Dick Stavig, formed my passion for teaching, stretched my ability to think, and taught me that education is more about relationships than curricular content. And we got to do a lot of Faulkner!”

Jennifer Einspahr

“A liberal arts background enables us to take a step back and see the big picture, and I can’t imagine a better context for teaching theory. Good theory is always informed by historical and empirical evidence, and taking courses across the disciplines provides a solid grounding for doing theoretical work. It also teaches us to see the world from different perspectives. Each discipline has its own paradigm, its own ‘language,’ and becoming aware of how these paradigms affect what we’re learning is very similar to what we do when we do theory.

“The students here care deeply about issues of social justice, and they always push me to articulate why theory matters, to explain its connection to the real world. I also love engaging with faculty from across the disciplines. They never fail to enliven my thinking by offering a different angle or a fresh perspective on a problem. This makes ‘K’ a really fun and exciting place to be.

“I had a two-semester freshman core course called ‘Modernism and Modernity,’ a seemingly simple but surprisingly complex theme. The course was team taught and incorporated lectures in science, fine arts, art history, political science, history, and sociology. It was fascinating to have that theme approached from so many perspectives.”
Letters

Campeones!
Campeones! Olé Olé
Olé!!!
Dear LuxEsto:

World Cup fever took over my classes in early June, with the Waving Flag and Waka Waka songs resounding through the hallways during breaks. Although I missed the opening ceremony, I quickly caught on during the first week—cheering wildly for my home team in the U.S. vs. England game. We also learned to cheer silently in the matches that played during class, viewed with an online stream hidden under strategic desks and chairs. I suspect that certain professors would have preferred to sit in the back with us as well! By the second round, I had grasped the basics and could really enjoy watching the 90-minute games in our local bars.

But the real fun from the World Cup was watching the matches with local ex-pat groups. Imagine a dimly lit German church—the seats taken out and packed instead with some 200 fans in white jerseys, drinking German beer and eating from the barbecue outside. With the help of a German classmate, I learned some of the songs while watching them defeat the favored Argentine team. The atmosphere in the church was bizarrely electric—vuvuzelas blaring under the delicate stained-glass windows!

I also joined the Brazilians, bearing my own version of the yellow and green, and picking up a few words of Portuguese, though they lost to the Netherlands. The Irish pub where we watched that particular match changed faces throughout the day: first dressed up in yellow and green and ringing with Brazilian music. Later that evening, the energy shifted as we watched an intense duel between Ghana and Uruguay.

As the final neared, a brighter spirit emerged in Madrid, with hopes of Spain becoming the new champion and bringing home the country’s first World Cup. At around 2 p.m., on the afternoon of the final, I began to hear the crowds. The buzz on the streets four blocks from my apartment carried into my windows as I prepared for a night of excitement! The streets transformed into a sea of red jerseys under the six giant screens projecting the match. All of Madrid was crowded into the city-center!

The major roads were closed to traffic, and the entire city was out on the streets singing, dancing, laughing, and enjoying the sweetness of victory! Words cannot do justice to the madness of that night; songs and chants rang in my ears along with the rumbling buzz of vuvuzelas that reverberated deep into my bones. Every shade of red and yellow blurred together under Madrid’s golden street lamps. Beach balls bounced through the crowds; individuals imitated toreros, waving the Spanish flag towards anyone who would charge through like a victorious bull.

As I walked back, I realized that the World Cup is not just another “big game.” From what I saw, this competition brings out an unmatched spirit of camaraderie, competition, patriotism, and an incredible energy that I’ve never experienced before. For a few weeks, I had the joy of becoming German, Brazilian, Mexican, Portuguese, Ghanaian, and Spanish for 90-minutes every day. While donning my own American pride, I also jumped in with other groups to cheer on their home teams and home countries. Sharing stories with complete strangers in bars across Madrid, I understood more about futbol culture around the world, which brings together neighbors, family, friends, and even strangers.

Sakhi Vyas ’08
Dear Kristie:

Your professor, Dr. Karyn Boatwright, shared a copy of your senior independent thesis, Women and Leadership, with me.

I have reviewed your work and am humbled that you chose to study lessons from my career as part of your research. Indeed, I found your thesis to be a fascinating study of the challenges faced by female leaders. I believe your analysis of the research is right on target and provides useful insight to guide more effective workplace practices.

It’s clear to me from this glimpse into your work that you will have a successful career ahead of you. Please accept my best wishes.

Sincerely,

Irene Rosenfeld,
Chief Executive Officer
Kraft Foods, Inc.

Dear Editor:

I was possibly the first to go to India for foreign study. I went to Madras (now Chennai) Women’s Christian College for nine months in my junior year. My parents had been American Baptist missionaries in India when I was very young. My brother, Craig Hodges ’76, was born in India. During the time I was in India on foreign study two students from the class of 1971 or ’72 (I don’t remember their names) went with the Wooster College program to Madurai. I visited them briefly during Christmas break and had the opportunity to hear Indira Gandhi speak at the 100th birthday celebration of Mahatma Gandhi in Madurai.

Judith (Hodges) Ellis ’71

Dear Editor:

The photograph on page 9 of the Fall 2009 LuxEsto shows a diver holding a Green Moray Eel. As a PADI Master Scuba Diving Trainer, I can say with confidence that there are no circumstances under which such behavior would ever be considered appropriate. Every major dive training organization in the world condemns harassment of marine wildlife because it endangers both the wildlife and the diver. The photo is an inappropriate model for other divers and student divers.

Richard Marciniak ’77, M.D.
Dear Dr. Pixley:

My husband and I (both class of 1982) were very impressed with the drop-off experience as we brought our oldest child to Kalamazoo to begin what should be an amazing experience for him. Neither of us remembers such a coordinated day of events when we began at “K,” and we were actually kind of dreading orientation day—not looking forward to schlepping his belongings up three flights of stairs, wondering if we could skip the convocation in order to make it back to Ann Arbor for another child’s events that evening, and, in general, viewing it as just a hard day to “get through.”

But it turned out to be a delightful day, from having the student athletes unload our car and carry our son’s belongings to his room in under 10 minutes (a raise to whoever had that idea!!), to the parent meeting in the chapel, which was a wonderful opportunity to soak in the beauty of that place once again. The words said were actually helpful and, while they were not completely new ideas, hearing them in the company of others going through the same thing turned out to be an important ritual.

And finally, the convocation, which we did not skip, was a really meaningful and enjoyable event. The faculty processing down the quad in their doctoral robes, the flags representing the international component of “K,” the speeches by the alumni, and the formal opening and welcoming statements by the President combined to create a poignant start to our son’s experience at “K” that I imagine he will not forget. After it was all over, and we were carrying some remaining things up to his room, he said, “Mom, I know I made the right choice.” He had experienced some last minute doubts the week before he left, seeing his friends head off to large state universities where the promise of heavy socializing awaited them, and perhaps he was fearful that he might be in over his head. But hearing the words to the class that each one of them belongs at “K,” is welcome at “K,” is at home at “K”—I think it got through to him.

So, thank you for putting so much thought and care into making what is a difficult transition that much easier. As we left him at his dorm, we were both kind of a mess, but he seemed completely at ease and already at home. That image is definitely helping me get through these days as I adjust to his absence in our home. I know that he is in a very good place, and that he has some amazing experiences ahead of him to look forward to, and a multitude of resources available to him when he hits the inevitable bumps in the road.

Barb (Handelsman) and Kelly Rigney ’82
Green Launch

Kalamazoo College’s inaugural Sustainability Senior Individualized Project Symposium assembled cross-disciplinary SIPs with a sustainability focus. Examples: John Fraser (left photo, at left), the director of the Lillian Anderson Arboretum, talks with Ben Cooper ’10, a presenter at the event. Cooper and Ellen Smith ’11 worked together this past summer to calculate the amount of carbon the Arboretum sequestered through its trees. Cooper summarized the results on his poster. Their work will be used to help the College assess various strategies to reach carbon neutrality. Derek Walton ’10 (center photo, at left) listens to Annie Weir ’10. Walton’s research looked at water issues related to the Grand Traverse Bay. He plans to use his findings to help contribute to the sustainability of the Bay. Ellen Smith ’11 (right photo, at left) and Amanda Lawrence ’10 discuss sustainable commuting habits. Last summer, Lawrence researched the motivations and culture behind commuter behavior to develop an action plan that would encourage bike use and other green transportation alternatives.

Distinguished Diebold

The 28th Diebold Symposium, to honor the achievements of senior biology majors, was held spring quarter and featured a keynote address by Roberto G. Kolter titled “Instruction Manual for the Assembly and Disassembly of a Biofilm.” Associate Professor of Biology Vivien Pybus described the lecture as “mesmerizing and inspiring.” She added, “He clearly demonstrated that complex scientific findings can be presented in a way that is easily accessible to a general audience.” Kolter is a professor in the Department of Microbiology and Molecular Genetics at Harvard Medical School, and he co-directs Harvard’s Microbial Sciences Initiative. Among numerous honors and awards, he is a Fellow of the American Academy of Microbiology and is currently the president of the American Society for Microbiology. He has been an influential microbiologist for some four decades and has made important contributions in diverse areas of the field, including the application of molecular genetic approaches to the study of biofilms. During his visit, he spent some time with students enrolled in Professor Pybus’s “Topics in Advanced Medical Microbiology” class. Pictured are (l-r): Samantha Shaw ’10, Sapna Sharma ’10, Anja Burk ’10, Komal Chughtai ’10, Sindhura Kompella ’10, Anna Hassan ’10, Roberto Kolter, Alejandra Sebastiani ’10, Dustin Hennigar ’10, Stefan Dylewski ’10, Clayton Bartelt ’11, and Philip Gorman ’11.

Experimental Biologists

Four Kalamazoo College students attended the 2010 Experimental Biology meeting (Anaheim, California, April 24-28), the annual meeting of several societies including the American Society For Biochemistry and Molecular Biology (ASBMB). Seniors Laurence Briski and Catherine Mocny and junior Alyssa McNamara presented their research at the ASBMB 14th Annual Undergraduate
poster competition. They were three of 191 undergraduate students from across the country to present their research findings as part of the competition. Briski’s SIP research (mechanistic insights into the function of an enzyme from Haemophilus influenzae) was conducted at the University of Michigan in the lab of Dr. Ron Woodard. McNamara’s SIP research (inhibition of human cytochrome P450 enzymes) was conducted in the lab of Dr. Laura Furge at Kalamazoo College; McNamara’s poster was also presented as part of the regular scientific research session of the Anaheim meeting. McNamara’s research (selective inhibition of nitric oxide synthase) was conducted in the lab of Dr. Regina Stevens-Truss. Sophomore Philip Jackson, who conducts research in the Stevens-Truss lab at the College, also attended the meeting. Furge and Stevens-Truss are regular members of the ASBMB, and both served as judges of the student posters at this year’s meeting. Briski, Jackson, and McNamara recently became undergraduate members of the ASBMB as members of the Kalamazoo College Undergraduate Affiliate Network. That chapter was initiated on the campus by Stevens-Truss in 2009. “This is an incredible opportunity for our students as they get to meet other scientists—young and more seasoned—and get to make connections and network,” Stevens-Truss says. Next year’s meeting will be held in Washington, D.C., “We plan to involve ‘K’ students at that meeting as well.” Pictured are (l-r): Laurence Briski, Philip Jackson, Alyssa McNamara, and Catherine Mocny.

Music Text

A book titled Psychology of Music: From Sound to Significance was published by Siu-Lan Tan, Psychology, and colleagues Peter Pfordresher and Rom Harré in April 2010, exploring the interdisciplinary scope of their field. The publisher (Psychology Press and Routledge, London) kindly rushed 20 advance copies so that Tan’s “Psychology of Music” class could use the book during the Spring quarter. Also, a study on the role of contingent and non-contingent sound and music on performance in a video game, co-authored by John Baxa ’09, Siu-Lan Tan, and Matthew Spackman, was published in the new peer-reviewed International Journal for Gaming and Computer-Mediated Simulations in summer 2010. Kalamazoo College students Matthew Vazquez ’09, Katherine Keegan ’10, Allison Jacobs ’11, Jessica Messerschmidt ’10, and Emily Adelstein ’10 composed the enthusiastic research team that assisted in the study.

International Engagement

This summer Kalamazoo College’s worldwide campus directors gathered on campus for their sixth international meeting. The study abroad resident directors met with Center for International Programs (CIP) personnel for a week to discuss best practices in study abroad and to get to know and further understand Kalamazoo College’s unique practice of liberal arts education. The latter effort included meetings and meals with faculty and staff. The event also is an opportunity for resident directors to learn from each other. Current resident directors and CIP professionals, pictured below, are (l-r): front row—Lillian Owiti, Kenya; Sandra Roopchand-Khan, Trinidad; Roseanne Njiru, Kenya; Subongkoch Kreangkhum, Thailand; Oumoul Sow, Sénégal; Angela Gross, CIP; Narda McClendon, CIP; second row—Kristin Steward, CIP; Heather Garcia, CIP; Hugo Valdebenito, Ecuador; Joëlle Caron, France; Bernie Rodríguez, Costa Rica; Bethany Zehr, France; Teresa Lyn, CIP; Christina Hein, Germany; back row—Tricia Lawrence-Savane, Sénégal; Margaret Wiedenhoeft, CIP; Hamid Ghany, Trinidad; Teresa Morales, Mexico; Joe Brockington, CIP; Tania Ledergerber, Ecuador; Denise Elekes, Spain; and Sarah Guzy, CIP. Not pictured are Laura Yoder, Thailand, and Mark Ritchie, Thailand.
By the end of spring semester 2010, 16 Kalamazoo College business majors knew a lot more about blue jeans than they had known just a few months earlier. Those students were in the Economics 295 Special Topics class, “Business Decision Making,” team-taught by Patrik Hultberg, chair of the College’s Economics and Business Department, and Ed Bernard, owner of Bermo Enterprises, Inc.

Hultberg has taught international business and economics classes at “K” for six years. He’s also part owner of a small publishing company in his native Sweden. But he’d never owned a retail business himself and he’d never team-taught. Then, in 2009, he spoke with Rick Halpert ’69.

Halpert, an attorney, was teaching a course called “American Jury Trial,” in the College’s political science department and, says Hultberg, Halpert “found such joy in teaching.” Halpert suspected that his friend, businessman and entrepreneur Ed Bernard, might also enjoy the
experience, so he floated the idea past Hultberg, who was intrigued.

The businessman and the professor met, played tennis a few times, and concocted a plan for a class. Hultberg describes the idea: If he and Bernard were going to teach a course, then “it had to be real to his company. It had to be real-world and hands-on, and include as many case studies as possible.”

Coming up with real-life business experiences to turn into case studies would not be a problem for Ed Bernard. At age 20, he was working in the garment district of his hometown, Chicago. Savings from that job, along with a part-time position as a tennis pro, plus weekend work at the Maxwell Street flea market (“I was a ‘hooker,’” Bernard laughs. It was his job to talk people into visiting his employer’s areas at the market, to “hook” them in), enabled Bernard to open his first clothing store at age 22.

To do that, Bernard had carefully examined the market demand (jeans stores in the Midwest were hot in the early 70s, he learned) and locations (he chose Kalamazoo because of its size and accessibility to major highways). He opened his original store, Mr. B’s Wearhouse, in November 1973, on the campus of Western Michigan University. Soon after, while buying clothes to sell in his shop, Bernard found large quantities of goods at prices he couldn’t pass up, so he bought them and then re-sold them to other shops, thus giving birth to the wholesale company which would become Bermo Enterprises. Today Bernard’s company is internationally known, with about 500 employees and three clothing divisions: wholesale, retail, and manufacturing. Bermo headquarters are located in nearby Schoolcraft, Michigan, and the company maintains a showroom in New York City, sales offices in Chicago and Minneapolis, and 40 retail
stores in five states. One of Bermo’s recent ventures is Frayed (across the street from Kalamazoo College), a high-fashion clothing store aimed at college-age consumers, and Bermo’s first venture into non-discount product sales.

So who better to teach “K” students how to make business decisions? Hultberg fashioned the class as a series of case studies: Bernard relates to Hultberg a real challenge he’s been dealing with—most of them quite recent—and Hultberg then turns the issue into an exercise for the class. Students are divided into teams which discuss the issue, then make a decision, and present their recommendation to the class. The class attempts to agree on the best recommendation, after which Bernard debriefs them and reveals the decision that Bermo actually made in the case.

The exercises have been as varied as Bernard’s real-life business. When Bermo Enterprises decided to open a new Max 10 store, for example, students were given demographic information on three cities, real estate information about seven available buildings, customer profiles, and information about competitors. Then the teams were asked to recommend where the new store should be located. Other problems addressed during the semester included hiring a new employee, clothing design, advertising and marketing, foreign production and imports, licensing agreements, logistics, and responding to a changing business landscape.

Bernard has been impressed with the students’ suggestions. “They’ve had some very good ideas,” he said. “I’m amazed at how well they’ve been able to understand our company.”

Both Hultberg and Bernard were present in the classroom for class sessions. Bernard ran the class and Hultberg was responsible for grading and logistics. Two field trips were incorporated into the class schedule: a visit to a Max 10 store and a trip to the Bermo Enterprises corporate offices and warehouse in Schoolcraft. During the latter visit, students were introduced to the staff member whose hiring had been the subject of one of their classroom exercises.

One of the students in “Business Decision Making” was Vicky Chen, a 21-year-old from China. Chen will graduate in 2011, with a degree in business and economics.

Chen said this class was her first experience with a team-taught class. She felt that, as CEO of a company, Bernard brought practical experience to the classroom. “It was kind of like job shadowing or an internship,” she said.

Chen’s career goals are centered on a job in the food services industry or hotel or restaurant management. She believes the Hultberg-Bernard class was a valuable way for her to be exposed to what really happens in the business world.

Both Hultberg and Bernard were happy with the results of their team-teaching experiment. Hultberg said he was surprised by how much fun it was for the teachers, and Bernard credits Hultberg with educating him about how to teach a college class. “Together, we’re very good,” said Bernard.

Whether or not the duo will team up in the classroom again will depend in part on Bernard’s busy schedule. But both agree that the experience was a valuable and enjoyable way to bring the real world of business to Kalamazoo College business students.
It was fitting that Patrik Hultberg and Ed Bernard made plans for a team-taught class in Kalamazoo College’s Economics and Business Department on a tennis court. Like “K” itself, both Hultberg and Bernard have long-standing ties to the tennis world.

Hultberg started playing as a child in Sweden, at the time when fellow Swede Bjorn Borg was one of the world’s top players. He’s played ever since.

Ed Bernard’s tennis story has taken some interesting turns. He started playing tennis at age 13 and was a teaching pro in Elmhurst, Illinois, by the time he was 20. He attended the University of Oklahoma on a tennis scholarship, but the business world lured him away from college after two years. Thirty years later, in 2001, he qualified for the Maccabiah Games in Tel Aviv. Known as the “Jewish Olympics,” and like the Olympics held every four years, the Maccabiah Games attract thousands of competitors and tens of thousands of spectators from around the world. Events include a variety of sports, among them: tennis.

Bernard knew the Games would put him up against top tennis players from around the world. Then he remembered he still had some college eligibility left. His wife Diana suggested that playing on a college team would surely sharpen his skills for the tournament in Israel.

Bernard approached Kalamazoo Valley Community College tennis coach Darryl Davies about playing on the KVCC team. Davies told him that he could be on the KVCC team if: 1) he was a full-time student; 2) he tried out for and made the team; and 3) he kept his grades up.

So the 49-year old Bermo Enterprises CEO enrolled at KVCC, taking classes in history, marketing, and public speaking. He tried out for the tennis team, made the cut, and spent the season playing against and with 19- and 20-year-olds. On spring break he went with the team to Florida; he helped the team make it to the national tournament; and he won the team’s Most Valuable Player trophy that year.

By the end of the college season he was ready for Tel Aviv, but politics interfered. Bombings in Israel caused many potential competitors, including Bernard, to cancel participation that year. But his tennis was still in form for the 2009 Games: As one of 8,000 participants in the Games, Bernard won the gold medal in the 55-and-older tennis division, one of the highlights of his life.

Another highlight comes each May, when Bernard and his wife present the annual Bernard Family Scholarships to the male and female high school seniors who best exemplify sportsmanship in a high school varsity tennis player. The scholarships have been given out for the last 13 years; tennis players from 15 schools in the area compete, with Bernard family members secretly watching nominated players’ matches throughout the season to determine the winners.

The scholarships give Ed Bernard one way to teach and encourage young people; team-teaching with Patrik Hultberg gave him still another.
John Hogan ’43 met Philip Evergood 70 years ago on the latter’s first day on the Kalamazoo College campus in fall 1940, and he was lost.

“I had no idea who he was,” said Hogan, now 89, as he sat in Welles Hall within the College’s Hicks Student Center one recent afternoon, recounting the times.

Hogan, then a pre-medical student, soon learned that Evergood was in Kalamazoo to create a mural on the east wall of Welles Hall. “The Bridge to Life,” is an oil-on-canvas depiction of “both the actual and the ideal life in about 10 scenes” of science, industry, agricultural, and academic life, according to the program printed for its dedication on May 31, 1942.

A nationally prominent artist whose painting and sketches show realistic depictions of life around him, Evergood accepted a Carnegie Foundation grant to paint a mural at the College as well as teach there, according to his biography, *Philip Evergood: Never Separate from the Heart*, by Kendall Taylor.

Evergood’s works reside in the collections of prominent museums around the country—the Smithsonian Institution holds the original of a chalk landscape Evergood sketched while in Kalamazoo. (A signed copy given to Hogan hangs behind the desk of his daughter, Pat Marcinkowski, who works in the “K” admission office.)

“He was a quiet man, but very nice,” Hogan said of the man he knew as “Phil.” “He was a different sort of man” than those seen on the small campus or in the growing town, hailing from New York City.

Evergood’s wife, Julia, a dancer, didn’t much like Kalamazoo, and Kalamazoo didn’t much like her. But Hogan did. “She was a very nice lady,” he said. She was often ill, and Hogan remembers taking food and medicine to her at the house the Evergoods rented downtown.

Evergood had little money and no transportation, so Hogan borrowed his family’s car to drive the artist around town to get a feel for the city.

“One day it was to the paper mill, or out to Parchment,” said Hogan. “We were all over.”

They went to the tulip farm south of town, the mint fields north of town, and companies in between—much of what is incorporated into the final picture.

“He (Evergood) was quiet and absorbed in what he was looking at,” Hogan said. “He sketched it or
Philip Evergood (left) with students John Sarno and Wilma Fechter. Note that the mural design does not show the student standing in the woods (inset), which appears in the final. One wonders if the addition represents Evergood questioning what he got himself into.
photographed it.”

Originally, the artwork was to be a fresco painted directly on the wall, but concerns that “marble dust and lime was [sic] going to pollute and poison the whole college” resulted in an order to paint with oils on canvas, according to a letter written by the artist to a Chicago Daily News reporter decades later.

“It had first been agreed that the general subject for the mural should be the character of Kalamazoo—i.e., the industries, the agriculture, etc.,” Evergood wrote. “In all, a tribute to the ingenuity, ambitions, genius, and success of the citizens of Kalamazoo! This was acceptable to me. Kalamazoo is a very interesting place.

“It has a romantic quality. It has an up-and-coming aggressiveness with its paper mills, foundaries, tulip farms, Checker cabs, black earth, sweet pure air and the nostalgic propensities—slums, railroad tracks, little urchins with bare bottoms, pastry shops, cheap movies, liquor stores, lonely girls on street corners and, of course, we mustn’t forget the square with the eight or 10 churches.”

Input from too many sources, however, diluted Evergood’s original vision.

“Everyone from law professors through philosophy, zoology, chemistry, languages, had to have their say as to the acceptability of my design,” Evergood lamented in his letter. “… Oh, if the professors had been more art conscious, open-minded, and less trite, my mural might have been so wild and exciting!”

The bridge symbolizes the transition from fields to academia to industry with workers and students reaching across the span, according to a 1941 Kalamazoo Gazette newspaper article. There are elements of humor—the old professor sitting in a cave with a book, static, oblivious to the action.

Evergood hurriedly finished the mural after returning to the College in late 1941—delayed by surgery and recuperation—so it could be displayed and dedicated at an alumni banquet. As he was finishing, carpenters were unbolting the scaffolding.

“Possibly the whole thing will live despite some of its failings unless some irresponsible idiot has it all torn down or effaced some day,” he wrote to the reporter.

It lives.

The mural, which cost the Carnegie Foundation and Kalamazoo College a combined $3,900 to pay Evergood’s salary for the two years he was here, has risen in value to at least a quarter of a million dollars, said Paul Manstrom, associate vice president for facilities management.

“The mural drove a lot of the construction techniques” during the 2007 renovation of the Hicks Center, Manstrom added. Special care was taken to protect the mural, which, in 1998, had been cleaned and restored.
The newly renovated Hicks Center reopened in January 2008 as the student dining area. The mural was its focal point.

Students couldn’t help but take notice of what the scene included—and left out—and have developed their own interpretations.

“They’re building a bridge between the students and the community,” opined Kristine Sholty, a senior in international area studies. “Because it was done so long ago, it’s a more rural representation of Kalamazoo.”

But it bothers her that there is so little racial diversity amongst the characters.

“That’s a big piece of conversation,” said Sholty.

“I don’t think (diversity) was a thought in the artist’s mind,” says Corinne Taborn, a sophomore. “It doesn’t really bother me.”

The mural isn’t beautiful, she says. “The artistry is kind of wonky.”

Bernard Palchick, now retired as an art professor and administrator of the College, believes the piece is still relevant in today’s society because it was a snapshot of life in the time it was painted in the early 1940s.

“It is trying to represent the spirit of higher education in the cycle of life of the student and the worker, the use of that knowledge, of those life-giving forces, the relationships of people across generations,” he says. “The depictions of the people—their clothing is out of date and the bike the girl in the foreground has is antique, but it’s right.

“It’s relevant in many ways to a small liberal arts college sitting on a small Arcadian hill.”

Hogan knew some people disapproved of the mural and its message, but avoided the politics. He mixed and applied paint. His initials are scratched into the heel of one of the figures in the lower left corner.

“I just thought it was fun,” to take part in painting the mural, Hogan said. “I wanted to learn something.”

And what did he learn?

“How to be precise and not rushed into anything. Try to be thorough,” he said.

“I think it also got me out of a few classes,” he added with a chuckle.
For veteran human rights attorney and peace-and-justice advocate Chokwe Lumumba ’69, Kalamazoo College was the crucible in which his vision of “freedom and equality for every human being” began to take its shape. That vision was born on a dark and desolate afternoon in April of 1968—during Lumumba’s junior year—when gunfire suddenly exploded outside a motel in downtown Memphis, Tennessee. . . .

Chokwe Antar Lumumba and his father, Chokwe Lumumba ’69
Jackson, Miss.—His name is Chokwe Lumumba, and he’s a highly controversial defense attorney and human rights advocate who has spent the past 21 years representing mostly African-American criminal defendants in Mississippi.

On most days, he arrives for work at his downtown Jackson office wearing an African buba—a flowing, robe-like garment that swirls with vivid turquoise and gold.

He’s 63 years old now, and he says he’s at the top of his game.

“I love coming into this office each day,” says Chokwe (SHOW-kway) Lumumba. “I enjoy the intellectual challenge of practicing law, and I enjoy the tactical challenge of fighting for my clients in the courtroom.

“At the same time, I’m still working for human rights as hard as I can. I feel like I’m doing what I should be doing at this particular stage of my life.”

In recent years, Lumumba has represented several black clients who were struggling against what he describes as the “racial injustice and tyranny” of the Mississippi criminal court system. At times, he has paid a high price for doing this. On one recent occasion, after he publicly described the courtroom behavior of a state judge as “barbarian,” Lumumba was briefly jailed. His Mississippi law license was suspended for more than a year, and he was nearly disbarred.

On another occasion, some years ago, a Jackson, Mississippi, policeman confronted Lumumba before a civil rights demonstration in Jackson and allegedly jammed a gun into his stomach. With his finger on the trigger, the trooper reportedly barked in front of several witnesses: “Are you . . . in charge of the black-ass niggers?”

Lumumba survived this bizarre encounter, and, in the years since, he has become a well-known and highly regarded civil rights activist in Mississippi and across much of the American south. He has often fought for African-American defendants who faced the death penalty for capital crimes. And he has continued to call for the liberation of “under-class” blacks and whites, arguing that the “real oppression” in 21st-century America is that visited on the poor by wealthy elites.

Ask Chokwe (originally the name of a Central African tribe that gained fame by powerfully resisting slavery) Lumumba (the surname of the charismatic African leader Patrice Lumumba, who led the Republic of the Congo to nationhood in 1960) to reflect on his long, tumultuous career as a human rights activist in Detroit and Jackson, and he’ll tell you that he’s “a very hopeful and optimistic man.

“I’m happy to be where I am,” he says with a quiet smile. “I’m happy because I know I’m doing what I’m supposed to be doing right now. I’m proud that I’ve been able to work in the human rights movement and that I was able to include my three children in that movement, as they grew up.

“I love life and I love people, both black and white, and the truth is that I wouldn’t change a thing about my life or about the struggles I’ve lived through over the past 50 years.”

April Gunshot

He had a different name, once upon a time.

When he arrived as a freshman on the campus of Kalamazoo College (September 1965) he was known as Edwin Taliaferro.

He was 18 years old, a gangly, fun-loving kid who’d grown up in “a very close and loving family of eight kids” in a series of housing projects on the west side of Detroit. He was also a terrific athlete—an excellent receiver in football and a high-scoring, six-foot-three small forward who would soon be helping the Hornets win basketball games.

His nickname was “Tally,” and he says he got along “pretty well” with just about everybody. Still, there were some dark clouds on the horizon. For one thing, he was struggling with some “identity issues” as an undergrad at Kalamazoo in the mid-1960s. There were no black professors on campus, he remembers, and only a handful of African-American students, and Tally sometimes felt uneasy about the “cultural isolation” in which he lived. So he struggled a bit. The tumultuous national movement for black liberation had begun only a few years
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before, and Dr. Martin Luther King, Jr. was still in the early stages of the battle for racial equality.

Tally knew all about Martin Luther King, of course; his beloved mother Priscilla had often described the great activist as “the black Moses” who was destined to lead millions of struggling African-Americans to the Promised Land of racial equality and opportunity someday.

By April of 1968, Edwin Taliaferro was sailing through his junior year. Having recently played on the Hornets basketball team which won a league co-championship, he was also doing well in his studies, and he was looking forward to a successful career in business, or maybe even in pro sports.

But then a stunning event occurred. At 6:01 p.m. on Thursday, April 4, a gunshot rang out on the parking lot of a motel in downtown Memphis, Tennessee. That moment would change Tally’s life forever. It would eventually change his name.

By the early 1970s—as he earned his law degree at Wayne State University in Detroit and then began volunteering for months at a time as a civil rights activist on the blazing social battleground that was rural Mississippi—Edwin Taliaferro would slowly become the man he is today.

"Joining The Struggle"

He has never forgotten the precise moment when he first learned of Martin Luther King’s death in Memphis.

“I was sitting in my room at Severn Hall,” he says with a wince of remembered pain. “A few of my school-mates on the football team were hanging out with me that day, guys like Jerry Gray and Rick Toman and Will Beierwaltes. We were just killing time, getting ready to go to dinner—and all at once a guy who lived down the hall came running into my room, and he was yelling: ‘Martin Luther King just got murdered in Memphis!’

“I just stared at him. I was thunderstruck. My eyes filled up with tears; I couldn’t believe it. I kept thinking of my momma, how she’d always said he was gonna change the world.

“Everything went blank. I left the room; I started walking up and down the hall. My mind was nearly paralyzed, but then I heard there was going to be a demonstration over at Western Michigan University in a couple of hours.

“I said: I’m going. I’m gonna be part of it. Until then, I hadn’t really involved myself too much with civil rights—my world had been mostly football, basketball, just trying to pass my courses and graduate, like any other student.

“But all of that changed in an instant. Within an hour or so I was heading over to WMU. We staged a sit-in at the admin building, and we chained the doors from the inside. The press came and we told them we weren’t going to leave until the administration agreed to start hiring some black professors and start some black history and black culture courses and establish a Martin Luther King Scholarship program.”

For Taliaferro, the great change had begun. Within a few days, he would be asked to give a speech about black liberation and human rights on the Kalamazoo College campus. How should he prepare?

“With a shock, I realized that I actually knew very little about the struggle for black freedom,” he remembers today. “What was I gonna say in that speech? I started asking around for help, started asking my teachers and my fellow-students what books I should read.

“Within a few days, I had gobbled up Stokely Carmichael’s Black Power: The Politics of Liberation, and Before the Mayflower: A History of Black America (by the African-American historian Lerone Bennett, Jr.). Then I read The Autobiography of Malcolm X, and I was just amazed. Malcolm X was calling for a revolution in human rights, for a revolution in human consciousness. I read those books from morning to night, and I began to realize: If I’m going to join the struggle, I gotta go to law school!”

While Taliaferro personally wrestled with the implications of black liberation, a similar struggle was taking place all across the Kalamazoo
College campus. Led by a growing number of politically conscious African-American students (many of them from inner city communities), the newly formed Black Student Organization (BSO) would soon become an increasingly powerful campus movement that, within a few more years, would play a major role in forever changing the way professors were recruited and the way courses were designed and taught at the College.

**The Continuing Fight**

Spend a few hours hanging out with Chokwe Lumumba in his Jackson law office, and you’ll soon discover that his sense of humor has remained playfully intact.

“You know, a lot of people in Mississippi have watched me work in the courtroom, or they’ve heard me speak about taking down the economic class system that rules the United States, and they assume that I hate white people. But that’s not true. I don’t hate anybody. How could I? My parents were both devout Christians, and they taught us to love our neighbors: that was their rule of life.”

He pauses for a moment, remembering the early years, and then he suddenly laughs out loud. “Besides, how could I hate whites, when I’ve got a grandfather on my mother’s side named Finley, a tough old brother who was part Irish and looked white? Believe me, he made his mark on all of us, and we still honor his memory today! He helped my grandmother raise 15 children—seven from her first marriage and eight from their union. Moreover, in the face of racist housing practices in Detroit, his courage and wit helped engineer a successful plan to acquire a home for the family.”

At an age when many think about retirement, Lumumba is working as hard as ever—not only in the courtroom, but also in his executive role as an organizer and leader of the “Republic of New Afrika Movement” (launched in Detroit in 1968), which welcomes both whites and blacks to its continuing struggle for “political and economic liberation” in 2010. A dedicated socialist, Lumumba argues that “real political freedom won’t arrive in America” until the nation decides to disassemble the “economic elites” that rule through corporate lobbyists and the Washington politicians who serve them.

Lumumba is very serious about his New Afrika agenda, but he still finds time to coach an amateur basketball team (the Jackson Panthers) and to serve on the boards of several charities that work to shelter and feed the homeless in Jackson and elsewhere.

“My dad has been an inspiration to a lot of people, including me,” says Chokwe’s 27-year-old son, Chokwe Antar Lumumba, an attorney who recently joined his father’s law firm in Jackson. “I can’t tell you how many times he took me and my sister and brother to political rallies and peace-and-freedom marches when we were growing up.”

Adds Chokwe, Sr.’s sister, Detroit schoolteacher Shushanna Cain: “Really, my brother is an amazing man. As far back as I can remember, he was always telling us to read a new book about black liberation, or insisting that we accompany him to the next human rights demonstration. His legacy just keeps on growing, not only in Mississippi but also right here in Detroit.”

Perhaps the most insightful comment about Chokwe’s legacy came from highly regarded Detroit attorney Jeffrey L. Edison, himself an honored veteran of the civil rights struggle. “You could not ask for a more loyal friend,” says Edison. “Chokwe is a very serious, dedicated and committed advocate for human rights. He’s what many others have referred to as a ‘soldier of justice.’ Yet he’s also got a great sense of humor and a remarkable capacity for showing kindness to other people, regardless of who they are.”

Ask Lumumba for the “take-home message” that best describes his life and times, and the silver-haired man in the turquoise *buba* won’t hesitate.

“The struggle for human rights—black rights and white rights—is far from over. Everywhere you look in the world today, you see economic oppression, class oppression being visited on suffering human beings. That oppression is simply not acceptable. It must be fought. And you can be sure we will go right on fighting against economic and social injustice of every kind . . . for as long as it takes!”
What Caravaggio is to art, Kalamazoo College (especially Billie Fischer) is to learning—a hinge. That’s the contention of double-major (English and art history) Maghan Jackson ’11. There’s learning before she came to “K,” and there’s learning after she got here. And they are not the same. This fact is partly due to her unique composition of a K-Plan, one that included study abroad in Rome, an internship in New York City, and a book-length Senior Individualized Project of linked poems steeped in the locale of Butte, Montana. But it’s mostly true because of the power of a great professor. Jackson wrote and read a tribute to her mentor, Professor Emerita of Art History Billie Fischer, at the latter’s retirement celebration in May. In that speech Jackson described the “before-and-after” of Kalamazoo College and Fischer.

Her “before” was feeling for four hours a little bit like Robert Langdon (the protagonist of Dan Brown’s DaVinci Code novels). Jackson was 16 and had those four hours to spend in the Louvre during a combination-French-class-and-family trip (Jackson’s mom is a high school French teacher in the family’s hometown of Great Falls, Montana). A little circle of the known—like Jackson’s familiarity with the Romulus and Remus story, suddenly brought to mind when she saw the Pietro Berretini painting—seemed, at age 16, vast and extensive, making art history “pretty cool!” Cool enough, in fact, to convince the high school student, long certain she’d major in English when she got to college, “that art history should play a significant part in my academic life,” no matter how hazy her conception of how much work that might entail.

That was before! Fischer’s classes will quickly shrink a student’s sense of the size of his or her circle of the known, which is a good thing. Besides, Fischer not only pushes her students upon (what one critic calls) “the dim sea that moans around our little solid sphere of the known,” she’s also there for support all along the journey.

“Quarter after quarter I immersed myself in long dense theoretical readings,” says Jackson. “I spent hours in darkened rooms with carousels of slides and emerged from exams massaging my hand.” Sound like work? Sure. “Art history is hard!” says Jackson. But that fact is only one part of the “after” story. Earned exhilaration is another. “Looking at art requires one to consider politics, craftsmanship, economics, philosophy, literature, religion, mythology, mathematics, science, and more, often in close association,” she marvels. “When we look at art we see reflected entire civilizations and societies. If we have the tools, we sometimes see the soul of a culture. Professor Fischer gives her students those tools.”

One of the tools is the indispensability of connectedness. “Learning how to make connections is the most important thing ‘K’ does,” says Jackson. Contextual learning, which requires disciplined research, is an observation tool that increases wonder. Jackson always has been an enthusiastic learner. But in her “before-’K’” days seeing Michelangelo’s “Pieta” would have elicited little more than a naïve “WOW.” Post “K,” the encounter “made me hyperventilate!”

Jackson explains: “’K’ develops a ‘philosophy of looking,’” in which one barely nicks the surface absent an academic preparation that crosses many disciplines.

“I hyperventilated because I was prepared. I knew something—and had learned how to learn more—about the piece and what it had meant when it was created—its history, the life of its creator, the characteristics of the culture in which it was made. Even what came afterwards, what it inspired, like David’s ‘The Death of Marat,’ for example.”

In such ways, “’K’ students gain fluency in the liberal arts as a language of beauty, one that enables its learners to be surprised by beauty. Maybe that sentence sounds abstract, but it’s an earned abstraction, founded on an accretion of concrete facts from painstaking research in multiple disciplines. Only then—post-’K’ in Jackson’s case—does the “Pieta” take your breath away.

Jackson is what one might call “liberal arts restless,” and giddy when “one subject comes up unexpectedly in discussion of a seemingly unrelated other subject.” She and her roommates call such occasions—sometimes in a snarky way—“liberal arts moments.” And sometimes her liberal arts restlessness has prompted academic crises of conscience. The bibliophile and literature lover never doubted she’d be an English major. Of course, she’s added art history and, later, a women’s studies
concentration. She also loves history (her summer SIP work has her searching archives at the Butte Historical Society). Her inclination for social activism (inspired in part by mom and dad, who seek to change the world through teaching and the law, respectively) has often made her wonder whether political science should have been her major.

“But politics is history,” she reasons. “Art history is both, and literature is all three and everything else!” Sounds like Matryoshka nesting dolls, an apt image for Jackson’s liberal arts DNA, as long as you include her non-academic pursuits, like vice-chair of the College Democrats and a get-out-the-vote intern during the Obama campaign.

Her tribute to Billie Fischer defined the value, and relationship, of study abroad, a dedicated professor, and small classes as concretely as this author has ever heard it done. One tires of hearing schools hawk faculty-student ratios numerically—an often meaningless abstraction, like giving a thirsty person a photo of a glass of water. Jackson makes the abstract meaningful with facts, having been trained to do so by the mentor she praises.

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Here are her own words:

“At the beginning of every term I’ve had her, Billie meets individually with her students to discuss their other classes, their activities, just life in general. To have a professor take time to sit with you one-on-one is a perfect testament to one of the wonderful things about small colleges like ours: the ability and desire to put faces to names, not just names to numbers. Billie remembers throughout the quarter who is involved with what on campus, makes announcements about community events, and is genuinely interested in supporting students in the classroom and out.

“A perfect example of her tendency to take genuine interest in the lives of her students appeared in my e-mail box while I was studying in Rome, a city which I felt I already knew before I arrived, due to the many maps and orienting pictures I’d seen during lectures in good old Fine Arts Building Room 20. What I found in my e-mail was a message from Billie, asking how I was liking Rome, updating me on campus events, and reminding me of some particularly wonderful paintings and sculptures and where they could be found in the city, as well as others that I should not forget to visit when I got to other places. It was a much-needed reminder of why I love what I study, right at a point when being so far from home was getting challenging. It certainly contradicted the notion: ‘Out of sight; out of mind.’

“‘K’ is about ‘at home in the world,’ and I have never heard Billie use the word ‘if’ in reference to travel. It’s always ‘when’ you’re in Florence, and ‘when’ you get to Athens. There’s something very reassuring about having someone constantly reaffirming that all of these places really do exist outside of slides, and that knowing more about what they signify and who made them makes them all the more meaningful when you see them in person. It’s the skill of putting all the pieces together to see the world in a brand-new, more complex and meaningful way that a liberal arts education values. Billie helped me develop this way of being ‘at home in the world.’”
Jeremy Cole ’96 scores two on a fast break against Calvin.
“I don’t even know if it’s still there,” Jeremy Cole says, his memory jogging into an all-out sprint of basketball memories. “They had a satellite dish so we all went there and had dinner.”

Time warp: 1996.

Cole, a senior captain of Kalamazoo College’s men’s basketball team, and his teammates huddled around a few tables in a dim sports lounge with jerseys and pictures and articles on the walls and three giant projector television screens at the back of the room.

They squinted through a snowy satellite feed as Mike Turner, the longtime Albion coach and NCAA Division III National Basketball Tournament chairman, read the names of schools that made the 64-team field.

Finally, “Kalamazoo” crackled through the tiny table-top speakers.

Party on!

“Everyone was really excited,” Cole said. “I don’t know if the College had been in (the) tournament before.”

To answer Cole’s questions:

A) 1996 was the first and only time the Hornets have made the Division III national basketball tournament in the program’s 102-year history. They played rival Hope in the first round—the fourth time the teams met that season—and lost, 65-62, in Holland, despite taking the lead with 10 seconds left when Cole fed Brian Ellison ’98 for a go-ahead layup.

“Everyone on the team really cherishes that memory and that second half of the season,” Cole says. “The first half was pretty bleak, but we turned it around and reached our goal, which was to make the tournament.”

B) The restaurant with the satellite was Damon’s on Westnedge Avenue, and it was demolished in 2002. Gone is the memorabilia, the big screens, the A-frame front awning, and ribs that slid off the bone. (In its place is one of those inflatable mini-malls with a Jimmy John’s, a cell phone store, and, mostly, a parking lot.)

Gone, too, is Cole: in Chicago since 1999 and, at 36, firmly entrenched as partner at Jones Day, an international law firm. He’s a corporate litigator who defends mostly pharmaceutical companies and banks.

And his law career, much like his basketball bio, is dotted with achievements.

He took depositions in front of a French tribunal in Paris early in his career at Jones Day—“Kind of an unusual thing, at least that early in my career,” he says—and obtained discovery in Europe through The Hague Evidence Convention.
In 2004, Cole helped defend, as he puts it, “a large white-collar” trial that involved a prominent Chicago figure. His stock has been on the rise since—he was recently named one of 30 “Future Stars” of Chicago litigation by an industry publication. He’s also on the board of Working in the Schools (WITS), a non-profit organization that sends lawyers and other businesspeople into Chicago public schools to read one-on-one with third-graders once a week during the school year.

Cole’s 6-5 frame and ability to knock down a jumper in the closing seconds doesn’t really matter in that one-on-one scenario—or in the courtroom—but on Chicago’s city courts, where he plays at least twice a week, Cole still resembles the guy who scored 1,644 points at “K” (second all-time) and holds career records for games played (107) and consecutive free throws made in one night (13-for-13).

“He’s just a competitor,” says head men’s basketball coach Rob Passage, who played with and coached Cole. “We play alumni games now and it’s all fun until it gets down to the stretch—then he wants the ball. The bad part sometimes is he’s not always on my team.”

Although Cole has since moved on to the hustle and bustle of clients and depositions and the lives of son Isaiah, 7, and daughter Felicity, 4, if there’s an opportunity for him to connect with “K” he usually jumps at the chance. In addition to the alumni games, he also hosts Passage and the Hornets for dinner at his house on the city’s south side each year when the team is in town.

“My daughter asks me in the middle of June when they’re coming back,” Cole says.

The players get something more than dinner out of it, too.

“It’s great for our players because they get to see a grad who’s out there doing really well for himself, but I also think it’s good for them to see someone connected to the program who cares,” Passage says. “There are alumni out there who really care about the program and what we’re doing on and off the court.”

And on the golf course.

Each August, Cole and a group of about 20 Kalamazoo alums—mostly guys with a connection to the basketball program, including classmates Steve St. John ’96 and Matt Bishop ’96—split into teams of 10 and play a modified Ryder Cup with a Thursday practice round and “real” rounds Friday, Saturday, and Sunday.

“Matching shirts, team captains, revolving commissioner duties, the whole nine yards,” Cole says. “Pathetic, isn’t it?”
(1) The Madelena Delani evocation
(2) Hagop Sandaldjian’s Microminiature Pope John Paul II viewer
(3) Garden of Eden on Wheels
(4) The Horn of Mary Davis amidst other horns
(5) Harold Dalton Microscopy Hall
(6) Micro-miniature of Snow White and the Seven Dwarves
(7) Vase of Flowers with butterflies and four birds
(8) Stink ant of the Cameroon
(9) The Museum of Jurassic Technology
He says he will never forget that amazing moment when the telephone rang... and he picked it up to discover that the man on the other end of the line wanted to give him $500,000.

“Are you sitting down?” asked the caller.

David Hildebrand Wilson '69, frowned uneasily. “No, I’m not,” he told the gentleman who was calling him from New York City. “I’m standing up, as a matter of fact. Is there a problem? Is something wrong?”

The caller chuckled on his end. “Mr. Wilson,” he asked light-heartedly, “have you ever known anyone who got a MacArthur Fellowship?”

Wilson deliberated. Why was this man calling him? Had one of Wilson’s friends in the California art world just been awarded one of those coveted half-million-dollar “genius grants” by the famed MacArthur Foundation?

At last Wilson cleared his throat. “No,” he told the caller, “I don’t think I know anybody who ever won a MacArthur.”

This time the man on the other end laughed out loud. “Well, you do now,” he said cheerfully, “because you were just named as one of the 2001 MacArthur Fellows this morning—and I want to be the first to congratulate you!”

Wilson, a longtime Los Angeles filmmaker who 12 years before had amazed the U.S. museum world by launching what may be the most unusual and idiosyncratic “natural history” museum anywhere on Planet Earth, could hardly believe his ears.

After more than a decade of grueling financial struggle, Wilson’s Museum of Jurassic Technology—an arcane assemblage of mind-bending artifacts (including a “Cameroon stink ant,” a five-inch-long horn that somehow grew out of an Englishwoman’s forehead, and a haunting collection of L.A. trailer park photos and physical objects retrieved from the 1950s and titled “The Garden of Eden on Wheels”)—had just been rescued from looming bankruptcy by an unexpected gift of half a million bucks!

Remembering that incredible moment during a recent interview in Los Angeles, the former “K” College undergrad shook his head in grateful wonder. “What was truly remarkable about that phone call,” said the 63-year-old Wilson, “was that we’d spent most of that same morning trying to ‘split the bean’—trying to figure out a way to pay all the bills and keep the museum running through the rest of the month.

“And then all at once, we’re looking at an infusion of half a million dollars that was totally unexpected. I was stunned, of course, but I wasn’t totally surprised... because I’d been convinced for a long time that running the Museum of Jurassic Technology was my task in life. It was truly what I needed to be doing—and I do believe that if you have your compass pointed in the right direction, the ‘wind of the universe’ will come along and fill your sails!”

The museum’s collection of brain-boggling artifacts is very difficult to interpret, or even to define.

“I think a lot of people do find our exhibits a bit confusing, and that’s fine with me,” says the cordial museum director, after describing some of his favorite objects on display (such as the South American “Piercing Devil,” a bat that can reportedly fly through solid walls). “You know, confusion can be a very creative state of mind; it can inspire you to challenge your assumptions and question your understanding of lots of things in a very useful way.”

He often refers to himself as a kind of “trickster” who seeks to help his visitors “open themselves up to new kinds of experiences and new kinds of energies” by showing them
“aspects of reality” that they might not otherwise experience. He takes great delight in watching his museum-goers scratch their heads. Among the many questions provoked by the exhibits in Wilson’s 20-year-old museum:

What to make of the exquisitely crafted sculptures that were carved and then placed atop the eyes of ordinary sewing needles by “micro-miniatures” sculptor Hagop Sandaldjian, whose teeny creations (including both the Catholic Pope and Walt Disney’s Mickey Mouse) must be viewed through the microscopes Wilson has thoughtfully provided?

Why does the gleaming skeleton of a long-dead European mole (along with a carefully delineated description of its burrowing habits) shine in a bath of recessed lighting, while resting on a bed of velvet-like softness that suggests pampered royalty?

How can we account for the uncanny energy that seems to flow from the aging and yellowing gloves of a minor opera singer . . . a tempestuous, Romanian-American crooner named Madelena Delani, whose gorgeous renditions of the Romantic lieder of Brahms and Schumann flow soothingly through the gallery dedicated to her? Why do those gloves seem to actually evoke the ghostly presence of the long-dead singer?

Don’t expect a direct answer from Wilson. He does smile and point out that the word “museum” stems from “muse,” and that his entire goal in building and maintaining the Museum of Jurassic Technology has always been to encourage “an interaction” between his visitors and those enigmatic female figures of classic Greek mythology, the same Muses, in fact, who have from time immemorial been inspiring poets, painters, sculptors and other artists to create new works of wonder and delight.

Ask the enigmatic curator about the “Jurassic Technology” reference in the name of the museum and, by now, it’s no surprise he cannot provide a clue. While he does note that he once received as a gift some exciting and inspiring fossils from the Jurassic Period (they’d been gathered in Nebraska, it seems), he can offer little insight on how his quirky enterprise might be related to “Jurassic Technology.” Instead, he simply refers you to the opening section of his museum’s guidebook:

“The Museum of Jurassic Technology . . . is an educational institution dedicated to the advancement of knowledge and the public appreciation of the Lower Jurassic.”

Hmmmmm. Wander throughout Wilson’s seven galleries, however, and you will find no apparent links to the Jurassic geologic period (about 200 million years ago to about 145 million years ago; what kind of technology could have existed then?) and no apparent links to any sort of later prehistoric technology.

So where are we?

Well, the truth is that we’re kind of . . . lost.

And that makes David Wilson very happy. “I really think our basic purpose is to create a space where people can forget their ordinary ‘habits of seeing’ and begin to experience things in new and unique ways,” he explains. “If you get to a place where you literally don’t know what’s going on, that’s potentially a very valuable thing, because it may allow you to begin opening yourself up to visions and feelings that are authentically your own.

“Of course, many people don’t want to experience that kind of confusion, and there are those who really dislike what we do. But other people will spend a few hours here and then will be quite thankful about what they’ve seen. Just the other day, a kid in his twenties came up and thanked me, after looking around the museum.

“He was quite sincere and grateful, and he told me: ‘I think what I’m getting from this place is what I was supposed to get from going to synagogue!’”

Born and raised in Denver, where his father was a “devoted and deeply caring” family practice physician, Wilson landed on the Kalamazoo campus in the fall of 1965. An eager student with a penchant for exploring religious mysticism (he spent parts of his summers during high school visiting Christian monasteries perched high in the Rockies), the youthful Coloradan soon found himself neck-deep in a series of poetry classes that helped point him toward his future vocation as an artist and curator.

“I was very fortunate to study poetry with some great instructors like Conrad Hilberry and Herb Bogart,” Wilson recalls today. “These guys truly loved to teach, and they also loved literature. I responded to that, of course, and to the idea that language and literature were very meaningful, very important, and that they would stand you in good stead for the rest of your life.”

Along with a hearty dose of the liberal arts (and a “terrific” semester abroad in Munster, Germany), Wilson encountered another life-altering experience at “K.” On his very first day of classes, he met a freshman named Diana Drake ’69, now a cultural anthropologist.
specializing in Native American languages and rituals. The two eventually married and raised an artistic-minded daughter, Danielle (today a professional puppeteer). The couple also collaborated, starting way back in the mid-1980s, on the long-term “natural history” project that eventually became the Museum of Jurassic Technology.

Soon after graduation, Wilson found himself being called to military service and to the war in Vietnam. A devout Episcopalian, he was “utterly opposed” to the ongoing mayhem in Southeast Asia and quickly filed for Conscientious Objector status, which was granted. “Instead of going to Vietnam, I wound up working for two years in the Emergency Room at Colorado General Hospital in Denver,” he recalls. “And that was actually a wonderful experience, because I was ‘wrapping the dead’ on each shift and also helping people who’d been through the most horrible trauma. And I think that getting in touch with that side of reality was extremely useful in finding my way toward what would eventually become my vocation as an artist and a museum curator.”

Wilson went on to study filmmaking in Los Angeles and then to build himself a solid career as an animator in the Hollywood film and TV industries. But something was missing in his life . . . the same mysterious, flickering “something” that had triggered his desire to hang out in all those Rocky Mountain monasteries during his late adolescence.

By the mid-1980s, his uneasy restlessness had convinced Wilson that he needed to “create a space where people would be able to shed their assumptions and their usual attitudes for a little while, in order to open up to the Infinite.”

That space eventually became the Museum of Jurassic Technology, where more than 50,000 people a year now wander at will (visitors are admitted free, although asked for a donation of $5, if they can afford it).

On a recent afternoon at the museum, a retired Los Angeles art gallery manager named Hal Glicksman paused in the upstairs “Tula Tea Room” to point out that Wilson is “a great artist who’s found a way to fund his art, while also researching the ultimate truth of things.”

Eager and excited, Glicksman then led a reporter back into the museum to look at one of the exhibits in particular. Titled “The Voice of the American Grey Fox,” this exhibit consisted of a fox’s stuffed head mounted on a board inside a glass case. Attached to the outside of the glass case was a tiny motion picture projector, and, when you looked into the viewer, you could see the image of a laughing man sitting on a stool. As the man in the film wailed and guffawed like a laughing and lonesome hyena, his image was projected into the animal’s head, so that the laughter appeared to be coming from the tiny man seated inside the fox’s brain!

“So you see that?” asked Hal Glicksman. “That’s art, my friend. That’s sculpture. David Wilson took a movie projector, and he turned it into a piece of sculpture! That’s a very imaginative thing to do, don’t you think?”

Then he waved toward the distant galleries, where a crowd of visitors who’d just walked in from nearby Venice Boulevard was eyeballing the displays and scratching its collective head in puzzled wonder. “This whole museum . . . everything you see here . . . do you know what it really is?”

“What?” asked the reporter.

“It’s art!” said Glicksman. “The entire thing is a work of art! David can call it a museum, if he wants . . . but the Museum of Jurassic Technology is a work of conceptual art, and you can quote me on that!”
On the movie screen, pine trees frame a shot of the Southern Michigan (Jackson) State Prison at sunrise. Then the picture slowly focuses through barbed wire on a window where the silhouette of an inmate prepares for his day. The words “Beyond the Bars” superimpose over the scene and everything fades to black. Hundreds of people have now seen this documentary, the serendipitous creation of a “K” College classroom.

Five months earlier, Assistant Professor of Sociology Laura Barraclough answered a phone call from the Michigan Organizing Project (MOP), a faith-based advocacy group on the east side of Kalamazoo. The caller asked if “K” had a video camera he could borrow to record stories of ex-felons for MOP’s Barriers to Employment campaign.

It was only two weeks before the beginning of “K’s” 2009 Spring Quarter, but supported by funding from the College’s Mary Jane Underwood Stryker Institute for Service-Learning, Barraclough decided to turn the video into an academic service-learning project for her “Prisons and Public Policy” class.

The “Barriers to Employment” campaign identifies and removes obstacles to employment for ex-felons released from prisons, starting with the removal of questions on criminal history from job applications. If the question is removed, it is far easier for ex-felons to secure jobs and thereby comply with the terms of their parole. The aim of the proposed filmed interviews was to humanize the issue by sharing stories of former inmates striving to reintroduce themselves to society.

It was Barraclough’s first time teaching “Prisons and Public Policy,” the 200-level anthropology/sociology course that offers a platform to study the social and cultural repercussions of crime and incarceration in the U.S. She proposed the filming idea to her students and they eagerly embraced it. The class dove into discussions about successful rehabilitation and hurdles that impede it. Class member Kammy Webb ’10 said that the “class and the project had a huge impact on every student.”

A group of students met with several ex-felons willing to share their experiences on film. By the end of the quarter, the class compiled many hours of interview footage. Several students approached Barraclough about staying on campus past the quarter’s end to edit the interview tapes into a 30-minute documentary. Will Watts ’09 felt especially compelled to continue. “[The former inmates] took such a personal risk coming forward and sharing their stories; I really wanted the product that we made for them to be worthy of that.” Watts and Webb agreed to spend their summers at “K” working on the film for a small stipend.

The documentary attracted Watts because he wanted to expose the “systemic problems and inefficiencies” that plague the criminal justice system. He said, “ex-offenders get about as little assistance as possible in terms of job searches and housing and things that could help them build up economic, social, and personal well-being. We should be able to do a better job.”

Webb enrolled in the class because of her interest in juvenile justice. She attended Ferndale High School, between Detroit and its wealthier suburbs. As a member of the white minority in the area, she recalls police stopping her brother’s African-American friends walking home from a basketball game to search their backpacks while Webb and her brother were left alone. She recalls thinking: That never happens to me, why does it happen to them? “It’s something I was always aware of,” she said. “When I got older I became more politically aware; it was an issue I cared about, and I wanted to help.”

Because of her social justice leadership skills, Webb became a Civic Engagement Scholar, one of about 25 “K” students chosen annually by the College’s service-learning institute. Each receives intensive training—and an endowed scholarship—to recruit, train, supervise, and evaluate other students, and to help coordinate the institute’s many programs.

Webb served four years as a member of HYPE (Helping Youth through Personal Empowerment), another institute program through which “K” students volunteer at the Kalamazoo County Juvenile Home.

As she interviewed ex-felons, she saw a potential trajectory for the lives of her young mentees at the Juvenile Home, one she wanted to help prevent. “One of the guys, Gary, told...
us that he’d been incarcerated when he was 17, and he
didn’t get out until he was in his 40s,” said Webb. “When
he said that, it hit home that his story could be that of my
kids [at the Juvenile Home] in 20 years.”

Webb and Watts reviewed the footage compiled over the
quarter, and teased out a narrative of five individuals: Joel,
Major, Michael, Gary, and Robert. Their stories differ
“because they’re different people,” said Webb. “But they
share similar experiences, so it was easy to put together
a kind of cadence.” With a borrowed camera and some
pointers from Media Producer and Instructor Dhera
Strauss, the duo re-interviewed the five men and gathered
videotape of them in their everyday environments.

More difficult than shooting the film, Webb and Watts
discovered, was editing it. Neither Webb nor Watts had
ever been trained in documentary film production. “It’s
one thing to be told, but it’s another thing to experience
how long film editing takes,” said Watts. “Every time we
thought we were getting the hang of the process, we’d see
something else that we had done wrong.” Webb added,
“We kept giving ourselves deadlines and not being able to
keep them. There was this one week that bled into the first
week of school, so I was getting up at 7 a.m., and I would
go and edit with Will until I had class, and then I’d go
back after class.”

Barraclough was amazed by the completed project.
Reflecting on its origins, she said, “It’s work that makes me
think positive change is actually possible. The fact that it
didn’t come from me, it came from a group of students and
kind of by accident. It gives me a lot of optimism.”

This past summer the City of Kalamazoo banned the
question about felony convictions on its municipal
employment applications. In July, the County of
Kalamazoo followed that lead. And, noted Barraclough,
Kalamazoo College has a model process for considering
felony convictions.

MOP continues to show “Beyond the Bars” at meetings
and church gatherings across Michigan with a powerful
audience response. “I recently heard from a woman who
had seen it at her church, and she told me it inspired her
to hire a former prisoner,” said Barraclough. “The film has
power and impact, and students did it.”
In Memory

Margaret (Robertson) Tuts ’32 died on December 7, 2009, at her home in New York City. She majored in French at Kalamazoo College.

Sarah J. (Watson) Stroud ’34, Ph.D., died on June 6, 2010. She earned her B.A. in history. Later she earned a Master’s degree (1955) from Western Michigan University and a doctoral degree (1966) from Michigan State University. She began her education career as a junior high school teacher in the Vicksburg Community Schools and Kalamazoo Public Schools. She joined the faculty of WMU’s University High School in 1955 and was appointed professor of teacher education in 1971. She retired with emerita status in 1976 after 21 years of service at WMU. She was active in the National and Michigan Education Associations and the National and Michigan Associations for School Counselors and Deans.

Jane (Sidnam) Heath ’37 died on February 18, 2010. She earned her degree in English literature and was active in many extracurricular activities. She was secretary of Kappa Pi and secretary-treasurer of Student Senate. She sang in the choir, was a member of the Gaynor Club, and served as a student chaplain. After graduation she was an elementary teacher in Grand Rapids, Mich., for a short period of time.

Heath was a member of the Kalamazoo College Alumni Association, the American Association of University Women, and the Kalamazoo Valley Dental Auxiliary. She was a member of the Gull Lake Country Club and an excellent golfer. She also tutored in the Kalamazoo Public Schools and was an active lifelong member of St. Luke’s Episcopal Church in Kalamazoo.

Jean Edith (Smith) Renne ’37 passed away in Grove City, Ohio, on March 30, 2010. She was born May 18, 1915, in Rochester, Indiana. She spent her early childhood in Coloma, Michigan, where she graduated from high school. She then attended Kalamazoo College. Shortly after her graduation she married her sweetheart, whom she had met at the College, Harold Renne ’34. She was an active member of the Methodist Church where she participated in the choir and women’s society. She enjoyed reading, cooking, entertaining with dinner parties, and playing bridge. She also worked for several years as a librarian in the Illinois Municipal School system. She is survived by her son, David (Class of 1966) and his wife Paulette, daughter Carol (who attended “K” in 1961-1962) and her husband Harold Gibson, and several grandchildren and great grandchildren. Another daughter-in-law, Linda (Skoglund) Renne, attended “K” from 1963-1966. Jean’s father, Roger Benjamin Smith, graduated from Kalamazoo College in 1912.

Homer Smathers ’38, M.D., died on February 27, 2010. He earned his medical degree from Northwestern University Medical School and then moved to Detroit for his internship and surgical residency. He worked in three area hospitals before going into private practice and joining the staff at Mt. Carmel Mercy Hospital.

He was a general surgeon before specialized surgery became the norm, and he even did house calls. In 1984 he retired from private practice and did consulting work for Blue Cross Blue Shield.

In 1988 he accompanied missionaries to Tanzania, and he provided medical service to the people of this East African nation for two years. He retired from his consulting work in 1997, but his interest in medicine never waned. He attended hospital medical meetings, offering advice on occasion, stayed up to date on medical developments, and kept his medical license current.

Marilyn (Barton) Wilhelm ’39 died on February 13, 2010. She came to “K” from Sturgis (Mich.) High School, where she was class co-valedictorian. She attended Kalamazoo College and graduated from University of Michigan. She taught English at Sturgis High School, then earned a Master’s degree from University of Michigan, and continued her teaching career at Gross Pointe High School. She married Chris Wilhelm in 1944 and taught at Kalamazoo Central High School while he served in Europe during World War II. Their daughter was born in Detroit, and the family lived in Battle Creek and Saginaw before moving to Rochester, N.Y.

Jack J. Foster ’41 died on December 27, 2009. He earned his bachelor’s degree in political science. Following service in World War II, Foster returned to “K” to complete a master’s degree in public administration.

He worked for the city of Midland as assistant city manager and city assessor for 33 years, retiring in 1981. During his career Jack served as president of the Michigan Assessors Association (1953-54) and on various committees and advisory panels of the Michigan Municipal League and the Michigan Tax Commission.
Eugene H. Rowe ’41 died on June 4, 2010. He earned his Bachelor’s degree from “K” in chemistry and completed graduate work at the Massachusetts Institute of Technology. He worked as an aerospace physicist for the B.F. Goodrich Company in Ohio for 30 years. He died at his home in Billings, Montana.

Burke Gordon Vanderhill ’41 died on May 24, 2010, at home in Westminster Oaks, Fla. He grew up in Bellaire, Mich., where his father was telegrapher and station agent for the Pere Marquette Railroad, later the Chesapeake and Ohio, inspiring his son’s lifelong interest in trains and railroads and his love of geography. Vanderhill attended “K” and earned his B.S. at Michigan State. He earned a Master’s degree from University of Nebraska and his Ph.D. (Geography) from University of Michigan. He served in the U.S. Army Air Force during World War II and joined the Florida State University Geography Department in 1950. He enjoyed a 45-year teaching career at FSU, retiring in 1995. His research interests varied, but his primary focus was on the northern fringe of agricultural settlement in the Canadian provinces of British Columbia, Alberta, Saskatchewan, and Manitoba, and later Alaska. He camped in these areas many times with his family.

Ruth Davis Brown ’43 died on January 16, 2010. A native of Cassopolis, Michigan, she transferred to Kalamazoo College from Stephens College and majored in sociology. She was a member of Kappa Pi and the College Singers. She died from pneumonia and heart failure at age 88.

Patricia (Kennett) Powers ’46 died on February 28, 2010. She majored in music and earned a Master’s in that subject from University of Michigan. Soon after, she joined the music department at the University of Arkansas (Fayetteville), where she met and married Jack Powers, Jr., on June 3, 1948. She continued her teaching career at Del Mar Junior College (Corpus Christi, Texas) and taught music privately. She and her husband were founding members of St. Bartholomew’s Episcopal Church where Patricia was the organist. When she and Jack moved to Beeville, Texas, Patricia continued to teach music privately and at Bee County College. She also organized music teachers in the smaller communities of south Texas through the Texas Music Teachers Association. She served in many positions in that organization and also in the Music Teachers National Association. After her retirement she was named a Fellow to the MTNA and worked as a consultant.

Gregg Ziegler ’47 died on June 22, 2010. He earned his degree in economics and business and then returned to his family business: Zeigler’s Ace Hardware in Elgin, Illinois. Ziegler was past director and vice chairman of the Ace Hardware board of directors as well as past president of the Elgin Businessmen’s Association. He is survived by his wife and two children.

Michael P. VanderKley ’49 died on July 11, 2010, at age 86 in Cottage Grove, Ore., where he lived on his ranch. He was preceded in death by his wife, Patricia, and son Chris. Two sons, Jeff and Scott, survive.

Evelyn (Utz) Wright ’49 died on May 20, 2009. She earned her degree in biology at “K” and earned a Master’s degree in the subject from New York University. She taught biology and chemistry at Pleasantville (New York) High School for more than 28 years. She was an adviser for the yearbook and cheerleaders and a class adviser for 15 years. Wright was a member of several Middle State inspection teams and spent several summers in Albany writing Regents questions for chemistry and biology tests.

Ann (Robinson) Fair ’50 died on November 22, 2009. She spent two years at Kalamazoo College before completing her degree (elementary education) at Western Michigan University. In 1950 she married Jerry Fair, who survives. They had five children and six grandchildren. Ann taught for many years in Coldwater, Michigan, before moving to Maryland, where she was the director of a child care center.

Paul R. Gleason, Jr., ’50 died on October 5, 2009, in Rochester, New York. He was a graduate of Mt. Hermon School, Northfield Center (Mass.) in 1944, then served in the U.S. Navy during World War II. After graduating from “K,” Gleason enrolled and graduated from the Andover Newton Theological School (Newton Centre, Mass.). He served American Baptist churches in Millbury, Massachusetts; Norwich, New York; Lockport, New York; and Rochester, New York. Gleason is survived by his wife, Dorothy Cochran Gleason, two children and three grandchildren.

James L. Stewart, Jr. ’50 died on May 17, 2010. He was 82 years old. Stewart was the longtime owner of Stewart-Clarke Furniture Store in downtown Kalamazoo. He began working as a salesman at the store in 1948, while still a “K” economics and business major.

Bob Dye ’51 died on February 5, 2010. He was a local (Honolulu, Hawaii) author, historian, journalist, and a former aide to Honolulu Mayor Frank Fasi and U.S. Representative Cec Heftel. Dye graduated from “K” with a degree in theater arts and later earned a Master’s degree (English) from Western Michigan University. He lived most of his life in Honolulu, and he loved Hawaii, its people, its culture, and its history. The latter was the subject of many articles he wrote for
Stanley L. Michael ’51, M.D. died on June 30, 2010. He matriculated to Kalamazoo College from Illinois after serving in the U.S. Army Air Corps as a flight officer. He majored in chemistry at “K” and attended University of Michigan Medical School, graduating in 1955, the same year he married Ellen M. Griner. They had two children, Mary and John. Michael maintained a private practice (family medicine) in Traverse City for more than 40 years, retiring in 1994. He continued working for several years following his private practice for the Urgent Care System maintained by Munson Medical Center as well as for the State of Michigan. He loved to fly and maintained his private pilot’s license for many years. He also was a life member of the Elks Club and Central United Methodist Church.

Susan (Ralston) Louis ’53 died on January 28, 2010. She began her college years at Kalamazoo College, her parents’ alma mater. She played on the Women’s Tennis Team, like her mother had in the 1910s. Susan developed a love for theatre and completed her degree in that discipline after her transfer to University of Michigan, where she performed alongside fellow student James Earl Jones. After graduating she married Warren Louis, and after he completed his commitment in the U.S. military, the couple returned to Kalamazoo. Susan began her own business (making and selling hand-painted buttons to gift and apparel stores across the country), mastered the game of golf, opened a gift store in Saugatuck, Mich., started the first bed & breakfast in Southwestern Michigan, and managed to raise two kids. She is survived by her husband and two children, seven grandchildren, a sister and a brother.

Donald Isaacson ’57 died on October 22, 2009. Isaacson attended “K” for three years before leaving college to work as an entertainer in New York City. During his service in the U.S. Army he won the All-Army entertainment contest and toured for two years entertaining troops throughout the U.S. He assumed the stage name “Don Lane” and worked alongside Wayne Newton in Las Vegas. Later he became the first headline act at the Dunes Nightclub in Honolulu, Hawaii. In 1965 he took a position as host for an Australian television version of Johnny Carson’s “Tonight Show.” Eventually the “Don Lane Show” became the highest rated variety program in Australian television history. In the 1990s he worked as a sportscaster in basketball and football for ABC, covering Super Bowls and NCAA basketball.

David Marshall Thayer ’64 died on March 13, 2010. He was born in Coldwater, Michigan, and grew up on Wall Lake, attending Delton Kellogg High School. He attended Kalamazoo College and later received a Master’s degree equivalent in industrial engineering and mechanical engineering. After graduation he worked for General Motors as a production engineer and for Humphrey Products, where he became vice president for manufacturing. In 1981 he moved to the San Francisco Bay area and held executive positions with several software start-up companies.

Liesel Flashenberg ’67 passed away on Tuesday, August 3, just two short months after having received a diagnosis of stage-four lung cancer. Flashenberg was the founder of Through the Kitchen Door (TTKD), a nonprofit organization in the greater Washington, D.C., area that recruits low-income women who have recently immigrated to the U.S. and their children to participate in hands-on cooking and life skills workshops. Her programs have empowered many persons with the knowledge and skills to find employment, and perhaps more importantly, cook economic, healthy meals for their families. Above all else, Flashenberg emphasized that all meals be consumed at the table, with family. “Liesel forever remains a catalyst for change in America,” wrote a correspondent for Food to Plate, a well-known Maryland organization. She was also a warm host to Kalamazoo College students, maintaining her connection to the College by providing her home as a homestay for students during trips to the D.C. area, as well as offering internship opportunities as recently as the past year. Toni Skalican ’11 (who wrote this obituary and is pictured at right in the photo below) participated with TTKD last summer as the nonprofit’s youth program coordinator. Flashenberg is survived by husband Daniel Nachigal, and sons Ariel, Julian, and Mischa Nachigal. A memorial celebration of her life took place at the St. Paul’s Center in Rock Creek Cemetery. In the photo, Flashenberg is in the center, in the red T-shirt and red hat.
Charlie Wicks ’67 died on March 11, 2010, from complications related to his battle with cancer. At “K” he majored in biology, and he studied abroad in Munster, Germany. Wicks was the founder, owner, and CEO of Pro Co Sound, a global presence in the audio industry. He was a gifted organist and performed in a band prior to forming Pro Co. Wicks also was involved in the care and well being of local abandoned animals. He and his wife, Willie, formed the organization Canine Safe Harbor in 2006, and they personally provided care for dogs that had lost their families.

Bruce Peck ’72 died on January 23, 2010. He majored in biology at “K” and studied abroad in Munster, Germany. He played football for the Hornets and was a tri-captain of the team his senior year. For 32 years he worked as an optometrist. He is survived by his wife, three children, two brothers, three sisters, and many nieces and nephews.

James Edward Jacobs ’75 died on February 28, 2010. He majored in French at “K” and attended Universite de Caen for his foreign study. During his career service quarter he interned with Senator Jacob Javits in Washington, D.C. He earned his law degree from Valparaiso (Indiana) University in 1978. As an attorney Jacobs worked most recently at the Office of Regional Conflict Counsel in Punta Gorda and Fort Myers, Florida. He worked for many years as a public defender in Volusia and Flagler Counties when he resided in Palm Coast and also as a public defender in DeSoto County. Prior to 1997 he had a private law practice in Frankenmuth, Michigan.

Alex Dalrymple ’76 died on May 14, 2010. He matriculated to “K” from Port Huron Northern High School where he was a standout athlete in three sports (football, basketball, and tennis). At “K”, the political science major played basketball and tennis. He was the school’s first NCAA tennis All-American. After graduation he earned his JD from Thomas Cooley Law School in Lansing. In 2001 he was inducted into the Port Huron Sports Hall of Fame.

Laura (Green) Minkus ’78 died on August 11, 2010, after a long illness. She earned her Bachelor’s degree in French. Laura is survived by her husband of 30 years, David Minkus ’78, their two sons, Aaron (28) and Benjamin (26), Laura’s mother and sister, and many other relatives and friends.

Stephen Pitcairn ’09 died on July 23, 2010, a stabbing victim in a robbery in the Baltimore neighborhood where he lived. Pitcairn came to Kalamazoo College from his hometown of Tequesta, Florida. He majored in economics and business and completed an internship at the Orthopedic Biomaterials Research Lab at Massachusetts General Hospital in Boston. There he conducted a longitudinal X-ray study of prosthetic hip stability, and he worked on a second study that focused on the body’s cellular response to hip transplants. He was a member of the Hornet Ultimate Frisbee Team. For his entire junior year he studied abroad at Waseda University in Tokyo, Japan. He was fluent in Japanese and was teaching himself Chinese. After graduating from “K” he returned to Japan to continue stem cell research that had been the basis for his Senior Individualized Project. He worked there for a year, and when he returned to the United States he was hired to work in the breast cancer research laboratory at the Johns Hopkins School of Medicine’s Institute for Cell Engineering. He was planning to enroll in medical school there.

Kalamazoo College Professor Emeritus of Music Harry B. Ray died on May 29, 2010, at age 90. Born in Kalamazoo, Ray became a talented musician at a young age. He earned Bachelor’s degrees in art and music from Yale University, a Master’s degree in music from the University of Michigan, and a Ph.D. in music from Indiana University. He served as professor of music and piano at “K” from 1951 to 1984. During his time at the College, he taught many music courses, gave private lessons, and directed the Kalamazoo College Music Center. He was also a member of the Kalamazoo Symphony Orchestra and the Kalamazoo Bach Festival Society. He was preceded in death by his wife of 65 years.
Peter M. Boyd-Bowman died on July 1, 2010, in Amherst, New York, at age 85. A distinguished linguist born in Japan, he moved to Canada at the outbreak of World War II, later graduating from the University of Toronto and Harvard University. He joined Kalamazoo College in 1955 and became chairman of the foreign language department. In 1965 he moved to the University of Buffalo, where he directed its program for critical languages, and co-founded the Association of Self-Instructional Language Program, still in use at many colleges and universities today. Boyd-Bowman authored many books, articles, and reviews, delivered global lectures, and made significant contributions to the field of modern language teaching. An expert on the Spanish language, he engaged in a life-long project to establish the lexicon of New World Spanish and its evolutions. He is survived by his wife, two daughters, and one son.

Suzanne (“Suzie”) DeLano Parish died on May 13, 2010. Extraordinary seems an insufficient word when applied to the life she led. She was a product of the Kalamazoo community, the granddaughter of Upjohn Company founder W.E. Upjohn, and she became a woman whom her children describe as having lived “a life of many passions.” These passions included horses, nature, cooking, and, of course, flying. When she turned 21, she became one of the 1,078 (out of 25,000) applicants accepted into Women’s Air Force Service Pilots (WASP). She served with distinction and, just two months before her death, travelled to Washington, D.C., to receive her Congressional Gold Medal (see photo upper right, Suzanne is pictured with Speaker of the House Nancy Pelosi and Suzanne’s son Will). She and her former husband, Preston Parish (Kalamazoo College Trustee Emeritus), went on to build an impressive collection of World War II fighter planes that became today’s Air Zoo, which was founded in 1977 as the Kalamazoo Aviation History Museum. Suzanne’s mother, Dorothy Upjohn Dalton, attended “K” and had a long tenure on the Board of Trustees. Because of the philanthropy of these two remarkable women, their passion for the arts today is shared with the entire Kalamazoo College community. The Dorothy Upjohn DeLano Dalton Theatre is just one example. Dorothy was close with Nelda K. Balch, professor emeriti of theatre arts, and helped plan and fund both the theatre that bears her name and the Nelda K. Balch Playhouse. As a celebration of that friendship, Balch wrote the play, Dorothy Dalton: Return Engagement, which was produced by Festival Playhouse in 1999. In it, Suzie’s granddaughter, Carol, played “Young Suzanne.” The College’s Festival Playhouse is able to provide its outstanding array of programming each year because of the continued support of the Dorothy U. Dalton Foundation, for which Suzanne served as President. The legacy left to “K” by Suzanne and her family will be appreciated by our campus community for years to come.

Caroline Robinson died on January 12, 2010, at her home in Ada, Michigan, surrounded by her family. She was the wife of John Twist ’70 and a graduate (1978) of Aquinas College. For 32 years with her husband she organized, managed, and help direct University Motors, a Grand Rapids (Mich.) based MG sports car business of international acclaim. She leaves her husband and their four children. Mary, 24, is working on her doctorate in analytical chemistry at Loyola; Brooks, 22, is in business with his father; Barbara, 20, is an aspiring filmmaker in her junior year at University of Michigan; and James, 18, is in the U.S. Army. John continues the MG sports car business he started with Tom Lange ’71 between Harmon and Hoben Halls in May 1971 when, John writes, “I should have been attending classes.”

Charleen (Green) Cox died on March 18, 2010. She worked as the office coordinator for the College’s Education Department from 1989 to 1995. She also volunteered for Covenant Senior Day Care.
John Dugas in Quito, in his office, and with a family that his family helps support in Colombia.
John Dugas, Kalamazoo College’s first Arcus Social Justice Leadership Chair in Political Science, will use his sabbatical year and a Fulbright grant to conduct scholarly work in Ecuador on a matter of social justice. He will assess the effectiveness of Ecuador’s Defensoría del Pueblo (Human Rights Ombudsman’s Office) as a means of checking human rights violations of the Ecuadorian state.

Dugas’ research in Ecuador expands earlier and similar research he did in 1999 (also as a Fulbright Scholar) in Colombia. “In Latin America, Defensorías emerged in the 1980s and 1990s as national human rights institutions in order to implement international human rights norms domestically,” says Dugas. “My research in Colombia showed that the effectiveness of Defensorías depended on structural factors (things like appointment processes, budgets, their accessibility to and credibility among citizens) and human agency (things like the moral authority, initiative, public profile, and resistance to political pressures of the key leaders in the office, particularly the Defensor del Pueblo, or National Ombudsman).”

His Ecuadorian work—conducted in affiliation with the Programa Andino de Derechos Humanos at the Universidad Andina Simón Bolívar in Quito—will provide a cross-national comparison and will become the foundation of additional research and comparisons of human rights ombudsman offices in Peru, Bolivia, and Venezuela. Says Dugas: “Such sustained scholarly attention, which up to now has been lacking, will help isolate the variables that make this particular human rights institution effective. Hopefully, the application of what this research discovers will make a significant difference in the lives of citizens of Latin America.”

It will make a difference for Kalamazoo College students. Dugas will present his work to the “K” community and incorporate it into his classroom teaching. He also plans to share what he learns with his Ecuadorian colleagues and present his initial results in the form of papers at professional conferences, including the Latin American Studies Association. He hopes to publish his refined results (including a case study and comparative study) in peer-reviewed journals and write a book about all of the Andean human rights ombudsmen’s offices.

Ecuador is generally considered an island of tranquility in the midst of a volatile region. But a recent U.S. State Department report on human rights noted problems in several areas. “Overall, political scientists are discontented with the quality of democracy in contemporary Latin America,” says Dugas, “particularly the unchecked power of the executive branch in certain democratically elected regimes.” That concern has led to burgeoning scholarship in the field of “accountability,” the study of various capacities to check the actions of public officials through oversight or sanctions.

Defensorías, he adds, have exercised their responsibilities primarily through an investigative role. “Defensorías can conduct an in-depth investigation of the state security forces, for example,” says Dugas. “As a result of the investigation, the ombudsman can initiate some court actions on behalf of victims of human rights abuses. However, the ombudsman has no formal authority to sanction police officials for human rights violations. Thus the effectiveness of a Defensoría depends significantly on its ability to get other public officials to act upon its recommendations.”

While in Ecuador, Dugas will consult legal and press archives to examine transcripts of legislative discussions and debates as well as newspaper stories. He’ll pore over scholarly assessments, Defensoria annual reports submitted to Congress, and polling data on public perceptions of Defensoría effectiveness. He also will interview a variety of Ecuadorians, including human rights activists and scholars, former members of Congress and the constitutional assemblies, and key officials in the Defensoria.
Happy birthday to the Mary Jane Underwood Stryker Institute for Service-Learning! For 10 years the Institute has helped students think globally and act locally on behalf of social justice issues. Between one-third and one-half of “K” students participate each year through courses and student-led programs. The Institute’s work is supported in large part by an endowment established by Kalamazoo College Trustee Ronda Stryker and her husband Bill Johnston (the Institute is named for Ronda’s grandmother). Service-learning is much more than community service, says Director Alison Geist. “It is transformational learning. Transitioning from individual actions to structural causes requires a person to understand, for example, how social policies contribute to educational and health disparities.” More articles on service-learning will appear throughout the birthday year.