

THE MAGAZINE OF KALAMAZOO COLLEGE

LuxEsto

Summer 1999

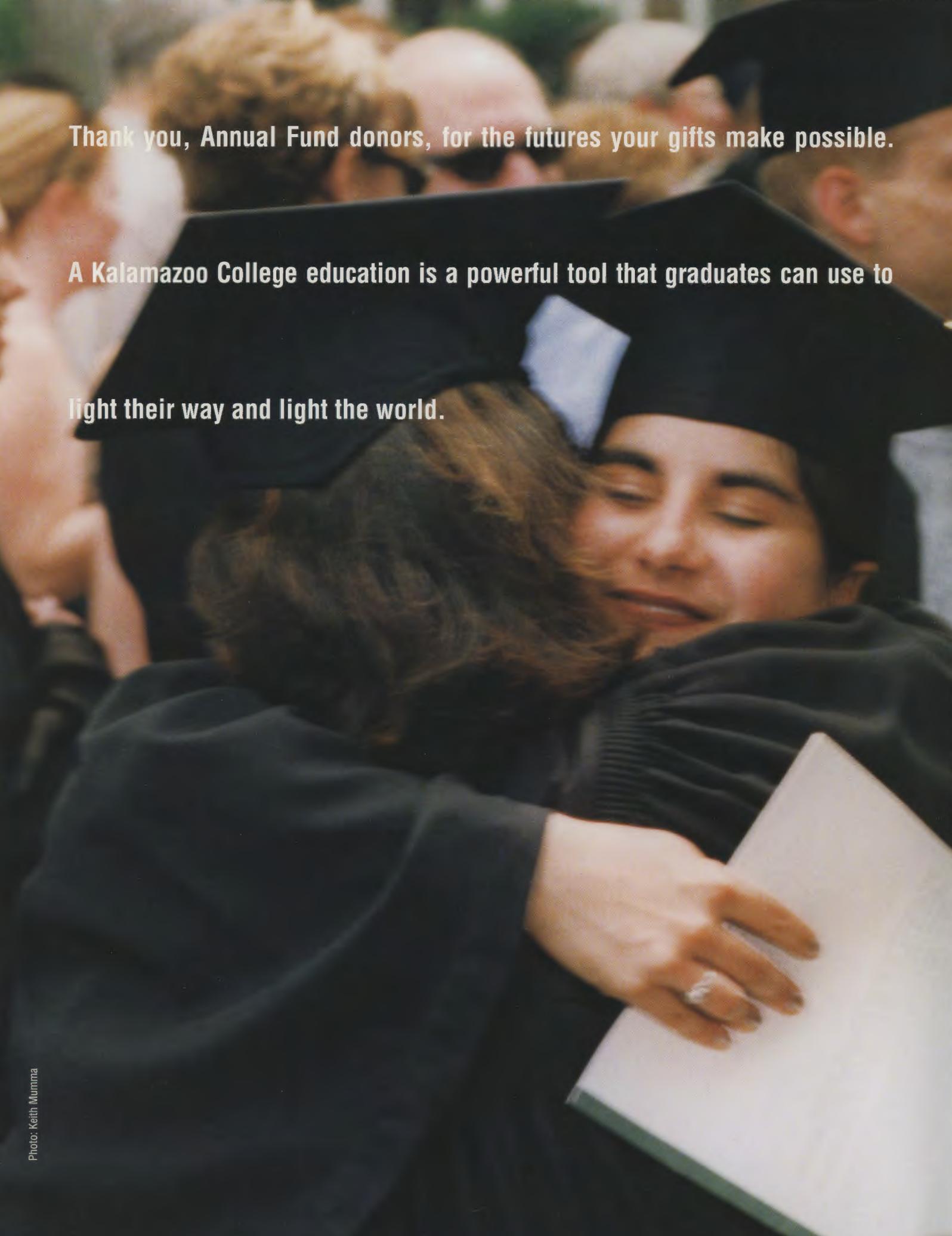
**Jeff
Wilson '91**

Small Discoveries

Yield Large Returns In

Dinosaur Hunting

And Higher Education

A close-up photograph of a graduate in a black cap and gown hugging another person. The graduate is smiling and has their eyes closed. They are holding a white diploma. The background is blurred, showing other people at the ceremony.

Thank you, Annual Fund donors, for the futures your gifts make possible.

A Kalamazoo College education is a powerful tool that graduates can use to

light their way and light the world.

The paper used in this publication is manufactured from 100%-recycled fiber of which 50% is recovered from Post Consumer sources. This product is made exclusively for New Leaf Paper in San Francisco, California by Plainwell Paper Company and was offered to Kalamazoo College with their permission. New Leaf Paper is nationally known for their active role in the design and marketing of paper products that are entirely recycled and recyclable.

Two members of the Kalamazoo College Class of 1963 had active roles in the manufacture of these items.



Time will tell where her Kalamazoo College learning experience takes this young member of the Class of 1999; and time will tell which people and communities the power of that experience will touch, directly and indirectly, as she uses it to build her future.

Gifts are one of three major foundations that support Kalamazoo College. The others are tuition and endowment income. All are vital. Your Annual Fund gift makes the Kalamazoo College learning experience possible for young people like her.

Most annual fund gifts are applied to student scholarships and program or facility improvements. Annual fund gifts are unrestricted, which confers upon the College the opportunity to use them in ways to best support the *K-Plan*. And the degree of Annual Fund participation unlocks additional gifts from corporations and foundations. Alumni participation is one of the first facts requested by grant officers when they consider major funding proposals from the College.

So thank you again, alumni and friends. For the second consecutive year the Annual Fund reached and exceeded its goal. It will help enlighten futures.

KALAMAZOO COLLEGE *Annual fund*

Dear Readers:

KALAMAZOO COLLEGE last introduced a new design format and name for its alumni magazine in the mid-1980s, when *K Magazine* became the Kalamazoo College *Quarterly*. When we review the magazine's history, we feel its look and content have been dignified and have served its readers well. We hope this new iteration continues that tradition.

This transformation is a work in progress. We take it seriously and continue to give it much thought. We want *LuxEsto* to share Kalamazoo College with its community members—alumni, friends, and faculty—as well as with prospective members of this dynamic community. The purpose of the magazine is to explore the value of the Kalamazoo College learning experience and its distinction from those provided by other institutions of higher learning. We will do this by sharing the stories of students and faculty, both past and present.

What does make Kalamazoo College special? *LuxEsto* will continue to explore the answer to that question. We hope the stories and features in this issue begin to shed light on the query. For paleontology student Jeff Wilson '91, the combination of intimacy and programs resulted in a relationship with faculty advisors that helped him find the scientific field he loves. Peter Coppinger '99, a Fulbright scholar who will pursue his doctorate in plant biotechnology after a year of postgraduate study in Australia, described the important element of the Kalamazoo experience in an address to incoming Heyl scholars, parts of which are excerpted in this issue. PECASE winner Cassandra Fraser '84, a chemistry professor at the University of Virginia and one of the United States' best young researchers and teachers, cites the critical influence of Kalamazoo professors (in the humanities as well as sciences) on her scientific career. Professor Emeritus Conrad Hilberry, English, provides an example of "K" liberal arts and lifelong learning. He used his recent "retirement" to audit biology professor Dave Evans' ethology class, and he wrote a series of poems on what he learned, one of which is published in these pages. There's something special about the way Kalamazoo College learners (students and teachers) connect knowledge.

We continue our feature of a faculty member (biology professor David Evans in this issue) along with *Doorways*—Evans' recommendation of the best three books for non-experts interested in biology. Ten new teachers will join the Kalamazoo faculty this fall, and *LuxEsto* introduces them to you.

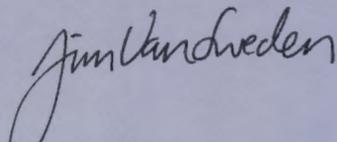
Each issue will focus on some aspect of the *K-Plan*, which, in our view, differentiates Kalamazoo College from any other institution of higher learning. We are pleased to reprint excerpts from the senior individualized project of Antonie Boessenkool '99, who explains the value she found in this aspect of the *K-Plan*.

And each issue of *LuxEsto* will look back and share something from the archives that seems distinctly Kalamazoo College. We start this feature with 1969 graduate Max Garriott's *Ode à la Maison Nuss*.

We hope and expect that the new look and name of your magazine will be to your liking. We eagerly await your reactions, pro and con. Our mission is to share the College with its community, continually exploring and questioning the distinct value of the education here. We encourage you to share your ideas for stories with us.

Finally, this issue features some writers new to these pages. Antonie Boessenkool '99 wrote *Nothing Missing* and shot and processed the photography that is part of that project. Emily Crawford '99 wrote the essay on graduation from Kalamazoo. Jeff Palmer '76 wrote the introductions for the new faculty and the new members of the Board of Trustees. Jessica English '94 wrote the feature on David Evans and the article on the Lucasse Award winners.

Sincerely,



Jim VanSweden '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."

SUMMER 1999
VOLUME 60, NO. 4

EDITOR

Jim Van Sweden '73
Director of College Communication

ART DIRECTION/DESIGN

Kerry Job
Director of Publications

COMMUNICATIONS ASSISTANT

Judy Scherzer

CONTRIBUTING WRITERS

Antonie Boessenkool '99

Emily Crawford '99

Jeff Palmer '76

Jessica English '94

Steve Wideen

Sports Information Director

Cathy Todd

Director of Alumni Relations

John Heerspink

Director of Gift Planning

John Carroll

Director of Admission

Laura Schlack

Associate Director of Admission

Correspondence
should be directed to:

The Editor

LuxEsto

Kalamazoo College

1200 Academy Street, Kalamazoo,

MI 49006-3295

(616) 337-7291

fax: (616) 337-7305

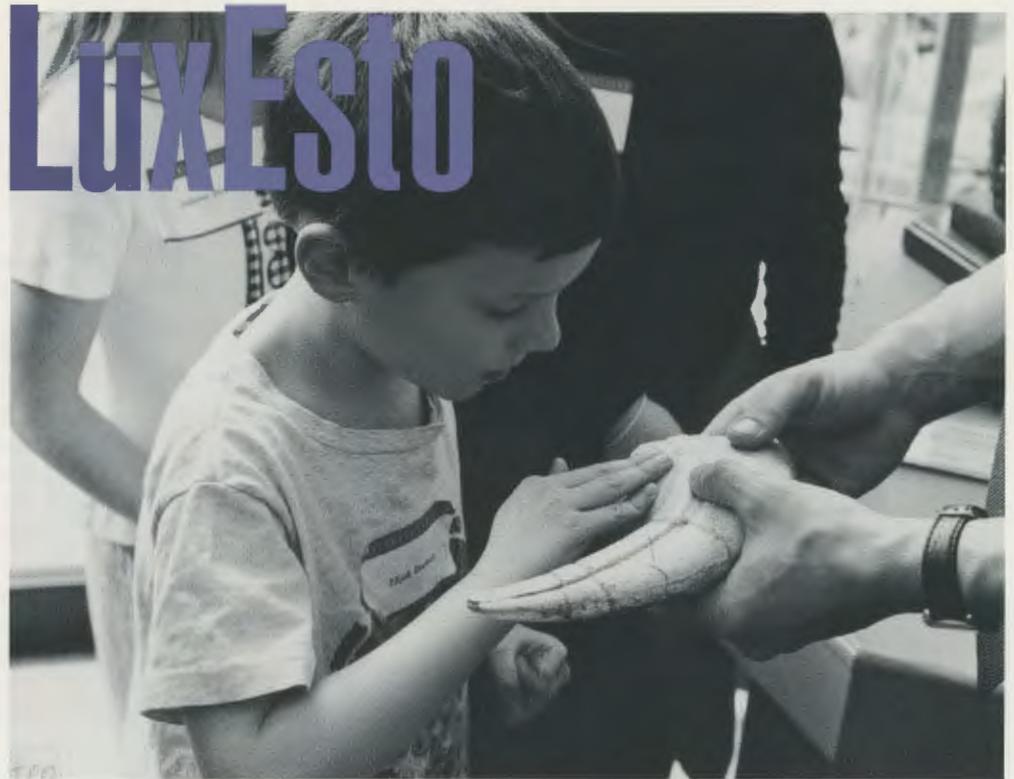
e-mail: jvsweden@kzoo.edu

Opinions expressed herein do not necessarily represent the views of Kalamazoo College or the editors.

Printed in the United States of America. Periodicals postage paid at Kalamazoo, Michigan.

POSTMASTER: Please send address changes to *LuxEsto*, Kalamazoo College, 1200 Academy Street, Kalamazoo, MI 49006-3295.

©July 1999 Kalamazoo College



COVER STORY The best discoverers are great teachers and Jeff Wilson '91 is no exception. He shares the excitement of discovery of the thumb claw of *Suchomimus tenerensis* with Elijah Doestch, son of Douglas Doestch '79. The hands-on learning experience was part of a Chicago-area Kalamazoo College alumni event. See page 28.

Features

28 Small Discoveries Yield Large Returns in Dinosaur Hunting and Higher Education

Paleontology PhD candidate Jeff Wilson '91 explains the influence of Kalamazoo College on his search for dinosaurs. Cover photo by Chris Sidor

34 Commencement 1999

Maureen Mickus '81 spoke at the 163rd Commencement of Kalamazoo College.

37 David Evans and the World of Arthropod Guts

Professor's lifetime fascination with insects helps students discover their passion for biology.

40 Nothing Missing: The Value of the SIP Explorations

Antonie Boesenkool '99 shares a portion of her senior individualized project and the value of that element of the *K-Plan*.

46 Literary Feat Foils Demolition

French major extols in verse the preservation of what became the home of presidents.

Departments

- 4 On the Quad
- 13 Hornet Sports
- 39 Doorways
- 49 Alumni Connection
- 52 Class Notes
- 63 Senior Profiles
- 64 Essay

Lucasse Award Winners



Gail Griffin



David Evans

Professors Gail Griffin and David Evans were honored by Kalamazoo College's faculty and staff with the College's highest faculty awards.

Griffin, Professor of English and Director of Women's Studies, received the 1998-99 Florence J. Lucasse Fellowship for Excellence in Scholarship, and Evans, Professor of Biology, was recognized with the Lucasse Lectureship for Excellence in Teaching.

The Lucasse awards honor Florence J. Lucasse '10 for her long and distinguished career as a Latin teacher in the Fort Wayne, Indiana schools. The College established the awards in 1979 with a donation from Lucasse, who died in 1978.

Gail Griffin writes.

Those words sum up the driving force behind her recognition as the 1999 recipient of the Lucasse Fellowship for Excellence in Scholarship, Griffin said.

Griffin earned her bachelor's degree with honors in English from Northwestern University, and completed her master's degree and PhD at the University of Virginia. Since joining Kalamazoo College in 1977, she has served as chair of the English department, director of the nontraditional student program and interim chair of the theater department. In 1989-90 she was honored with the Lucasse Lectureship for Excellence in Teaching.

She probably wouldn't call her work "scholarship," Griffin said, at least not in the traditional sense of the word. She prefers to refer to her autobiographical genre as creative nonfiction.

Griffin's first book was published in 1983. *Emancipated Spirits: Portraits of Kalamazoo College Women* was a collaboration with three students. Her 1992 book, *Calling: Essays on Teaching in the Mother Tongue*, was a turning point in her professional life. She describes the autobiographical essays on feminism and academic life as "nontraditional, nonlinear, synthetic essays in which voices generally kept distinct in academic writing were brought together." *Calling*, which won the Critics' Choice Award from the American Educational Studies Association in 1994, was followed by *Season of the Witch: Border Lines, Marginal Notes* in 1995.

Her essays, articles and poetry have appeared in collections and

journals from around the nation, and she has given dozens of presentations at events and conferences during her 22 years at Kalamazoo College.

According to Griffin, her own experience with autobiographical writing spills into her work on campus. "The process of writing creative nonfiction tells me how to teach it," said Griffin, who teaches a number of autobiographies and occasionally even her own work. "Also, writing autobiographically helps a lot of students. There's something about this generation that is not necessarily touched by traditional academic forms, but which is really touched by writing about their own lives. Autobiography is very powerful."

Griffin's numerous awards and honors include: Kalamazoo YWCA Women of Achievement "Spotlight" Award (1966); John D. MacArthur Scholar award (1993-94); the Frances Diebold Award for Faculty Involvement in Student Life (1985); and the National Organization for Women (Kalamazoo Chapter) Woman of the Year. In 1993 and '94 she was honored by the Kalamazoo College Black Student Organization for promoting African-American curriculum on campus.

She is currently pondering her next project, which could be a memoir about her estranged brother, a novel, or a book on pedagogy and race.

"I feel lucky that 'K' has always valued and validated my voice," said Griffin. "My writing has been really non-traditional in terms of the usual academic standards, and I am fortunate to work at a college where that is accepted as important work."

David Evans says he thinks he may be a little selfish.

The veteran professor and chair of the Biology department claims he teaches largely because it allows him to stay in constant contact with an area of study he loves, because he enjoys conveying his enthusiasm about biology, and because he thrills at seeing students "catch fire" with the material. "I teach as much for my own benefit as for any altruistic educational mission," he said.

But whatever benefits Evans may reap (and despite his modesty), colleagues like biology professor and assistant provost Carolyn Newton know it's really the students who profit.

"Students find the enthusiasm you exude for each of your courses contagious," Newton said in honoring Evans. "We, your colleagues, have learned to appreciate the sophisticated teaching strategies you employ so deftly to enhance student interest, enabling students to be drawn into a profound and complex discussion of biological topics."

An entomologist by training, Evans came to Kalamazoo College in 1966, after a brief tenure at the University of Wisconsin, where he earned his master's degree and PhD. He received his bachelor's degree from Minnesota's Carleton College, where he developed a life-long appreciation for the liberal arts.

According to Evans, his most effective teaching takes place in the laboratory and the field. Students in classes such as entomology or aquatic ecology often find themselves wading in streams or ponds or trooping through a field in the name of science. "In the field I

can really interpret the material,” said Evans. “I enjoy drawing passion and excitement from students, and it feels like that happens most often out in the field and in the lab.”

Evans’ research has been published in numerous journals, and he has received many academic grants over his career. His work has taken him to Africa many times. In 1982 he was a Fulbright Professor of Biological Sciences at Njala University College at the University of Sierra Leone. In the early 90s he visited the continent to study locust migrations for the Office of Foreign Disaster Assistance, a division of the United States Agency for International Development. A continuing contract with US-AID takes him to Africa several times a year to develop environmental assessments for various countries.

He received the Frances Diebold Award for Contributions to the College Community in 1995.

Evans is the subject of summer *LuxEsto’s* faculty member profile (see page 39).

Alumna Receives National Science Award

Cassandra Fraser ‘84 was awarded the highest honor bestowed by the U.S. Government on outstanding new scientists and engineers.

She was one of 20 National Science Foundation (NSF) supported researchers (out of more than 1,600 applicants) to receive the 1998 Presidential Early Career Award for Scientists and Engineers (PECASE). At the NSF ceremony for PECASE recipients, Fraser cited the importance of Kalamazoo College in shaping her present understanding of excellence. Each award winner receives \$500,000 over a five-year period to further their research and education efforts.

The PECASE does more than honor excellent research. PECASE nominees must have won the Faculty Early Career Development (CAREER) Award, which supports exceptionally promising college and university junior faculty who are committed to the integration of research and education.

Fraser is professor of chemistry at the University of Virginia (Charlottesville). Her research skills are becoming widely known and appreciated. In January she received Dupont’s Young Investigator Award, and in March she received the Alfred P. Sloan Research Fellowship.

But she is equally or more proud of her accomplishments as a teacher. Her students have recognized her for her “excellence, care, compassion, and dedication to teaching,” and her colleagues have twice nominated her for University-wide teaching awards.

“To know that I have made a difference in my students’ lives is profoundly rewarding,” said Fraser.

What, exactly, did her Kalamazoo College learning experience have to do with any of this?

Plenty. Particularly the breadth of the academic undergraduate experience she constructed and the flexibility to remodel that experience as her concept of an excellent chemistry education evolved.

“Toward the end of my junior year I was concerned that the specialization of my chemistry education provided me with an inadequate basis for deciding what questions were worth asking and what areas of chemistry were worth exploring,” said Fraser. “Fortunately at Kalamazoo College I could take the radical steps necessary to begin to become the kind of scientist I wanted to become.”

For Fraser, this pursuit meant leaving chemistry and designing her undergraduate major into a combination of theology, political philosophy, and women’s studies. “I wanted to gain a theoretical framework for understanding, among other things, the role of science in society.”

She continued this exploration at Harvard Divinity School where she also took graduate courses in chemistry, biochemistry, and molecular biology.

“My interest in religion remains as strong or stronger than my interest in science,” Fraser said. She continually seeks ways to combine those interests. To date she combines them with the greatest degree of satisfaction in her teaching, when she covers socially or ethically relevant topics or talks with students about what is most important to them in life.

In 1988 she earned her Master of Theological Studies degree, but it was in chemistry where she found her professional niche.

She earned her PhD at the University of Chicago (1993) and then completed two years of postdoctoral work at the California Institute of Technology.

Fraser’s research characterizes and seeks applications for metal core macromolecules. “These are metal molecules with polymers emanating from a metal core,” said Fraser. These new molecules show promise in a variety of sensor applications.

Her research technique begins with the exploration of “something new.” A famous chemist defined research as the effort “to see what everybody else has seen and think what nobody has thought.” Fraser’s research explorations occur at the outer (and shifting) boundaries of bodies of knowledge traditionally considered unconnected. And the “new” often emerges from the movement and overlap of these boundaries.

In other words, before she begins to “think what nobody has thought” she is “seeing” in places where chemists without her passion for theology or political philosophy may be less likely to look.

“I’ve always been intrigued to see what happens when concepts or methodologies from different fields are brought together.”

She follows her intuitive sense of a design for a new molecular entity and then tries to make the compound.

“Once I’ve synthesized something new I explore its properties with potential uses in mind.”

Her love of the far boundaries of traditional disciplines, where expansion, shifting, and merging are constant, is evident in her teaching as well. Patterns drive her pedagogy.

“I like to find a pattern—reactivity, for example—and then look in many different places for examples of that pattern,” said Fraser. “These examples will cross categories, both scientific and nonscientific. For example, topics as diverse as the chemistry of cancer; biological polymers and synthetic materials; metal chelation therapy; catalysis and geopolitically important industrial

processes; molecular recognition on cell surfaces and synthetic receptors; and peptide and natural product synthesis provide fascinating illustrations of basic modes of reactivity.

"All of these topics offer the opportunity to review important chemical principles, gain insight into the history of discovery, and become acquainted with cutting edge research that fills the pages of both the scientific literature and popular press," Fraser added.

And she uses all those sources. In fact, there is no good single textbook for Fraser's courses. "And that will irritate some students," she said. "With the traditional curriculum, it is very easy and too comfortable to think that chemistry is simply plodding through a book, memorizing lots of facts, and following recipes in the lab," she added. "I want students to have opinions and consult many sources of information."

The goal is for students to become active thinkers who learn early on that chemical knowledge is not static, that many challenges remain, and that each student has an important role to play in figuring things out.

"I think it is accurate for me to say that Kalamazoo College had more of an impact on me as a person, a student, and a teacher than any place else I have studied," said Fraser. "There I learned that excellence requires thinking broadly, serving others, and trying to make a difference in the world."

Reflections Upon Excellence and the Kalamazoo College Learning Experience

By Cassandra Fraser '84

At Kalamazoo College I learned what excellence means. For those invaluable lessons I owe thanks to some outstanding professors, some of whom remain my friends and mentors.

Though I hesitate to name individuals for fear of offending some I may inadvertently omit, those who influenced me most included Drs. Franklin Presler, the late John Spencer, Nora Evers, Ralph Deal, John Fink, Bob Dewey, Gail Griffin, and many others.

These persons and many others in the College community set very high standards for themselves and others, not only intellectually but also as human beings. They created an atmosphere where we could discover what it was that we had to offer, and they also inspired in us a confidence that our unique contributions, whatever they might be, really mattered.

On many occasions I have run into Kalamazoo College graduates in all kinds of different places. Many of us, young and old, seem to have certain traits in common—an openness and commitment to lifelong learning and a sense of responsibility for the knowledge and gifts that we possess.

Fulbright Scholar Explores Diversity of Plant Science

For Peter Coppinger '99 learning is antipodean—from the U.S. to Australia, from plant biotechnology to plant ecology, with many places, and many explorations, in between.

Shortly after graduating in June, Coppinger used the Fulbright Fellowship he received to begin a year of graduate study at Macquarie University in Sydney, Australia. He will work and study in the plant comparative ecology laboratory of botanist Mark Westoby. An acquaintance of Coppinger's SIP supervisor, Westoby was impressed with the young man and his resumé, and invited Coppinger to his lab for his Fulbright year. He also helped convince Macquarie to waive Coppinger's tuition (a cost the Fulbright Fellowship does not cover in Australia).

After his year in Australia, Coppinger will continue his graduate work in plant biotechnology at the University of California, Berkeley. In plant science, practitioners of biotechnology and ecology are often as far apart as, well, Kalamazoo and Australia. That's just fine for Coppinger. He wants experience in the antipodes, whether geographic or scientific. It's part of a valuable education.

This viewpoint began to emerge in his junior high school days, when his application to the Kalamazoo Area Mathematics and Science Center was rejected. No problem. He pursued his love of science through after-school botany and bird-watching projects.

Coppinger came to Kalamazoo College as a Heyl scholar. Last May he addressed the five members of the Class of 2003 who will enter the College this fall as Heyl scholars.

Coppinger's remarks are excerpted below.

...When I came to Kalamazoo College, I knew I liked biology, but I had no idea what I wanted to do with my life. During my first year I began to develop an interest in plants and genetics. My botany professor, Dr. Paul Olexia, recognized and nurtured this interest.

In the fall of my sophomore year, while Dr. Olexia was on sabbatical at the Oak Ridge National Labs in Tennessee, he wrote to me about the plant genetic research underway at Oak Ridge. He encouraged me to apply for an internship there, and he forwarded my application to several researchers in his department with his strong recommendation.

Five months later, I found myself in Tennessee in a plant genetics lab, performing polymerase chain reaction on switchgrass, a large perennial grass in the southeast, to determine genetic variability in the populations. I was amazed by the degree of independence I enjoyed working on this experiment. As a result of this experience, by the end of my sophomore summer, I had acquired more research experience than most undergraduates acquire during their entire college career. Dr. Olexia was instrumental in getting my foot in the door at Oak Ridge, and I learned the significance of the student-professor relationship as well as the value of networking.

My internship at Oak Ridge prepared me for six months of travel and study overseas. Oak Ridge was the first time I had lived outside of Kalamazoo. During my summer in Tennessee I learned to deal with homesickness (an emotion I had never felt before) and, perhaps more importantly, how to cook for myself.

Three weeks after returning from Tennessee I was in Aberdeen, Scotland, studying biotechnology and Celtic history. My ancestry is Scottish, and my study abroad experience allowed me to combine my interests in genetics with explorations of my family heritage. I even managed to buy a kilt.

Scotland changed me. In Scotland I was introduced to the field of biotechnology and genetic engineering, a field I plan to explore further in graduate school and after. I also developed personally; prior to my semester overseas I was an absolute worrywart. My concern for grades was all-consuming. I worried about relationships, money, who I was going to sit with at dinner—everything. Five months overseas helped me break this unhealthy habit.

After Aberdeen I began the last, perhaps most important, component of my experiential education—my senior individualized project. Again I followed my passion for plants. I worked as a paid researcher at the Kellogg Biological Station studying plant community ecology. I worked with Dr. Katherine Gross, president of the Ecological Society of America, on plant species diversity and productivity, and the effect of resource heterogeneity promoting species diversity.

This was my first experience with ecological research, but my science curriculum had provided me with sufficient background to jump right in and perform research that, with any luck, will be submitted for publication to the *Journal of Vegetation* later this month.



Peter Coppinger visits York, England, during his study abroad in Aberdeen, Scotland.

I am now in the process of applying to graduate schools to study plant molecular biology and plant pathology. The professors who will decide upon my admission ask about my research interests, my research experience, and my time overseas. They do not ask about my grade point average.

Years from now I will not remember the grade I earned in organic chemistry, but I will remember the friends I made overseas, the molecular techniques I learned at Oak Ridge, and my independent research at the Kellogg Biological Station.

Campus Notables

In early March **David Barclay**, History, attended the annual meeting of area-studies program directors sponsored by the U. S. Department of Education in Washington DC. He was a member of a three-person panel that led a discussion on priorities for undergraduate programs in the forthcoming Title VI grant competition. In early April he presented a paper titled "Prussian Conservatives and the Problem of Bonapartism" at the annual *Conference for the Study of Political Thought* at Hunter College in New York City. The conference focused on the legacy of Napoleon and on the role of Bonapartism and Caesarism in the modern world. Later that month he delivered a lecture titled "The Berlin Crisis after Fifty Years: Reflections on the Early Cold War" to the Grand Rapids Torch Club.

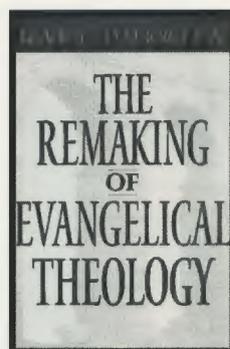
Jeffrey Bartz, Physics, has received a \$3,500 American Physical Society Division of Laser Science grant to support an undergraduate research project for **Kevin Burke '00**.

Karyn Boatwright, Psychology, received the Michigan State University College of Education's Academic Excellence Award. She and several students (**Diana Fulchiron '99**, **Erica Siegl '99**, **Mellany Flynn '99**, **Hadley Moore '99**) presented a paper titled "The influence of connectedness needs, gender role, and self-esteem on college students' leadership aspirations," at a symposium at Ohio State University.

Earlier this year she and Fulchiron joined **Jennifer Combes '99** and attended the Association of Women in Psychology meeting in Providence, Rhode Island.

The College's **Center for Macroeconomic and International Trade** was awarded a \$22,000 grant (its first) by the Michigan Department of Environmental Quality. The grant is titled "The Environmental Impacts on the Great Lakes Region of North American Economic Integration," and the research will involve opportunities for students.

The Remaking of Evangelical Theology, the new book by **Gary Dorrien**, Religion, continues to receive critical praise from



historians and theologians. It is the first major work in the subject by a non-evangelical theological scholar. Reviewers have praised its historical scholarship. The book examines the origins and development of modern evangelicalism, explores evangelical debates over biblical authority, and analyzes evangelical attempts to deal with modern scientific and philosophical criticism. Dorrien's forthcoming book, *Theology Without Weapons: The Barthian Revolution in Modern Theology*, presents a new reading of Karl Barth's theological system. He is currently working on a two-volume interpretation of American theological liberalism.

John Dugas, Political Science, has received a Fulbright grant for teaching and research in Colombia, South America. Dugas will reside there for five months, July through December. He will teach a course at the Universidad de los Andes in Bogota and conduct research on obstacles to political party reform in Colombia.

Gail Griffin, English, delivered a chapel talk, did an evening reading from her books, and led a workshop called "Writing White: Race and Student Writing" at Bucknell University. Her host was Ian Oliver, who was formerly a chapel intern at Kalamazoo College. Oliver is now chaplain at Bucknell.

Ahmed Hussen, Economics, was the speaker at the Western Michigan University Department of Economics Research Colloquia. The Colloquia is primarily intended for the faculty and graduate students of the Economics Department at Western Michigan University. Hussen presented a paper titled, "Biophysical Limits to Economics Growth: An Ecological

Economic Perspective."

Earlier this year, Hussen was one of six faculty members who participated in a panel discussion titled "Biodiversity in Modern Times: Exploring its Ethical and Social Dimensions." The panel discussion was a part of Western Michigan University's "Earth Week" celebration.

Michele Intermont, Mathematics, participated in two summer workshops funded by the National Science Foundation: "Teaching Undergraduate Geometry" (Cornell University) and "Alternative Entries to the Mathematics Major" (Mount Holyoke College). Michele also informed *LuxEsto* that **Dawn Ashley '02** has been invited to participate in a special program this summer at Carleton College for undergraduate women in mathematics. Dawn was one of about 20 participants selected from a pool of more than 130 students.

Last fall Michele gave the invited address at the Pi Mu Epsilon open house event at St. Mary's College (Notre Dame, Indiana). The talk was titled, "Oh Knots! An Elementary Look at Knot Theory." In March she was invited to give a seminar at Wayne State University. The title of that talk was "The A-Complication of a Space."

Richard Koenig, Art, was selected as a semi-finalist for the 1999 Friends of Photography Emerging Artist Award in January. In addition, several of his pieces have been selected for juried group exhibitions this spring. He received an Award of Merit at the University of South Carolina International Digital Works on Paper Exhibition. You can view his work on the web at <http://c.kzoo.edu/~rkoenig/horn/horn.html>.

Jim Langeland, Biology, and **Jill Tomsa '98** published the results of Tomsa's SIP in the March 1 issue of *Developmental Biology*. The citation is: Tomsa, J.M. and Langeland, J.A., "Otx expression during lamprey embryogenesis provides insights into the evolution of the vertebrate head and jaw," *Developmental Biology* 207: 26-37.

Deborah Luyster, English, participated in a Washington DC symposium called "Public Understanding and Perceptions of the American Justice System." The symposium was sponsored by the American Bar Association.

Gregory Mahler, Provost and Professor of Political Science, provided analysis and radio commentary on the Israeli elections for the Detroit Jewish Community Council.

In April, Mahler was co-chair of the first Michigan Canadian Studies Roundtable, which took place at Kalamazoo College. Some 40 college faculty from all over the state of Michigan came to Kalamazoo to talk about their Canadian studies activities and to discuss possible future activities of a cooperative nature. Mahler is currently president of the Association for Canadian Studies in the United States.

Ray McDowell, Mathematics/Computer Science, and several colleagues are organizing a workshop on Logical Frameworks and Meta-languages to be held in Paris this September. This workshop will be a part of the Colloquium on Principles, Logics, and Implementations of high-level programming languages (PLI'99). PLI'99 is a collection of conferences and workshops aimed at the advancement of high-level programming languages. It is organized by the French National Institute for Research in Computer Science and Control (INRIA) and the Association for Computing Machinery's special interest group in programming languages (ACM SIGPLAN). McDowell will serve on the program committee for the workshop.

Ed Menta, Theatre Arts, directed the Michigan premiere of *Flyovers* by Jeffrey Sweet at the Boarshead Theatre in Lansing (Mich.). The play won a Jefferson Award for best new play in Chicago last season, and a major New York production is planned for the fall. *Flyovers* was part of Boarshead Theatre's New Playfest series.

Romeo Phillips, Education (professor emeritus), is the 1999 recipient of the Portage Rotary Club's Community Service Award. The award honors a Portage resident whose lifetime of volunteer service to the community exemplifies Rotary ideals. Phillips has served for eight years on the Portage city council (he is currently mayor pro-tem). He is a life member and past local branch president of the NAACP. He also holds membership in the Forum for Kalamazoo County, Kalamazoo Area Red Cross, Boy Scouts of America, Northside Association for Educational Advancement, Bach Festival Society, and St. Barnabas Episcopal Church.

Heather Reynolds, Biology, recently published a chapter titled "Plant Interactions: Competition," in *The Handbook of Functional Plant Ecology*, edited by Francisco Pugnaire and Fernando Valladares. The book was published in March 1999.

Four poems of **Diane Seuss**, English, that appeared in *Poetry Northwest* have been nominated for a Pushcart Prize. The nominated poems are titled "Whistle," "Landscape," "Houseboy," and "Eclipse at Easter." Her book—*It Blows You Hollow*—was nominated recently for the Great Lakes Colleges Association first book award.

Rob Townsend, Facilities Management, completed a Wilderness Emergency Medical Technician program at SOLO in

Conway, New Hampshire. The course is designed for outdoor leaders, search and rescue teams, backcountry rangers, rural ambulance attendants, and others who provide emergency care. Rob learned prevention and decision-making as well as emergency care through participating in wilderness scenarios and intensive classroom sessions. Rob has worked with the College's LandSea program for the past six years. He plans to return to SOLO to take a High-Angle Rescue course.

Rob spoke about Kalamazoo College's recycling program at a workshop in Ann Arbor (Mich.), and he attended recycling workshops in Oxford, Ohio, and Midland, Mich.



Policy Change for Events at Stetson Chapel/Welles Hall/Stone Room

Beginning January 2000 the new procedure for reserving Stetson Chapel, Welles Hall, or the Stone Room for an event will be as follows.

General Public: The earliest that events may be scheduled is one year in advance. We will begin taking reservations the first working day of the month one year prior to the event (for example, if you plan to be married on Saturday, June 30, 2001, you may call Stetson Chapel on the first working day of June, 2000, which would be Thursday, June 1, 2000). To reserve Stetson Chapel, call (616) 337.7362, Monday through Friday, 8:30 am -3 pm Eastern Standard Time. To reserve Welles Hall or the Stone Room, call (616) 337-7047 during the same hours.

Kalamazoo College Alumni, employees, and children of employees are eligible to schedule these facilities one working day in advance of the first eligible day for the general public (see above).

Admission Office Update

Thomas H. Simon
3112 Overridge
Ann Arbor, MI 48104



John Carroll

Candidate Decision Information

Yes!!

John M. Carroll
Director of Admission
Kalamazoo College
1200 Academy St.
Kalamazoo, MI 49006-3295

49006X3295 99



One student wanted to be sure he secured his place in the Class of 2003 and noted his preference on the outside of the envelope.

Admission Office Attracts Another Fine Class

Last fall, the Class of 2002 numbered 442 (the largest in 27 years) as a result of higher than average yield on admitted students. And size wasn't the only outstanding feature about the class. ACT and SAT scores, high school class rank, and GPA had inched upward from already impressive highs.

The large class presented a challenge: how to control the size of subsequent classes in order to preserve the characteristics of the institution that make it valuable and attractive to so many students. "This challenge is an admission director's dream and dilemma," said John Carroll, Director of Admission.

To enroll a smaller entering class, the admission calendar was changed, standards for admission were raised, an admission waiting list was instituted, and scholarships were reduced. "We became more selective and less attractive financially," said Carroll, "a bold move in this era of intense competition for students."

Nevertheless, the recruitment of the Class of 2003 showed a 19 percent rise in

applications for admission. The acceptance rate dropped to 77 percent from an historical average of 89 percent. "Some of us were very nervous with the risk of accepting so many fewer students," said Carroll. "You can't always predict the vagaries of how 18-year-olds make decisions."

A trickle of early-cycle deposits relieved some of that nervousness. By mid-March, the deposit rate had surged past the previous year's record pace by 20 percent. "Despite admitting fewer students and offering smaller scholarships we were on pace for a second record year," said Carroll.

On March 26 he wrote a letter to every admitted student who had not yet committed to the College. The letter detailed the burgeoning enrollment situation, noting the likelihood that the class would fill sooner than expected. In the best interests of the students and the value of the educational experience they sought, the College would close enrollment once a target number of deposits were received, Carroll wrote. That target number had been determined based on factors of capacity and the value of the Kalamazoo College learning experience.

On April 15, the Class of 2003 reached capacity (350), and 46 people were placed

on a waiting list in the event places opened in the future.

"It was painful to place students on the waiting list," Carroll said. "They were unhappy, and the College would have liked to include their talent."

The reasons behind two consecutive years of excellent enrollment? "We have always enjoyed an excellent reputation, but lately we have taken great strides to tangibly demonstrate the tremendous value that we are," said James F. Jones, Jr., President. "It's one thing for us to know the value, it's quite another to effectively communicate that to our prospective students and their parents."

"We are fortunate to have such great value to communicate, and alumni play a role in that communication," added Carroll. "Although families are certainly conscious of cost, they are also willing to pay for value if they believe it's there."

In that regard, many people now view Kalamazoo College as a distinctive value among Midwestern private colleges. "Even other colleges are telling prospective students we're a quality place," said Carroll.

"K" Tradition Award recipients

Many Kalamazoo alumni continue the proud "K" tradition each year by sending a daughter or son to the College. The "K" Tradition Award is a \$1,200 scholarship for children of alumni. This renewable award is made automatically to any admitted student with a high school grade point average of 3.0 or greater who is a child (natural, adopted, or stepchild) of a Kalamazoo College alumna/us.

The College is pleased to welcome the following recipients of "K" Tradition Award to the Class of 2003.

Rebecca Adams, Hazel Park, Mich.; Meredith Attaway, Centreville, Mich.; Elisabeth Bothell, Okemos, Mich.; Jeremy Burton, Olivet, Mich.; Christopher Hanson, South Haven, Mich.; Jason Hendrix, Salem, Ore.; Jonathan Hughes, Paw Paw, Mich.; Christopher Miller, Muskegon, Mich.; Haley Neef, West Bloomfield, Mich.; John Sheehy, Kalamazoo, Mich.; Marie Webster, Farmington Hills, Mich.; Devin Williams, Kalamazoo, Mich.

College night honor roll

By *Laura Schlack*
Associate Director of Admission

As part of our efforts to increase alumni participation, geographic diversity, and name recognition, alumni admission volunteers and friends represented Kalamazoo College at a variety of college nights in eight states. The alumni who represented the College are listed below. Thank you for spreading the word about Kalamazoo College to prospective students and their families.

John Allen '84, Northbrook, Ill.; Ann Benett '80, Mountain View, Calif.; John Blessing, Plano, Texas; Jim Cavallo '72, Downer's Grove, Ill.; Paul Clancy '84, Shaker Heights, Ohio; Nancy Daum '75, Glendale, Wis.; Cathy Goodman '97, Elmhurst, Ill.; Jamie Hogg '74, Shaker Heights, Ohio; Bethany Kestner '98, Minneapolis, Minn.; Tim Mulligan '91, West Bloomfield, Mich.; Dennis Thornton '66, Houston, Texas; Robert Spencer '67, Champaign, Ill.; Steve Sylvester '71, Tampa, Fla.; J.C. Whitfield '84, Englewood, Colo.; Samantha Whitney-Ulane '87, Chicago, Ill.

Thanks for a Great Year!

Thank you to the Kalamazoo College alumni and Board of Trustee members who volunteered their time this year to help the admission staff bring in another talented first-year class! Kalamazoo College is fortunate to have so many supportive alumni who volunteer to share their love of Kalamazoo College with prospective students and their families.



Heyl Scholars

Five members of the Class of 2003 will enter Kalamazoo College as Heyl Scholars. Heyl Scholarships are awarded annually to graduates of Kalamazoo Central and Loy Norrix High Schools to pursue the study of science (biology, chemistry, physics, mathematics, computer science, or health science). The 1999 Heyl Scholars are (l-r): **Veronica Russo; Michael Howe; Timothy Ullrey; John Sheehy; and Mohammed Elayan.**

Challenge Grant Holds Promise Of New Scientific Equipment



ANTONIE BOESSEKOOOL

Matching the Kresge grant for new scientific equipment will require a team effort involving many people. Leading that effort are (l-r): Jan Block, Paul Olexia, Sally Olexia, and Dave Evans. Team members not pictured include Tom Smith, Dave Winch, George Nielsen, Dick Carpenter, and Wayne Wright.

Kalamazoo College's science division will start the academic year with updated equipment and a better chance to keep pace with technological advancements in perpetuity. That chance depends on College efforts to raise half a million dollars.

The College received a \$250,000 grant from the Charles Strosacker Foundation to purchase new scientific equipment, said Jan Block, Director of Capital and Special Projects, who helped secure the grant. The College then sought a matching grant from the Kresge Foundation.

Through its Science Initiatives Program, the Kresge Foundation provided a \$250,000 challenge grant with three conditions. First, \$125,000 of the grant would be added to the Strosacker grant and applied to the purchase of equipment. Second, the remaining \$125,000 must be invested into a dedicated endowment, the interest from which would pay for maintenance and replacement of the equipment. Third, the entire \$250,000 Kresge grant was contingent upon a two-for-one match from the College, which would be invested into the endowment.

Block is hard at work on the College's drive to raise the \$500,000 match. Her strategy is to build a personal network of alumni science majors from the classes of the 1970s and 1980s. Already she has visited 22 people, seeking volunteers who, in turn, will personally contact as many as 10 science majors from their class and solicit their support for the drive for matching funds. Block hopes to enlist 100 volunteers by summer's end.

Block loves working on a personal basis with science major alumni. "Most have earned advanced degrees after "K" but retain a primary loyalty to this College and the strong liberal arts education they enjoyed here," said Block. She has met doctors, hospital administrators, teachers, clinical researchers, and bench scientists throughout the country.

June 2000 is the deadline for the College's match. Success will mean \$1 million dedicated to new scientific equipment and computer science and mathematics technology.

Too often the purchase of new scientific equipment had to be deferred so the College could invest in Dow Science Center improvements and Olds-Upton renovations, according to Block. "Today, upgrading scientific equipment is a high priority," she said. A dedicated endowment will improve the stability of our science programs.

"The interest off the endowment will increase the College's capacity to ensure that our science, math, and computer educational programs always feature cutting-edge equipment," said Block. "Operational budget that would have been allocated to purchase that equipment will be freed for other faculty and student educational needs that arise."

Another benefit of the initiative will be the creation of a network of distinguished "K" science major alumni.

People interested in assisting the campaign or who desire more information should contact Block at 616.337.7297 / block@kzoo.edu.

Hornet Sports

Todd Wilson '01, wide receiver
on the Hornet football team

ANTHONY JAMES DUGAL



www.kzoo.edu/sports

Hornet action on the internet all season long.

Recap

Baseball

The baseball team experienced a season of great improvement. The Hornets doubled their overall win total and tripled their MIAA win total. Kalamazoo finished with a record of 10-24 (6-15 MIAA).

The young Hornet squad opened up the season in Panama City, Florida, and returned home with a 3-5 mark, defeating Sewanee College twice and Rio Grande University.

In MIAA action, Kalamazoo showed that they could play with every team. The Hornets took one game out of each three-game series.

Jeff Dillingham '00 earned All-MIAA First Team honors at second base. Dillingham was third in the league in hitting with a .400 average. He also led the Hornets in overall average (.346), runs (22), hits (36), doubles (7), triples (2), total bases (47), slugging percentage (.452), walks (19), and on-base percentage (.456).

Two seniors closed out their baseball careers in impressive fashion. Third baseman **Dave Adamji** hit .337 and was second on the team with 35 hits. Pitcher /first baseman **Dave Bogan** hit .330 and led the team with 27 runs batted in. Bogan was third on the pitching staff with a 5.79 earned run average and a record of 2-4 in 10 appearances.

Aaron Thornburg was a pleasant addition to the infield. The freshman shortstop hit .272 with a .412 on-base percentage. He also stole 10 bases in 11 attempts.

Matt Rix led the Hornet pitching staff with a 5.37 ERA. The junior hurler was 2-3 in 13 appearances.

Freshman **Rick Sharp** made quite an impact on the mound, going 3-7 with a 6.82 ERA. Sharp led the staff with 50 strikeouts in 62.0 innings.

Senior **Tim McNinch** led Kalamazoo with four saves in 19 appearances.

Women's Softball

The women's softball team battled through a transitional year on their way to a record of 6-22 (4-12 MIAA) under first-year head coach Brittney Cannavino. The squad of 13, including only three seniors and one junior, ended the

season with four wins in their last five games.

Midway through the year, Kalamazoo swept a doubleheader with MIAA opponent Adrian College, winning each game 2-1. Kalamazoo finished with a 5-3 win over Defiance College, and a doubleheader sweep of Hanover College, 4-0, 4-0.

The highpoint of the year came during the final week as Kalamazoo traveled to Calvin College to finish a game that was tied 6-6 in the top of the seventh inning. The Hornets rallied in the bottom of the eighth to pull out a thrilling 7-6 victory.

"The last two weeks of the season were great," Cannavino commented. "The team was starting to play up to its potential."

Other highlights in the Calvin series were home runs by **Kelly LaCosse '99**, **Megan Barasch '01**, and **Joan Flintoft '02**.

Dawn Todd had an outstanding year, leading the team with a .384 batting average. The sophomore catcher also led the team with 28 hits and a .438 slugging percentage. She was second on the team with four doubles and tied for the team lead with 13 runs scored.

Erin Rumery finished with a .298 average. The freshman tied for the team lead with 13 runs scored and was second on the team with 25 hits.

On the mound, **Becky Hunyady '99** led the staff with a 5-11 record and a 3.77 earned run average. She struck out 46 batters in 109 innings.

Brooke Dinse '00 was 1-4 in nine appearances and picked up her first collegiate win at home against Hanover College.

Men's Tennis Wins MIAA, Second in Nation

The men's tennis team marched through the MIAA and captured their 61st consecutive league championship as they prepared for a run at the national championship.

Kalamazoo entered the conference tournament with a perfect 6-0 record, and secured the championship with 117 points. Hope College finished second with a 5-1 mark and 69 points in the tournament.

The Hornets were prominent on All-MIAA teams with four players on the first team and two on the second team. **Dan Harding '00**, **Kyle Harding '02**, **Ryan Cummings '00** and **Ryan Shockley '00** took home first team honors; **Toby Ernst '02** and **Andrew Minelli '01** secured second team honors. Dan Harding was named Most Valuable Player, marking the 14th consecutive year a Hornet has earned that award.

Kalamazoo advanced to the four-team NCAA III Midwest Regional event in Greencastle, Indiana. The Hornets defeated DePauw University 5-2 to advance to the championship match. The Hornets defeated Gustavus Adolphus College (Minn.) for the second time this season, 5-2.

Kalamazoo moved on to the NCAA III National Championships in Claremont, Calif., as the Midwest Region representative. The Hornets squared off with South Region representative Trinity University (Texas) in the Semifinals and defeated the Tigers to advance to the national championship match. Kalamazoo won the doubles point to open up the match; posting wins at one and two doubles. The Hornets proceeded to win at one, two and six singles to win the match 4-3. Dan Harding and brother Kyle Harding won critical matches at one and two singles with scores of 7-5, 4-6, 6-4

and 3-6, 6-1, 6-0, respectively.

The championship match pitted Kalamazoo against Williams College (Mass.). The Hornets lost the doubles point, winning only at number one doubles. Kalamazoo hung tough in singles competition, but Ryan Shockley's 7-6, 6-1 win at three singles was the only point Kalamazoo could capture and the Hornet's fell 4-1 to finish second in the nation.

"They played with tremendous heart and poise in the NCAA Championships and it showed with the team making it to the championship match," head coach **Timon Corwin '86** said.

"We set out to win the GLCA, MIAA, and Regional tournaments, and the team was never satisfied after it reached its goals. That is the mark of a good team."

Dan Harding and Kyle Harding each qualified for Singles Championship competition and the doubles teams of Harding/Harding and Shockley/Cummings qualified for Doubles Championship competition.

Kyle Harding advanced to the second round after defeating UCSC's Danny Kim 3-6, 7-6, 6-3 in the first round. Kyle was ousted by National Rookie of the Year Josh Lefkowitz (Williams), 2-6, 6-4, 6-1. Kyle was named Midwest Rookie of the Year.

Dan Harding was defeated 6-1, 6-1 by Steve Shabel (UC-San Diego).

In doubles, Ryan Cummings and Ryan Shockley finished second in the nation. They lost 6-2, 6-2 to Tom Oechel and Brian Cummings (UCSC) in the championship match. Cummings and Shockley defeated Tomas Lejarraga and Gustavo Vicentini (Washington) 6-3, 7-6 in the first round, Evan Hornbuckle and Dan Matro (Williams) 6-4, 6-1 in the quarterfinals, and Nick Cunningham and Derek Fitzpatrick (UCSC) 6-1, 3-6, 6-4 in the semifinals.

Dan Harding and Kyle Harding were defeated in the first round 6-1, 7-5 by eventual champion Oechel and Cummings (UCSC).

Corwin was named Wilson Midwest Coach of the Year after finishing with a 23-8 (6-0 MIAA) record.

Women's Tennis

The women's tennis team, under first-year head coach **Tom Walker**, finished the 1999 campaign with a record of 7-13 (4-4 MIAA).

Kalamazoo began its season with a tough 5-4 loss to MIAA foe Alma College. The Hornets traveled south where they faced stiff non-conference competition, including Georgia Perimeter College, Flagler College (Fla.), and Williams College (Mass.).

Returning home, Kalamazoo evened up its league record with a 9-0 win over Adrian College. The Hornets competed in the GLCA Tournament at Oberlin College where they picked up a 9-0 win over the College of Wooster. Kalamazoo also picked up a 5-4 win over NCAA II opponent Hillsdale College.

The Hornets won three of their last four matches, including a 5-4 win at Calvin College before entering the conference tournament. Kalamazoo ended the regular season in a three-way tie for fourth place.

Kalamazoo finished fourth in the MIAA tournament and fifth in the final season standings.

In the tournament, **Korin Szopo '00** advanced to the championship match at number four singles. **Julia Clay '99** and

Whitney Mernitz '00 finished in third place at one and five singles, respectively. **Maureen Coyle '00** placed fourth at number three singles.

In doubles competition, Julia Clay and **Paige Foley '01** placed fourth at one doubles and Korin Szopo and Maureen Coyle placed fourth at three doubles.

Clay, the only senior on this year's squad, was named to the All-MIAA First Team for the second consecutive year.

Fall Preview

Men's Cross Country

Six of last year's top seven men's cross country runners join a national qualifier from two years ago to form the nucleus of the 1999 team.

Kory Kramer '99, a three-time first team All-MIAA selection will return for his final year of eligibility. Kramer was an All-American in 1996 and qualified for nationals in 1997.

The Hornets also welcome back **Ian Schmidt '00**. Before taking a year off, Schmidt earned first-team All-MIAA honors and was a national qualifier. Junior **Shane Bowen**, a second-team All-MIAA selection last year, also returns.

"Our freshmen have trained very well and will be strong for us during the season," said head coach **Andy Strickler**.

Women's Cross Country

The women's cross country team will have a slightly different look. They return only four of their top seven from last year. Two of those runners are sophomores **Brooke Albright** and **Becky Bielang**.

"Brooke ran number one most of last season, and both runners have worked very hard and have been diligent in their training," Strickler said.

The Hornets are boosted by the return of senior **Vicky Fletcher** from study abroad. Fletcher was the number two runner two years ago.

"We have a talented team, but we must continue to train and stay healthy to improve and reach our potential."

Men's Golf

The men's golf team returns several experienced players for the 1999 campaign.

Senior **Alex Luttschyn** returns from study abroad. He earned the team's most valuable player honor his sophomore year. **B.J. Ford '01**, last year's most valuable player, averaged 79.1 and finished 13th in the league, just missing All-MIAA honors.

"We expect great leadership out of our one and two golfers," head coach **Joe Haklin** commented.

Other returners include **Jeremy Cox '00**, **Jan Smits '00**, **Jon Wood '01**, and **Dan Flewelling '02**.

"Cox played some nice matches and came on strong during a fine junior year," Haklin said. "Smits is a promising golfer and is serious about improving his game. Wood played regularly last year and will compete in most matches this fall before leaving for study abroad. Flewelling shows promise and will compete for a top six spot."

Four incoming freshmen will join the squad.

Women's Golf

The women's golf team is preparing to improve on last year's fifth place MIAA finish. Five of the top six golfers last year were freshmen, and all are returning. Each one finished in the top four in at least one match last season.

"We are still a young team," head coach Lyn Maurer said. "But, the team members are all experienced and all of the freshmen lettered last season."

Sophomores **Leza Frederickson** and **Heidi Fahrenbacher** return



The Kalamazoo College 1999 Men's Tennis team, MIAA champions and second in the NCAA Division III national championships (back row l-r): Zach Tann, John Thomas, Brian Cox, Brian Untch, Toby Ernst, Ryan Cummings, Bob Pennington, Jay Hanson, Brian Foley, (middle row l-r) Pat Hurford, Kyle Harding, Brian Hornburg, Rod Rahimi, Ryan Shockley, Dan Harding, Jeff Keen, (front row l-r) assistant coach John Sih, Jeff Wolford, Jeremy Cox, Jeff Ewing, Casey Molenaar, Andrew Minelli, head coach Timon Corwin.

and will likely alternate at the number one position. **Kelly Jones '02** came on strong at the end of last season and should be a big contributor. Sophomores **Sara Church** and **Maggie Wardle** each had good rounds and should continue to improve.

The schedule consists of seven MIAA jamborees, and the Hornets move to a new home course at the Prairies (formerly the Elks) in Kalamazoo.

Football

Experience. Talent. Desire. The ingredients are in place for an exciting year of Hornet football.

Tim Rogers enters his second season as head coach with great anticipation. The Hornets return 60 players, including 20 seniors, from last year's 4-5 squad. The Hornets had a tremendous recruiting year, adding 41 incoming freshmen, the second largest recruiting class in the program's history.

"We are very excited about the future of the football program," Rogers said.

The Hornet offense will have a slightly different look this season. **Brian Alexander '99** is moving back to the quarterback position for his final year of eligibility.

The Hornets will look to **Jason Barnett '01** to lead the backfield. Barnett led the running back corps last year with 259 carries in 55 attempts (4.7 yard avg.) and three touchdowns.

Coach Rogers also has high expectations for sophomore **Rob Mickey**, whom he considers a "formidable running back."

Kalamazoo will have a strong receiving corps, allowing the offense to open up the field and providing big play potential.

Senior **Joe Chrzanowski** returns to lead a solid group of receivers including **Todd Wilson '01** and **Jason Charnley '02**. A healthy Chrzanowski was one of the biggest weapons in the MIAA last season. Despite missing several games, he led the Hornets with five touchdowns. He caught four passes for 162 yards. On the ground, Chrzanowski had 23 carries for 226 yards (9.8 avg).

Wilson was the Hornets' second leading receiver with 14 receptions for 142 yards and one touchdown. Charnley had three receptions for 17.3 yards and one touchdown as a freshman.

On defense the experienced line features four senior starters who have played together for three years, including second team All-MIAA selection **Nick LaChappelle**.

The linebackers are led by All-MIAA first team selection **Eric Gerwin '00** (96 tackles, 2.5 sacks, 3 interceptions), and as a group the linebacker corps is as quick and fast as any in the league.

The Hornets have two seniors at the corners. **Jeff Dillingham** (3 interceptions), a second team All-MIAA selection, and **Eric Soulier** (3 interceptions) are both strong players with a wealth of experience. **Nate Hurst '02** is expected to play safety.

The Hornets are optimistic about special teams as well.

Dillingham is one of the top kick and punt returners in the country. **Tom Hillemeier '02** had an excellent freshman year as kicker and should only improve.

With such vast experience, the Hornets are excited about the prospects of the MIAA season.

"There is a lot of parity in the league," Rogers said. "The race will be a dead heat."

Men's Soccer

The men's soccer team, fresh off a 1998 MIAA championship season, carries the same expectations for the upcoming season.

"We have a good group coming back," Coach Hardy Fuchs said. "We return five freshman starters who made a tremendous impact last season. They will be very seasoned sophomores."

Highlighting the attack will be offensive midfielder **David Dwaihy '02**. A second team All-MIAA selection last year, he led the team with 13 assists and was second on the team with 23 points.

Other offensive threats include **Robert Hilliard '00** and **Geoff Alexander '01**.

Hilliard, a 1996 and 1997 All-MIAA selection, has a "nose for the goal" and is very quick.

Alexander was a second team All-MIAA selection last season with 16 points (14 in MIAA play).

At midfield, the Hornets return **Patrick Tetreault '02**, last year's most improved player.

On defense the Hornets look to first team All-MIAA selection and All-Mid East selection **Derek Dee '01**. The sweeper exhibits tremendous leadership and has exceptional quickness.

Goalkeeper **Dave Adamji '00** returns from study abroad.

"There is more equity in MIAA men's soccer," Fuchs said. "When the second place team receives an invitation to the NCAA tournament, you know it is a strong conference. We have a realistic chance but need to work hard every day to achieve our goal."

Women's Soccer

Last year the women's soccer team qualified for the NCAA tournament for the second year in a row and won the MIAA title for the first time since 1994. The 1999 squad expects to extend that tradition with a more experienced and stronger team, said head coach Phil Nielsen.

The Hornets' may have a difficult time matching last year's NCAA III national scoring title. But they do possess scoring threats in **Sandi Poniatowski '00** (20 goals, 22 assists) and **Megan Faurot '00** (29 goals, 6 assists). Faurot was a first team All-MIAA selection last season. Poniatowski was a second team selection.

Senior **Amy Burghardt** will return to goal. She studied abroad last season. An All-American as a sophomore, Burghardt will add additional strength to the defense. First team All-MIAA and All-Region selection **Stacey Nastase '029** will anchor the defense.

Several incoming freshmen are expected to make an immediate impact. They include: **Kim Hartman**, **Heather Pedersen**, **Megan Holmes**, **Bernadette Lum**, **Theresia Radke**, and **Elizabeth Tank**.

The Hornets' early season schedule is a tough test. The team plays regionally or nationally ranked teams four times: Rhodes, Cornell, Washington University in St. Louis, and Wheaton.

The MIAA will have an automatic qualifier to the NCAA tournament beginning this fall, adding increased importance to league preparation.

"There is a much greater emphasis on winning the MIAA as there will be very few at-large bids," Nielsen said. "We will use the first three weeks of strong non-league competition to build our team into a smooth running and cohesive unit before we start MIAA play."



Sandi Poniatow '00



Megan Faurot '00



Robert Hilliard '00

Teamwork

Athletic participation enhances education in the liberal arts and sciences and fosters teamwork and community within the College. Our vision is not limited to dreams of championships and national recognition; it also encompasses the instillation of hard work, discipline, high expectations, and a lifelong love of learning and honor.

The Kalamazoo College Athletic Fund Phonathon is approaching soon. Your participation allows "K" students to experience the rewards of intercollegiate competition.

1999 Kalamazoo College

Athletic Fund

Phonathon Dates

Fall Sports

Tues. Sept. 7 - Wed. Sept. 8

Winter/Spring Sports

Tues. Oct. 5 - Wed. Oct 6

Volleyball

When a volleyball team graduates four starters, including the school's all-time career kill leader (Stacey Saunders), one might think the outlook is bleak. Coach **Jeanne Hess** believes otherwise.

The 1999 squad returns two seniors, but many players have valuable varsity experience. Add to that a banner recruiting year and the Hornets believe they can improve on last year's fourth place MIAA finish and contend for the conference crown.

The Hornets are led by a pair of hard-working seniors. **Lisa Herron**, last year's kill leader (377), will again be a force at outside hitter. Herron was a second-team All-MIAA selection a year ago and a GTE Academic All-District award winner. **Holly Zywicke** will play a very important role on the defensive side.

The Hornets have three juniors on this year's squad. **Tonia Yoder** had 289 assists last season. **Kate Hannah** will move up to varsity after two years on the junior varsity squad. **Kristen Haas** will return to the right side where she started at the end of last season.

Erin Price leads a class of seven sophomores. Price played in 117 games last year as a freshman. The defensive specialist was third on the team with 316 digs (2.70/game).

The incoming class is extremely talented, and several players will make an immediate impact and add depth to each position.

The Hornets will be challenged by a rigorous non-league schedule. They open with the Hornet Invitational the first weekend in September. Tournaments at Hanover (Ind.) and Case Western Reserve (Ohio), along with non-league contests against Hope and Calvin will test the team prior to the beginning of conference play.

The league schedule is a single, round-robin format concluding with a league tournament at the home site of the highest seed. The winner of the league tournament receives an automatic bid to the NCAA Tournament.

1999 Fall Hornet Sports

Dates and times subject to change

SEPTEMBER

1	MEN'S SOCCER vs. Goshen	7:00
3-4	VOLLEYBALL - Hornet Invitational	TBA
4	MEN'S SOCCER vs. Wabash	1:30
	WOMEN'S SOCCER vs. Rhodes (Memphis, Tenn.)	Noon
5	WOMEN'S SOCCER vs. Cornell (Memphis)	10 am
8	VOLLEYBALL vs. Hope	6:30
10-11	VOLLEYBALL - Hanover (Ind.) Classic	TBA
11	FOOTBALL vs. College of Wooster	1:30
	MEN'S SOCCER - Mt. Union (OH) Tournament	1:00
	WOMEN'S GOLF vs. Alma*	1:00
	WOMEN'S SOCCER vs. Washington University in St. Louis	11 am
12	MEN'S SOCCER - Mt. Union (OH) Tournament	1/3
	WOMEN'S SOCCER vs. Ohio Northern (St. Louis)	10 am
14	MEN'S GOLF vs. Albion*	TBA
15	WOMEN'S SOCCER vs. Saint Mary's*	4:00
	VOLLEYBALL vs. Calvin	6:30
16	WOMEN'S GOLF vs. Saint Mary's*	1:00
17	MEN'S GOLF vs. Defiance*	11 am
17-18	VOLLEYBALL - Case Western Reserve Tournament	TBA
18	FOOTBALL vs. Defiance*	1:00
	MEN'S SOCCER vs. Alumni (Exhibition)	3:00
	CROSS COUNTRY - GLAC Champ. (Earlham)	TBA
	WOMEN'S SOCCER vs. Heidelberg, Tiffin (OH)	Noon
19	WOMEN'S SOCCER vs. Wilmington (OH)	Noon
21	MEN'S SOCCER vs. Defiance*	4:00
22	VOLLEYBALL vs. Defiance*	6:30
	MEN'S GOLF vs. Olivet*	TBA
25	FOOTBALL vs. Rose-Hulman	1:30
	WOMEN'S SOCCER vs. Wheaton	Noon
	CROSS COUNTRY - MIAA Jamboree* (Adrian)	TBA
	MEN'S GOLF vs. Adrian*	TBA
	MEN'S SOCCER vs. Olivet*	1:30
	WOMEN'S GOLF vs. Hope*	1:00
28	WOMEN'S SOCCER vs. Hope*	4:00
	MEN'S GOLF vs. Hope*	TBA
29	MEN'S SOCCER vs. Adrian*	4:00
	VOLLEYBALL vs. Alma*	6:30

OCTOBER

1-2	VOLLEYBALL - Wittenberg Invitational	TBA
2	CROSS COUNTRY - Loyola (Ill.) Lakefront Inv.	TBA
	MEN'S GOLF vs. Alma*	TBA
	MEN'S SOCCER vs. Hope*	2:00
	WOMEN'S GOLF vs. Olivet*	11 am
	WOMEN'S SOCCER vs. Albion*	Noon
4	MEN'S GOLF vs. Calvin*	12:30
5	WOMEN'S GOLF - MIAA Jamboree*	1:00
	MEN'S SOCCER vs. Calvin*	4:00
6	WOMEN'S SOCCER vs. Olivet*	4:00
	VOLLEYBALL vs. Hope*	6:30
7	MEN'S GOLF - MIAA Jamboree*	TBA

8	Cross Country vs. Hillsdale	TBA
9	FOOTBALL vs. MacMurray	1:30
	MEN'S SOCCER vs. Albion*	1:30
	VOLLEYBALL vs. Olivet*	1:00
	WOMEN'S SOCCER vs. Calvin*	Noon
11	WOMEN'S GOLF vs. Calvin*	1:00
12	WOMEN'S SOCCER vs. Alma*	4:00
13	MEN'S SOCCER vs. Alma*	4:00
	VOLLEYBALL vs. Adrian*	6:30
15	VOLLEYBALL vs. Saint Mary's*	7:00
16	FOOTBALL vs. Albion* (Homecoming)	1:30
	VOLLEYBALL - Tri-Match (Homecoming)	10 am
	Albion*, Case Western, Aquinas	
	CROSS COUNTRY vs. Wisconsin-Parkside	TBA
	MEN'S SOCCER vs. Defiance*	1:30
	WOMEN'S GOLF vs. Defiance*	Noon
19	MEN'S SOCCER vs. Olivet*	4:00
20	VOLLEYBALL vs. Calvin*	6:30
	WOMEN'S SOCCER vs. Defiance*	4:00
22	WOMEN'S SOCCER vs. Adrian*	4:00
23	WOMEN'S SOCCER vs. DePauw	Noon
	FOOTBALL vs. Alma*	1:30
	MEN'S SOCCER vs. Adrian*	1:30
	VOLLEYBALL vs. Wheaton (Ill.) Quad	TBA
26	WOMEN'S SOCCER - MIAA Tournament (TBA)	3:00
27	MEN'S SOCCER vs. Hope*	3:00
28	WOMEN'S SOCCER - MIAA Tournament (TBA)	3:00
29-30	VOLLEYBALL - Midwest Inv. (Calvin)	TBA
30	CROSS COUNTRY - MIAA Champ.* (Kalamazoo)	TBA
	FOOTBALL vs. Olivet* (Family Day)	1:00
	MEN'S SOCCER vs. Calvin*	2:00
	WOMEN'S SOCCER - MIAA Tournament (TBA)	Noon

NOVEMBER

1-7	WOMEN'S SOCCER - NCAA Regional Tournament	TBA
2	MEN'S SOCCER vs. Albion*	3:00
	VOLLEYBALL - MIAA Tournament (at highest seed)	TBA
5	VOLLEYBALL - MIAA Semifinals (at highest seed)	TBA
6	MEN'S SOCCER vs. Alma*	1:30
	FOOTBALL vs. Adrian*	1:00
	VOLLEYBALL - MIAA Finals (at highest seed)	TBA
10-13	MEN'S SOCCER - NCAA Regionals	TBA
11-13	VOLLEYBALL - NCAA Regionals	TBA
13	FOOTBALL vs. Hope*	1:00
	CROSS COUNTRY - NCAA Regionals (Ohio Northern)	TBA
13-14	WOMEN'S SOCCER - NCAA Quarterfinals	TBA
20	CROSS COUNTRY - NCAA Nationals (Wis.-Oshkosh)	TBA
	VOLLEYBALL - NCAA Quarterfinals	TBA
20-21	WOMEN'S SOCCER - NCAA Final Four	TBA

DECEMBER

3-4	VOLLEYBALL - NCAA Semifinals and Finals	TBA
-----	---	-----

Home games in bold

*Michigan Intercollegiate Athletic Association contest

Athlete Spotlight

Jeff Dillingham

Jeff Dillingham '00 considers athletics one of the best classes offered at Kalamazoo College. One learns a great deal in this "class" that will be applicable to life after college. That's the meat. And competing adds excitement. That's the seasoning.

"One of the most important lessons that I have learned through athletics at Kalamazoo College is personal responsibility," Jeff said.

"At cornerback on the football team, I'm all alone, one-on-one against a wide receiver," he added. "I put myself out there, confident and ready to accept the challenge. In baseball, I may be at bat with the bases loaded in the bottom of the ninth with two outs. In any case, I have learned to be responsible for what I do. Sometimes I win. Sometimes I lose. But the fact that I am able to embrace these situations is important."

As a four-sport (football, baseball, basketball, swimming) prep athlete, Jeff had many options for college.

"The most important thing was to go to a school with an excellent academic reputation. This eliminated many schools immediately because I did not want to sacrifice my education just to continue playing sports," Jeff said. "Kalamazoo College was the best fit for my personal goals."

The Jeff Dillingham K-Plan

Major: Health Science. *Minor:* Business. *Study Abroad:* Oaxaca, Mexico. *Career Internship:* Law firm of Sachs, Waldman, O'Hare, Helveston, McIntosh, & Bogus in Detroit, Mich: Jeff instituted a system of managing historical files. *Senior Individualized Project:* Jeff will work on dental research at the University of Michigan or the University of Detroit Mercy.

College Athletic Career

Football (4 years) Baseball (3 years)

Hidden Value of Kalamazoo Athletics

"Kalamazoo College provides the best of academics and athletics. I know that I am getting the best education while still being able to follow my dream of playing sports at the collegiate level. And through all of this, I have developed a close-knit group of friends that will last my entire life."

Post Graduation

Attend dental school.

Peggy Kingsley

For Peggy Kingsley '99, a two-sport standout from Kalamazoo Loy Norrix High School, the *K-Plan* is all about accomplishment. And athletics are a key component of the plan. "After each hard practice, particularly in swimming, I felt good," she said. "I felt I had accomplished something, and there's nothing like the happiness that comes from hard work."

Kingsley's hard work results in tangible outcomes, both on and off the court. During her career internship at the Oregon Health Science University in Portland, Ore., she explored and evaluated the effectiveness of QSR, a computer program that analyzes qualitative medical/clinical data. She presented her findings to a medical administration team and, based upon her own analysis, provided a recommendation regarding the institution's adoption of QSR. Oregon Health Science University followed her recommendation.



She also has enjoyed considerable athletic success. She was a member of the 1995 Hornet volleyball team that compiled a 32-4 record. During her volleyball career she was a team captain and received all conference honorable mention recognition and second-team all conference selection. She recently placed second in the women's division of the 1999 Kalamazoo College triathlon.

The Peggy Kingsley K-Plan

Major: Health Science. *Minor:* Biopsychology. *Study Abroad:* Ecuador Environmental Studies Program. *Career Internship:* Worked in the Biomedical Information Communications Center of the Oregon Health Science University in Portland. *Senior Individualized Project:* "K-2000 Parent Survey," an analysis of a longitudinal study on the influence of parent characteristics on college choice.

Kalamazoo College Athletics

Volleyball (4 years) Swimming (2 years)

Hidden Value of Kalamazoo Athletics

"Kalamazoo is the best athletic program for learning about the value of teamwork. In my freshman year our volleyball team went 32-4 and went to the national championships, but I consider learning how to be part of a team a more valuable experience. I learned to realize how much others can help, and I learned that by giving a little you get back much more."

Post Graduation

Work for one year at Living Ways, a halfway house for the mentally ill that assists with independent living. Then pursue a degree in hospital administration at Oregon Health Science University.

Three Board Members Begin Terms



Roger Brinner '69



Paul Clark



Charlotte Hall '66

Kalamazoo College Board of Trustees elected three new members on March 6, 1999. Their terms began in June and run for three years. The three are Roger E. Brinner '69, Paul G. Clark, and Charlotte H. Hall '66.

Roger Brinner '69

Roger Brinner '69, PhD, is managing director and chief economist with the Parthenon Group, a Boston-based consulting and investment firm. Known as an expert economist and articulate analyst of the U.S. and international economies, he counsels individual, corporate, financial, and government clients on economic issues specifically relating to enterprise strategies. Often sought as a media spokesperson, Brinner has testified before Congress on budget, taxation, monetary policy, and fiscal outlook issues.

Currently a visiting professor at MIT, Brinner formerly taught economics at Harvard University and served in the Council of Economic Advisors under President Carter. For more than two decades, Brinner led DRI, one of the nation's pre-eminent economic research companies. Brinner earned his BA degree in economics (*magna cum laude*), from

Kalamazoo College and his MA and PhD degrees in economics from Harvard.

The father of two daughters, Brinner lives in Concord, Mass. This is his second tenure as a College trustee, having served on that board from 1985 to 1992.

LuxEsto: *This is your third time around at "K". What got you here initially, and what keeps you coming back?*

Brinner: I came initially because the recruiter from Kalamazoo was willing to customize an academic and off-campus program for me. Also, I liked the notion of study abroad. In general, I come back out of gratitude for the education and the "growing up" environment the College provided. I also like the current team of directors and the vision described for Kalamazoo by President Jones.

LuxEsto: *What is a trustee's job and what will be your focus?*

Brinner: A trustee is responsible to everyone connected to the College. It starts with the students, who must receive a supportive environment and solid educational experience, and extends to the faculty and staff, to see that they are treated fairly and get first class colleagues to work with. And it extends to the alumni and the community. They've invested much in the

College and want it to continue to be a place of which they can be proud. I hope I can contribute to the management of the endowment and of costs, but I care a lot about student life, as well. As a College, we need to help students in their transition from college to grad school and to the workplace. So we also need to be supportive of career planning and other offices. We also have to provide a positive social environment for students as they define themselves and mature as individuals.

LuxEsto: *Your K-Plan included career service in the London offices of Chrysler International, study abroad in Muenster, Germany, and a senior individualized project (SIP) term writing a research paper. How did these and other Kalamazoo experiences influence your life and career?*

Brinner: It helped me grow up. A lot of people stress the K-Plan and its ability to foster independence because you're off by yourself at different times. It certainly did that for me, but I think a bigger influence was the productive learning experience and supportive life experience I found here. "K" provides a far more supportive environment when you're 18 to 22 than a large university.

Paul Clark

Paul Clark is President and CEO of National City Bank of Michigan/Illinois, a subsidiary of Cleveland-based National City Corp. He has been with NCC for 24 years. Clark earned his BA in history from Denison University (Granville, Ohio) and his MBA from Baldwin-Wallace College (Berea, Ohio).

Clark held leadership positions with numerous community groups devoted to the arts, health, education, and economic growth while living in Cleveland and Pittsburgh. Now living in Kalamazoo, he continues his active community role by serving on the boards of such groups as the Kalamazoo Institute of Arts, Bronson Healthcare Group, Economic Alliance of Michigan and United Way of Kalamazoo County.

Clark and his wife have two young sons.

LuxEsto: *Did you have college experiences similar to those in the K-Plan?*

Clark: I passed up a study abroad opportunity, which I regret to this day, but I did have a career service experience. Because I was the first in my family to go to college, I have a special empathy for programs that help students combine what they learned on campus with what they might want to do career-wise. I also had a SIP-like semester writing a paper about the civil rights movement. I spent an evening that I'll never forget interviewing Kwame Ture, the fiery activist formerly known as Stokely Carmichael. These activities added a strong dose of practical experience to my education.

LuxEsto: *Why did you choose to become a Kalamazoo College trustee?*

Clark: I knew about "K" when I was in college and learned a lot more after moving to Kalamazoo. Community service is important to me, and I've enjoyed the fundraising and alumni work I've done for my alma maters, so I was pleased and honored when I was asked to join. Plus, I wanted to see if I could last longer than the last time I served as a college trustee. In 1997, I accepted a trustee post at Robert Morris College in Pittsburgh where I was living. Two weeks later, my employer asked me to move to Kalamazoo. I had to step down before attending a single meeting.

LuxEsto: *What is a trustee's job and what will be your focus?*

Clark: In my experience, trustees showed up for homecoming and graduation weekends, so I know that we are basically invisible to students. Students should pay attention to what we do because decisions we make can greatly impact their four-year experience. And it can be a long four years when it's your four years. Kalamazoo College will be part of a student's life forever. Trustees work on strategic issues that will have an impact years down the road, when students will have a greater understanding of what the Kalamazoo College experience means to them personally and professionally.

Personally, I'd find it fun and challenging to help develop academic programs. I'm impressed with the student newspaper and some students I've met through St. Thomas More church and internship efforts at the bank, so student life is also an interest.

Charlotte Hall '66

Charlotte Hall '66 is managing editor of *Newsday*, the eighth largest newspaper in the U.S. She joined *Newsday* in 1981 and has served in a number of roles, including Washington news editor, assistant managing editor, and marketing director. As managing editor — the first woman to hold that position — Hall oversees the paper's local, national, and foreign news coverage as well as investigations, photography, art and design.

Prior to joining *Newsday*, Hall was a news editor at the *Bergen* (New Jersey) *Record*, assistant managing editor of the *Boston Herald-American*, and deputy metro editor of the *Washington Star*. She is active in diversity efforts at *Newsday* and in the newspaper industry and served as a juror for the Pulitzer Prizes in 1999. Hall received her BA in English (*cum laude*), from Kalamazoo College, and her MA in English, from the University of Chicago. She and her husband have one son.

LuxEsto: *Why did you choose Kalamazoo out of high school and why now?*

Hall: As a teen, top factors were the College's academic reputation and study abroad program. But the campus itself was the clincher. I remember falling in love

with the campus when I visited — the chapel, the quad, the brick, the ivy. It was my vision of a college.

And now? I believe Kalamazoo College provides an experience unique in American higher education. My class was the first to go all the way through on the *K-Plan*, and it changed my life. I'd like to do what I can to help the College continue changing young lives. "K" students graduate with a global perspective. Nothing could be more important in the new century.

LuxEsto: *What is a trustee's job and what will be your focus?*

Hall: I think a trustee holds in trust the well-being of the College and its people, academically, fiscally, and institutionally. I bring experience managing inside a large organization, a journalistic perspective, a commitment to help young people as I was helped, and a curiosity about almost everything.

LuxEsto: *Your K-Plan included study abroad in France at the University of Caen and career service at the U.S. Office of Education in Washington, DC. For your SIP, you wrote a paper about poet Wallace Stevens. How have these experiences contributed to your life and career?*

Hall: I can't tell you that working for the government, living in France, or writing about a modern poet trained me for daily journalism. You learn journalism in a newsroom. But what those experiences — and challenging on-campus study — gave me was a breadth of intellectual and real-life knowledge that formed the foundation of everything that followed: a rigorous graduate school program and the long journey into newspapering.

On a more personal note, I can honestly say, 35 years later, that study abroad transformed my life, from instilling an abiding love of art to providing a framework to understand our own culture. My fondest memory is very personal, of my French "mother," who had survived the horrors of World War II, a failed marriage, tight finances and yet retained incredible dignity and humanity. And what a cook — without a refrigerator in her house!

College Welcomes New Faculty

Kalamazoo College will welcome 10 new tenure track faculty members this fall. Each of these teachers represents the College's top candidate from the pools of applicants for each position, according to Greg Mahler, Provost. "The College is fortunate and excited to have professors of the caliber of these scholars," he said.

Guoqi Xu with Ming statue.



Bob Batsell with son Evan and friend.

ROBERT W. BATSELL
Associate Professor of Psychology

Robert Batsell doesn't hesitate when asked why he accepted a teaching position at Kalamazoo College.

"The students. The most memorable part of my campus visit was my breakfast with students. In addition to being intelligent and interested in current events, they were strong advocates of the *K-Plan*. All agreed that if given the chance to apply to undergrad institutions again, they would choose Kalamazoo. I relish the opportunity to teach students of that caliber."

"Also," said Batsell, a life-long Texan, "I was attracted to the bitter cold winters."

Batsell earned BA degrees in biology and psychology from Southern Methodist University in Dallas. He earned MS and PhD degrees in experimental psychology from Texas Christian University in Fort Worth.

Attracted to a career in academia "because it provides an opportunity to interact with a different, interesting person every hour of every day," Batsell has taught psychology at SMU and TCU. He's also been a visiting research scholar at the University of Sydney in Sydney, Australia.

Batsell said he will teach most of the following courses at Kalamazoo College: Introduction to Psychology, Research Methods in Psychology, Physiological Psychology, Psychology of Learning, and perhaps a course on consciousness and dreams.

"I love psychology and learning," he said. "I'll try to convey to students that learning is a process that occurs for a lifetime, and they need to appreciate how this process is active in all situations."

Batsell and his wife have one young son.



Kharl Cousins with dad, Linwood.

LINWOOD H. COUSINS
Associate Professor of Anthropology

Linwood Cousins believes that Kalamazoo College offers the type of classroom environment he likes: one with students who are intellectual yet assertive, and who don't want to hear him simply lecture.

"I've been raised in the age of Post Modernism and Deconstructivism, so I like engagement in the classroom, but not necessarily the Socratic method only. I do like to lecture, too. I'm always clear about where I want to go in a particular class period, but I don't have lots of rules about how we get there."

Cousins has taught at Western Michigan University in Kalamazoo, and St. Clair County Community College in Port Huron, Michigan. He has also worked as a family therapist, clinical coordinator, and counselor in community-based clinics and state institutions in New Jersey, Michigan, and his native Virginia.

After earning BSW and MSW degrees at Virginia Commonwealth University in Richmond, Cousins earned MA and PhD degrees at University of Michigan. He has numerous works in print or in progress, including "Ethnicity in Identity Politics in Black High Schooling," a chapter of the book *Peoples of Michigan*, to be published in 1999 by Michigan State University Press.

At Kalamazoo College, he will teach Cultural Anthropology; Education and Inequality; Adolescent Development Across Cultures; and Race, Ethnicity and Class in America.

"I like to focus on contemporary issues dealing with education, race, class, and ethnicity, in the classroom and in my research and writing."

Cousins has two young sons.



Kathleen Crown in the library.

KATHLEEN CROWN **Assistant Professor of English**

Kathleen Crown believes that the experiential emphasis of Kalamazoo College and the *K-Plan* helps students find ways to connect the classroom to the community and theory to practice. "I am especially excited about teaching in this environment," she said, "because I always try in my own teaching and writing to link the practice of poetry with social engagement."

Crown has taught American and British literature and women's studies, as well as expository and creative writing at Rutgers University in New Jersey. She has published numerous essays, reviews, poems, and interviews, and given many poetry presentations. She has also developed or administered several Rutgers websites for women's studies and English department projects.

At Kalamazoo, Crown will teach Reading Poetry, Creative Writing, Contemporary Poets, and Romantic Revolution in her first year at the College. In a course she taught at Rutgers on the poetry of social movements, Crown gave students the option to design and carry out a poetry-related community service project.

"My goal is to help students make connections between the life and language of scholarship and their own complex lives in the world."



Laura Furge in the chemistry lab.

Crown earned her BA in English, *cum laude*, from Michigan State University, her MFA in creative writing (poetry) from Louisiana State University in Baton Rouge, and she was expecting to receive her PhD in Literatures in English from Rutgers as this issue of *LuxEsto* went to press.

Her husband, an environmental policy lawyer, will accompany her to Kalamazoo.

LAURA LOWE FURGE **Assistant Professor of Chemistry**

Laura Furge spent her undergrad years as a biochemistry major at a small Midwestern liberal arts college. She spent two summers in a research lab to get some career work experience, studied in France during her junior year, and worked on an independent research project as an incoming senior.

Your basic *K-Plan*. Except that Furge attended Oberlin College in Ohio.

"Most Oberlin science students participated in individual research projects but not foreign study. I was fortunate to study abroad. I know it was a good experience for me."

Furge, who earned a PhD in biochemistry from Vanderbilt University, looks forward to experiencing K-College and the *K-Plan* first hand as a professor. "When I began my academic job search, I knew that I wanted to teach and do research at a small liberal arts college with a strong reputation in the natural sciences. Kalamazoo College certainly fit that criterion. Plus, the College's commitment to student intellectual development and cultural exchange via the *K-Plan* impressed me."

Furge will teach introductory and advanced biochemistry

College Welcomes New Faculty

courses, plus organic chemistry. She intends to emphasize hands-on laboratory experience and bring her strong interest in cancer research and medicine to her coursework. "I want students to understand that what they are learning has relevance for understanding disease and medicine, no matter what their career choice."

When she's not teaching or in lab, Furge might be found mountain biking or hiking with her husband, also a biochemist.

MIGUEL A. IGLESIAS

Assistant Professor of Romance Languages

Miguel Iglesias likes the atmosphere of a small college where he can work closely with students, administrators, and fellow colleagues. He found such a place as a graduate student instructor at the University of Michigan Residential College. He believes he's found it again at Kalamazoo College.

"Kalamazoo College was one of several well-known liberal arts colleges that I considered when I started looking for a new position," he said. "But I knew — through both personal and professional sources — that 'K' was special because of the quality of instruction and students."

In his first year at the College, Iglesias will teach several levels of Spanish language, courses in Hispanic literature and culture, and an advanced seminar examining Spanish art, politics and literature.

Iglesias said his teaching philosophy helps students develop literary and critical reading skills that enable them to "converse with the text." He also believes that good teaching can help create "good citizens who are moral and tolerant and civic-minded."

"I hope to bring the experience, enthusiasm and diversity of a young professional born, raised, and educated in a foreign land, but who is also willing to learn from the knowledge and experiences of others."

Iglesias earned his BA from the Universidad de Extremadura in Caceres, Spain, and his MA and PhD at the University of

Michigan. He has taught at UM, Henry Ford Community College (Dearborn, Mich.), Bowling Green State University (Ohio) and Colegio Donoso Cortes (Caceres, Spain).

ANDREW MOZINA

Assistant Professor of English

Andrew Mozina carries the type of academic credentials one would expect of a Kalamazoo College English professor: PhD and MA in English literature and language from Washington University in St. Louis; a second MA in creative writing from Boston University; and a BA in economics from Northwestern.

Economics? "I was working on a humor magazine while getting my econ degree. By the time I was a senior, I had one of those 'Boy, I wish I'd been an English major' type of experiences."

Mozina has taught English at BU and Washington. He has also worked for Houghton-Mifflin publishers, a bank and — following a year of law school — a large Chicago law firm. At Kalamazoo, he will teach introductory and advanced level creative writing courses and contemporary fiction.

"I'm always looking for ways to get students to become better thinkers and writers. I emphasize class discussion and having students offer ideas that are talked about, challenged, or agreed with by others. I try to keep writing standards high, but in a way that students feel challenged rather than overwhelmed."

Mozina has had many of his own short stories, articles, and reviews published. He admits that his interest in business and economics occasionally surfaces in his work. "I'm writing something now that treats a well-known, jolly old fictional character as a real person who masterminds an elaborate production and distribution network."

Mozina and his wife have one young daughter.



Miguel Iglesias with
bilingual pal Sara.



Andy Mozina with
muse/daughter Madeleine.



Kathy Ornish at the raku kiln

KATHY A. ORNISH **Assistant Professor of Art**

Kathy Ornish believes in the primacy of idea when teaching art, with the technical process important as a means to realizing the idea.

With her pottery students, she likes to use a little drama sometimes. "I often destroy lovely pots in front of students to get across the non-preciousness of each form. In order to get better you must be willing to lose the pot."

Ornish's own artwork has been shown at numerous galleries and juried art competitions. She's also served as a curator or juror for several art exhibitions. She plans a one-person show in November at the Rosewood Art Centre in Kettering, Ohio.

"I do mixed media sculptural work using steel, clay, wood, Plexiglas, stones, bones, pods, and other materials. My work incorporates ideas about transformation and the duality regarding protection and containment."

Ornish earned her BS at University of Texas at Arlington, and her MFA at San Diego State University. She has taught at Saint Mary's College in Notre Dame, Ind., and at Albion College in Michigan.

At Kalamazoo College, she will teach all levels of pottery and sculptural ceramics, as well as sculpture and three-dimensional design.

"My primary goal as an art teacher is to enable students, whether art majors or not, to express their own ideas visually and verbally. I attempt to give the students an ability to investigate

their ideas and concepts as fully as possible, while also teaching them to engineer the final form.

Ornish's husband is a high school physics teacher.

KAREN SELBY '81 **Associate Professor and Chair** **Department of Education**

Throughout her teaching career, Karen Selby has used Kalamazoo College and Romeo Phillips "as the gold standard of what an institution and a person should be in academia." Dr. Phillips is the former chair of Kalamazoo College's education department. Learning that she had been offered her mentor's position at her alma mater left Selby "breathless."

Selby won't have much time to catch her breath as she teaches a full slate of education courses and supervises Kalamazoo College students seeking their teaching certificates. She also hopes to focus on a long-range goal to increase the number of African Americans holding PhD degrees. "Even though the number of students may not be high at Kalamazoo, I know I will be in contact with people who want to be on that road to the doctorate level."

While a student at Kalamazoo College, Selby participated in study abroad at the University of London with the British European Study Group. She completed a career internship as a staff researcher at WXYZ-TV in Detroit. She spent her SIP as a student teacher.

Selby earned her MA from Columbia University and her PhD from University of Michigan. She taught previously at Saginaw

Valley State University in Michigan and Rowan College of New Jersey in Glassboro. She was also a public school principal in California and a classroom teacher in Harlem. Selby is widely published and has received numerous honors and grants, including a 1999 grant from the National Collegiate Athletic Association to become an educational specialist with the NCAA National Youth Sport Program.

REGINA STEVENS-TRUSS
Assistant Professor of Chemistry

Regina Stevens-Truss didn't know a lot about Kalamazoo College when she applied for a teaching position here, but she liked what she knew.

"I knew that Kalamazoo was a very good liberal arts college and that a lot of science students go to grad school and on to successful careers. So it struck me as a great place to be if you're a chemistry or biochemistry instructor. Now if I can just convince my nine-year-old son that Kalamazoo is a great place to be if you're a kid."

Truss will teach introductory chemistry and biochemistry, as well as analytical chemistry. She previously has taught computer drug design, microbiology, and the biochemistry of disease at the University of Toledo. For the past three years, she's served as a research fellow at the University of Michigan.

"I will encourage students to get involved, ask questions, and link the ideas in the textbook to the real world of disease and cures and people. I don't think any of us truly learn without having moments when we say 'Oh yeah, now I get it!'"

Truss earned BA degrees in biology and chemistry from Rutgers University in New Brunswick, New Jersey, and a PhD in medicinal and biological chemistry from the University of Toledo. She has published research papers in numerous peer-reviewed journals, has authored several abstracts and a book chapter, and has been invited to present her research findings to numerous academic and professional organizations.

She and her husband also have a three-year-old son.

GUOQI XU
Wen Chao Chen Assistant Professor of History and East Asian Studies

Guoqi Xu believes that a Chinese sage got it right 2,000 years ago when he wrote "jiao xue xiang zhang," or "learning and teaching complement each other."

"I believe that the best way for students to learn a subject is to encourage them to teach it," said Xu (pronounced shu). "By learning to teach, students gain both a deep knowledge of the subject and skills that will be valuable to them in the future."

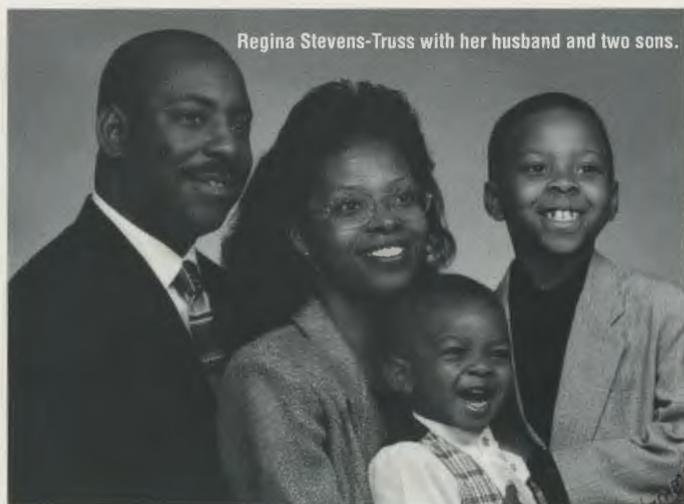
Xu's teaching experience includes positions as visiting lecturer at Wheaton (Mass.) College, teaching fellow and senior tutor at Harvard University, and lecturer at Nankai University in China. His list of selected publications, awards, fellowships, and scholarly presentations is lengthy and includes co-authorship of the book *History of American Foreign Policy, 1775-1989*.

Xu received a BA degree in history from Anhui Normal University in China, and MA degrees in history from both Nankai and Harvard. He earned his PhD from Harvard.

At the College, Xu will teach courses covering the histories of East Asia, Japan and China, as well as ones focusing on Chinese politics, international relations, and Sino-American relations. He said students should expect to role-play, debate, think critically, and ask many questions.

"I look forward to sharing my passion and knowledge for these subjects with students, but students are not passive learners who simply absorb knowledge; they must be encouraged and motivated to participate actively in the process."

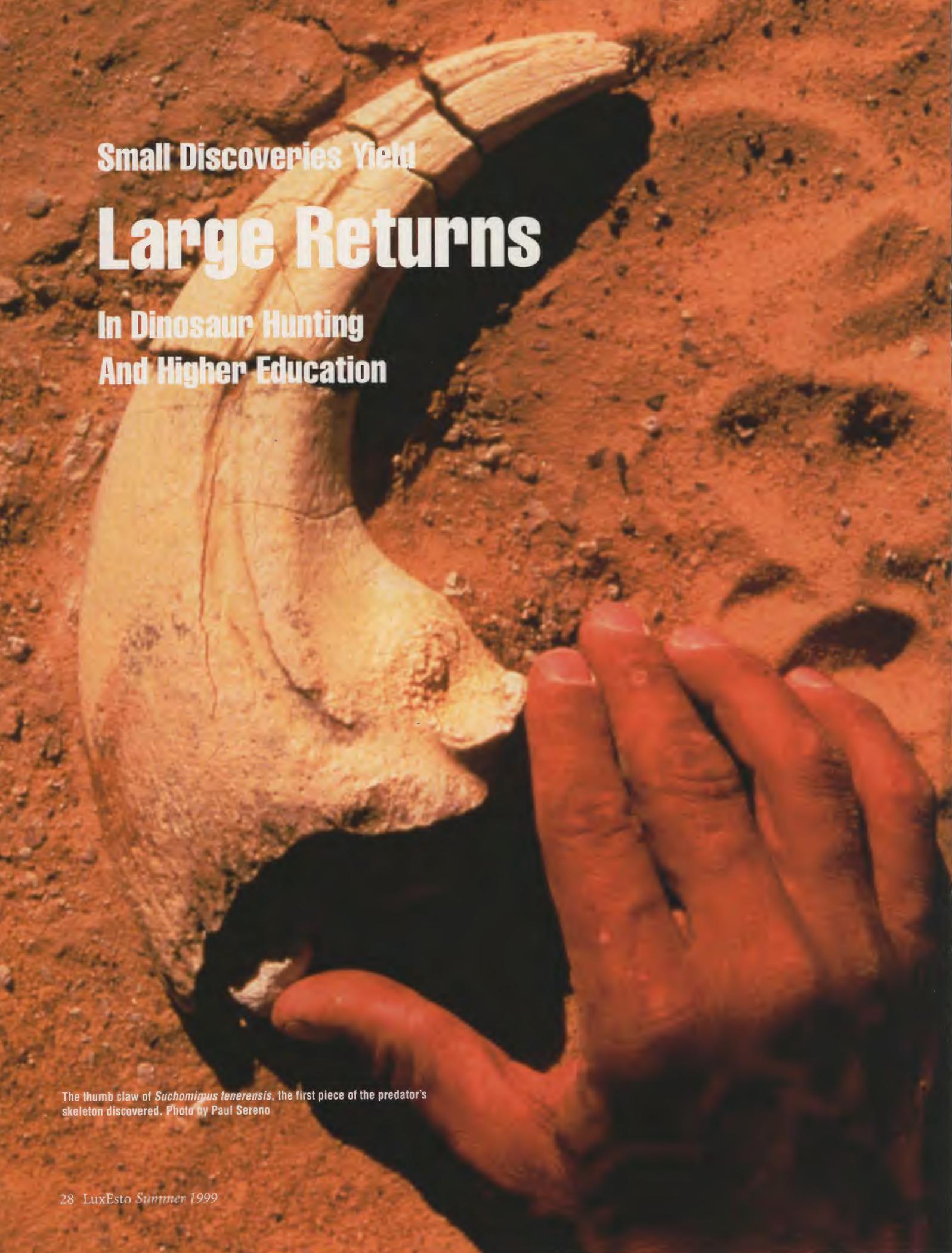
Xu and his wife have three children.



Regina Stevens-Truss with her husband and two sons.



Karen Selby



Small Discoveries Yield

Large Returns

**In Dinosaur Hunting
And Higher Education**

The thumb claw of *Suchomimus tenerensis*, the first piece of the predator's skeleton discovered. Photo by Paul Sereno



A dinosaur excavation site in Africa, where an expedition that included “K” alumnus Jeff Wilson discovered a new predator species.
Photo by Paul Sereno

Hunting dinosaurs is like looking for a lost contact, according to Jeff Wilson ‘91, a paleontology doctoral candidate at the University of Chicago. “You search for a glint that doesn’t belong in the dust,” he said.

And Wilson should know. He was a member of five dinosaur expeditions led by noted paleontologist Paul Sereno, two of which explored the Ténéré Desert of central Niger (West Africa). The purpose: to learn more about African dinosaurs and the effect of continental drift on dinosaur evolution. Among other accomplishments, the expeditions discovered new species of dinosaurs, one of which is currently on exhibit at the Chicago Children’s Museum.

It’s fitting that something as small as a contact lens could key the reconstruction of something as large as the skeleton of a 60-foot dinosaur. If you search Wilson’s Kalamazoo College experience for the glint that foreshadows his future as a dinosaur hunter, you will discover something small, almost hidden in the “K” experience.

“Perhaps the most influential element of Kalamazoo College was the relationship I developed with my advisers, Paul Sotherland and Paul Olexia,” said Wilson. “And the quality of that relationship depended in large part on the fact that Kalamazoo College was a small place.”

A Heyl scholar and undergraduate biology major (*cum laude*), Wilson admits he did not know what he wanted to do when he graduated from Kalamazoo College. As a stopgap measure he took a position as a surgical assistant at a local hospital.

Sotherland and Olexia encouraged him to apply for a National Science Foundation predoctoral fellowship. “So I had a ticket even though I was unsure of the destination,” said Wilson.

His advisers helped Wilson with the “destination” as well. Sotherland suggested he read *Wonderful Life*, by paleontologist Stephen J. Gould. Lively and lay accessible, the book reinterprets fossil evidence in a way that suggests the inaccuracy of perceiving evolution as a single “tree” moving inexorably toward higher perfectibility.

Nature, according to the book, scattered a multitude of widely different evolutionary possibilities, and why some of these possibilities (like the evolutionary pathway that includes humans) flourished while others did not is a matter of historical

contingency. Change a detail (say, the existence of the Jimmy Stewart character in *It’s A Wonderful Life*, a movie Gould purposefully echoed in his book title) and the world may have been unrecognizably different.

Heady stuff. And these ideas were percolating in Wilson’s mind when he visited the University of Chicago, one of several graduate schools he was considering. Sotherland had suggested that Wilson meet an associate professor at Chicago, Paul Sereno.

“We immediately hit it off,” said Wilson. “Paul had recently returned from an expedition in Argentina where he had discovered the world’s oldest dinosaur.”

As Sereno related the story, Wilson discovered what he wanted to do with his future. Something in the green but enthusiastic Wilson appealed to the experienced paleontologist. A month later he invited Wilson to join him on his 1993 dinosaur expedition into Niger.

Wilson accepted, moved to Chicago, and began his studies in the Department of Organismal Biology and Anatomy at the University of Chicago. A short year later, he found himself in Africa as a member of Sereno’s expedition team. Despite a field season cut short by bureaucratic red tape, the team excavated a basketball court-sized trove of African dinosaur bones and information. An article chronicling that journey and its discoveries can be found in the June 1996 issue of *National Geographic* (“Africa’s Dinosaur Castaways” by Paul Sereno).

For Wilson, such discoveries are also connected to “K” elements other than the close relationship he enjoyed with his undergraduate advisers.

“K’ represents the chance to explore a large world and gain perspective in order to best choose the smaller world into which one will immerse oneself,” he said.

By 1997 Wilson was deep into the “smaller world” of dinosaurs. In the fall of that year, a team of 20 individuals including Wilson spent four months in Niger. As in 1993, the scientists and students sought to catalog the “southern dinosaurs” in order to better understand Pangaea’s break-up on dinosaur evolution.

“The first dinosaurs all lived on earth’s single land mass, known as Pangaea,” said Wilson. The single landmass allowed the animals to cross continental boundaries and interbreed. Before Pangaea divided into the northern continents (Laurasia) and southern continents (Gondwana), the dinosaurs had a very similar, cosmopolitan appearance.

“In effect, that split and subsequent separations resulting from continental drifting created a series of experiments on the effect of the geographic isolation on evolution,” said Wilson. An experiment with current relevance when one considers the continents continuously move to this day. “At the rate a human fingernail grows,” said Wilson. “Every day the Atlantic widens and the Pacific narrows.”

“K’ represents the chance to explore a large world and gain perspective in order to best choose the smaller world into which one will immerse oneself.”



Members of the expedition that discovered *Suchomimus tenerensis* pose in front of the reconstructed skeleton of the 'crocodile mimic.' Jeff Wilson is in the backrow, middle. Photo by Hans Larsson



Jeff Wilson at work. "I'm fascinated by the way historical contingency has a role in evolution as well as our own short lives," he said. He cited many critical influences from Kalamazoo College, among them were Paul Olexia, Paul Sotherland, and Gail Griffin. Photo by Paul Sereno.



Small Discoveries Yield Large Returns

To interpret this evolutionary “experiment” it is necessary to know the dinosaurs on the various continents. “The northern dinosaurs have been well cataloged,” said Wilson. “However, with the exception of those dinosaurs found in Argentina, which do show significant disparity from northern dinosaurs, southern dinosaurs are less known.”

Africa’s dinosaurs are a mystery and an opportunity to study the effect of various stages of continental drift. African expeditions previous to those of Sereno had discovered dinosaurs that lived in the early and late stages of continental separation. “We sought specimens from middle or transitional stages,” said Wilson.

In the desert, one team member literally tripped over the thumb claw of a spinosaurid, a fish-eating, sail-backed dinosaur that had roamed the shores of northern Africa in the Late Cretaceous period. Two spinosaurids previously had been discovered—*Spinosaurus* from Egypt, and *Baryonyx* from England.

Gradually the team began to expand the dig site around the claw. And with roughly three-quarters of the skeleton uncovered, the team began to suspect they were unearthing a new spinosaurid species.

“Unfortunately, we still were missing the skull,” said Wilson. “The skull is crucial to understanding the evolutionary relationships of an animal because its complex anatomy equips the animal to interact with the world.”

Discovery is often a matter of luck, particularly in a land of wind so strong and constant that, in places, it can bury the legs of a person sitting still within five minutes. “Discovery is tenuous after 100 million years of wind and sediment,” said Wilson. “If you don’t see something, it can be lost for months, years, or centuries, until the



sand uncovers it again.

“The very presence of the particular specimen we were unearthing is largely a matter of contingencies millions of years old,” he added. “For best preservation the environment that holds a dinosaur’s remains must rapidly change from aerobic [with oxygen] to anaerobic. This specimen was most likely killed suddenly in a flash flood and buried deeply in an anaerobic ooze.”

With enough eyes and tenacity, however, luck becomes high probability. The team did find the skull and did confirm a new species, which it named *Suchomimus tenerensis*, a 34-foot “crocodile mimic.”

“This is one of the most bizarre dinosaurs I have seen. It looks like a chimera, with a very crocodile-like head perched atop the body of a carnivorous dinosaur,” said Wilson. Interestingly, the team discovered that *Suchomimus* was more closely related to the spinosaurid found in England (*Baryonyx*) than it was to its Egyptian neighbor, *Spinosaurus*.

“We initially thought that *Suchomimus* would be more closely related to *Spinosaurus* because they shared the same ‘continental raft,’” said Wilson. “Our discovery may suggest the existence of land bridges or other means of dispersal across the nascent Mediterranean Sea that separated Laurasia and Gondwana.”

During its four months in the field, the discovery team unearthed 30 tons of dinosaur bone. Two-thirds of those bones belong to an unnamed, 60- to 70-foot African sauropod (a large, four-legged, plant-eating dinosaur). “I’m very excited about the evolutionary history of this new species and sauropods in general,” said Wilson. “Sauropods were found on nearly all continents during their 150 million year history, and they were the largest animals to walk the earth.”

Wilson has been studying the evolution of sauropod dinosaurs for his PhD thesis, which he will complete in August.

Just why do dinosaurs continue to fascinate children of all ages?

“They’re big; they’re extinct; and they attain heights we could never attain,” said Wilson. “They are the superheroes of animal life.” Not only because of their dimensions but also because of their success. Dinosaurs, said Wilson, prospered for more than 150 million years, compared to humans’ paltry 5 million.

“Finally,” said Wilson, “dinosaurs are the gateway to a mysterious and strange world that is lost to us.” A world that is yielding its secrets to the work of Jeff Wilson.



Moving 30 tons of dinosaur bones requires strong backs and a good winch. Photo by Chris Sidor

Jeff Wilson takes a “live-grub” break. Photo by Hans Larsson

Commencement 1999



Commencement speaker Maureen Mickus is an assistant professor in the department of psychiatry at Michigan State University. She teaches medical students and serves as faculty advisor for the MSU geriatric student chapter. Her research interests include long-term care, behavioral symptoms in dementia patients, and aging policy.

Prior to joining the MSU faculty, Mickus was a health care consultant with ElderMed, a division of Health West Foundation based in California. She also led an Alzheimer's support group and volunteered with St. Vincent's Hospice.

Mickus graduated from Kalamazoo College in 1981 with a degree in music and a minor in German language. She earned her MA in gerontology from the University of Southern California and a PhD

in human development and social policy from Northwestern University.

As a Kalamazoo undergrad, Mickus played three years of basketball and was a member of the College Singers and the Wind Ensemble. She also helped develop the Students in Volunteer Services. She performed for one year with the traveling musical group "Up With People" for career service and traveled to Erlangen, Germany for study abroad. For her senior individualized project, Mickus interned with the New York-based production company, the Nederlander Corp.

Maureen Mickus and her husband live in Marshall (Mich.) with their two children.



LuxEsto: *Why did you choose Kalamazoo College as an undergrad, and why did you choose to return as Commencement speaker?*

Mickus: Kalamazoo College was my first choice as an undergrad. It offered the liberal arts education needed to become a well-rounded individual and had strong standards for excellence. My roots are from a small town and the College offered a close-knit community atmosphere without being provincial.

It is a great honor to speak at this year's commencement. I've taken a rather unconventional route with respect to my career, a route that might not have been possible had I not been exposed to so many different types of experiences at "K".



Commencement speaker Maureen (Wayward) Mickus addresses the Class of 1999 about the beneficial, lively, and often surprising relationship between undergraduate studies and an individual's quest for passion. "A major is a marvelous thing to behold," she said, "but it should never define who you are."

LuxEsto: *How has your K-Plan influenced your career and life?*

Mickus: Study abroad had a major impact on my life by developing a genuine interest in other cultures. Since my years at Kalamazoo College, I've embraced my own Lithuanian and Irish heritage — learning the languages, becoming involved in Lithuanian and Irish communities, and hosting exchange students from both these countries. The importance of my German studies at Kalamazoo and its relationship to my professional career were evident recently when I participated in a German-American academic research conference. Finally, the emphasis at the College on understanding the global community remains with me in my work at MSU as I interview applicants for medical school. I view applicants who have experience with other cultures very positively because I know they have been able to understand others, an important trait for physicians.

LuxEsto: *Anything else you'd like the "K" community to know about you or your work?*

Mickus: I consider myself extremely fortunate in many respects, but particularly in the fact that I have found a professional niche that continues to inspire my life. Most of my work involves understanding ways to improve the quality of life for older adults, particularly those who are frail and vulnerable. Our attempts to understand aging are not distant, unconnected matters, but rather attempts to understand ourselves.

from *Passionquest.com*

Excerpts from the Commencement Address 1999



Commencement seems like a moment out of time because the College's past, present, and future come together. Genevieve Connable '28 (top photo, left) and Lois Harvey '29 were among the many alumni who returned for Commencement.

Commencement offered an opportunity for an impromptu gathering of charter residents of Hoben Hall. Hoben was completed in 1937 and among the first students to live there were: (bottom photo, l-r) Robert Balfour '39; Robert (Red) Heerens '38; Jim Allan '39; and Robert Borkenhagen '38.

... Though I eventually came to understand my roommate a lot better, there was always one aspect of her life here at "K" that completely bewildered me. My roommate was a theater major and spent most of her "K" years hidden away in the Fine Arts Building. As a music major, I also spent a significant number of hours there, but I can count on one hand the number of times Paula came home before 3:00 o'clock in the morning. She would spend countless hours in the costume shop or working on some set, returning to the room long after I had fallen asleep.

It was not until later that I realized that theater arts did not represent a college class or even a major for her, but rather, was an all-consuming part of who she was and what she loved to do. Sleep deprivation and even grades were quite secondary, because what she cared most about was immersing herself in the world of theatre...

Some of you may still be fishing for passion in your lives. I mean that thing which inspires you to stay up until 3:00 o'clock in the morning not because of an exam or because someone expects you to, but rather because it's something you want to do.

Today I challenge you to embark upon your own quest—a quest to discover the passion burning within each one of you. For some, this passion may be alive, well, and close to the surface. Maybe early on you have discovered that which inspires you or ignites your fire. If you are like me, however, you may need a little lighter fluid. Fortunately, a place like "K" has lighter fluid available at every turn.

My years at "K" were busy exploring new avenues of thinking [and] making new friends. During this period I also spent time visiting homebound older persons, and organizing intergenerational events. But it was not until after graduation that I chanced upon the burgeoning new field called gerontology, or the study of aging...

I want to tell you two things. First, a major is a marvelous thing to behold, but it should never define who you are or what you will be, at least in the long run. When you start putting yourself in a little box like that you miss a lot of incredible opportunities in life. And second, if years from now your professional career has rotated 180 degrees from your undergraduate career, don't fret. It would be impossible for me to measure how important music or foreign languages have been to both my personal and professional life...

I have spent the bulk of my professional life working with and on behalf of older adults. There are mixed reactions to my career choice, but at times I hear "How depressing to work with the elderly, so many of them are sick and dying." While illness and death are difficult life issues at any age, I don't necessarily find this aspect of my work depressing. Mostly I have come to regard disability and death as natural events of the human experience and a reminder that our lives together are much briefer than we think. What I do consider tragic, however, is to hear the significant regret from those older persons who wished that they had taken a different path with their lives, pursued the career they always dreamed of, or even married their real true love.

You must be vigilant and committed to locating this place of passion in your life, keeping in mind that this place may be your job, your family, a cause or a hobby. It will require taking risks, watching for internal sparks, and most importantly, remembering that you shouldn't settle for anything less.



David Evans

and the World of Arthropod Guts

Termite guts.

That's what David Evans loves about teaching. It's not the guts themselves. It's the worlds within them and, more importantly, the capacity of these worlds to elicit excitement and passion from his students.

"When you really look at termite guts, and put them on a slide, there are thousands of different protozoa and organisms swimming and living in there," said Evans. "And suddenly, some student says, 'Wow, this is cool.'"

"And it is pretty cool! Some of this stuff I've seen many times, and it still amazes me. I can't restrain my enthusiasm."

That enthusiasm for the small wonders of the natural world, combined with solid scientific theory, forms the heart of Evans' educational philosophy.

He doesn't preach the magnificence and wonder of science to his students. He allows them to pick around its edges and discover how small observations relate to large scientific concepts. To demonstrate the way that evolutionary mechanisms create different species, for example, Evans has his class look at courtship behavior among closely related insect species. Slight differences in courtship behaviors can create profound isolation of populations.

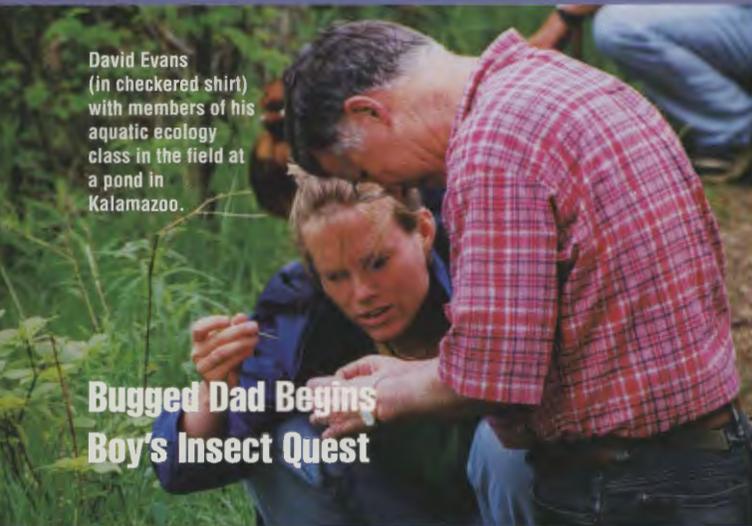
Students learn this through observation, recording mating characteristics such as duration and specific activities. "When characters see and log differences in rituals they witness an example of reproductive isolation and evolutionary speciation," said Evans. "Put a male and female from different but closely related species together and they go through a partial courtship process, but it breaks down. Some small part of the sequence will not match. It's a powerful way to learn about evolution."

In Evans' classes students master important laboratory techniques. They place tiny wasps beneath the microscope without burning them or having them fly away; they adjust their perspective to intense magnification; and they realize the great behavioral complexity packaged into a minute parcel.

Evans is not a classroom man. The field and lab fuel students' intellectual fires. "Those experiences change students," Evans said. "Early in a course like entomology or aquatic ecology students stand in the field with nets and collecting equipment, looking around and wondering what they should be finding out there, because they can't see anything."

"But by the end of the course, they're savvy observers. They connect the environment and organisms, knowing where a particular insect is most likely to be or how fast water must move to host a particular crustacean," he added. As they begin to realize their observational skills, they understand their intellectual control in a very complicated environment.

Thirty-three years ago, after a short teaching assignment at the University of Wisconsin, where he had earned his master's degree and PhD, Evans followed his passion for entomology and the liberal arts philosophy to Kalamazoo College's biology department. He joined two other biology professors, including the

A photograph showing David Evans, a man in a red and white checkered shirt, leaning over a young woman in a blue jacket. They are both looking intently at a small insect that Evans is holding in his hands. They are outdoors in a grassy field with trees in the background.

David Evans (in checkered shirt) with members of his aquatic ecology class in the field at a pond in Kalamazoo.

Bugged Dad Begins Boy's Insect Quest

David Evans traces the evolution of his passion for insects to his father's exasperation.

"My dad wanted to get me out of the house," Evans said. "He said, 'Here's a cigar box and some pins, why don't you go out and collect some insects.' I've been interested ever since."

In elementary and junior high school, Evans created an extensive insect collection and a glass butterfly mount that hung on the wall. He studied a generalized biology curriculum at Carleton College and focused on entomology in graduate school. "Now I'm a biologist who just happens to do a lot of entomology," he said. "You see a lot of insect models in my classes."

What attracts Evans to the insect world? "We live in the age of insects," said Evans. "They vastly outnumber mammals as individuals and species. I love to observe their solutions to problems posed by the environment. If the environment gets crowded, they just sort of metamorphose and go to a different environment. They're very adaptable organisms."

And entomology is fun, particularly the image of the entomologist. Every year he arms his students with insect nets and sends them on a collection mission around campus. "They're wandering around with these insect nets, and wondering 'Do I look cool? How do I hold this thing?'" Evans said. "Carrying an insect net earns one the right to be a little off the wall."

Evans recalled an entomology "legend" describing a scientist who was allowed access into contested Native American lands and left alone to do his work. Local inhabitants considered him special by virtue of his mental derangement, a derangement made obvious by his habit of wandering the desert with only a net in hand.

Evans appreciates the connections between entomology and other disciplines. His study of African locust migrations, for example, blends entomology, economics, agriculture, and politics.

legendary Frances Diebold.

Evans earned his undergraduate degree at Carleton College. There he gained a familiarity with the liberal arts approach to education. At the University of Wisconsin, he realized how much that educational philosophy appealed to him.

"The research I was doing at Wisconsin was interesting, and I could crank my way through a narrowly defined subject area," said Evans. "But I kept finding that it was more interesting to go out and deal with a variety of subject areas, and focus on the connections between them. That's liberal arts to me."

He knew several students and a professor from Kalamazoo College and decided to investigate the southwest Michigan school. The College's curriculum, coupled with the opportunity to develop his own professional interests and shape the department appealed to him. He appealed to the College, and the match was made.

Evans's teaching style has evolved since those early years. The most important change, Evans contends, is his comfort level with overt displays of enthusiasm. He wants students to realize that science is worth study — that it's more than just a requirement on their transcripts. And he wants them to have fun.

"The most gratifying fun is a sort of intellectual fulfillment," said Evans, "an understanding of the value of scientific concepts and the ability to apply them to other disciplines."

Evans continues to learn new concepts and to expand his understanding of the ones he learned long ago. His frequent trips abroad have made him a better teacher.

During a sabbatical as a Fulbright professor at Njala University College at the University of Sierra Leone in West Africa, Evans became fascinated by the African environment. Upon his return to Kalamazoo College he set out to internationalize the biology curriculum.

He proposed an Ecology of Africa course, and he visited the continent again to study the ecology of several countries and to investigate the research being done by African scientists. He later returned to Africa to study locust migration as a representative of the Office of Foreign Disaster Assistance, a division of the United States Agency for International Development in Washington, DC.

Evans visits Africa for OFDA several times a year and writes environmental assessments for various countries. Those environmental snapshots provide excellent subject material for his courses, melding his international activity with the Kalamazoo curriculum.

Evans's appreciation for travel also stems from the changes he sees in students upon their return from study abroad.

"I've watched their horizons broaden," he said. "I've seen a person certain of a future of medical school and private practice return from Senegal with an altered interest in public health and epidemiology. She still plans on med school, but as a springboard to a career with the World Health Organization. It's fascinating to see the effect of study abroad on broadening perspectives and deepening community commitment."

Observing students fascinates Evans in general. Some are excellent academicians while others excel as interpreters of biology, according to Evans.

"And there are those who might not be so good on paper, or so effective in the lab, but who are entrepreneurs," Evans said. "They end up having some of the most interesting experiences of all our

biology majors. They're just interested in everything, continually curious. I like to watch them all grow."

Evans, too, continues to grow, expanding the knowledge already acquired during three decades at Kalamazoo College. In June, he went to Ecuador to work on environmental study activities for Kalamazoo College students who study abroad there. This summer he is working as a naturalist at Ft. Abercrombie State Historical Park on Alaska's Kodiak Island, teaching visitors about insects, tide pools, marine biology, and the World War II bunkers and other battle remnants that dot the island.

Evans loves lifelong learners, and intends to remain one himself. He admires retired Kalamazoo College English professor Conrad Hilberry, who recently audited Evans's Ethology course (see poem below).

"Conrad was interested in discovery," Evans said. "I'd watch him at the back of the class, just soaking it all in, and would find myself talking directly to him. I appreciate that ability to be engaged by a wide variety of material. It's the soul of liberal arts."

Hilberry wrote a series of poems based upon what he learned in Evans' ethology course. One of these, "Lecture Notes: the European Starling," appeared in the June issue of Kalamazoo College's *Parent News*. A second is printed below with permission of Hilberry.

HIPPOCAMPUS

In a day, a chickadee can cruise the neighborhood
and hide three hundred seeds in crevasses
in bark or moss, never a spot he's used
before. Weeks later, hungry, he looks, remembers,

finds the seeds, and eats. Better yet,
Clark's nutcracker, in the fall, can dig
nine thousand holes in a hillside, hide pine seeds
in each and cover each cache. His memory

(specifically, the hippocampus) will hold
eight thousand of those indistinguishable
spots and feed him through the winter
and the spring. What about another species,

us? Not so good at stashing and recalling,
but on a city street we pass
a thousand faces, all looking straight ahead
behind their scarves, and in a dreaded instant

recognize the one we hoped had gone
to Istanbul — or, glimpsed obliquely
through the snow, a twist of hair and forehead
that we almost married. Even in a reckless

photograph of sixteen sepia girls
a century ago we can pick out
the face we came for. Our hippocampus must
be weighted down with slopes and shadings,

eyebrows, noses, cheeks, half-parted lips, a bit
of ear — configurations of our fears
and loyalties and longings, seeds we hide away
and feed on, week by week, all winter long.

— Conrad Hilberry

The best three biology books for interested non-experts?

David Evans' picks follow.

"I wouldn't want any reader to feel 'dumped upon,'" Evans said. "It's not an assignment, remember. You don't have to memorize all the fossil names."

***Wonderful Life*
by Stephen Jay Gould.**

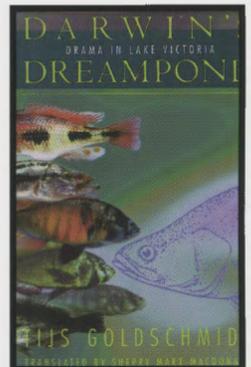
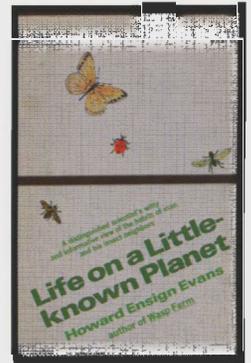
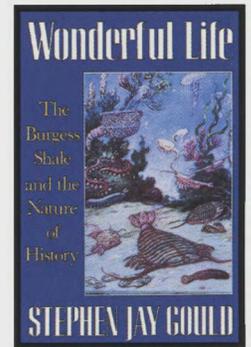
"This book is a masterpiece," Evans said. "Gould has written many books, but this one does exactly what a biology book should do: explore a life mystery and excite while doing so." Gould examines a group of diverse arthropod fossils discovered in a Canadian limestone quarry called the Burgess Shale. Ancestors of a very few of these life forms survive today; most died off despite an apparent suitability for meeting the demands of the environment. Why did so few lines survive while so many wildly divergent lines disappear? Gould's theories shake the conventional wisdom regarding human evolution.

***Life on a Little Known Planet*
by Howard Ensign Evans.**

Evans loves the title and the subject, a reflection on the diversity of insect life. "The book conveys a deep appreciation of insects," Evans said, "and a great amount of substantial science is presented."

***Darwin's Dream Pond*,
by Tijs Goldschmidt,**

tells the tale of the cichlids, a group of small perchlike fish species found in Africa's Lake Victoria. The book touches on such diverse areas as biology, evolution, ecology, environmental degradation, and the challenges of field work in Africa. It revolves around the introduction of the predatory Nile perch to the ecosystem, and the cichlids resulting battle for survival. A battle not only against predators. "Many of these cichlids have very distinctive color patterns, and they preserve reproductive isolation through very specific courtship behaviors based on those color patterns," Evans said. "Increased pollution makes the lake cloudier, and these fish have greater difficulty seeing one another. Because their color pattern is no longer an effective marker for reproductive isolation, they are beginning to hybridize, a totally unexpected result of increasing the nutrient load in the lake. It's amazing."





Nothing Missing:
The Value of SIP Explorations

“I wanted to learn interviewing and writing techniques and make a career-oriented choice between photojournalism and written journalism. I hope my work reveals new aspects about handicapped people.”

The value of the Kalamazoo College learning experience comes from excellent teachers, a size and atmosphere in which students develop close relationships with those teachers, and the *K-Plan*. All three of those elements are evident in the senior individualized project. This issue of *LuxEsto* explores the value of the SIP by presenting excerpts from *Nothing Missing*, the SIP of Antonie Boessenkool '99. It received honors from the English department, as did Antonie herself. She graduated *cum laude* and will pursue a career in journalism.

English major Antonie Boessenkool '99 began thinking about her senior individualized project during her sophomore career internship. That internship, which involved work with a television journalist who specialized in human interest stories, helped Antonie discover her passion for people and their stories. She decided that, when the time came for her SIP, she would make a documentary about peoples' lives based upon interviews and photography.

At first she considered focusing the project on migrant workers in Michigan. During her internship she worked on a number of stories dealing with people who had overcome obstacles. Her eventual SIP proposal outlined a photojournalism project about handicapped people in general and her cousin, Erin, in particular. On advice from her SIP advisor, Assistant Professor of English/Journalism Deborah Luyster, she narrowed its focus to her cousin's story.

During the summer of 1998, Antonie interviewed a dozen people and spent many hours with her cousin and her family. She attended horse shows and spent long hours in the dark room. The project took her from Sparta (Mich.) to Dexter (Mich.) to Ludington (Mich.). Summer's end found her writing three complete revisions.

In the fall, Antonie exhibited the photography portion of her SIP in the Light Fine Arts Gallery on campus. The exhibition ran for several weeks and drew an estimated 200 individuals.

"I wanted to experience the reaction of an audience larger than my family and Deborah," said Antonie, who still receives comments from people who attended the exhibition.

And what did she gain from the SIP experience?

"My writing improved. I learned much about the difficulty of organizing prose. I learned, from much practice, the art of interviewing. I learned how much I love

to hear and tell stories," said Antonie.

She discovered other benefits as well. "Because of the nature of this particular project, our family became closer, and I was able to do something for Erin that meant a great deal to her."

Erin has been the subject of many stories, according to Antonie, most of which treat her as a curiosity or amazement, the noble disabled.

"Sometimes she's a real brat, and she knows it," said Antonie. "We trusted each other to share a complex and personal story."

from *Nothing Missing*

Preface

Erin Andrews is my cousin. She is a high school senior in Dexter, Michigan. She was born without legs and most of her left arm.

I have recorded facets of Erin's life—her history, her interactions with friends, her future plans, her driving lessons, her personality, and her recent interest in horseback riding. That story has become my senior individualized project.

The two sources for this SIP are interviews and observation.

I read *Creative Interviewing*, by Ken Metzler, to improve my interviewing skills. Creative interviewing allows the interview to proceed along unplanned pathways. I also asked journalists for advice on interviewing techniques. Sarah Holland, a television reporter with whom I worked during my career internship, taught me the need for flexibility and that it was not necessary to get answers to all of my prepared questions. Another experienced interviewer suggested I approach interviews with a limit of two or three questions, allowing additional questions to develop from the responses.

The second source for my SIP was observation. I used two techniques, immersion and precise detail. The fact that

I am closer to Erin in age than to the adults around us allowed me a doorway. I hung out with her and her friends, watched her accomplish different activities, and stayed with her and her family observing their interactions.

My SIP has a twofold purpose. First, I chose this project for my own benefit. I wanted to learn interviewing and writing techniques and make a career-oriented choice between photojournalism and written journalism. Second, I hope my work reveals new aspects about handicapped people. I wanted to show a handicapped person's attitude towards others and others' reactions toward her. Erin faces many challenges, but her attitude is different than one might expect.

1 As the light fades on a June evening, Erin Andrews rides her horse, Letitia. They receive cues from Erin's friend and fellow rider, Sandyha Clarke, who stands in the center of the ring behind the barn and turns in a circle so she can face Erin and Letitia as they canter inside the ring. Clarke reminds Erin to sit up straight.

Erin's mother, Sue, watches from outside the ring. Then she enters through a metal gate and sets out a chair. Erin steers Letitia towards her mother and the chair. Sue reaches up to lift her daughter out of the saddle, but Erin stops her. With her right arm she pushes her 70-pound body off the horse and lowers herself into the chair. Her mom stands back, but still close, with her hands pressed together at her mouth, perhaps praying silently. She doesn't take her eyes off Erin.

"I still am scared," Sue says of her daughter's riding. Oddly, the limbs she imagines broken in a fall are those her adopted daughter was born without.

2 When the Andrews were living in Northern California, a neighbor told Sue about therapeutic riding. Eight-year-old Erin tried the program. She rode in a normal saddle, on a pony rather than a



1 Erin Andrews on vacation, wearing her sister's track sweatshirt. 2 Erin and her mother Sue sit under a tree in her grandparents' back yard. 3 The primary use for her prosthetic legs, as Erin sees it, is to allow her to extend her reach or line of vision, not to make her look like other people. "Everyone knows I don't have legs." 4 Erin arm wrestling with her uncle John. 5 Erin gets her hair dyed blonde by her older sister Bridget. 6 Erin, Letitia, and her younger sister Kathleen at the 4-H fair. 7 Erin watches Kathleen being judged in a dressage test. 8 Erin practices with Letitia almost daily. 9 Erin and her two best friends, Nancy Rich and Tracey Bobo. 10 "If I'm in a bad mood and I know there's going to be lots of small children, I don't want to deal with it," Erin says about going to new places. 11 Erin rides Letitia at the barn on a summer evening. Photos by Antonie Boessenkool

horse. Three people, called “sidewalkers,” helped Erin, ready to catch her if she fell. Two held her in the saddle until she got her balance and walked beside her while the third led the horse.

About a year into the program, one day Erin fell. Afterwards she was afraid to get back on, her mother says. She stopped going to the program.

A few years later the Andrews moved to Dexter, Michigan, a small town near Ann Arbor. Erin met a new friend, Nancy Rich, who had her own horses. Soon Erin’s interest in horses was rekindled. Sue contacted the county’s therapeutic riding program only to learn of a two-year waiting list. That didn’t stop Erin. She and Nancy read, lived, and breathed horses, says Sue. Erin went to horse shows with Nancy. She began to dream of riding a horse unassisted.

When a spot in the therapeutic riding program opened, the organizers informed Erin she would never be able to ride by herself.

“I understand that they were trying not to get my hopes up,” Erin says. We are sitting in her yellow and white bedroom. Erin is lounging in her electric wheelchair, Olivia, and I’m lounging on her double bed. One wall is covered with riding ribbons, about 40 in all. Next to the ribbons hangs a cork message board plastered with cut-out magazine pictures of girls and their horses.

Erin returned to the therapeutic riding program for a second visit. She was invited to join the program, but only on condition that she follow their rules about safety. She *declined*. She wanted more.

3 Like her daughter, Sue Andrews faced obstacles, often from well-meaning people who thought that what she wanted couldn’t be done.

When the Andrews adopted Erin in 1981, the family included Sue, her husband Dan, and four children—three adopted and one of their own. Doug, 28 years old now, is biracial. The Andrews adopted him when he was a baby. A son and daughter, Vinh (27), who is a paraplegic as a result of polio, and Thanh (26), were adopted from an orphanage in Vietnam. Bridget (22) is Sue and Dan’s biological daughter. After adopting Erin, Sue gave birth to another daughter, Kathleen, now 13.

Erin was three days old when Sue packed

her kids and brought them to Dan’s office to pick up their new sister. She was 13 inches long and weighed four-and-a-half pounds. Bridget remembers her older sister Thanh telling her that Erin would be the size of a Barbie Doll. Sue remembers her first look at Erin’s face, which seemed preternaturally wise for a baby, “as if she’s already experienced life.”

MY GRANDMOTHER AND I sit at the table together after lunch. She tells me about the time she was at the beach with Erin, who was three at the time. Some children, who were about the same age, were playing next to Erin and kept looking at her. They finally asked Erin, “Where are your legs?”

“I was just born this way,” was Erin’s reply, according to my grandma. Perhaps it’s that same wisdom which Sue saw in Erin’s face as a baby and my grandmother saw in her later that makes my grandmother cry when she tells me this story.

4 At 10 months, Erin had learned how to move across the floor and to sit up. Later, her parents tried to get her to use a prosthetic arm that strapped over her left stump and across her back to her right arm. By moving her right arm, Erin could open and close a claw that substituted for her left hand.

Erin rejected the idea. Unlike many amputees, people born without limbs are often quite happy with their bodies the way they are, says Sue. “They’ve figured out how to do things, and it isn’t like they’re missing something that they had.”

Several years ago, a doctor from the Orthotics and Prosthetics Clinic at the University of Michigan designed and built a pair of legs for Erin. Made from metal wrapped in foam rubber, they look like normal legs. Above them is a bucket of molded plastic, fitted to Erin’s body.

Sitting in the bucket, Erin swings her body, one side then the other, to move slowly forward, supporting herself on crutches. I’ve only seen her use them once. The legs now lean against the wall in her bedroom, next to the closet, clothed in a pair of limited jeans and Nike shoes.

Erin moves efficiently in a wheelchair. In Olivia, her electric wheelchair, she zooms across her bedroom or bounces over the dirt in the pasture, or spins sideways and backward to get through a narrow doorway.

Erin figures she has gone through about seven or eight wheelchairs. She outgrows them, or they break down.

Erin also gets around by putting her hand on the floor in front of her, making a fist, and lifting herself forward, over and over. She bounds across the floor at knee level. As a result, Erin’s one limb is an iron-muscle catapult for her body.

One day last summer our family volunteered to clean our grandparent’s house. Just as Erin and I were about to clean light fixtures, I saw her lift her body up to a stool in front of the kitchen sink. The stool is three feet tall; Erin is two feet, six inches.

She tries to wash a glass fixture floating in the soapy water, but she doesn’t know her own strength and breaks one on the side of the sink.

After taking on the light fixtures she takes on our cousin Scott in arm wrestling. She beats Scott, and he jokes about the shame of losing to a girl. Later they have a water fight, and Erin gets completely soaked. We spend the afternoon reliving a scene from Tom Sawyer, painting the endless fence that runs across our grandparents’ back yard.

Erin makes me promise that we will do things like this for the rest of our lives and ~~that~~ we will never live far apart.

5 In July I go to the 4-H fair to watch Erin and her sister, Kathleen, compete in horse shows. I reach the show ring as Erin is leading her horse, Letitia, through the gate for the “fitting and showing” class. Because it involves presenting rather than riding the horse, “fitting and showing” was the first event Erin tried in competition. In her first competition she had won an honorable mention, seventh place of 25 contestants, and she had felt it was more than she deserved.

But today she expects to do better; she wants to place first.

Erin is wearing a dark jacket, a cowboy hat, and a glove. The reins are wrapped around her hand, which she uses to push the joystick on her chair. She wheels to the judge, but her chair wheels stick for a second in deep sand. The judge tells her to take her time. Erin quickly frees her chair, leads her horse in a circle, and takes her place in line with the other riders.

She takes fourth place. I catch up with her and Sue next to Letitia’s stall. Erin’s eyes

are red. "Hi!" she says when she sees me. "You got to see me screw up! I got beat by a pile of yee-haws!" Her teammates assure Erin that she and Letitia did well. Kathleen rolls her eyes as Erin complains about the judge.

Erin is still complaining about the judge as she changes in the trailer. "Thank God she'll be gone," she says. "She has no mercy for poor handicappers that get stuck in the sand!" Erin is nearly yelling at this point; she wants everyone to hear her.

She changes into a sleeveless olive green shirt that coordinates with her tan riding pants. We join her mom, sitting by Letitia's stall, and calmer now, Erin tells her there are still other competitions to go. "I like that attitude, Erin," Sue says.

Erin knows that her differences cause some judges to feel uncomfortable. She considers this her problem and makes adjustments. She rides in those classes where the horse's performance is the primary focus. For example, she rarely competes in equitation classes, which focus on the rider, particularly the rider's leg position. "I have an unfair advantage because I don't have any legs," Erin says.

6 Erin thinks that riding unassisted was her unexpressed goal from the time she and her friend Nancy began to ride together. "We didn't know how close we would ever get to being able to do that," says Erin.

In the beginning, Nancy's father, Lynn, put Erin on a regular western saddle, and he was always at her side. He led the horse, with Erin tightly gripping the saddle horn for balance. Erin always wanted to do more on her own.

Eventually she needed less and less help. Lynn wrapped a girth around Erin's back and attached it to the saddle horn, enabling Erin to balance herself without assistance.

Erin and Mark Taylor, the specialist who built Erin's prosthetic legs, designed a saddle based on Lynn's girth idea with a special leather and plastic attachment. The leather attachment was dyed to match the saddle. "Mark knew it had to look normal," says Erin.

For the first year or so, she only walked Letitia, but eventually she let her trot and canter. Letitia responds to verbal cues from Erin, who can make the horse perform some of the finer aspects of riding. With a flip-flop motion of her hand, Erin can

command Letitia to change the foot with which she leads, a complex maneuver called "changing leads."

"My horse wouldn't even begin to do that," says Erin's friend, Tracey Bobo. Tracey and I are sitting on the grass by the practice ring on a warm evening during the fair. "I think Erin's amazing because she just keeps going and never gives up," says Tracey.

"I don't know how I would be if I was in her situation. So it seems brave to me, but maybe it's just normal for her."

7 I see Erin a month later when our two families vacation at a resort near Ludington. We walk to the lake, and Erin bumps over the dirt in Olivia.

Sue brings an inflatable boat and Erin asks Kathleen to run back to the cabin for oars. Kathleen complains but returns to fetch the oars. Erin later admits that she could do a lot more, that she's forever asking Kathleen to get things.

We swim to the raft.

Erin dives head-first into the water and moves her arm from her head to her waist to propel herself. Then she bobs up for a breath and plunges down to repeat her stroke.

Later I mention that we brought kayaks and Erin asks, "Can I do it?" My mom lifts Erin onto the kayak. Erin puts her fist on the seat below her and lowers her body into the cockpit.

With her one strong arm Erin dips the single blade paddle from the inflatable boat on each side of kayak by twisting her hand. Slowly and unevenly she glides over the water, my mom wading after her.

"I did really bad, huh?" she says. A double-bladed paddle would be better, but the kayak paddles are too heavy for one hand, even Erin's. My sister suggests we rig another blade on the inflatable oar, which we do with tape.

Erin tries her new paddle. This time she speeds away quickly, so fast that my mom must jog through the water to keep up.

8 Children stare at Erin. Some of them huddle together in the wading area and whisper about her missing legs. "Oh my God!" mocks Erin. After a few days they stop staring.

In Ludington we walk down the main street, looking for shops. A lot of them have a half step in front of the door, so Erin needs someone to tip her chair back

and bump her up the step. A boy approaches and asks questions. Erin ignores him but he's persistent. "Where are her legs? What happened to her?" We enter the store, leaving Kathleen to deal with the young boy.

Kathleen prefers that people ask questions rather than stare. Erin's older sister, Bridget, gets angry when people question her about Erin in Erin's presence. "They make the assumption that because she's physically handicapped, she's also mentally handicapped," said Bridget.

Erin agrees that many people probably make this assumption about her. They're apprehensive until they see she can talk, she says. She is bothered when people tell their small children not to ask questions. "I don't care if they ask me," Erin says. "I mean, they want to know."

She wants people to see her as normal. "Just like you do," she says to me as we sit by the lake one night.

"I know you don't think all the time, 'Oh, my God. Erin is handicapped. I can't believe she does this. I can't believe she does that.' You're just like, 'That's Erin, let's go, whatever.'"



Antonie and Erin at the gallery exhibit of the photojournalism component of *Nothing Missing*.



Erin learns how to kayak.

French Major's Literary Feat Foins Demolition



The Nuss House in 1976

A FRENCH QUILL PROVED MIGHTIER than the wrecking ball, and as a result, our presidents' heads rest easier. Hodge House, current residence of Kalamazoo College presidents, narrowly escaped destruction in 1967.

"At that time the home seem destined to be a parking lot," wrote Max Garriott '69. "But reason prevailed, and a satisfactory solution was announced: Nuss House would be saved, at least for the time being, to become a residence for female French majors." Garriott celebrated the reprieve with a remarkable poem, according to David Collins, professor emeritus of French. More on that poem and its author follow. First a brief summary of Hodge House history to 1967.

Frederick M. and Edith G. Hodge built the house around 1927. He was a Latin instructor at the College in 1880-81 and a member of its board of trustees from 1896 until his death in 1932. In 1935 the house passed from Edith to the Hodge children.

In 1948 the house was sold to Ott C. and Mabel Nuss. Mr. Nuss was treasurer of the Tuttle Spring Company. He died in 1958. The College purchased the house from Mabel in 1964. In 1965 the College began using the house as a residence, often for special

groups. But its longevity seemed doubtful by early 1967, when construction on the new Upjohn Library was nearing completion. "The fate of the adjoining property to the north, an imposing but dilapidated Georgian colonial mansion known at the time as Nuss House, became the preoccupation of several campus citizens intent on preserving the structure." Among those citizens was a sophomore French major from Homewood, Illinois, Max Garriott.

With the wrecking ball forestalled, Garriott celebrated the occasion with *Ode à la Maison Nuss*, written in mock heroic verse reminiscent of the 17th century French poet and satirist Boileau, to whose works the ode makes reference. Garriott had spent the previous quarter teaching French in Petoskey, Michigan, and, fresh from reading Boileau's *Le Lutrin* and *L'Art poétique*, he wished to attempt a celebratory ode in the same vein. The rescue of Nuss House furnished the perfect pretext, and the ode was first read before a group of appreciative French majors gathered for a picnic at the home of David Collins.

"It really is an extraordinary piece of work in the 'precious' style of 17th century French verse," said Collins. "It amazes me that Max wrote it as a sophomore."

French Major's Literary Feat Foils Demolition

Nuss house escaped becoming a parking lot. In addition to housing women French majors, it at one time served as an "Honors House" for seniors. At the time of its designation as the new President's residence it was used as a German House. In the summer of 1983 it became the President's home and was renamed Hodge House. Garriott's poem (in French and English) is printed in the right column.

Garriott is currently an instructor at Piney Woods School in Piney Woods, Mississippi. He is cofounder and codirector of the Mississippi Academy of Ancient Music, Inc. He is countertenor singer/soloist with Mississippi Camerata, Musica Sacra Singers of Jackson, and Handel Society of Jackson. He has been state chapter secretary/treasurer of the American Association of Teachers of French since 1991.



Max Garriott in 1969

Ode à la Maison Nuss (1967)

Prologue:

*O vision prophétique en extase ennoblie
Qui vit que la Maison ne fût point démolie,
Mais survécût intacte, un ancre du salut:
Du Collège aux Français véritable tribut!
Saurait-il bien chanter ses éternelles gloires,
Qui de faits moins glorieux encombre nos mémoires?
Quel suprême transport au mien peut comparer,
Qui veut à la Maison monuments ériger?
Loin le faux rimailleur, d'un jugement contraire,
Qui aux goûts les plus vils par l'Amour voudrait plaire:
Tel l'indigne Ronsard, nous peignant ses Amours,
Pour l'honneur d'une fille avilit ses discours.
Le grand Malherbe enfin, Marot, Boileau, tant d'autres!,
N'exercent leurs talents que pour prêcher aux nôtres:
"Qu'en un lieu, qu'à Nuss House, un seul fait exposé
"Tienne jusqu'à la fin le poète inspiré."
O Nuss House, noble issu d'une honorable ligne,
De tes très-saints aïeux et le fruit et le signe,
Enfante à mon esprit un zèle consumant,
Que je chante encor mieux ton salon accueillant!
O Porte, tu m'ouvres! vision béatifique!
Je te franchis, ô Seuil, et mon âme extatique
Reçoit de la tribu le salutaire appel:
De cent cris élevés ce "Salut!" solennel.*

Ode to Nuss House

Prologue:

*O prophetic vision, to ecstasy exalted,
Which foresaw that NUSS HOUSE should not then be assaulted,
But survive withal intact, a haven of salvation:
From K-College to the French a fitting oblation.
What poet could recite its grand eternal glories
Who would burden our minds with far less glorious stories?
Aye, what supreme transport can to mine be compared,
Which for Nuss House would have great monuments prepared?
Hence, hence! false poets all, beset by that disease
Which baser tastes with Love would seek our souls to please:
Such th'unworthy Ronsard, in penning his Amours,
Exalts the female state and cheapens his discourse.
Indeed, the great Malherbe, Marot, Boileau, and others
Only practice their art to urge their poet brothers:
"One place alone, Nuss House, is for all art required
"To be fore'er the theme of the poet that inspired."
O Nuss House, noble branch of that honorable line
Of thine ancestry, aye! its sacred seal and sign,
Charge my dazzled spirit with an all-consuming zeal,
That I the more may praise thy warm salon's appeal!
O Portal, thou op'nest! O beatific sight!
I cross thee, O Threshold, and my soul with delight
Receiveth from thy tribe the soul refresh'ning call:
A hearty "Hi! What's happ'nin'?" heard hurtling through the hall.*

Brek-ki-ki-kex,

ko-ex, ko-ex

Brek-ki-ki-kex,

ko-ex, ko-ex

Whoa-up! Whoa-up!

Parabaloo! Parabaloo!

Kalamazoo, Kazoo! Kazoo!*

Time For Cheers

Homecoming 1999

October 15-17

Come home!

Call your classmates and make your plans.
Registration materials will arrive soon. If you have questions,
call Alumni Relations at (616) 337-7282 or check out its website
at www.kzoo.edu/aluminfo/homecoming.html

***Kalamazoo College Cheer, 1908**

Twelve Gatherings

Kalamazoo College alumni shared their time and memories with one another at several regional alumni events during the months of February through May.

Regional alumni events are a chance for people who share Kalamazoo College to come together, continue to learn from one another, and have a good time. They are a time to reminisce, to discover the changes that have occurred at the College, and to share and enjoy one another's company, often at a special event that features a Kalamazoo graduate.

Although regional in name, the gatherings are open to any alumni who may happen to be traveling in the area or who wish to make a special trip to join the festivities. The photos on the next pages feature 12 events that occurred in Michigan, Florida, Illinois, Georgia, Pennsylvania, Washington DC, Colorado, Minnesota, and Missouri.



Twenty-one people gathered at the Peninsular Club in Grand Rapids (Mich.). They included (l-r): Alisa Crawford '91, Elizabeth Paschke '91, and Bernard Palchick, Vice President for Advancement.



The Belleview Biltmore Resort & Spa in Clearwater was venue to a gathering of 20 Kalamazoo alumni and friends who live in western Florida. Pictured are (l-r): left photo— James Ingersoll, Bernard Palchick, Gretchen '56 and John '56 Frueh; right photo— Arthur and Marlene '58 Francis.



The Naples (Fla.) alumni event featured a tour of the Weatherburn Gallery, currently exhibiting the paintings of Bernard Palchick. Twenty three people attended, including (l-r): Grace Wagner (grandmother of Andy Beights '02), Baird '43 and Barbara McLain.



Jon Stryker '82 and Robert Schram opened their Palm Beach (Fla.) home, *Tre Fontane*, to 30 friends and alumni of the College. Pictured are (l-r): Chuck Lahti, Betty Lahti, Robert, Jon, Jan Jones, and President James F. Jones, Jr.



The Michigan Historical Museum in Lansing was venue for an alumni gathering attended by 29 people. They included (l-r): Paula Weiner, Helen Pratt Mickens '76, President Jones, and Charles Mickens.



Jeff Wilson '91 recounted his adventure on a 1997 dinosaur discovery expedition to Niger, West Africa to a rapt audience of 72 Chicago-area alumni and their families. Pictured are (l-r): left photo—Tom Thomson '73 and family; right photo: Phil, Jeff '91 and Aminta Wilson.



Twenty-two alumni attended the Atlanta (Ga.) event at The Ritz-Carlton, Buckhead. Pictured are (l-r): Bob '66 and Peggy Glazener. In the background are Charles and Mary Osborne '51 Ginden.



Philadelphia (Penn.) area alumni enjoyed the Brandywine River Museum and Chadds Ford Inn during their regional alumni event. The sixteen who attended included (l-r): Polly and Donald Little and Dianne Dickson '69.



Cathy Todd (left), Director of Alumni Relations, and Veronica Hubbard '82 were among the 47 people who attended the Washington DC alumni gathering at the Hirshhorn Museum.



Nineteen alumni and friends of the College attended the Denver (Colo.) regional event, held at the Oxford Hotel. They included (l-r): Bob King, Kristin Moss '90, President Jones, Mark Maggio '92, and Barrie Short '98.



The Minneapolis/St. Paul (Minn.) regional alumni event featured a tour of KTCA- Channel 2 Studio in St. Paul by Richard Hudson '69, creator of the science program *Newton's Apple*. Pictured are (l-r): Lynn Larsen '04, Diana Finneemann, Arthur Larsen, Nicole Finneemann '04.



Fourteen people attended the St. Louis (Mo.) alumni event. Among them were (l-r): Jim Armstrong, Marion Smith '66, Kelly Dunsford '94, President Jones, Gwen Armstrong, Louis Magas '91, David '85 and Sue Stranquist.



Eighty two Detroit-area alumni were treated to the music of the Kalamazoo College Jazz Band (see photos below) during the regional event at the Ritz-Carlton. Pictured are (l-r): Dyan Hampton-Aytch '73, Therison Bradshaw, Ingrid Sandecki '64.



Tom Evans and the Jazz Band



Frelon Dancers and the Jazz Band

Senior Profiles

Our Seniors might benefit from your advice. As they start life after graduation, many graduates seek information about effectively connecting the value of their Kalamazoo College learning experience to the world of work. You may remember the uncertainty and anxiety associated with this transition. Perhaps you would listen to and answer some of these seniors' questions, sharing what you have learned from your experiences. Or perhaps you are aware of career opportunities these talented young people could pursue. Please consider the powerful impact you can have by serving as a sounding board to young people. Recent graduates often tell us that the advice and support of alumni were important influences on their early career decisions.

If you would like to contact any of the seniors we have profiled below, or if you would like to learn of other ways to become involved in the Kalamazoo Alumni Career Network, contact the Career Development office:

Kalamazoo College
Career Development
1200 Academy Street
Kalamazoo, MI 49006-3295

(616) 337-7183
career@kzoo.edu

K-Plan Key

M/C: Major field(s) of study/Minor(s)/Concentrations
CD: Career development internship(s)
SA: Study abroad location(s)
SIP: Senior individualized project

Jennie DeBaker

M/C: Political Science/Biology
CD: Planned Parenthood of Mid-Michigan in Ann Arbor
SIP: "Private Decisions & Public Policy: The Case of *in vitro* Fertilization"
Seeks position that fits her strong interest in health care, public health, public policy, or women's health issues

Richard Mickelson II

M/C: German
SA: Erlangen, Germany
SIP: "The Best Recipes from Franconia, a translation of the German cookbook into English"
Seeks position translating, diplomatic work, or research that allows use of German language and/or culinary expertise

Andrew Thierry

M/C: Biology
CD: Pediatric Dermatology/Oncology, Bronson Methodist Hospital
SA: Ecuador (Environmental Program)
SIP: DNA sequencing and fingerprinting
Seeks scientific research or research technician or computer related positions

Ursula Wortham

M/C: International and Area Studies/African Studies
CD: AmeriCorps Member
SIP: Student teaching, Language Arts and Social Studies, at Malcolm X Academy, Detroit, Michigan
Seeks secondary teaching position in social studies or English

Mariam El-Shamaa

M/C: Anthropology/
International and Area Studies:
France
CD: PGS Tensor, Cairo
SA: Clermont-Ferrand, France
SIP: Cultural assimilation in Egypt
Multicultural affairs in Student Development
Seeks organizational management/cross-cultural consulting

Jason Reed

M/C: Biology/Economics
CD: Research assistant at Kellogg Biological Station, Michigan State University
SA: Bonn, Germany
SIP: Biology Research, Kalamazoo College
Seeks position relating to photography or graphic design, application of German language skills

Katie Potrzuski

M/C: Psychology/Mathematics/
Education
SIP: Student Teaching
Seeks teaching position in middle or high school

Heather Crull

M/C: Biology/Environmental Studies
CD: Assistant biologist at Walnut Creek Wildlife Refuge, Prairie City, Iowa; Research Assistant at Kellogg Biological Station, Michigan State University
SIP: "A Feasibility Study of Techniques Used to Reduce the Introduction of Exotic Species into the Great Lakes via Ships' Ballast Water"
Seeks full-time employment in the fields of ecology and/or environmental science

Dior Cisse

M/C: Economics/Computer Science
CD: Lee Stryker Center (Regional Edge) and Facilities Management, Kalamazoo College
SA: Dakar, Senegal (West Africa)
SIP: Oral Literature ("The Oral Tale")
Seeks position in sales & marketing, computer web page development, or sales

Kyla Wonderleigh

M/C: Human Development & Social Relations/Education
CD: Two summer internships at The ROSS County Coalition Against Domestic Violence
SA: Caceres, Spain
SIP: Student teaching, 7th and 8th grade Social Studies, Chillicothe, Ohio
Seeks middle school teaching position or human resources position in a small company (southern Ohio)

Jessica Kenzie

M/C: Biology/Environmental Studies
CD: Countryside Veterinary Clinic, Plainwell, Michigan
SA: Ecuador
SIP: "Algal Colonization in a third order midwestern stream"
Seeks position in environmental consulting, research, or pharmaceuticals

Kathryn Huskey

M/C: Biology
CD: Surgical Technician and Research in Laboratory of Animal Medicine and Surgery at National Heart, Lung, and Blood Institute of the National Institutes of Health
SA: Oaxaca, Mexico
SIP: Cardiovascular research at the CD site.
Seeks field research in biology, preferably animal anatomy and physiology

Erin Killian

M/C: English/Sociology
CD: Internship with Streck Spedition (Freiburg, Germany) as Administrative Assistant
SA: Bonn, Germany
SIP: Autobiographical essays reflecting on the influence soccer and my mother have had on my life: "The Hush of a Thousand Deep Breaths"
Seeks work in advertising, copywriting, book/magazine publishing, or magazine writing/design

Beyond the Threshold: Reflections Near Graduation

By Emily Crawford '99

The fish are spinning in the light of the setting sun. They spiral off the shore, their tiny silver bellies pointing to blue-tinted clouds. Some of their kin have washed up on shore; others shelter at the lake's sloping bottom. From my place on the beach, I watch one fish struggle. Another wave sweeps her closer to the shore. She pushes against its force and plunges back toward the shallow bottom. After a moment I walk away from the Lake Michigan beach to the comfort of the campfire and my friends. I hope she is victorious.

The fish waver upon a threshold. Thresholds are an exit and an entry; often there is no return. As the self grows through personal and social experiences, it moves to a different plane of existence. Our ability to reflect on this growth and change leads us to seek public acknowledgements, like graduation ceremonies. Such ritualized markers on a life journey authenticate change and are part of our quest for meaning.

Thresholds are entryways to change. Kalamazoo College offers threshold experiences: the departure at the airport for study abroad, the first day of a career development internship, the presentation of a senior individualized project (SIP). In the three years I have attended Kalamazoo College (I transferred from Michigan State University), I have learned to challenge myself and to embrace each opportunity with determination and an ambition for self-growth and improvement. I chose to study in Nairobi, Kenya, rather than Madrid, Spain, because, for me, the potential for self-discovery was greater in a culture more radically different from my own. I chose to write personal, nonfiction essays for my SIP because I did not know how to write one and wanted to learn.

In May I presented my SIP to the College community, my friends and family. My essays explored the complicated bonds that join me and the Kenyans who became my family. They speak of the difficulty of surrendering self-autonomy for the sake of community and the jolt of the individualism when I reentered American society. I speak of my fears, my humiliations, the special magic of my host-parents' farm in the Central Highlands of Kenya. The presentation was very special to me; I passed through a threshold in my journey as a creative person, and wished to share the accomplishment with the community that had nourished my ambition.

SIPs are an opportunity to expand. I wanted to try a new form, a form that would allow me to speak in a plain tongue, to express emotions and experiences unveiled. I embarked on this creative journey during my rising senior summer. I followed the advice of a friend and fellow writer and researched the history of the personal essay from Seneca and Plutarch to Woolf and Kincaid. I ate essays for meals and slept with them under my pillow. I began to write, softly at first, descriptive paragraphs, bits of remembered conversation. I lay on my couch a lot; it was July, and Kalamazoo was unbearably hot. The sweat rolled down the nape of my neck as I tried to relax enough to let the memories of study abroad wash over me, cover me with the cooling waves of the Indian Ocean or the icy chill of the air conditioned Nairobi Cinema.

One late afternoon, my roommate suggested I turn on our rarely used television: the U.S. Embassy in Nairobi had been bombed. The images on the screen shocked me from my summer stupor. My mind burned with thoughts of people I loved and had only recently left, of the street I had walked each day, dodging kiosks and matatus. At my computer that night the words began to pour on the page, a tropical rainstorm of sorrow and joy.

My SIP was a turning point in my life as a writer. I fell in love with a form that allowed my voice the room it needed to express itself, and I realized, sixty-two pages and many drafts later, that I could write, and that I had something to say. My collection of essays was a door that had patiently awaited opening. Having passed through the entryway I am more confident as an artist and more ambitious as a writer. I value the SIP and the critical assistance I received from my adviser, Dr. Gail Griffin.

As graduation approaches I reflect upon the past three years, the time spent on and off campus. I look to the future and see countless opportunities and options. When I leave this campus behind and pass through the threshold of graduation, I will take with me the knowledge I gained from choosing my challenges and the benefits of those projects. I will swim in the tide, away from the shore. I will spiral up or down, my figure reflected in clouds.

Keep Us Posted

We're interested in hearing from readers. If you need to update your records or you wish to have information published in "Class Notes," please send details to:

Kalamazoo College
Director of College Communication
1200 Academy Street
Kalamazoo, Michigan 49006-3295
FAX (616) 337-7305 E-MAIL jvsweden@kzoo.edu

Your submission may be edited for style, clarity, or length. Photographs will be published as space allows. *Please do not send photos that you wish to have returned.*

(See other side)

Essay

- Update Record Only
- Update Record and Publish in "Class Notes"

Death (Please include class year, date of death, and obituary)

Name	Class of
<hr/>	
Home Address (<input type="checkbox"/> New)	
<hr/>	
City / State / ZIP+4	
<hr/>	
Area Code / Home Telephone (<input type="checkbox"/> New)	
<hr/>	
Electronic Mail Address	
<hr/>	

- Please DO NOT publish my home address/ phone number/ e-mail address in "Class Notes."
- Please publish my home address/ phone number/e-mail address on the World Wide Web.
- Business/Employer
- Occupation/Title
- Business/Work Address (New) City/ State/ ZIP+4
- Area Code/ Work Telephone (New)

News (attach a separate sheet if necessary)

The fish are spinning in the light off the shore, their tiny silver bellie clouds. Some of their kin have was at the lake's sloping bottom. From one fish struggle. Another wave sw pushes against its force and plung bottom. After a moment I walk aw

beach to the comfort of the campfire and my friends. I hope she is victorious.

The fish waver upon a threshold. Thresholds are an exit and an entry; often there is no return. As the self grows through personal and social experiences, it moves to a different plane of existence. Our ability to reflect on this growth and change leads us to seek public acknowledgements, like graduation ceremonies. Such ritualized markers on a life journey authenticate change and are part of our quest for meaning.

Thresholds are entryways to change. Kalamazoo College offers threshold experiences: the departure at the airport for study abroad, the first day of a career development internship, the presentation of a senior individualized project (SIP). In the three years I have attended Kalamazoo College (I transferred from Michigan State University), I have learned to challenge myself and to embrace each opportunity with determination and an ambition for self-growth and improvement. I chose to study in Nairobi, Kenya, rather than Madrid, Spain, because, for me, the potential for self-discovery was greater in a culture more radically different from my own. I chose to write personal, nonfiction essays for my SIP because I did not know how to write one and wanted to learn.

In May I presented my SIP to the College community, my friends and family. My essays explored the complicated bonds that join me and the Kenyans who became my family. They speak of the difficulty of surrendering self-autonomy for the sake of community and the jolt of the individualism when I reentered American society. I speak of my fears, my humiliations, the special magic of my host-parents' farm in the Central Highlands of Kenya. The presentation was very special to me; I passed through a threshold in my journey as a creative person, and wished to share the accomplishment with the community that had nourished my ambition.

softly at first, descriptive paragraphs, bits of remembered conversation. I lay on my couch a lot; it was July, and Kalamazoo was unbearably hot. The sweat rolled down the nape of my neck as I tried to relax enough to let the memories of study abroad wash over me, cover me with the cooling waves of the Indian Ocean or the icy chill of the air conditioned Nairobi Cinema.

One late afternoon, my roommate suggested I turn on our rarely used television: the U.S. Embassy in Nairobi had been bombed. The images on the screen shocked me from my summer stupor. My mind burned with thoughts of people I loved and had only recently left, of the street I had walked each day, dodging kiosks and matatus. At my computer that night the words began to pour on the page, a tropical rainstorm of sorrow and joy.

My SIP was a turning point in my life as a writer. I fell in love with a form that allowed my voice the room it needed to express itself, and I realized, sixty-two pages and many drafts later, that I could write, and that I had something to say. My collection of essays was a door that had patiently awaited opening. Having passed through the entryway I am more confident as an artist and more ambitious as a writer. I value the SIP and the critical assistance I received from my adviser, Dr. Gail Griffin.

As graduation approaches I reflect upon the past three years, the time spent on and off campus. I look to the future and see countless opportunities and options. When I leave this campus behind and pass through the threshold of graduation, I will take with me the knowledge I gained from choosing my challenges and the benefits of those projects. I will swim in the tide, away from the shore. I will spiral up or down, my figure reflected in clouds.



PHOTO: EMILY CRAWFORD



In celebration of their love for their *alma mater*, Ed and Betty Thompson recently made a significant life-income gift to the College in the form of a charitable gift annuity. The Thompsons worked with John Heerspink, Director of Gift Planning, to arrange for their gift. Kalamazoo College thanks the Thompsons for their generosity.

Ed '43 has served as a trustee of the College and as a class agent. Elizabeth (Heystek) '44 was president of Trowbridge Hall, president of the Women's Council, and president of American Association of University Women. Both are members of the 1833 Society and the Stetson Society.

Betty and Ed were married in Stetson Chapel 55 years ago. They raised three children, two of whom are alumni. Two of their eight grandchildren are Kalamazoo College students.

KALAMAZOO COLLEGE

1200 Academy Street
Kalamazoo, Michigan 49006-0000
Office of College Communication

