

KALAMAZOO COLLEGE
QUARTERLY

A MAGAZINE FOR ALUMNI, PARENTS, & FRIENDS · VOL. 56, NO. 2 · SUMMER 1994



**Has the vision of the
"K" Plan founders
been realized?**

Highlights of the
*Calendar Task Force
Report and Recommendations*

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QUARTERLY

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Dana Holton Hendrix '80

EDITOR

Hank Techentin

GRAPHIC DESIGNER

Carol A.S. Derks

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Susan W. Allen

SPORTS UPDATE

John Greenhoe

ALUMNI NEWS

Julie Wyrwa '84

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We welcome your letters to the editor and other contributions. Address all correspondence to The Editor, *Kalamazoo College Quarterly*, 1200 Academy Street, Kalamazoo, MI 49006-3295. Letters may be edited for style or clarity. Information may also be submitted by fax to (616) 337-7305 or by e-mail to aluminfo@kzoo.edu.

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ABOUT OUR COVER

The "Kalamazoo Plan," which made its debut in 1962, is a unique combination of course work in the liberal arts and sciences, career development internship experience, study abroad, and a significant research project. (See story on page 17.)

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Letters to the editor

Those who regularly follow "Letters to the editor" have observed a lively debate in the last few issues of the *Kalamazoo College Quarterly*. Generally speaking, this exchange might be characterized as a clash between liberal and conservative viewpoints. More specifically, it has centered on an article that appeared in the "Alumni News and Class Notes" section of the Fall 1993 *Quarterly*, in which a member of the Alumni Association Executive Board announced the formation of an informal network of gay and lesbian alumni.

This group has not asked the College or the Alumni Association for formal recognition, nor has it requested staff time or monetary support for its activities. Its only request was that an article be published in the magazine to inform potential members of the network's existence.

Kalamazoo College has had an organized gay and lesbian student group for a number of years, as have virtually all but the most conservative colleges and universities. It seems logical that some of these students would want to remain in touch as alumni, and the College's magazine is the appropriate place to announce the formation of such an alumni network. Furthermore, to deny this request would have been in violation of the College's by-laws (Article XIV), which prohibit discrimination "against any person on the basis of race, creed, national or ethnic origin, sex, age, physical disability, or sexual orientation."

We are not surprised that the alumni, parents, and friends of Kalamazoo College hold a variety of views on this issue. Our constituents reflect a diverse society that continues to struggle with the emergence of an open and active gay and lesbian community. As an educational institution committed to the search for knowledge and understanding, Kalamazoo College naturally serves as a locus for the discussion of this and other important issues.

"Letters to the editor" has provided a unique forum for this debate. The letters that follow are all that we have received from new contributors since the last issue of the magazine. At this point, we believe that both sides of the issue have been fully argued and that printing similar opinions beyond this edition of the *Quarterly* would serve no useful purpose. We do encourage your comments on the content or design of the magazine or suggestions for future articles. Your views on issues presented in the magazine, such as the proposed revision of the College's academic calendar (see the feature story that begins on page 17), are always welcome.

Address your letter to: Editor, *Kalamazoo College Quarterly*, 1200 Academy Street, Kalamazoo, Michigan 49006-3295. If you prefer to transmit your letter by fax, our number is (616) 337-7305. We are also happy to accept your letter by electronic mail. Our Internet address is ALUMINFO@KZOO.EDU. Letters to the editor may be edited for clarity and/or length, and unsigned letters will not be considered for publication. We will continue to publish one letter per person on a given topic or issue. Thank you for your continuing interest in and support for Kalamazoo College.

— Dana Holton Hendrix '80
Executive Editor

— Hank Techentin
Editor

I feel that I must write to say how disappointed I was in the intolerance shown by those persons who wrote to protest the "K" Alumni Association's provision for a gay alumni network.

I am also passionately concerned about the apparent increase in the moral laxity of our culture. The causes include an increasing sense of entitlement, an unwillingness to take personal responsibility for oneself or to commit to anything, and an intolerance for delayed gratification, among others. However, moral laxity does not stem from those who choose to love in a way that differs from the "norm."

Jesus taught the virtue of humility—not the self-righteous arrogance of those who think they have the prescription for other people's salvation. Jesus taught that we should leave the judgments to God. Only God knows what it is like to be me. Only God is privy to the private struggle each person fares in their effort to live a moral life and only God can know if we have failed. Perhaps the moral decline of our culture might cease if people would pay more attention to the development of *their own* moral character.

In the meantime, may God bless us in our own struggle to learn to love one another.

Craig Brown '81
Seattle, Washington

Four of the five letters to the editor in the Spring 1994 *Quarterly* expressed opposition to the homosexual lifestyle. I am infuriated that the *Quarterly* would allow itself to be used as a vehicle for the promotion of hatred and narrow-mindedness.

Through Kalamazoo's emphasis on career development and foreign study, I was encouraged to learn about, strive to understand, and accept differences in human beings and societies that make our world such an interesting and wonderful place to live. Love, understanding, and acceptance are the morals and ethics we should be living by—not hatred, fear, and exclusion. I am embarrassed that most of the letters from alumni favored the latter.

Mr. Deutsch's threat to withdraw financial support is petty blackmail, but he is correct in stating that alumni are watching and deciding carefully to which institutions they should contribute. I applaud the continued efforts to diversify, and believe that Kalamazoo College's open-minded, progressive, and loving community is much larger than the one represented by the letters in your last issue.

Catherine Adams-Gravley '83
Seattle, Washington

Reading through the Spring 1994 *Quarterly*, I was disturbed by numerous comments from closed-minded people who are not willing to recognize homosexuals for who they are. They are our friends, our colleagues, our coworkers, and, yes, our fellow alumni. How can total societal acceptance of gay, lesbian, and bisexuals be anything other than ethically correct, based on the Bill of Rights?

The morality of their lifestyle is subject to individual interpretation and personal opinion, and should not be confused with the underlying concept of social acceptance. We can easily replace the term "homosexuals" with "Blacks," "Jews," or (closer to my person) "Serbs, Croats, or Bosnians." All people, regardless of color or creed, deserve respect for their individual and civil liberties.

I applaud "K" College for its stance on human ethics, and I gratefully acknowledge four years of personal, open-minded growth.

Jon-Pierre Pazevic '83
Mill Creek, Washington

I was appalled to read the letters from Fred Deutsch, Jeanie Perez, Dennis Kelly, and Christopher Bragg in the Spring 1994 *Quarterly*. While supporting their right to express their opinions, I nevertheless find such close-mindedness totally antithetical to the spirit of a liberal arts education. I suppose one of the reasons that I am a member of the Greater Lansing Area Unitarian-Universalist Church is my distaste for the religious intolerance so often expressed by so-called Christians (have they read Jesus' injunction regarding casting the first stone?). It saddens me that even people with "K" College educations could have gone through one of the finest liberal arts education programs in the country and still have come out with their homophobic bigotry intact.

I say "bravo" to Kevin Howley and the Alumni Association, and consider this yet one more reason to encourage my son to consider attending "K" College. Thanks for the lively "Letters to the editor"—it's inspired me to stop procrastinating and send in my annual contribution!

Susan Cope Ekstrom '68
East Lansing, Michigan

I would like to thank the *Quarterly* for acting as a medium for the open discussion of ideas. Having read "Letters to the editor" (Spring 1994), however, I am shocked by the anti-homosexual

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sentiments displayed there. Four of the authors attempted to equate the intolerance of homosexuality with morality, quoting from the Bible and glorifying Kalamazoo College's Baptist tradition.

Dennis Pearce Kelly wrote that it is common knowledge that anal sex results in death (presumably referring to HIV), thereby attempting to undermine homosexuality in his ridiculous assumption that all homosexuals (lesbians included) engage in anal sex. Mr. Kelly, seems to have forgotten that HIV (the AIDS virus) is also transmitted by vaginal sex, and is killing thousands (if not millions) of heterosexuals throughout the world. Perhaps he will now add heterosexual sex to his list of "grave sexual compulsions."

I agree with the underlying notion that morality is one of the foundations of any society, including our own. But tolerance of different peoples, whether of different race, ethnicity, gender, political background, or sexual orientation, is never a threat to that foundation, but a fundamental part of it. My Kalamazoo College professors continually reinforced that concept.

Adolf Hitler, too, feared the acceptance of different types of people, although his Biblical quotes were used to oppress the Jewish people who were, according to him, destructive to our species. Who could have convinced Hitler that Jewish people had every right to life, liberty, and personal recognition? Who can convince these anti-homosexuals that by openly accepting homosexuals into our College community we are attempting to prevent the intolerance exemplified by religious zealots throughout history? We are attempting to treat all individuals with respect, kindness, and love. This is not an immoral act.

Scott A. Hunsinger '94
Wakeman, Ohio

In response to the Fall 1993 *Kalamazoo College Quarterly* article by Kevin Howley and the letters to the editor in subsequent issues, I commend Kalamazoo College for allowing open discussion about the status of homosexuals at "K". Please do not cut dialogue short, however, because you may generate fear rather than understanding among some alumni. If there are more letters to the editor regarding this topic, let us see them all.

Brad Boekeloo '81, PhD
Washington, D.C.

I didn't notice the announcement in the Fall 1993 *Quarterly* that Kalamazoo College had recognized that there might be homosexuality among graduates. So long as homosexual alumni continue to respect my preferences and general outlook on life, I won't be intolerant of theirs.

I am disturbed at the response this announcement has received from alumni. I certainly recognize the right of individuals to react and speak, and I recall from my year and a half there that Kalamazoo College was not a bastion of free-thinking liberalism, although I do recall that thinking was encouraged, as was respect for others' individual rights and beliefs.

If the letter count (4 out of 5 in the Spring 1994 issue) is any indication of the narrow breadth and shrill depth of thinking among all Kalamazoo College graduates, then I must reconsider my willingness to provide financial support. I would not terminate contributions because of the beliefs of these alumni, because they are entitled to those beliefs. I would withdraw support because the institution has apparently failed to develop in its graduates open-mindedness and acceptance of others' differences.

John Lundeen '69, JD
Lake Oswego, Oregon

How discouraging! The letters to the editor (Spring 1994) are sad statements indeed. I missed the infamous article about the homosexual alumni organization in the *Quarterly*, but was pleased to learn of the existence of a formal network for gay, lesbian and bisexual alumni. Bravo.

I strongly object to the anti-gay sentiments expressed, but I am glad that you printed them. I had forgotten how provincial our world can be. Now that you have opened Pandora's box, I encourage you to set the record straight and formally poll your readers about their opinions on homosexuality. In all likelihood, the letters in your last issue represent a minority opinion. Maybe we could start a fund to send some of those narrow-thinkers back to school; I think maybe they stopped learning.

Alene Hokenstad '86, MSSA
New York, New York

As one of many lesbians who have graduated from Kalamazoo College, I would like to thank Kevin Howley for his courageous attempt to establish a formal network of gay and lesbian alumni.

I found it disheartening, if not frightening, reading about alumni who accused the Alumni Association of being a "vehicle to legitimize the homosexual lifestyle" simply by acknowledging those of us who are gay or lesbian.

Despite what some alums seem to believe, I consider myself a "morally upright" woman who is proud to be a "K" alumna. I, too, would like to announce my career advancements, my commitment to build a life with another person, and my babies in the *Quarterly*. I'm sorry that some alumni feel the need to judge me for having chosen to live my life in a way that feels natural to me.

At least Kalamazoo College and the Alumni Association have decided to take their heads out of the sand and recognize that gays and lesbians make up not only part of the human race, but part of the world of "K" alumni. Thank you, "K", for admitting that simple fact. I don't need the acknowledgment, but it sure is nice.

Lori Bowen Ayre '81
Berkeley, California

When I attended Kalamazoo College, there was only one black woman student on campus. A freshman and a sophomore were ejected from our dorm abruptly amidst snickers and rumors of lesbianism, and women students were punished and shamed for disobeying rules about hours, dress, and deportment, which did not apply to the men. No one I knew—including me—questioned these things.

I'm proud that Kalamazoo has moved beyond those particular traditional values to become more equitable and inclusive.

Like Jeanie Perez ("Letters to the Editor", Winter 1994), I remember Dr. Chen and Dr. Averill with appreciation. I value their compassion and humor as well as their learning. When Dr. Averill brought down the house doing his famous comedy routine as "surprise guest lecturer" in Stetson, voicing in falsetto a motto for "K" girls: "Thank God we're pure; thank God we're sure," he was parodying smug righteousness, not endorsing it.

As "Letters to the Editor" makes clear, people who have been involved with Kalamazoo College over the decades make up a diverse community. I'm pleased that the College gives voice to us all.

Nancy (Hayden) Wolcott '61
Miami Beach, Florida

I am one of the liberals infuriated by Fred Deutsch's letter to the editor in the Spring 1994 *Quarterly*, but Mr. Deutsch's comments saddened me because he is "ashamed" of Kalamazoo College. While at "K" (at the same time he was there), I learned to better appreciate the value of which I am most fond—tolerance. How 'traditional' would Mr. Deutsch like to get when discussing values? I believe it has something to do with *everyone* being entitled to life, liberty, and the pursuit of happiness in liberty—not just the people with black hair, or those in the top 10 percent of their class, or those whose last name begins with X.

The issue here is not only the homosexual objective, nor only the objective of short people, or people who donate to Kalamazoo College, but it's the 'traditional' human objective. Kevin Howley would not need to found a network for homosexual alumni if all human beings could finally come to allow other human beings to live in pursuit of happiness.

Marion Van Ede '81
Grand Rapids, Michigan

I was taken completely by surprise by the letters to the editor opposing the debut of a homosexual alumni organization. "K" College brought me from a conservative high school environment into an open, liberal, and diverse world, which was new and very exiting to me. I was able to see and understand that the world we live in is made up of so many different facets, all of which are necessary to be seen in order to appreciate fully the richness of life. My experience at "K" expanded my horizons in manifold ways, from foreign study and my SIP to involvement in the Women's Interest Group and the Committee on Racism and Diversity.

The single most defining aspect of my "K" years remains, however, taking part in the creation of the Gay, Lesbian, and Bisexual Support Group (GLBSG), which still exists on campus today. In my senior spring, along with the help of several others, we promulgated a constitution for the group, presented it to Student Commission and President Rainsford, and received an overwhelming vote of approval for our request for recognition by the College.

Having come out of the closet while a student, I had long been involved in the process of putting together an informal network of support for myself and others. Transferring this idea to an officially-sanctioned organization within the College community seemed only logical. Certainly we faced

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name-calling and other acts of insensitivity, but I've believed that GLBSG would have the long-term effects of educating and enlightening students, thereby lowering the incidence of such intolerant actions. The virulent opposition posited by letters in the Spring 1994 *Quarterly* seems to make all of our work for naught.

"K" College gave me the gifts of being able to accept my own sexuality and being able to appreciate the rich diversity of life and cultures in the world. The founding of a support group for students seemed a fitting legacy to leave to the environs of the Quad and the creation of an alumni network seemed a fitting way to continue that work for those of us out in the world. I hope that those who might oppose such an organization will be able to see that we have no agenda other than acceptance, in the same way that women, people of color, and the physically challenged continue to work for their acceptance in the largest of all communities, humanity.

I hope we can all challenge ourselves to continue growth and acceptance in our lives, no matter how far removed we may be from "K", either geographically or chronologically. If I learned one thing above all others at Kalamazoo College, it was that everyone has a right to speak their mind and to be respected for their individuality.

I sign this letter not with sadness and disappointment, but with pride and hope for the future.

Jason P. Muller '83
Chicago, Illinois

Somehow, I missed the gravity which others have read into the announcement of a network for homosexuals within the Kalamazoo College Alumni Association.

What's the big deal? "K" has for many years tolerated those with varying ideas about sexual attractiveness. When I was a student, there were lots of gays around—quiet, maybe, but certainly not invisible. There were a dozen or so of my classmates who were pretty surely gay, and lots of other students, both older and younger, too.

There were also homosexuals on the faculty, in the administration, and even on the kitchen staff. Those were the days of Weimer Hicks, and I figure that if he could tolerate a little healthy deviance, then so should others in the "K" family—especially these days.

The answer is yes, I am. And in a happy, rather traditional relationship recently 25 years old and celebrated with a joyous party which several Kalamazoo classmates (gay and straight) attended.

As I said before, what's the big deal?

Thomas W. Schoff '67
New York, New York

I was saddened to see in the Spring 1994 *Kalamazoo College Quarterly* several letters of an openly critical and harsh tone in response to the creation of a homosexual alumni group. As a Christian, it disturbs me to see such a tendency toward judgment without understanding and toward rejecting sooner than accepting.

Whether one is heterosexual or homosexual, we are all human beings. The idea that it is somehow bad for people to join together to lend each other support in an often harsh world is beyond my understanding.

Jesus taught a morality based on love, not on clinging to accepted ways of leading one's life. I am sure he would be more critical of the hurtful, oppressive nature of many heterosexuals than of the homosexual lifestyle. Whether homosexuality is sinful or not, this is an inappropriate and counterproductive way to respond.

Amber Rehling '96
Pleasanton, California

Denny Kelly's unfortunate letter to the editor (Spring 1994) cannot go unanswered. The danger in my classmate's letter is that people may read it and assume that since they are not gay men, they need not worry, and engage in risky behavior. It is indeed self-deception to think that because I am not "one of them," I am safe.

We have not, as he asserted, "known since 1982 that anal sex results in death to those who engage in it." Were that practice invariably fatal, it would have been noticed long before 1982, and not only by gay men. What we have known since 1982 is that a virus, transmitted by intimate contact (including, but not limited to, anal sex) is killing a tragic number of people in our country and, of course, worldwide. In the United States, the first victims were mostly gay men, but AIDS (that *is* what we're talking about) is now, according to the *Washington Post*, the leading killer of African American men age 25–44, replacing murder. The fastest-growing infected segment of the U.S. population is young women; worldwide, the

predominant mode of transmission appears to be heterosexual contact.

It is disingenuous to discuss the mortality of homosexuals without any mention of AIDS. Gay men have, in this tragic crisis, cared for one another and provided resources and education to fight this epidemic, not only within the homosexual community, but in society at large. Their willingness and ability to change their behavior has been commented on by many public health professionals, who were surprised because *all* sexual urges are deeply embedded in us and are difficult to change. This courage and this caring did much to dispel my homophobia, and I am grateful to those who had the courage to share their experiences publicly. We fail not only gay men, but everyone, by not telling the truth about an epidemic which is taking such a tragic toll.

Our acknowledgment of the diversity within the College community is merely telling the truth about ourselves. "Zeitgeist" has nothing to do with it.

Martha L. Gay '65 , PhD
Greenbelt, Maryland

As a "K" College student and a supporter of the gay, lesbian and bisexual community on campus, I was shocked and saddened by letters to the editor opposing the formation of a gay alumni organization (Spring 1994). Before reading these letters, I was under the impression that "K" alumni were informed and caring members of society, so I was disappointed to see letters written with prejudice, ignorance, and a disregard for the rights of both students and alumni.

Mr. Fred Deutsch '79 wrote, "If homosexuals can alter or manipulate traditional values, then they may be aptly portrayed as a legitimate minority, to be granted the same civil rights based upon behavior, or sexual activity, as those possessed by other minorities. The concept of sexual deviants being given special rights and privileges because of their sexual orientation challenges, if not subverts, the entire fabric of America's foundation." Special rights such as being protected from losing your job because your employer disapproves of your personal life? Such as taking your partner out to dinner and not being thrown out of the restaurant for holding hands? Such as knowing that you have legal recourse when another student beats you up, harasses you, or threatens you? The foundation of America is the privacy of the individual and tolerance of those who are different. The longevity of America depends on our ability,

demonstrated throughout history, to expand our definition of humanity.

One of the qualities that makes "K" College special is its support for *all* students, regardless of race, ethnic background, sex, religion, age, political views, or sexual orientation. Gay, lesbian and bisexual students on campus have a real need for the support an alumni organization can give them. Acceptance and support for all students and alumni will enable Kalamazoo College to continue to attract intellectually and ethically high-caliber students.

Moyo Myers '96
Washington, D.C.

As a gay alumnus of "K" College, I read "Letters to the Editor" (Spring 1994) with more than usual interest. Mostly I was saddened by the disappointment expressed by other "K" graduates over the College's recognition of a gay alumni organization. In particular, I would like to respond to Fred Deutsch's assertion that "if homosexuals can alter or manipulate traditional values, then they may be aptly portrayed as a legitimate minority..." and granting them civic rights would "...subvert the entire fabric of America's foundation."

Clearly, "traditional" and "virtue" are not synonymous. Which generation has tried not to protect itself and its offspring by proclaiming who shall be with whom? Racism, anti-Semitism, and familial pride are just a few of the prejudices the world has thought up in an attempt to keep order in the house. One can insist on certain affections and proscribe others, but the results are often messy. Ask the Montagues and Capulets, ask the Serbs and Croats, ask Hutu and Tutsi.

Loving our neighbor is a difficult business; allowing them to love is even harder—especially if they go to the wrong church, speak the wrong language, or kiss the wrong gender. Denigrating what we ourselves don't want or know is xenophobia; its twin sibling is homophobia.

As for subversion, it depends. If by "foundation" Mr. Deutsch means those Puritans of Plymouth who considered enjoyment of earthly pleasure apt cause for stoning, then "subversion" is probably as good a word as any. If, however, he refers to the enlightened philosophers who argued for tolerance and the pursuit of individual happiness, then a nation that accords its citizens the right to love as they do is not subversion.

Protecting everyone's right to follow his or her

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heart's desire is a value with an honorable history in the United States. While I respect Mr. Deutsch's right to feel as he does, we disagree: as a "K" grad, I am pleased to know that my alma mater has chosen to maintain this, for me, unmistakably American tradition.

Tim Schroder '82
Frankfurt, Germany

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Fred Deutsch warns, "Kalamazoo College should take note that its alumni are carefully watching and carefully deliberating which institutions and causes are worthy of financial support." Mr. Deutsch is entitled to make this assertion, but the College should also be aware that not all alumni who support "K" College financially, by word of mouth, or otherwise, give and volunteer with such caveats attached.

I cannot agree with Mr. Deutsch's belief that a school's mission is somehow tied to the "American" values it teaches. Nor do I agree with Jeanie Perez and Christopher Bragg's belief that the excellence of an institution is somehow tied to its traditional moral

and ethical standing. Both writers assume that there is a monolithic ethos to which we must all bow. My sense of morality has nothing to do with the Biblical or Jewish doctrines they mention. Are they asking me and others affiliated with Kalamazoo College to bow to their personal religious viewpoints?

Kalamazoo College should respect the beliefs held by all, but an institution will destroy the very diversity that makes it so dynamic, so special, so excellent, if it begins to exclude or to hate.

I am proud to be a graduate of Kalamazoo College because I pushed my intellect to further realms as a student there. At "K", I learned to keep both my mind and my mouth open, and despite letters urging the contrary, I hope the College and the Alumni Association will continue to expand according to the diverse and changing concepts of the 20th century and beyond.

Jen Naj '91
Philadelphia, Pennsylvania

The intolerance expressed in the letters concerning homosexuality in the recent *Quarterly* (Spring 1994) is alarming. It reminded me of the insular environment at the College in the late 1960s. On the one hand, the school provides its students with a vision of a multicultural world. On the other, a closed-campus mentality denies recognition of an incredibly textured society.

Whether you agree with any particular type of sexual behavior between two consenting adults or not is irrelevant to their right to express themselves. And one can only hope that both sides, in expressing their opinions, will treat the other with the respect due another human being. That is what it means to be moral.

Susan J. Eastman '68
San Francisco, California

LETTERS TO THE EDITOR

heart's desire is a value with an honorable history in the United States. While I respect Mr. Deutsch's right to feel as he does, we disagree: as a "K" grad, I am pleased to know that my alma mater has chosen to maintain this, for me, unmistakably American tradition.

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by Susan W. Allen, Director of Public Information

Rare book collection speaks volumes about the past

Science, literature, art, political science, or classics. Whatever the course of study, the A.M. Todd Rare Book Room in the Upjohn Library has rare books on the subject. And when students are in proximity to these materials, says **Susan Allen**, director of libraries and media services, an "emotional bonding" takes place.

For that reason, faculty members often use the Rare Book Room to make history live for their students. During spring quarter, **Leslie Israel**, assistant professor of English, brought several students who were studying Samuel Johnson and some of his associates to the Rare Book Room.

"We pulled out 18th century material that would have been published at the time Samuel Johnson was writing and thinking," Allen explains. "We have an edition of Shakespeare that Samuel Johnson, himself, edited. Students can work with that material firsthand."

Another of Israel's courses on women's literature prompted Allen to search through the rare book collection for 18th century women novelists. "What's exciting is that students get to see the physical object that people from that time would have touched and read," Allen says. "They can look at the marginalia [notes in a book's margin], the book plates, or the inscription to learn about an earlier reader."

The Rare Book Room's exhibitions can also serve the students' needs. When a class taught by **Kiran Cunningham '83**, assistant professor of anthropology, studied African colonialism, they were able to view a display of portraits of Africans made in 1920. "Students could see the drawings of people who were living under the system they were studying," Allen says.

The rare book collection began in the 1920s with gifts from the library of Albert May Todd of Kalamazoo, an internationally-known book collector. In the 1970s, major bequests from A.M. Todd's daughter, Ethel Todd Woodhams, and from Elizabeth Dewing Todd, the widow of Todd's son, Paul, brought together a major portion of the library originally collected by Mr. Todd.

While the collection is not large, comprising some 3,000 books, Allen says it is choice. "The items



Tom Rice, assistant professor of art, and his students examine engravings and lithographs from the College art collection and the rare book collection, which are housed in the A.M. Todd Rare Book Room. "The students were very excited about printmaking after our visit to the library," Rice says. "Some were already talking about how they might make use of the techniques they observed—this was the shot in the arm that this class needed."

we have are wonderful examples of the history of the book, beginning with that period known as the Cradle Period—books printed between 1450 and 1500 A.D."

The collection also includes fine press books (editions typically limited to less than 300 copies); early science publications, such as works by 18th century scientist Robert Boyle; bird books, including some by ornithologist John Gould; and a collection of contemporary poetry.

"There are two ways to learn from a book," says Allen. "The text is the obvious way, but a book is also a physical object, and we can learn from that, too." As an example, Allen cites religious books of the 15th and 16th century. "Whereas large religious books were used in churches or chapels, prayer books were small, so they could be carried by worshippers."

She concludes, "History and literature seem much more real when students can hold a first edition by an author or a book that someone else may have held long ago. By examining the book as a physical object, we can be reminded of how another culture used these books." ■

Spring calender offers something for everyone

"Women, the European State, and Community," a two-day conference sponsored by the Center for Western European Studies and featuring internationally recognized theorists, practitioners, academics, topped a full calendar of events during the spring. Speakers included:

- Susanne Baer, German attorney who was co-drafter of a German civil rights law against discrimination through pornography;
- Penn State professor Kathleen Barry, executive director of the Coalition Against the Traffic in Women and author of *Female Sexual Slavery*;
- Dorchen Liedholdt, director of Sanctuary for Families, a center for battered women's legal services in New York City; and
- Ailbhe Smyth, director of the Women's Educational Research and Resource Centre at University College, Dublin.

On a musical note, spring offered a rich array of musical delights, among them the 47th annual Bach Festival, which brought to campus a number of renowned artists, and a series of five concerts that were part of the Irving Gilmore International Keyboard Festival. Featuring world-renowned pianists and "high tea" intermissions, the concerts proved a popular highlight of the internationally known festival.

Former Stetson Chapel dean Robert Dewey returned to campus for Founders' Weekend to stage a two-part *Midwestern Exposure*, which chronicled the early history of the College and celebrated the 10th anniversary of the English tower bells. And Festival Playhouse staged the delightful musical *Baby*, while seniors demonstrated their exceptional talent as performers in the President's Fine Arts Series.

Noted speakers on campus this spring included:

- Judith Anne Thompson, founder and executive director of Children of War, as the Paul Lamont Thompson Memorial Lecturer;
- Whistler scholar John Siewert;
- Amy Knight, senior research specialist on Soviet/Russian Affairs, Library of Congress; and
- former U.S. Senator William Proxmire, who spoke on the role of government and the future of the American economy at the 26th annual Monroe Lecture in Money and Banking. ■

Detroit Pistons forward Sean Elliot towers over admissions counselors Deveta Gardner and Kyle Malone at a spring luncheon in Detroit. Kalamazoo College and the 13 other independent colleges that make up the Michigan Colleges Foundation have joined forces with the Detroit Pistons to provide enhanced educational opportunities for Detroit students.



Science majors excel in competition for research fellowships

Each year, the U.S. government funds hundreds of undergraduate research positions at various national laboratories and research facilities. These fellowships provide housing and research expenses, as well as a small salary.

Top science and engineering students across the nation compete for these positions, much as they compete for admission to medical, science, and engineering graduate programs. Last year, more Kalamazoo College students won fellowships in Department of Energy programs than did students from any other college or university in the nation, despite the school's size.

"This situation is not that surprising when you look at how the 'K' Plan works," notes **Thomas Askew**, assistant professor of physics. "We emphasize non-classroom learning, and we start early—usually in the sophomore year. Our students get valuable experience early on, which helps them compete for the top research spots later, when they are juniors and seniors."

Askew says that another factor that contributes to the success of "K" students is that the College requires every science major to complete a significant research project. "Most schools restrict this type of activity to just a handful of top students," Askew says.

"Finally, we are strong in each of the major subjects, and in 1993, sent majors from math, physics, chemistry, and health science. Many schools have successful candidates from just one or two majors." ■

Marriott to offer continuous dining

"Kalamazoo College and Marriott will be recognized as leaders in providing 'the ultimate buying environment' in college dining service because of recent achievements in the area of 'customer-driven' quality."

That's the Marriott promise, and it's being made with confidence because of a major enhancement to the student dining program. Beginning with the fall quarter, students will be able to eat as many meals as they want, as often as they want them.

Called "Carte Blanche," the continuous dining program is being instituted by Marriott Food Service in response to a survey undertaken last winter quarter. "We found that students want flexible hours," says **Mike Leeuw**, Marriott director. "When I first came here, that was what I wanted to do—we ran the same program at Denison."

Continuous dining will begin at 7:30 a.m. with the traditional breakfast offerings. For latecomers, Marriott will serve a continental breakfast. Following the lunch period, hot food will be removed and "Lunch Plus" (deli-style sandwiches and salads) will be offered. As it has in the past, Marriott will close its doors at 7 p.m. "From our survey, we learned that 90 percent of the students have eaten by 6:30 p.m.," Leeuw says.

Although Carte Blanche will replace the 20-meal plan, students on the 15- and 10-meal plans will also have the benefit of flexible hours. "So if you're a senior on campus and you want to eat mid-afternoon on a 10-meal plan, you can," Leeuw says.

Marriott currently operates six hours a day. Next fall, its expanded, 12-hour schedule will be interrupted only for two, half-hour periods when doors will close for maintenance. "On call" for most of those hours will be **Connie Corke**, who will be in charge of Carte Blanche.

"Connie's been a major force in the New Welles operations," says Leeuw. "I've recommended the changes, but she's made them happen. This will be an even greater challenge."

In an effort to increase business in the snack bar, students will also receive "munch" money, which can be used in the Quadstop. The plan will take the place of the meal exchange currently in operation.

"We are 'state of the art' as far as a program that offers continuous dining," says Leeuw, noting that Kalamazoo College will be the only Marriott account in Michigan to offer the continuous dining program.

"Whatever a student's lifestyle, we're trying to accommodate it. Carte Blanche is what everyone wants now, according to 395 surveys. But if—somewhere down the road—it's not, we have to be willing to change." ■

"We'll keep offering the surveys and talking one-on-one with students to find out what they're looking for."

— *Mike Leeuw,*
director of Marriott Food Service

Bryan joins Interlochen Board, Strategic Planning Committee

President **Lawrence D. Bryan** has been elected to a three-year term on the Board of Trustees at Interlochen Center for the Arts in Interlochen, Michigan. Bryan has also been asked to join the City of Kalamazoo's Strategic Planning Committee, which is sponsored by the County of Kalamazoo and the CEO Council, Inc.

Elected to the Interlochen Board of Trustees with Bryan were Nancy Chalifour, interim artistic administrator for the Cleveland Orchestra; Sheldon Goodman, former senior vice president and director of futures and commodities for Gruntal & Co.; John Kane, Los Angeles consultant; Gary May, developer, citrus grower, and president of Computer Health Services; Karla Herbold Moore, president, Catalyst Communications; and Phyliss Shafer, vice president of administration and corporate secretary for Muncie Power Products.

As a member of the Strategic Planning Committee, Bryan and a team of 30–35 community leaders from business, finance, education, media, neighborhoods, and government will develop a vision for needed and appropriate steps that will encourage responsible economic growth within Kalamazoo County. ■

Faculty members work toward national reform in chemistry curriculum

As members of the Pew Midstates Science and Mathematics Consortium, faculty members in the chemistry department at Kalamazoo College were involved in developing the proposal "Learning Chemistry by Doing What Chemists Do." The proposal was one of 14 out of 128 submitted to receive a \$50,000 planning grant.

The proposal was developed in response to a call last spring from the Division of Undergraduate Education of the National Science Foundation for proposals to plan nationwide changes in the undergraduate chemistry curriculum.

A letter from Beloit College professor Brock Spencer, consortium coordinator, commended Kalamazoo's chemistry faculty: "Your chemistry department's involvement shows a strong commitment to undergraduate science education by taking a leadership role in national curricular reform."

Rhoda Craig, associate professor of chemistry, is co-chair of the working group on chemistry of the human body; **Sandra Laursen**, assistant professor of chemistry, chairs the working group on chemistry and technology and is a member of the executive committee; and **P. Douglas Williams**, assistant professor of chemistry, is a member of the chemistry and environment group. ■

College's strength in European studies earns a third three-year grant

The U.S. Department of Education has awarded Kalamazoo College a third, three-year grant for the continuing support of its Center for Western European Studies. Funding of \$119,980 for the first year will support a variety of curricular initiatives, as well as many activities that benefit the campus and community. Funding for the second and third years must be approved, but will be of a comparable amount.

The Center for Western European Studies was established in 1988 through a Title VI National Resource Centers Program grant. Kalamazoo College was then, and remains now, one of only two institutions in the nation, among some 100 major research universities, designated as an undergraduate center in Western European studies.

"This grant reflects Kalamazoo College's real strengths in European studies, both on campus and in the context of our truly extraordinary foreign studies program," says **David Barclay**, professor of history and current director of the Center for Western European Studies. Since 1988, the College has created 12 new courses related to the study of Western Europe and has developed new programs that encourage the use of foreign language materials in non-language courses.

Activities that also benefit the Kalamazoo area include lectures by noted scholars, among them the annual Distinguished European Visitor (who, last year, was Croatian professor Vladimir Krpan), a summer European film series, and an annual spring conference, which attracts internationally-recognized speakers and scholars. ■

'K' College hosts national conference for leaders in math/science education

Fostering and maintaining true research opportunities for some of the nation's brightest high school students was the goal of a two-day conference sponsored by Kalamazoo College for math/science teachers from across the nation.

More than 75 math/science center directors, students research directors, and corporate and higher education partners representing more than 20 of the nation's leading math/science centers, attended "Issues and Connections: Collaborations for Student Research," which was held in the Dow Science Center.

Participants discussed current successful models for research and learned ways to implement pre-college research; foster partnerships between math/science centers, higher education, and business; and create opportunities for networking.

According to **David Winch**, professor of physics, many excellent educators have never experienced real research. "Teachers can say, 'Yes, I'm going to have all my students do research.' But the students don't understand what it means to do research, and the teachers don't always understand true research, and even researchers don't understand how to bring students in, other than letting them be gophers."

Winch adds, "Active learning is a real involvement in science. Since Kalamazoo College's focus is on real research—where the result is not known—this conference provided a beautiful match for the College. This is what we do." ■

Senior receives Congressional Gold Medal

During her spring break, senior **Kelly Dunsford** was missing from the throngs of students on Florida beaches. Instead, Dunsford was among an elite group of college students flown to Washington, D.C., to receive a Congressional Gold Medal.

A double major in political science and international and area studies, Dunsford was one of only 26 students in the nation to receive the Gold Award. Bronze and Silver Congressional Awards are also given; Dunsford received the bronze award in 1987 and the silver award in 1989.

Dunsford received the award at the 1994 Gold Award Ceremony in the Mansfield Room of the United States Capitol. The presentation was made by Senate Majority Leader George Mitchell.

Through the Congressional Award program, Congress and the private sector recognize the initiative, achievement, and excellence of young persons, ages 14 to 23, who accomplish goals in voluntary public service, personal development, physical fitness, and expedition/exploration activities. Dunsford completed 400 hours of voluntary public service, 200 hours of personal development, 200 hours of physical fitness, and 40 hours of expedition and/or exploration.

It was the physical fitness requirement, however, that Dunsford fulfilled in a unique fashion. As a member of the College's Guild of Change Ringers, Dunsford has practiced change ringing since she was a first-year student.

"In high school, I was an exchange student in Birmingham, England, and heard the [English change ringing] bells," Dunsford says. "So when I saw Kalamazoo College's bells as a prospective student, I raved about them—my mom knew I would come to Kalamazoo because of them."

A graduate of Webster Groves High School in Webster Groves, Missouri, Dunsford plans to attend law school this fall. ■

Art/philosophy double major wins prestigious Watson Fellowship

Recent Kalamazoo College graduate **Benjamin Hale '94** has been awarded a Thomas J. Watson Fellowship for 1994-95. Hale was one of 60 Watson Fellows selected from 178 nominees nationwide.

An art and philosophy double major, Hale will receive a one-year stipend of \$15,000 to support his study in Russia, "The Arts: From State Sponsorship to Economic Imperative." He plans to examine the effect of the coming market society on street art. Fluent in Russian, Hale spent six months in Russia during his study-abroad term last year.

The Thomas J. Watson Fellowship Program is a national competition that supports independent foreign research and travel for recent graduates from small U.S. liberal arts colleges and universities. Kalamazoo College is the only school in Michigan invited to nominate candidates. It has had one or more seniors nominated as fellows each year since 1977, when the school was first invited to participate in the program. ■

A rare phenomenon

Faculty and students were privileged to witness a rare occurrence last spring—an annular eclipse of the sun on a cloudless day in Michigan. Michiganders won't be able to see another for at least two decades—that is, if the weather cooperates. The path of the eclipse tracked diagonally from Arizona through Michigan to northern New England.

*Below, top: Physics professor **Tom Askew** adjusts equipment projecting the developing eclipse of the sun into one of the hallways of Olds-Upton. In the photograph, the sun is approximately 30 percent eclipsed.*

Below, bottom: Peculiar, crescent-shaped shadows cast by a tree on the Quadrangle appeared at the height of the eclipse.




 CAMPUS NOTABLES
 

George H. Acker, professor of physical education, emeritus, was inducted into the Collegiate Tennis Hall of Fame during the 110th NCAA Division I men's tennis championships. Acker coached the men's tennis team from 1959 to 1993, leading his teams to seven NCAA Division III men's tennis championships. He also coached five NCAA champions in singles. Acker was twice named NCAA Division III Coach of the Year.

Susan M. Allen, director of libraries and media services, is author of the annotated bibliography "Reference Books: Literature," which appeared as chapter four in Volume I of the 14th edition of *The Reader's Adviser*, published in 1994. As chair of ACRL/RBMS (Association of College and Research Libraries' Rare Books and Manuscripts Section's Security Committee), Allen also guided ACRL's document "Guidelines regarding thefts in libraries" through its revision.

Thomas C. Breznau, executive director of the L. Lee Stryker Center at Kalamazoo College, is the recipient of a 1994 Faculty/Staff Community Service Learning Award from Michigan Campus Compact.

Breznau directs the Small Business Institute, through which teams of students work with small business firms, public departments, and charitable organizations on such matters as financial analysis, production, marketing, growth issues, and feasibility studies.

A viewpoint article, titled "Let's Make College Shorter...and Suffer the Consequences," by President **Lawrence D. Bryan** appeared in the *Houston Post* and *The Detroit News* and was syndicated in several New England papers. Bryan also testified in Chicago before representatives of the Department of Education on 1992 amendments to the Higher Education Act of 1965.

Roselee Bundy, assistant professor of Japanese, and **Rodney Rodriguez**, professor of Romance languages, chaired the local organizing committee that sponsored the Foreign Language Forensic Tournament at Kalamazoo College for 130 high school students across the state.

Jean Calloway, Olney Professor of Mathematics emeritus, has been recognized by the Michigan Section of the Mathematical Association of America

as the 1994 recipient of its Distinguished Service Award. Calloway, who retired in 1991, chaired the Michigan Section of the MAA in 1963-64. He founded the High School Visiting Lecture Program in 1974 and served as its director until 1983.

Gary J. Dorrien, associate professor of religion and dean of Stetson Chapel, has signed a contract with Fortress Press, a leading publisher of academic theology, for the publication of his next book, *The Soul in the Social Order: Modern Theology and the Social Meaning of Christianity*. The book presents an interpretation of modern Christian social thought and a prescriptive argument about the future of liberal Protestant theology.

Amy Elman, assistant professor of political science, lectured at an international conference sponsored by Sweden's National Institute of Health and presented talks at the Women's Forum at Gothenburg University and at the Institute of Sociology at Uppsala University. While in Sweden, Elman met with two newly-established government commissions, serving as an expert consultant.

Irving Epstein, associate professor of education, has received an award from the Lily

Foundation's Midwest Faculty Seminar program to conduct research on international programs for street children at the University of Chicago during the summer. Epstein recently completed his sixth year as an associate editor of the *Comparative Education Review*.

A review by **Joe Fugate**, professor of German, of *Against Pure Reason: Writings on Religion, Languages and History and Johann Gottfried Herder: Selected Early Works, 1764-1767*, both by Johann Herder, appeared in the February 1994 issue of *Choice*.

Poems by **Conrad Hilberry**, professor of English, titled "Domestic Animals," "Martha Dancing," and "Player Piano," are included in a recent issue of *Shenandoah*, The Washington and Lee University Review.

Robert L. Kent, professor of physical education, served as assistant referee at the NCAA Division I swimming and diving championships at the University of Minnesota.

Sechs Stuecke nach Stuecken: Zu den Bearbeitungen von Peter Hacks, by **Margo Bosker Light**, associate professor of German, has been published in the Studies in Modern German Literature Series by Peter

Gathje earns appointments and 1994 Diebold Award

Lang Publishing, Inc. The book is a careful analysis of six adaptations by Peter Hacks, one of the most successful authors in the German Democratic Republic (the former East Germany).

Thomas W. Rice, assistant professor of art, had a one-person exhibition of paintings, "Season of All Souls," in the Space Gallery at Western Michigan University.

Joellen Silberman, director of financial aid, has become the first financial aid officer in the history of the Midwest Regional Office to be elected chair of the Midwest Regional Council of The College Board. Silberman also has received the Distinguished Service Award from the Michigan Student Financial Aid Association.

Thomas J. Smith, Heyl Professor of Chemistry, has received a \$25,000 grant from the American Chemical Society to support a portion of his research, "Comparative Electron Transfer Studies on Vanadium and Molybdenum Complexes." This grant is the sixth Smith has been awarded from this source since 1981. Smith also received a 1993 Significant Educator Award from the

Kalamazoo County Excellence in Education Program, which recognized his contributions to science education in area high schools.

The National Science Foundation has awarded **David M. Winch**, professor of physics, an additional grant of \$109,000 for the project "Doing and Thinking Physics at the Secondary Level." Winch also received \$136,000 for the project in 1992 and will be eligible for another \$109,000 in 1995. Winch directs a group of 24, including writers, an editor, artist, and publisher. The group's task is to develop, produce, and distribute instruction guides to support the educational use of the six-sided videodiscs, "Physics: Cinema Classics."

Marcia J. Wood '55, professor of art, has received a 1993-94 Creative Artists Grant from the Arts Foundation of Michigan to assist in the creation of a public sculpture, "St. Joseph Salute," for St. Joseph, Michigan. Wood has been commissioned to design numerous large-scale pieces that are installed at public and private institutions throughout Michigan, in Indiana, and in Japan ■

Peter Gathje, adjunct assistant professor of religion, has been appointed assistant professor of religion and associate chaplain at Kalamazoo College. He will begin duties in September 1994. Gathje also has been named head coach for both the men's and women's cross country teams, having served for the past two seasons as assistant coach.

As associate chaplain, Gathje will serve as a liaison between the chapel office and the office of student life. "We're hoping to have more direct involvement with student organizations," says Gathje, who will work closely with **Gary Dorrien**, dean of Stetson Chapel.

Gathje also will enhance the association between students and area congregations and develop additional on-campus opportunities for students to discuss spiritual and moral issues. "Mostly, I'm going to be available to students, and I'm looking forward to that," Gathje says.

In the two years that Gathje has been a member of the faculty, he has made a significant contribution to the College community. Gathje's commitment to teaching and his involvement outside the classroom were recognized during a recent Student Commission chapel service, when Gathje received the 1994 Diebold Award. The award is unique, offering students their only opportunity to recognize an administrator or faculty member for outstanding interest in student life at Kalamazoo College.

Gathje earned a master of theology, *magna cum laude*, from Emory University in Atlanta, Georgia, where he recently received his PhD in religion. He earned a BA degree, *cum laude*, from Saint John's University in Minnesota.

While at Emory, Gathje served as assistant coach of the men's cross country and men's track and field teams. ■



Peter Gathje

Innovations in science earn recognition for Tobochnik

Jan Tobochnik, associate professor of physics and computer science at Kalamazoo College, has been recognized as a successful innovator in science, mathematics, and engineering education by the National Science Foundation (NSF), which invited him to attend a national conference of innovators in undergraduate education.

Held in Washington, D.C., the conference brought together more than 250 NSF grant recipients who were selected based on the outstanding potential for national adoption of the undergraduate education reforms they have developed. This was the first NSF-sponsored gathering of college and university faculty from every discipline in science, mathematics, and engineering to plan for hastening reforms in undergraduate education.

Under an NSF grant totaling almost \$100,000, Tobochnik and Harvey Gould, physics professor at Clark University, are developing course materials that will enable instructors to teach a laboratory-based course on computer simulations in physics. This course is unique in that students at many different levels and with different interests can be taught simultaneously. The course also stresses the discovery method of learning, where lectures are kept to a minimum and students learn by being actively involved in program development and analysis of the data produced by the programs.

In addition, the second edition of their ground-breaking textbook, *Introduction to Computer Simulation Methods*, is based, in part, on this work. The book will be published this fall by

Addison-Wesley.

Textbook publishers, computer software distributors, and vendors of other educational products were present to advise the grant recipients on how to develop their innovative products into a marketable form. Conference participants will develop strategies for achieving the widest possible impact of their projects.

Innovative science, mathematics, and engineering education projects such as Tobochnik's have already affected hundreds of thousands of undergraduate students throughout the United States, according to Robert F. Watson, director of NSF's division of undergraduate education.

"Our grant holders are the primary agents of this change, and we expect that their projects

will advance our country's technological base and help to achieve President Clinton's national education goal of making the U.S. first in the world in science and achievement by the year 2000," Watson said. ■



It may look like a crossword puzzle, but the above computer simulation illustrates a model called percolation, which can be used to model electrical conductivity in composite materials and fluid flow in porous rocks.

Before Jan Tobochnik, associate professor of physics, started using these models in the classroom, they were considered too advanced for study by undergraduates. "Now, a first year student with practically no background in physics or mathematics can write programs to simulate percolation and understand the significance of the model," says Tobochnik.

CALENDAR TASK FORCE

R E P O R T

The "K" Plan: Enhancing a Distinctive Educational Approach

Introduction

"Circumstances both on and off campus indicate that it is time to summon the vision and courage of the current generation to maintain and enhance the distinctiveness of the Kalamazoo College program.

"In the face of changes around us, we shall actively determine our own future, rather than let circumstances control it."

November 22, 1993, memorandum to the
College community from President Lawrence Bryan
and Provost Richard Cook

Last fall, President Lawrence Bryan asked Provost Richard Cook to chair a Calendar Task Force "to recommend, by the end of spring quarter, a new academic calendar and curricular structure within which the distinctive elements and quality of a Kalamazoo College undergraduate education may be maintained and, whenever possible, enhanced."

President Bryan established the task force to address long-standing concerns with the "K" Plan, among them, the lack of continuity and community among faculty and students caused by the on/off pattern, a need to increase the coherence and effectiveness of the curriculum, and the necessity to accommodate the needs and resources of today's students and their families.

Following an intensive, year-long effort, the Calendar Task Force submitted its 120-page report to the President and Board of Trustees at the June 1994 meeting of the Board. The report contains recommendations for an improved "K" Plan and a modified calendar.

Because the views of Kalamazoo College alumni and friends are vital to the evaluation process, the following condensed report appears in this issue of the *Kalamazoo College Quarterly*. Kalamazoo College welcomes your comments and suggestions. These can be communicated to the Calendar Task Force by addressing your letters to Provost Richard Cook, Kalamazoo College, 1200 Academy Street, Kalamazoo, Michigan 49006-3295.

"I've had four years of the 'K' Plan and I love it. So when I was asked to be on the Calendar Task Force, I said I didn't want to be on it if they were going to do away with the 'K' Plan. And we didn't. What we did is to improve the 'K' Plan to bring it into the '90s and beyond."

Jessica McNeece '94,
member of the
Calendar Task Force

Why are we changing the "K" Plan, which has made Kalamazoo College so unique and successful?

A revitalized "K" Plan will provide for much-needed program coherence, continuity, and sense of community while preserving and enhancing the unique combination of program elements: liberal arts course work, internships, study abroad, and the senior project.

The "K" Plan Revisited

"That year—1962-63—was the first full year of the Kalamazoo Plan, an exciting form of college education which has brought national attention to the small campus The publicity was astounding—news articles in the New York Herald Tribune, Time Magazine and The Wall Street Journal; an interview with students returning from foreign study by Walter Cronkite on CBS; and an article written by [Dick] Stavig, director of foreign study from 1960-74, in the Saturday Review"

*"The K Plan after 20 Years,"
Kalamazoo Gazette, April 17, 1983*

When Kalamazoo College implemented its Kalamazoo Plan in 1961-62 and 1962-63, it shifted from the traditional two semesters of 15 weeks each to four quarters of 11 weeks each.

It eliminated summer vacations, giving instead four breaks of short duration. Faculty still were assured of one term off, to be determined by what needed to be taught, and when.

Students were still given at least one term off campus each year, but the terms were staggered: first-year students 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 of major.

And the students' off-campus terms were no longer vacations. They had been converted to learning experiences: career service, study abroad, and independent research or creative work.

At the time, the plan was unique. The College operated year-round; students rotated between on-campus learning in the liberal arts and off-campus learning in life experiences. The rotation also provided considerable capital savings, because with facilities for 1,000, the College could serve 1,300 students. It was ambitious and it was innovative, and it attracted nationwide attention. Indeed, a number of other institutions adopted parts of the plan.

In a March 3, 1962, editorial, titled "The World Their Campus: Kalamazoo College Is Going Places," *The Christian Science Monitor* acknowledged the visionary program that has distinguished Kalamazoo College for the last three decades: "A certain little college in Michigan should be worth watching. Kalamazoo College (enrollment 750) has embarked upon a program that may promise new patterns of higher education."

By many measures, the plan has been successful. The College has grown tremendously in reputation and stature. It has attracted and retained a strong faculty. Students longing for more than the traditional four-year college degree have enrolled in Kalamazoo College and gone on to make their mark in society.

The Price of Success

"Despite the justifiable pride we have in what the 'K' Plan has made possible, we are increasingly aware that our success comes at a significant price. We can and must revitalize the 'K' Plan to lessen its disadvantages and enhance its strengths. Our actions now will insure that this bold experiment in education will be available and affordable for future student generations."

Richard Cook, provost

"I am firmly convinced that a modified calendar and revitalized plan will enable us to expand our reach and increase interest in Kalamazoo College. But I think the greatest benefit will be seen in improved retention. Community, continuity, unity—our students want this."

Teresa Lahti, dean of admissions

It was expected that the year-round pattern of the calendar, with its staggered terms off campus, would adversely affect the sense of community. However, the magnitude of the effect that the on-off pattern would have was unexpected.

In fact, the toll it has taken on social life and extracurricular activities, including athletics, is often noted in college guidebooks. The 1994 edition of *The Fiske Guide to Colleges*, for example, notes: "With so many students off campus because of the 'K' Plan (200 to 300 students each quarter), a certain instability pervades all activities, from athletics to student government." And *Barron's Best Buys in College Education* states: "However, there is a diminished sense of unity among students on campus because classmates are constantly spending various quarters in Kalamazoo, in study overseas, or on an internship somewhere...."

And over the years, other problems have come to light. It is generally agreed, for example, that the summer quarter never gained the character that the founders of the "K" Plan intended—one that distinguishes it from any other quarter on campus. Students on short-term foreign study all too often make little progress in language acquisition or fail to integrate culturally. And while a significant number of internships provide meaningful career and developmental opportunities, the experiences are not tied to on-campus learning; others are simply important earning opportunities. Faculty leadership and committees lack continuity because faculty are continuously rotating on and off. Indeed, the entire faculty has not been together since the inception of the "K" Plan. Consequently, there is little opportunity for pause, reflection, and planning because of the academic calendar.

And while the senior individualized project (SIP), called the "capstone" experience at Kalamazoo College, has been highly successful for many students, it has been less than successful for a significant number of

Q
Why not correct the problems within the current calendar instead of changing it?

A
Adjustments could be made to improve program coherence and address some other educational and administrative issues, but the fundamental problems are inherent in the current calendar. These disadvantages have been discerned and approached during several calendar studies over a 25-year period without success. The problems have become more serious over time, and have reached a critical stage as educational and broader societal circumstances have changed.

Q
Don't students come to Kalamazoo College because of the unique calendar?

A
Most students are attracted by the "K" Plan and its wealth of opportunities, and those opportunities would still be available in the proposed calendar. According to a survey of prospective students, many indicated that summer course work was an important reason they chose not to apply to Kalamazoo College. The erosion of the summer in-residence population because of "K" Plan deviations further supports the notion that the year-round calendar is not the reason students come to or remain at Kalamazoo College. In fact, evidence suggests that the discontinuities inherent in the current approach not only keep many students away, but also contribute to many students' leaving prior to graduation.

students in some majors. Considerable anecdotal evidence reveals that the traditional SIP is not optimum for all fields or for all students within a given field.

Moreover, the curriculum has suffered from a lack of coherence, continuity, and progressive challenge. Further impetus for a re-evaluation of the "K" Plan was given when the 1992-93 North Central Association visiting accreditation team reiterated calendar-related program concerns, which the NCA consultant/evaluators had raised ten years earlier:

- Lack of integration of off-campus experiential learning opportunities with the on-campus curriculum and degree requirements;
- Program discontinuity;
- Threat to the sense of community that ought to characterize a small, residential liberal arts college.

The Faces of Change

"Students have changed. They are trying to deviate [as now over 75 percent do from traditional Plans A and B] in order to be away over the summer quarter or to accommodate other personal needs or preferences.

"We also have some indication that many students would like a more traditional calendar—by that, I mean one that begins and ends at the time other colleges do—but they want that calendar to provide all the special opportunities that the 'K' Plan provides. So if we could have a plan that provided the SIP, career internships, and foreign study, but had starting and stopping times that more closely resembled other colleges, I think students would be very happy."

Marilyn La Plante, dean of students

In addition to inherent problems with the calendar and "K" Plan, the needs, expectations and experiences of faculty, students, and their parents have changed since the inception of the "K" Plan over 30 years ago.

Many of the faculty who joined the College during the '60s have now retired. More than 40 percent of the current faculty joined the College during the '70s and '80s, and some 40 percent more have joined the College in the 1990s. While embracing the components of the "K" Plan, many of today's faculty members are less supportive of the calendar and its inherent educational disadvantages.

With a changing faculty also come new methods of teaching. Although the current calendar does not rule out the incorporation of new teaching and learning methods, it imposes significant limitations. Peer mentoring and collaborative learning, for example, which have been shown to be highly effective, are difficult with the current on/off pattern.

Furthermore, the college of the 21st century will enroll students with far different learning profiles and needs. Educational and professional goals will be informed and shaped by a technically sophisticated world that is linked by a vast information highway. These emerging technologies will finally make possible the linkage of on- and off-campus learning that was envisioned by the founders of the original "K" Plan.

Despite the unique and effective program embodied within the "K" Plan, admissions counselors agree that the schedule of the plan is often a detriment to recruiting efforts. That conclusion is supported by a survey conducted in 1989, in which the admissions staff learned that nearly 40 percent of the prospect pool cited the desire to avoid summer attendance as a reason for not applying to Kalamazoo College. Pragmatic concerns regarding tuition and fees also make the summer quarter on campus less appealing to many students and parents. While many students are attracted to the College because of its unique program, there is considerable reason to believe that the availability of off-campus opportunities, rather than their timing, is the critical factor.

Moreover, interviews and surveys demonstrate that the disruptions built into the current calendar and plan contribute heavily to attrition. Lack of a social network, problems with developing long-term meaningful relationships with peers and faculty, and discontinuities in curriculum and residential life all contribute to a retention rate that places Kalamazoo College among the lowest for schools of Kalamazoo's type and quality.

Problems associated with the calendar are also evidenced in the growing number of student deviations from the standard Plans A and B. Now, only some 20 percent of Kalamazoo students strictly follow either of those plans.

A Call for Renewal

"To remain at the cutting edge of undergraduate education, we cannot remain the same—for others are changing around us. If we are to offer a real alternative for students, let us do so in curricular challenges, rather than in the calendar idiosyncrasies that confuse our students or challenge them to circumvent those educational paths."

Calendar Task Force Report

During his October 4, 1993, report to the faculty, President Bryan indicated that one of his top priorities for the coming academic year was the development of a modified academic calendar. The revised calendar would retain all the distinctive elements of the "K" Plan but reduce the significant educational and administrative disadvantages that the current calendar perpetuates.

This was not the first time the calendar and "K" Plan had come under scrutiny. Over the past two decades, administrative and educational concerns had prompted several serious examinations. In 1972-73, Sherrill Cleland, professor of economics and business and former academic dean, introduced a plan for a trimester-plus-January-interim; in 1974-75, Provost

Q Aren't we discarding the efficiencies associated with the year-round use of the campus facilities?

A While the year-round calendar does have certain financial efficiencies, the long-term cumulative effects on the College community and facilities have been costly. Difficulties in attracting and retaining students, offering a coherent education, and providing a sense of community cause serious educational and financial inefficiencies. The proposed approach would make new programs and revenues possible. Furthermore, some efficiencies in year-round use of facilities are offset by reduced opportunities for proper maintenance and refurbishment.

O How could the College accommodate the larger number of students who would be on campus during the academic year?

A With the addition of the Dow Science Center and the renovation of Olds-Upton and Dewing Halls, classroom and other space would be adequate. There could be some expansion of the residence system through the conversion of College-owned rental housing to student housing, but the main approach would be to allow upper-level students to live off campus. Since seniors would take classes throughout the year, off-campus housing could be easily obtained. This approach is consistent with the developmental thrust of the "K" Plan toward increasing independence and maturity following off-campus experiences.

John Satterfield introduced a hybrid three-quarter/three-intensive mini-term calendar; in February 1976, the administration issued a planning memo that called for the elimination of the summer quarter.

During 1982-83, a task force, under Provost Warren Board, suggested a model calendar that eliminated the regular summer quarter. And during 1988-89, a calendar committee and Provost Timothy Light advocated calendar models that significantly altered the summer quarter.

Of the latest initiative, President Bryan has stated: "I am well aware that past calendar discussions have been largely unproductive. Perhaps one of the principal reasons for these prior frustrations has been the assumption that the distinctive elements of a Kalamazoo College undergraduate education could not be delivered in any other way than by means of the year-round quarter system. I do not share that assumption. With careful planning, I believe that our distinctiveness can be preserved, strengthened, and, in fact, heightened."

President Bryan appointed Provost Richard Cook to lead the Calendar Task Force. In November 1993, Bryan and Cook announced the members of the committee: Susan Allen, director of libraries and media services; Marigene Arnold, professor of sociology and anthropology; Ellen Caldwell, associate professor of English; Timon Corwin '86, assistant professor of physical education; Billie Fischer, associate professor of art; Paul Olexia, Kaufman Professor of Biology; Kathleen Smith, professor of Romance languages and literature; Susan Wong, acting registrar; and students Bess German '94 and Jessica McNeece '94.

"We have benefited immensely from the creativity and mission of those visionaries who created the unique 'K' Plan over 30 years ago," noted Bryan and Cook. "Kalamazoo College would not be of the quality, size, and national distinction that it is today had the faculty, staff, and trustees not found the vision and courage to examine and radically change what the College offered.

"Circumstances both on and off campus indicate that it is time to summon the vision and courage of the current generation to maintain and enhance the distinctiveness of the Kalamazoo College program. In the face of changes around us, we shall actively determine our own future, rather than let circumstances control it."

The Kalamazoo Plan: Much More than a Calendar

"The task force asserts that the 'K' Plan is a distinctive educational approach and philosophy, apart from the details of its delivery. What sets Kalamazoo's education apart is less the details of its structure than the intention and reality of its end result."

Richard Cook, provost

During the winter months, the task force spent many hours reviewing the early documents of the "K" Plan, discussing philosophy, approaches,

and goals. It also reached a general agreement on the fundamental issues of undergraduate education, speaking little, if at all, about specific calendar models.

Borrowing from the vision of earlier College leaders, guided by the mission statement, and blending their own experiences and beliefs, members of the committee developed a set of principles that would guide their planning. While profiting from a rich diversity of creative thinking in this process, the Calendar Task Force was unified in the belief that the “K” Plan need not necessarily be tied to the present calendar.

The “K” Plan, Refined: Proposal for a Modified Curriculum and Calendar

“From my perspective, I think we’re refining the original calendar that supported the ‘K’ Plan, and as a consequence, making the ‘K’ Plan stronger. I would call it a refinement rather than a change, because we still have the quarter system — the principles of the educational program remain in place.”

Susan M. Allen, director of libraries and media services

A Developmental Continuum

In planning for curricular change, the task force gave a great deal of thought to the whole student’s development, in addition to the student’s academic progress toward a degree. Therefore, the proposed curriculum is designed to challenge students appropriately and differently each year, to link on- and off-campus learning, to provide forms of learning other than those found within the classroom to those for whom they are appropriate, and to find better ways of connecting curricular and co-curricular life on campus.

To that end, the task force proposes a series of challenges that function on a developmental continuum, gradually exchanging structured for more independent learning, introductory for advanced level work, a growing sense of cohesion among the individual parts of a student’s learning program, and a significant experience with at least one other culture.

The Proposed Academic Calendar

In its evaluation of the best calendar for this curriculum, the task force surveyed the full range of possible options, including approaches used by selected colleges and universities known for their quality and innovative approaches.

- After extensive study and consultation with many faculty, staff, students, and alumni, the task force determined that a tri-quarter

Q Won't three quarters in a row, repeated over time, place a terrible strain on students?

A The proposed calendar and programming changes should help alleviate student stress: first-year students would be better prepared through a longer orientation pre-term; advisors and mentors would be available to students when needed; continuity within the student body would enhance the sense of community and foster student organizations; seniors would have time during the Senior Prospect pre-term to synthesize what they have learned and make plans for the future. The unproductive aspects of the current frenzied pace and resultant stress would be reduced with the proposed approach while enhancing the productive effects of on- and off-campus challenges.

Q
Will the absence of seniors in the residential system affect the sense of community on campus?

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The task force believes that the strengthened sense of community and class identity in the earlier years, coupled with the involvement of seniors in the academic and co-curricular programs throughout their final year, would effectively maintain and enhance their ties to the campus community while furthering the development of increased independence.

system with a one-month pre-term offered the greatest promise of accommodating the large number of educational features at the core of the Kalamazoo College curriculum.

- As with the current "K" Plan, each quarter consists of 11 weeks. A three- to four-week break lies between fall and winter quarter, and a one-week break between winter and spring quarters.
- Preceding the fall quarter, the task force proposes a four-week pre-term, into which a number of elements have been placed, among them a Community Issues Seminar and a Senior Prospect.
- Eight variations of the plan offer students flexibility while retaining all of the experiential components of the "K" Plan: career development, study abroad, and a senior project. (Plans 1 and 3 most closely resemble the current Plan A calendar. There is no direct parallel for Plan B.) These plans give students considerable choice, while at the same time insuring program coherence and greater continuity on campus.
- Campus capacities for space and service are sufficient to accommodate the increased on-campus student population, with the exception of housing. Seniors will be provided housing options off campus, consistent with increasing experience and independence developed through their off-campus work. Student Services personnel are confident that the sense of community will be enhanced under this plan, even with, and to a certain extent because of, these housing options.
- Although more students will be on campus during each quarter, the student/faculty ratio will remain at 12:1 because more faculty will also be on campus.

Grids illustrating the eight variations of the proposed calendar are presented on pages 31 through 34.

Calendar Components

THE PRE-TERM FOR FIRST-YEAR STUDENTS

The pre-term for first-year students is designed to bring students on campus at a time when most of their peers have also departed for college. To begin in early September, the pre-term would combine orientation activities with a month-long intensive course.

The task force proposes that the course be a credit-bearing interdisciplinary Community Issues Seminar, which would involve critical thinking and problem solving. Students would also engage in a group project that involves a College or community issue, thus gaining an incentive to learn about the surrounding community early in their college life in Kalamazoo.

The orientation activities and discussions that normally occur during the week before classes begin could be more effectively incorporated into a four-week period. A number of issues, such as the principles of the honor system and student rights and responsibilities, would be covered in greater depth; moreover, some of these units could be the focus of class projects.

THE PROFESSIONAL DEVELOPMENT INTERNSHIP

"The true excitement in the proposed new curricular plan is that it enhances our graduates' preparation to move more competitively and comfortably into their next pursuits, and ultimately into the workplace, by building better bridges between the curricular and the co-curricular on campus."

Carolyn Hornev, Career Development Center director

"We are convinced that work experiences and professional development can flourish under a new calendar. There is no intention of either diminishing the importance of such experiences or of sacrificing the distinctive nature of a Kalamazoo College education."

Calendar Task Force Report

More than 85 percent of all Kalamazoo College students have spent at least one academic quarter in internships across the nation and abroad, making Kalamazoo College's career development program one of the strongest among all colleges and universities.

Given this record of success, the task force is convinced that the opportunity for students to test and develop themselves in the world of work and service should continue to be an integral feature of a Kalamazoo College education.

The task force envisions a Professional Development Internship (PDI) that normally would take place in the summer following the sophomore year. An internship would allow students to pursue an academic interest, a community service role, or a work-skills opportunity, while also developing independence and refining their abilities to analyze and communicate effectively.

As is currently the case, the internship would not earn academic credit. Because the task force is convinced that opportunities for students to develop in work and service experiences will become even more valuable in the future, it recommends that the PDI be a graduation requirement.

With professional internships focused during the summer, naturally, some existing internship opportunities would be lost, and there would be greater competition for existing summer positions. However, new opportunities, which are open only during the summer and which cannot be pursued with the current calendar, would open.

The greatest challenge, therefore, would lie with faculty, staff, parents, and alumni to reshape the pool of opportunities by working together to seek, develop, and secure internship positions of pre-professional quality for the sophomore summer.

The Career Development Center would rely heavily on alumni, who have demonstrated strong support through the "K" Alumni Career Network. Over 2,500 individuals participate by sharing information about their professions, offering geographic advice or temporary housing, and assisting students in securing internships or employment. In the future, alumni would play an even more important role.

Q Would career development internships remain an important and critical element of the "K" Plan if they are conducted in the summer?

A Although some current internship opportunities that are not available in the summer would be lost, others that are open only in the summer would be gained. Heightened competition for summer positions would require increased effort by our career development staff and further expansion of the "K" Alumni Career Network. Institutional commitment to internships would be strengthened by adopting the task force recommendation that participation in an internship be required for graduation, and by establishing a permanent endowment to fund quality domestic and international experiences that otherwise would not provide stipends.

Q Why doesn't the proposal include a one-quarter foreign study option?

A The proposed calendar provides a six-month window in which there would still be programs of varying lengths, depending on the location. Semester-length (15 week) programs would be the norm and could be followed by travel, internships, or independent study abroad. A student could also choose to return to the United States to work or study. This flexibility should accommodate the needs of those who would prefer a shorter stay abroad. Special consideration will be given to the schedule demands of varsity athletes whenever possible. In the view of the task force, participation rates are not expected to fall; but, regardless of effect, program quality and effectiveness must be paramount.

Equally critical would be the establishment of endowed funds, which would provide student stipends for service- and research-oriented internships. The current plan has always lacked an endowment fund for career development comparable to that for foreign study; establishment of such a fund would position career development in its rightful place.

STUDY ABROAD

"Again and again, students who studied abroad in the 10-week spring term tell us they regret not having gone on the long-term program. They realize that they would have gained much greater language proficiency and been able to integrate to a much greater degree into the local culture if they had stayed longer."

"Under the new calendar model, all students would be abroad for at least 15 weeks. There are clearly many more advantages than disadvantages with this calendar model where study abroad is concerned."

Michael Vande Berg, director of foreign study

Kalamazoo College has distinguished itself for more than 30 years by including foreign study and a foreign language requirement as important elements of its program. Guided by its commitment to enhance the study-abroad component of the "K" Plan, the Calendar Task Force recommends a study abroad period of longer than one quarter for all students who participate.

Initially, the task force focused its attention on a program that would send sophomores abroad, because much of the course work of the major occurs in the junior and senior years. However, concerns including the lack of language preparation at the sophomore level and the requirement of junior status by many affiliated institutions abroad prompted the task force to turn its attention to the junior year. Dividing the junior year into the fall/winter and winter/spring portions opens participation in a wide range of university-related programs and provides flexibility to accommodate various starting and ending times.

Although the two-quarter period is reserved for study abroad, the actual length of study, depending on the institution, would be closer to a 15-week semester. This leaves flexibility to meet the needs and preferences of students, and also provides time for international projects, internships abroad, travel, or work in the United States. Surprisingly, the financial aid office reports that the additional cost to students for the longer foreign study program is often negligible in comparison with a one-quarter program.

To address a practical consideration—the need for adequate on-campus facilities and services—it would be necessary for half of the junior class to study abroad during each of the two periods. In the view of foreign study program administrators, the best way to divide the students is not by foreign study destination, but by major. Keeping majors together would

achieve two goals: courses could be offered on campus during one quarter of the junior year when all students in a major would be available, and some courses and other opportunities in the major could be developed at selected sites abroad.

The effect of such a proposal on varsity athletes has also been considered. From careful analysis, it appears that the number of third-year varsity athletes affected by the proposed changes would be small and that the needs of most could be accommodated through special arrangements with specific foreign study sites and programs.

Students choosing not to enroll in study abroad would participate in cross-cultural service, working with people of substantially different backgrounds. The service could be a volunteer or paid position, ranging from several hours a week to full time, over a 10- to 12-week period. Clearly, this experience would not be the equivalent of foreign study; it would, however, foster self-examination, independence, and maturity in much the same way as experience abroad.

THE SENIOR PRE-TERM

With the demand to complete graduation requirements, engage in and report on SIPs, and study for comprehensive examinations, the senior year at Kalamazoo College is typically a time of considerable stress.

To prepare seniors for their future careers and their final year of course work, to provide time for seniors to develop SIP proposals or complete their SIP report, and to provide opportunities for mentoring younger students who are on campus during the pre-term, the task force proposes a credit-bearing course called the Senior Prospect, to be offered during the senior pre-term.

The credit-bearing Senior Prospect would begin with a project that would allow students to examine and demonstrate the ways in which their course work, experiential learning, and study abroad have shaped their education. Planning for a future career and either preparing for, or completing the SIP would also be part of this integrative capstone course.

THE SENIOR INDIVIDUALIZED PROJECT (SIP)

“The SIP will still be required, but its form can take on different shapes to better accommodate the needs of the student, the discipline, and the faculty member.”

Calendar Task Force Report

In its evaluation, the task force found that although the Senior Individualized Project (SIP) has functioned as one of the distinctive components of the “K” Plan, it has not received universally favorable evaluations from faculty or students. This, in part, may depend upon the discipline. For example, for majors in the sciences, the SIP offers students the opportunity to do research in a professional setting under an experienced mentor. However, for some students in other majors, the SIP has been reported to be largely unfulfilling.

An increasing tendency for routine internships is further cause for concern among some faculty, who feel that the experience may not merit two units of credit.

Q
How will the Senior Individualized Project be affected by not having a full quarter designated for it during the academic year?

A
As with the career development internship, some SIP opportunities may not be available in the summer, while others will open. The student would have the flexibility either to focus on a project in the summer and conclude it during the senior pre-term in the fall, or spend the pre-term planning a project that would be spread throughout the senior year. An important determinant of the success of the SIP is the extent and quality of the mentorship, which will be given considerable emphasis under the modified approach. It is important that more students be given the opportunity to have an appropriate, high-quality experience in directed, individualized study.

Q Will students be allowed to deviate from the variations outlined in the proposed plan?

A The breakdown of the current calendar system was in part the result of an increasing number of deviations, as illustrated by the 68 distinctly different "K" Plans of the Class of 1993. The task force believes that the eight variations within the proposed plan provide enough flexibility to eliminate the need for deviations in all but the rarest of circumstances.

Finally, the absence from campus of more than half the senior class during each of two terms does not allow for the continuity in curriculum, leadership, and peer mentoring that has been an important goal of the new curricular model.

Recognizing the value of this independent academic experience, but with these considerations in mind, the task force proposes a calendar that does not include a separate term for the SIP. Although still a credit-bearing requirement, the SIP could be undertaken in the summer after the junior year, either in the United States or following study abroad, or during the senior year, spread over the pre-term and subsequent quarters.

The Calendar Task Force has examined in some detail the implications of limiting the quarter-long SIP to the summer (except for student teaching) and is satisfied that sufficient high-quality opportunities are available and can be further developed.

Designing a Progressive Curriculum

"We've tried to have the plan build on a developmental model, thinking of the differences between first-year students and seniors, their intellectual and social needs, and the growth that takes place during these four years."

Susan M. Allen, director of libraries and media services

Should the faculty endorse the proposed calendar, the 1994-95 year will be a time for creating specific components of the plan. One of the primary goals will be to develop a coherent program that combines the curricular with the co-curricular, that is, those activities in the life of a student that complement the academic curriculum and contribute to the overall development of the student. Examples would include serving in student leadership capacities, mentoring younger students, and holding other positions of responsibility.

The task force also suggests that the model provide a focus for each academic year. The first year, for example, could emphasize the development of time management and study skills. In addition to providing a time of preparation for the student's professional development internship, the sophomore year could include a mid-academic career assessment through a required class retreat. In the junior year, special opportunities would be provided for students returning from study abroad to tie their off-campus experiences to on-campus concerns.

The senior year, which begins with the Senior Prospect, could offer students a time for reflection and future planning for life, post-graduate study, and career decisions. Throughout the year, students could also be completing a student portfolio that would contain academic work; reports of experiential, volunteer, and professional development activities; and a narrative of the student's assessment of personal intellectual growth.

Summers on Campus

"There is no 'K' Plan. The Class of 1993 worked out 68 distinctive plans — fewer than one in four followed Plan A or Plan B. Students are voting with their feet; they're deviating to be off campus in the summer."

Vaughn Maatman, associate dean for residential life

Although it is true that increasing numbers of students are deviating in order to avoid summers on campus, many students enjoy the summer quarter, and many alumni recall with great fondness the times spent at the College during the summer.

With the proposed plan, many opportunities would remain for those who prefer to be on campus during the summer. Indeed, the campus will be very active in the summer, with many learning and employment opportunities available for students. Among them are student-faculty research programs, a student summer work corps, program assistantships under the professional development internship program, and teaching internships.

For many students, however, the summer will be a time for important educational activities off campus, including professional development internships, international projects, and senior individualized projects.

Under the proposed plan, the campus and its facilities could be used to great advantage in ways not possible with the current year-round calendar. They include foreign language institutes for high school and college students, residential programs for college-bound high school students, elderhostels, athletic camps, and seminars in international business.

For the faculty, this period would allow time for research, course revision, discussions and planning, summer institutes, and travel. Administrative offices would have time to review the past year and plan for the coming year. And the facilities management staff would be able to repair and renovate campus facilities that have been in almost constant use over the last three decades.

The Transition Period

"It would have been presumptuous for the task force to make important curricular and other decisions that are the prerogative of the wider institution to make. Rather, we saw our responsibility more as that of recommending the important curricular and calendar model and suggesting the path whereby that model is filled out, refined, and improved by the faculty and others."

Richard Cook, provost

Will students be able to afford to attend Kalamazoo College if the proposed calendar is adopted?

The proposed calendar would not change the overall cost to attend Kalamazoo College, but it would help simplify the payment structure by making it more consistent and predictable. For those who need to work to cover college expenses, the proposed calendar provides opportunities for work at more regular intervals than does the current calendar.

Q
Were alumni consulted by the Calendar Task Force in the development of this proposal?

A
Alumni were consulted in a number of ways: the task force included one alumnus, Timon Corwin '86, and two seniors who are now alumnae, Bess German '94 and Jessica McNeece '94; advice was sought through alumni faculty and staff, as well as alumni on the Board of Trustees and the Alumni Association Executive Board; President Bryan spoke about the proposal at several regional alumni gatherings, and the comments and concerns expressed by alumni were passed on to the task force; several alumni called or wrote letters following the article published in the Winter 1994 issue of the Kalamazoo College Quarterly; and the task force met with a group of Kalamazoo area alumni to gain their views prior to completing the report.

The Calendar Task Force has prepared and presented a specific model for a new program and calendar. However, it has left the development of the final, detailed program to faculty, staff, and students.

Over the summer, the full report was distributed to faculty, staff, and trustees and made readily available to students. If the faculty and trustees endorse the report and recommendations in fall 1994, the task force recommends that the 1994-95 academic year be devoted to developing the details of the educational and administrative program. Faculty and student involvement in planning the curricular and co-curricular aspects will be critical to the process.

To accomplish this, the task force recommends that the routine business of committees be reduced to a minimum in order to develop a final detailed program. If the plan is endorsed, Ellen Caldwell, associate professor of English, will serve as faculty coordinator during her 1994-95 academic leave.

Toward a New Vision and Commitment

"In this climate of economically-driven choice and tendencies toward pragmatic credential-seeking, it is essential for Kalamazoo College to offer the very best undergraduate learning opportunities and to be certain that internal and external constituencies understand what we do, why we do it, and why it is more than worth the investment of money and effort."

Calendar Task Force Report

Kalamazoo College is not alone in the challenges it faces during this decade and beyond. Independent colleges and universities, which educated 50 percent of those attending college 25 years ago, now educate 17 percent. The cost between public and private choices has widened, and a new consumer mentality has developed.

To face these challenges, Kalamazoo College must revitalize the "K" Plan to meet the needs and circumstances of the 1990s and beyond, building on the strengths of an institution and program that the founders of the "K" Plan envisioned.

Echoing the same commitment and vision of earlier leaders in the history of Kalamazoo College, the Calendar Task Force concludes its report by stating: "Neither efforts to maintain the status quo, nor plans to modernize and revitalize the College are free of risk.

"But like those before us, we have been given the opportunity to be passionate and creative in shaping the future of Kalamazoo College, not merely to survive, but to flourish." ■

This condensed report was prepared by Susan W. Allen with assistance from Dana H. Hendrix.

Proposed Calendar Plan

The following grids illustrate calendar variations that would be available to students under the proposed calendar plan. Please note that Year One is the same for all plans and appears only in Plan 1.

PLAN 1: Fall Study Abroad / Summer SIP

PRE-TERM 4 weeks	FALL QUARTER 11 weeks	BREAK 3-4 weeks	WINTER QUARTER 11 weeks	BREAK 1 week	SPRING QUARTER 11 weeks	SUMMER 11 weeks
YEAR ONE						
COMMUNITY ISSUES SEMINAR 1 unit	3 units		3 units		3 units	WORK/VACATION
YEAR TWO						
PEER ADVISING (invited)	3 units		3 units		3 units	PROFESSIONAL DEVELOPMENT INTERNSHIP
YEAR THREE						
STUDY ABROAD 4-5 units		INTERNATIONAL PROJECT/TRAVEL OR WORK			3 units	SENIOR INDIVIDUALIZED PROJECT 1-2 units
YEAR FOUR						
SIP WRITE-UP; PEER MENTORING (invited); SENIOR PROSPECT 1 unit	3 units		3 units		3 units	

PLAN 2: Fall Study Abroad / Extended SIP

YEAR TWO						
PEER ADVISING (invited)	3 units		3 units		3 units	PROFESSIONAL DEVELOPMENT INTERNSHIP/WORK
YEAR THREE						
STUDY ABROAD 4-5 units		INTERNATIONAL PROJECT/TRAVEL OR WORK			3 units	PROFESSIONAL DEVELOPMENT INTERNSHIP/WORK
YEAR FOUR						
PEER MENTORING (invited); SENIOR PROSPECT 1 unit	2 units		3 units		3 units	
SENIOR INDIVIDUALIZED PROJECT 1-2 units						

PLAN 3: Spring Study Abroad / Summer SIP

PRE-TERM 4 weeks	FALL QUARTER 11 weeks	BREAK 3-4 weeks	WINTER QUARTER 11 weeks	BREAK 1 week	SPRING QUARTER 11 weeks	SUMMER 11 weeks
YEAR TWO						
PEER ADVISING (invited) 3 units			3 units		3 units	PROFESSIONAL DEVELOPMENT INTERNSHIP
YEAR THREE						
PEER ADVISING (invited) 3 units			STUDY ABROAD 4 units			SENIOR INDIVIDUALIZED PROJECT ABROAD 1-2 units
YEAR FOUR						
SIP WRITE-UP; PEER MENTORING (invited); SENIOR PROSPECT 1 unit	3 units		3 units		3 units	

PLAN 4: Spring Study Abroad / Extended SIP

YEAR TWO — Same as Plan 3

YEAR THREE

PEER ADVISING (invited) 3 units			STUDY ABROAD 4-5 units	INTERNATIONAL PROJECT/TRAVEL OR WORK	
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YEAR FOUR

PEER MENTORING (invited); SENIOR PROSPECT 1 unit	2 units		3 units	3 units
SENIOR INDIVIDUALIZED PROJECT 1-2 units				

PLAN 5: Junior Year Abroad / Extended SIP

YEAR TWO

PEER ADVISING (invited) 3 units			3 units	3 units	PROFESSIONAL DEVELOPMENT INTERNSHIP OR INTENSIVE LANGUAGE STUDY
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YEAR THREE

STUDY ABROAD 7-9 units				PROFESSIONAL DEVELOPMENT INTERNSHIP OR TRAVEL/SENIOR INDIVIDUALIZED PROJECT
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YEAR FOUR — Same as Plan 4

PLAN 6: Teacher Certification

PRE-TERM 4 weeks	FALL QUARTER 11 weeks	BREAK 3-4 weeks	WINTER QUARTER 11 weeks	BREAK 1 week	SPRING QUARTER 11 weeks	SUMMER 11 weeks
YEAR TWO						
PEER ADVISING (invited) 3 units			3 units		3 units	PROFESSIONAL DEVELOPMENT INTERNSHIP
YEAR THREE — Option A						
STUDY ABROAD 4-5 units			INTERNATIONAL PROJECT/TRAVEL OR WORK		3 units	TEACHING INTERNSHIP 1 unit
YEAR THREE — Option B						
TEACHING INTERNSHIP 1 unit	3 units		STUDY ABROAD 4-5 units		INTERNATIONAL PROJECT/TRAVEL OR WORK	
YEAR FOUR — Option A						
PEER MENTORING (invited); SENIOR PROSPECT 1 unit	3 units		TEACHING PRAXIS 3 units		3 units	
YEAR FOUR — Option B						
PEER MENTORING (invited); SENIOR PROSPECT 1 unit	TEACHING PRAXIS 3 units		3 units		3 units	

PLAN 7: No Study Abroad / Spring Cross-Cultural Service

YEAR TWO — Same as Plan 6

YEAR THREE

	3 units		3 units		CROSS-CULTURAL SERVICE	Option A: SENIOR INDIVIDUALIZED PROJECT 1-2 units
						Option B: PROFESSIONAL DEVELOPMENT INTERNSHIP

YEAR FOUR — Option A

SENIOR PROSPECT 1 unit SIP WRITE-UP	3 units		3 units		3 units
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YEAR FOUR — Option B

SENIOR PROSPECT 1 unit	2-3 units		3 units		3 units
SENIOR INDIVIDUALIZED PROJECT 1-2 units					

FOUNDERS' WEEKEND



1994 Alumni Association award recipients (left to right) are Garry Brown '51, Ruth Ziegelmaier, Louise Barrows Northam '36, and Wen Chao Chen.

Alumni Association honors 1994 award recipients

The Alumni Association honored several individuals for outstanding professional accomplishments and volunteer service to the College. **Garry Brown '51**, retired attorney and member of the U.S. House of Representatives 1967-78, received the Distinguished Achievement Award. **Ruth Ziegelmaier**, assistant to the director of foreign study since 1970, received the Weimer K. Hicks Award for outstanding service to the College. **Louise Barrows Northam '36** received the Distinguished Service Award for her many years of service as a class agent. **Wen Chao Chen**, who retired in 1986 as L. Lee Stryker professor of political science, executive director of the L. Lee Stryker Center, and the one and only Fellow of the College, received the Weimer K. Hicks Award for his many contributions to Kalamazoo College.

Unable to attend the awards banquet due to illness was **John R. (Jack) McFarland**, former vice president of development, who received the Weimer K. Hicks Award for his service and continued devotion to Kalamazoo College. The College community was saddened by his passing on May 16, 1994. (See "Friends," page 58.) ■

The Founders

Titus Bronson	Donald Flesche
Thomas W. Merrill	Robert Dewey '47
Caleb Eldred	Edward Thompson '43
Jeremiah Hall	Mark Thompson
James A.B. Stone	David Collins
Lucinda Hinsdale Stone	Nelda Balch
Madelon Stockwell	Margo Bosker Light
Arthur Gaylord Slocum	William Long
Cornelia, a student	Lisa Varandani '94
Narrator	Larry Bryan



In the Beginning 1830-1840

The Town of Bronson	1831
In the Wilderness	1832
The Territorial Legislature	1833
The First Baptist Church	1835

The Making of a College 1843-1863

An Alumni Meeting	1855
The Stones at Home	1862

The Recovery of a College 1892-1910

A Sing-a-long and Index Interview	1902
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David Collins played the role of J.A.B. Stone, the College's first president, opposite **Nelda Balch** as Lucinda Hinsdale Stone, who served the College as principal of its Female Department.

Midwestern Exposure: A montage celebrating the founders of Kalamazoo College and the tenth anniversary of the bells of Kalamazoo College

by Robert Dewey '47



Creator and director **Bob Dewey '47** worked with **Lisa Varandani '94** and other students, as well as faculty and staff members, to produce "Midwestern Exposure."

In celebrating the debut of the bells of Kalamazoo, we had a ball! On June 2, 1984, there was a gala festival patterned after an English country fair, complete with Morris dancers, jousts, clowns, poets, mimes, games, unicyclists, minstrels, craft booths, food stalls (exotic foods), costumed faculty (not so exotic), a "fly over" by the Blue Angels from the Air Show, and a double-decker London bus shuttling people up the hill from the art fair in Bronson Park, and all the while the bells of Kalamazoo pealed happily away above thousands of guests. This wild fling began after a service of dedication of the bells, a ritual as ancient as the British empire that once was. In a profound, waiting silence following the words of the last hymn ("Ring out wild bells to the wild sky,") the names of the eight founders the bells honor were called out, one by one, from the chancel, followed by the first sound of the bells from the chamber above, starting with Lucinda's soprano at 350 pounds and ending with Gaylord's tenor at 1,000. Then President David Breneman intoned, "Let all the bells ring!" Believe me, they did, as students, faculty, and townspeople strolled over the quad or sat on the green, green grass of June.

"Midwestern Exposure" attempts to recapture something of the flavor of 10 years ago, not with all the accoutrements, but with a bit of fun squeezed

into the threads of the key "moments" in the history of the College's first 77 years (1833–1910). Except for a phrase or two here or there, words have been shamelessly put into the mouths of the founders. The expletives that introduce the first four may not have escaped the lips of Bronson, Merrill, Eldred, or Hall. But then, who knows? J.A.B. and Lucinda may never have engaged in the repartee attributed to them in the program, but, though with nimbler wit and more felicitous words, maybe they did. Gaylord Slocum may never have been interviewed for the *Index* by a beautiful coed, but I like to think he would have enjoyed it if he had. Except for state occasions (and the chapter by Gail Griffin on Lucinda Hinsdale Stone in *Emancipated Spirits*), little remains of what these founders said, but we can testify to what they did: they made, shaped, and saved a distinguished college from which we have all greatly benefited in our times and seasons. The light tone of this presentation does not intend any disrespect for these remarkable people. It assumes, though, that they were much as we are, and it intends to make them as real and as lively as the bells of Kalamazoo that ring for them as well as for you and me. ■



Margo Bosker Light, David Collins, Robert Dewey, and Don Flesche abandoned their formal roles as founders of the College to create a lighthearted moment as students of 1902 engaged in the somewhat improper activity of singing "popular" songs of the day.

FOUNDERS' WEEKEND



T. Jefferson Smith, professor of mathematics and retired Ringing Master of the College, kept visiting alumni entertained with a retrospective on the bells of Kalamazoo College and workshops on the art of change ringing with handbells.



Alumni became students again in the new Dow Science Center during "Absolutely Shocking! Some Old Problems and New Ideas in Fuel Cell Development," a presentation by **Doug Williams**, assistant professor of chemistry. This was one of several concurrent sessions led by faculty and staff members.



Two college presidents and a former provost discuss the challenges and rewards of higher education administration: **William Rogers '54**, president of Guilford College; **Louis Brakeman '54**, who served as provost for both Denison University and Stetson University; and **Lawrence Bryan**, president of Kalamazoo College. The three met following an open forum entitled "A Conversation with the President."

A reception prior to the awards banquet gave **Carolyn Hornev** (right), director of the Career Development Center, an opportunity to catch up with **Maynard Conrad '36** and **Eleanor Hootman Dewey '45**.



Commencement Weekend held June 10-12, 1994

Emeritus Club welcomes Class of '44 members

The Emeritus Club of Kalamazoo College held its 30th annual breakfast meeting on June 11, marking the induction of the 50th reunion class and celebrating the accomplishments of selected members. Each year, the Emeritus Club bestows "Citations of Merit" for outstanding community service, professional achievements, or service to the College. Those honored this year were:

- **William H. Culver '42** (posthumously), for service to his country, community, legal profession, alma maters, and the civil rights movement;
- **Leslie F. Greene '35**, for his dedicated and unstinting service as a school administrator and leader in the field of education;
- **Edward A. VanDyke '42**, for his service to his country, community and church; and
- **Charles J. Venema '33**, for his devotion to church, family, community and the College.

Nominations for 1995 Citations of Merit are currently being accepted. Criteria for consideration of candidates include community service (school, church, support groups, etc.), professional or business achievements, alumni support in their community, and financial support of the College. To submit a nomination, please send detailed information addressing the above criteria to the Office of Alumni Relations, Kalamazoo College, 1200 Academy Street, Kalamazoo, Michigan 49006-3295. ■



Recipients of the 1994 Emeritus Club Citations of Merit are (from left) Charles J. Venema '33, Rita Metzger Plantefaber Culver '49 (accepting on behalf of William H. Culver '42), Leslie F. Greene '35, and Edward A. VanDyke '42.



The oldest member in attendance at the Emeritus Club Breakfast was **Elizabeth Marvin Taylor '16** (above, left). She was accompanied by her daughter, **Virginia Taylor Hilf '44**, whose class was celebrating its 50th reunion and its induction into the Emeritus Club.



Charles Gilchrist Adams (left), pastor of Hartford Memorial Baptist Church in Detroit, delivered this year's Baccalaureate address. Here he and **Bruce Benton '64**, Commencement speaker, prepare for the procession across the Quadrangle.

COMMENCEMENT WEEKEND



A surprise presentation was made in honor of Commencement speaker **Bruce Benton '64** at the Upjohn Library. A gift by the Benton and Samors families enabled the College to purchase a new wall map for the library entrance area (replacing one that had been installed when the library was built in 1967) and a set of four volumes of the works of David Hume for the A.M. Todd Rare Book Room.

A plaque installed next to the map reads:

Donated to the Upjohn Library of Kalamazoo College
by the Benton and Samors families
in honor of

Bruce Benton '64

who has devoted his life to others through
his service in the Peace Corps,
his volunteer efforts on behalf of
Big Brothers of America,
and his work to eradicate riverblindness in Africa.
It all began at Kalamazoo College.
This map is a symbol of his concern
for people of all nations.

Presented on the occasion of his
Commencement address, June 11, 1994.



“There Is No Finish Line”

by Bruce Benton '64

on the Occasion of the Graduation of the Senior Class
of Kalamazoo College on June 11, 1994

I want to reflect for a few minutes about what the Kalamazoo College education has meant to me in personal terms. Thirty years ago, I sat out there and received the same degree you have earned today. Little did I know then that it would be the beginning of an unbelievably exciting adventure which would continue for years to come. I am convinced that my personal and professional experiences over the past three decades would have been far less fulfilling and energizing if I had not spent my formative years at Kalamazoo College...

What the College grasped back then through the “K” Plan...was a basic, simple truth—a complete education involves far more than classroom knowledge. It also entails understanding different cultures, effective ways of communicating, teamwork, managing tasks, and innovative ways of thinking. This is the mix of skills required to function productively, adapt, and lead in the real world. It was a holistic and practical approach to a liberal arts education, without compromising the basic quality of the education. For me, foreign study was that hinge experience. It propelled me into the Peace Corps and ultimately into a career in international relations and economic development.

I know by virtue of my personal experience and knowledge of Kalamazoo that the education you have received here has provided you with a solid foundation. You are now well positioned to go out into the world and to make a difference and thrive at it. We live in a rapidly changing, interdependent world. You have a strong comparative advantage in functioning effectively in this environment. And you have nothing to fear from the challenges it presents. You are versatile, skilled, and empowered. You may not be directed, and that’s okay. I certainly wasn’t. Try to be patient on this score. Direction tends to be a function of time, experience, and understanding yourself. It will come...

Accept the notion that *there is no finish line*, and act accordingly, because there isn’t.... Graduation today is a milestone. It doesn’t, however, finish anything. It tells you, your family and friends, and the outside world that you are ready and capable of more learning, more communicating, more changes, more challenges, and more achievements.... You have laid a solid foundation. But that alone remains incomplete unless you move forward to construct the walls and roof, decorate the inside of the house, and bring others inside to share your hopes, dreams, and accomplishments, and use it as your home base to go out into the world and make a difference....

Contribute to making this a better world.... The words of Emerson say it perfectly: “To leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition; to know even one life has breathed easier because you have lived. This is to have succeeded....”

Now take every advantage of the very special and unique education you have received here and the times you live in, and go out into the world and soar. Get involved, contribute, and keep making a difference over and over again. And remember, you don’t get to stop, because...



...there is no finish line.



by John Greenhoe, Director of Sports Information

Hornets third in NCAA Division III tennis

Timon Corwin '86 faced many difficult tests in his first season as coach of Kalamazoo College's nationally prominent men's tennis program. He passed those tests with flying colors.

Although Kalamazoo was unable to capture a fourth consecutive NCAA Division III championship in 1994, that goal may have been out of reach the moment junior **Ryan Kaltenbach** was lost for the season with a knee injury. When Kaltenbach was injured in the finals of the Great Lakes Colleges Association tournament, Kalamazoo lost not only its third flight singles player, but also one of the top doubles players in Division III.

Despite the key injury, Kalamazoo went on to capture third place nationally in addition to winning its 56th consecutive Michigan Intercollegiate Athletic Association championship and the GLCA title.

Kalamazoo earned its 19th consecutive bid to the Division III championships in Redlands, California, and the Hornets began the tournament impressively, blanking host Redlands 6-0 in the quarterfinals. In the semifinals, however, Kalamazoo ran into a hot Claremont (California) squad and bowed by a 5-1 score. The Hornets didn't need much time to recover from the loss, defeating top-seeded UC

Santa Cruz the next day, 5-1, to capture third place.

"I'm very proud of the team," said Corwin. "Finishing third in the nation without one of our top players is a huge success. Looking back, I think we may have overachieved, considering the circumstances. This team did an outstanding job."

Led by senior tri-captain **Seth Denawetz '94**, who became Kalamazoo College's fifth NCAA III singles champion, the Hornets posted a final dual-meet record of 25-3, which included a streak of 21 straight wins. Denawetz was named the MIAA's most valuable player and was joined on the all-league first team by

Denawetz captures national singles title

Seth Denawetz '94 now has something very special in common with his coach. In 1986, **Timon Corwin '86** captured the NCAA Division III singles championship for Kalamazoo College. In 1994, Corwin—now the Hornets' head coach—watched Denawetz follow in his footsteps.

Denawetz, from West Bloomfield, Michigan, captured Kalamazoo's sixth NCAA III singles title, capping eight days of competition at the Division III Championships in Redlands, California. Seeded fourth, Denawetz defeated fifth-seeded Tom Reifeneiser of Wesleyan (Connecticut) University in the finals of the 64-player tournament, 3-6, 6-3, 6-2.

The singles championship did not come easily for Denawetz, who finished with a career singles record of 92-14, including a 32-3 record this season. After winning the first two matches of the singles tournament in straight sets, Denawetz dropped the first set in three of his final four contests before rallying to victory. "Seth just wore his opponent down," said Corwin. "He is a tremendous fighter with a lot of pride. He has so many different tools, which is what makes him hard to beat."

Kalamazoo College leads NCAA Division III in all-time singles champions with six. **Lewis Miller '93**, who captured singles crowns in 1991 and 1992, is the only Hornet to win the national title twice. ■



Andy Alaimo '94, first-year player **Pat Noud**, and junior **Jason McKinney**.

Kalamazoo's domination of the MIAA was thorough as the Hornets won all six of their league dual meets by 9-0 scores and swept all nine flights at the conference tournament. Despite that, Corwin said the gap between Kalamazoo and the other league teams is narrowing. He pointed out that Calvin made the finals in every flight at the league tourney, and added that both the Knights and Hope College will have strong teams next year.

Although graduation losses will hurt, Corwin's 1995 squad should have plenty of depth, with Noud, McKinney, and juniors **Paul Bozyk**, **Ted Gaty**, and **Adam Afridi** at the center of a solid group of returnees. If Kaltenbach returns from his injuries, Kalamazoo should have one of the top NCAA Division III squads next season. ■

Women's tennis posts 2-1 mark in NCAA Division III tournament

The Kalamazoo College women's tennis team made the most of its first opportunity in eight years to compete in the NCAA Division III Championships as a team. The Hornets, who hosted the 1994 Championships at Stowe Stadium, had a disappointing start in the team tournament, but rebounded to finish with a 2-1 record.

Kalamazoo lost its opening-round contest to eventual runner-up Williams (Massachusetts) College, 5-4, but bounced back to defeat Luther (Iowa) College and Smith (Massachusetts) College by identical 6-3 scores in consolation round play. The Hornets finished the tournament in ninth place among 14 teams. Prior to this year, Kalamazoo's only other appearance in the Division III team tourney came in 1986, when the Hornets finished third.

Kalamazoo, directed by fourth-year coach **Yvonne Hackenberg**, also had strong performances in the individual singles and doubles tournaments. **Jackie Aurelia '94** from Rochester, Michigan, took All-America honors for the fourth consecutive year, earning that status in both singles and doubles. Aurelia, top seed in the singles tournament, advanced to the quarterfinals before bowing to fifth-seeded Stephanie Desmond of Trinity (Texas).

While Aurelia's success in the singles tournament was anticipated, in doubles Aurelia and teammate **Billee Lightvoet '94** surpassed expectations. Although unseeded, Aurelia and Lightvoet made it to the championship match before falling to second-seeded Becky Mallory and Julie Greenwood of Williams College. In the quarterfinals, Aurelia and Lightvoet knocked off top-seeded Tracy Erickson and Kendall Larson of Gustavus Adolphus (Minnesota) College, avenging a loss to the duo earlier in the season.

Aurelia compiled a career 90-11 singles record, including a 23-2 record this season. "Jackie has been tremendously successful throughout her career, and she's done it while under the pressure of always being expected to win," Hackenberg said. "She has been remarkably consistent."

Kalamazoo posted a perfect 6-0 league dual-meet record in 1994, winning all six contests by identical 9-0 scores.

Hackenberg's task for next season is filling holes which will be left by five talented graduates: Aurelia, Lightvoet, **Alison Frye**, **Betsy Hobbs**, and **Jennifer Holmes**.

"One thing that I learned at nationals this year is that many of the teams may not have one great player, but they do have excellent depth," Hackenberg said. "With that in mind, we will need new players to fill in some of the gaps."

Kalamazoo, which concluded the season with a 17-6 record, does have some talent returning next season as **Eve Halderson**, **Christa Chrovian**, and **Stephanie Decker** will be back after making an impact on the lineup during their debut season. ■



By advancing into the finals, **Jackie Aurelia '94** (left) and teammate **Billee Lightvoet '94** (right) claimed All-America designation in doubles, with Lightvoet receiving that honor for the first time in her collegiate career. Both women were named to the All-MIAA First Team.

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Injuries derail 1994 softball squad

The Kalamazoo College softball team was excited to begin the year with the first preseason southern trip in its history. Although the team suffered some tough losses, they ended the trip on a good note, defeating MIT, 15-2.

The regular season also had its difficulties, as the team suffered two key injuries early in the season that had a big impact on the entire campaign.

A line drive to the face broke the jaw of pitcher **Val Keeney** in the third game of the season against Wittenberg (Ohio) College in Orlando, Florida. She was on a liquid diet for six weeks, and although Keeney played very well upon her return, her effectiveness was nevertheless limited due to a loss of strength. To protect her broken jaw, Keeney was fitted with a hockey helmet with a chin guard, which she wore while on the mound.

"Her eagerness to play the game and to give her all was an inspiration to the whole team,"

recalled head coach **Laura Kuhlman**.

In Kalamazoo's second home game, **Kelly Roberts '94** injured her thumb while attempting a tag. Roberts was leading the team defensively before the injury and her loss put limitations on the Hornet lineup.

"That may have been the biggest loss of the season," said Kuhlman. "Kelly was having an excellent year," she added.

The Hornets posted a record of 6-29 overall and 3-9 in the Michigan Intercollegiate Athletic Association. Kalamazoo finished the MIAA regular season in sixth place, but a disappointing performance in the league postseason tournament left the Hornets seventh in the final MIAA standings.

The season ended sadly with the loss of six seniors and a few



*A line drive to the face broke the jaw of pitcher **Val Keeney** in the third game of the season. Fitted with a hockey helmet with a chin guard, Keeney posted a 6-5 victory against Manchester (Indiana), in which she pitched twelve innings.*

others to foreign study next spring. **Kim Korson '94**, who Kuhlman called the "backbone" of the team, started at catcher every game in all four years of her career.

Kuhlman anticipates a strong recruiting effort in the off season, brightening the picture for next year's team. ■

Inexperience hurts Hornet baseball team

With players and playing experience in short supply, the Hornet baseball team struggled during the 1994 season, posting only four victories in 31 contests including a no-win mark in Michigan Intercollegiate Athletic Association competition.

First-year head coach **Mike Hinga** had just 17 players on his roster, and a number of those players had little baseball seasoning. Kalamazoo had no shortage of athletic talent, borrowing players from the Hornets' successful football and basketball teams, but the lack of baseball experience proved to be a problem that was difficult to overcome.

"I don't think there's any question that we had some outstanding athletes on the team," said Hinga. "I think our main disadvantage was that we didn't have personnel who had spent a lot of time playing baseball before the season started."

Hinga said the Hornets started out the season playing well on their preseason southern trip, but once the team returned to Michigan for the regular season, "we regressed, which is basically the opposite of what we wanted to do."

Hinga will be looking for his pitchers to throw more strikes next season, as walks were a trouble spot this year. **Tiki Ghosh** and **Manuel Rupe** will be returning as experienced seniors, while **Andy Hobik** has promise after earning credit for two of the Hornets' wins this spring.

Hinga is expecting a good incoming class of recruits which could make the Hornets much stronger. He is also looking forward to the return of **Chad Zollman**, who will bring a strong bat back to the Hornet offense after missing the '94 season while on foreign study. ■

- SENIOR ADS -

Biology

Rebecca Joyce

M/C: Biology
CD: Environmental Educator, Kalamazoo Nature Center
FS: Quito, Ecuador, 6 months
SIP: Student Teaching, Parchment High School, Parchment, Michigan
LANG: Spanish
SEEKS: Teaching, outdoor/environmental education
ACC: Extensive teaching experience with elementary and high school students

Chemistry

Douglas Sims

M/C: Chemistry
SIP: "Stabilization of Oil in Fried Corn Chips," Kalsec, Inc., Kalamazoo
LANG: Spanish
SEEKS: Position as chemist or in quality control or research

Economics and Business Administration

Kami L. Benner

M/C: Economics & Business Administration
CD: Marketing and Development Intern, Kalamazoo Symphony Orchestra
FS: Hannover, Germany, 3 months
SIP: "Aquaculture: An Investment for the Future" (feasibility study)
LANG: German
SEEKS: Position in business management/marketing
ACC: Dean's List, member of the National Dean's List, founding member of the Kalamazoo College Association of Economics and Business, student business consultant

Michael Boos

M/C: Economics & International and Area Studies
CD: Management Assistant, Durametallik Asia, Singapore; Archive Assistant, Mercedes-Benz, Germany
FS: Madrid, Spain, 6 months
SIP: "The Impact of the EC on the European Motor Vehicle Industry on its Subsidiaries," Estampaciones Bidelko, Spain
LANG: German, Spanish
SEEKS: Domestic or international management trainee
ACC: Chamberlain Fellow, co-founder of the Kalamazoo College Association of Economics and Business, resident assistant, assistant hall director

Jonathan Njus

M/C: Economics and Political Science
CD: Internship with the Senate Fiscal Agency, Lansing, Michigan
FS: Madrid, Spain, 3 months
SIP: "A Nation Divided, A Call for Community"
SEEKS: Position in public policy
ACC: Two years first team all-MIAA in basketball

Elizabeth A. Rettig

M/C: Economics & Business Administration
CD: Directory Designer, Kalamazoo County Chamber of Commerce
FS: Münster, Germany, 6 months
SIP: "Economic Solutions to Pollution Control; The Transferrable Emission Permit: A Case Study"
LANG: German
SEEKS: Marketing, environmental concerns

Robin Wells

M/C: Economics/Mathematics and International Commerce
SIP: Public Relations Department, Adidas, Germany (Summer 1994)
LANG: German (native language), English, French
SEEKS: International business/management
ACC: Completing college education in three years, German House head resident

English

Jessica English

M/C: English, Religion
CD: Public Relations Intern, West Shore Community College; Public Relations Intern, Interlochen Center for the Arts
FS: Hannover, Germany, 3 months
SIP: "Shakin It Up: Freelance Journalism on Southwest Michigan Midwives and Their Practices"
LANG: German

SEEKS: One year internship in any field
ACC: Phi Beta Kappa, West Michigan Women in Communications scholarship winner, *Index* editor, admissions associate, honors on SIP and comprehensive exams

Deidra K. Razzaque

M/C: English
CD: Assistant to the Registrar, Detroit Institute of Arts
FS: Cáceres, Spain, 6 months
SIP: "On Vision and Voice: Exploring the Lives of Women in Cáceres, Spain"
LANG: Spanish
SEEKS: Publishing, women's studies, art museum, international relations
ACC: Women's Resource Center coordinator, *Cauldron* editor, Virginia Hinkelman Memorial Award

Michael J. Rohde

M/C: English/History
CD: Curatorial Assistant, Grand Rapids Public Museum
FS: Hannover, Germany, 3 months
SIP: Student Teaching
LANG: German
SEEKS: Teaching position

German

Laura S. Preister

M/C: German, International Commerce, Management Studies
CD: Internship, Personnel Department, Oakland County Government
FS: Bonn, Germany, 6 months
SIP: "Built on Sand by Stefan Heym: A Translation"
LANG: German
SEEKS: International Business
ACC: Awarded German University Fellowship to study in Erlangen for one year, 1994-95

Health Science

Anatasia L. Farrell

M/C: Health Science
CD: Interpreter at Mount Desert Oceanarium, Southwest Harbor, Maine; Environmental Educator at Stone Environmental Schools, Groton, Massachusetts
FS: Cáceres, Spain, 6 months
SIP: "Role of ATP-Sensitive Potassium Channels in Cardioprotection," The Upjohn Company
LANG: Spanish
SEEKS: Position in the biomedical field

Human Development and Social Relations

Genevieve K. Beaudoin

M/C: Human Relations & Human Resources
CD: Senate Intern, Office of Senator Don Riegler; Diplomatic Intern, Embassy of Australia
SIP: Student Teaching, Forest Hills Central High School, Grand Rapids, Michigan
LANG: Spanish
SEEKS: Position in public relations or nonprofit program
ACC: Created a catalog of internship opportunities for Australian and American students, wrote a number of statements and remarks on behalf of Senator Riegler

SENIOR ADS

Togan Capozza

M/C: Human Development and Social Relations
CD: Peace Corps Intern, St. Lucia
FS: Nairobi, Kenya, 6 months
SIP: "Teachers Perceptions of a Native Cultural Education Curriculum at St. Francis Indian School"
SEEKS: Social research, social services, especially working with immigrants or refugees

Amy Lancaster

M/C: Human Development and Social Relations
CD: Intern, Whaley Children's Center, Human Resource Department
FS: Hanover, Germany, 3 months
SIP: "A Critique of the Incentive Awards Program in the Veterans Health Administration," Veterans Health Administration Central Region Office
LANG: German
SEEKS: Human resources, counseling, social work

Melanie McCormack

M/C: Human Relations & Human Resources
CD: Human Resources Intern, A. M. Todd Company, Kalamazoo, MI
FS: Madrid, Spain, 3 months
SIP: "A Theoretical and Practical Approach to Volunteer Management, Texas Special Olympics"
LANG: Spanish
SEEKS: Human resource department or position which draws upon interdisciplinary aspect of major (psych, soc, anthro, education)
ACC: Dean's List, MIAA academic, MIAA team, swim team captain, Student Commission

Jessica B. McNeece

M/C: Human Relations & Human Resources
CD: Telemarketing Assistant, Addison Lee, London, England
FS: Madrid, Spain, 6 months
SIP: "Combatting Domestic Violence," Prosecutor's Office, Kalamazoo County
LANG: Spanish
SEEKS: Human resources
ACC: Student Commission president

Sandy Nagler

M/C: Human Relations & Human Resources
CD: Peer Group Counselor, Mt. Pleasant High School, Michigan; Mental Health Social Worker, Defender's Association of Philadelphia
FS: Nairobi, Kenya, 6 months
SIP: Case Management Intern, Phoenix Indian Center
LANG: Spanish, Swahili
SEEKS: Counseling/group facilitating with adolescents or adults of varying needs or social work related job
ACC: Crisis mediation and suicide intervention counselor with Gryphon Place, co-organizer of the Coalition On Race and Diversity (CORD)

Stacy VanAntwerp

M/C: Human Development and Social Relations
CD: Medical-Legal Research Assistant
FS: Madrid, Spain, 6 months
SIP: "Ethnographic Research: Kalamazoo County Community Mental Health: The System and Its Problems as Seen by Agency Directors"
LANG: Spanish
SEEKS: Sociological research, human resources or human relations
ACC: Presented SIP research at the Applied Anthropology Conference in Mexico

International and Area Studies

Hope Barrone

M/C: International and Area Studies
CD: Lansing Community College International Program
FS: Hikone, Japan, 8 months
SIP: Pre-Departure Handbook for Japan, The Upjohn Company
LANG: Japanese
SEEKS: Position in international relations

Sonja Dean

M/C: International and Area Studies (South Asia)
CD: Case Manager Assistant, Friend of the Court, Grand Traverse County
FS: Pune, India, 6 months
SIP: "The Effects of *Kahanis* on the Psyches of Maharashtra Women"
LANG: Marathi, Spanish
SEEKS: International relations in government or company
ACC: Dean's List

Suzanne Nicole Facciolla

M/C: International and Area Studies (Japan)
CD: Tutoring Japanese Students, Troy, Michigan
FS: Tokyo, Japan, 5 months
SIP: "Education of American Business People on Japan," Kintetsu World Express
LANG: Japanese, Spanish
SEEKS: International business, teaching

Sarah Fairbrother

M/C: International and Area Studies
CD: CIEE Work Abroad Program, Scotland
FS: Dakar, Senegal, 9 months
SIP: Research Intern, Institute of International Education, Washington, DC
LANG: French, Wolof
SEEKS: International development, social work
ACC: Volunteer work, French government teaching assistantship

Tim Long

M/C: International and Area Studies (Latin America)
CD: Intensive Language Course, Cuernavaca, Mexico
FS: Quito, Ecuador, 6 months
SIP: "Faces of The Ecuadorian Sierra—A Photographic Documentary of Village Life in the Ecuadorian Andes"
LANG: Spanish
SEEKS: Any position in which I can use my language and communication skills—either abroad or in the United States
ACC: My SIP project; I was able to successfully integrate into and make friends in Columbe, Ecuador, the village in which I was staying. Read and write Spanish fluently.

Mathematics

Deanne L. Bartkowiak

M/C: Math, English, Education
CD: Legal Assistant, Zabel, Quail & Ryan, P.C.
FS: Cáceres, Spain, 6 months
SIP: Student Teaching, Stevenson High School, Livonia, Michigan
LANG: Spanish
SEEKS: Position in business or education
ACC: *Cum Laude*, assistant editor of *The Atlas*

Danielle Seabold

M/C: Math/Physics
CD: Computer Programmer, Hyper Talk, Kalamazoo College
SIP: Semiconductor Laser Arrays: Phase-Locked Solutions and Their Stability, Kalamazoo College
LANG: Spanish
SEEKS: High school teacher, math and physics
ACC: Phi Beta Kappa, awarded National CUR Grant

Michael Segal

M/C: Math and Computer Science
CD: Public Relations, Borgess Medical Center, Kalamazoo; Research Aide, Argonne National Laboratory, Argonne, Illinois
FS: Madrid, Spain, 3 months
SIP: "The Software Engineering Process from the Software Testing Viewpoint," I/NET, Inc., Kalamazoo
LANG: Spanish
ACC: Heyl Science Scholar, National Merit, Schneider Prize in English

Political Science

Jay Kolbe

M/C: Political Science
CD: Field Wildlife Technician, United States Forest Service, Choteau, Montana
FS: Quito, Ecuador, 6 months
SIP: "U.S. Wolf Policy and Proposed Reintroduction into the Yellowstone Ecosystem"
LANG: Spanish
SEEKS: Public/private position in natural resources/conservation organization

Kristina E. Mony

M/C: Political Science and Sociology
CD: Newsroom Assistant, WJBK-TV2; Newsroom Assistant, CNN-Cable News Network
FS: Oaxaca, Mexico, 3 months
SIP: "Media and American Politics," WOTV-41 News
LANG: Spanish
SEEKS: A position in the field of journalism
ACC: News Researcher, WUHQ-TV41; Dale Carnegie graduate

Jeremiah James Repinski

M/C: Political Science and Psychology
CD: Legal Intern, Miller, Simon, & Maier, Milwaukee, Wisconsin
FS: Hannover, Germany, 3 months
SIP: "Conflict, Competition and Power Relations in Abused Children's Best Friendships," Department of Psychology, The University of Michigan
LANG: German, Russian
SEEKS: Counseling, human services
ACC: Crisis intervention

Andrew Schuck

M/C: Political Science
CD: Internship, Genesee County Prosecutor's Office
SIP: "The Perseverance of Racism in America"
LANG: Spanish
SEEKS: Legal internship in law firm or state legislature
ACC: High Pass, Senior Political Science Composites; Dean's List

Matthew J. Stapleton

M/C: Political Science/Social Science
CD: Manager of Operations for Independent Business
SIP: Student Teaching, Benzie Central High School, Benzie, Michigan
LANG: German
SEEKS: Teaching, law related or business

Psychology

Jennifer L. Holmes

M/C: Psychology
CD: Child Care Worker/Teacher, The Centre at Conway Montessori School
FS: Clermont-Ferrand, France, 6 months
SIP: "The Use of Extinction and Punishment to Enhance Functional Communication Training: Two Case Studies," Johns Hopkins
LANG: French
SEEKS: Psychology, working with children

Heather Spencer

M/C: Psychology
CD: Research Assistant, The University of Michigan
FS: Madrid, Spain, 3 months
SIP: "Innovation in the Workplace: The Process of Minority Influence in Naturally Occurring Work Groups," The University of Michigan
SEEKS: Consulting on human development
ACC: Varsity golf team and cross country running

Sociology/Anthropology

William Duane

M/C: Sociology/Anthropology, Public Policy and Urban Affairs
CD: Law Intern, Miller, Johnson, Snell & Cummisky, Grand Rapids, Michigan
FS: Aix-en-Provence, France, 6 months
SIP: "The Effects of Radical Tax Reform on Tax-Increment-Financing," Downtown Kalamazoo Inc.
LANG: French
SEEKS: Economic development

In an effort to offer placement services to Kalamazoo College seniors, senior ads are included in this issue of the *Kalamazoo College Quarterly*. You will find well-qualified potential employees among these members of the Class of 1994. We strongly encourage you to consider these graduates for employment with your organization and to recommend them to other employers in your area who are eager to hire bright, young professionals.

Students are listed by their major field of study. To contact any of these students, call (616) 337-7183 or write to the Kalamazoo College Career Development Center, 1200 Academy Street, Kalamazoo, Michigan 49006-3295. ■

KEY

M/C:
Major field(s) of study/Concentration(s)

CD:
Career development
internship(s)

FS:
Foreign study location
and duration

SIP:
Senior Individualized Project

LANG:
Language(s)

SEEKS:
Type of position sought

ACC:
Accomplishments

UPDATE

by Lynn Leonard, Associate Director of Admissions

Previous records surpassed by 1994 Alumni Contact Project

In a record-setting year for participation and geographic representation in the volunteer program, more than 210 alumni and friends have completed another successful Contact Project. While a few contact forms are still pending, this year's participants attempted to contact over 800 admitted students, 200 more than the previous year, and a new project record. Many thanks to our dedicated callers and letter writers for another job well done, and to our program secretary, **Vicki Kupferschmidt**, for assigning all the contacts!

John Allen '84, Wilmette, IL
 Shannon Allen '77, Nashville, TN
 Cynthia Ambrose '79, Dayton, OH
 David Anderson '76, Fort Wayne, IN
 Anthony Asher '82, Ann Arbor, MI
 Charles Austerberry '79, Omaha, NE
 Steven '79 and Pamela Baker '79,
 Minneapolis, MN
 Kathryn Bannan '81, Arlington, VA
 Bruce '72 and Caryl Barton '72,
 Fort Wayne, IN
 Jeffrey Beehler '81, Riverside, CA
 Cynthia Berman '79, Towson, MD
 David Bisbee '73, Maplewood, NJ
 Kerry Bishop '89, Grosse Pointe Park, MI
 George Bogan '72, Libertyville, IL
 Carol Bokhari '83, Clinton Township, MI
 John Bolin '65, Berea, KY
 Janine Bologna '89, Washington, DC
 Melinda Brady '86, Madison, WI
 Richard Brandell '89, East Jordan, MI
 Hugh Broder '77, Farmington, MI
 Thomas Brown '67, Milwaukee, WI
 Elizabeth Butler '83, Chicago, IL
 James Cavallo '72, Downers Grove, IL
 Richard Chang '84, Rockville, MD

Barbara Chatametkool '90, Joplin, MO
 Ruth Ann Church '86, Ann Arbor, MI
 Richard Clark '68, Escanaba, MI
 Molly Cline '76, St. Louis, MO
 Elizabeth Cohen '79, Morgantown, WV
 Joyce Coleman '66, Dallas, TX
 Sarah Colson '82, Ann Arbor, MI
 Laurie Comerford '91, Three Rivers, MI
 Jennifer Corryn '88, South Bend, IN
 Susan Coykendall '86, Mt. Vernon, IA
 Jill Craven '88, Alexandria, VA
 Patricia Croom '80, East Lansing, MI
 Kathleen Czmer '93, St. Louis, MO
 David Daly '81, Plymouth, MI
 Michael Daniels '79, Albuquerque, NM
 Nancy Daum '75, Glendale, WI
 Lindsay Day '92, Albuquerque, NM
 Anne Dayanandan '75, Madras, India
 Diana Dean '78, West Linn, OR
 Carol Deck '82, Boulder, CO
 Barbara DeRose '79, Lansing, MI
 Karen De Vos '59, Las Vegas, NV
 Robert Dickson '68, Kent, OH
 John Dillon '77, Silver Spring, MD
 Douglas Doetsch '79, Evanston, IL
 Carol Dunn '82, Spooner, WI
 Leslie Erickson '74, Portage, MI
 Matt Ewend '86, Baltimore, MD
 Dawn Fekete '92, Indianapolis, IN
 Carol Fencel '68, Moscow, Russia
 Douglas Ferguson '92, Columbus, OH
 Jane Field-Paddon '85, Wilton, CT
 Michael Flesher '78, Southfield, MI
 Constance Flynn '69, Grand Rapids, MI
 Cynthia Flynn '83, West Allenhurst, NJ
 Robert Foxworthy '69, Santa Cruz, CA
 Marlene Francis '58, Brandenton, FL
 James Gardner '89, Chapel Hill, NC
 Sharron Gasior '78, South Hadley, MA
 Martha Gay '65, Greenbelt, MD
 H. James '83 and Sheryl Gilmore '83,
 Kittery, ME
 Carolyn Gorman '68, Edwardsville, KS

Rebecca Graham '77, Anchorage, AK
 Mark Grajcar '84, Ft. Drum, NY
 Judith Gudelsky '73, University Heights,
 OH
 Robert Ham '81, Fort Collins, CO
 Kenneth Harnden '89, Plainwell, MI
 Lona Harris '62, Kansas City, MO
 Karen Hathaway '88, Kentwood, MI
 James Heath '78, Portage, MI
 Robert Heerens '38, Rockford, IL
 Wendy Henninge '90, Ann Arbor, MI
 Patricia Hetzler '78, Tyngsboro, MA
 Joyce Hiebert '71, Tullahoma, TN
 David Higdon '83, Portland, OR
 Gail Hoben '71, Sunnyvale, CA
 Christopher '69 and Rebecca Holder '69,
 Burnt Hills, NY
 John Honell '66, West Covina, CA
 Mary Hosley '85, Lansing, MI
 Jeanny House '76, Janesville, WI
 Kevin Howley '81, St. Paul, MN
 Mark Howrey '92, Somerville, MA
 Richard Howrey '87, Irving, TX
 Veronica Hubbard '82, Annandale, VA
 Johanna Humbert '81, Chicago, IL
 Ann Ingles '65, Fenton, MI
 Steven Jackson '80, Tucson, AZ
 Kathryn Johns '91, Chicago, IL
 Betty Johnston '82, Washington, D.C.
 Carol Johnston '73, Indianapolis, IN
 Nancy Kaharian '85, Colgate, WI
 Debra Kalinka '89, Grand Rapids, MI
 Bruce Kantor '86, Lathrup Village, MI
 Mary Ryan Karges '85, Seattle, WA
 Corinna Keller '92, Plymouth, MI
 Daniel Kibby '91, Kalamazoo, MI
 Margie Kline '86, Dearborn, MI
 Alice Young Klug '83, Louisville, KY
 Muriel Knope '72, Atlanta, GA
 Robert Koerker '65, Kettering, OH
 Christina Kolm '79, Kansas City, MO
 Kristine Koontz '90, Cincinnati, OH
 Lynn Kopnick '83, Chicago, IL

Nancy Korendyke '84, Oxon Hill, MD
 Rod Krapf '70, Oak Park, IL
 John Krezoski '69, Glendale, WI
 Arthur Kudla '88, West Lafayette, IN
 Charles La Sata '85, St. Joseph, MI
 Michael Lee '83, Park City, UT
 Ray Lefton '80, Pittsburgh, PA
 E. Turner '63 and Katherine Lewis '65,
 Wakefield, MA
 Lawrence T. Lour '69, Kowloon,
 Hong Kong
 Ann Lugbill '76, Cincinnati, OH
 Carol Maier '67, Rochester, NY
 Mary Mancewicz '85, New York, NY
 David Markel '84, New York, NY
 Debra Marsteller '75, Paoli, PA
 Luella Mast '64, Silver Spring, MD
 Lynn Mawhinney '90, Chicago, IL
 Angela McCarrel '86, Seattle, WA
 Daniel McCarrel '82, Pasadena, CA
 Mary Lou McCuen '91, Troy, MI
 Mary McLean '61, Kalamazoo, MI
 Douglas Mernitz '68, East Lansing, MI
 David Mesenbring '73, Miami, FL
 Lawrence Michalak '79, Birmingham, MI
 Helen Mickens '76, Lansing, MI
 Nicole Mikoda '89, Akron, OH
 Gary Miller '61, Dallas, TX
 Robert Milnarik '64, Ramstein-
 Miesenbach, Germany
 Paul Miotke '92, Indianapolis, IN
 Hans Morefield '92, Shaker Heights, OH
 Phillip Mowers '80, East Grand Rapids, MI
 Clifford Mulder '84, Portage, MI
 Betty Murray '66, Grinnell, IA
 L. West Nelson '81, Hollis, NY
 Michael Nelson '89, Troy, MI
 Robert Neuman '66, Brookfield, WI
 Annette Nickel '84, Kalamazoo, MI
 Susan Nielsen '88, Saginaw, MI
 Jean Nitta '66, Honolulu, HI
 Patrick O'Leary '88, Kalamazoo, MI
 Kimberly Osborne '93, Palos Verdes
 Estates, CA
 Molly McAuliffe Padian '89, New York, NY
 Jeffrey Pellegrum '88, Eagan, MN
 Lorene Pharr '70, Dunwoody, GA
 Laura Pickford '80, Seattle, WA
 Claude Poinsignon-Oblinger, Clamart,
 France
 Jack Price '54, Grand Blanc, MI
 Gary Pridavka '79, Dallas, TX
 Alice Printer '90, Lafayette, IN
 Sharron Probert '91, Haslett, MI
 Sarah Puterbaugh-Stevens '65,
 Cedarville, MI
 Cindy Jo Reed '81, Traverse City, MI
 James Reineck '79, Buffalo, NY
 John Retting '85, New York, NY
 Kathryn Rightor '79, Angleton, TX
 Rebecca Robak '82, Framingham, MA
 Chad Rucker '92, Boulder, CO
 Timothy Ryan '81, Royal Oak, MI
 Ronald Rybar '78, Linden, MI
 Suzanne Saganich '83, Dallas, TX
 Clyde Sanadi '74, Tampa, FL
 Donna Santer '85, Brookline, MA
 Diane Sarotte '85, Cleveland Heights, OH
 Ann Scheerer '84, Milwaukee, WI
 Anne Schwartz '89, Albuquerque, NM
 Mark Severs '69, Hanover, NH
 Beth-Ann Shepley '82, Brookline, MA
 Ruby Sledge '77, Kalamazoo, MI
 Bradley Smith '80, Columbus, OH
 Marion Smith '66, St. Louis, MO
 Mary Smolenski '86, Arlington, VA
 Martin Sostoi '78, Montpelier, OH
 John Spitzer '89, Kalamazoo, MI
 Merrill Squiers '92, Houghton, MI
 Sharon Stebbins '93, Livonia, MI
 Michael Stier '80, Ypsilanti, MI
 Heidi Strobel '90, Champaign, IL
 Teresa Sullivan '73, West Bloomfield, MI
 Bonnie Swenby '69, Minneapolis, MN
 Stephen Sylvester '71, Tampa, FL
 Anne Taylor '84
 Thomas '75 and Linda Taylor '75,
 Hartford, CT
 Stephanie Teasley '81, Ann Arbor, MI
 Thomas Teske '75, East Jordan, MI
 R. Moses Thompson '70, Middleburg, VA
 Dennis Thornton '66, Houston, TX
 Timothy '89 and Stephanie Throne '89,
 Michigan Center, MI
 Bridget Timmeney '84, Kalamazoo, MI
 Babette Trader, Sarasota, FL
 James Tuma '42, Mt. Pleasant, MI
 Michael Ungar '85, St. Louis, MO
 Amy Van Domelen '81, Arvada, CO
 Elaine Vanderberg '52, Frankfort, MI
 Ann Vossekuil '71, Fairfax, VA
 Cynthia Vreeland '88, Stanford, CA
 Marianne Wason '69, Raleigh, NC
 Jennifer Weissmueller '83, Glendale, CA
 Gina Welscott '93, Battle Creek, MI
 Karen Werner '88, Countryside, IL
 Monica Whitaker '80, Albuquerque, NM
 Samantha Whitney-Ulane '87, Chicago, IL
 Clark Wierhake '48, Port Charlotte, FL
 Susan Willard '87, Royal Oak, MI
 Nicole Wolf '86, Whitewater, WI
 Samer Yagham '89, Chicago, IL
 Hideyuki Yamamoto '83, Tokyo, Japan
 Nancy Zacha '83, Grand Rapids, MI ■

Alumni Contact Project looking for boost in Detroit

Our recruitment efforts across the country have been wildly successful and we now turn our attention to bolstering our Michigan efforts. Assignments to volunteers in Detroit have skyrocketed. Detroit-area volunteers need your help! If you live in Birmingham, Bloomfield Hills, Troy, Rochester, Royal Oak, Warren, St. Clair Shores, Clinton Township, Plymouth, Northville, Farmington, Southfield, Pontiac, Port Huron, or Grosse Pointe North or South, please join the Contact Project for 1995 by calling or writing Lynn Leonard, Office of Admissions, Kalamazoo College, 1200 Academy Street, Kalamazoo, Michigan 49006-3295. ■

Kalamazoo College Reunion Photo Order Form

If you would like an 8" x 10" black-and-white print of any of the reunion photos in this magazine, please send a check and this completed form to: Kalamazoo College Reunion Photos, John Gilroy Photography, 2407 West Main Street, Kalamazoo, MI 49006. Phone: (616) 349-6805. Please make checks payable to "John Gilroy Photography."

Cost: \$12.50 each (includes postage and handling). For orders postmarked after October 15, 1994, the cost for each print will be \$17.50. Please indicate quantity below.

Class of 1934 Class of 1939 Class of 1944 Class of 1949
 Class of 1954 Class of 1959 Class of 1964

Name _____

Street Address _____

City _____ State _____ ZIP Code _____

Area Code/Phone _____ Total Amount Enclosed _____

Class of 1934 Class Agent: Sarah Jane Watson Stroud

Pictured at their 60th reunion on June 10 are members of the Class of 1934 and their spouses **front row, left to right:** Shirley Anderson Blankenburg, Robert Blankenburg, Thompson Bennett, Ann Garrett Bennett '44, Jean Benedict Huston. **Second row:** Russell Worden, Edytha Taube, Sarah Jane Watson Stroud, Barara Hagerty, Edward Hagerty. **Back row:** Clarence Taube, Elsen Burt, Ethel Tucker, Lawrence Tucker.



CLASS REUNIONS

Class of 1939 Class Agent: Klair Hunter Bates

Members of the Class of 1939 and their spouses pictured at their 55th reunion on June 10, **front row, left to right:** Donald C. Smith, Klair Hunter Bates, George Baldwin, Virginia Dye Martin. **Second row:** Helen Smith, Margaret Braham, James Hanichen (guest), William Weber. **Back row:** David Kurtz, John Braham, Frank Harlow, Virginia Harlow. Attended reunion events but not pictured: Louis and Eva Kuitert.



Class of 1944 Outgoing Class Agents: Ann Tompkins Krum and Jinny Taylor Hilf New Class Agent: Mary Ethel Rockwell Skinner

Celebrating the 50th reunion of the Class of 1944 on June 10 are **front row, left to right:** Betty Zick Wright, Kay Edwards Meyer, Marilyn Hinkle, Dorothy Chisholm Wallace '46, Stuart Wallace, Mary Ethel Rockwell Skinner, Harold Skinner, Lavon Woodward Russell, Leonard Russell '47. **On stairs and balcony:** Hunter Wright, Fred Law, Frances Weigle Law, Ralph Kerman '47, Cynthia Earl Kerman, Marian Grove Manley, Dick Manley, Betty Heystek Thompson, Ann Tompkins Krum, Ed Thompson '43, Dan Hilf, Jinny Taylor Hilf, Bruce Harkness.



Class of 1949 Class Agent: Dick Meyerson

Members of the Class of 1949 and their spouses pictured at the 45th reunion on April 23 are, **front row, left to right:** Caroline Burns Burke, Charlotte Matthews Keating, Eloise Quick Mange '50, Eleanor Born Grabarek, Mary Joslin Discher '50, Verdonne Peterson Austin, Charles Large. **Second row:** Phillip Mange, Pat Dunbar Gregg, Thomas Froom, Mary Esther Stover Mallory '46, Wendell Discher. **Third row:** Gordon Kurtz '48, Melisse Truitt Kurtz, Georgia Meyerson, Sigrid Nelson Duncan, F. Allan Duncan '47. **Back row:** Dick Meyerson, Al Grabarek, Don Harrington, Robert Mallory. Attended reunion events but not pictured: Joan Robinson Bergman '50 and Berdena Rust.



Class of 1954 Class Agent: C. Lee Adams

Celebrating the 40th reunion of the Class of 1954 on April 23 are **front row, left to right:** Don Davis '55, Evelyn Biek Davis, David Crawford, Arvalea Bunning Crawford, Billie Jo Tanner Hart, Frank Hart '53. **Second row:** Bill Rogers, Beverly Nunn Price '57, Bob Pfister, Peter Lenox, Chuck Goodsell. **Back row:** Lou Brakeman, Jack Price, Guenther Pointner, Dick Fleming. Attended reunion events but not pictured: Betty Brenner.



CLASS REUNIONS

Class of 1959 Class Agent: Karen DeVos

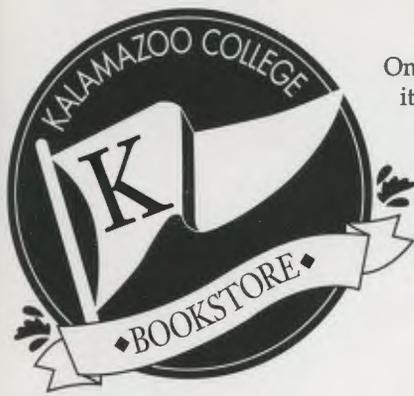
Members of the Class of 1959 and their spouses pictured at their 35th reunion on April 23 are, **front row, left to right:** Dave Macleod, Stan Rajnak, Nancy Tirrell Crossley, Joe Crossley. **Back row:** David Osmun, Carrie Venema, Kathy Edmonds Rajnak, Jesse Dungy, Bill Venema.



Class of 1964 Outgoing Class Agent: Dianne Sopp DeLong New Class Agent: Susan Cooper Poupart

Pictured at the 30th reunion of the Class of 1964 are, **front row, left to right:** Luella Williams Mast, Catherine Pengilly Niessink, Dianne Sopp DeLong. **Second row:** Bruce Timmons, Susan Cooper Poupart, Mary Switzer Rees, Sue Lentz LeDuc, Sandra Nordin Anderson. **Third row:** Ronald Milnarik, Chuck Hackney, John VanOtterloo, Dawn Larson Atkinson, Karen Foxworthy Craig, Elaine Fish Bugoski. **Back row:** Dave Heath, Lary Smith, Carl Bekofske, Michael Moore, Dave Clowers.





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