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SWIM FAM

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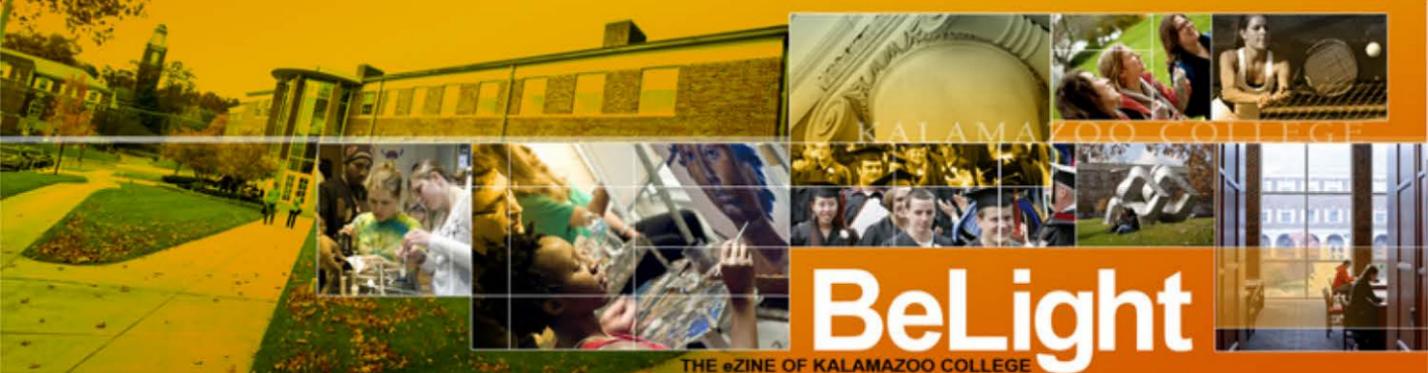
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IT'S BIG

by Jonathan Romero '13

Yesterday (January 17, 2012) Kalamazoo College announced the largest grant in its 179-year history: a \$23 million endowment grant from the Arcus Foundation that will support the ongoing and future work of the College's [Arcus Center for Social Justice Leadership](#) and help the College develop its preeminent role in linking social justice leadership development and the liberal arts.

One of the most important outcomes of the Arcus Center for Social Justice Leadership will be its effect on students. We asked ACSJL to suggest a student to write about the question: What has the Arcus Center for Social Justice Leadership meant to me? ACSJL recommended **Jonathan Romero '13**, and he enthusiastically consented. His words follow.

When I stepped foot on to K's campus I had an idea of what social justice meant based on the learning experiences I had in the public education system and the South Central Los Angeles community where I grew up. The idea of becoming an advocate for social justice is rooted in the social injustices I experienced as a low-income Latino, including the educational inequities that are rarely questioned in the Los Angeles Unified School District and the racism I experienced when stepping out of my "minority community." I say "minority community" because my community was predominantly black and Latino and therefore we paid little attention to the term "minority." Terms like "minority" or "social justice" are not words that I grew up using because people in my community have other frightening issues to worry about: earning an income sufficient for you and your family to live, gangs, Immigration and Customs Enforcement, drugs, and public school inequities, just to name a few.

In the 2009-2010 academic year, Kalamazoo College began to experience many changes on its campus, from what the College calls "diversity" to the launch of the Arcus Center for Social Justice Leadership (ACSJL). Along with many other students that year I came to "K" with a socio-economic, cultural, and racially diverse background. I knew that Kalamazoo College was a predominantly white liberal arts college, which meant several things to me before I arrived. I suspected I would experience a culture shock and perhaps experience discrimination in different shapes and forms. To better prepare me for possible experiences and dialogues at "K," [POSSE](#) through its pre-collegiate training program trained my posse and I (a group of 10 students from Los Angeles) in mediating conversations about race, gender, sexuality, and religion. However, mediation training was only the first step I needed to take into becoming a social justice advocate.

Initially I thought of the ACSJL as a guide for social justice and a center that created the space and time to have dialogues about race. For some reason many students on campus, including myself, always thought of social justice as something regarding race. Students on campus continue to shut down when they hear "social justice" because they are afraid that race will be brought up. The ACSJL began to make it clear that social justice is more than just about race, it was about highlighting the many issues that can be analyzed through a social justice lens. Therefore, the ACSJL broadened my horizons and helped me to think critically about the issues that matter most to me and where these issues originate from.

For the ACSJL it was not enough for me to be a social justice advocate. The center wanted me to carefully observe multiple issues through a social justice lens, analyze them, and reflect on them at a personal level. Observing the issues no longer was about going out to "help" groups of people because I thought I was superman. Rather, it was about acknowledging and accepting that there was an issue in a community that I knew little about. Analyzing no longer was about how "I" saw the issue, but how members of these communities saw such issues and how I could assist them in implementing the changes they saw fit for their communities. Lastly, reflection was not about patting myself in the back for the things I had accomplished. Reflection became a time to assess my initial thoughts and goals and an opportunity to evaluate the effectiveness of the approach I took in fulfilling those goals.

It was ACSJL that brought to my attention the importance of knowing myself before presenting myself to others. At first I thought, "of course I know myself." I am from South Central, I am Mexican-American, my blood boils when I see injustices, and I can probably relate to the experiences of minority students from other urban public schools. Knowing oneself does not mean that you know where you initially came from or who you were before you got to Kalamazoo College. It also includes acknowledging your place in time and reflecting on what is new about you and how others can perceive that. The ACSJL helped me understand that, despite who I was and where I came from, I obtained privilege by simply stepping foot on K's campus.

Privilege does not only come from family wealth and the people you know, but also the knowledge one obtains and the intellectual level one reaches by learning at a prestigious institution such as Kalamazoo College.

Such privilege also allowed me to have the support of the Arcus Center for Social Justice Leadership on and off campus through mentorship and funding. The mentorship and funding allowed me to invest my 2011 Summer in Washington D.C. where I learned how to network with organizations and leaders using the skills I

"The ACSJL helped me think critically about the issues that matter most..."

learned with ACSJL on campus: observe, analyze, and reflect. Using these skills allowed me to communicate with organization leaders and eventually to meet with House Minority Leader Nancy Pelosi at the Capitol to speak about my family, my college experience, and the importance of continuing federal funding supporting education for students. When I was in the Philadelphia Urban Studies Program last fall, the ACSJL funded [Movimiento Estudiantil Chicano de Aztlán](#) de Kzoo (M.E.Ch.A de Kzoo) to meet with other chapters from the Midwest region in Minnesota to address political issues affecting Latinos across the country. Ultimately, the ACSJL provided me with the resources necessary to be an effective young social justice leader on and off of campus.

The ACSJL plays a vital role in making social justice a reality. Without mentorship and funding we social justice advocates are merely philosophizing or theorizing about an idea and doing nothing about real life injustices. Academic learning surrounding social justice is very important, but constructing superficial thoughts or making arguments for the sole purpose of making them (rather than for the purpose of using them as the basis for good and just action) is a kind of mental masturbation. The ACSJL has taught me to take it a step further—to connect in-depth academic work with good action—and then experience the pleasure, for example, that comes from assisting and then shaking the hand of an elderly Latino man struggling to survive. Without the ACSJL it would be rather more difficult for me to be an effective social justice leader.

Photo 1 - Jonathan Romero (left) with Philadelphia Councilman Curtis Jones. During his study away at the Philadelphia Urban Studies Program, Jonathan worked with Jones to learn the intricacies of the kind of policy-making that gets social justice done.

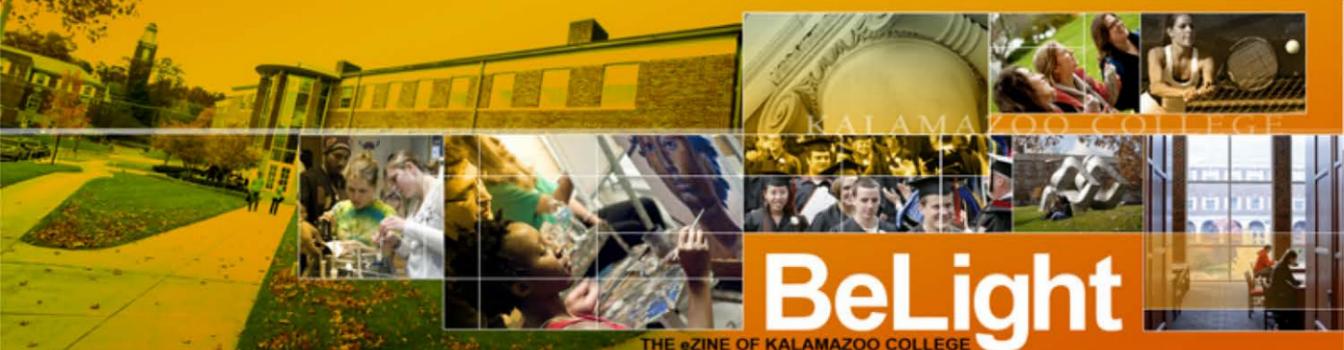
Photo 2 - Jonathan at home in Los Angeles with his family (l-r): his older sister, Jennifer; his father, Manuel; his mother, Patricia; his younger sister, Vania; and his younger brother, Alexis.

Photo 3 - Jonathan traveled to Washington, D.C., to advocate for continued federal support of higher education funding to help ensure the financial accessibility of college for all. While there, he met with House Minority Leader Nancy Pelosi.

Photo 4 - M.E.ch.A de Kzoo members, and fellow juniors, Jonathan Romero and Karla Aguilar campaign on campus against Michigan House Bill 4305, a proposed Arizona-style anti-immigrant law. Their T-shirts read: "Do I look illegal?"

Photo 5 - Jonathan (back row, fourth from left) and several other "K" students attended the recent regional meeting of M.E.ch.A in St. Cloud, Minn. An upcoming regional meeting will shortly occur on the Kalamazoo College campus.





HAVE PALATE; WILL TRAVEL

by Chris Killian

Nathan Gilmour '12 is taking large bites out of life, chewing heartily and swallowing with a huge grin.

And he's only on his first meal.

You see, Gilmour, 22, views life as a smorgasbord. And he intends on sampling everything.

"A lot of people say, 'Oh, I wish I could do that, that looks so cool,'" said the Kalamazoo College senior. "I say just go for it. I mean, why not? There's nothing to lose."

On a whim during his study abroad in Germany last spring, Gilmour sent an e-mail to Dario Cecchini, a world famous butcher who operates three restaurants and a butcher shop in the tiny town of Panzano, tucked away in an idyllic corner of the Italian province of Tuscany.

Like many foodies around the world, Gilmour wanted to work with Cecchini to learn the old ways of butchering and preparing authentic, rustic Italian food with basic, homegrown ingredients—non-contrived cuisine prepared with knowledge that goes back generations.

He got word back from Cecchini—featured in several books and on the hit TV show *No Reservations with Anthony Bourdain*—a week after he sent the e-mail.

"He wrote: 'You get August,'" Gilmour said. "That was it. I had to find out how to get there, but I was about to go work with a master."

During his month in Panzano in summer 2011, he worked 12 hours a day, seven days a week, most of the time in the 38-degree air of a huge cooler where the butchering took place. No one knew English, so Gilmour learned by being shown what to do.

It takes three years to learn how to butcher a whole cow the traditional way, Gilmour said.

But there was also time to savor the pleasures of food that surrounded him. Gilmour ate "like a king," he said. Among several dishes, mouth-watering in their simplicity, that he tried was *Sushi d' Chianti*, a kind of steak tartar, a dish of ground pieces of beef with lemon juice, garlic, rosemary, salt and pepper.

"It was the best thing I've ever had," he said. "My sweat was in that food."

Everything was local, from the meat to the wine to the bread. He even made raw salt, mixed with herbs that grew nearby.

The whole experience was made possible by a stipend from the College's Center for Career and Professional Development. If not for that money, Gilmour said, his amazing experience would not have been possible.

"I've been working with food for as long as I can remember," Gilmour said. "My mom and grandparents taught me everything I know. Food is the lens through which I see the world, it's how I communicate with others."

"I dig on people coming together and communicating, with the food being the medium. It's about cooperation in cooking. It's alchemy."

Other adventures

Working in Tuscany wasn't the first time that Gilmour had traveled during his time at "K." He spent the Fall quarter of his sophomore year doing a three-part internship in Philadelphia, where he worked with a professional photographer, shot concert photos as a stringer for the *Philadelphia Weekly* newspaper, and booked shows at Johnny Brenda's, a popular indie rock venue.

In his junior year, while on his study abroad in Erlangen, Germany, he took trips to Paris, Prague, and Turkey, a nation he fell in love with, so much so that he applied to get into the U.S. State Department's Critical Languages Program for Turkish. It's an intense six- to eight-week program that's equivalent to a year of study.

"I can't wrap my head around the place," he said of Turkey. "It's full of mystery."

He also applied for a Fulbright Scholarship to teach English to Turkish nationals in Germany. Gilmour has a love for languages and admits he learns them quickly. He speaks fluent German, is proficient in Spanish, and understands French and Italian.

In 2009, Gilmour received the inaugural [Professor Emeritus of Philosophy] **David Scarrow** award. Funded by **Joseph "Josh" Stulberg '67**, the award supports three philosophy majors over a six-year period.

Gilmour says sometimes feels he studies "too many things." His academic life consists of German studies, philosophy (with a concentration in critical theory) and a minor in fine art (with a focus in photography).

Island life

He was raised on Vashon Island, Wash., located in Puget Sound. No bridges connect the island of 10,000 residents to the mainland, which Gilmour admits could make a person feel a bit isolated.

There are no "Christmas tree (traffic) lights" on the island, he said, only flashing red ones. Island life, he says, changes a person.

"They have a saying on the island, 'When you're a kid, you always want to leave, but when you leave, you always want to come back,'" he said. "Everybody knows everyone. When you leave, you carry the feeling you get there with you."

When he looked for a college to attend, he first set his sights close to home. He thought about Lewis and Clark College and Reed College—both in Portland, Oregon—but felt he didn't feel at home at either place.

Then he read *Colleges That Change Lives: 40 Schools You Should Know About Even If You're Not a*

Straight-A Student. "K" was among the 40 schools. A visit by **Eric Staab**, Kalamazoo College's dean of admission and financial aid, when he was in the Pacific Northwest on a recruitment trip, sold Gilmour on "K."

So Gilmour and his parents flew to Kalamazoo in April of 2008 for a visit. It was that awkward time for Mother Nature in Michigan, the transition between winter and

spring.

"The trees were all gross and the campus looked like Hell with all these mountains of dirty snow," Gilmour said. "But it felt like home."

He spent his first night in a dorm room with a "K" student, sat in on some classes the next day and spoke to faculty and staff. After his first day on campus, he told his parents: "This is it. This is where I want to go."

So, even with full-ride scholarships to Fordham University in New York City and the University of Washington in Seattle, he decided on "K."

"Like many young people, I just needed to get away," Gilmour said. A significant scholarship from the College helped out, too.

To say that he made the right decision might be an understatement.

"Kalamazoo College has given me so much direction and opened so many doors it's unbelievable," he said. "K' has made all the difference."

Photo 1 - Nathan Gilmour on the Nebelhorn, a mountain in southern Germany

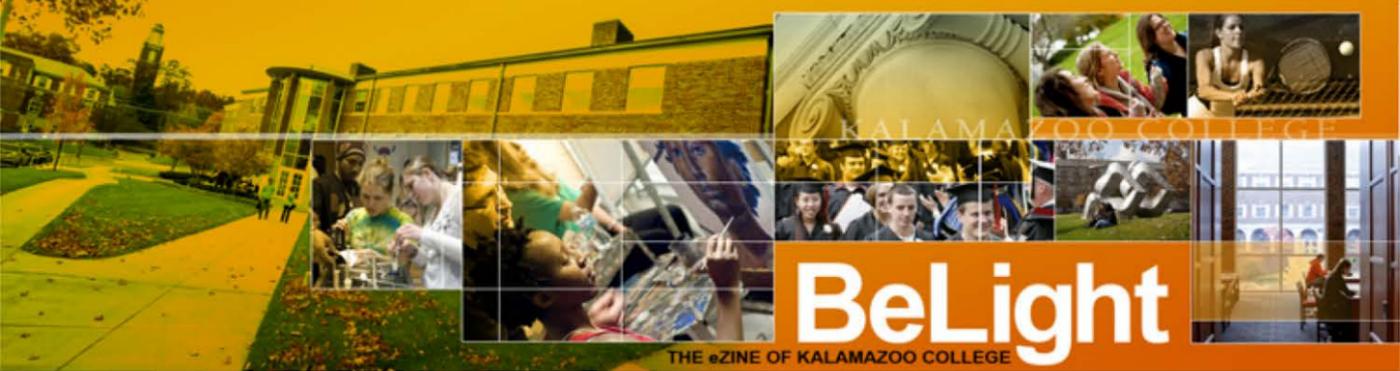
Photo 2 - On a visit to Prague, the Czech Republic

Photo 3 - Gilmour (back row, left) with Professor Emeritus of Philosophy David Scarrow and his wife, Janet (both seated) and Josh Stulberg '67 and his wife, Midge

Photos 4 and 5 - Meat photos! The kind a foodie/butcher likes, and takes.



"K' has made all the difference."



CIRQUE DU COLLEEN

by Chris Killian

Sometime during the middle of her freshman year at Kalamazoo College, **Colleen McIntee '11** was walking across the "K" Quad when she noticed some fellow students performing handstands and twisting themselves into pretzel-like shapes.

"I met some really welcoming goofball kids on the Quad and they said, 'Come try this stuff, come play,'" she said.

The circus performing arts student group that McIntee, encountered that day – [Cirque Du K](#) – had a small but loyal following. She was hooked immediately by the student-run organization, one of nearly 50 coordinated by College's [Office of Student Development](#).

"There were 10 people in the group back then. Okay, maybe six," McIntee said.

By the time she graduated in June 2011 with a degree in economics and French, that number had grown to 25 active members, she said. And McIntee had found a passion for circus arts that she now intends to spread.

"We started doing a lot of cool stuff," she said. "We started doing aerials and that generated a lot of excitement because it was new and different. We built our skills elsewhere and then got together and shared those skills. Being one who helped Cirque du K grow was really exciting.

"That's just the way 'K' is. It might be small, but there are so many people doing so many cool and crazy things. There's a niche for everyone."

Those new skills were honed later on a [Center for Career and Professional Development](#)-sponsored externship with Aerial Angels, a Kalamazoo-based circus performing arts group that specializes in arts like aerial silk, where performers climb a suspended fabric and rely on their training and skill to wrap, suspend, drop, swing and spiral their bodies into and out of various positions.

McIntee, a native of Troy, Michigan, accompanied the group to a renaissance festival in Boston with another performing stop in Pennsylvania. She admits she was still a bit green.

"It was a little nerve-racking at the time, when they were like, 'this is the second time you've eaten fire, now go up there and do it in front of people. They're gonna clap and it's gonna be good,'" she said.

But circus performing arts are more than swallowing fire or hanging precariously from a piece of equipment. It's also about strength, grace, and control over one's body.

"You have to be strong," McIntee said. "You have to know how to make all the parts of your body work at the same time, knowing how to have control of your core, and the ways to be the most efficient to do what you have to do.

She also represented Cirque du K at two national conferences of the American Youth Circus Organization in Brattleboro, Vermont, and Sarasota, Florida.

"I never thought I'd be doing things like this. But I found circus arts and I fell in love."

Now she wants to take her knowledge and passion for the art form to the schools. In May 2013, McIntee is scheduled to graduate from the University of Michigan's MAC program, a specialized course of study that fast-tracks teachers into the secondary school classroom, providing them with a master's degree and teaching certification in one year's time. She is currently enrolled at Eastern Michigan University, taking pre-requisite courses for the program.

She already has some experience as an educator, teaching physical education at "K" in her senior year spring and helping out at Starfish Circus, Aerial Angels' summer camp for kids, where she taught circus arts. She also volunteered as a guest instructor and assistant at a youth circus school called Astuces, as part of an Intercultural Research Project during study abroad in Clermont-Ferrand, France.

McIntee's Senior Individualized Project was a comprehensive study in arts management and entrepreneurship carried out under the auspices of the "K" Economics Department. A community outreach component of her SIP was built around a circus arts program called "Circus in the Zoo," which she performed with other Cirque du K members at the Fire Historical and Cultural Arts Collaborative in Kalamazoo. She received financial support for this from the "K" Student Commission and the [Arcus Center for Social Justice Leadership](#).

McIntee wants to teach physical education, and sees the physical components of circus arts as being easy to integrate into a curriculum, making what could be a boring class fun and interesting – without the fire.

"I like how circus arts combine physical fitness with creative expression and theatre," she said. "It's not competitive, you are cooperating to create something for others—and yourself—to enjoy. Not every kid wants to play basketball in gym class. But, yeah, we won't be eating any fire."

McIntee lives with her grandparents in Ann Arbor, and will for the next few years as she finishes her master's program. In the backyard, next to a garden shriveling from the early fall air, she twirls a hula-hoop from one arm to the other. She then performs another move, with the hoop rolling across her chest, her arms curled into a half circle.

Then she climbs onto her handmade handstand blocks, a special stagecraft project from her time at "K." She does the splits, then sets her foot on one block, bringing her other foot behind her back and above her head for a scale—all while maintaining perfect balance.

But McIntee saved the best move in this mini-exposition of her skills for last. With two hands on the blocks, she raises her legs behind her and twists them, like she's turning them into a propeller.

"I can't do this one for long," she said. "It's giving me a headache."

Photos 1-2 - Colleen McIntee in performance

Photos 4-6 - Colleen in practice



"I never thought I'd be doing things like this."



THE GOOD WOMAN OF ERLANGEN

by Joe Fugate

Ursula Leonhardt—director of the Kalamazoo College study abroad program in Erlangen, Germany, for nearly 30 years—died on September 16, 2011.

"Biographical details alone hardly do justice to this remarkable woman whose life affected so many others, including countless 'K' alumni," wrote Joe Fugate, Professor of German and Director of Foreign Study, Emeritus. "She was justifiably regarded by her students and all who knew her as a master teacher, whose sharp mind, ever-inquiring intellectual curiosity, and encyclopedic knowledge made her a challenging and inspiring teacher.

"She was, in her own words, a passionate teacher," he added. "When offered the position as director of the international education office at the University of Erlangen she at first declined and finally accepted on the condition that she could continue teaching. She served in that position almost three decades.

"Her ability to relate to young people, to challenge them to do their best, and to advise and counsel them is legendary."

What follow are two remembrances of this extraordinary woman. The first by Fugate, the second by **Carter Dougherty '92**.

Ursula Barchewitz was born on October 26, 1919, in Habelschwedt, Grafschaft Glatz, Lower Silesia (now a part of Poland) in the eastern part of Germany, where her ancestors had been living for 600 years. She died in Darmstadt, having moved there to be near her son after suffering a fall in her apartment in Erlangen in late spring. She is survived by her son, Matthias, and his wife, one sister, and a nephew.

In 1938 Frau Leonhardt received her "Abitur" (German school-leaving certificate) and thereafter did her compulsory civilian service for six months on a farm near Fulda. Wishing to prepare herself to become a teacher of German, history, and sport/physical education, she spent her first year of study in Elbing near Danzig, which was followed by further periods of study—interrupted by additional periods of civilian service due to the war—in Vienna, Tübingen and Freiburg.

In July 1944 she married Helmut Leonhardt, M.D., in Silesia, who became a prominent professor of medicine and the author of numerous text books that were translated into fifteen languages. Shortly after the wedding he had to leave for Russia and was not to return until three and a half years later from Russian captivity. Helmut predeceased his wife in March 2000.

After the destruction of Freiburg in November 1944 in a bombing raid from which she narrowly escaped with her life, Frau Leonhardt returned to Silesia. Though the Russian front came closer and closer, her mother did not want to abandon the family possessions. But she agreed that her two daughters (Ursula and her younger sister) should get out, which they did in March 1945 on the last train of refugees from Breslau via Prague to Nuremberg, where they found shelter with the family of her husband's best friend. For a second time she narrowly escaped death when this house was struck by American shells and went up in flames.

After the end of the war in May 1945 her sister, who was fluent in English, was assigned to an American Engineer Unit as translator. The Americans made sure their German workers had housing, so Frau Leonhardt and her sister were given two rooms in a house at the entrance to the Palace Park in Erlangen, which, ironically, was later to become the Foreign Student Office of the University, of which Frau Leonhardt would become director.

After the University of Erlangen reopened in the fall of 1945, she passed her first exams following two semesters of study and was immediately assigned a teaching position in a Gymnasium in Erlangen. In the meantime, the fate of their mother, who had stayed behind in Silesia, was a major concern to the two sisters. After the end of the war the victorious powers decided to cede a number of provinces in the east of Germany, including Silesia, to Poland or Russia, resulting in the forced expulsion of the German population.

In the summer of 1946 the two sisters received a telegraphic plea for help from their mother in Westphalia, where she had been transported by freight train upon her expulsion from Silesia. Overjoyed to learn she was alive, they saw no way to bring her to Erlangen in the almost complete absence of public transportation. Fortunately, Frau Leonhardt's sister's American boss provided them a vehicle, a driver, and an officer that enabled them to get their mother to Erlangen, an act of kindness which was never forgotten. The return of her husband in 1947 and the birth of their son Matthias, who today holds a professorship in Frankfurt, led to a three-year hiatus in Frau Leonhardt's teaching.

In 1955 Helmut received a guest professorship at the University of Michigan, which became the family's first direct contact with the United States. From 1957 to 1960 Frau Leonhardt taught at the German school in Milan, Italy, and upon returning to Erlangen received an appointment at the university to teach German as a foreign language.

In 1962 when Kalamazoo College decided to add another foreign study program in Germany, **Richard Stavig**, then director of the program, visited Erlangen to secure the support of the university and to make appropriate arrangements. He chose Frau Leonhardt as our first director in Erlangen. For 30 years, to the delight of countless students and the confident satisfaction of the program administrators, she continued in this position. In 1965 she was appointed Director of the Office of International Education (Akademisches Auslandsamt) of the University of Erlangen, a post which she held until her retirement in 1994. In 1980 she was awarded the Bundesverdienstkreuz (Federal Cross of Merit) by the Federal Republic of Germany, and in 1988 Kalamazoo College awarded her an honorary degree of Doctor of Humane Letters.

Even in her retirement she exemplified the idea that good teachers need to remain good students. Until the last year of her life she maintained a pace of travel and cultural and intellectual pursuits that would leave most mortals behind in the dust. Her cards and letters from distant places recounted new sights, impressions, and experiences. In Erlangen Frau Leonhardt was, in the words of a German exchange student, "a personality." As the German saying goes, "sie kannte Gott und die Welt and Gott und die Welt kannten sie" (She knew God and the world, and God and the world knew her).

To borrow from Brecht, she was "Der gute Mensch von Erlangen." One could scarcely go anywhere with her and not run into someone who knew her, someone whose life she had touched. Many of her pupils during her tenure at two different schools went on to become prominent citizens of Erlangen, where because of her Silesian roots she was a member of the so-called "schlesische Mafia." This informal group at one time included the president of the university and the mayor.

Frau Leonhardt could easily strike up a conversation with anyone. She was warm, engaging, devoted, and loyal with a wonderful sense of humor and a hearty laugh. One of her favorite stories concerned a Kalamazoo male student who could not understand how her dog, Tosca, obviously a female, could be "der Hund," masculine, in German. She always had a special affinity for young people and was open and sympathetic to their particular concerns and needs. Her love for them was reciprocated by their love and admiration for her as was evidenced by the countless visits, written communications and phone calls (many from former Kalamazoo College students) that she regularly received from those that she had taught or come in contact with in the Auslandsamt.

Not only was Frau Leonhardt a devoted and loyal friend of Kalamazoo College and its students for almost 50 years, not only a colleague and associate, but also for me a friend in the classical European sense of the word—a friend with whom after an absence we could pick up the conversation as if we had seen each other yesterday, a friend with whom distance was irrelevant, a friend with whom I have enjoyed many wonderful conversations, sharing ideas and impressions, and a friend from whom I received much.

So liebe Ursula, lebe wohl und mögest Du in Frieden ruhen.
(So, dear Ursula, farewell, and may you rest in peace.)

A Gift by Carter Dougherty '92

One gray January morning in 1991, a group of Kalamazoo College students walked into a classroom in Erlangen, Germany. The conversation was painfully self-conscious, and they had a little swagger in their step, the kind that only a first-time study-abroad student can have.

"Did you get to Paris during the holiday break?"
"Yeah, sure. You should check out Copenhagen, Denmark."
"Berlin is where it's at."
"No, no, you have to go to Greece."
And, inevitably with a smirk: "What did you do in Amsterdam?"

Then Ursula Leonhardt, the director of the College's program in Erlangen, told us about her holiday vacation. She had toured the Arabian Peninsula.

Now this was 1991. Saddam Hussein had invaded Kuwait, the U.S. military had deployed in Saudi Arabia to oppose him, and "K" students had abandoned trips to Istanbul because it was too close (some 1300 miles, roughly the distance of New York to Miami, too close) to Baghdad. And Frau Leonhardt, a sprightly 71 years old at the time, had gone to Arabia.

I still remember the thought I had, slack-jawed, as I looked at the College's longtime program director in Erlangen: "I want to be like you when I grow up."

"I want to be like you when I grow up."

Until she died last September at age 91, Frau Leonhardt—she was always a very proper "Frau Leonhardt" to me—showed the kind of spirit that took her to a region that the rest of us dared not experience in early 1991. She never hesitated to take up what life had to offer, even at an age that screams retirement to most people.

Her pace of activity never failed to amaze me. James Landis, an adviser to Franklin Roosevelt's New Deal programs, famously worked his mind "like a brewery horse." For the German Frau Leonhardt—who could hoist her own beer glass if the occasion demanded it—the simile fit.

Well into the 1990's her work was shepherding groups of "K" students into German language and culture. And play might be the congress of art historians held in the foothills of the Alps, or weekend excursions to Italy to inspect this or that Renaissance masterpiece. Perhaps the conference on Christian-Muslim understanding in Prague. Or Russian lessons. I can't recall any stories of vacations devoted to idle beachgoing and pulp novels.

After foreign study, I kept in touch with Frau Leonhardt, first when I returned to Germany for a senior project, and later when I came back again after graduation. Then there were letters, written in the perfect script and grammar of a bygone Germany. Then, finally, during the five years I worked as a correspondent in Frankfurt, we saw each other from time to time.

Visiting Frau Leonhardt in Erlangen, a cozy college town, I really had to be on my game. She interrogated me assiduously when we met for the first time after I'd worked as a journalist in central Africa's roughest spots. What about Rwanda, the Hutus and the Tutsis? (We covered a few hundred years of history.) And Congo? (We take a virtual tour of a country the size of western Europe). What about Sudan? (A still-bigger country.) Whew.

When I would visit her apartment in Erlangen, she would point to brochures and newspaper advisories for lectures around town. "1725: Turning Point in Bavarian Fresco Techniques?" Or how about "Medieval Concepts of Evil in Christianity, Islam and Judaism." Okay, so these titles might be apocryphal, but the general point is not: her mind was hungry and curious to the very end.

Her favorite locale in Erlangen was Café Menguin, a somewhat dowdy place that looked out onto the Palace Gardens. There, over lunches and cakes with coffee, I came to appreciate during the last years of her life what underpinned her intellect: a desire to learn, and a willingness to discard old assumptions, or even prejudices. No example of hers was more inspiring to me than this one.

She was born Ursula Barchewitz, and her family came from Silesia, in what is now Poland. Circumstances at the close of World War II had separated family members—some were homeless refugees, others students, one was a prisoner-of-war. The family's eventual reunification in southern Germany (with the help of a U.S. Army officer, which prompted Frau Leonhardt to give back to young Americans through Kalamazoo College) must have been a vivid lesson in how drastically old assumptions can evaporate.

She never expressed bitterness about her family's expulsion from its ancestral homeland of Silesia. For decades, a few German politicians made careers out of these "lost German territories," and she privately despised them for it, in words as harsh as I ever heard from her. She knew the loss of a home paled in comparison to what millions of Europeans lost to German barbarism.

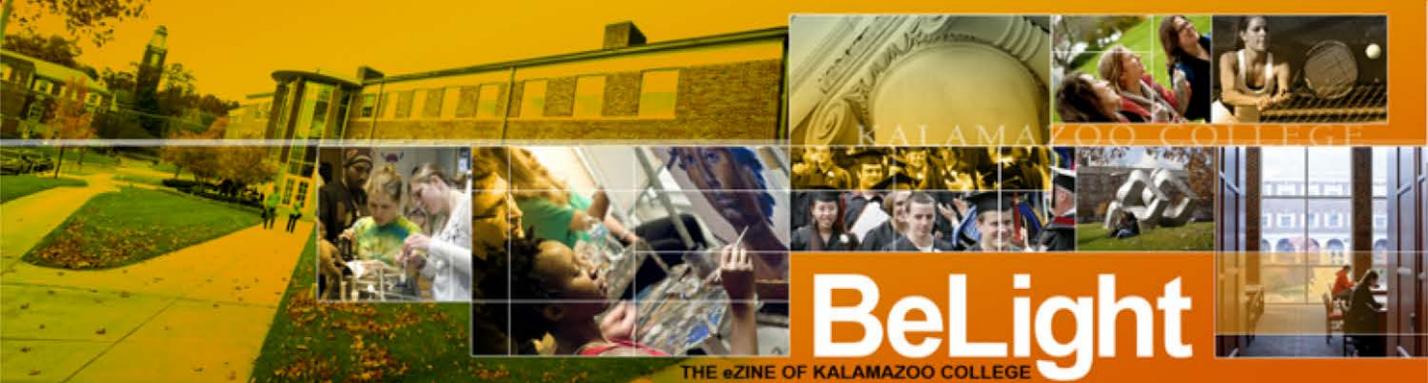
To shed a prejudice one must first acknowledge it. Germans her age would have grown up regarding their eastern neighbor Poland as a bit backward, she conceded. Thus, with a bit of wonderment, did Frau Leonhardt take in the newfound Poland, on a trip there, as she neared her 90th year, when it roared back from a half-century of war and dictatorship. "They are going to pull it off, the Poles," she said.

Toward the end of her life, Frau Leonhardt was in the habit of repeating a favorite aphorism: Jeder Tag ist ein Geschenk. Every day is a gift. Ursula Leonhardt was a gift as well, to me and to generations of Kalamazoo College students.

Photo 1 - Frau Leonhardt, Carter Dougherty '92, and Carter's daughter, Lucinda, in the Palace Gardens of Erlangen, summer 2008.

Photo 2 - A 1960s-era foreign study meeting in Palma de Mallorca. Pictured are (L-R): Jacques Chauvin, Professor of English and Director, Office of Course for Foreign Students, University of Caen; Joe Fugate, Associate Director of Foreign Study and Associate Professor of German; Wigbert Holle, Director of Academic Foreign Office, University of Bonn; Ursula Leonhardt, Director of Academic Foreign Office, University of Erlangen-Nürnberg and Director of Kalamazoo College Foreign Study Program-Erlangen; and Dick Stavig, Professor of English and Director of Foreign Study.

Photo 3 - Ursula Leonhardt on June 11, 1988, the day she received an honorary degree from Kalamazoo College.



SWIM FAM

by Paul Morgan



When **Kathy Milliken** graduated from Denison University, the last thing on this outstanding collegiate swimmer's mind was to be a coach. And, with the success the eight-year Kalamazoo College men's and women's swimming coach has had the past several years, many other coaches probably wish Milliken would have stayed in public relations or entered law school.

After all, two seasons ago, the Hornet men's team finished fourth in the nation, its best performance ever. The Hornets followed that up last season with its first MIAA championship in eight years and placed eighth in the nation. In the past two seasons, **Paul Ellis '10** and **Craig Fleming '11** have been national champions. And Milliken was voted the NCAA Division III national men's swimming coach of the year in 2010, the first time a female has been voted that honor for a men's sport in any division.

"The coach of the year is a direct reflection on what the swimmers did at the national meet," she says. "It was a huge honor because it's voted on by the coaches at the nationals so you are recognized by your peers."

"It's been a progression since I've been here. My first couple of years I was here, I know I lost recruits because I was a young, female coach. I had to prove myself, but when high school coaches saw the time improvements the athletes were having, it became obvious that it didn't matter if the coach was a male or female. By the time I won the award, I didn't think about it anymore."

Kalamazoo College has proven itself as a school that prides itself on academic as well as athletic success. And recruits love that mix, Milliken said.

"We recruit people first based on their academics," she says. "If they aren't going to be a good fit academically, they don't make our list."

"Having strong academics helps tremendously in my recruiting. We attract a lot of people to Kalamazoo College because of the success rate we've had in getting people into medical school or dental school and also because of the study abroad program."



"We talk about academics at least half of the time with recruits. They aren't coming here to get better to swim professionally. Academics come first."

Many of the alums who have been on the swim team return to help in the recruiting process as well.

"During one of our recent MIAA championships, I had alumni from the 1970s and 80s come back to talk to recruits," Milliken says. "That speaks a lot about the program and Kalamazoo College."

The Hornets' national success on the men's side has given the school more exposure, but Milliken still has a team predominately from Michigan.

"We have nine freshmen and eight are from Michigan," she says. "Once they come to campus, they love it."

"This year, we have a lot of talent coming in and they are faster swimmers than the people who just graduated. If they develop at the same rate, they could be a really good team, but we have to wait and see."

Duplicating what happened two years ago will be tough, she admits. Ellis won the 100 backstroke and set a national record in the event. Three relay teams were second.

"We came in fourth, but were really close to second, which is pretty amazing," Milliken says. "It was surreal because it seems like we had so many good swims, but on the other hand, I thought we could do better."

"I'm just as proud of the performance last season as the season before. We lost three of our eight from the 2010 team, including a national champion, and three legs of the medley relay. We put those three new people together with Craig Fleming and they came in ninth. Coming back to finish eighth as a team was pretty hard."

Milliken looks at the K-College women's team being the same place as the men's team was four or five years ago, having numerous good swimmers, but needing some depth. The coach is very pleased with the progress.

"Last year, one of my proudest moments was our winning both sprint relays at the conference meet, the first time we've done that," Milliken says. "We also qualified for nationals in the 200 medley relay and two of the members were sophomores and one was a freshman."

"Recruits love the mix of academics and athletics."

Sophomore **Molly DeWald** and junior **Taryn Edsall** were members of the league champion 200 medley and 200 freestyle relay teams.

"We brought in a solid class and the women's team is getting stronger," Milliken says.

All of this is coming from a 33-year-old dynamo who almost went to law school a year or so after graduating from Denison.

"I worked in Seattle for a year, but public relations work wasn't rewarding to me and I was thinking about applying to law school," Milliken says. "Then my head coach at Denison called to say he needed an assistant and I thought, 'Great! I'll also use the year to apply to law school.'"

"After my first year of coaching at Denison, I loved it. To have that kind of an impact on people's lives, to see the results was amazing. Some of the cards I have received from people who have graduated are pretty special."

Milliken didn't think she was going to get the Kalamazoo job. She heard about the opening after the job had been taken off the NCAA website, but applied anyway.

"I was recruiting for Denison at the YMCA nationals in April and got a call for an interview," she says. "I wanted to go somewhere similar to Denison because I believe in a small liberal arts educational institution, especially where I can be proud of my athletes both in the water and in the classroom. I came out for an interview and it felt like I belonged."

Milliken and her husband, Greg, also a former swimmer at Denison, have two children, Abby (3 1/2) and Jake (14 months). As one might expect, both children are water bugs.

"We took the kids to the beach in South Haven on a 90-degree early June day when the water temperature was really cold," Kathy Milliken says. "I think they were the only ones in the water."

"When we got home, Jake's lips were still blue, but they both never wanted to come out."

Photo 1 - Kathy Milliken

Photo 2 - MIAA champions!



SNOW TEARS

by Margaret DeRitter

Just after the turn of the 20th century, when America was enthralled by all things Japanese, a young writer from Japan spent nearly a year studying French at Kalamazoo College.

Sokichi Nagai's college experiences would provide the inspiration for two short stories in his book *American Stories* (published in Japan in 1908 and America in 2000).

Nagai, who used the pen name Kafu Nagai, returned to Japan in 1908 and became one of the most prominent writers there by the 1920s and '30s.

His "home" in Kalamazoo (127 Elm Street, where he lived during his year at "K") may get a historical marker. Jeffrey Angles, an associate professor of Japanese at Western Michigan University, plans to file an application with the state. He also has worked with WMU's Soga Japan Center and WMU and "K" alumni in Japan to raise funds for the sign.

But Nagai (1879-1959) was not the only Japanese student at "K" in 1904-05. **Katsuji Kato** (1885-1961), the first Japanese graduate, was a freshman then. And it was Kato, Angles believes, who formed the basis for the main character in Nagai's story "Atop the Hill."

Angles did research on Nagai and Kato for a 2006 article in the Japanese journal *Mita Bungaku*, relying on information from Professor Emeritus of History **David Strauss**, the College archives and the *Kalamazoo Gazette*. His research shines a light on these two figures and their college connections and gives a glimpse into American attitudes toward the Japanese at the time.

In reading "Atop the Hill," Angles said, he was struck by how the narrator describes a setting that's "dead-on" in its similarities to "K." The story is set at a small-town, denominational college "situated among leafy trees atop a small hill." The narrator arrives by train and is surprised to find another Japanese student, Mr. Watano, "leading a strangely anguished life."

Watano's struggles over religion and sexual desire seem to mirror to some extent the experiences of Kato, a Japanese Christian. During graduate studies at the University of Chicago Divinity School, Kato wrote an M.A. thesis "The Psychology of Sin: Its Significance to Religious Education" and a Ph.D. dissertation, "The Psychology of Oriental Religious Experience: A Study of Some Typical Experiences of Japanese Converts to Christianity."

The other Nagai story set at Kalamazoo College, "Spring and Autumn," features entangled relationships among three Japanese students.

Arriving in Kalamazoo

How Nagai ended up at "K" is a bit of a mystery. He came to the U.S. in 1903 after his father discouraged him from traveling to France. He lived in Tacoma, Washington, and interacted with working-class Japanese. "All of his stories written about that time were about these Japanese laborers and the unsavory characters of the Japanese underworld," Angles said.

In 1904, Nagai went to the St. Louis World's Fair and was considering heading to Louisiana but was persuaded the climate would be bad for his health, according to his diary. On Nov. 16, he wrote, "Upon people's recommendation I have decided to enter a school in a small town named Kalamazoo in Michigan."

Angles said those people may have been Baptist missionaries in Nagai's hometown of Tokyo, since three of their children were attending the College. Nagai's mother was a Christian, and his adopted brother was a Protestant minister, according to a 1985 article by Strauss. Kato, a native of Osaka, likely also heard about "K" from the missionaries, Strauss wrote.

Nagai arrived in Kalamazoo by train in late November. On Nov. 22, he wrote, "The nights are so cold in this place you feel it's going to freeze you to the bone." But he later came to treasure winter in Kalamazoo. On Dec. 16, he wrote, "My heart is especially charmed when I hear the bells of a sleigh that is rushing through the quiet, snowy city When I hear the sleigh bells, I feel just like I am a character in a Russian novel."

Nagai liked Kalamazoo's rural aspects and welcomed racial attitudes that he saw as better than those in Tacoma. He wrote to his younger brother on Dec. 24, 1904, "I am very happy here in Kalamazoo, as everybody is very kind to me. I'm no longer treated like a Jap."

Sharing their Culture

At "K," Kato created Japanese-style illustrations for the student publication *Index*. He also participated with Nagai in the Century Forum, which offered a Japanese program on May 5, 1905. "The music consisting of a Japanese song by Mr. Kato and a bamboo flute song by Mr. Nagai were exceedingly characteristic and such as one would hear in any Japanese city to-day," said the *Index*.

In town, Kato talked to the Twentieth Century Club about Japanese literature and to the Ladies Library Association about "The Etiquette of Japan." During the same programs, missionary daughter Ora Scott discussed the clothing and customs of Japanese women and children.

Nagai shared copies of Japanese newspapers and magazines for a program on Japanese journalism and spoke to the group on another occasion about how Japanese celebrate the new year.

In a *Gazette* interview published July 11, 1905, Nagai revealed his attitude toward U.S. women: "No American girl can be the one that I shall marry. American girls know too much; they have too much education." Yet, after he moved to New York City to work at a bank, he fell in love with an American prostitute named Edyth.

Nagai's Popularity

Much has been written about Nagai's life after college, including his fascination with geishas, prostitutes, and female entertainers.

"His novels were mostly about men who go to the pleasure quarters of Tokyo and meet geisha, especially ruined, tragic geisha who had no choice but to turn to prostitution," Angles said. "He was very much fascinated with the old, decaying world of Tokyo, those elements of its old quarters that were being wiped out by the refashioning of Tokyo into a modern city."

In 1965, Edward Seidensticker wrote a biography of Nagai called "Kafu the Scribbler." In the 1970s, Katsuhiko Takeda tried to retrace Nagai's life in America. His book, "Kafu's Youth," was never translated into English, but in 1987 Takeda gave a lecture at Kalamazoo College on American literature's influence on Nagai.

Nagai's adopted son still lives in Tokyo, and Angles met him once. The son has written about Nagai but cannot speak now because of throat cancer, Angles said.

Nagai's popularity in Japan is evidenced by the fact that every year several Japanese stop to see the house on Elm Street where he lived. But until recent years, Nagai's admirers were looking at the wrong house. They did not know that in

the mid-1920s his residence was renumbered from 121 to 127, the number it retains today. Angles set the record straight in 2006.

"I was really impressed with Jeffrey's research," Strauss said. "It was a revelation when I read that. There had been talk previously about the College buying the house. It would have been unfortunate if we had bought the wrong house," he said, laughing.

Strauss would like to see greater awareness of Nagai's connection to Kalamazoo College. "I found it just astonishing when I first heard about it," he said. "How unlikely that a major Japanese writer would have spent a year in Kalamazoo."

"Every year Japanese stop to see the house on Elm Street.."

Kato After 'K'

As for Kato, Angles was able to learn much about his life through correspondence with his daughter Kimiko Mochida of Yokohama, Japan.

Kato graduated from "K" in 1909 and attended Rush Medical College in Chicago. He married and had six children before his wife died in 1930. He practiced medicine in Chicago until 1942, becoming an assistant professor of pediatrics. He also edited *The Japan Review*, a journal for Japanese students in the U.S.

"Then World War II comes along, and it's suddenly really bad to be Japanese in America," Angles said. "The governments of the United States and Japan agreed to send boats to repatriate Americans living in Japan to America and Japanese living in America to Japan."

Kato returned to Japan reluctantly, along with at least some of his children. "America was now his home, and his kids were American," Angles said. "I get the impression that this was quite a traumatic experience."

Kato remarried in Japan and had more children, including Mochida. He became a professor at a Tokyo medical school, then head of an Osaka hospital. When Americans started shutting down schools that had been nationalistic, Kato was able to save the medical school, Angles said.

Mochida told Angles her father had a hard time becoming accustomed again to Japanese life, especially the "closed and feudal world" of the medical establishment. She speculated that this difficulty was the reason he focused for 10 years on creating an English-Japanese medical dictionary. "The year after he completed the dictionary he died, as if he had burned himself out," she wrote.

Toward the end of his life, he liked to study Noh drama. He also had a rose garden and would spend hours out there smoking his pipe.

Kato's Integrated English-Japanese Medical Dictionary has been updated many times and is still widely used in Japan, though his name no longer remains in the title, Angles said.

A Different Era

Although many of today's K-College students may not know of Nagai and Kato, the language, history, and culture of Japan are a significant part of the curriculum, which they were not in Kato and Nagai's day.

The East Asian Studies program includes a minor in Japanese, and each year about 50 students take Japan-related classes. Nine students are planning to study in Japan this year, and five Japanese students were enrolled on campus last year.

A campus lecture series named after Nagai is an ongoing reminder of the young writer from Japan who once spent a few seasons in Kalamazoo. His sadness upon leaving was expressed in a diary entry from Dec. 3, 1905: "In tears, I kissed the snows of Michigan good-bye."

Photo 1 - Katsuji Kato, Class of 1909 (Photo courtesy of Kato's daughter, Kimiko Mochida)

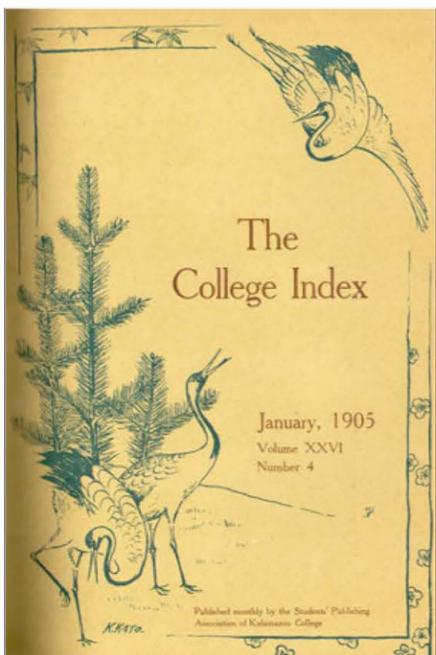
Photo 2 - The Century Forum at Kalamazoo College, with Katsuji Kato in the back row, far right.

Photo 3 - The cover of the January, 1905, *College Index* features illustrations by Katsuji Kato.

Photo 4 - Kafu Nagai lived at 127 Elm St. in Kalamazoo while he attended Kalamazoo College. (Photo by Margaret DeRitter)

Photo 5 - Kafu Nagai looks out from the house in present-day Roppongi, Tokyo, where he lived from 1920-45. (Kyodo photo)

Photo 6 - Kafu Nagai sports the Order of Culture after the award ceremony on Nov. 3, 1952. The Order is conferred annually by the emperor of Japan to men and women for contributions to Japan's art, literature or culture. The citation accompanying the award referred to "his many works replete with a warmly elegant poetic spirit, with an elevated form of social criticism, and with a penetrating appreciation of reality." (Kyodo Photo)





GUILDS GET RESULTS!

by Joan Hawxhurst

Now is a great time to join the [Guilds of Kalamazoo College](#), for professional networking, career mentoring, and employment posting in an online community of individuals who care about "K."

Total membership in the Guilds has grown by 10 percent in the last two months alone. Why? Because students and alumni recognize the benefits of joining these exclusive professional networks on LinkedIn (the "professional Facebook," a public platform with more than 135 million members in more than 200 countries and territories). Whether your goal is to recruit a talented and passionate liberal arts graduate, offer your advice and expertise to young professionals, or simply stay abreast of what's happening in career development at your alma mater, you'll get results through the Guilds, where:

More than 875 individuals with a "K" connection are available to answer career questions, make introductions to other professionals, and discuss trends and current issues in their industries and workplaces.

The Business Guild alone has more 200 members; each of the current Guilds has passed the 100-member mark.



Throughout fall quarter, an average of 18 live employment opportunities were posted by Guild members each week on the "Jobs" tabs.

The Guilds offer a tangible way to "give back" to your alma mater by sharing your expertise and networks with the next generation of "K" professionals.

As students become alumni and move along career paths, it's easy to stay connected for a lifetime.

When you visit the Guilds on [LinkedIn](#), you'll see that there are currently five active Guilds—Business, Health, Justice & Peace, Law, and Sustainability—as well as two "pre-Guilds" for Arts and Education. Each Guild's page has a tab for **discussions** (where students ask questions about everything from [how to become a genetic counselor](#) to [how best to use one's sophomore summer in preparation for a legal career](#) to [finding a job in a health field](#)), **members** (where you can see each individual's educational and professional experience, skills, and connections), and **jobs** (for postings of internship and entry-level opportunities of interest to that particular Guild's membership).

Who is joining the Guilds online? Attorneys, entrepreneurs, managers, artists, climate change analysts, marketers, teachers, scientists, community organizers, corporate recruiters and public servants, all bound together by their connection to Kalamazoo College. Many of these professionals find a home within one of the five existing Guilds; others simply join the main Guilds group for broad "K" connections and networking.

Business developer **Matt Bunkowski '00** has relied on LinkedIn for about a decade to make professional connections, to recruit new talent, to keep abreast of new technologies and trends in particular industries related to his business, and most recently to participate in the Guilds.

Through LinkedIn, Matt has "direct connections to about 1,000 people and indirect connections to more than 5.5 million people," he says. "Ten or fifteen years ago, it would have been almost impossible to leverage one's connections to a level anywhere near that."

"Alumni both give to and receive from the Guilds' professional networks..."

Matt sees the Guilds on LinkedIn "as a great way to keep abreast of what's taking place on campus, but also a way to participate and give back from afar as well. This can easily be done without taking up too much time or being too intrusive or distracting from other responsibilities," he says. "I have been quite successful in my short career, largely due to the help and mentoring from my network through 'K' and beyond. The LinkedIn groups are an easy way for a person to give back as well as to identify and recruit that next potential superstar. Additionally, they also enable professionals to expand their own networks and establish themselves as thought leaders or industry experts."

Matt is among more than 500 "K" alumni who are both giving to and receiving from the Guilds' exclusive professional networks. National recruiting trend spotters point to increasing alumni involvement in the targeting, courting, and mentoring of new corporate talent. At the same time, national college rankings place a value on new graduates' successful job searches. The Guilds position Kalamazoo College to leverage its alumni network in support of its national reputation, in turn raising the value of a "K" degree.

If you're new to LinkedIn, you can use the CCPD website to get started. We've posted helpful information, FAQs (including, for example, "Who can see my profile and what will they see?"), and easy-to-follow tutorials at: www.kzoo.edu/guilds. The Center for Career and Professional Development looks forward to welcoming many more "K" alumni as Guild members in the months to come.

Photo 1 - The growth of the Guilds is attributable in part to some fine Guilds "gardeners," including (L-R): Joan Hawxhurst, Pam Sotherland, and Rachel Wood.



SCIENCE-AND-TENNIS BRIDGE

by Kaye Bennett

2008: High school senior and scholar-athlete Alex Dombos from Kalamazoo decides to go to Kalamazoo College so he can major in science and play tennis.

1942: High school senior and scholar-athlete Victor Soukup from Chicago decides to go to Kalamazoo College so he can major in science and play tennis.

The connection: Victor Soukup is Alex Dombos's grandfather.

Dombos is following in some mighty footsteps, not only those of his grandfather, **Victor Soukup '46**, but also those of his late grandmother, **Shirley White Soukup '45**.

Shirley White came to "K" from her Chicago high school to major in biology and chemistry. A few months later, in an organic chemistry lab, a young man was the only one in the class who could answer a question posed by the professor. That young man is bright, observed the teacher; we should keep an eye on him. So Shirley did just that.

Victor Soukup also came from Chicago, where he had been a tennis phenom in high school. **Everett Hames**, Kalamazoo College's director of admissions, came to his school during Soukup's senior year. "When he found out I wasn't settled on a school," Soukup recalls, "he made me an offer I couldn't refuse."

Soukup was destined to spend just a year and a half at "K," an interruption caused by World War II. (It was not uncommon for "K" to list students as alumni when, like Soukup, the War forced them to finish their studies at other schools.) But he was there long enough to know that Shirley White was the girl for him.

He was also there long enough to play number one singles for the Hornet tennis team. When Soukup enlisted in the Navy the next year, he was assigned to the V-12 Navy Training Program. Oddly enough, that gave him a unique athletic opportunity.

The first part of his V-12 training was at Western Michigan University, where he played number-one singles on the WMU tennis team. Soukup became the first (of only two) persons who played that position on teams from both "K" and WMU.

Soukup's military training took him to the University of Michigan, where he completed his undergraduate degree, then to Princeton and the Naval Academy. While he was in Ann Arbor, says Soukup, he regularly hitchhiked back to Kalamazoo to continue courting Shirley White. He had no place to stay when he got to the campus, he says, so "... I used to climb the outside wall of Mandelle Library and find an unlocked window. Then I'd go inside and sleep overnight."

Shirley White meanwhile was leaving her own mark on Kalamazoo College's tennis program, even though she didn't play. During summers, Shirley lived in a rented house across the street from **Dr. Allen B. Stowe**, long-time professor of chemistry and tennis coach. The tennis team at the time was still playing on courts next to the railroad tracks, but Stowe wanted to change that. One evening, says Victor, Dr. Stowe and Shirley sat down and together outlined plans for what is now Stowe Stadium.

Finally, the War over and their undergraduate degrees in hand, Victor and Shirley married in 1946, then headed to the University of Wisconsin, in Madison. Ultimately they both earned doctoral degrees, hers in endocrinology and his in organic chemistry. By the time they had their Ph.D.s, they also had the first two of their four children.

After graduating from Wisconsin, the Soukups were off to Cincinnati, where Victor had a job with Proctor and Gamble. From P&G, Victor went to Cincinnati Milacron, where he worked as director of research until he retired in 1973.

Shirley spent her career doing research at the Children's Hospital/Children's Research Foundation/Center for Developmental Studies in Cincinnati, where she worked with Dr. Joseph Warkany, considered to be the father of mammalian teratology and cytogenetics. Though she was a full professor at the Medical School of the University of Cincinnati, research in chromosomal abnormalities was always her passion, her family says. She passed away on December 15, 2011.

Victor remained active and successful in both tennis and badminton for many years. He earned many titles, including state championships in badminton in Wisconsin and Ohio.

A chemist by training, Victor Soukup has had a life-long passion for botany, becoming a world expert on plants in the orchid, trillium, and jack-in-the-pulpit families. His daughter Ann Soukup says, "I grew up thinking Saturdays were for field trips with the wildflower society."

For more than 30 years, Victor Soukup has been volunteer associate curator of McMicken College's herbarium, at the University of Cincinnati, where he also serves as an adjunct professor of biological sciences. His expertise in chemistry and botany has led to ongoing research into the analysis of seed lipids in the jack-in-the-pulpit family. Even now, he spends 40 hours a week at the herbarium and is president of the Ohio Native Plant Society.

Through an odd twist of fate, the Soukup's only daughter, Ann, having grown up in Cincinnati, ended up living in Kalamazoo. Ann met Michael Dombos, now an attorney, while she was at Albion College; it was Michael who brought her to the town where her parents had attended college. Ann Soukup is now a physician's assistant at the Edison School-Based Health Center.

When the Dombos's sons, Andrew and Alex, were ready for college, they both chose "K."

Andrew '09 majored in religion and theater. He now works for the Episcopal Church Diocese in San Francisco.

Alex's '12 "K" experiences have been, in many ways, similar to those of his grandfather seven decades earlier. Having been a champion tennis player while attending Kalamazoo Hackett High School, Alex has played for "K" throughout his college years; he was recently selected to the 2011 Capitol One Academic All-America Second Team. Also like his grandfather, Alex will be going on to graduate school after leaving "K."

Victor Soukup is now 87 and still lives in the house that he built for his family in 1954-55. Looking back on his own "K" experiences in the 1940s, Victor says that the liberal arts education he received at "K" was a great beginning for his career as a chemist. He says that, whenever he speaks to students, he stresses the importance of not only knowing science, but also of being able to express results precisely in writing.

From her viewpoint as the daughter of two "K" alums and the mother of two more, Ann Soukup says, "Kalamazoo College is one of the most special places on earth.... It instills in its students the love of life-long learning as it prepares them to be successful throughout their careers."

Photo 1 - Tennis, science, and family connect Victor Soukup '46 and his grandson Alex Dombos '12.

Photo 2 - Shirley White Soukup '45 (far right) and a group of students on the patio of Hoben Hall in the early 1940's.



"Kalamazoo College is one of the most special places on earth..."



FOUR C's OF LIBERAL ARTS

by Phil Thomas

On January 15, 1983, Professor Emeritus of Economics **Phil Thomas** addressed a group of prospective students and their parents. "The occasion was an Admissions Day and the topic was 'Liberal Arts,'" wrote Thomas. "I ran across the talk when I was sorting through my professional files. Although it was not an economics talk, I referred to the recession at that time, which, up until now, had been the worst since the Great Depression. It made the talk seem eerily relevant."

With Dr. Thomas' permission, we've excerpted portions of his 1983 speech.

... You are here ... to learn more of what a college like Kalamazoo is all about, and ... my role is to discuss "the liberal arts" ...

I asked several colleagues what they would say in a speech of this kind, and perhaps the best answer was this: "There is a saying," said a fellow professor, which goes like this:

"If you give a man a fish, you may feed him for a day, but if you teach him how to fish, he and his family will eat for a lifetime."

In a sense, at a liberal arts college we are teaching "how to fish." That is, if you train a person in a specific trade, he may be prepared for a particular job upon graduation. But if you help a person learn how to think, how to analyze problems, how to find and examine alternatives, how to reach decisions, how to write and speak clearly and effectively, then you are preparing a person for a lifetime. In our rapidly changing world, it is not enough to prepare for one job, because it may well be obsolete within a decade. Rather, one should learn how to learn, how to adapt, how to be flexible and creative, how to respond productively to new situations....

This is the goal of the liberal arts curriculum. On essay exams, term papers, and in small seminar discussions, students are constantly encouraged to think—and think again—and to express themselves both orally and in writing. I try to write extensive comments on term papers and essay exams, as do my colleagues. Criticism is often hard to take, especially when one has labored hours in the library and at the typewriter. But nine out of ten students who come to see me, as three did yesterday, will say something like this:

"I didn't do as well as I wanted on that last quiz..."

"I don't fully understand your criticism and suggestions. Could you elaborate..."

"Can you help me do better on my next exam?" or term paper?

Relatively small class sizes and some very concerned teachers create a situation here where such student/faculty sessions are the rule, not the exception.

Dr. Theodore Schultz, who won the 1979 Nobel Prize in Economics, lectured here at Kalamazoo College two months ago. Recently, I heard a speech by Dr. Lawrence Klein, the economics Nobel Prize winner in 1980 (who will be our guest this coming spring). Both of these eminent scholars highlighted and emphasized the importance of rapid technical change, particularly in the area of information systems, and the growing role and contribution of well-educated people. Professor Schultz, in particular, said the only practical education in today's world is that provided by the liberal arts. ...

I want to emphasize that we are a liberal arts faculty. One of the math professors is a fine pianist and another is a violinist and bell-ringer. In English, **Con Hilberry**, who was a fine high hurdler on the same Oberlin College track team on which I ran the mile, is now better known as a widely-read poet.

You should expect our foreign language professors to be fluent and to travel extensively to keep up in their fields, and they do. Five I can think of offhand were abroad last year. But we have a history professor whose special field is Germany, who is fluent in the language (and who is studying there now, on leave). We have two anthropologists who work in Latin America virtually every year and who are fluent in Spanish. (**Dr. Marigene Arnold** is in Mexico right now.) A theatre arts professor is engaged in an ongoing project in Surinam, a former Dutch colony on the north coast of South America. He knows the up-country language well, and he speaks sufficient Dutch to get along in the capital city. ...

Numerous other faculty members have pursued their work in English-speaking countries abroad. I am recently back from an 18-month assignment in Nairobi, where I served as an international economic advisor to the government of Kenya; and during the past two decades I have also worked in Swaziland, Pakistan, and India. English professor **Herb Bogart** is just back from a year's leave in Australia, and his department colleague **Hal Harris** leaves soon for England.

We take pride in being a faculty which continues to probe, study, and publish in our special fields, while, through travel, reading, and other activities we maintain our liberal arts education, so that we can better communicate its relevance to our students.

[Allow me to make a related point.] I'm going to tell you about Dr. Gardner Ackley, who was the top economic adviser to President Johnson, who is president of the American Economic Association, [and who] is recognized as one of the greatest economists in the U.S. during the past two decades. His undergraduate double major was English and history.

"We are preparing a person for a lifetime in a rapidly changing world."

I'm going to tell you about Dr. Paul McCracken, who was the top economic adviser to President Nixon. He teaches at the University of Michigan (as does Professor Ackley), and he is recognized as one of the top U.S. economists in the field of money and macro economics. He had one undergraduate major: English.

I don't want to downgrade the versatility of a bachelor's degree in economics, so let me mention that one of my classmates (Oberlin, 1950) who majored in economics is now a world renowned pianist who has toured Russia and Europe, given several concerts in Carnegie Hall, and last spring played at Kalamazoo College. Another fellow economics major is now a professor of medicine at the University of Illinois.

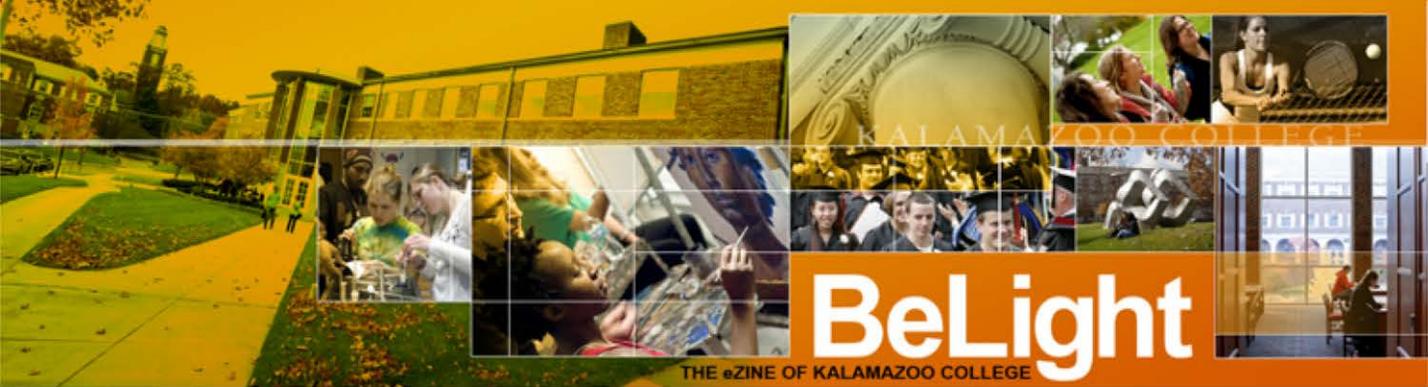
Kim Erickson '73, one of Kalamazoo College's recent economics majors, is today a dentist. I don't want to belabor this point, but one can never be certain what work one will end up doing. In my opinion, if you want to be in a position to view the ever-changing job market not as a frustrating problem but as an exciting opportunity, you should seriously consider a liberal arts education. ...

I think the meaning of "liberal arts" can be summarized with four C-words. The first is competence in whatever you are doing. The second is comprehension. Understand what you are doing and why. What is the background? Where is it leading? ...

The third attribute is confidence, a sense of self-worth and self-respect. When I first came to "K" I remember how impressed I was with the seniors. The fact that I had been in India and seen the Taj Mahal, and I had worked in Pakistan and visited the site of the ancient Mohanjadaro civilization did not phase those students. They had seen the Berlin Wall, Michelangelo's *David* in Florence, and the *Mona Lisa* in the Louvre. They were confident, assertive, thoughtful, and articulate—and they still are.

The final "C" stands for compassion. What's it all about? Why be competent, comprehending, and confident? Without compassion for one's fellow man, learning has no heart and no significant purpose, so this final "C" is a most vital component of my definition of the liberal arts education. ...

Photo - Dr. Phil Thomas, economist and liberal arts advocate, in the 1980s.



COMMUNITY BUILDER

by Chris Killian

Ubuntu.

Dana Bourland has been uttering that African word—which translates to “I am what I am because of who we all are”—often these days.

That’s because Bourland, a 1994 graduate of Kalamazoo College, is in the business of building community, and she believes that what’s good for one should be good for all.

For her, perpetuating justice is paramount, and she “walks that talk” in the work she does as Vice President of Green Initiatives for Enterprise Community Partners Inc., a Columbia, Maryland-based nonprofit that increases access to affordable housing for people across the nation.

“It’s a basic human right to have shelter,” Bourland said, sitting just steps from the Quad on a sunny Homecoming Saturday. “Justice comes when we all acknowledge we are in it together. We shouldn’t disadvantage those who don’t have as strong of a voice as we do.



“The big question is how do you make places work better for people who have the least. My work now is all about that. How do we make strong, resilient communities and be smart about the resources we use, both natural and human?”

One of the most important and effective paths forward in that quest is to tap into the sustainability revolution, Bourland said. At 40-years-young, she is still endowed with a fiery intensity for creating well-run, sustainable, vibrant communities and cities.

Think of Bourland as a modern-day Jane Jacobs, who many consider the mother of the sustainable city movement.

Ensuring that new buildings and homes are built with environmental and resource sustainability in mind is vitally important, Bourland said, but, almost surprisingly, it’s not the most important green initiative.

Retrofitting existing homes with energy efficient measures, like new windows, insulation and compact fluorescent bulbs, can go a long way in helping low-income families with their utility bills while at the same time decreasing the use of natural resources used to heat and light a home.

“The poor pay four times more on their utilities than affluent homeowners,” Bourland said. “They really have the most to gain by living in a place that’s healthy and affordable.”

A native of Chicago, Bourland and her family moved to England when she was 2 years old. The family then returned to the United States when she was 10, settling in Boston and then outside Minneapolis.

Bourland has no trace of a British accent, which, she admits, was erased by her family during American dialect lessons prior to their return to the States.

“Yeah, they got rid of that,” she quipped.

When the quest for a college began, she looked at several small East Coast schools, many of which offered field hockey, which Bourland played.

Then a mailer from “K” arrived in the family’s mailbox.

“My dad insisted that we visit the campus,” she said. “And when we did, I fell in love.”

As is the case with many prospective students, it was the *K-Plan* that convinced her—and a special visit by a coach.

“The more I read about the *K-Plan* and that intersection between being on campus and getting out into world [Bourland studied abroad in Mexico], the more the place totally appealed to me,” she said. “Plus the Hornets had a field hockey team, and the coach came and had dinner with us!”

Bourland graduated from “K” with a double major in political science and art—a far cry from the mathematics degree she originally sought to pursue, but hardly an atypical liberal arts pathway. Then it was off to the Peace Corps in Belize where she served in several YWCA programs and spent her weekends with women potters in a nearby Mayan village, making pottery with clay right from the ground.

"Justice comes when we all acknowledge we are in it together."

She came back in 1997, and two years later—at age 28—had a master’s degree (urban planning) in hand from the Hubert H. Humphrey School of Public Policy at the University of Minnesota.

She went to work for the Northwest Area Foundation, a community development agency, in South Dakota and, later, around Yakima, Washington. She helped farmers and others who were struggling to make a living off the land develop new ideas to remain self-sustainable. Some of those ideas included new paradigms of what community means.

“We tried to empower community, to figure out what they wanted,” Bourland said. “How were they farming and what were possible alternatives? Wind farms? Other ideas? We provided tools to them; they were the experts. The work was difficult, but they came up with good ideas and implemented them. I really enjoy the concept of community and city making. Some places work and some places don’t.”

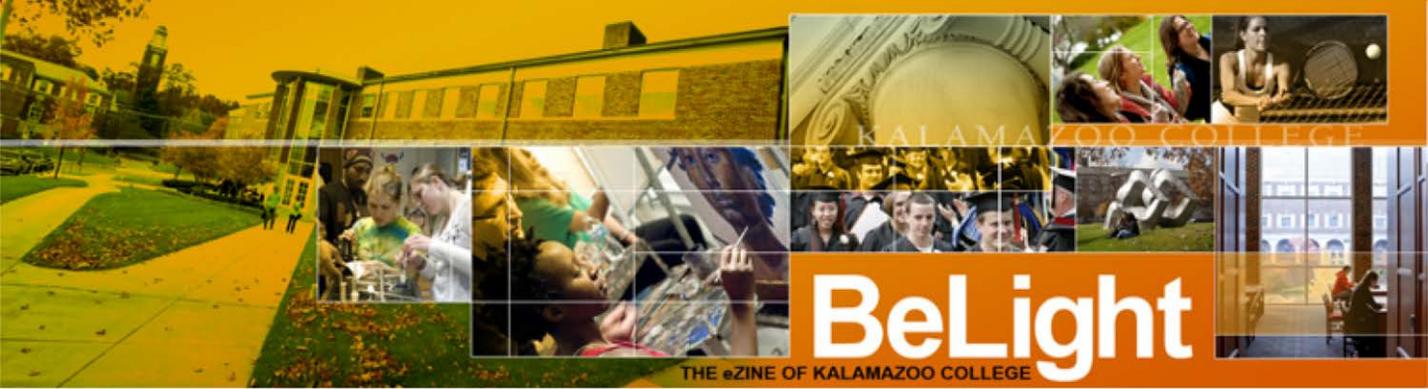
When asked to elaborate, Bourland said, “Places that work are inclusive, local, and have a flavor all their own. They’re places where you never forget where you are when you’re there. I do a lot of traveling, and there are some places where I go and I forget where I am because it all looks the same. But when I visit places that work I say to myself, ‘Sweet, I’m here!’

“Not only that, but those places are also the most resilient. They have the future in their hands because of that authenticity and they can figure out how they can change and grow over time.”

Kind of like Kalamazoo College?

“K’ is a place that’s like that. I had lots of opportunities over four years there. The classes are small, and there’s a strong sense of community here. It’s real.”

Photo - Dana Bourland '94 returned to campus for [Homecoming 2011](#).



"K" AWAY

by Anne Noble '82

Alumni and friends of Kalamazoo College have two opportunities this year for faculty-led study tours—one a popular and historic European destination, and the other a return to a West African nation with which the College has a long history.

The Archaeology of Identity in Coastal Campania: How Ancient Italians and Greeks Became Romans on the Bay of Naples will be led by **Anne Haeckl**, Roman archaeologist in the Department of Classics, and Dr. Christopher Gregg of George Mason University. Scheduled for July 30 to August 11, the [tour](#) will explore major Roman archaeological site museums.

Kalamazoo College students who studied abroad in Sierra Leone—and even those who did not—may want to join a [study tour](#) to Sierra Leone this December with Professor of Anthropology **Kiran Cunningham**. This 12-day trip takes visitors to the capital, Freetown, and other locations throughout the country. Kalamazoo College administered a study abroad program at Fourah Bay College and Njala University from 1962 to the late 1990s.

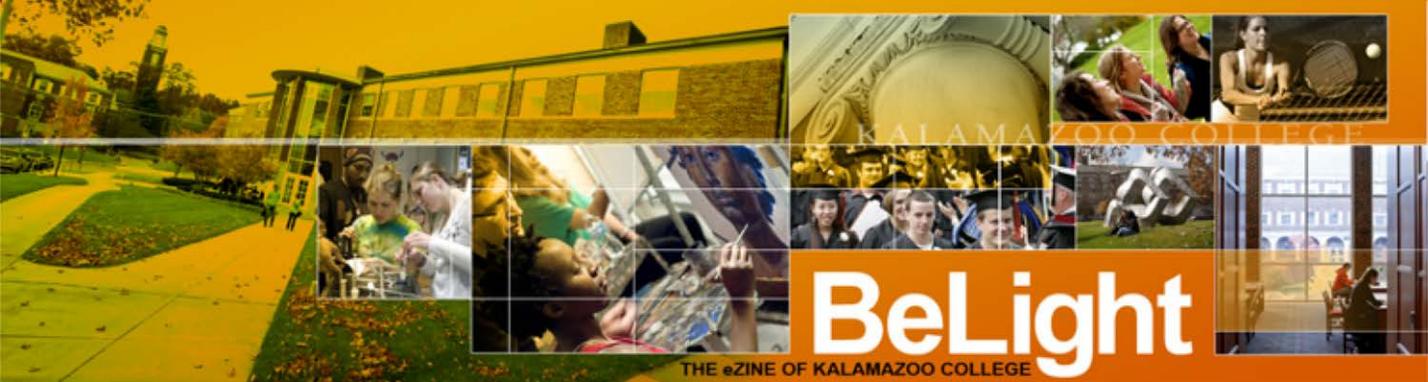


Photo 1 - Students on foreign study in Sierra Leone.

Photo 2 - Anne Haeckl's sister Jane joined her Italy trip and is here shown on Mount Vesuvius.

"Faculty-led
study tours in
Europe and
Africa"





GREAT LINKS

by Kim Aldrich '80

Two programs sponsored by Kalamazoo College Alumni Relations could be the missing links between you, the College, and your “K” friends. Check out the Alumni Directory and the E-mail Forwarding Service, and stay in touch!

Alumni Directory

This comprehensive directory of Kalamazoo College alumni is free and contains up-to-date contact information for all “K” grads. Along with being a great tool for keeping in touch with friends and classmates, the search and update features are easy to use. This service is open only to Kalamazoo College alumni and is brought to you by the Office of Alumni Relations. [Register now!](#) If you have questions, then please contact the Office of Alumni Relations at alumniinfo@kzoo.edu.

E-mail Forwarding Service

Looking for an easy way to stay in touch with “K” friends and classmates? Here is your solution: As you transition to new e-mail addresses, take advantage of the life-time e-mail forwarding option that is available to all “K” alumni. The standard format for these email addresses is “[firstname.lastname.graduationyear@alumni.kzoo.edu](#).” Simply keep the College informed of the e-mail address you wish your e-mail to be forwarded to and you can forever share your “[alumni.kzoo.edu](#)” address with friends and family. Establish your

e-mail forwarding account today by submitting this [form](#). Your account will be confirmed within six to eight business days.

Photo - Director of Alumni Relations, Kim Aldrich '80.

