Leading Light:
Bruce Benton '64,
Career Development,
And a Global
Health Program
Elsie Miller left her home for music, and Kalamazoo College students are the beneficiaries of her gift.

Elsie's husband, the late Harold Miller '26, set forth in his will that, upon the death of Elsie, title to their home would transfer to Kalamazoo College. Proceeds from the sale of the residence would fund a music scholarship named after Harold and his first wife, Ruth Vivian Coe Miller, who died in 1979. Elsie and Harold were married for nearly 17 years prior to his death in 1998.

Although well able to live in her home, Elsie elected to move into the Kalamazoo senior community of Friendship Village, transfer the rights to the home to the College, and activate the music scholarship.

"The Harold R. Miller and Ruth Vivian Coe Miller Music Scholarship will help our best music students meet the costs of private lessons, instruments, and auditions," said Leslie T. Tung, associate professor of music. "The scholarship is a fitting and beautiful way to honor the Millers' sincere love for music."

Under terms of the annuity the College pays a fixed lifetime income to the couple based on the value of their donated home.

The Hayes's worked with John Heerspink, director of gift planning, to make their gift. The College has sold the residence as well as the residence of Elsie and the late Harold Miller '26 (see story at right).

"The College community is very grateful to Ruth and Allen and Elsie," said Heerspink. "They extended their loyalty to the College they love, which gave them great personal satisfaction. They also benefited from decreased taxes (estate, income, and capital gains) and increased income. And they dispensed with the maintenance of these properties."

Anyone with questions about donation of property (or other assets) to the College may call John at 616-337-7300 or e-mail him at: jcheer@kzoo.edu.

(Left) The South Haven cottage given to the College by Ruth Demme Hayes '37 and Allen Hayes '35. (Right) Elsie Miller and Leslie Tung, associate professor of music.

KALAMAZOO COLLEGE
Planned Giving
Ruth Demme Hayes ’37 and Allen Hayes ’35 recently gave their summer home to the College in exchange for a charitable Gift Annuity.

Ruth and Allen, who reside in Winter Haven, Florida, built the summer residence in the early 1980s. Every year they migrated from Florida to the South Haven A-frame cottage located near a bluff overlooking Lake Michigan.

Due to a change in Allen’s health, Ruth decided they should live year round in Florida and give their summer home to the College sooner than they had originally planned.

Under terms of the annuity the College pays a fixed lifetime income to the couple based on the value of their donated home.

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KALAMAZOO COLLEGE

Planned Giving
Dear Readers:

The College’s 1999-2000 Academic Catalogue promises social responsibility as one of five outcomes of the K-Plan and defines it as a “commitment to community service and a willingness to take on roles for the common good.” The intertwined stories of Bruce Benton ’64 and Kyalo Kibua, an international student who spent the 1998-99 academic year at Kalamazoo College, illustrate the effect of various K-Plan elements on the development of social responsibility. The tale also underscores the vital role career development internships may play in the Kalamazoo learning experience. And finally, it notes the influence of a study abroad experience that occurred in 1963 on the creation of a remarkable internship opportunity at the World Bank in 1999.

The K-Plan is malleable; students shape it to fit their aspirations and goals. Many choices are available, and timing is flexible. In this environment of opportunity and flexibility another, perhaps more subtle, value thrives, and that value is articulated by Chris Corcoran ’87. The broad explorations encouraged by the curriculum led her to discover Krio, a creole language of Sierra Leone. Once she decided to focus her study on that language, which some might consider obscure, the College strongly supported her scholarly pursuit.

Africa is common to many of our features this issue, including our focus on professor of economics Ahmed Hussen, who was born there. Because economics always has seemed a “black box” to me, I have anticipated the “Doorways” feature from an economics professor for some time, and intend to at least begin the books suggested by Dr. Hussen.

This issue will introduce you to the new dean of students and the new executive director of development. Our “Looking Back” section, which featured the French poem of Max Garriot ’69 last issue, focuses on a “then-and-now” set of study abroad photographs provided by Mary (Stucky) Myers ’64, whose class was one of the first to study abroad as part of the then-nascent K-Plan.

We thank you for the comments and suggestions regarding the first issue of LuxEsto. We welcome your comments—pro or con—anytime. We try to respond to all letters. And we publish letters at the request of authors. Letters that are published are subject to editing. Letters responding to articles in a particular issue of LuxEsto will be published only in the subsequent issue.

What’s in a name? We received several interesting observations about the name LuxEsto. It’s based on the College motto, “Be light,” and we chose it because it suggests the values of Kalamazoo College. To be light implies a commitment to enlightenment, lifelong learning, and the search for truth. The motto also evokes a sense of civic responsibility, for to be light means to give light. There also is a sense of environmental responsibility carried in the notion of “living lightly.” And “Be light” suggests the importance of a sense of humor, a centrist value important for living with one another.

Finally, we say goodbye to Emily Crawford ’99, who worked in our office as a writing intern this summer. She wrote the story on Chris Corcoran and shot the photos that support it. Now she’s off to San Francisco to seek a job in the publication and communication business. Emily was willing to take on any task. You can find her picture on page 9. She’s in the background, acting terrified of the Y2K bug. Thank you, Emily, for all your help. Good luck, and “be light.”

Best regards,

Jim VanSveden ’73
The Office of College Communication

Be light.
LuxEsto continues the Kalamazoo College Quarterly Magazine. The new name is based on the College’s official motto, Lux Esto, “be light.”

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COVER PHOTO: A part of the statue honoring the global effort to control River Blindness. The statue is located in the atrium of the World Bank’s Washington DC headquarters. See story page 18.

Cover Story: A woman blinded by onchoceriasis is led by a child. See page 18.

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Chris Corcoran ’87 looks at a K-Plan value: the support to study what some may consider unworthy.

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Grant Establishes Scholarships For Women in Science and Math

Kalamazoo College women majoring in the fields of science or math have an opportunity to receive significant academic and monetary assistance in their junior and senior years. The selection committee of the Clare Boothe Luce (CBL) Program has awarded Kalamazoo College $184,000 to support four two-year CBL Scholarships staggered over a three-year period. The grant will provide four female science or engineering students full tuition in their last two years of undergraduate study.

A summer research grant will also support the students' Senior Individualized Projects (SIPS) and allow them to work closely with Kalamazoo professors. The first CBL candidate will be selected this spring for the 2000-01 academic year.

Clare Boothe Luce entered professional fields that were generally closed to women in her time. Those fields included journalism, politics, the theatre, and diplomacy. Luce achieved recognition and respect for her accomplishments and became an inspiration and role model for women. The Henry Luce Foundation initiated the Clare Boothe Luce Program to address its namesake's desire "to encourage women to enter, study, graduate, and teach" in science and engineering, fields where women have been underrepresented. The program provides undergraduate scholarships, graduate fellowships, and term support for tenure-track professors at the associate or assistant level.

At the invitation of the Henry Luce Foundation, Provost Gregory Mahler wrote a proposal for the undergraduate scholarships. Science department faculty collected and submitted data about women graduates to provide support for the proposal. The proposal outlines a unique selection process: two panels of four alumnae who are professionally distinguished in the science or engineering fields will select the recipients of the scholarship. Jan Block, director of Capital and Special Projects, is currently forming the two panels. Interested students will submit an application and interview with one of the panels.

In addition to selecting the recipients of the scholarship, the alumnae will stay in contact with the students during their junior and senior years. The College hopes this will assist the students in building connections and contacts while promoting further links between alumni and students.

"The long-term benefits of the scholarships will accrue to Kalamazoo students, faculty, and alumni," said Mahler.

Mellon Grant Means Enhancements For College's Study Abroad in Kenya

A Mellon Grant means an improved educational experience for Kalamazoo students who choose to study abroad in Kenya. The Andrew W. Mellon Foundation awarded the grant to three consortia of colleges to support the development of new models in off-campus programming. The consortia include the Great Lakes College Association (GLCA), the Associated Colleges of the Midwest (ACM), and the Associated Colleges of the South (ACS).

The grant will allow the three consortia to expand programs in three regions of the world—Africa, Eastern Europe, and East Asia—through the development of an International Learning Center. The ACM and ACS will focus their parts of the grant on the development of programs in The Czech Republic and Turkey, respectively. The GLCA will focus its part of the grant on Kenya, coordinating its International Learning Center (ILC) with the Kalamazoo College study abroad program and offices at the University of Nairobi. In addition, some funds will be directly allocated to improve the College's program, providing resources for the staff and students there.

"The grant is a formal recognition by a major foundation that Kalamazoo College is one of the preeminent liberal arts colleges with active focus on international programs," said Provost Gregory Mahler.

The steering committee for the ILC in Kenya will apply the funding in three areas: the coordination and promotion of African Studies curriculum, the expansion of resources and contacts for the US-based study abroad programs, and research opportunities for teaching faculty at the member colleges of the three consortia. Summer seminars at the University of Nairobi will give faculty an opportunity to study and research African-related subjects and themes.

Students from any member college of the three consortia will have the opportunity to study in Nairobi. Kalamazoo students may take advantage of programs in The Czech Republic and Turkey.

The College hopes that the exchange of faculty and students from across the Midwest and Kenya will create new links between the University of Nairobi, the College, and the other 41 members of the consortia, said Mahler.

"The grant demonstrates the benefits of Kalamazoo's affiliation with the region's college organizations. The new relationships that will develop will benefit all communities involved," he added.
Math Professor’s Retirement Focus: Opera, Theatre, Reading, and Bridge

During his 35-year career at Kalamazoo College, George Nielsen, professor of mathematics, had the opportunity to see the campus expand both physically and academically. Welles Hall grew into the Hicks Center, and the campus spread further across the north side of Academy Street. Academically the College expanded beyond its traditional base in the sciences by developing its strength in literature and the fine arts.

Nielsen also grew as a result of a wide range of experiences that changed him. One year, he lived in the Severn residence hall for a couple of quarters interacting with the students on a day-to-day basis outside of the classroom.

"Witnessing the students' lives beyond the classroom made me a more effective teacher," he said. It may also explain why he once was asked to participate in an Air Band skit. Air Band groups compete against each other to create lip-syncing or performance pieces. Nielsen didn't have to do much background research for his role; he played the part of a math teacher. The skit won the competition and Nielsen achieved the distinction of being the only professor to ever join an Air Band act.

Nielsen experienced a K-Plan of his own early in his career. He took a six-month trip around the globe when he first came to Kalamazoo College, an experience to which Nielsen attributes his appreciation of the differences and similarities between cultures.

He served as advisor to international students for 15 years, helping them plan their activities and classes at Kalamazoo College. That function allowed him to meet students from other countries he may not have otherwise met, including those who came to the College for a one-year program and those who came for four years and earned a degree. He especially enjoyed seeing the four-year international students change and develop at the College.

Nielsen is confident in the strength of the mathematics department and hopes to see it offer even more advanced courses in the future. And the best thing about working for Kalamazoo College? "It takes the education of students seriously," said Nielsen. "And it works with the greater community of Kalamazoo to offer some particularly excellent educational experiences."

Nielsen plans to relax, enjoy the opera and the theater, read and play bridge. "Kalamazoo will always be a part of me," he said. "I'll still be around."

Wayne Wright, Physics, Retires After 37 Years

After 37 years Wayne Wright, professor of physics (and department chair for 20 of those years) retired from Kalamazoo College in June. Wright has been an invaluable leader and professor.

He expressed sentiments similar to those of the College's most recent graduates: sadness at leaving a close community of friends and colleagues, and excitement at the opportunity to search out new challenges and horizons.

Asked to describe the most treasured memory of his nearly four-decade career, Wright cited the capability and intelligence of the students, and the congeniality of the staff, administration and faculty.

"Teaching at a small college has many rewards, including a smaller bureaucracy and the opportunity to know many of the physics students on a personal level," Wright explained. "One of the most rewarding experiences of my long tenure here has been the opportunity to keep in contact with students who graduated from Kalamazoo College and later earned their master's and doctorates from universities all over the country," he added.

Wright always found ways to challenge himself during his stay at the College. Most recently, he assisted in the renovation of Dewing Hall and the Olds-Upton science building. He worked with architects, trades people, faculty, and staff.

Always on the look-out for new learning opportunities, Wright will consult once a week at the University of Texas in Austin. He has a 27-year relationship with the university and spent several sabbaticals working there.

He and his wife Mary spent time with their family in Maine this summer and are looking forward to some international travel in the future.
Campus Notables

David Barclay, History, presented a paper titled “Central Europe in Revolution, 1844-91” at the annual meeting of The Historical Society in Boston. He also published a viewpoint article on Germany and the Balkans in the June 18 issue of the Kalamazoo Gazette.

Thanks in part to Richard Berman, Career Development Center, Tom Gilbert ‘99 will train in France and work in Germany on a year-long internship for TranslineInternational, a corporation specializing in communication and translation.

Always on the hunt for career development internship opportunities, especially overseas, Berman made the Transline-International connection with Kai Littmann. Littmann has since left Transline-International to form his own company, Dolphin Translations. That company will be located both in Stuttgart, Germany, and Sarasasburg, France. Through his new company, Littmann will provide additional career development internships for more Kalamazoo College students.

Joseph Brockington, Center for International Programs, announced a joint effort by Kalamazoo College and Africa University (Mutare, Zimbabwe) to create a Small Business Development Center (SBDC) at Africa University. The partnership also will include regular exchange faculty and administrators between the two institutions. The project is funded by a three-year grant from the United States Information Agency (USIA). Professors from Africa University will teach economics-related courses at Kalamazoo College. They also will work closely with the L. Lee Stryker Center for Management Studies and Educational Service to develop plans for the SBDC. Kalamazoo College professors and administrators with background in business, economics, development, African studies, and other related fields will teach and conduct research in Zimbabwe while assisting in the development of Africa University’s SBDC.

The entire cast of the Festival Playhouse of Kalamazoo College’s production of The Good Person of Szechuan received a citation for ensemble acting from the American College Theatre Festival Adjudicator. This is the first time the College has received that honor during the tenure of Ed Menta, Theatre Arts, at the Festival Playhouse. A citation was also given to Dave Hossler ’99 and Josh Theroux ‘01 for the music and sound in the production.

Gary Dorrien, Religion, has completed 800 pages of the first volume of a two-volume interpretation of the history of American theological liberalism. The first volume is titled Imagining Progressive Christianity: The Making of American Liberal Theology, 1805-1906. Dorrien also has accepted an invitation to be the 2000-01 Rauschenbusch Lecturer at Colgate Rochester Divinity School, one of America’s three oldest and most distinguished endowed lecturships in the field of religious studies.

Dhera Strauss, Curricular Support, led a 10-session class on video documentary production for the Boys and Girls Club of Kalamazoo. Students learned how to plan a shoot, operate cameras, and work with editing equipment as they put together segments about Bimbo’s Pizza, Binder Park Zoo, and a dance performance by Boys and Girls Club members. They also toured Lawrence Productions in Galesburg, where they met professionals in the video field and learned about animation, graphics, music, and editing. The program was underwritten by the Arts Fund of Kalamazoo County.

Laura L. Furge, Chemistry, won a 1999 Camille and Henry Dreyfus Foundation Faculty Start-up Grant. She was one of 12 individuals among 85 applicants to win this honor. The grant will support her research program at the College, and part of it will support undergraduate research activities. The Camille and Henry Dreyfus Foundation is dedicated to the advancement of the chemical sciences. The faculty start-up program provides external research support to new faculty at the beginning of their first full-time academic positions.

The National Society of Fund Raising Executives West Michigan Chapter awarded John Heerspink, Gift Planning, the 1999 Benjamin Franklin Award for Fundraising for his contributions to philanthropy. NSFRE is a national organization of professionals employed by nonprofit organizations. It is dedicated to promoting philanthropy through excellence of practice and adherence to a code of ethics.

The photography of Richard Koenig, Art, won an Award of Merit at the 20th Michigan Artists Competition in Battle Creek, Michigan. Earlier this year Koenig was selected a semi-finalist for the 1999 Friends of Photography/Calumet Emerging Artist Award. Several of his pieces were selected for juried group exhibitions. He also received an Award of Merit at the University of South Carolina International Digital Works on Paper Exhibition and a Juror’s Award for a piece displayed in the show The Natural World at the Mesa Arts Center. Examples of his work are featured on page 7 and the back cover.

The first chapter of Bruce Mills’ (English) book, Cultural Reformations: Lydia Maria Child and the Literature of Reform (University of Georgia Press, 1994) was selected to be a part of Nineteenth Century Literature Criticism (Janet Wivace, editor, Gale Research). The New York Times Book Review (9 May 1999) reviewed Mills’ book, Lydia Maria Child’s Letters from New-York in its “Books in Brief” section. The Michigan Campus Compact awarded Mills a Faculty Fellows Grant, which will support his service-learning first-year seminar, “Out of Silence: On Autism and Art.” Seminar members will do service projects for autistic students in Kalamazoo and Portage. The grant supports the Kalamazoo Regional Educational Service Agency’s autism program through financial support for in-services (hosted by Kalamazoo College) and for travel to conferences. Mills also will use the grant to write a series of essays on the impact of autism on his family.


Heather Reynolds, Biology, with two collaborators from the W.K. Kellogg Biological Station, received a three-
National Science Foundation grant of $360,000 to study plant species diversity in southern Michigan grassland and forest ecosystems. The research was conducted at the Allegan (Mich.) State Game Area, and three Kalamazoo College students (Tom Pool '99, Mike Tressler '02, and Erika Anderson '02) were part of the research team.

Tom Rice, Art, is one of five western Michigan artists to be chosen for a show called "Go West" at the Ann Arbor Art Center. Rice had two pieces accepted in a juried exhibition titled "Our Town" at The Community House in Birmingham, Michigan. Examples of Rice's work can be seen at http://cc.kzoo.edu/~trice/images.htm.

Carl Shook, Stryker Center for Management Studies, received an outstanding leadership award from the Michigan Independent Small Business Development Center.

Joellen Silberman, Enrollment, was elected to the position of trustee of the College Board. The College Board is an organization that enhances the transition from high school to college. Silberman was elected from the Midwest Region to a four-year term which begins in November. She represents all member institutions in the 13 states that make up the Midwest Region. Silberman is the first Midwest Region trustee from a small private liberal arts college in 25 years.

The Gordon Research Conference board has approved a proposal from Jan Tobochnik, Physics, and Harvey Gould. The proposal, "Physics Research and Education: Statistical and Thermal Physics," will now become the first of a series of prestigious conferences on physics education. The conference will be chaired by Tobochnik and Gould and occur June 11-16, 2000 at Plymouth State College in New Hampshire. Designed to invigorate the undergraduate physics curriculum, the conference is one of the few with an education focus approved by the GRC board. The GRC web address is www.grc.uri.edu. Information on Tobochnik's conference can be found at www.grc.uri.edu/programs/2000/physres.htm.

Richard Koenig received his BFA from Pratt Institute in 1985 and his MFA from Indiana University in 1998. He teaches photography, two-dimensional design, and digital art, and conducts his own research. "I’m intrigued when two mutually conflicting things can exist at the same time and place. Contradiction and conflict don’t state the case for either pole, but allude to something else entirely. The single theme running through my work is this idea of a stable conflict, usually some variant of a nature/culture discord."

Koenig works primarily with gelatin-silver photographic processes, but he also likes to explore historical processes, installation, video, and the uses of digital technologies.
CIP Alters Spring European Programs

The Center for International Programs (CIP) and the Center for Western European Studies will change elements of the College's spring term study abroad programs in France, Germany, and Spain. In each of the programs, students will take a new course on European Studies with a special emphasis on the relationship of the country to the European Union. In France, the study abroad program will move from the Universite de Caen to the Universite des Sciences Humains in Strasbourg. The programs in Germany and Spain will continue with the College's current partners, The University of Bonn and the Universidad Antonio de Nebrija (Madrid), respectively. Students will continue to take courses in the language native to the program they choose.

"Relocating the French study abroad program allows it to take advantage of the presence in Strasbourg of the European Parliament, the Council of Europe, and other institutions of the European Union," said Joe Brockington, who directs the CIP. Changes in the College's European spring programs also may lead to more collaboration among the three European Universities, according to Brockington.

With the move of the French spring-term program, M. André Heintz and Mme. Annie Arroué will retire. Heintz directed the Caen program for 41 years, since its inception as one of the College's original three study abroad programs. More than 1,000 Kalamazoo College students (of the approximately 9,000 who have studied abroad since 1958) elected to study at Caen. Heintz plans to remain active in the French Elderhostel program. Friends and alumni of the Caen program can write him at 15, avenue de Bagatelle, 14000 CAEN, France.

The Center for International Programs regularly reviews and evaluates current study abroad programs and develops new ones. The College's spring program in Mexico will be redesigned to include a new focus on community development. The Center has developed new programs in Thailand (Chiang Mai University) and Costa Rica (Center for Sustainable Human Development at the University of Costa Rica). Conversations are underway with universities in Chile, Israel, Korea, and Turkey for future programs. ■

College Computer Warriors Make Campus Y2K Bug Proof

Dangerous bugs that threaten civilization were often a staple of 1950s-era horror movies. In those movies, teams of heroes, forestalled disaster by exploiting a hidden "Achilles heel" of the invaders, but not before the bugs had chalked up a significant body count.

Kalamazoo College faces a bug of a different nature—the Y2K variety—and the College's "heroes" intend to apply a strong "prevent defense." It wouldn't play well on the big screen, and that's just the way the College's information services unit likes it.

Information services has been hard at work to ward off any potential Y2K systems problems. A Y2K readiness committee formed in June continues to discuss and research contingency plans, according to Lisa Palchick, director of information services. "Two teams work on a daily basis testing and searching out potential bugs in the College's software and administrative databases," she said.

Palchick also urges students and parents to check personal hardware and software for Y2K compliance.

The Y2K Readiness Committee will finalize College operations contingency plans by November 1st and will provide students and parents with information on those plans during that month. Due to the remote possibility of problems beyond the College's immediate control, such as power failure and water, sewage or heating problems, students must confirm the exact date of the opening of winter quarter before returning to campus.

This confirmation can be made through the Y2K web site located at the College's homepage, www.kzoo.edu or through a 1-800 number that will be provided with the contingency plans in the fall.

Residential halls will be closed to student athletes and international students from December 30 through January 3 to reduce the number of students on campus in the event of a Y2K power failure.

Alternate arrangements for these students will be part of the final contingency plan.

"The College is fortunate that most of its computing system is only two years old. Replacements have not been necessary, and we have a great team working on potential problems," said Palchick. ■

Don Mack (left) and Mark Fedak lead the information services teams hoping to prevent any campus visit from the Y2K bug. Mack's team focuses on the College's software and its many personal computers. Fedak's has been updating the administrative databases. Standing in as a symbol for the Y2K bug is a rhinocerous beetle caught by biology professor David Evans in November 1959 in Orlando, Florida.

Photo: Keith Murma ➤
Men's Basketball Questions and Answers.

Joe Haklin has a lot of questions as he begins his 13th year as head coach of the men's basketball team. The answers only this season will reveal.

“We lost five seniors to graduation,” Haklin said. “So there are opportunities for younger players to step up and make an impact.”

Three of last year's top four rebounders have graduated. “It’s simple,” Haklin said. “Those who rebound will play.”

One thing that is certain is the starting backcourt. Seniors Brad Phillips and Steve Thwaites will guide the Hornet offense. “Having a senior backcourt is very positive,” Haklin said. “I like the leadership of these two guys on the floor.”

Brad Phillips, a first team All-MIAA selection last year, led the Hornets in scoring with 17.1 points per game. Phillips' 979 career points leave him 21 shy of the 1,000 point plateau. He ranked sixth in the MIAA last season (15.9 points per game) and had a career high 37 points at Kenyon College.

Thwaites was third in the league with a .815 free throw percentage. He averaged 7.5 points per game and was second on the team with 47 assists.

The return of Adam Verseput will give the Hornets three seniors. Verseput lettered his freshman and sophomore years on the varsity team.

The largest freshmen group in Haklin's tenure will join the Hornet ranks. Sixteen incoming freshmen have indicated their desire to play basketball. The incoming group has a cumulative grade point average of 3.68, the highest of Haklin's tenure.

“The freshmen need seasoning but I see potential in this group,” Haklin said.

The large freshmen group will look for leadership from the seniors as well as juniors B.J. Ford and Matt Parker, both entering their third years on the varsity squad.

Practices start on October 23rd.

“There are open opportunities,” Haklin said. “Chemistry will be key. We want to find which group of guys can play most effectively together on the floor.”


Despite losing three valuable seniors to graduation, head coach Michelle Fortier returns a solid squad which may have the most competitive year in the last decade.

“Chemistry will be key. We want to find which group of guys can play most effectively together on the floor.”

Joe Haklin

Michelle Fortier

“We have high expectations for this season,” Fortier said. “We were competitive last year with a limited squad. I can’t wait to see what we can do with a full team.”

The Hornets expect to have a squad of 16, a population explosion compared to last year, when injuries often reduced the roster to six players.

Five seniors lead a talented group of returners. Beth Reuter blocked 21 shots in eight games and averaged 7.75 points per game before injuries ended her season. Melissa Hawley was one of five players to play in all 25 games. She was second on the team in assists (54) and steals (41). Other senior returners include Kelly Kearney, Amy Latham, and Molly Caldwell-McMillan, all of whom missed games last year because of injury.

Leading the junior class are Lindsay Drury and MaryJane Valade.

Valade was a second team All-MIAA selection last year. She led the Hornets in scoring with 13.6 points per game and was second with 142 rebounds (5.68/game). Valade ranked fourth in the MIAA in scoring (14.8 points per game).

Drury is a fierce competitor. She snatched 143 rebounds (5.69/game which led the team) and scored 8.54 points per game. She was second on the team in free throw percentage (73.5%) and earned a MIAA Player of the Week honor.

Promising sophomores include Kelley Nyquist and Amanda Combe.

Nyquist played in all 25 games as a freshman contributing 5.92 points and 4.44 rebounds per game. She ranked third in assists.

Combe poured in 27 points in her first three games as a freshman.

It will be dog eat dog in the league this year.

“We have high expectations,” Fortier said. “Many of the top players in the league graduated so a new crop of hungry players will rise, and many of them play for the Hornets.”

Men's Swimming and Diving Stats Sparkle Like Sun on Water.

7-0 in dual meets; a fourth consecutive Michigan Intercollegiate Athletic Association (MIAA) championship; 10th in the nation at the NCAA III Swimming and Diving Championships. Hornet competition will need sunglasses this year as well. With a strong nucleus of swimmers and divers returning, and the largest incoming class in the history of the program, optimism is higher than the 10-meter board.

Before the squad can move forward however, it will have to deal with perhaps the biggest departure in team history. Only one senior graduated last year, but John Latham was a 4-Year MIAA MVP, a 4-Year Varsity MVP, and 4-Year All-American standout.

“John’s departure means more than losing a great swimmer at big meets,” commented Coach Kent. “John is a leader in every sense of the word.”
Returning for their final campaign as Hornets will be a talented group of eight seniors. Jeff Gorton, the NCAA-III record holder on 1-meter springboard will look to continue his diving dominance.

Other NCAA qualifying seniors include Jeff Kamai, an All-MIAA distance stand­out; Markus Boos, a first-time NCAA qualifier last year who finished 16th in the 100-yard breaststroke; and Sean Smith, a qualifier in the 100-yard butterfly and several relays. Other seniors include Kevin Clements, Brian Green, and L.J. Hanson. Matt Hammond joins Gorton as the second senior diver.

The Junior class, while small, is a threat to Hornets opponents. Kalamazoo’s third-year swimmers include Ben Farrar, breaststroker, Matt Ames, a distance freestyler, and Tim Cors, backstroker. All three will provide dependable leadership in and out of the pool.

As freshmen, this year’s sophomore swimmers stood atop the award stand 7 times at the NCAA Championships last March. At that meet Kalamazoo freshmen broke two individual varsity records and one relay varsity record. Returning to continue their destruction of the record board are Evan Whitbeck, varsity record holder in the 400 IM and 800 Freestyle Relay, and Steve Domin, varsity record holder in the 50 freestyle and 800 Freestyle Relay. The 800 Free Relay also featured distance standout Chris Elston.

Joining the three record holders are a host of other talented swimmers. Nicholas Duda and Gary Strickler were both named to the All-MIAA team as freshmen, and look to turn heads at the NCAA meet this coming season. Other sophomores include Andrew Brook, a talented IM’er; Andrew Chapman, a freestyler; Greg Rasher, a sprint freestyler; and butterfliers Kevin Earl and Mark Fino. The sophomore class, from top to bottom, is the deepest to grace the lanes of the Kalamazoo natatorium and will solidify the College’s spot atop the MIAA.

The freshmen swimmers number 12. Tim Ullrey received second place honors at the Michigan Class-A High School Swimming & Diving championships, and should prove a willing and able protege to Jeff Gorton. Ryan Crowley, Steve June, and Brian Ross excel in the sprint freestyle events. J.D. Schnieder expects to bolster Kalamazoo’s distance corps with his speed in the 200, 500 and 1650 freestyle events.

Jon Buda, Ben Callam and Casey Lanser add strength in the butterfly, individual medley and backstroke events, and should factor into Kalamazoo’s relays as well. Other freshmen include freestyler Chris Sanker, breaststroker Brian Heintz, diver Jared Powell, and freestyler Aaron Smith.

The captains for the 1998-1999 season are Jeff Gorton, Jeff Kamai, Markus Boos and Sean Smith.

The Hornets face a tough dual meet schedule. Highlights include Division III opponents Hope College, DePauw University, and Wheaton College, as well as a midseason shave-and-taper meet at Eastern Michigan University. The EMU Invitational includes Division I teams from the University of Michigan, Oakland University, Eastern Michigan University, The University of Buffalo, Denison University, Allegheny College, Wayne State University, and Ashland University.

**Women’s Swimming and Diving Return Speed and Depth.**

Head Coach Lyn Maurer has a solid core of swimmers and divers returning for the 1999-2000 campaign.

The squad combines eight juniors and seniors with four sophomores and nine incoming freshmen.

“Our senior group has great leadership,” Maurer said.

Leading the charge are four-year performers Liz Bennett, former league champion in the 200 butterfly; Kelly Racznik, three-year All-MIAA performer and a 500 and 1650-yard freestyle champion; and Jennifer Richman, national qualifier and leader of the five-member diving crew. Returning from study abroad is Colleen Boylan, an outstanding performer in the individual medley and backstroke events. Kristen Stahley is expected to help the team in the breaststroke and sprint freestyle events. Michelle Wallon returns as a diver.

The incoming class is made up of nine talented performers.

“The freshman class will add strength and depth, particularly in the sprint freestyles,” Maurer said.

“We have high hopes for this season,” Maurer added. “Our divers should be strong, and we are always strong in distance.”

The league championship meet will be held at the University of Notre Dame and hosted by Saint Mary’s College.
Megan Faurot

Megan Faurot '00, a prep high school cross-country and soccer star and a strong student with a passion for biology and genetics, had narrowed her college choices to three: University of Michigan, Michigan State, and Kalamazoo College.

No contest. She chose Kalamazoo for its academic reputation in biology and for the opportunity to play soccer.

"I always expected to attend a college further from home," said the Kalamazoo native, "so at first I was skeptical about whether I'd enjoy the college experience in my hometown."

No problem. For Faurot the K-Plan became a gateway to the Mayo Clinic in Rochester, Minnesota, and the University of Nebrijas in Madrid, Spain. Faurot conducted her senior individualized project with Lorraine Fitzpatrick, MD, an internationally known researcher and bone specialist. Faurot's research focused on the effect of estrogen on the expression of noncollagenous proteins in coronary arteries of post-menopausal women. Near the end of her project she presented her findings to an assembly of doctors and graduate students.

Intimidated? Hardly. Her K-Plan, including her study abroad in Madrid, Spain, and participation in collegiate soccer, had well prepared her for such situations. Fitzpatrick has asked her to return to the Clinic when she graduates this spring. Faurot intends to do that, hopefully to work in the tumor biology program there. After a year or two of work she hopes to enter graduate school and earn a PhD in an oncology-related area. And then?

"Conduct cancer research or teach and coach soccer at the college level," said Faurot.

How important was collegiate soccer to the high scoring forward? "It certainly honed my time management skills, which was critical for academic success," said Faurot. She also attributes a positive effect on academic performance to her soccer teams' chemistry.

"And team chemistry is unique at Kalamazoo College for three reasons. First, here you play for the love of the game. Your first commitment is to academics. Second, you share with your teammates, all of whom are highly intelligent and motivated competitors, the enormous challenge of playing soccer at a collegiate level in the midst of the intensity of the quarter system. Third, with the help of those teammates you learn to balance sports, academics, and social life in a way that is healthy for all those endeavors."

The Megan Faurot K-Plan

Major: Biology. Career internship: Did not elect this option, but chose to work in several soccer camps. Study Abroad: Madrid, Spain. Senior Individualized Project: The effect of estrogen on cardiovascular disease in post-menopausal women, the Mayo Clinic, Rochester, Minnesota.

College Athletic Career

Soccer (4 years)

Hidden Value of Kalamazoo Athletics

"Two words: team chemistry. It's special here because of the academic rigor and the K-Plan."

Post Graduation

Return to the Mayo Clinic to work in its tumor biology program. Complete graduate school and begin a career in research or teaching.

Eric Gerwin

Eric Gerwin entered Kalamazoo College with the goal of playing college football and earning a highly respected education. The senior knows those goals have been met and exceeded thanks to the K-Plan.

Gerwin is a starting linebacker and a defensive captain. Last year he led the squad with 96 tackles and was a first team All-MIAA selection.

"Kalamazoo College prepares and educates students in four years," Gerwin said. "That time frame is not the trend of larger schools. The advisors make sure that you have the classes you need and that you get things done.

"The size of the school is ideal for learning and enhancing people skills, a trait essential in today's employment world," he added. "You have the opportunity to talk directly with professors rather than teaching assistants."

Elements of the K-Plan are designed to expose students to new ideas and help them evaluate their personal goals and desires. Not all elements are required. Students decide and construct their own learning experiences.

"When I came to Kalamazoo College I was not interested in the study abroad program and I was glad that I was not forced to do it," Gerwin said. "When I saw the effect of study abroad on my teammates and I learned that it would not take any time away from my athletic goals I became more interested. I was able to go to Germany during the spring term. Just because you are in another country does not mean you cannot train for your sport. I was able to do everything there that I would have done here, and I was able to experience a different culture in the process."

The flexibility of the K-Plan helped Eric expand his vision.

"My initial goal was to work in the business sector after graduation. After going to Germany I am very interested in a job that involves international affairs," said Eric. "Kalamazoo College is the best fit in the MIAA for academics and athletics."

The Eric Gerwin K-Plan

Major: Economics and history. Study Abroad: Bonn, Germany. Career Internship: The media department of McCann Erickson in Detroit, Michigan: Eric learned advertising processes, from
concept to final production. Senior
Individualized Project: A research project associated with internship at McCann Erickson.

College Athletic Career
Football (4 years)

Hidden Value of Kalamazoo Athletics
“Athletics teaches teamwork and cooperation, two skills essential in life. Everyone is working toward a common goal, however we do not all have the same talents and abilities. In a team, you learn how to use each person’s talents for the best output of the team.”

Post Graduation
Secure a business related job in the Detroit area before earning a graduate degree.

Online Recruiting
The Hornet Website has online recruiting forms available. If you know a high school student-athlete who would be interested in competing in athletics at Kalamazoo College, point them to our website.

For each sport there is a link to a Recruiting Form which student-athletes can complete and send directly to the coach. There’s no better way to start the process of becoming a student-athlete at Kalamazoo College. The form is available anytime to anyone in the world.

Hornet Sports Extra
Sign up for Hornet Sports Extra and receive all of the latest news and scores on all Hornet varsity athletic teams.

Log on to the Hornet Website at www.kzoo.edu/sports to sign up, or send an e-mail to sports@kzoo.edu and type “Subscribe” in the subject line.

Alumni Game
The men’s basketball alumni game will be held January 22nd following the 3:00 game against Defiance. Watch your mailbox for further details.

1999 WINTER HORNET SPORTS

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<thead>
<tr>
<th>November</th>
<th>January (continued)</th>
<th>February (continued)</th>
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<tr>
<td>13 SD - at Albion* 1:00</td>
<td>4 MB - vs. Alma* 7:30</td>
<td>10 SD - MIAA Championships (at ND) 11/6:30</td>
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<tr>
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<td>6 MB - at Adrian* 3:00</td>
<td>12 WB - vs. Hope* 7:30</td>
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<td>23 MB - vs. Goshen 7:30</td>
<td>10 WB - at Olivet* 7:30</td>
<td>MB - vs. Albia* 7:30</td>
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<tr>
<td>24 WB - vs. Aurora 7:30</td>
<td>12 MB - vs. Hope* 7:30</td>
<td>SD - MIAA Championships 11/6:30</td>
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<td>14 SD - vs. Hope* 6:00</td>
<td>16 WB - vs. Defiance* 7:30</td>
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<tr>
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<td>15 MB - vs. Olivet* 3:00</td>
<td>MB - at Defiance* 7:30</td>
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<td>29 MB - at Wabash Tournament TBA</td>
<td>SD - at Eastern Mich. 3:00</td>
<td>MB - at Wabash Tournament TBA</td>
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<td>10 MB - at Adrian* 7:30</td>
<td>WD - vs. Carthage 3:00</td>
<td>MB - at Saint Mary's* 3:00</td>
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<td>WD - at Hope* 6:00</td>
<td>18 SD - vs. Alma* 6:00</td>
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<td>19 SD - vs. Albia* 7:30</td>
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<td>21 MB - at Calvin* 7:30</td>
<td>MB - at Adrian* 7:30</td>
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<td>22 MB - vs. Defiance* 3:00</td>
<td>MB - at Albia* 3:00</td>
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<tr>
<td>18 MB - Microvane Holiday Classic 1/3</td>
<td>SD - at Grand Valley State 6:30</td>
<td>MB - vs. Saint Mary's* 7:30</td>
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*Michigan Intercollegiate Athletic Association contest

Dates and times subject to change
MB - Men’s Basketball
WB - Women’s Basketball
SD - Men’s and Women’s Swimming and Diving
Kalamazoo College wanted Danny Sledge. As a 17-year-old Benton Harbor (Mich.) high school senior, Sledge was heavily recruited by the College. He elected not to attend Kalamazoo College as a student, a decision he acknowledges with a slight wince of regret. "I wish I had looked at the opportunity more closely," he says. "But I believe everything happens for a purpose, often unseen, and I found my way here anyway."

And in a very significant way. In July, Danny Sledge began his fourth year at the College and his first year as Kalamazoo’s dean of students. LuxEsto caught up with Danny, who shared his reflections about his new position and Kalamazoo College.

LuxEsto: What is the primary function of the office of the dean of students?
Sledge: During my 20-year career in higher education, I have always been and will always remain first and foremost an educator. That’s not just what I do; that’s who I am. My role as dean of students is to work with colleagues and students to ensure that the students receive the full benefit of the educational experience here, a significant portion of which occurs in campus settings other than the classroom.

We want each individual to learn and to develop so that he or she can more responsibly fulfill the mission of the College, which is to live well and responsibly in a world rapidly transforming into an interdependent neighborhood.
LuxEsto: As dean of students, you are responsible for a variety of services for students. What exactly does that encompass?

Sledge: In Student Development our primary focus is not on the provision of “services” for students, although some provision of services is incumbent in what we do. Rather we are active and intentional in assisting the self-development of students. In other words, the student development area does much more than provide activities. Instead, we help students learn the organizational and leadership skills that will make them agents for meaningful campus life activities. These include student organizations, student government, and a variety of student activities.

My staff and I continually question, and we engage students in this questioning. The purpose of this restless reflection is to ensure that every effort of this office relates to the College’s mission and the student outcomes associated with that mission. Those outcomes are lifelong learning, career readiness, intercultural understanding, social responsibility, and leadership.

LuxEsto: Can you provide an example of how this works?

Sledge: Several years ago our residence hall programs initiated an extracurricular thematic movie discussion project. The theme focused on families and included review and discussion of the movies, The Joy Luck Club, Soul Food, and Mi Familia. By talking with each other students began to understand the differences and similarities between the family life of various ethnic groups. They began to recognize that different peoples’ experiences shape their perceptions and the way they live, and they began to discuss the implications of multiculturalism relative to an optimally effective educational setting. Together, our office and students instituted a program that helps people develop a deeper sense of intercultural understanding, one of the outcomes of the College mission.

LuxEsto: What are some of the major challenges facing Kalamazoo College?

Sledge: A significant challenge faces all institutions of higher education. Students today come to college less prepared to deal with social issues and with living together harmoniously. They seek independence, which is appropriate, but they often experience difficulty understanding the importance of interdependence and the responsibilities associated with independence and interdependence.

How does a place like Kalamazoo College address this issue? First, we recognize the reality of this situation and accept it without being defeated by it. Then we agree on a comprehensive strategy to address the issue, one that unites curricular and co-curricular activities.

For example, if we are to address the issue of student accountability, our strategy should involve faculty, staff, administrators, and students so that our messages are consistent and focused.

Finally, you measure results and use evaluations to reshape your strategy when necessary.

LuxEsto: What excites you about the immediate future?

Sledge: I’m excited about addressing our enrollment issues. When a student decides to come to Kalamazoo College, we want his or her learning experience to be as valuable and meaningful as it can be. And we are seeing some excellent progress in retention, which is the best measure of that goal.

I also want to focus on creating a more ethnically diverse student body, specifically by getting more students of color to choose the Kalamazoo College community for their undergraduate learning experience, to thrive here, and by so doing enrich the learning experience for all of us.

And I’m excited about working with my colleagues in this office. I have great teammates. In my entire career I’ve not worked with a group more dedicated to student development issues and to ensuring that each student fully benefits from his or her four years here.

LuxEsto: You are starting your fourth year here. What’s your assessment of the Kalamazoo educational opportunity?

Sledge: Students can receive a phenomenal educational experience. I wanted to work here because the character of this place is consistent with my philosophy of education.

LuxEsto: What is that philosophy?

Sledge: We are responsible to learn as much as we can in our lives. We should forever seek to be challenged by new ideas.

For me, learning specific pieces of information is of secondary importance. Such information may become quickly supplanted by new information. What’s paramount is learning to love the process of learning and using what we learn to live responsibly.

"Students today come to college less prepared to deal with social issues and with living together harmoniously. They seek independence, which is appropriate, but they often experience difficulty understanding the importance of interdependence and the responsibilities associated with independence and interdependence."

—Danny Sledge, dean of students
Rich Zollinger is a futurist. His job is to help the College community realize the future it wants. The College’s choices for its future vary according to the degree to which community members, particularly alumni, connect with and support their alma mater. Or, as Zollinger puts it, the degree to which constituents figuratively “come home to Kalamazoo.”

Prior to his July arrival as Kalamazoo College’s executive director of development, Zollinger served as senior regional director for the University of Illinois Foundation. He was a major force in that institution’s recent $1.6 billion campaign. In that campaign Zollinger shouldered responsibility for major gift solicitation on the West Coast, Pacific Northwest, and parts of Illinois. His team raised $130 million for the university.

He and his wife Bev moved to Kalamazoo during the summer. They have two children, a son, Marc, who recently graduated from college and a daughter, Jana, who started her first year in September. Zollinger has served in a number of development and administrative positions during a 20-year career in higher education. For eight years he worked in the private sector as an executive with two technology companies.

LuxEsto caught up with him for the interview below.

LuxEsto: What are your duties as executive director of development?
Zollinger: I lead a team effort to reach alumni and friends of the College throughout the United States and the world. We need our alumni and friends to know that they will determine the College’s future. My team will share specific goals and aspirations of the College and secure, through charitable gifts, the long-term future of the College. My core responsibility is to direct the College’s major fundraising efforts to ensure excellence and distinction for generations to come.

LuxEsto: What role does fundraising play in the financial stability of Kalamazoo College?
Zollinger: First, tuition and fees do not come close to providing the full cost of a college education at any institution, public or private, in the United States. Charitable gifts from a variety of sources help to build a College’s endowment. A college’s endowment, in some measure, helps control its costs, including tuition and fees. An endowment provides the margin of excellence in high quality institutions like “K.” Without a substantial endowment, a college robs its operating fund on an annual basis. As a result, students and faculty suffer because efforts to improve the institution are deferred in order to cover the institution’s basic expenses. This is the dilemma, the challenge, and the opportunity facing Kalamazoo College.

LuxEsto: What are your immediate goals?
Zollinger: I have three. First, establish clarity and continuity in our efforts to build involvement of our alumni and friends in the Kalamazoo College experience. “Come home to Kalamazoo” is my message.

Second, I want to listen carefully to our alumni and friends. What are they saying about the future of Kalamazoo College? It is important that the College’s strategic vision be as inclusive as possible and shared by our constituents.

Third, my staff and I will visit with our alumni and friends during the coming months to share the good news about where the College is heading and the crucial role they can play in making its vision a reality.

LuxEsto: What encompasses the College’s development operation?
Zollinger: Like most colleges, Kalamazoo's effort includes its annual fund campaign, a major gift focus, a planned giving office, a research division, and an events planning office.

All of these development or fundraising components will take on greater responsibility and focus during a college’s comprehensive campaign.

LuxEsto: Tell us about that.
Zollinger: The campaign, which is on Kalamazoo College’s horizon, is a referendum on the future of the College. It is a concentrated effort to raise an extraordinary amount of money during a designated period of time. For Kalamazoo College, this is a crucial moment to take stock. Will Kalamazoo College continue to be a pacesetter of national distinction among small residential liberal arts colleges? This is an exciting vision and opportunity. Only a successful campaign or, more realistically, a series of them will move us toward this vision.
LuxEsto: Let’s return to your earlier point about the importance of a College’s endowment. What role does its endowment play in the life of a college?

Zollinger: The interest from the endowment principal provides a college with predictable income that allows it the flexibility to constantly enhance and improve its quality. This interest income enables a college to compete in the highly competitive market of higher education. A college that is hot today in terms of enrollment may not be so hot tomorrow. Endowment income provides stability against cyclical fluctuations in enrollment. It means an institution from a dangerous dependence on tuition income, which, in a period of low enrollment, could have an ill effect on the quality of its educational programs.

LuxEsto: How does Kalamazoo College’s endowment compare to those of its competitors?

Zollinger: At Kalamazoo College we have been in a maintenance mode for some time. Our endowment does not come up to our reputation or the quality of our teaching and learning environment. You cannot build excellence in your College, especially in today’s competitive environment, on a maintenance type of financial foundation. It will catch up with you sooner or later.

Kalamazoo has an excellent tennis program so I’ll use a tennis metaphor. The College’s endowment is like Bjorn Borg’s tennis racket. Let me explain. Borg was the dominant tennis player in his time. He won five consecutive Wimbledons and probably half a dozen French Opens. Then he retired. A few years later he tried a very short-lived comeback using the same type of racket he’d used prior to his retirement. But racket technology had significantly leapt ahead. Here was this great former champion, still not that old, who simply couldn’t play with the current competition. In the past our endowment served us well. But today it’s like Borg’s racket. It will not allow us to compete against the best in the current marketplace.

LuxEsto: But some might say we have managed quite nicely.

Zollinger: We’ve survived by nibbling away at reserves, and that strategy exacts costs in deferred maintenance and faculty support, just to name two areas. In general, it interferes with our ability to compete with the best institutions.

The recent Newsweek issue on colleges featured Kalamazoo as one of seven distinct values in higher education. We were included in great company: Johns Hopkins, Oberlin, Rhode Island School of Design, Emerson, Reed, and Rice. The endowments of most of these institutions vastly exceed our own. Rice, for example, has the third highest per-student endowment in the country, trailing only Princeton and Harvard. Other institutions whose programs rival our own have much higher endowments to support the growth and refinement of their programs into the 21st century. These include Grinnell, Carleton, Macalaster, and Kenyon. We belong in that class of institution. But our endowment is one of the smallest of the MIAA schools, most of which are not our competitors in terms of the educational experience they offer. Our current endowment is comparable to or lower than those of schools that can only aspire to our level of distinction.

To be commensurate with the quality of our programs and the scope our vision, our endowment should grow by four or five times. And that’s my goal. We’ll need to reach it over time, but it can be done.

LuxEsto: What key messages would you share with alumni?

Zollinger: Be proud that you are part of one of the finest educational experiences in the country, and share this pride publicly. Stand tall! Look at what Newsweek said about you.

And join us in our campaign to make Kalamazoo College the best it can be for generations to come.

“During his three years at Kalamazoo, Patrick has received tons of small-class attention, and like nearly all his classmates, he spent a year studying overseas. Dad’s early dismay over his son’s choice has disappeared. Says Hurford: ‘I think my father is a little envious of the opportunities I’ve been given.’”

from Kaplan/Newsweek, How To Get Into College, October 1999.
Preserving Light: The Extraordinary Career Development Internship of Kyalo Kibua
Imagine a career development internship during which your team’s work prevents 100 cases of blindness a day. And during this internship you learn about issues of social responsibility, such as the role of corporate citizenship in developing countries. You discover the relationship between the democratic foundation of effective leadership and the success of large-scale health programs. And you experience the application of intercultural understanding as you help your supervisor hold together a worldwide coalition of donors, governments, non-government organizations, and pharmaceutical companies.

Thanks to the efforts of three individuals—Bruce Benton ’64, Brenda Turner ’71, and Richard Berman, director of the career development program—such an opportunity became the reality of an internship in the World Bank’s Onchocerciasis (River Blindness) Coordination Unit.

On June 16, Kalamazoo College international student Kyalo Kibua began work with Benton’s team, based at World Bank headquarters in Washington DC. But the tendrils of this story reach much further into the past, as far back as Benton’s junior-year study abroad experience (see sidebar). Individual iterations of the K-Plan can cross cultures and generations to benefit students. The value of Kibua’s career internship experience is rooted in the K-Plan of Bruce Benton.

“The career internship works in concert with other K-Plan elements to help students realize the outcomes of the Kalamazoo College mission,” said Berman. “Those include leadership, social responsibility, and intercultural understanding.” In early spring Kibua, a graduate from the University of
he value of one person’s study abroad plays a key role in the value of another’s career internship. Separating the two: 33 years and two oceans. It’s hard to quantify that value of the K-Plan, but the story of Bruce Benton ’64 is an example.

Benton coordinates the World Bank’s onchocerciasis (river blindness) prevention programs, and this summer he helped create the Bank’s first Kalamazoo College career internship, Kyalo Kibua, a Kalamazoo College international student from Nairobi, Kenya, served in that position, a learning experience he described as challenging and meaningful (see accompanying story).

Benton traces the roots of his experiences in international economic work to his version of the K-Plan, specifically Kalamazoo College’s foreign study program.

“A shift took place for me during my junior year experience in Aix-en-Provence, France. It sounds obvious now, but at the time I suddenly realized that the world was a much bigger and more fascinating place. I began to view education as the acquisition of a set of tools and values to better enable me to go out into the world and make a difference.”

Born and raised in Columbus, Ohio, Benton stumbled upon Kalamazoo College during a Midwest car trip with his mother. “I never guessed Kalamazoo College, in this sleepy little Midwest town, would be a gateway to entirely new cultures, where people live and think so differently.”

After graduating from Kalamazoo College, Benton joined the Peace Corps. He taught in a small village in Guinea, and during that time he often visited Kalamazoo College students on study abroad in Sierra Leone.

After returning to the United States he earned advanced degrees in international affairs and economic development at Johns Hopkins and the University of Michigan.

In 1972 he went to work for the US Treasury Department. When he left the treasury in 1980 he was deputy director for the international development banks. For the next two years he worked on Capitol Hill, serving as an economics and foreign policy adviser for several congressmen.

He joined the World Bank in 1982 and began work on the River Blindness project in 1985.

Kibua began his work on Benton’s team last June. But the seeds for that experience were sown in the early 1960s, when a Midwestern boy spent two quarters studying in France.

Photo courtesy of Africa Region, World Bank
All other photos in this article courtesy of World Health Organization

I began to view education as the acquisition of a set of tools and values to better enable me to go out into the world and make a difference. --Bruce Benton ’64
"The career internship works in concert with other K-Plan elements to help students realize the outcomes of the Kalamazoo College mission.... Those include leadership, social responsibility, and intercultural understanding."

—Richard Berman, director of the career development program

Nairobi near the end of his year of international study at Kalamazoo College, went to see Richard Berman. Intrigued by the career development component of the K-Plan, Kibua sought what Berman calls a “post-baccalaureate” internship, one that follows graduation and a possibility Berman hopes to extend to more Kalamazoo College students.

“I had a finance degree from Nairobi, and a year of intensive work at Kalamazoo in psychology and computer science,” said Kibua. “I wanted a very challenging job experience in the financial or business world.”

Berman helped Kibua research opportunities at Ernst & Young Consultants and the Ford Motor Company, but in the back of Berman’s mind was the as-yet unconfirmed possibility of working at the World Bank on the Onchocerciasis control programs.

Historically, those programs only accepted graduate school interns. “Bruce and I discussed this issue at length,” said Berman. “Bruce’s demanding travel schedule precluded a great deal of direct supervision, so the intern would have to be highly self-motivated.

“And the extension of this opportunity to subsequent Kalamazoo students would depend in part on the success of this initial appointment,” he added. “We felt Kyalo was the right person.”

One obstacle remained, this one financial.

“We needed money to support the internship,” said Berman. Berman; Jan Block, the College’s director of capital and special projects; and Lynn Jackson, director of the annual fund, described the internship to Brenda Turner ’71. She provided a grant to support the project.

And in what, exactly, would Kibua be involved?

Bruce Benton ’64 began work on the Onchocerciasis Control Program (OCP) in 1985. At that time the program was 11 years old. This year it celebrates its 25th anniversary. It has been the largest and most successful health program in Africa.

Earlier this month, Benton attended an anniversary ceremony at the World Health Organization in Geneva, Switzerland. On that occasion a second cast of the first statue commemorating the disease control effort was installed in the main entrance of WHO headquarters. Benton was joined by former President Jimmy Carter; Robert McNamara, former president of the World Bank; James Wolfensohn, current president of the World Bank; and Dr. Gio Brundtland, director-general of WHO. Other dignitaries attending included the heads of state of Burkina Faso, Ghana, and Switzerland; the CEOs of Merck and SmithKline Beecham; and representatives of 30 African countries and 25 donor governments and international agencies.

Onchocerciasis, or River Blindness, is caused by a parasitic worm, Onchocerca volvulus. In an infected person, the adult female worm, called a macrofilaria, lives in nodules under the skin. During its lifetime, it produces millions of offspring called microfilariae, which live about two years and migrate throughout the body. The microfilariae cause the symptoms of onchocerciasis, which include disfiguration, unbearable itching, and, upon their migration to the eyes, a gradual loss of vision and eventual blindness.

Microfilariae produced in one person are carried to another by the blackfly, which lays its eggs in the water of fast flowing rivers. After maturing, the female blackfly seeks a bloodmeal, necessary for the maturation of her eggs. In the process she may ingest microfilariae from an infected human host.

Inside the blackfly a few of these microfilariae transform into infectious larvae, which the blackfly may inject into an uninfected person from whom the next bloodmeal is taken. In this new human host, the larvae develop into the macrofilariae, and the cycle begins again.

The disease carries insidious social effects. "In 1972, when Robert McNamara took his first trip to Africa as the newly elected president of the World Bank, he saw long lines of blind persons being led on ropes or sticks by children," said Benton. "He recognized the disease as both a human tragedy as well as a critical issue for the development of the entire West African region."

Because transmission is associated with an insect whose life cycle depends upon water, the disease forced people to abandon large areas of the best arable land, resulting in displacement of entire villages, food shortages, and severe economic hardship.

In 1974, the World Bank, WHO, the United Nations Development Program, and the Food and Agricultural Organization initiated the Onchocerciasis Control Program (OCP) in West Africa. At first, the program focused upon reducing blackfly population through the use of insecticides near fast flowing water. Later the program provided people the drug ivermectin, a yearly two-pill dose of which kills the microfilariae.

The combination of these two methods has proven phenomenally successful. When OCP began in 1974, 60 percent of the inhabitants in most communities near rivers in 11 West African countries were infected. Today the disease has been virtually eliminated in nearly all areas. People have returned to arable land, and agricultural production is up. The program was extended to countries surrounding the original target area in 1986, and in 1995 a new program, the African Program for Onchocerciasis...
Control (APOC) was initiated. Its aim: to control the disease in 30 countries, where 120 million people are at risk and 20 million are heavily infected.

"Within three years APOC has established 57 projects in 12 countries which will shortly be treating 32 million people," said Benton, whose role at the World Bank is to mobilize the financing for both programs—$30 million a year. The World Bank provides 15 percent of the budget; the remaining 85 percent must be raised from donations. Enter Bruce Benton and, during the course of a richly instructive internship, Kyalo Kibua.

A second aspect of onchocerciasis control is the distribution and use of the drug ivermectin. The success of this element of the program depended upon leadership from local communities affected by the disease.

"The NGOs play a vital role in the partnership," said Benton. OCP originally began with 1,000 staff in mobile teams. But local villages had little ownership in the program, and compliance was sporadic.

"We needed to have local health persons and NGOs training people selected by the local community for the purpose of drug distribution," said Benton. "This elected person had to be someone trusted by the community so that he or she could defuse the rumors that the pills were a form of birth control or a government experiment underway without the consent of individual subjects.

"We found that when leadership bubbled up from the consent of the entire community, compliance improved significantly and we were able to institute an effective surveillance and response system in event of new outbreaks," he added.

Such are the lessons on leadership explicit in Kibua's internship. It is a leadership style that must endure for at least a projected 25 years.

"The drug kills the offspring only, not the adult worm, which is long-lived," explained Benton. "If the program can reduce transmission throughout the life span of the macrofilariae in people currently infected, then we might reduce this disease to a negligible level."

Benton has begun to see this result. "Where we have been successful, the blackflies are back and biting as much as they ever did, but the parasite is gone."

One day Benton may be in the field with an NGO worker and the person elected by local villagers to help distribute ivermectin.

"Each day we keep OCP and APOC operational we prevent 100 people from going blind....I'm honored to serve in that effort and have learned much as a result of my internship experience." —Kyalo Kibua
The next day may find him in the corporate boardroom of the pharmaceutical giant Merck, which makes and donates at no charge the ivermectin used to treat River Blindness. "Merck has earned a great deal of money from the sale of ivermectin in developed countries as a treatment for parasitic infections in animals," said Benton. "But the company absorbs all the costs of production of ivermectin for River Blindness. It is an extraordinary example of corporate citizenship in an interdependent world."

Benton is currently working with another pharmaceutical company—SmithKline Beecham—to arrange for donation of one of its drugs, albendazole. Albendazole increases the effectiveness of ivermectin against the parasitic disease elephantiasis.

What about other diseases? This is a question always on Benton's mind, and part of Kibua's internship.

During his tenure with Benton, Kibua served as a liaison between two economists—one at the WHO in Geneva and the other in the Rollins School of Public Health at Emory University in Atlanta—conducting a cost-benefit economic analysis of combining the APOC with a program to control elephantiasis.

The parasitic worm that causes elephantiasis blocks the human lymphatic system causing gross disfigurements of tissue, particularly the legs and scrotum. Some 43 million Africans are infected, in many of the same countries where River Blindness is endemic.

Benton and Kibua will review the report and make a case for a decision to proceed.

"The economic analysis helps build a case for donor funds," said Benton. "Some donors will want to know the payoff in development impact. If the analysis establishes a high rate of development return we may be able to raise funds to combine the programs. The parasite that causes elephantiasis is extremely susceptible to the combination of ivermectin and albendazole."

Benton does not consider complete eradication of onchocerciasis or elephantiasis likely. But he does believe their incidence can be significantly reduced, to a prevalence at which they have little deleterious effect on people. He also believes that development has a human face. It is not roads, bridges, and dams. "Those are meaningless without health and education for people," he said.

"Each day we keep OCP and APOC operational we prevent 100 people from going blind," said Kibua. "I'm honored to serve in that effort and have learned much as a result of my internship experience."

Kibua learned a great deal about the outcomes of a Kalamazoo College education—leadership, social responsibility, intercultural understanding, and the application of the process and love of learning.

That, said Richard Berman, is the goal of Kalamazoo College career development internships.

As for Benton, he'll stay busy after Kibua's departure and before the arrival of the next "K" intern. There are other diseases out there—Guinea worm, for example.

"There's no treatment for it, but we could interrupt the transmission cycle," he said with evident excitement. "DuPont has a nylon water filtration product that combined with a grassroots education program could lead to the complete eradication of the disease. Not a single case in the world. And then there's schistosomiasis and trachoma."

Disease control means a better life for many, including those not infected. The onchocerciasis control programs have allowed people to return to rivers (top left) and arable land (bottom right). Villages that once had to be deserted (left) are now being rebuilt (bottom left).
Some call it “bad English.” But for Chris Corcoran ’87, Krio has been the source of fascination, mystery, and discovery since her study abroad experience in Sierra Leone. And it soon will be the focus of her doctoral dissertation in linguistics at the University of Chicago.

“Kalamazoo College was able to instill in me an unbending notion that Krio was something worthy of study,” said Corcoran. Krio is an English-based creole language spoken in Sierra Leone.

In the 19th century, people began to regard the varieties of European languages spoken in the colonies as different. By the 20th century, linguists designated these colonial variants as “creoles,” a term which was originally used for plants, animals, and eventually people who were in some way related to Europe but had been born in the colonies.

Some linguists believe there are more than 500 creole languages spoken in the world. Since their recognition, however, there has always been controversy regarding the definition of the category and more importantly whether it is possible to define “creoles” linguistically or whether their status is a function of the politically and economically marginal status of their speakers.

Language is the pathway to belonging, along which one learns much about oneself and the world. Corcoran learned this firsthand. Study abroad meant an effort to belong to a community, to talk politics, make jokes, and act in plays written in a language new to her.

Corcoran relied upon her no-fear attitude and found an enduring value and joy in learning, speaking, and studying a language of the people of Sierra Leone.

Corcoran came to Kalamazoo College a prospective chemistry major. And although she discovered that “measuring things” was not her calling and that test tubes had a penchant for slipping through her fingers, some of the characteristics that fueled her passion for chemistry applied as well to her love of language.

Her attention to detail and interest in reactivity of new combinations (albeit of words rather than elements) served her well in poetry courses taught by Conrad Hilberry and Colette Inez. At the time, Hilberry was professor of English at the College and Inez a visiting scholar. Both are nationally renowned poets. Corcoran fell in love with literature, poetry, and became fascinated with the way people construct language.

Corcoran explored this newfound passion in her K-Plan’s career development opportunities. She participated in the College’s New York Arts Program during her sophomore year. In that program she worked at Persea Books and completed an editorial internship at Parnassus: Poetry in Review.

These experiences fed her love of language and, at the same time, helped prepare her for study abroad. In the summer following career development, she enrolled in a course in Krio. That, and courses offered by the College’s African studies department, allowed her to take full advantage of her experiences in Freetown, said Corcoran.

In Africa Corcoran was determined to improve her fluency in Krio as she developed meaningful friendships with Sierra Leoneans. She attended Fourah Bay College at the University of Sierra Leone and made several friends in the African studies department. This eclectic group included professors, students, professional and amateur artists, playwrights, and theatre troupe members. She wanted to be a full member of this group, to participate in the jokes at lunch and the political discussions at the campus. Krio was her way in.

“Conversations would begin in English and flow into Krio after a minute or two,” she said, “which made me more determined to speak it fluently.”

Always ready to jump right in, Corcoran, whose pre-College interests included theatre as well as chemistry, joined a theatre troupe. The arts were booming in Sierra Leone in the early 1980s. Theatres were consistently full as well as chemistry, joined a theatre troupe. The arts were booming in Sierra Leone in the early 1980s. Theatres were consistently full and theatre troupes abounded. Corcoran joined a young troupe with some friends from the University.

Most of the plays were written in Krio, a few in English. The English plays included those written near the advent of Sierra Leone’s independence in 1961. In a production of Raymond Easmon’s Dear Parent and Ogre, Corcoran played a French woman and spoke a combination of English and French. Easmon’s play carries the distinction of being the first written by a Sierra Leonean performed (in 1962) by the British Council Dramatic Society.

As Corcoran’s fluency in Krio improved, she learned that, as a result of the polyglot history of Freetown and its founding, language and communication was always a relevant topic of discussion. Krio is spoken differently depending on the background, ethnicity, class, and age of the speaker, according to...
As a result of these variables, the notion of appropriate meanings is always debatable and debated, not just by linguists and visitors, but by average Sierra Leoneans.

"It's then I began to see that the study of language incorporates history, literature, sociology, economics, even neurobiology," said Corcoran.

"Krio has been regarded by many important people as bad English for at least a couple of centuries. Many college-educated Sierra Leoneans told me I needn’t bother with any rules. In the linguistic community, creole languages in general have been either ignored or considered unfit for scholarly study," said Corcoran.

Not anymore. In her routine discussions about the language with "average" speakers of Krio, Corcoran sensed the spirit of linguistics that seeks answers to basic human questions such as who we are and how we relate to communities familiar and unfamiliar.

When she returned to Kalamazoo College, she taught a course in Krio for students preparing for their study abroad experience in Sierra Leone. She completed a senior individualized project on Krio, Mende, Temne, Limba, Koranko, and Sherbro oral narratives of Sierra Leone. Also in her senior year, she fulfilled her College language requirement (in Krio) by passing the foreign language exam given by Michigan State University.

After graduation, Corcoran returned to Sierra Leone as a Fulbright scholar to work at the African Studies Institute. Tapping her theatrical experience during study abroad, she began to assemble a collection of works by Sierra Leonean dramatists.

By the end of her fellowship, she had collected more than two hundred manuscripts by 50 playwrights. Corcoran is currently working on her PhD in the University of Chicago’s Department of Linguistics and plans to use the manuscripts to complete her dissertation. She also coordinates that department’s Language in Society workshop.

The manuscripts she collected in Sierra Leone provide an abundance of material for her ongoing interest in Krio. As a result of a civil war that began in Sierra Leone in 1995 and continues today, Corcoran cannot safely return to the country to do important research. But, true to character, she will not allow a war to stop what has become a major source of joy since her first visit to the country on study abroad. Corcoran’s thesis will focus on the way Krio works rather than its origins as she had originally planned. She will use the manuscripts she collected and conduct her field work among the large community of Sierra Leoneans in Washington DC.

Much of the scholarship on Krio focuses on its similarity to or distinction from other languages, such as English, West African, or other Creole languages, said Corcoran. "I want Krio to dictate the scholarly work I pursue. For example, there are few thorough studies of how tone works with the tense system."

Producing the same words with different pitches alters their meanings. By completing the preparation of 50 plays she has selected out of the original 200, Corcoran will have finished an anthology and produced new scholarship on the interaction of tone and tense in Krio. The anthology will be important to those in Sierra Leone. Schools could use the book in art and theatre courses. And the playwrights would receive due recognition in Sierra Leone and beyond.
Corcoran's linguistic interests stretch beyond Krio. She has done work on Yoruba and Kittitian (St. Kitts Creole). Her work on Hawaiian Creole English includes a project examining the relationship between U.S. imperialism and the interlinked economic histories of the Caribbean region and Hawaii.

"I think my Hawaiian Creole English project is a good example of a willingness and desire to be as appropriately multidisciplinary as possible," said Corcoran. "To gain an honest picture of a complex situation I must take a stab at information such as social history and labor relations, even though those disciplines are not my area of scholarship.

"The advantage of a liberal arts education in general and the Kalamazoo College learning experience in particular is what might be called a 'complete picture fluency': the ability to look at particular moments in time and know what schools of art were prominent, what philosophers were writing, which operas had been produced, poems written, economic theories posited, clothes worn, and so on."

For Corcoran, the words and rhythms of Krio, a language she first encountered on study abroad, have carried her to where she is today, steeped in the study of linguistics and the study of a language that is both familiar and yet, in some ways, continually mysterious.

In the 19th century, people began to regard the varieties of European languages spoken in the colonies as different. By the 20th century, linguists designated these colonial variants as "creole," a term which was originally used for plants, animals, and eventually people who were in some way related to Europe but had been born in the colonies.

Some linguists believe there are more than 500 creole languages spoken in the world. Since their recognition, however, there has always been controversy regarding the definition of the category and more importantly whether it is possible to define "creoles" linguistically or whether their status is a function of the politically and economically marginal status of their speakers.

Music, and drums in particular, are an important part of West African culture and may be heard most any time of the day in Freetown.
Ahmed Hussen has had a love affair with the classroom for as long as he can remember. As a five-year-old in his Ethiopian homeland, he wanted to attend public school more than anything. But his father, a devout Muslim, worried that teachers might convert his oldest child to Christianity. Instead, he ordered young Ahmed to study the Koran, the book of sacred writings accepted by Muslims as revelations made to the prophet Muhammad by Allah through the angel Gabriel.

"I cried and cried to be allowed to go," remembers Hussen, now 50 and professor and chairman of the Kalamazoo College department of economics and business. "In truth, my motivation was, in large part, the promise of receiving a free pencil and writing pad."

A sympathetic uncle eventually helped Ahmed persuade his father to send him to school. He's been going ever since. A member of the Kalamazoo faculty for 14 years, Hussen is noted for the intense affection and respect he is shown by his students. He also is known for his work as a scholar (a college textbook he wrote will soon be published), for his active role in faculty and campus affairs, and for his departmental leadership.

Hussen deeply cherishes his time spent with students. "I have a hard time envisioning a situation where I would lose my enthusiasm for teaching. I find it so rewarding. Students and colleagues appreciate my efforts and contributions. I have confidence in what I do as a teacher." Plus, admits Hussen with his ever-present smile, he is still motivated by low-tech tools of the trade: "I like to see my hands fully covered with chalk dust. That way, I know I am really laboring!"

The road to teaching took an important turn for Hussen at age 17. Following years of public school in his hometown of Dessie, about 300 kilometers north of Addis Ababa, Hussen attended senior year of high school in Lake Oswego, Oregon, through a student exchange program. Following graduation he returned to Ethiopia for two years. Then, with the help of his host family in Oregon, he returned to the US, enrolling in Lewis & Clark College in Portland where he earned a BA degree in economics and business administration.

"I've remained very close with my Oregon family," says Hussen. "We visit during vacations and holidays, just like other families."

"I am in the teaching profession for only one reason: The immeasurable satisfaction I receive from observing the personal and intellectual development of my students. The very prospect of being able to enlarge my circle of influence is a sufficient enough factor for me to continue being excited about my career as a teacher."

—Ahmed Hussen, remarks made during the ceremony honoring his receipt of the Florence J. Lucasse Lectureship for Excellence in Teaching
Hussen met Fumie, his future wife, at Lewis & Clark. Their daughters Sophia and Aida both attend Harvard University.

Hussen earned an MS degree in agricultural and resource economics and a PhD in resource economics, both from Oregon State University in Corvallis. Following one year as a visiting assistant professor of resource economics at the University of Rhode Island in Kingston and six years as an assistant professor of economics at Allegheny College, Meadville, Pennsylvania, Hussen came to Kalamazoo as an assistant professor of economics. Within three years, he was promoted to associate professor and named department chairman. He was promoted to full professor in 1997. Hussen and biology professor Paul Olexia founded the College's Environmental Studies Concentration program, now popular with majors in several departments. While on leave from "K" in 1990-91, he served as visiting associate professor and associate dean of the international division at Waseda University in Tokyo.

"I went to Japan in part because I wanted to learn more about my wife's background and I wanted my daughters to learn more about their mother's language and culture. At the same time, the Japanese economy was red hot, and everyone — including me — wanted to learn the Japanese management style and how the Japanese built one of the world's strongest economies. I also wanted to learn how the Japanese were able to control their population, what effect that had on their economy, and whether that experience could be translated to developing countries.

Hussen traces his interest in business matters, economics, and resource management to his early life in Ethiopia and his father. "He was a salt merchant and as the elder son I worked alongside him. We spread our salt on the ground at the market and I would shovel smaller amounts into containers for people to resell. We were middlemen. By Western standards, we were poor, but by Ethiopian standards, we were middle class."

Hussen is one of a new breed of natural resource economists called ecological economists. "I'm interested in the effects of deforestation, water pollution, population growth, fossil fuel usage and the loss of biodiversity on the world's economies — not just in the Western world, but in developing nations as well. For example, I ask whether the current market price for standing lumber in the jungles of Africa or Malaysia truly reflects the value of that lumber to those countries and their future generations. The fact that I think this way suggests that I have serious concerns about the sustainability of our current rate of resource utilization."

Hussen's scholarship focuses on these themes. In April, he presented a paper titled "Biophysical Limits to Economic Growth: An Ecological Economics Perspective" at the Western Michigan University Department of Economic Research Colloquium. In June he presented a paper titled "The Economics of Global Warming" to the Michigan Interfaith Global Warming Conference.

His most significant academic project to date is the new textbook Principles of Environmental and Natural Resource Economics, due back from the printer before the end of the year, around the time he returns from a four-month research trip to Zimbabwe. "I will be in Africa talking to local scholars, gathering data, and teaching a course. I want to explore the intertwined issues of poverty, population, and environment in Africa. And I want to see how my training and expertise might have an impact on that part of the world."

In a typical year, Hussen will teach six classes. He has taught introductory and intermediate Microeconomics, Introductory Macroeconomics, Applied Statistics, Quantitative Methods (calculus for economic majors), Managerial Economics, Environmental and Resource economics, Cost Benefit Analysis, and Population Growth and Economic Development. He also has taught a survey on the Japanese economy and senior seminars on contemporary global environmental and resource issues.

"I want students to learn an economist's way of thinking, to understand it as a discipline with its own language and its own way of looking at and interpreting the world. I also want them to grasp the fundamental concepts and tools of economics, so when they enter graduate school or the business world, they have the necessary knowledge base and ability to think critically. Finally, I want to show students that economics cannot be separated from politics and the sciences; that it must be interdisciplinary. Interestingly, literature and art students are especially receptive to this."

Hussen is well known at the College for his positive impact on the lives of his students, not just on their academic careers. Each year he serves as academic advisor for 35 to 40 students and supervises nine to ten Senior Individualized Projects (SIPs). He writes countless letters of recommendation to prospective graduate schools and employers and hosts majors in his home. He just might have one of the largest collections of letters from students on campus [see "A Man of Letters"].

In recognition of his dedication to teaching and to the mentoring of his students, Hussen was awarded the 1996 Florence J. Lucasse Lectureship for Excellence in Teaching, the College's highest faculty award. "I love interacting with my students, keeping them loose and on their toes. I believe that if students do well, then they must be recognized. But even if they fail at something, you have to tell them again and again that you care for them and that you are there to help them."

"In all my years at 'K' College, I don't remember a single moment when I considered a career other than teaching. Every day I get rewards. They pop up in conversations with my fellow teachers, in a letter I get from a former student, in the light I see in a student's eye. Best of all, I have the pleasure of knowing that my extended family is growing every year."
A Man of Letters: Ahmed Hussen

Few things give Ahmed Hussen more pleasure than the enduring quality of his relationships with former students, many of whom call, visit, and even invite him to their weddings. They also write letters, a lot of them.

"I truly enjoy receiving letters from my former students," says Hussen. "I often read them several times before putting them away in my memorabilia."

Hussen's collection of letters fill a large file, just as his collection of student admirers would fill any dormitory on campus. Here are excerpts of a few letters from just three students.

Student #1, Class of '88

Following her graduation (with honors) from "K", this economics and business major took a job with the Bureau of Labor and Statistics in Washington, DC, where she stayed for three years. After a brief job in Poland training government bureaucrats on the operation of Western economy, she moved to France to work for the Organization of Economic Cooperation and Development (OECD) as a staff economist. In June 1994, she wrote to Ahmed Hussen.

"Hi Dr. Hussen, I wanted you to be one of the first to receive a copy of an article I co-authored for OECD Observer magazine. It is not exactly The Economist, but it's a start. The article is located on page 19, and if you turn to the back cover, there is an advertisement for the STAN database for which I am responsible. I produced the national account estimates and helped to design the software dissemination system and the publication. I thought you'd like to see what a former "K" econ grad is doing!"

In the same letter, she informed Hussen of her intention to pursue a graduate degree and asked him to write a letter of recommendation on her behalf. In August 1996, Hussen received a postcard.

"Hello, Dr. Hussen...I made it through my first year of graduate school at the Woodrow Wilson School. It was difficult to say the least, but I'm glad I decided to go to Princeton. I decided to spend the summer here in Ethiopia. I have been working for USAID/Ethiopia and it has given me some incredible insights into issues related to development....I hope all is well in Kalamazoo with you and your family. I hope you don't mind, but I plan to e-mail you for some career advice when I return."

Student #2, Class of '94

Described by Hussen as a "typical underachiever," this student graduated with a GPA of 3.2 and authored "one of the best SIPs I have supervised since joining "K" College," says Hussen. Six months after graduating, the student informed Hussen via postcard that he had taken a job at a large shipping firm in Ireland. Three months later, another card alerted Hussen that the student had provided his name as a reference in his application for the Peace Corps. Then, in the summer of 1995, came the first of several letters.

"Dear Dr. Hussen...It was a wonderful experience living in Ireland, despite the dreary weather. My job, however, lacked most of what I want from work: meaning, creativity, passion, and a chance to make the world a better place. So, I left an otherwise great 'career' job for the intriguing uncertainty, adventure, and idealism of the Peace Corps."

"Dear Dr. Hussen...Since the summer of 1995, I have been living in the small, rural town of Monteagudo, Bolivia. Put simply, it's the best decision I have made since choosing "K" College over Boston University. I am working for a small association of subsistence farmers, managing a rotating credit fund and developing marketing channels for sale of honey, among other tasks...It has been a difficult, challenging, and rewarding first year. I have another year ahead of me and I feel good about my work and its strides towards sustainable development.

"In the course of the past year, I have further developed my interests and career objectives. I plan to pursue a career in environmental management in the developing world. I'm particularly interested in South America. I seek an MBA with a focus in entrepreneurial studies and perhaps a dual degree in environmental and resource science. I would greatly appreciate your recommendation."

Student #3, Class of '91

According to Hussen, this "able and articulate" student was active in student government and well liked by all. Yet "academic work was never his first priority." At time of graduation, he was short four courses and his SIP. "As a result, he disappointed me, his parents, his girlfriend and many others — he was the most likeable individual you can imagine!"

He decided to take a break from school and work — a decision Hussen supported. His break lasted four years, during which he married his girlfriend, held a steady job, earned a private pilot's license and stayed in close contact with Hussen.

In the fall of 1995, he decided to finish his degree, taking two classes at Kalamazoo Valley Community College and two at "K" College, including one from Hussen. "He earned high grades in all classes and his SIP was a high pass," said Hussen. Immediately following receipt of his diploma in June 1995, the student wrote to his professor.

"Dear Dr. Hussen...Words cannot express all the thanks I owe you. Throughout my tenure at "K", you have been an inspiration to me. You were always there for me even when I was not working to my full potential. I thank you for your kindness, your help, your advice, your generosity, and your never-ending patience. I don't think I could have done it without you."

In 1997, Dr. Ahmed Hussen received the College's highest faculty award, the Florence J. Lucasse Lectureship for Excellence in Teaching. In his remarks at the award ceremony that year, he said, "I am in the teaching profession for one and only one reason: For the immeasurable satisfaction I receive from observing the personal and intellectual development of my students. The very prospect of being able to enlarge my circle of influence is a sufficient enough factor for me to continue being excited about my career as a teacher."
Three good books on economics for non-experts: Here are Ahmed Hussen's recommendations (plus a bonus book).

**The Worldly Philosophers:**
The Lives, Times and Ideas of the Great Economic Thinkers
Robert Heilbroner, 1953

"Economics is about more than making money," says Hussen. "It has a long history and the founders of modern economic thought are as important to our world as any philosopher, writer, artist, or other influential thinker. This book will introduce you to some of the thoughtful, scholarly, funny, and mad people who shaped our world. Very readable and fun."

**Small is Beautiful:**
Economics as if People Mattered
E. F. Schumacher, 1973

"This book was published 25 years ago, but it does a wonderful job projecting the future 50, 100, and 200 years out," says Hussen. "It looks at the impact that our actions today will have on our grandchildren's grandchildren. It asks tough questions about pollution, deforestation, and population growth, and demands that we focus not on the day-to-day fluctuations of the stock market, but on the long-term consequences of our current consumption habits and values."

**Eat the Rich:** A Treatise on Economics
P.J. O'Rourke, 1998

"O'Rourke introduces you to basic economic knowledge and contemporary issues in an entertaining and amusing way," says Hussen. "He compares capitalism and socialism in countries where they make sense and where they don't. This book is entertaining and reflects in large part the viewpoint of the mainstream economist."

For a more classic defense of capitalism, Hussen recommends

**The Road to Serfdom** by Frederick Hayek, published in 1944. "Hayek was a libertarian with a much more laissez-faire approach to economics. This book is considered by many scholars and politicians to be one of the most influential books of the 20th Century."
Given the impact of study abroad on the lives of Kalamazoo students, it isn’t surprising that some would return to the roots of that experience. That’s exactly what Mary (Stucky) Myers ’64 did last year. She returned to Aix-en-Provence to find the rented rooms where she resided during her study abroad experience in the fall and winter quarters of 1963. Myers’ class was one of the first to experience study abroad as part of the K-Plan. Myers found a photograph from her study abroad experience and one from her 1998 return. Both are published below. We thank her for the photos and the copy.

"The earlier picture probably was taken in January of 1963, at the home of M. and Mme. Sevin, where three girls from Kalamazoo College and another from Southwestern at Memphis ate our evening meals. We lived across the street, in rooms rented from an elderly Mademoiselle whose name escapes me. M. and Mme. Sevin are at the far right and left, respectively. The other seated man and the woman standing in the middle are adult children of the Sevins (actually of M. Sevin; Madame was his much younger second wife), home because of various domestic upheavals. The Kalamazoo College contingent includes Georgia Foster, who is kneeling in front of the television. I’m seated at the end of the table, and Susie Garrison is standing between me and M. Sevin.

The recent picture was taken in May 1998, and I’m standing in front of the door of what I guessed was our building on the Rue d’Entrecasteaux (but I now think it was probably no. 5, next door!). The street is much more commercial that I remember; it is in the oldest, tourusty part of town, with a restaurant and calisson shop at one end. The Sevin place seems to have been converted to offices."
Kalamazoo College and the Alumni Association honor those who have attained notable achievements or made outstanding contributions to the College.

Last year the Alumni Association awarded the Distinguished Service Award to Albert Deal '37; the Distinguished Achievement Award to Renee Askins '81 and P. Ronald Spann '65; and the Weimer K. Hicks Award to George Acker. We hope that you will plan to attend a reception and dinner honoring this year’s recipients (see below).

Distinguished Alumni Awards Reception & Dinner

March 3, 2000, 6 pm

All alumni and friends are cordially invited to attend the Distinguished Alumni Awards reception and dinner to be held on Friday, March 3, 2000 in Welles Hall, Hicks Center.

For more information, please call the Office of Alumni Relations at 616-337-7283.

(Reservations required)

The Alumni Association congratulates the recipients of the Distinguished Alumni Awards:

Distinguished Service Award

Mary Woolever '70

The Distinguished Service Award is presented to alumni or friends of the College who have made exceptional personal contributions to the College and have performed effectively in leadership positions for the Alumni Association and/or the College.

Distinguished Achievement Award

Scott Cleland ‘82

The Distinguished Achievement Award is presented to alumni based upon national or international peer recognition of their excellence and achievement in their professional field.

Weimer K. Hicks Award

Marcia Price

The Weimer K. Hicks Award honors a current or retired employee of the College who has provided long-term support to College programs or activities beyond the call of duty, or who has provided excellent service in the performance of his or her job, making a significant contribution to the College in ways that have advanced the goals of the Alumni Association.
The Kalamazoo regional alumni event (see photos) featured a picnic lunch and choice (discounted) seats viewing the Boys' 16 and 18 singles semifinal matches and doubles championships. Some 28 alumni and friends attended, representing a span of Kalamazoo College classes that stretched 70 years, from 1929 to 1999.
Wrigley Field and a mid-July game between the Cubs and the Royals drew 49 alumni and friends of Kalamazoo College. Alumni ranged from members of the Class of 1955 to the Class of 1999. A reception at the home of Samantha Whitney-Ulane '87 and Jason Ulane followed the game. Pictured in the stands at Wrigley are Jason and Samantha. Joining in the reception festivities (photo, top right) are Lisa Reardon '87, Mary Jane Mayer '87, Anne Marie Walsh '87, and Lisa Peterson '93.
## Calendar of Events: Fall 1999

Events are free unless otherwise noted

### October

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>20 Wed</td>
<td>European Film</td>
<td>Belles Epoque, 1994, France, Portugal, and Spain, 7 p.m.</td>
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<tr>
<td></td>
<td><strong>Judaic Connections Lecture</strong></td>
<td>Practical Spirituality in Contemporary Life, Rabbi Dannel I. Schwartz,</td>
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<td></td>
<td></td>
<td>Temple Shir Shalom, West Bloomfield, Michigan, 8 p.m.</td>
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<tr>
<td>21 Thu</td>
<td>Lecture</td>
<td>Rosa Perelmuter, time and location to be announced</td>
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<tr>
<td>22 Fri</td>
<td>Stetson Chapel Service</td>
<td>Svetlana Teplinsky, professor of sociology and anthropology, 10:50 a.m.</td>
</tr>
<tr>
<td>23 Sat</td>
<td>Theatre</td>
<td>The Aesthetic of Dr. Faustus: an Adaptation of Dr. Faustus,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>by Christopher Marlowe, 8 p.m., Dungeon Theatre, Light Fine Arts Building, $4</td>
</tr>
<tr>
<td>24 Sun</td>
<td>Theatre</td>
<td>The Aesthetic of Damnation: an Adaptation of Dr. Faustus,</td>
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<tr>
<td></td>
<td></td>
<td>by Christopher Marlowe, 2 p.m., Dungeon Theatre, Light Fine Arts Building, $4</td>
</tr>
<tr>
<td>27 Wed</td>
<td>Men's Soccer</td>
<td>vs. Hope, 3 p.m., Mackenzie Field</td>
</tr>
<tr>
<td>29 Fri</td>
<td>Stetson Chapel Service</td>
<td>Honors Day Convocation, 10:50 a.m., Mackenzie Field</td>
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### November

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>3 Wed</td>
<td><strong>European Film</strong></td>
<td>Oulm (Overseas), 1992, France, 7 p.m.</td>
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<tr>
<td></td>
<td><strong>Lecture</strong></td>
<td>The Horn of Africa: Tensions and Stability: Alerwork Paulos,</td>
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<td></td>
<td></td>
<td>University of Iowa, 7 p.m., Room 103, Deering Hall</td>
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<tr>
<td>4 Thu</td>
<td>William Weber Lecture</td>
<td>Moral Dilemmas of the Global Economy, William Greider, author and</td>
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<td>reporter for Rolling Stone Magazine, 8 p.m.</td>
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<tr>
<td>5 Fri</td>
<td>Stetson Chapel Service</td>
<td>Democracy in Breakdown, William Greider, 10:50 a.m.</td>
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<tr>
<td>6 Sat</td>
<td>Men's Soccer</td>
<td>vs. Alma, 1:30 p.m., Mackenzie Field</td>
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<tr>
<td>9 Tue</td>
<td>Research Seminar</td>
<td>&quot;Graduate and Undergraduate Research Opportunities in Biological</td>
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<td></td>
<td>Sciences at Northwestern University,&quot; Stephen Anderson, PhD,</td>
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<td></td>
<td></td>
<td>Northwestern University Medical School, 7 p.m., Room 226,</td>
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<td>Dow Science Building</td>
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<tr>
<td>10 Wed</td>
<td><strong>European Film and Discussion</strong></td>
<td>Nesferatu, Eine Symphonie Des Grauens, 1922, Germany, 7 p.m.</td>
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<td></td>
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<td>Jim Shepard (Williams College), discussion leader, Recital Hall,</td>
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<td>Light Fine Arts Building</td>
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<tr>
<td>11 Thu</td>
<td><strong>Festival Playhouse</strong></td>
<td>Fuente Ovejuna, Lope de Vega, 8 p.m., Nelda K. Bolch Playhouse, $12</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
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<tr>
<td>12 Fri</td>
<td>Stetson Chapel Service</td>
<td>Grounds to Stand On: Human Identity and Justification by Faith, P. Ronald Spann '85, associate rector, Christ Church Cranbrook, 10:50 a.m. (616) 337-7362</td>
</tr>
<tr>
<td></td>
<td>Festival Playhouse</td>
<td>Fuente Ovejuna, 8 p.m., Nelda K. Baich Playhouse, $12 (616) 337-7333</td>
</tr>
<tr>
<td>13 Sat</td>
<td>Festival Playhouse</td>
<td>Fuente Ovejuna, 8 p.m., Nelda K. Baich Playhouse, $12 (616) 337-7333</td>
</tr>
<tr>
<td>14 Sun</td>
<td>Festival Playhouse</td>
<td>Fuente Ovejuna, 2 p.m., Nelda K. Baich Playhouse, signed for the hearing impaired, $12 (616) 337-7333</td>
</tr>
<tr>
<td>17 Wed</td>
<td>Religion Lecture</td>
<td>Julius Lipner, 4 p.m., location to be announced (616) 337-7114</td>
</tr>
<tr>
<td>19 Fri</td>
<td>Stetson Chapel Service</td>
<td>Visions of America, reflections on race, gender, and class, Ed Menta, professor of theatre arts, Zaide Pikel, director of the first-year experience, Danny Sledge, dean of students, and first-year seminar students, 10:50 a.m. (616) 337-7205</td>
</tr>
<tr>
<td>20 Sat</td>
<td>Concert</td>
<td>A Klezmer Rhapsody, Alex Kofman, violinst, Maxwell Street Klezmer Band and the Kalamazoo College and Community Orchestra, Barry Ross, director, 8 p.m., Dalton Theatre, Light Fine Arts Building, $5 adults, $2 students (616) 337-7070</td>
</tr>
<tr>
<td>21 Sun</td>
<td>Concert</td>
<td>A Klezmer Rhapsody, 3 p.m., Dalton Theatre, Light Fine Arts Building, $5 adults, $2 students (616) 337-7070</td>
</tr>
<tr>
<td>22 Mon</td>
<td>Concert</td>
<td>Kalamazoo College Chamber Choir and College Singers, 8 p.m., Stetson Chapel (616) 337-7070</td>
</tr>
</tbody>
</table>

**December**

| 5 Sun   | Concert                                                            | Bach Festival, chorus and orchestra, Jim Turner, director, 4 p.m., Stetson Chapel, $15 adults, $10 students, free to children 12 and under (616) 337-7407 |

For more information, contact Kalamazoo College, Office of College Communication (616) 337-7304. The Fall Calendar of Events appears online at [www.kzoo.edu/pr/calevent/index.html](http://www.kzoo.edu/pr/calevent/index.html)

Kalamazoo College athletic information appears online at [www.kzoo.edu/sports](http://www.kzoo.edu/sports)
Junior English major Ann Cwiek won the adult category of the 1998-99 Southwest Michigan “Poems That Ate Our Ears” contest. Her poem is titled “Kiszka” (Keesh-ka), the polish word for blood sausage.

“Kiszka” is a memory poem modeled after “Aspic in Buttermilk,” a poem by Sharon Olds. In “Aspic” the narrator describes two foods she hated but which her parents fed her when she was little. Diane Seuss, adjunct instructor of English and writer-in-residence, asked her creative writing students to write a poem about a food they hated when they were young and to pattern the poem after Olds’ style. From that assignment Cwiek created, refined, and submitted “Kiszka.”

Cwiek loved Seuss's “Introduction to Creative Writing” course and subsequently has worked as her teacher’s aide. She also was editor of The Cauldron, Kalamazoo College’s literary art magazine, for a short time and intends to write a senior individualized project of creative nonfiction or poetry. Cwiek is considering a teaching career after graduation.

Her winning poem is reprinted below.

Kiszka

He liked blood sausage—a throwback to his childhood—and it nauseated me, which gave him one more reason to eat it. On Sundays I woke to the smell of deep iron, the scent that brings the carrion birds circling. I stumbled into the kitchen, the greasy pan in the sink already drying to a crust, half of the fat curve already on his plate, grains of dark muscle spilling out of the severed end, the whole thing doused in blatant red ketchup. Sure you don't want any, he asked, waving his meaty hand in the direction of the turgid, sodden leftovers and laughing at my expression. He ate it, his mouth open as he chewed, breathing only when the food was gone, and then left the dishes for me. I did not eat for the rest of the day. No. Wait. I swallowed myself in great burning gulps.

—Ann Cwiek ‘01
Saturday, June 17 - Friday, June 30, 2000

**Tour Cost:** $3,700 per person, double occupancy, based on a minimum of 22 participants. Single supplement $600, based on availability.

**14-Day Tour Includes:**
- Round trip air transportation (Detroit-Tel Aviv-Detroit)
- First class hotels and one night in Israel on a Kibbutz
- Breakfast and dinner daily, plus three lunches
- Travel with English-speaking guides
- Visits to Israeli cities of Tel Aviv, Haifa, Tiberius, Eilat, and Jerusalem
- Visits to Jordanian cities of Amman, Madaba, and Petra
- Historical and religious sites including Caesarea, Mount Carmel, Nazareth, Sea of Galilee, Tiberius, Masada and the Dead Sea, Ein Gedi, Mount of Olives, Bethlehem, and many sites in and around Jerusalem, among others

**Special Features:**
Meetings arranged with Israeli, Jordanian, and Palestinian speakers in evenings

**Tour Conductor:**
Dr. Gregory Mahler, provost and professor of political science at Kalamazoo College, will lead the group. Israel and the Middle East are Dr. Mahler's specialty, and he has published widely and taught extensively on the subject in the United States as well as in Israel and the West Bank.

**Tour Focus:**
This tour is designed to provide an introduction to the region and will include discussion of contemporary political, social, and developmental patterns in Israel, Jordan, and the West Bank. We will also explore the context within which this development takes place, including the historical and religious nature of the area, and we will visit many holy sites of Judaism, Christianity, and Islam during the trip.

**Reservations:**
A deposit of $500 per person will guarantee your reservation. A schedule of subsequent payments will be sent at that time. Final payment is due 60 days prior to departure. Space is limited. Reservations will be honored on a first come, first served basis.

For more information, please contact Gregory Mahler at (616) 337-7162.
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For more information, please contact Gregory Mahler at (616) 337-7162.
Late afternoon light shines on a moth encased in a specimen box resting on a hardwood floor. The enclosed moth may represent containment of the natural—or it may simply represent the fragility of our own (human) condition.

(See page 7)

—Richard Koenig, art