

Kalamazoo College Quarterly

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Betting the Store
The K Plan Nears 30

The Earthquake and the Hurricane
Alumni Share Their Experiences

The Lagoon, Images from Oxbow
Photographic Portrait of a Book by Conrad Hilberry

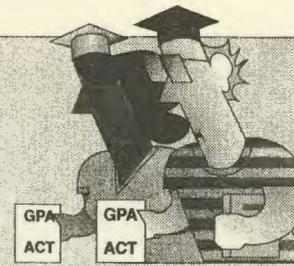
With
On The Quad, Sports, Class Notes & Reunion Pictures

How they stack up

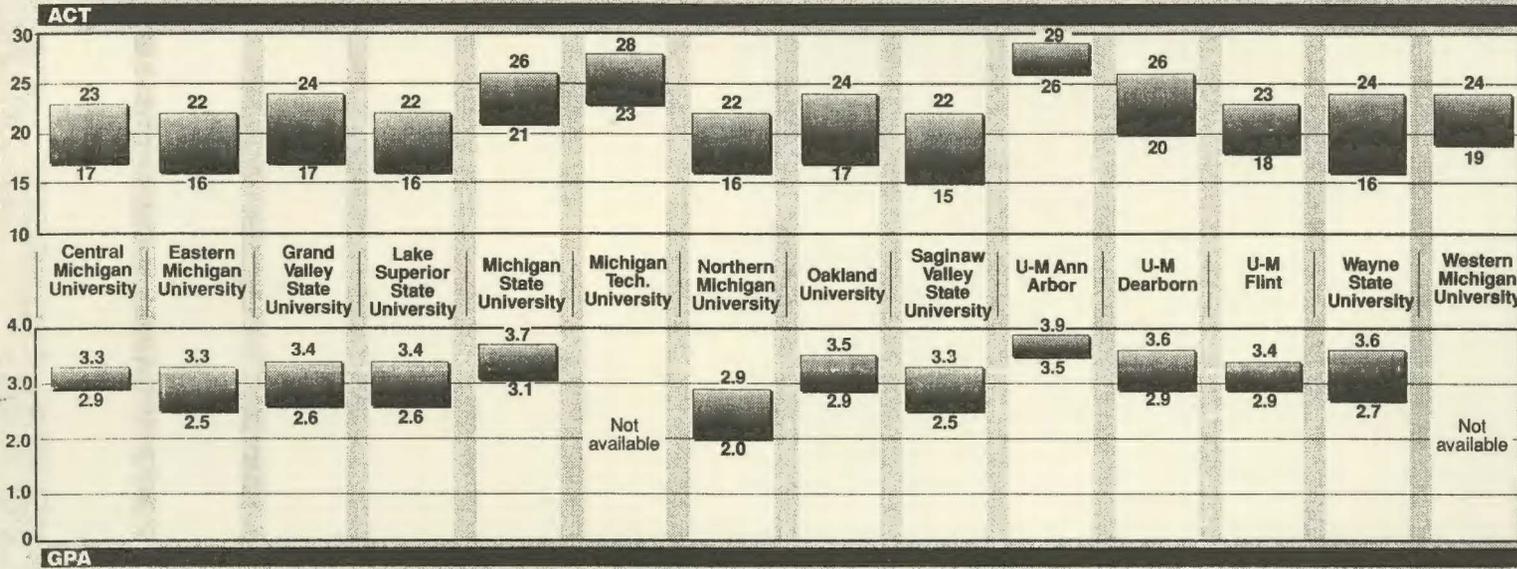
Many admissions officials say you'll be happiest at a college where your abilities fall somewhere in the academic middle of the student body. That way your classes won't be either too tough or too easy.

Below, you can figure out how your abilities would stack up at 14 of Michigan's 15 public universities and at 13 of the 16 largest private colleges in the state. For each school, we show the high school grade-point-averages and composite ACT scores for the middle 50 percent of freshmen accepted in 1988.

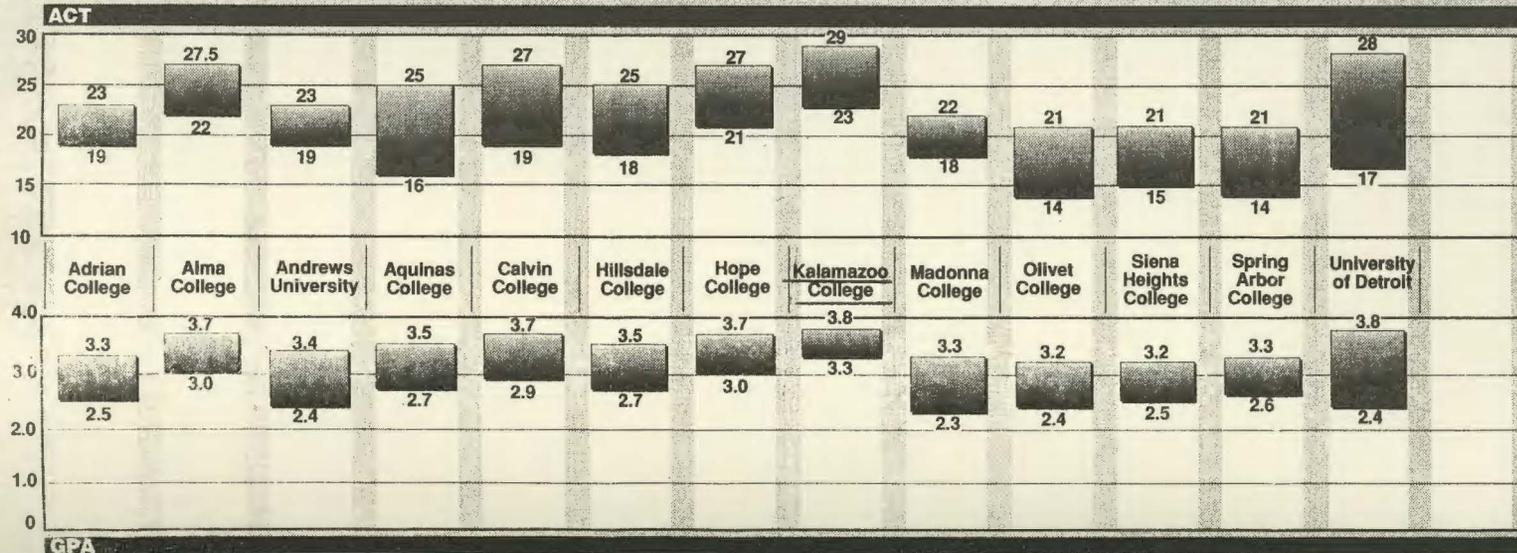
The top of each bar is the 75th percentile, meaning a quarter of the group had GPAs or ACTs above that number. The bottom of each bar is the 25th percentile, meaning a quarter had GPAs or ACTs below that number.*



Public schools



Private schools



*Some colleges recalculate GPAs to reflect only the grades received in college preparatory courses. GPA and ACT figures may be estimates by admissions officials or may represent a group that is smaller than the total number of students accepted.

Books: Something to grow on

Two good general guidebooks are:

■ *Barron's Profiles of American Colleges*. Barron's Educational Series, \$13.95.

■ *The College Handbook*. The College Board, \$17.95.

See also:

■ Barry Beckham, *The Black Student's Guide to Colleges*. Beckham House, \$11.95. General advice plus profiles of more than 150 colleges.

■ Edward B. Fiske, *The Fiske Guide to Colleges*. Times Books, \$11.95. About 300 of "the best and most interesting" colleges.

■ Sandra F. MacGowan and Sarah M. McGinty, *50 College Admissions Directors Speak to Parents*. Harcourt, Brace, Jovanovich, \$8.95. The ultimate experts open the door on the process of "getting in."

■ Richard Moll, *Playing the Private College Admissions Game*. Penguin Books, \$7.95. Advice about elite private schools from a former admissions director.

■ Richard Moll, *The Public Ivies: A Guide to America's Best Public Undergraduate Colleges and Universities*. Penguin Books, \$7.95. Profiles of 24 excellent public colleges with less-than-elite prices.

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Kalamazoo College Quarterly

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About the Cover

Ice Breaking at the Portage Glacier, Alaska, 1986 (Ektachrome), by Kalamazoo College photography professor David Curl. For a glimpse of the photographs of Professor Curl's students, see the article "Open Aperture" below.

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by Professor Emeritus Laurence Barrett

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Betting the Store: The K Plan Nears 30

More than 25 Years ago the leaders of Kalamazoo College took a big risk, in fact, they virtually bet the store that an innovative approach to higher education would be successful. The result of their effort was the "Kalamazoo Plan." The major focus for the K Plan was a style of education that wasn't just the old two-semester of liberal arts with summers off each year. The Kalamazoo Plan was different.

The College cared enough to put careful thought into its relationship with students, and to keep thinking about that relationship, day after day, year after year.

This spring Kalamazoo College and representatives of 15 other Colleges with innovative educational approaches gathered in Kalamazoo for frank, far-ranging discussions of their common goals, and mutual challenges. Those attending represented Alverno, Bard, Beloit, Berea, Wooster, Colorado, Dartmouth, Evergreen State, Goshen, Hampshire, St. John's, St. Michael's, St. Olaf, the University of Chicago, and the University of California, Santa Cruz. The College shared its story with its guests.

What begins on the facing page is the story of the K Plan
in the words of Professor Emeritus Laurence Barrett, one of the Plan's chief architects.

Sixteen Colleges with a Shared Commitment to Quality

It is the thoughtful commitment—the unequalled breadth and depth of that commitment—to undergraduate education as the principal means of formation of special students which brought sixteen colleges to the Kalamazoo College campus.

The commonality is that each of these sixteen schools at some point in its past decided to bet the whole store on a single vision of education. With that risky choice, which implied the clear possibility of failure through no one wanting to follow the vision, each of these schools deliberately eschewed any right even to pretend to offer the full breadth of undergraduate education to simply any student who met its entrance requirements. With that choice, each of these schools made its very being a statement of how it thought education could be best carried out and for whom.

To some degree, the choice that was made by each of these schools had heroic elements, and the persistence of these schools and their visions into the coming years with already visible problems of enrollments and funding only evidences increasing heroism year by year. We humans admire heroes not only because they have a bravery which we wish we possessed. And not only because of the amusing foolhardiness of the hero either. We admire those who follow unique and risky and extreme paths because we learn from them and try in smaller and less dangerous ways to imitate them. Precious few institutions will ever follow the block plan of Colorado in its entirety, and, so far as I know, few or none have fully followed St. John's curriculum. But lots and lots of schools have unacknowledgedly placed themselves in Colorado's debt by finding occasions for deeply intensive learning experiences. And it is clear how many schools of late have rediscovered the importance of the classic works of our heritage.

Along with risk, commitment, imagination, and staying

power, the schools here share a devotion to the liberal arts. Each of us is in the business of preparing talented and intelligent young people for a long life of thoughtful participation in the society that surrounds them. None of us is in the business of training people merely for the first job that they will get out of college, or, for that matter, for any job per se. For each of these schools, liberal education means much, much more than a curriculum or the sum total of its parts. To the contrary, by the commitment that each of us has made to the radically unique scheme by which we operate, we have cast our lot with an education that seeks to develop young people into adults. Lest you fear that I am engaging in psychobabble by the use of that word "develop", let me quickly add that what I mean by the term is little different from what the Oxbridge universities meant in the nineteenth century by holding that immersion in the "Greats" for very young adults was training for leadership of an empire, or what the early eighteenth century founders of Yale meant when they set up a school intended for training in leadership in church and civil state. That is, each of our colleges is in its own special way committed to an intellectual training for young minds, but one where "intellectual" is defined with broad rigor and where a shaping of experience is understood to be part of that rigor. In the several ways that we carry out our commitment to an intellectual life which is shaped through designated experience we are indeed innovative. But in this devotion to a blend of rigor and shaping—of curricular content and prescribed experience which will force maturation—we are engaged in following the same aim as the designer of the greatest universities of the past. In short, and not surprisingly, all of us are what St. Olaf's statement makes so clear, being conservative through innovation.

--by Timothy Light, Acting President

When Kalamazoo College Implemented its Kalamazoo Plan over the two academic years 1961-62 and 1962-63, It shifted from the traditional two semesters of fifteen weeks each to four quarters of eleven weeks (ten plus exam week). It eliminated summer vacations, giving instead four breaks of about two weeks each between terms. Faculty still were assured one term off, to be determined by what needed to be taught and when. Students were given at least one term off campus each year, but they were staggered. Freshmen were away in the summer, sophomores in the spring, juniors in the fall and winter, and seniors in the fall or in the winter depending on field or major. They graduated as before, in June of their senior year.

And the student's off campus terms were no longer vacations., they had been converted to learning experiences—one or two terms testing career choices (called Career Service) for sophomores and sometimes for freshmen, study abroad for juniors, independent research or creative work for seniors (the Senior Independent Project, or SIP). While the staggered terms off campus wrenched undergraduate social life and extracurricular activities (including athletics) into new and often less desirable patterns, these off-campus experiences compensated to some extent, providing for all students maturing challenges and responsibilities not unlike those which extracurricular activities gave only to those who chose to participate.

Where students had been taking four to six courses each, ranging in credit from one semester hour to six, they all now carried three courses, each valued at one "unit" of credit. Every course, instead of meeting as seldom as one hour a week or as often as six, now had available five contact hours, some of which might be converted to labs or tutorials. Five hours per week for ten weeks made each "unit" equivalent to a bit more than three semester hours.

Faculty, who had been teaching four "preparations" a term, now taught two courses (or two sections of a course) each quarter, and their in-class hours per week had been reduced from twelve or fourteen to ten. They averaged about 40% fewer students to teach at any one time and had about 60% more contact with them each week. Over a full term they had almost 20% more contact with them.

The curriculum, the distributional requirements and the number of credit hours required for graduation remained essentially unchanged. The philosophy of the College, the objectives and the student clientele likewise remained the same. The basic intent of our Plan had not been to revolutionize but, quite simply, to provide the best possible teaching conditions for faculty and the best possible learning conditions for students and to do that at the lowest reasonable cost. We hoped, and to some extent expected, that the improved conditions would stimulate fresh and more effective teaching. We were not just making a change, but initiating a process of growth.

In the quarter century since, there have been other changes, none of them significant additions to the basic Plan, but modifications of it. Most of them have been made in order to introduce more flexibility into what was originally a very tight system. But since much of the rigidity of



Foreign Study in Sierre Leone, 1962-63

the original Plan went hand in hand with economy, the new flexibility has contributed to rising costs—which, of course, have risen for other reasons as well. The increase in costs has probably led to some change in student clientele and that, in turn, may have made it less urgent to keep costs down. But only probably; none of this has been documented by research. In any event, we have far fewer minority students now than we had shortly after the Plan had been put into effect.

The opportunity for every student to study abroad offered in junior year once attracted many whose parents had never set foot outside the U.S. Now—and again we lack the authority of documented research—no small number of the new students, to say nothing of their parents, have already been overseas. Simply as a new opportunity, study abroad may now be less of a drawing card than it once was. On the other hand, the variety of experiences made available to the student by the Study Abroad Program has been greatly increased, and the two terms overseas remain for many students the most memorable of their lives at Kalamazoo.

Other things have changed, too. A quarter of a century ago a sizeable proportion of the students were sons and daughters of farmers, journeymen, shopkeepers and such. Now more of them are the children of professional people, and the change may (or may not) make the career testing in first and second year less necessary. If so, this may explain why the Career Service Program has become Career Development. The emphasis on service has waned, and we give much more attention now to job placement and to training in the techniques of finding employment.

Partly as a result of the cycle of change in the demand for college teachers, fewer Kalamazoo students now go on to graduate work in the disciplines; more go to law school, medical school, business school, and so on. We prepare fewer professors and more professionals. Perhaps as a result, the Senior Individualized Project has been liberalized—sometimes permitting sloppier work, but often encouraging more creative and more challenging projects. It is, in some



Students at Trafalgar Square
in London, 1968

departments, less a mini masters thesis than it was first expected to be.

We have drifted into compartmentalized decision making. Our academic decisions are more likely to be made without full awareness of their impact on costs and budget decisions, without a full understanding of their impact on teaching and learning. Members of our college community tend to be tolerant and supportive of what someone else wants to do, so long as it doesn't make trouble or stir apprehensions, but it has been a long time since we have all

agreed on something we will all do together. We are less inclined to take risks.

Over these twenty-five years the changes have come gradually and incrementally. Sometimes we have casually drifted into new patterns of behavior. If the changes in student clientele have actually been as I have suggested, they have come as a result of drift, not of planning or policy. At times, on the other hand, we have deliberately modified a bit of the Plan, only to modify another bit of it later. Never in this quarter century has the College made any changes so radical and all-inclusive as it did over the two years from 1961 to 1963. To the impatience of some, the Kalamazoo Plan remains essentially what it originally was.

How much the College remains the same is a different question entirely. The system may not have changed greatly over the years, but it has had profound effects on life at Kalamazoo for faculty and students alike, and that truly has changed over this past quarter century.

Much of the way of life at Kalamazoo in 1960 and much of the atmosphere had been inherited from the years when Allen Hoben was president. In 1922, when he assumed the presidency, he had written,

We do not want a college here that is as good as any one of a hundred similar schools. We intend to have a small college that is better than any of them. Our only hope lies in producing something of superior worth and it must be, in some respects, different from the general run. Where others surrender to the mechanics of education, we will not; where others hand out a commodity like slot machines, we will not; we will deal intimately with personalities in the making; where others do a certain amount of work for a stipend, we will do all we can with a devotion beyond any trade-union rules; where others meet a class and retreat from all student contact, we will set up our homes in the center of student life and live with them for our mutual good.

For thirteen years after President Hoben wrote that, that is, from 1922 to 1935, the College flourished. Hoben raised a

good deal of money for those days, building dormitories which are still in use. The faculty homes in the grove were built in his administration and in 1960 were still at the center of a close, familial relationship between faculty and students, the kind of relationship Hoben had envisioned. Most important, over those years the College attracted an uncommonly competent faculty and paid them well. There is no doubt of their influence on those they taught. The Knapp-Goodrich *Origins of American Scientists*, published in 1952, was based on data gathered on the graduates of 22 leading American colleges and universities over the ten-year period 1924-34, squarely on top of the years of Hoben's administration. That report set Kalamazoo College in fourth place, well ahead of many better known and far more prestigious schools.

In 1960 there were still faculty who had been appointed under Hoben's presidency. They still set a frightening standard for their students, labored long to help them achieve it, and sent them on to the best of the graduate schools. They never questioned that Kalamazoo College was to be a teaching college, or that teaching meant hard work and endless attention to each individual student. They enacted that in the way they taught, and younger faculty, catching it by contagion, also assumed this was a teaching college. The public assumed it too, and sent us students it was a pleasure to teach.

Equally important, the Hoben veterans passed on to the rest of us a set of Queensbury rules for the infighting—clear and inescapable rules. Those rules assumed that disagreeing parties were obliged to respect each other as persons of principle—and equally obliged to disagree openly and frankly. Those rules governed the dynamics of the community, and without them we never would have come to the unanimity necessary for the Kalamazoo Plan.

II

Before the Kalamazoo Plan was to take shape in 1960, a number of things had to happen which, in retrospect, were obviously part of the evolution. The most important of these was our venture into overseas study.

In 1957 Dr. Richard U. Light, Chairman of the Board of Trustees, and his brother Rudolph assigned to the College for a trial period of foreign study the income from a fund of which they were trustees. It was Dr. Light's idea, and he visited European universities to make the initial contacts. We planned a summer program for students selected on the basis of academic achievement and maturity and sent them abroad at no cost to them. We even found scholarship money for students who qualified but would have otherwise been obliged to stay home and work to meet the next year's expenses.

The students lived as guests in families abroad and studied in French, German, and Spanish universities. Although they worked hard in their courses and learned much, we transferred no credit back. The entire purpose of the summer was enrichment, not the accrual of academic credits. We sent the first group—thirty-two of them—

abroad in the summer of 1958. Dr. Richard Stavig went with them and was to become the chief administrator of a program which he nurtured over the years into one of the most important elements in the Kalamazoo College experience.

The program of study abroad, opened up to all students, later became a major part of a Kalamazoo education. And before that our venture into overseas study presented us, when we saw the returning students each fall, with compelling evidence that all kinds of experiences, beside the classroom, can be educational. Our recognition of the power of such non-academic learning and our desire to capitalize on it was one of the things that motivated and guided later planning for year-around operation. We wanted an even richer variety of extra—classroom experiences for our students.

Most important, planning and implementing study abroad was a preliminary exercise for launching the Kalamazoo Plan. We had tested the waters of innovation and, thanks to Dr. Light's planning and Stavig's administration, had found the results far better than we had hoped and none of our fears justified. Innovation, we found, was exhilarating, and we were ready for more.

III

In 1960 pressures for change were building up. President Weimer Hicks was increasingly frustrated in his desire for something fresh in curriculum. He was the sort who could not rest unless he left things better than he found them, and he had been born a fund raiser. He was impatient for something to tell people about, something distinctive. Faculty had their own frustrations. They were teaching four courses each semester, many of them large classes, and they were growing more and more impatient for better teaching conditions. Our trustees, led by Dr. Light, were increasingly anxious to see businesslike management of resources and plant. We all wanted something better but, though none denied the objectives of others, we were all looking for different things. Dissatisfaction can be a potent source of energy and a powerful stimulus to action, but when the

dissatisfactions are too much at odds, they can be dangerous. What was to come out of it depended on who was to do the planning and on how much whoever eventually did do it could recognize the dissatisfactions of others and answer their needs.

The precipitating crystal was an article by Grayson Kirk, President of Columbia University, in *The Saturday Evening Post* of March 26, 1960. His title, "College Shouldn't Take Four years," expressed his theme. The nearly ubiquitous college and university calendar, he argued, with its long summer vacation, was a long since obsolete vestige of an agricultural society. And it was ridiculously expensive; no sane business man would expect to survive if he ran his plant only two thirds of the year. What American education needed, Kirk said, was to operate on a full year calendar of three trimesters. Acceleration would increase the productivity of higher education by one-third. Only if the colleges did accelerate, he suggested, could they expect support from businessmen and private donors. Men who had money because they had handled it well obviously would give to those most likely to use it well rather than to the inefficient or wasteful.

Dr. Light was impressed by the article and decided that, at their spring meeting, the Trustees would direct the College to shift to trimester operation. Three months earlier at their January meeting, the Trustees had requested the faculty and administration of Kalamazoo College "to undertake, without delay,... such changes as will bring to a state of maximum usefulness the resources of its plant and of its personnel..." The "without delay" was clear evidence of Dr. Light's part in this. He always moved fast, and always wanted others to. I was Academic Dean at the time, and I thought full-year, trimester operation would be a disaster. I also believed that curriculum and calendar had long been the province of faculty and that any such decision should be made by faculty, not mandated by trustees. President Hicks agreed, strongly. He felt he simply could not let trustees dictate decisions that should be his and his faculty's, and he shared my doubts about the wisdom of simple acceleration. There were a couple of weeks of tense and heated negotiations before we reached a truce,

We eventually agreed that the Trustees would issue no mandate at their spring meeting but, for the time being at least, leave curriculum and calendar to the College. President Hicks committed himself to go public at commencement with a forceful statement that the time had come in American higher education for full-year operation. For my part, I agreed to reconstitute the Educational Policies Committee and work with them over the summer toward a plan for full-year operation. Dr. Light and President Hicks thought that members of the Committee should each be paid a stipend for what was sure to be a demanding summer's work and, if I remember rightly, Dr. Light provided the money.

I knew well enough that in spite of the stipends (or, perhaps, even because of them) some faculty would be uneasy about the Educational Policies Committee's working when the College was not in session. But that was unavoidable



Students in Vichy, France, 1967

and, as a matter of fact, I rather welcomed it. We had been doing planning earlier on a smaller scale, some of which worked and some of which did not. Success, I had observed, came less out of what we had planned to do than out of how we had gone about planning it. Our planning, when it worked, had been a growing toward something, an initiation into increasing involvement, a ritual of commitment. I still think any planning worth the time must be that. And in 1960 I was glad to use procedures outside the established decision-making processes of the College simply because we would be planning something outside the usual pattern, and we needed the commitment that could come out of not doing it in the usual way.

We appointed to the Committee only people whose integrity and judgment everyone trusted. Some were by nature nay-sayers, but I knew that if we could get their support we could get everyone's. Two members, Frances Diebold and Ray Hightower, were veterans from the Hoben years, and we made Ray Hightower, who was a master diplomat, Chairman.

Before commencement there were more negotiations. Dr. Light, President Hicks and I all understood each other's priorities, but each of us had his own. We agree that the Committee would work for full-year operation and the most efficient use of plant that we could devise, that no member of the faculty was to teach more than two courses at a time or be paid a stipend for teaching more than two, that there would be no one-person departments, and that no member of the faculty was to be denied one term off each year or paid a stipend for teaching in that off term. Those assurances seemed to me necessary, but they were all we needed. President Hicks knew they were necessary and when, true to his word, he made a strong defense of full-year operation in his address to alumni at commencement, he assured faculty that the off term would still be honored.

After commencement Dr. Light went to Europe for the summer, taking as his guests President and Mrs. Hicks. The Committee was left with a big job and a compelling sense of urgency, but that was OK. Nothing was being mandated, and the planning was in our hands.

IV

Ray Hightower was a masterful chairman. He husbanded our time like a genial schoolmaster and, even when we disagreed, maintained an atmosphere of good humor and a respect for the Queensbury rules. The Committee was relatively small—there were six beside myself—but Ray involved everyone in the faculty, most of whom were in town. When anything came up in our projections which might impinge on the athletics program, he went and talked to the director of athletics and then invited him to one of our meetings to discuss it with the whole Committee. When something else involved the language departments or the science majors or the library, he did the same. Almost without exception, they were troubled at first—everyone's life would obviously be changed by what we were planning—but once they had been listened to and their questions had

been answered, they understood what we were about and approved.

There were certain assumptions under our planning, so commonly accepted that they didn't have to be studied or defined. The truth is that we might have done better had we defined them more carefully, but we were working under the pressure of time. Among them were these:

— Generally speaking, the present liberal arts curriculum with its majors and distributional requirements was right. The present number of courses was about right. The division of an undergraduate body into freshmen, sophomores, juniors and seniors was still useful. We were simply not going to tinker with that sort of thing.

— The business of the College was to teach students who came to it wanting its kind of education. Many of them would be first-generation college students, and many would be poor. We had a responsibility to teach students at the lowest cost to them that was possible without jeopardizing quality. We assumed that keeping fees down was to remain a College policy. And full-year operation was one way to do it.

— Off-campus experiences could be educational and maturing. Study Abroad had demonstrated that, but it wasn't the only alternative, by any means. Antioch and other colleges had demonstrated a great range of highly valuable off-campus alternatives. Objective studies made at Stanford had, apparently, demonstrated that young adults mature, not steadily, but by quantum leaps and that those leaps come when there is a change in environment and responsibilities. We wanted a program which encouraged and nurtured a growth into maturity, and we saw off-campus learning experiences as the key to achieving it.

— But off-campus experiences were not to be confused with academic learning. No matter how valuable, they were simply not the same kind of thing, and they were not to be given academic credit. We were very sure of that, and we looked with disdain on colleges which thought otherwise. Academic courses taken in European universities and off-campus research supervised by a member of the faculty were, to some extent, exceptions.

— Grayson Kirk's acceleration was out. It seemed to us academically unsound, particularly if we wanted to give an education which included off-campus experiences. At the same time we were fully aware of Dr. Light's conviction that acceleration was the only way to go, and we were not so arrogantly confident of ourselves as to escape a nagging fear that he might just possibly be right. Eventually, we straddled and came up with a two-track program which included a three year option. If we were wrong, more and more students would opt for the three-year degree, but we'd still be in business. If we were right, the three-year option would sooner or later die out, as it indeed did.

— Whatever our new academic program was to be, it should be something any good teacher would want to be part of. We were proud of our ability to attract the best faculty and intended to keep doing it. If we were to do so, we needed a program which would make it possible to offer

high salaries, relatively low teaching loads, and students anyone would find it a pleasure to teach.

—We were above all a teaching college, and no changes should be made which did not improve teaching and learning. Of course, we wanted to give President Hicks something to tell people about, partly because we liked him and partly because it was clearly to our advantage to do so. And we agreed with Dr. Light that the College could better operate year-around and so keep costs down. But we didn't devise the Kalamazoo Plan to give the public relations office something to sell, nor, primarily, for the sake of efficiency. The Committee was expected to plan a change to full-year operation for the sake of efficiency, it is true, and we planned it. But we were all faculty, and for us efficiency and good public relations were only welcome by-effects. We made our changes with the primary objective of creating the best place to teach and the best place to learn that we could devise.

Students had been taking four to six courses a semester, averaging about four and a half, and earning about 15 credit hours each term—30 in an academic year. The obvious way to reduce loads in classes was to spread the courses offered in any one year over four quarters instead of two semesters. That would halve the number of courses taught at any one time and, given the same number of faculty teaching, would halve the course load for each. And the obvious way to give students the same number of courses each year—about nine—was to have them attend three quarters a year and take three each quarter. And to assure that courses taught over ten weeks covered no less than in a semester, we could assign each course five hours a week instead of three. That would provide 50 class meetings in an eleven-week term (ten weeks of classes and one of exams) as against the old 45 in a three-hour semester course. The student still attended class 15 hours a week.

Giving all courses equal weight, more than anything else in our planning, required a shift in assumptions. No faculty that has always assumed each course should carry credit adjusted to the amount of work it asks from students can easily make the decision that all courses shall carry the same credit and deserve an equal share of the students' time. But, somehow, we did make that decision. Kalamazoo College now thinks of each course as carrying one "unit" of credit, a unit being equivalent to 3.3 semester hours.

Once we had come to some unanimity on the basic pattern, we could turn to the off-campus quarters. For some years we had been watching off-campus options at other colleges, often with admiration and envy. Antioch's alternate terms off seemed to us too much of a good thing, but we found that student after student at Antioch had settled on a career as a result of those experiences. They either came back to Antioch knowing what they wanted to do or, if they came back knowing what they didn't want to do, the next off-campus term would be a probe at another alternative. We had watched our own students choosing careers and the majors that led to them with very little real knowledge of what they were getting into, and we decided that

early in the game they should spend at least one term, and two if need be, testing a potential career. Because we were still close to our church heritage and because ideas like the Peace Corps made sense to us in those years, we called these Career-Service quarters. Unlike many colleges, we gave no academic credit for them, though we required at least one term spent in Career-Service for graduation.

During the summer of 1960, the details of the on-off pattern were left open. We wanted more participation in the decision from the faculty as a whole, and it was beginning to be time to go back to regular procedures. The following November, after the general plan had been approved, we set these Career—Service terms early, in the summer after the fall, winter, and spring of freshman year on campus and in the spring for sophomores, who were to be on in the fall, winter and summer. The freshman summer was optional, and the student was required to participate in only one Career-Service term, though he or she might opt for two. Again, we gave no academic credit for these off-campus experiences. The idea was partly to begin the four years of off-campus terms with experiences in which the students would have responsibilities to carry and supervision of a sort, a first step toward the greater freedom later. And we wanted to get these career-testing terms in early before the students were required to settle on their fields of major.

Because there was little doubt of the educational value of our Study Abroad, we opened it to all students (after some preliminary caution) in fall and winter quarters of their junior year. And here we did award credit. But, because we thought the extracurricular experiences abroad were as valuable as the class work and we wanted to leave time for them, we gave only two units a term. Study Abroad still earns two units per term and no more, except for some students who go abroad in the spring of sophomore year. Some do go then. Partly to make possible that accelerated track which was initially part of the Plan, we set up an alter-



Sharlyne B. Seabron '76 at the National Cancer Institute, National Institutes for Health, in 1974.



Thomas Silver '69 on career development internship with then Rep. Gerald R. Ford, 1967

native pattern for study abroad. Students choosing the alternative option go abroad for one quarter only, and they are credited with three units for the term.

Finally, we had come to respect Swarthmore's senior thesis program. We had found remarkable work coming out of Swarthmore, some of it as commendable as masters' theses. We were sending a good number of our graduates on for MA's, PhD's, and MD's, and we thought a Senior Individualized Project would be a valuable capstone experience. For this, the student was to receive two units of credit. Although planned with the help of a departmental mentor and supervised by faculty, it was to be truly independent work, a final step in the progress toward maturity.

During that planning summer of 1960, one of the issues to concern the Committee was whether Greyson Kirk might not after all have been right in his prediction that all higher education would soon be giving three-year degrees. We didn't think so, but some people we respected did, including Dr. Light. So, just incase, we included a three-year option. Very few students ever chose that option, and it was eventually to die out. Other modifications were made in the course of that 1960-61 year of planning. President Hicks was apprehensive of driving away potential students with a program that offered none of the traditional terms off for family vacations, so the Career-Service quarters were made optional—very grudgingly on the part of some of us. And balancing on-campus populations over the terms necessitated sending some seniors off for their SIP in the fall and others in the winter. We chose to make the division according to fields of major so that some departments would need offer

no courses to their senior majors in the fall and others in the winter.

V

At the faculty retreat that opened the academic year that fall in 1960, Ray Hightower reviewed the summer's deliberations. Thanks to his diplomacy, most of the faculty were already fully cognizant of what had been done. Then the Committee recommended to the faculty that they approve year-around operation, adopt a quarter system of four eleven-week terms, require each student to take three academic units of study each quarter in residence, provide educational experiences for two or more quarters off campus, and begin four-quarter operation the following fall.

It will be noted that the Committee asked the faculty to endorse a framework of general policies, not the more specific program I have outlined above. That was partly because we needed the participation of the departments to work out details. More imperatively, we needed time to assure the viability of our plans to be sure we could place all our freshmen and sophomores in Career-Service jobs and all our juniors in Study Abroad.

Ray Hightower called for a written vote, and when the ballots were counted, the motion had passed 44 to 4. A month later, Ray Hightower explained the plan in full detail to the Trustees. At their January meeting in 1961, they approved it.

We knew, of course, that the Trustees were going to, and beginning in September faculty set about replanning courses for the eleven-week pattern at the same time that they went ahead with their usual teaching. Administrators organized for the new pattern of off-campus terms, meanwhile also doing their usual jobs. It was a busy year. Clearly, we would require two years to phase into the full plan, one to shift over to operating on the quarter system, and another to add the off-campus experiences. Fortunately, we had an entry with the Ford Foundation, which had given us \$40,000 for an experiment in education some years before. It hadn't been much of a success, but in spite of that Ford came to our aid again with a \$100,000 grant to make possible the addition of needed faculty before full-year operation could increase enrollment to the level that would cover their cost.

The College operated on the quarter system for the academic year 1961-62 without implementing the Career-Service terms, Study Abroad or the Senior Individualized Project, and then swung into full operation in 1962-63 with the single exception of Study Abroad. That, after all, had evolved from a summer program for select students, and no other college had tried overseas study for everyone, including the weaker students. The first year of Study Abroad under the Plan, we sent only some of our weakest students and watched to see what happened. They did so well that from then on we sent everyone.

We struggled through a couple of years of adjustments to juniors and seniors to whom we were contracted under another catalogue, but that was minor. The program was

going well, and we hardly noticed.

VI

When we finally had time to look about and see what had happened, we were generally pleased. Students who had begun under the old semester system clearly liked carrying three courses at a time instead of four or five, and they liked having courses end at vacation breaks, with new ones starting after the mid-winter or Easter holidays. They naturally thought Study Abroad, formerly open only to a selected group, a sheer gift, and it was a rare student who did not participate. At the same time, though life at Kalamazoo had never been casual or soft, they felt more pressure, more intensity. Things moved faster.

Faculty felt the same changes. Two preparations instead of four gave time to teach far more effectively than before, and having fewer students per term gave still more opportunity to work with them. No longer was it necessary to struggle to get a course warmed up again after Christmas break. In the summer term there were no freshmen or seniors on campus and extra-curricular activities were relaxed. Most the courses one taught were for majors, and summer quarter became something closer to graduate school and the term of choice for many faculty. But like the students, faculty felt the new intensity and pressure. And administrators, who were organizing four terms a year instead of two, felt it most of all.

By all objective criteria the Plan was working well. Grades averages, class by class and for the College as a whole, were the highest they had been in five years. The dean's list jumped from 17.7% to 21.4% of the student body, and the percentage of students on academic probation dropped. Library circulation increased 48% over the last year under the semester system. Student dropouts were reduced to 50% below any other year in the previous decade. The graduating class in 1963 was the largest since the Hoben years, and 58% of the the seniors were headed for graduate school. Five of that class had been awarded Woodrow Wilson fellowships and four selected for National Science Fellowships—high figures for a college of this size.

Clearly, we had managed to improve teaching and learning conditions, and the system nourished itself. *TIME* gave us a fine writeup, complete with photographs. *Saturday Review* told our story. Hardly a month passed when some Sunday paper in New York, Chicago, Detroit or other major city didn't carry an article on the Kalamazoo Plan. And the free publicity brought us applications from across the country. Selectivity jumped to one out of every four to six applicants, depending on the year. The College was going national. Enrollment increased steadily from 743 in 1961-62 to 1,365 in 1970-71.

And President Hicks had what he needed, and made the most of it. Six months after the Board of Trustees had formally approved the Kalamazoo Plan in January of 1961, they put their imprimature on a \$15,000,000 fund drive for Academic Enrichment—a high goal in those days—for which trustees and other supporters had already pledged

better than \$4,000,000 kick-off money. The Ford Foundation, impressed by the Plan, came to our aid a third time with a challenge grant of \$2,200,000, the largest single gift the College had ever received. Gifts and grants from 1961-62 to 1970-71 were never below a million dollars a year and, on three different years, came very close to three million. For that decade they averaged well over two million per year. Without any doubt, Weimer Hicks would have raised a lot of that anyway, Kalamazoo Plan or no Kalamazoo Plan. He was that kind. But the Kalamazoo Plan helped.

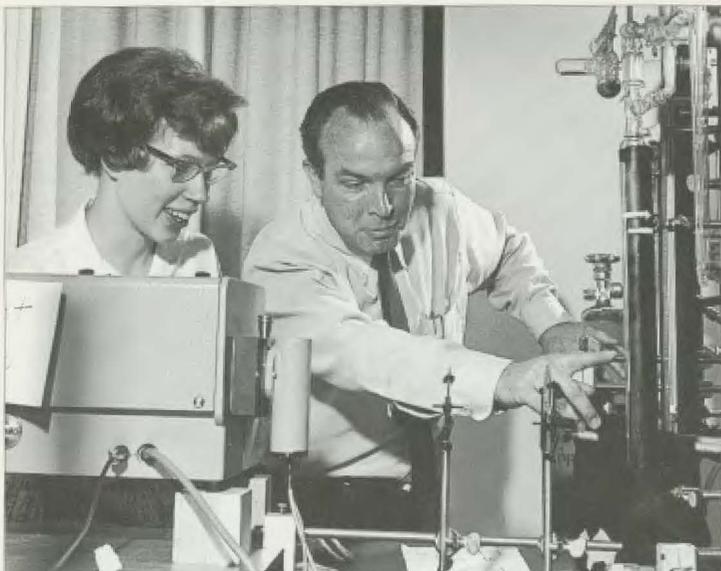
VII

In July, 1982, Dr. Richard Stavig, who had accompanied our first group of students to go abroad and had administered Study Abroad from its founding, looked back over twenty years and wrote a cogent historical perspective of the Kalamazoo Plan. In it he lists the chief goals and objectives of the Plan. His list will serve as a useful and succinct summary of points I have already made.

- 1) Maintain the quality and the ingredients of the traditional K education.
- 2) Establish an annual schedule which would distribute teachers and students evenly over the entire calendar year without requiring teachers to teach more than nine months.
- 3) Utilize normal student vacation periods for educational purposes.
- 4) Establish foreign-study options that would be available to virtually all students.
- 5) Provide career-exploration opportunities for virtually all students.
- 6) Increase the amount of independent work done by students.
- 7) Make the whole package appealing enough to the various constituencies so that they'll endorse and support it.

He then went on to say that, ironically, the seemingly easiest objective (the first) has been the most difficult—that we have succeeded amazingly well in meeting our other objectives, but have had fall-out that has affected the first. The fall-out includes these:

- 1) Discontinuity characterizes K College. We have difficulty integrating on-campus and off-campus programs, we seem to lack an overall sense of community, and we have trouble maintaining continuity in groups, activities, and relationships, and even academic development.
- 2) In our efforts to provide variety at a reasonable cost we have sacrificed some flexibility. We have not satisfactorily determined how we can flexibly serve the individual stu-



Judy Sutterlin '70 on career development internship with Dr. Eric Allen at the National Center for Atmospheric Research in Boulder, Colo., 1967

dent within a framework that is essentially fixed.

- 3) Administrative costs —financial and psychological— have increased because of the program's complexity and frequent realignments and because we have no slack time.
- 4) The pace of the ten—week quarter has become intense and has contributed to a lack of satisfaction for students and faculty.
- 5) A coherent and enthusiastic articulation of the program, its costs and its benefits, has been missing In recent years.

Anyone polling Kalamazoo faculty and students now, seven years after Stavig wrote that summary, would find these same points made again and again, and even more strongly. And, though our pollster might pick up other points to add to the list, he would find that Stavig identified the major problems. They are still with us.

We knew that the quarter plan and, even more, the staggered terms off campus would change the nature of student life, but we did not clearly foresee how the patterns of friendship, the participation in activities, the relationships with faculty and all the rest that governs the quality of undergraduate life would actually change. We did not see how much the community would suffer nor how trying the discontinuity would be. Now that we can see them, we do not know to what extent those changes have detracted from student life at Kalamazoo or whether they may have some value. Is some discontinuity maturing, and if so, how much? And is our multi-centered or, at the worst, splintered community really a better analog for the present world than the old college, built in the analog of the small town, could ever hope to be? I sometimes think it is.

As to the other points, I have some of the same reservation, some hesitancy to ascribe cause, some question as to how much we fully understand. Administrative costs have increased, it is true. I personally believe they have increased beyond all reason. But how much of that is because of the complexity of the Plan, and how much because of new demands put upon administration by government and our public, and how much because poor administration and lax trustees have permitted uncontrolled proliferation I honestly do not know. Nor do I know how much of the frenetic pace we ascribe to the ten-week quarter, the sense of intense push, is really due to the quarter system. Other schools run on quarters without such tension. Can it be that, for other reasons entirely, we have all taken on too much?

I do not know, but I am sure of one thing. The Kalamazoo Plan is too much an event that happened once, and not enough a process happening now. We thought that we were creating an environment in which we could continue to learn to teach in new and more effective ways but creating the environment was so exhausting that we had to pause to regroup before going on to the next steps, and it was so much a victory that we were tempted to stay where we were.

We didn't stop dead in the water. Faculty at Kalamazoo have never been careless about their work and in the 70s especially, thanks to the support for faculty development coming from the GLCA, there was a good deal of creative teaching. But we never did become the Middlebury of the midwest. Many of our courses still don't develop in our students the skills and the self-confidence required for truly fine SIP's. We have gone on treating students returned from an off-campus experience just as we treated them before they left, and so we have missed much of the opportunity to make the years at Kalamazoo a progress toward increasing responsibility and self respect. Once we had finished the planning, we relaxed. We went about our old ways and disregarded the new opportunities the Plan had opened up, and eventually we forgot many of them were there.

We are caught in a troublesome, static system where we should be engaged in a growing, creative process. It would be no less troublesome, of course, but it would be far more exciting and far more satisfying, and I'm inclined to believe we would respect ourselves a good deal more.

What happens now depends on whether we concentrate our energies on getting rid of the irritations —which is what we are tempted to do —or whether, on the other hand, we disregard them and pick the Plan up where we left off twenty-five years back, and put our energies into-making it go.

Laurence Barrett
April, 1989

On the Quad

Mathematics at Kalamazoo College: Keeping the Quality Up

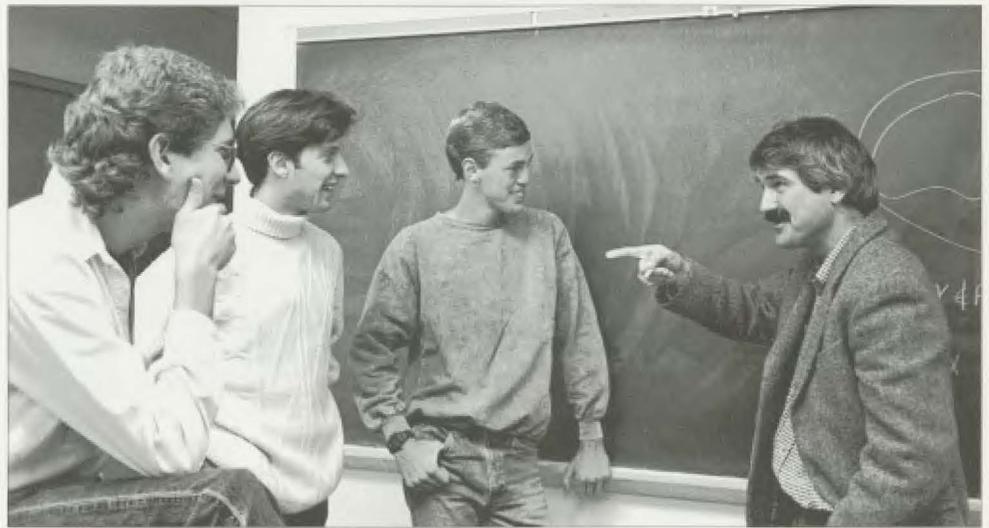
"Clearly, it is an embarrassment of riches." John Fink, associate professor of mathematics, shakes his head slightly and smiles. It is clear, however, that this "embarrassment of riches" appeals to him.

He's referring to the fact that during the College's annual Fall Convocation, three students (rather than the typical single winner) received this year's Freshman Mathematics Award. Even more unusual, three juniors also received the mathematics department's second Convocation award, the Thomas O. Walton Prize.

In a letter to each of the recipients of the Freshman Prize (awarded for excellence during the freshman year), Fink wrote, "This year, the members of the department—practitioners of a discipline that takes immense pride in its ability to make subtle distinctions—find themselves in the unusual state of being unable to distinguish between three exceedingly strong candidates for this award. . ."

One of those candidates was Nathan Eddy, who gave up an \$11,000 annual scholarship at M.I.T. to attend Kalamazoo. In addition to its being close to his home in nearby Allegan, the College attracted Nathan because of its strong academic reputation, foreign study, and tennis program.

It is for the latter, rather than for the fact that he holds a 3.9 grade average and has been on the Dean's List every quarter, that Eddy has gained recognition. As a freshman, Eddy claimed a highly-coveted berth on the men's tennis team, and at #6 singles,



John Fink, right, with award recipients, from left, Ken Mulder, Nathan Eddy, and Andy Portinga.

aided his team in capturing its 51st consecutive MIAA championship—the longest string of wins in the nation.

The second recipient, Ken Mulder, did go East to college after receiving an appointment to West Point Military. However, after six weeks of summer training at West Point, Mulder realized that military life wasn't for him and entered Kalamazoo.

While Ken has always enjoyed math, he didn't get excited about the subject until he took linear algebra as a freshman. Recalling a particular problem he'd been given to solve, Ken says that he sat down on the quad to work on it.

"It was almost like a hunt—you're a bloodhound and you sniff your way along, and what you do is almost by instinct. The next thing you know, the solution lies out there in front of you.

When that happened, I said, 'Wow!' It just felt so good."

A Rugby player, jazz musician, and member of the Bach Chorus, Ken plans on majoring in both mathematics and physics. After graduate school, he hopes to teach mathematics and conduct research at a college or university.

Andy Portinga, the third prize-winner, was even less interested in mathematics before entering Kalamazoo. "I hated math in high school—it was the most boring thing for me," he says

A resident of Marshall, Mich., Portinga had considered Hope, Dartmouth, and Oberlin before deciding on Kalamazoo. Although he is the product of two former math majors (both graduates of Hope College), Portinga remained uninterested in mathematics

Continued on next page

SBA's SBI is AOK

A prospective shop owner wants to know whether it's feasible to start a new business, while a small firm needs help in choosing and implementing an accounting system. Another company needs help in developing marketing strategies, and yet another wants to know whether or not it should expand.

With limited resources and no possibility of hiring professional consultants, these would-be entrepreneurs and small businesses provide the perfect opportunity for Kalamazoo College business students, who are champing at the bit to apply what they're learning to real-world situations. They do it through Kalamazoo College's Small Business Institute (SBI), a cooperative effort of the College and the U.S. Small Business Administration Program (SBA). For the past ten years, the program has been directed by Thomas Breznau, associate professor of economics and business administration. While Breznau is on sabbatical this year, the program is under the capable direction of alumnus Tim Moffit (who nine years ago, did his own SBI project under Breznau).

"The program has grown dramatically since I was here," Moffit says, referring to the fact that Kalamazoo College has 25 projects a year. Calvin, for

example, completes five programs a year, and WMU, no more than 10.

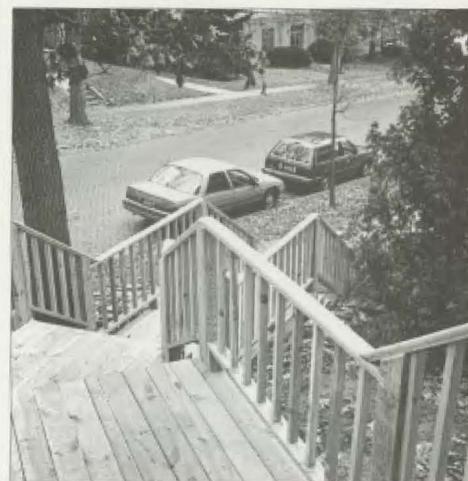
"And here's another thing about our program that makes us unique," Moffit continues. "We do not solicit any projects from the SBA—we're not a monkey on their back." Moffit gives much of the credit to the College's Stryker Center, which refers many projects to the SBI.

"It shows you how important they can be to the SBI program, and how important we can be to them—we take our hats off to them."

Once the projects are identified (usually 10 in the fall, 10 in the winter, and five in the spring), teams of three or four students "adopt" a small business, ranging from a small pharmacy to a restaurant or grocery store. In addition to the guidance they receive from Breznau and Moffit, students also work with SCORE (Service Corps of Retired Executives) advisers.

Paul Reppenhagen, a junior economics and business administration major from Grosse Pointe Woods, Mich., sums up the experience. "It's really interesting, because you're working with a real business. You can't just go to a book.

"Our company is non-profit, so it's fun. You feel good about helping a company get on its feet."



On a clear day, you can see a long way from the new staircase that replaces the old shortcut from Trowbridge Hall.



Sharing a happy moment before the fall faculty/staff dinner, Gail Griffin, associate professor of English, and Thomas Smith, associate professor of chemistry, discuss their recent selection as recipients of the 1989/90 Lucasse/Sears-Roebuck Awards. Griffin was honored for outstanding scholarship; Smith received the Fellowship for Research. A reception in their honor is being planned.

"The overall preparation that most of our entering freshmen have received in mathematics is abysmal. Yet despite this, in the last five years we have had some phenomenal math students."

— John Fink

(Continued from previous page)

until he took Calculus I from Fink.

"Dr. Fink made it challenging, and I thought to myself, 'This isn't so bad,'" Portinga says.

But of the three, Portinga admits that math is his secondary interest. "My eyes don't light up the way Ken's do when I'm talking about math," he says. For that reason, Portinga will combine a math major with a second in

economics. He hopes to enter law school after graduation.

Nevertheless, all three are planning on foreign study next fall at the University of Budapest, which attracts some of the top mathematicians in the world. Only the most advanced mathematics undergraduates elect to study there, and Kalamazoo usually sends one or two students. This fall, however, it sent four.

One of those to study in Budapest was senior David Bainbridge, who was one of the three who received the Thomas O. Walton Prize in Mathematics at the Fall Convocation. He shared the award with Edwin Gustafson, of Cadillac, Mich., and Roger Kahn, from Saginaw, Mich.

At least for now in the mathematics department, it truly is an embarrassment of riches.

NSF Minority Scholarship Awarded to Sophomore

During the fall, Kalamazoo selected sophomore Leah Alexander as the recipient of the \$1000 National Science Foundation's "Incentives in Excellence" Scholarship Prize.

The prize recognizes the efforts of the National Science Foundation and Kalamazoo's faculty to identify minority students who have demonstrated very strong potential in science, engineering, or mathematics, and to encourage them to pursue advanced study in one of those fields.

Alexander was selected by the faculty of Kalamazoo's biology department to receive the \$1000 prize, based upon her exceptional achievements thus far in her science courses. As part of the College's career internship program, Alexander spent last summer as a research trainee at Henry Ford Hospital, during which she assisted the director of physics, Dr. Sandhu, in developing a new computer program that analyzes data from cancer patients. She plans on completing a second career internship this spring.

Associate Provost Dr. Paul Olexia noted the significance of the NSF scholarship: "In the past two decades, the percentage of college freshmen planning on pursuing careers in science has decreased consistently. As we look into the '90s, we anticipate an increase in minorities as a proportion of this college-age population, from a current level of approximately 24 percent to an anticipated 43 percent by the



NSF Minority Scholarship recipient Leah Alexander talks with Paul Olexia, associate provost and professor of biology.

year 2020.

"The only resource we have from which to answer the predicted shortage of scientists and engineers in the coming two decades (other than foreign-born students) is from minority groups—namely blacks and Hispanics. "It is absolutely essential that we make every effort to begin to educate this next generation of scientists and students immediately."

The scholarship was awarded through NSF's Minority Graduate Fellowship Program. Kalamazoo College received the funding from NSF as a consequence of an NSF Minority Graduate Fellowship, which was awarded to Keith Crandall, a graduate of Kalamazoo College who is currently pursuing his doctoral studies in biology at Washington University in St. Louis, Mo.



TV News On Campus

Kalamazoo College faculty and students are frequently interviewed by media regarding world events. Left, Peter O'Brien, assistant professor of political science, left, as well as several foreign exchange students from West Germany, offer their views on the opening of the Berlin Wall last fall.

Faculty Notables

A paper by **Richard Cook**, professor of chemistry, has been chosen for inclusion in *Selected Papers from the 1989 Conference on Solid Waste Management and Materials Policy*, New York State Legislative Commission on Solid Waste Management.

Two papers by **Rhoda Craig**, associate professor of chemistry, appeared in the July issue of the *Journal of Chemical Education*. "Infrared Spectroscopy: A Serviceable KBr Press Using Disposable 'Blotting Paper' Pellet Holders Designed for Student Use," was co-authored by Craig and Henry Gerry, Montana State University. Her second paper was entitled "Determination of the Density of Crystalline Solids in the Undergraduate Laboratory."

Ralph Deal, professor of chemistry, is author of the new textbook, *Getting to Know LISP*. Published by Wm. C. Brown, the text is designed for an introductory LISP programming course or for an introductory course in artificial intelligence. The publishers note, "Written in a leisurely, easy-to-follow style, Ralph Deal opens the world of LISP to all students. With an extraordinary number of examples, a wide variety of exercises, and clear, concise explanations, this self-instructional text is the perfect text from which to learn."

Approximately 350 members of the Chinese Association, who are primarily professional people drawn from the Kalamazoo/Battle Creek area, honored Acting President **Timothy Light** and his wife, **Joy**, during the fall with a luncheon and reception at the Stryker Center. The event was in recognition of Light's expertise in Chinese linguistics and international reputation in the field. He has published extensively on Chinese linguistics, was a Yale representative of the Yale in China Program in Hong Kong, and taught at the Foreign Languages Institute in Beijing. Light was one of the very few foreigners who taught Chinese linguistics, in

Chinese, to a Chinese audience.

Carolyn Newton, associate professor of biology, received a Pew Faculty Development Award of \$7500 for the project "Characterization of the Mannose Receptor in Primary Cultures of Bovine Brain Microvessel Endothelial Cells," which she began this fall. Newton also has been elected as a member of the Board of Trustees of the Kalamazoo Science Foundation, an organization that provides scholarships to promising high school graduates.

Leslie Tung, associate professor of music, was one of two Americans invited to perform a solo recital at "Antverpiano 89: The First International Fortepiano Congress," which was in Antwerp, Belgium. The Congress featured an intensive series of concerts, lectures, and masterclasses on over 25 different historic pianos from the 18th and 19th centuries.

David Winch, professor of physics, has received approval from the National Science Foundation for a joint proposal of \$112,000. The grant will fund "A College Faculty Leadership Workshop - Transforming Physics Content Using New Technologies," which will be hosted next summer by the Air Force Academy in Colorado Springs, Colo. Thirty college physics teachers from across the country will be selected to participate in two workshops on educational technologies.

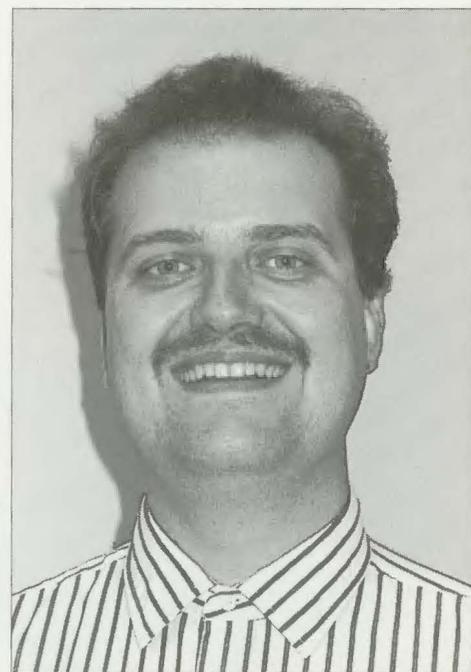
The Oct. 1989 issue of the *American Journal of Physics* includes two articles from the College's physics department: "A finite-difference technique for propagating uncertainty in calculations" is by **Richard Piccard**; "Using nonexponential absorption to demonstrate that anode x rays are polychromatic" is by Piccard and Sue A. Carter '88. Piccard is on sabbatical at the Oak Ridge National Laboratory; Carter is a graduate student at the University of Chicago.

Peter Hopkins Named Interim Bach Director

Peter J. Hopkins, chairman of the music department at Battle Creek Central High School and director of the Kalamazoo College Singers, has accepted the position of interim music director and conductor of the Bach Festival Chorus at Kalamazoo College. Hopkins will hold the position until May 1990, when the Bach Festival Board hopes to have a permanent replacement for former director Judith Dodge Breneman.

For the past five years, Hopkins has performed at the Oregon Bach Festival and studied with Helmuth Rilling, one of the world's leading authorities on the performance of Baroque music. At Rilling's invitation last summer, Hopkins studied choral/orchestral conducting with Rilling at the J.S. Bach International Academy in Stuttgart, West Germany.

Hopkins earned a master of music degree from Michigan State University, where he majored in choral conducting.



Peter Hopkins
Interim Bach Director

Around Campus...



Above, Peter Hopkins, interim Bach director and director of the College Singers, responded to the fall's Indian summer by holding outdoor classes one afternoon.

Below, General Motors Foundation presents Kalamazoo College with a check for \$100,000, which will be used for the Dow Science Center. Pictured, from left, are Max J. Peoples, accounting director, Timothy Light, Kalamazoo College's acting president, and Clifford D. Brown, personnel director.



Above, Dr. Stanley Rajnak's calculus class was interrupted to notify freshman Ed Dzialowski that he had won a MacPlus Computer from Apple Computers Inc. The prize was part of a back-to-school promotion, which was sponsored by Apple.

Variety of Events Presented This Fall

Kalamazoo College's tradition of presenting exceptional, timely and thought-provoking events was never more in evidence than it was this fall with the staging of the fall theatre production, *Fanshen*, a vivid portrayal of the Chinese villagers of Long Bow as they came to terms with Communism in the post-World War II era.

Directed by Ed Menta, the play also prompted two lectures on China—then and now—by Dr. Frank Tang, who directed the American Studies Center in Beijing from 1980-89. Tang was forced to resign from his post because of the personal risk resulting from his work with the American Studies program, and because of the very active role played by his students in the demonstrations for democracy.

Among the outstanding fall lectures were the Armstrong Lectures by Dr. John Macquarrie, eminent theologian from Oxford University and author of 20 books; the William Weber Lecture in Government and Society, by leading conservative theorist Dr. Russell Kirk; and the Honors Day Lecture by Associate Provost Dr. Paul Olexia, professor of biology.

Dr. Paul Steinhardt, one of the authors of the inflationary universe model (the best current model of the early evolution of the universe), presented the Phi Beta Kappa Lecture, and Dr. Richard Holm, professor of chemistry at Harvard University and winner of numerous awards and lectureships, including the prestigious Centenary Medal awarded by the Royal Society of Chemistry, gave the Tourtellotte Lecture.

Nor were music and poetry neglected with two outstanding American Music Week concerts, a concert by the Kalamazoo Symphony Chamber Orchestra, and outstanding readings by such authors as Linda Pastan and Jane Hamilton, author of the award-winning first novel *The Book of Ruth*.

Capping the season were the Advent Service of Lessons and Carols and the Bach Festival Christmas Concert.

Sports Update

Football Team Ends '89 With 23-21 Win Against Hope College

As the old adage goes, good things come to those who wait. And Kalamazoo College's football team certainly had waited long enough.

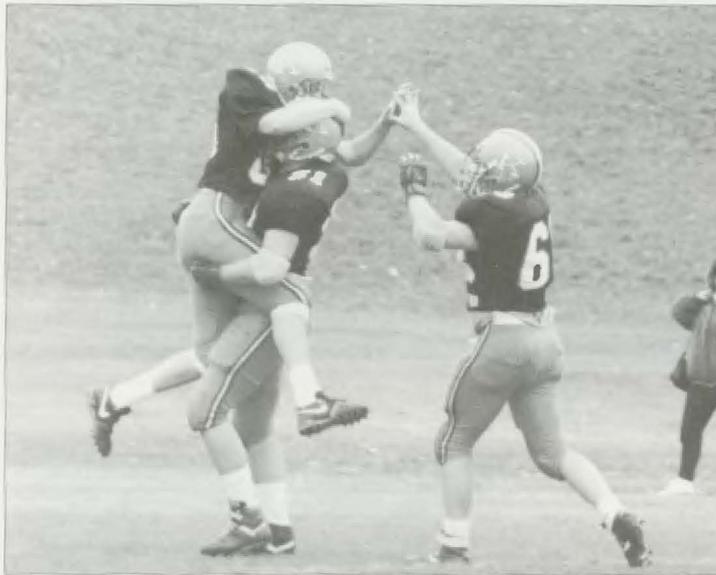
The Hornets broke a dry spell that had lasted more than two years on Nov. 4, when they rallied to upset Hope College, 23-21. The win broke a 24-game winless streak, with the Hornets' last victory a 17-12 triumph over Heidelberg (Ohio) in the 1987 season.

Inasmuch as Kalamazoo has been an underdog all season, "K" defeated the Flying Dutchmen—the Hornets' first win over Hope since 1969—in true underdog fashion. It looked as if Hope would win easily when the Dutchmen took a 21-3 lead early in the third quarter, but Kalamazoo then turned the game around.

"In practice on Friday, I told our players not to give up if we fell behind," Coach Ed Baker said. "We responded very well when they had us on the ropes."

Kalamazoo started its comeback with a pair of big plays, as junior halfback Dave Toepel (Saginaw/Michigan Lutheran Seminary) tossed option passes of 45 and 65 yards for touchdowns. The recipient of both bombs was junior wide receiver David Doyle (Okemos), who caught a total of five passes on the day for 131 yards. For his efforts, Doyle was named the Michigan Intercollegiate Athletic Association Offensive Player of the Week.

The Hornets scored the clinching touchdown early in the fourth quarter on a one-yard plunge by junior quarterback Ken Turkington (Fowlerville). Kalamazoo's defense then stifled



Members of Kalamazoo College's football team celebrate their 23-21 victory over Hope College.

Hope's attempts to rally, with sophomore safety Ed Walsh (Northville) and junior cornerback John Knittel (Livonia/Churchill) snaring interceptions in the final minutes to seal the victory.

Walsh and Knittel weren't the only Hornet defenders making great plays. Juniors Jim Naif (Livonia/Churchill) and Joe Ciesinski (Warren/De La Salle) led Kalamazoo with 12 tackles each, while defensive tackle Derek Weycker (Flint/Carman-Ainsworth) had three tackles for losses among his nine stops.

"Defensively, it was our best performance of the season," said Baker. "Our defensive intensity was excellent."

Although Kalamazoo had more than its share of disappointments during the 1989 season, Baker hopes the victory over Hope will serve as a springboard for the 1990 campaign.

That squad will be senior dominated, with the Hornets losing just three seniors from this year's club.

One of the seniors, defensive tackle Eric Wills (Southfield), was named the Most Valuable Player on Kalamazoo's 1989 football team. Wills was one of the Hornets' leading tacklers with 56, including four resulting in loss of yardage. Others receiving awards included cornerback Sam Khashan (Northville), named Most Valuable Freshman, Most Improved Walter Miller (Zeeland), a sophomore running back, and junior running back Chad Wykhuis (Holland), who won the "Spirit" Award. Seniors Wills, safety Ed Gent (Haslett), and offensive center John Taft (Monroe), all four-year letterwinners, were also honored with plaques for their dedication to the squad.

—John Greenhoe

Women's Soccer Squad Captures First MIAA Crown

Pete Kowall, in his first year as head coach of the Kalamazoo College women's soccer team, has led the Hornets to yet another successful season. Although unable to recapture their bid to the NCAA Division III tournament, they skillfully achieved the MIAA championship with a league record of 6-0. Said Coach Kowall, "It has certainly been an exciting season league-wise with only two difficult games. Hope and Calvin were good teams. We have to improve every year to continue the national recognition attained last year and that's what we did."

The team ended the season with an overall record of 11-5-1. In the MIAA, Kalamazoo had five shutouts. This, thanks in great part to Shelly Krisfalusi (Troy/Athens High School), who was voted MIAA Most Valuable Player. Kalamazoo scored a total of 33 league goals, more than all other league teams, with an average of 5.5 goals per game.

Amy Harris (Flint/Carman-Ainsworth), a junior, led the team and league with 10 goals and three assists for a total of 23 points. Karen Carney (Livonia/Stevenson), a freshman, led the team and league in assists, with five, and accumulated 11 total points. Both Harris and Carney were on the MIAA All-Conference First Team with goalkeeper Krisfalusi. Hornet players on the MIAA second team include junior fullbacks Leigh Clancy (Livonia/Mercy) and Molly Wright (Edina, Minn./Edina). Kalamazoo junior forward Jenny Adams (Royal Oak/Kimball) and freshman midfielder Candice Jones (Canton/Plymouth-Canton) both achieved MIAA honorable notice.

The team will regretfully lose seniors Adams and Kris Gottschalk (Springfield, Ill./Springfield). But, there appears to be a large and competently skilled base to fill the void.

—Josh Irving



Hornet freshman striker Sylvain Roger, left, tangles with a Western Michigan University opponent in men's soccer action. Kalamazoo won its fourth Michigan Intercollegiate Athletic Association title in the last five years this fall.

Men's Soccer Team Claims Fourth Title in Five Years

In the past years, Coach Hardy Fuchs has built a winning tradition in the men's soccer team, creating a dominant force in the MIAA. For the second consecutive year, the men's soccer team has won the conference championship. This is Coach Fuch's fifth such championship with Kalamazoo, four of these having been attained in the last five years.

The team's efforts were rewarded with an impressive overall record of 12-2-3, and they never suffered a loss within the MIAA (10-0-2). Of Kalamazoo's total victories, nine of them were shutouts.

This quality of play was maintained by a large number of freshmen under the tutelage of senior Alex O'Kulich (Birmingham/Seaholm). His talents of leadership and the ability to score game-winning goals in the clutch are also credited for the Hornets' successful season.

Once again, strong defense was an important key to Kalamazoo's success. Junior Jeff Wilson (Kalamazoo/Central), in the sweeper position, was the central organizer of defense, in addition to scoring four goals and one assist. His teammate Jon Galow (Kalamazoo/Central) also made major contributions to the defense.

Kalamazoo's scoring leader, junior Matt Hartker, also led the MIAA with 12 goals and six assists, for a total of 30 points. He had two additional assists outside of the conference.

Although the roster is losing key players O'Kulich and Rick Hartker, next fall should yield a team just as impressive. Most of this year's starters will be back next season, and veteran player Derek Byslma will return from foreign study, as will others such as Paul Anderson, Craig Thiel, and John Gore-Robinson.

—Matt Schutt

"K" Spikers Impressive

Kalamazoo College's volleyball team played impressively during its sixth season under Coach Jeanne Hess. The Hornets' conference record was 5-7, and 17-19 overall.

The team had 13 shutout wins this season. The Hornets played some of their best matches against Madonna on Sept. 13th with scores of 15-13, 17-15, 15-10, Nazareth on Oct. 25th with game scores of 15-5, 15-12, 15-4 and against conference teams Albion and Olivet. Kalamazoo won against Olivet in a match on Sept. 12 with game scores of 15-3, 15-4, 15-11 and again on Oct. 14th with game scores of 15-10, 15-12, 15-8.

The Hornets were led by senior outside hitter Mary Gerdes, who was named to the All-MIAA volleyball first team. This was Mary's second consecutive year being named to the All-MIAA volleyball team. She led the team in kills with a season total of 278 and in season attack percentage with 62.5 percent.

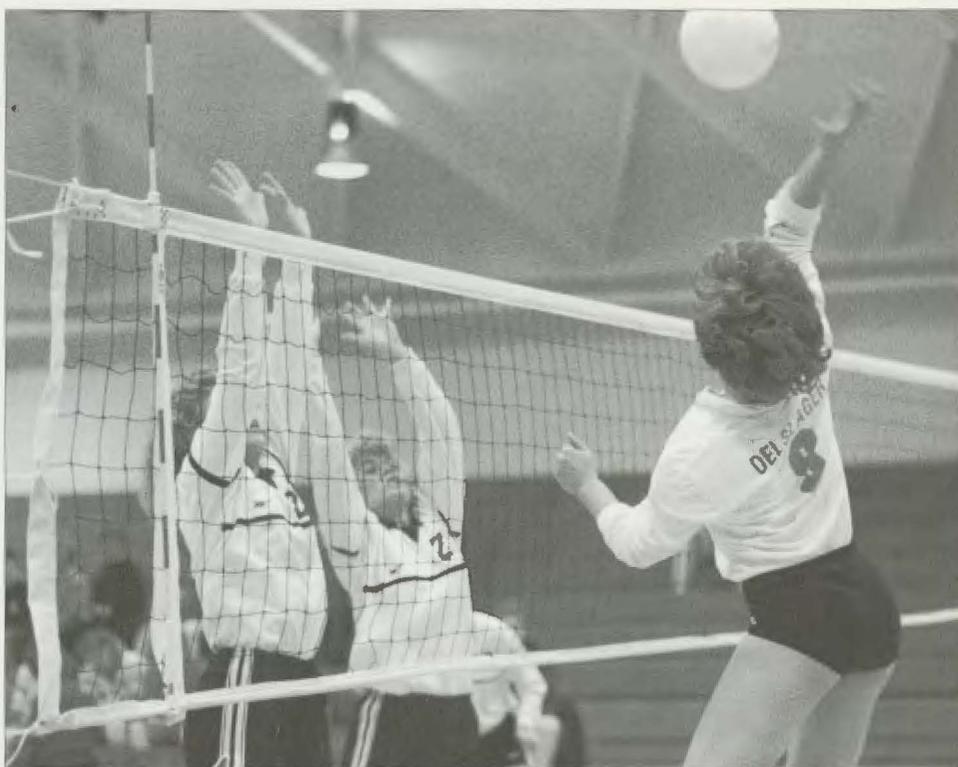
Sophomore setter Rocky Cibor led the team in service ace percentage with 49 percent, attack percentage with 24.4 percent, and assists with a season total of 873. Cibor was named to the All-MIAA volleyball second team.

Sophomore outside hitter Barbie Oelslager was also named to the All-MIAA volleyball second team. Oelslager led the Hornets with 3.02 kills per game with a season total of 278.

The team's most improved player, sophomore middle hitter Karen Willms, contributed to the team with a season total of 226 kills and led the team in blocks per game with 1.06. Willms made MIAA honorable mention this season.

Other major contributors were junior outside hitter Jennifer Duff, junior defensive specialist Chauntelle Minshall, freshman hitter Angela Fadely, freshman hitter Gretchen Crumbaugh, junior outside hitter Kelly O'Reilly, freshman hitter Susan Ringler, and senior defensive specialist Alice Smith.

—Jeff Horne



Kalamazoo sophomore Barbie Oelslager jumps high to spike the volleyball past two Hope College opponents.

Field Hockey Squad Makes Mark in '89

Kalamazoo College's field hockey team showed more signs of improvement and confidence in the 1989 season. The Hornets completed the campaign Nov. 3 at the Michigan-Indiana-Kentucky Conference Championships at Depauw (Greencastle, Ind.), losing to top-seeded Bellarmine (Ky.), 1-0, in the first round.

In his third season as head coach of the Hornet field hockey team, Alan Martens has seen a lot of improvement in his players since the beginning of the season. "Everybody has played beyond their potential and more than I had imagined in the beginning of the season," he said.

The Hornets' game against Goshen was one of the most exciting of the season. With less than two minutes to go, a goal by sophomore Kristin Johnson gave Kalamazoo the 1-0 win. Many good saves by junior goalie Cyndi Rieden helped give Kalamazoo its only

shutout of the season and its first victory over Goshen in eight years.

Although the Goshen game was the most exciting, Martens and assistant coach Michael Lunney felt their team played its best game against MIAA champion Calvin at Calvin. In that game, Kalamazoo scored first and played tough through the remainder of the game. Although the Hornets eventually lost to Calvin 2-1, the team played at Calvin's level and remained a fierce competitor until the end.

In fact, many of Kalamazoo's games were close; five losses and four wins each were decided by one goal. The team's MIAA record was 2-4, and 8-10-1 overall.

Martens said he feels the team is one year away from being the best Kalamazoo has ever had, and that he's confident the Hornets will be very

—Jeff Horne

Women Harriers Enjoy Successful Season

The Kalamazoo College women's cross country team posted its best-ever record in 1989. The Hornets finished the season at the NCAA Regional Tournament on Nov. 11 at Albion, placing fifth out of 13 teams, with 178 points. Kalamazoo finished fourth in the MIAA, with a 2-3 dual meet record.

Coach Lyn Maurer said her team this year was, "a wonderful group to work with. All of the teammates worked hard together and had a lot of team spirit, which helped them tremendously throughout the season.

"It was the first time I had eight runners who could run together, and there is so much more you can do in practice and in meets when you have that to work with," she said.

Kalamazoo College ran in a strong league with teams such as Calvin, Hope, and Alma. Nine MIAA runners made it to nationals held in Illinois.

The Hornets had an especially satisfying finish, defeating, in regional play, teams they lost to in the Great Lakes Tournament earlier this year.

Senior captains Colleen Cosgrove and Jenny Wytko ran strong for the Hornets. Cosgrove finished 12th in the MIAA, the highest finish for Kalamazoo in the MIAA in three years. Cosgrove, whose best time, 19:03, was against Albion, ran well consistently this season. Wytko, who was ill at the beginning of the season, came on strong by running second for the Hornets at the conference meet and third at regionals.

Senior Carrie Burrous and sophomore Gwen Girard had never run cross country before, but ran well this season nonetheless. Sophomore Laura Emig was out for the season with a knee problem, while senior Lynn Whitcomb was out with malaria, contracted on her foreign study in Africa.

—Jeff Horne

Men Harriers Make Strides

Peter McNelis has now served his first year as head coach of Kalamazoo's men's cross country team. The team attained a 2-4 dual-meet standing, good for a fifth place mark in the MIAA. Prior to this season, McNelis acted as assistant coach under George Acker for two years.

McNelis' squad was a small one this fall, due to heavy losses to graduation and foreign study. This did not make the team weaker for commitment, however.

Throughout the intensity of double-workout days, the team was held together by the dedication of its sophomore co-captains Steve Donoghue (Kalamazoo/Loy Norris) and Andy Portinga (Marshall). Other devoted runners included sophomore Mark Clifford (Plainfield, N.J./Wardlaw-Hart) and freshman Ed Priestaf (Dearborn/Ford), who joined the team late due to illness and managed a 23rd position in the conference, a respectable position among such competition.

The team's roster also enjoyed the

addition of members who had never ran cross country before, including senior Alberto Artesanchezloy (Queietiaro, Mexico/Itesm) and freshman Jason Glenn (Livonia/Winston Churchill). Both of these runners managed to break a 30:00 time and attain varsity status.

Coach McNelis is looking forward to future seasons. Already, the team is applying itself for next fall, including voluntarily beefing up its own practices. New recruits that have never run before have now joined these practices, hopefully to become harriers next season.

In addition, returning for the fall of '90 are seven runners previously lost to foreign study, including Mach Dihn, Bob Chanler, and Jim Padilla, the team's No. 3 runner last season. What excites McNelis most about next season, however, is what may be Kalamazoo's "best recruiting ever." McNelis is now pursuing several new recruits, many of them high-school all-stars.

—Matt Schutt

Hornet Linksters Struggle

Kalamazoo College's golf team finished last in the MIAA for the 1989 season. Coach Bob Kent stated "the team was disappointed with the final results of the season, but their play throughout the season was good considering all the other teams had improved significantly."

The team's most outstanding golfer was sophomore Mike Soenen. Mike finished the season with a 81.7 stroke average for 18 holes and was the seventh best player in the MIAA league of 45 golfers. In one of the seven MIAA tournaments this season, the Hornets placed fifth out of seven teams, beating Albion and Alma at Olivet Bedford Valley Golf Course.

Sophomore Andy Pifer finished

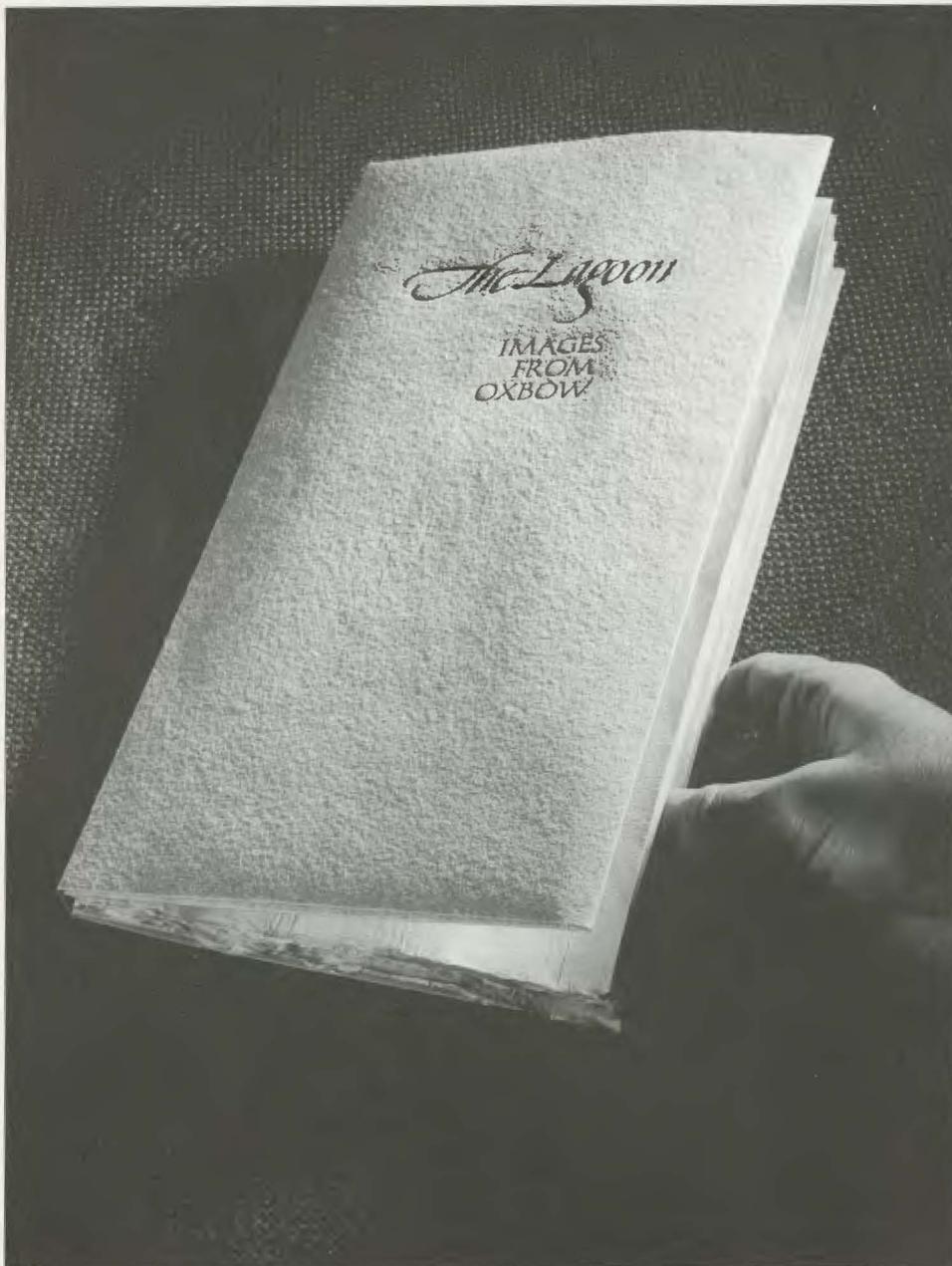
the season with a 84.4 average and placed 23rd in the league. The most improved player for the Hornets was Pifer, while senior Rob Penn, who had not played since his freshman year, contributed significantly for Kalamazoo. Freshmen Mike McFall and Dave McKee were impressive this season and look promising to lead the team in the years ahead.

Coach Kent feels that "with a couple more good years of recruiting players, we will be more competitive with hopes of finishing third or fourth in the league."

—Jeff Horne

The Lagoon

IMAGES FROM OXBOW



At Thanksgiving in 1989, five artists came together in Kalamazoo to bind into one *objet d'art*, their diverse talents. The result was the book *The Lagoon, Images from Oxbow*. This handcrafted edition of 55, included poems by English professor Conrad Hilberry, handmade paper by Timothy Barrett of Iowa City (son of emeritus faculty member Laurence Barrett), wood-block prints by Takeshi Takahara of Ann Arbor, calligraphy by Janet Lorence of New Harmony, Indiana, as well as design and printing by Bonnie Stahlecker of Indianapolis. All of the artists were involved in the binding of the book. The project reflects the experience of the five artists at a book arts workshop at Oxbow near Saugatuck, over several years in the 1980s.

On this page, the finished work (left); poet Conrad Hilberry, professor of English, Kalamazoo College (above).

On the facing page, clockwise from top left, the poem, "The Heron," and the accompanying wood-block print by Takeshi Takahara; two of the wood-blocks in the hands of the man who created them; the artists at work binding the book (from left, papermaker Barrett, calligrapher Lorence, printer Stahlecker, poet Hilberry, and printmaker Takahara).



The Heron
by Conrad Hilberry

The great
blue heron lives
by stepping
slowly and standing still,
letting the ideas
come to him.

Open Aperture

Photos from Art 416, Professor David Curl's introductory photography class at Kalamazoo College

Photo credits:

On this page: at right, Frederique Brosset; below Allen C. Bragdon; at the foot of the page, Chad Bennett.

On the facing page: top, Gavin DeNyse; middle right, Chad Bennett, foot of the page, Gavin DeNyse.

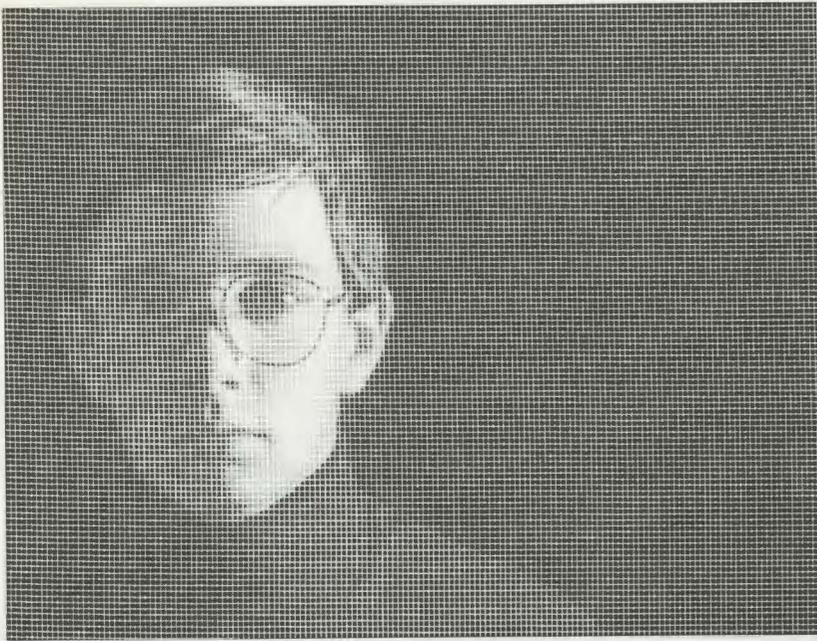
The photo spanning the pages is by Rebecca Lee Allen.



"Irresistibly, you share a photograph with someone...and he or she gets a deeper insight into you as well as what you discerned"

--Edwin H. Land





"We...are utterly captivated by the problem of light, the gentle, dangerous, dreamlike, living, dead, clear, misty, hot, violent, bare, sudden, dark, springlike, falling, straight, slanting, sensual, subdued, limited, poisonous, calming, pale light."

--Ingmar Bergman



"It is working within limits that the craftsman reveals himself"

--Goethe

"I feel very lucky"

— How Kalamazoo College alumni fared through the "pretty big" earthquake in California and "a lot of rain and some wind" in South Carolina

By Sandy Fugate

Editor's note: Kalamazoo College has more than 300 alumni in the greater San Francisco area, and about eight alumni in South Carolina. Letters and questionnaires were sent to all of them, to compile information for this story about the San Francisco-area earthquake and Hurricane Hugo. Some responded with a short note to let us know they weren't affected by the disaster, some sent lengthy letters, others sent pictures and news clippings. As far as we've been able to determine, no alumni were injured in either disaster. We'd like to thank everyone who responded for taking time to share their experience with us, and hope you find their stories as fascinating as we did. At right is a picture Jonathan Rosenberg '78 took of a house down the street from his own, located four miles south of Santa Cruz.



"It was a long rumble that got rather violent there at the end."

Lori Ayre '81
Oakland, California

Harry Garland '68 of Los Altos Hills was standing in a parking lot in downtown Palo Alto with his son when a 7.1 earthquake hit the San Francisco area on Tuesday, Oct. 17 at 5:04 p.m., Pacific Time.

As Garland explains, "I was holding my son with one hand and hanging onto a car with the other hand while the ground rolled—it was sort of like going surfing without having to go to the beach. On arriving home the first thing we noticed was that the pool was partly emptied, and the whole side of the house was soaked. ... I wish I had been home to see the tsunami in my pool. It must have been quite something."

Janet Joers '73 and her husband, Jan Van den Bergh '73, were airborne, literally, when the earthquake hit. Both alumni are pilots and at 5:04 p.m. were in a rented Piper airplane, returning from Albuquerque, N.M.,

to their home in Millbrae, Calif. Their trip was uneventful until about 6:30 p.m. when they approached the Monterey Bay area, about 80 miles south of San Francisco, and Van den Bergh overheard two unusual radio communications.

"In the first, a helicopter pilot radioed the Oakland Flight Service Station with a request to fly a television crew over the Golden Gate Bridge. Although not unusual in itself, the response was totally unexpected: 'Proceed at your own risk. We're extremely busy here at the moment.' In the next communication, a pilot asked if the San Francisco Airport was open. The answer was 'no,' an unimaginable response.

"By this time, we were overflying the Santa Cruz hills, the location of the quake's epicenter. Not one or two, but six or eight fires were burning out of control, caused apparently by ruptured propane tanks. ... As we reached the ridge of the Coastal Mountains, our suspicions that something was terribly wrong were confirmed: the entire Bay Area was almost completely dark!"

Gurudharm Singh Khalsa '73 of Berkeley wrote that he was "reclining in my armchair at home when the room begins to rattle and shake. Moved by the undeniable

energy from below, I rise to my feet and look out my window. The trees are swaying, the apartment across the street is swaying, everything is in flux for a time I cannot measure. It's a wild moment. After the motion stops, I go downstairs to find my friends huddled in the doorway and I say, 'Well, that was a pretty big one.' And that is what this one came to be called, 'The Pretty Big One.' "

Franklin Schellenberg '81 of Cupertino was attending a meeting at an IBM laboratory 10 miles from the earthquake's epicenter and reports, "None of us seasoned California residents were disturbed when the auditorium started shuddering. You get used to little shakers every so often when you live here, so my first thought was 'Oh, another earthquake.' When the earthquake didn't stop, and little bits of ceiling began to rattle down, the next thought was, 'Gee, wouldn't it be a good idea to go outside?' ...

"After a quick jog down the rolling hallway, surrounded by a rain of bits of this and that from overhead (parts of ceiling tiles, sprinkler covers, etc.) I was out through the front doors and into the sunshine. Outside, it was utterly safe, and the wobbling earth seemed sort of fun as it settled down."

Carol Stone '58 of Alameda drove right through the earthquake. She had just picked her husband, Harold, up at work and was driving them to her mother's house when, "the steering wheel suddenly turns uselessly, and Harold comments, '@#%&!@, Carol! You're in the ditch!'

"Fifteen seconds later, I regain control of the car, and we conclude that I have gotten out of the ditch. The remaining drive is remarkable only because a traffic light has stopped working. At my mother's house, people are ... making the usual blasé, post-tremor remarks— 'Hey, that was a good one!' 'Did you feel it?' It dawns on us that there has been an earthquake, but it still seems to be nothing extraordinary. There is no damage apparent in the area."

"The damage seemed to occur quite capriciously."

Marjorie J. Dickson '50
San Francisco, California

Few, if any, Kalamazoo College alumni suffered major structural damage to their home, and most reported only minor damage to contents. However, reports varied greatly, depending on where alumni lived, in what type of structure, and on what type of ground. Alumni located north of San Francisco, and those who live in wooden homes or in homes constructed on bedrock, fared the best.

"My husband and I live in a two-story, wood frame row house built in 1907 on one of San Francisco's hills, just after the 1906 earthquake," wrote Susan Wendt-Bogear '67 of San Francisco. "Because it is on bedrock, I found no damage whatsoever, only a few pictures to be straightened. (None of our friends was this lucky. Of San Francisco's 19 districts, ours was the only one without structural damage reported)."

"Fortunately, there was no real damage to the house, just some broken glasses and a lamp smashed (somewhat ironically) by a large print of San Francisco after the 1906 quake," wrote Angela Elsey '77, whose Santa Cruz house is made of wood.

Schellenberg had a little bit more to contend with. "Bookshelves had been turned, the stereo was launched across the room, the piano fell face down after bashing the wall, and the television had been thunked tube first into the coffee table. All the books were everywhere. If you want a real downer, try coming home through dark, flooded streets to a dark house that has been attacked by a blender," he wrote.

"I live on the eighth floor of a nine-floor building and the internal breakage was considerable," wrote Marjorie J. Dickson '50 of San Francisco. "Most of the windows were broken on the west side due to the large size of the frames. The kitchen was a selective disaster, small items falling from cabinets, but china remaining in place. ... Pictures were off the walls, books were everywhere with metal bookcases twisted and broken. The 'boards and bricks' bookcases were leveled, of course. The grandfather clock was flat on the floor with a broken face." But, she noted, "The damage seemed to occur quite capriciously (one side of the street and not on the other sort of thing)."

Jonathan Rosenberg '78 and his family fared well, despite their proximity to the earthquake's epicenter, where thousands were left homeless.

"We live four miles from the epicenter," he wrote. "Four of nine houses on our road were destroyed. Ours was not even damaged. That seems to be due to a very stable piece of ground and a well-built house— basically we were lucky."

Rosenberg said his wife, fortunately, works near their house and was able to round up the family's children and drive home immediately after the earthquake, albeit with some difficulty.

"The roads were heavily damaged with huge cracks and broken pavement, plus big trees and landslides were blocking travel. I couldn't get home that night at all, but luckily the phones worked," he said.

Most typical among Kalamazoo College alumni was the damage reported by Liz Meyer '65 of Oakland. "My house did suffer some damage," she wrote, "but it was largely cosmetic. I had an engineer look at the house, and he said that the earthquake 'left it's signature, saying 'I was here,' ' but that there was no significant structural damage."

Television news accounts of the earthquake, Meyer said, showed the more graphic damage: the Bay Bridge

(continued)

On the following pages:

Bottom left, Angela Elsey '77 took this photo in downtown Santa Cruz just as demolition work began on homes damaged in the earthquake.

Center, the view outside the home of Ann Voit '77 after Hurricane Hugo.

Top right, the post-earthquake mess in the accounting department at the downtown Oakland law office where Lori Ayre '81 works.

your daytime tele...
what you can about the recent natural

house was completed in
new earth quake construction
It is on original soil the rest
foundation and utility lines were
in deep trenches containing a
sand and crushed rock
was kneeling at 5:04 pm checking a
prunner lid when the whole house
moved toward me 10 to 12 inches or so
Then it moved back. My wife was in side
the utility room standing up - almost
lost her balance as the washer and
dryer moved back and forth several
times. My wife: Has a 20 electric
shut off all utilities to prevent
fire. I fell on the tub floor and
in living room. I fell over but
broke. With a pipe for toilet water -

Watsonville
more to the
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Swimming pools were great sources for
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damage ex
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We and they had extensive contents of their home injuries. Most sobbing for the sight of the Nimitz anyone who travels the Bay stuck in traffic beneath the thinking of those trapped is a nightmare that I forget.

most people here were on the 3rd floor. It was the 3rd floor. I was for a disaster in...



time over a... in dying can be more to the... We live 4 miles from the epicenter. road were destroyed. Our was not seems to be due to a very stable piece house - basically we were lucky. The presented in the news - they focused to the Bay Bridge. Actually Santa Cruz the hardest hit. And thousands of mountains (where we live) were destroyed how awful it would be to suddenly a home. I was at work in Sunnyvale my wife was quite close to our home to get them and get home with difficulty damaged with huge cracks and broken night at all but luckily the phone hear that my family and house and stayed there clearing up or I had no power for 3 days but I was... The aftermath...

...incurred no... except for a fallen light fixture... No one was home at the... very lucky that no one in our... severely affected; but like everyone... area; I'm sure, the feelings... still present. We grieve for all... suffer great loss...

collapse, the I-880 freeway collapse and the Marina fire.

"What it didn't show was the massive destruction and damage to large sections of downtown Oakland and areas south of here, like Watsonville and Santa Cruz. Actually, the damage occurred in weird, spotty patches. Probably the worst was not knowing which places would suffer and which would not," she said.

"Our radio and television people have been doing a great job scaring the wits out of everyone in more stable parts of the country, with terrifying pictures of collapsed bridges, split level houses, and general mayhem and destruction," wrote Schellenberg. "Let me assure you it's all true. However, I am alive and kicking, and millions of people in the Bay area came through our recent earthquake without so much as a broken glass."

"One has to consider an earthquake here in perspective," wrote Abraham Bezanker '41. "It is terrible at the time, but the Bay area has some 2 to 3 million people ... (and) less than 100 lives were lost, about 3,000 injuries. ... It could have been much worse."

"Everyone seems to be pretty jumpy these days."

*Linda Cain '70
San Francisco, California*

After the 'big' earthquake, the San Francisco area was badgered by hundreds of aftershocks.

"Some of these are as large as our normal temblors. I wish they would stop. ... We've had enough of this stuff for awhile," wrote Schellenberg.

"We are all suffering from PETS— 'Post Earthquake Traumatic Syndrome.' Our nerves are shot— every time we even imagine we feel an aftershock, we dive under our desks," wrote Janice Mitchell '74 of East Palo Alto.

"You get nervous even when a big guy in your office walks past your desk and makes the floor vibrate," said Ann Oswald '80 of Palo Alto.

"It gets to the point where every time the table shakes, everyone jumps," said Elsey.

But, for the most part, Bay area alumni say they're getting on with their lives, and will be better prepared for the "next one." Numerous alumni mentioned the fact that their bookcases now are bolted down, for instance, while others said they're considering household improvements.

"I plan to complete some basic earthquake preparation, e.g. strapping my hot water heater so it won't fall, and inspecting whether more protection is needed in bolting the house to the foundation," said William F. Danielson '48 of Oakland.

Various alumni also are helping with clean-up and relief efforts, generally in an informal manner.

In Rosenberg's neighborhood, for instance, residents have formed a neighborhood construction crew to help each other repair and stabilize the foundations of their homes. And William M. Shakespeare '43 has helped

neighbors fix broken water lines, check for gas leaks, and restart water and gas appliances.

Patricia Morgan Riordan '53, of San Rafael, and her husband, John, who is president of the Lions Club there, helped collect and distribute goods to Hollister-area residents. The Hollister area suffered particularly severe damage, as did Watsonville and Santa Cruz.

"I went to various merchants in our area and we gathered quite a lot of merchandise, got the loan of a U-Haul (donated), baby clothes (donated), toys (I bought a lot of Teddy bears), used clothing, and used toys, as well as 15 cases of diapers at cost. We drove it all down to Hollister and they were very well-organized to disperse needed materials where they would do the most good," she wrote. "It is very gratifying to feel you have helped someone directly."

Other Bay area alumni still are feeling the effects of traffic snarls, but those problems also are being resolved as time goes by.

Rosenberg, whose 40-minute commute to work changed to a three-hour drive overnight, said his route to work, Highway 17, suffered extensive damage from cracks and rockslides, and only recently reopened. For several weeks after the earthquake, the highway—the major route between San Jose and Santa Cruz— was closed, with one-lane open only during peak commuter hours. Rosenberg said he wiled away the time by taking Christmas catalogues with him and doing his shopping in traffic.

Others expressed similar experiences regarding work commutes.

"The traffic is just horrendous," said Lori Ayre '81.

Ultimately, however, alumni say the earthquake may help solve long-standing traffic problems through the improvement and addition of mass transit systems, including a ferry service that was displaced 50 years ago by the construction of the Bay Bridge.

"I have actually found transportation to be better for me these post-quake days, now that BART (the transit system) runs all night and is full of civilized people at any hour!" wrote Linda Cain '70 of San Francisco.

"Actually," Meyer wrote, "ferry service is very nice."

Overall, Kalamazoo College alumni appear to have survived the earthquake well, with a new respect for nature and appreciation for life.

"I still feel both elated to be alive and somberly aware of the proximity of death. Having the earth—which is one thing even Californians take for granted as being constant— heave and roll and gape open beneath your feet has served as an undeniable reminder of the necessity of living reverently, humbly, and fully," wrote Rebecca Dobkins '82 of Oakland.

"The simple pleasures of walking along the Bay with our dog, or working in the garden, have a new importance," said Stone.

In the words of Janet Joers, "Nature is as destructive as it is beautiful, and it reminds us that life is a gift to be appreciated, not to be taken for granted."

"We returned that Saturday to devastation beyond imagination."

*Ann Voit '77,
Mount Pleasant, South Carolina*

"First and foremost," Ann Voit writes, "we all made it through Sept. 21 safely, and returned to a home basically intact. We had left for Atlanta to stay with my brother that morning and returned two days later. After evacuation was made mandatory for the barrier islands, which are only five miles from our home, we decided to leave.

"... We returned that Saturday to devastation beyond imagination. Our city appeared deserted: traffic signs on the highways were wrapped around their poles in grotesque configurations; trees everywhere were snapped off at varying heights leaving, for example, the once beautiful, shaded road to home impassable, unfamiliar and sad; there were no traffic lights, no street lights, no lights in the stores and no sounds; all the roads except for the few major arteries were passable with one lane at best. Our backyard had turned into an obstacle course three layers deep with eighteen of our loblolly pines (each over 60 ft. tall) snapped and broken. Two had fallen on the house, one fell directly on the children's swingset and yet another on top of the basketball pole so that the 2-1/2 ft. diameter of the trunk was skewered onto the metal pole. We had two holes in the roof and two broken windows where rain water poured in over broken glass, leather furniture, carpet and hardwood flooring.

"But we did come back to a liveable structure, to our family picture albums, our books, (among the few important things we hurriedly packed was my K-diploma, mashed between insurance forms, floppy disks, pajamas and toothpaste!). Not all of our neighbors were so lucky. Three houses down our street, the house lost its entire roof and one whole side. Behind that house another had the second floor sheared off. Countless others had trees in their bedrooms, smashed chimneys, destroyed garages.

"The coping afterward has been the hard part. We were without electricity for ten days, but as the AT&T ad of several years ago said, 'It's not a total loss, the phone still works.' That phone lifeline was crucial for family and friends, but almost essential for us. We knew through it that our good friends in Cologne, West Germany had seen King Street in Charleston, that friends in California who had been too busy to write for several Christmases still knew and cared enough to call and ask, that K-friends tried for days on end before finally getting through to let us know they could help if we needed it, and most importantly that family could be reached just to talk. And knowing that made cold, candlelight suppers on paper plates seem not to taste quite so bad. And dirty jeans and dirty white sneakers for daily attire were a bit more bearable. Shouts of disbelief and joy were heard when the power surged on. Everybody headed first for the washing machine, and second to the store for refrigerated food.

"The clean-up effort has taken hours. The first two weeks kept people busy digging their houses and yards out of the debris. We had a pile across the front of our house almost nine feet high. In some of the lower lying areas these debris piles became safe havens for the displaced marsh snakes and people were warned not to let their children or pets climb on them.

"After the initial rains stopped and Charleston fall weather returned, mostly days in the high 70's and low 80's, the displaced bees, who had had their nests in the no-longer-standing trees, came out en masse and stung anyone near. The hospitals reported numerous cases of allergic reactions to bees, wasps, and hornets. Abandoned dogs, mostly on the barrier islands, began to form hunting packs to scavenge for food, and the threat of rabies increased dramatically. So not only were we dealing with a seemingly non-ending amount of physical labor, but also with an unusual threat of safety not normally associated with living in suburbia. ... Now almost eight weeks after the storm the city is still working cleanup crews about 12 hours a day, seven days a week to remove the debris.

"... We now have a new roof, replaced windows, fixed cornices, estimates for re-painting the house and sanding the hardwood floor and have planted five Southern red maples. (All are saying, "No more pine trees"). The children are also back in school after their unexpected three-week break, to the relieved sighs of all parents. My teaching at the College of Charleston was only interrupted for one week, because most of the buildings there sustained only slight damage. So at a high cost of many man-hours of hard work, doubt, and despair, normalcy returns."

"We got a rude shock."

*Janet Price '78,
Sumter, South Carolina*

"... Being this far inland, we thought, would just get us a lot of rain and some wind," wrote Janet Price. "Well, by 11 p.m. on Sept. 21, the storm was here. It blew at 50 mph winds at first. By 1 a.m. the power was long gone and when you looked out, the pine trees so common here seemed horizontal. (We later heard wind was clocked at 85 mph and gusts at 110). The strange thing was the wind was continuous. It was constant for hours and the gusts were just an increase in amazing force.

"... Our street was lucky— most trees fell onto fences or grass. Other neighborhoods looked like war zones: homes with three and four trees through roofs, impassable streets. ... It took only five days to get water and power back in our neighborhood. Out in the country it was 2-3 weeks. ... They tell us it'll be 2-18 months before the county roads are cleared of debris, and the yards and homes of most of us still show various stages of clean-up in progress.

"...Our family caught only a broken fence, a pile of 'lumber' and the flu from Hugo. Oh yes, and lots of mosquitos, and an infinite supply of Hugo stories."

Class of 1969



Pictured at the Class of 1969's 20th reunion are, first row, left to right, Bill Weiner, Stephanie Neumann Krause, Chris Steele, Ann Wright Haight, Bob Foxworthy, Jim Harding, David Strome, Mark Severs, Patricia Bauer, Norma Bailey, Jim Cameron. Second row, Dave Zucker, Susan Oster Krezoski, Daphne Szmuskovicz Champagne, Sharon Nash Bisaha, Christine Rettich Wilcox, Candace Start Bogar, Jane Peterson Kriekard, Bob Belair, Jim Christenson, Cynthia Newman Helms, Bonnie Wachter Swenby, Lynne Carlson Sheaff, Kathryn Davidson Bouwens. Third row, Dave Fisher, John Krezoski, Jim Samanen, Nancy Reitz, Evelyn Lyon Brownlee, Peter Cooperrider, Tom Bogar, Jack Lundeen, Jim Edoff, Guri Chambers Edoff, Carol Burt Carra, Phil Carra, Mike Gibson. Fourth row, Tom Gentry, Chuck Meyer, Marv Bishop, Lee Tichenor, Ron Shook, Tim Lavalli, Charlie Pullum, Gary Underwood, John Scott Erickson, Peter Junkin, Marilea Miller. In attendance but not pictured: Nicholas Brownlee, Steve Burness, Tom Hitch, Barb Atkinson Lanwermeyer, Alan Nesburg, Don Stageman, Dave Tidwell, Carol Hafley VanLuwanee, John VanLuwanee.

Homecoming Alumni Reunions

Oct. 21, 1989

Class of 1964

Pictured at the 25th reunion of the Class of 1964 are, first row, left to right, Karen Foxworthy Craig, Nancy Briegel Moore, Barbara Cummings Foster, Mary Griffen Bangassaro, Anne Crotser, Luella Williams Mast, Lary Smith, Paul McIntosh, Catherine Pengilly Niessink, Adelaide Westman Ammon, Susan Cooper Poupart, Donna Reed Lambert. Second row, Michael Moore, Gretchen Cassel Eick, Georgiana Foster, Sam Kountoupes, William Good, Gary Reynolds, Rod Gibeau, Dianne Sopp DeLong, Maggie Wheeler Sadoway, Mary Switzer Rees, Penny Britton Kolloff. Third row, Carl Bekofske, Roland Mittica, Robert Schwartz, Ken Kooiman, Ron Milnarik, Dave Heath, John VanOtterloo, Bruce Timmons, Joan VanDeusen West. Present but not pictured: Bill Beverly, Hugh Christensen, Garalee Hoppe Greenwald, Chuck Hackney, Mary Stucky Myers, Sherry Broadwell Niewoonder, Patricia Barney Westphal.



Class of 1979



Pictured at the Class of 1979's 10th reunion are, first row (left to right), Ellen Bisbee McCarthy, Dan Duncan, Milt Greenman, Jill Berndt Dykehouse, Gary Pridavka, Don Chinick, John O'Brien, Rollin Marquis, Norma-Jean Stremich Forshey, Geoff Hohol, Gary Gilleran, Dan Baker, Sharon Johnson. Second row, Marty Gregory, Cindy Pavlinac, Susan Hunter, Mark Langer, Barb Turner DeRose, Chris DeRose, Mary Seaberg King, Ken King, Valerie Visser, Annette Johnston, Ruth Reutter Sadasivan, Barb Willison Sanders, Karen Greathouse Zavicar, Carla Farthing Sykora, Bob Sykora. Third row, Beth Huettelman Widmayer, Jean Kuipers, Janet Pogue Palmgren, Mary Whittaker Duncan, April Kenworthy Cafmeyer, Karen Stratton, Deb LaCasse Grace, Marc Dion, Janice Nelson Exner, Vanessa Taphouse Fuson, Cindy Ratliff Ambrose, Marty Ambrose, Maureen Perry Willett, Paul Willett, Jane Houck Beers, Kieran Beer. Fourth row, Tris Palmgren, Steve Scheff, Heather Gilchrist Campbell, Liz Cohen, Jim Telford, Anne Dickinson, Bob O'Brien, Christina Bodurow, LaMar Hill, Ken Lampar, Chris Danielson, Tracy Wallach, Liz Moehle Johnson, Eric Rodgers, David Galindo, Emili Rambus, Erik Forsberg holding Matthew. Fifth row, Jim Weyand, Diane Weyand, Tom Giancarlo, Kathleen O'Grady '80, Chris Morris, Bob Weinstein, Kevin Butterfield, Brent Smith, Howard Beemer, Mark Davis, Tom Anan, Jay Kirkman, Brent Bothwell, Todd Piper. Also present but not pictured: Eric Bouwens, Leonard Chase, Lisa Nagler, Gerald Root, Patrick Russell.

Class of 1974



Pictured at the 15th reunion of the Class of 1974 are, first row, left to right, David Elrod, William Pielemeier, Paul Guenette, John Kennedy, Diane Kiino, Tim Swartz, Laurie Weston McDonald, Roberta Righter Gilman, Phyllis Slocum, Sherilyn Marshall, Kathryn Scanlon. Second row, Christine Pearson Petzke, Dave Scudder, Robin Charnock Scudder, Jamie Hogg, Terry Sue Zarker, Bill Clay, Mary Johnson Paschke, Jeff Paschke, Dena Bovee, David Magerlein, Gina Frasson. Third row, Mark Willmarth, Patti Bennett Willmarth, Anne Broker, Richard Lacy, Corey Krause, Robert Lacy, Ron Dillman, Barbara Woodson Collins, John Collins, Liz Witt-Goodwin, Wendy Gabel Baum, Fernando Garcia, Anne Hickok Miller. Back row, Ronald Klug, Richard Nolan, Andrew Soria, Edward Coyle, Michael Kane, Melissa Eddy, Gail McMurray Martin, Sidney Van Winkle Mueller, Michael Mueller, Thomas Sweenie. Attended reunion but not pictured: Michael Gibson, Susan Howard, Anna Johnson, Andre Rowlett, Donald Swartwout, Russell York.

Class of 1984



Pictured at the 5-year reunion of the Class of 1984 are, first row, left to right, Jack Lee, Sherri Yezbick, Mike Pniewski, Stacey Christman Pniewski, Mark Rizzo, Cliff Mulder. Second row, John Schleg, Linda Stevens, Betsy Sperry, John Collins, Hilding Holcombe, Mary Frances Nolan, Willie Hardin, Mark Gabriel, Sarah Peck Beiting, Maura Victor, Diane Groner, Brenda Hudson Mulder, Linda Hudson Howard, Mike Raphelson, Carla Langerveld, Howard Teichma. Third row, Mary Yanka, J. C. Whitfield, Tracy Miller, Nancy DeBoer, Liane Ellwood-Quinn, David Reusch, Cindy Newhouse, Bill Aseltyne, Joe DeBolt, Mary Haug Johnson, Beth Moffatt, Andy Giglio, Karen Rocha-Giglio, Jill Rich, Anne Frederick, Kathy Johnson, Tom Klein, Anne Bacon. Fourth row, Ruth Ryan Lessard, Nancy Waldenmaier, Mark Grajcar, Geri Fletcher, Melissa Green, Sally Korth, Athena Kalevas, John Krueger, Mary Onacki, Laura Caruso, Paul Karr, Kathy Sparrow, Debbie Lanuti, Richard Chang, Tracy Swaim, Beth Ketten Derringer, Dan Derringer, Mark Bangs, Mary Ellen Scullen, Doug VanTress. Fifth row, Carol Hyldahl, Steve Zacher, Greg Schuetz, Rob Dorfman, Pat Brandstatter, Jane Tyler Brandstatter, Lila Orbach, Anne Badar Aiello, Russell Canning, Jeff Scieszka, Blake Hill, Gerard Fancovic, Jenny Russell, Amy Carr, Maureen Canham Muns, Jeff Spencer '87, Bob Muns, Joel Townsend, Tom Molitor, Bev Winnicki, Ann Hilberry, Andy Smith. Sixth row, Virginia Lewis Fajt, Susan Pyles, Susan Carson Held, Jonathan Cunningham, Jim Ham, Mark Harris, Don Rafferty, Paul Clancy, Steve Stancroff, Tom Coffey, Steve Bossenberry, John Allen, Anne Buckley Dueweke, Annette Nickel, Tom Kelly, John Harju. Attending the reunion but not pictured: Anne Comstock Bacon, Karen Barnes, Tom Cady, John Ellison, Bridget Flynn Timmency, Adam Gravley, Bill Helm, Dan Jarvis, Jim Jones, Catherine Ketelaar, Robin Rank, Ann Scheerer, David Schneider, Keith Wood.

The Official Kalamazoo College Watch



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