

I awoke that morning feeling an unusual calmness. I could hear the lap of waves smoothing the shore of the cove.

The canvas walls of my tent for once were bereft of wind.

Perhaps I was the first of our crew to awake, or maybe I was just the first to acknowledge this day. I unzipped my bag and sat upright on my plywood bed, scanned the inside of my tent for something to wear. From the short rafters I pulled down the least damp layer of fleece and then unlocked the *Rubbermaid* chest for a pair of fresh hiking socks. I stood up, careful of the rafters overhead, and grabbed the rubber shins of my *ExtraTufs*.

I pushed my feet inside, hardly noticing the boots' dampness, because my mind was already reaching for camera equipment. What film to bring; which filters; did I need the tripod; should I head up the valley or wait for the sun to break on the beach?

After a month of endless rain and windstorms, our island was experiencing a short break in the weather. We had already enjoyed two days of collecting data under blue skies and on nearly flat seas.

I left my tent, walking through the lush dune grass that encircled our field camp and decided to hike up the valley toward the rising sun. A yellow intensity was already reflecting off one ridge, and as the trail climbed, I gradually crossed the verge of shadow and light.

The hike was a reprieve, an opportunity for solitude from the regularly inclement weather, our tight work schedule, and our close living conditions. For four rain-swept weeks five of us had been working and living together on this uninhabited Alaskan island. We studied seabirds, seeking to discover if their populations were recovering after the devastation of the *Exxon Valdez* oil spill. I was here for the experience of being a field biologist. That and



documenting the experience through photography would become my senior individualized project (SIP).

Three years earlier, when I first came to Kalamazoo College as a prospective student, I had been attracted to the flexibility of the College's liberal arts education. I wanted to pursue two distant disciplines, science and art. I wanted to maintain a balance between technical and creative studies. And, most importantly, I wanted to pursue these interests through an intense independent project. My SIP in Alaska was the culmination of these desires.

During my hike that morning, I stopped to unzip my blue daypack and load a roll of film through an old Russian *Lubitel* camera. Its large viewfinder invited a prolonged exploration of the landscape, and I took several frames of the rising valley before me.

Photography was a way for me to simplify the complexity of a landscape. By visually editing the composition and tonality, I could make the photograph convey a sense of duality and tension within a frame of quietness. Holding a camera and consciously focusing on the most appropriate way to express an image provided a reconciliation. Feelings of tension or isolation that I had experienced during the previous weeks began to dissipate. Some part of me recovered.

I stuffed the camera back into its dry-bag and continued to hike up the rise of the valley, passing crowberry, late chocolate lilies, and a group of curious ravens. To my right grew a single stunted spruce tree, its shape formed by the wind. I set down my pack and exposed my last negative.

light

Dear Readers:

In his inaugural speech, President James F. Jones, Jr. cited his eighth grade teacher's influence on his life—particularly his life of learning. Her nickname was Lady Alford, and, by sharing with her students Walt Whitman's poem "Passage to India," she put words to a spirit that ever since has infused the academic life of our College's president. In his address he quoted those words.

...steer for the deep

waters only...

For we are bound where

mariner has not yet dared

to go...

O farther, farther sail!

O farther, farther, farther sail!

And we use these words now to differentiate our College from others. For indeed, the undergraduate experience at Kalamazoo College is a farther journey compared to those of other colleges and universities. That fact is one of the College's campaign themes, and each issue of *LuxEsto* will explore some aspect of the farther journey here.

The farther journey stems, in part, from components of the *K-Plan*, but mostly it is people—the teachers and students who learned here, and those who learn here now.

We're pleased to shed some light on a farther journey down under in the story about seniors Matt Bunkowski, Patrick Hurford, and Brian Untch.

The summer issue introduces a new feature—stories solicited and then written by alumni. Ken Toll '81 shares the powerful story of the CASA program. That such a program would involve Kalamazoo graduates is no surprise because social responsibility is an aspect of the farther journey. Judge Susan Dobrich '76 says it well in that story: "Kalamazoo College provides students the experiences of searching out alternatives to achieve resolution of complex issues."

The journey of Wen Chao Chen and its effect on his role in conceiving the farther journey of the *K-Plan* is explored in these pages as well.

The farther journey is one of two campaign themes. Our endowment enables the farther journey. Carol Dombrowski and Steve Sylvester '71, the College's new director of development and director of alumni relations and the Kalamazoo College Fund respectively, talk about the way endowment works. Given the financing realities for private liberal arts colleges, Kalamazoo's endowment growth is vital for sustaining and extending the farther journey it offers students. Trent Foley '76 provides a concrete example in his comments about the Kresge Challenge.

These pages feature some new writers. Tammy Matthews '02 wrote the piece on Kai Littman and new international post-baccalaureate career development internships, a new tool for students' further sailings. And senior Chris Wrobel reflects on his four-year journey at Kalamazoo College in his essay "Rain by Camera Light."

Christine Horton '01 returns with a story about international students. Farther journeys happen right here on campus, in large part because our students represent many countries, and the school's small size helps US and international students forge lasting friendships.

The College's continued journey is closely tied to its upcoming campaign, which now has a name: *Enlightened Leadership: Kalamazoo College in the 21st Century*. Future issues of *LuxEsto* will provide more information about this endeavor, which involves and affects us all.

People here encourage farther journeys. Kalamazoo College professors, like Lady Alford, launch students' lifelong explorations across deeper waters. Space limits precluded our faculty feature and "Doorways" book selection. Those will return in the fall with stories on Bruce Mills, English, and Karen Selby '81, education.

One of Bruce's "Doorways" books is *Leaves of Grass*, by Walt Whitman.

Finally, we say goodbye to the Class of 2000, wishing them well and knowing that each graduate will farther, farther, farther sail. The College's endowment enabled their farther journeys. We must ensure it continues to do so for others.

Best Regards,
Jim Van Sweden

Be light.

LuxEsto continues the Kalamazoo College Quarterly Magazine. The new name is based on the College's official motto, *Lux Esto*, "be light," or "let there be light."

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PHOTO BELOW: Dennis Kim '00 is not a theatre major, though he played the role of a prominent neuroscientist at the College's neurobiology workshop. He and fellow classmates in the neurobiology class of Shubhik DebBurman, assistant professor of biology, immerse themselves in the primary research of a prominent scientist and then present that work, in character, at the workshop. A few true-to-life scientists attend to provide some probing questions. For more on this unique educational experience, see page 56.



Curtin University in Perth, Australia, was an ideal study abroad program for senior Matt Bunkowski. He expects to pursue a career in electronic commerce, and Curtin is one of the few universities in the world to offer such a program. Matt found other reasons to love Australia, including whale watching and scuba diving. For more on Kalamazoo's farther journey down under, see page 4.

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Kalamazoo College students journey to the antipodes, and their lives are changed forever. Three individuals explain how.

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One of Kalamazoo's most beloved professors shares a draft of his memoir. Born in 1919 to a family of subsistence farmers, Chen's long journey to the United States and Kalamazoo College may have provided a predisposition to an adventure like the *K-Plan*.

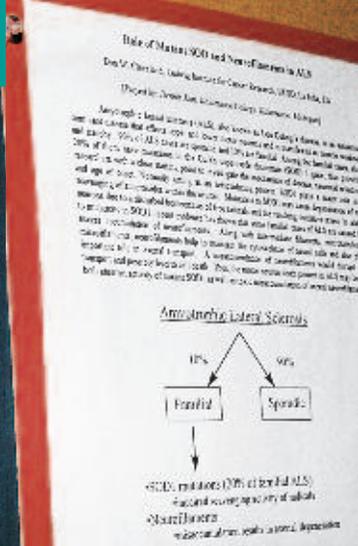
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The letters of Kiyo Okami '40 and Kalamazoo College President Paul Lamont Thompson are a study of friendship in a difficult time.

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University of California San Diego



Lizards



Sharks

Part of “Oh My” Learning in
Kalamazoo’s Australia Programs



and Ants

They swam with sharks, hunted giant lizards and noshed on ants. They also studied e-commerce and taught health awareness.

Patrick Hurford '00, Brian Untch '00, and Matt Bunkowski '00 learned that a study abroad experience in Western Australia was everything they hoped it would be...and more.

Changes in Latitudes, Changes in Attitudes:

Patrick Hurford '00



“One of the most memorable things I saw in Australia was the shark that swam by while we were body boarding one day,” said Patrick Hurford '00. “No one believed I saw it, but it was there. There was also the sign by a river that read ‘Do not swim here. You will die.’ The crocodiles nearby convinced me it was for real,” he added.

“But the most amazing thing I experienced was the Aboriginal culture.”

A health sciences major and June graduate, Hurford attended classes at Curtin University of Technology in 1998, and then completed an Integrative Cultural Research Project (ICRP). “I loved Curtin. It’s a very good school academically and socially. Although it’s much bigger than Kalamazoo College, its focus on the individual student is almost as good as Kalamazoo’s.”

His courses at Curtin included Aboriginal culture and 20th century Australian history. But he learned the most about both mainstream and indigenous Australian cultures outside the classroom.

“Brian Untch and I flew with two orthopedic surgeons on a trip to the northern outback. For two weeks, we assisted them as they performed all sorts of joint and bone surgeries on local Aboriginal people. These are people who, for a number of reasons, either could not or would not go to a hospital. For white American students to come into a racially tense situation and be made to feel welcome was very rewarding. I feel very fortunate to have been able to work with the Aboriginal people and gain their trust.”

Following his semester of classes, Hurford worked for six weeks in Sir Charles Gairdner Hospital in Perth as an unpaid orderly and nurses’ aid. “Monday through Friday mornings, I was an orderly. Wednesday through Saturday afternoons, I was a nurses’ aid. The difference between the two jobs has to do with who empties bedpans and who doesn’t.”

Hurford said he witnessed many things within the Australian health care system and society as a whole that are applicable to America, especially about how — and how not — to treat people.

“I’ve changed my views of Western culture as a result of my experience in Australia. I have a lot more questions about what we call progress. I don’t think anyone can spend time with indigenous peoples and not come away with these questions. I certainly don’t have all the answers yet, but having the questions may be more important.”

Going Down Under Offers Over-the-Top Experiences for Kalamazoo Students

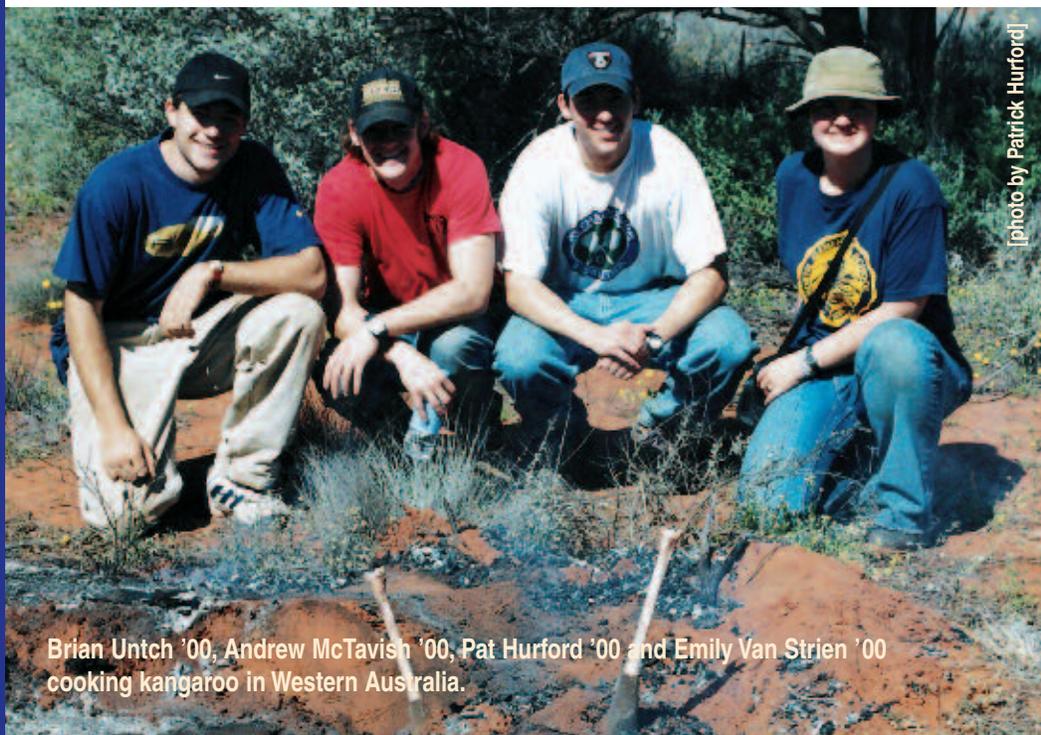
Australia has become one of many destinations of choice for a growing number of Kalamazoo College students headed for study abroad. In all, twenty College students spent part of the 1999-2000 academic year “down under” and a like number will travel there in the coming year.

According to Joseph Brockington, director of the Kalamazoo College Center for International Programs, more students apply to visit Australia than the College currently can send.



Patrick Hurford '00 clearing ground for a tool shed to benefit the Aboriginal community in Laverton, West Australia.

[photo by Brian Untch]



Brian Untch '00, Andrew McTavish '00, Pat Hurford '00 and Emily Van Strien '00 cooking kangaroo in Western Australia.

“The Australian program is a success by several measures,” said Brockington. “Students focus on coursework that connects directly to their academic programs here. And culturally, Australia provides students with an international opportunity as meaningful as any they could hope to find elsewhere.”

Kalamazoo College students attend either the University of Wollongong, south of Sydney in New South Wales, or Curtin University of Technology, in Perth, Western Australia. Both programs began in 1997. Kalamazoo students live in the residence hall system of their host school. Typically, they room with either Australian or other international students.

“Curtin caters primarily to health science, natural science, and business majors,” said Brockington, “whereas, Wollongong attracts more humanities, social science, and art majors. At Wollongong, students tend to focus on university coursework; at Curtin, students combine coursework with an Integrative Cultural Research Project (ICRP) that involves working with local people on projects of local importance.”

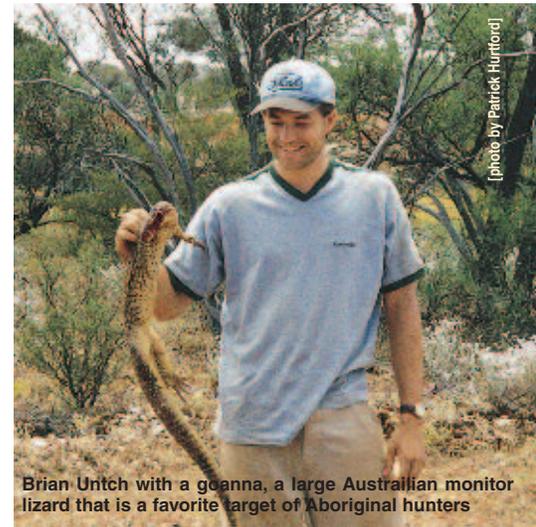
ICRPs carried out by Kalamazoo students at Curtin are varied. Kalamazoo College students have studied the effects of chemicals on microfauna in wheat

Raising Awareness of Diabetes and Honey Ants: **Brian Untch '00**



“I went to Curtin in part because I wanted to take upper level science classes while abroad,” said Brian Untch '00. “That’s tough to do in other countries unless you are very fluent in the host country’s language. But I also wanted to live on a continent with a completely different ecosystem, completely different animals.”

Untch fulfilled these desires and more. From early August through mid-November 1998, he took analytical chemistry, molecular biology, and vertebrate biology, as well as aboriginal studies and creative writing. He traveled throughout Australia until early the



Brian Untch with a goanna, a large Australian monitor lizard that is a favorite target of Aboriginal hunters

following January, then returned to Curtin to complete a six-week ICRP before heading back to the U.S.

“My ICRP was directly tied to my interest in medicine,” said Untch, who graduated in June and is bound for medical school. “During the school year, we took volunteer trips to Laverton, a rural village north of Perth. After meeting with local Aboriginal people, I realized that they lacked awareness of important health problems affecting their community. Incidence of diabetes, for example, was running 30 to 40 percent. I decided I would try to help.”

Untch spent three weeks in Perth learning everything he could about diabetes, even meeting with one of Western Australia’s leading diabetes medical experts. He then set out to share what he had learned with the residents of Laverton. For three weeks he resided in the back of a BP gas station that served as town center.

“I worked with the local nurse and met with community members. The meetings were very informal, not lectures. They were more like conversations with question and answer sessions. The people recognized the name, diabetes, and knew that it was taking a toll on their community, but they didn’t understand risk factors, treatments, and the role of diet.”

The locals had much to teach Untch, too, like how to hunt and cook a kangaroo. “We’d hunt for kangaroo, emu, and goanna, a lizard that can grow five to six feet long. And the Aboriginal children would go nuts over honey ants. You dig down two or three feet until you find a nest. The ants’ abdomens are bloated with honey. It’s a cool, sweet taste—once you get used to biting off the back end of an ant.”



The Allure of E-Commerce and Whales: Matt Bunkowski



“The hardest adjustment was to let things go at their own pace,” said Matt Bunkowski ‘00 about his first few weeks in Australia. “We were worried about getting places and getting things done. Our advisors, Ian and Helen Fairnie, said ‘No worries, mates! Relax.’ Before long, we learned to take things more in stride.”

Taking things in stride is not Bunkowski’s usual mode of operation. He tends to make things happen. After transferring to Kalamazoo College from the University of Florida in 1997, Bunkowski completed internships with Merrill Lynch, Ernst & Young, Internet start-up firm The Patent & License Exchange, and the Minnesota Vikings football team.

“I’d always wanted to go to Australia,” said Bunkowski. “I got interested in Curtin after speaking with [Kalamazoo College President] Dr. Jones. After researching it further, I learned that Curtin is one of the world’s first universities to offer an electronic commerce curriculum.”

Bunkowski, who earned his bachelor’s degree in economics this past June, enrolled in Curtin in July 1998 for a semester of classes at the Curtin Business School. Following that, he completed his SIP. “I’ve always had an interest in finance and in computers. The two fields are now linked through e-commerce. I took four courses in electronic commerce at Curtin that fulfilled my SIP requirement.”

His SIP classes also count toward a masters of commerce degree that Bunkowski hopes to complete via the Internet. “The course work also helped me make valuable contributions at Ernst & Young, and at The Patent & License Exchange, an Internet start-up company I worked with during the winter break of my senior year.”

To cap off his Australian adventure, Bunkowski completed an internship in Perth with the investment bank Hartley Poynton. He returned home in June 1999.

“Perth is one of the most isolated large cities in the world. It’s a four-hour plane ride to any other city of size. But the people are not at all distant. They are very friendly. And for a city of 1.5 million, I can’t believe how clean it is.”

Will he go back to Australia? “Someday, yes. Hartley Poynton asked me to come back and work with their e-commerce group after I graduated. It’s tempting. Plus, the scuba diving and whale watching are unbelievable.”

fields, created an online database of services for disabled people, studied the maternal behavior of captive orangutans, created a prevention strategy for youth suicide, confronted life in “Sheep Country,” and developed youth programs in remote Aboriginal communities.

“Many students have stories worth telling,” said Brockington. “My own son, Sam Brockington ’01, just completed a cultural research project through Curtin as a crewman aboard a 165-ft. square-rigger sail training vessel off the coast of Western Australia. He was immersed in leadership training for Australian young people in addition to pursuing classes in computer science, engineering, and physics.

“Another student, Jeff Myers ’99, worked with a conservation and land management agency to develop a method of measuring the degradation of coral reef through use of videotape. The agency was delighted because they were prepared to embark on a much more costly project.”

According to Brockington, the College and Curtin are discussing post-baccalaureate collaborations and other projects to build on the success of Kalamazoo’s program with Curtin. “Our relationship with Curtin is especially strong,” said Brockington. “It could serve as a springboard to expanded study abroad opportunities in the Asia/Pacific region.”



[photo by Brian Untch]

Dusk at a Western Australian billabong, a usually dry streambed that is filled by seasonal rains.

MARCIA J. WOOD

March 22, 1933 - April 25, 2000

by Gail Griffin, professor of English

Marcia Wood, for forty years a shining jewel in the southwest Michigan arts community, died April 25, 2000. As an artist, a teacher and mentor of young artists, and an enthusiastic supporter of fellow artists, she has left her graceful, powerful signature in galleries and private collections, on streets across Michigan and the Midwest, and most of all on the lives she touched and inspired.

A native of Paw Paw (Mich.), Marcia earned her bachelor of arts degree from Kalamazoo College in 1955 and her master of fine arts from the Cranbrook Academy of Art in 1957. She pursued further study both at Harvard and at the Courtauld Institute in London. She taught in the Kalamazoo Public Schools, the National Music Camp at Interlochen, Hope College, and the Philadelphia College of Art. In 1965 she returned to her *alma mater*, where she would teach for more than three decades.

Kalamazoo College became the stable centerpoint of an artistic career that ranged widely across the country and the world. Here she taught painting and sculpture, as well as the history of twentieth-century art, introducing into the College's curriculum the work of modern women artists and the feminist art movement of the 1970's and 80's. In 1980 she received one of the College's first Florence J. Lucasse Awards for Excellence in creative work.

As a painter Marcia became known to art lovers through dozens of group and one-person shows at galleries throughout Michigan, the Midwest, and beyond. But like many great artists, she found her medium after an apprenticeship in other forms.

In the 70's Marcia turned to sculpture, and her powerful visions began to make their deepest impressions. She liked to quote one of her primary deities, sculptor Louise Nevelson, who, when asked how women could possibly muster the strength required for large-scale sculpture, responded, "It's not strength; it's a rhythm." That rhythm—a rippling, muscular fluidity—informs Marcia's sculpture consistently. It is now part of the rhythm of Kalamazoo. On the east side of town, one feels that rhythm in *Falling Water Arch*, in front of the Public Utilities Building. Downtown, the rhythm lives in *Procession*, alongside the Institute of Arts. On the west side, it flows in her magnificent, gleaming *Prospect*, on

the rise between Academy Street and the building where she taught for so many years, the Light Fine Arts Building on the Kalamazoo College campus.

For more than twenty years Marcia explored the possibilities of metal—its surfaces, textures, colors, reflecting properties. Her work, in the words of one critic, revealed a quality already known to those close to her: "an intelligence unafraid of imaginative flights." In forms ranging from delicate to monumental, she worked to express her interest in the relationships among people and between the human and the natural environment. In the ancient form of the arch she found her perfect meld of strength and sinuousness, stability and connection. A reviewer of her work once commented that "the strength of the cast metals is belied by the flowing lines of their forms"; that same dynamic combination of power and grace might be said to characterize Marcia herself. The titles of her commissioned pieces in themselves speak eloquently of her values and vision: *Beacon*, *Prospect*, *Standing Together*, *Working Together*, *Elan Muse*, *Avec Compassion*. Her final commission, for the home of fellow Kalamazoo artist David Curl, is named for the ancient female spirit of Earth itself: *Gaia*.

Marcia's achievement was amply recognized as her career moved toward its zenith. After winning the State of Michigan Sculpture Competition in 1978, she saw *Standing Together* take its imposing place on Washington Boulevard in Detroit. In 1995 the Arts Council of Kalamazoo honored her with its Community Medal of Arts Award, recognizing her impact on the artistic life of the area. The following year, she walked across the stage to accept the Governor's Michigan Artist Award to the strains of her favorite song, "The Girl from Ipanema." But her most enduring influence is the people she changed through her friendship, her teaching, and her inspiration. They include the fellow artists who felt her ready, enthusiastic interest and encouragement; the students whose work she treated with unwavering seriousness and in whose careers she took great pride; and the women for whom she represented the highest ideals of courage and fidelity to one's own vision in an often discouraging environment. She is loved and mourned by her mother, Leona, and brother, Tom; her dearest friend, artist Joanne Lickert; two nephews, Chris and Jeff; cherished comrades Thelda Matthews, Kit Monroe Pravda, and Carole Harrison; her "surrogate daughters," Elizabeth Yochim and Holly Hughes '77; and scores of other friends, colleagues, and former students who are grateful for having known her.



Marcia Wood (left) and her mother, Leona, at the dedication of *Standing Together*.



Salute



Prospect



Elan Muse

**Dear Editors:**

I was happy to see the story on Billie Fischer in your winter 2000 issue.

In her classes, Billie taught me that the visual world is as full of meaning as any of the other worlds—verbal, biological, psychological, historical, you name it—I had encountered. Readers will probably smile at the simplicity of that idea, but it's one I needed to be taught, and she did it well.

She has since become a friend, and I have some important personal reasons to be grateful to her. But it is this intellectual gift from her that I think, probably, has changed my life the most.

I'm grateful to Kalamazoo College for having Billie on the faculty, and I'm grateful to her for being there.

David Pelizzari '80

Corporation for Public Broadcasting
Washington DC

Dear Editors:

The Career Development staff discussed the outcomes resulting from the senior profiles published in the spring issue of *LuxEsto*. It's wonderful to read about the impressive accomplishments of our seniors. Forty-nine seniors had submitted profiles, a record!

We've only had one alumni request to contact one of the seniors profiled. Last year at this time we had at least a dozen such requests. We fear that the introduction to the Profiles section in the spring issue, which invites alumni to assist the students who are profiled, was not distinct enough in the layout of the page. As a result, the readership may not realize they are invited to assist the young women and men they see profiled.

Sincerely,

Lori Smoker

Associate Director, Career Development

LuxEsto replies:

The editors apologize if readers missed any important information about assisting seniors. The introduction is reprinted below.

Our seniors might benefit from your advice. As they start life after graduation, many seek information about effectively connecting the value of their Kalamazoo College learning experience to the world of work. As alumni, 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 experience. 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 our office 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 profiled in this issue or the last issue, or if you would like to learn of other ways to become involved in the Kalamazoo Alumni Career Network, contact the career development office at: Kalamazoo College Career Development, 1200 Academy Street, Kalamazoo, MI 49006-3295
616.337.7183 / career@kzoo.edu

It is the editors' pleasure, with permission of the authors, to share the two letters below. Each was addressed to professors or members of the College's administrative team, and both underscore the distinct value of the Kalamazoo College learning experience. Gary Lewis is an economics major and French minor who graduated this past June. He studied abroad in Clermont-Ferrand, France, and completed two career development internships at Merrill-Lynch in Dearborn, Mich. He worked on the trading floor for Olde Discount Corporation and wrote about that experience for his SIP. After graduation he accepted a position with Bank of America Securities in Chicago.

Christine Dragisic graduated in 1999. She earned a double major in international area studies and Spanish and a minor in international commerce. Her SIP, "Words and Images: Interpreting Spanish Poetry Through Photographs," captures the themes and styles of several centuries of Spanish poets. Her current academic interest is international relations with a focus on development issues such as alternative income sources, sustainability, and multi-level partnerships. She also plans to follow her curiosity about Spanish, anthropology, political science, economics, and photography. "One of the benefits of a liberal arts education is that you never have to limit yourself," she says. Dragisic's extracurricular activities at Kalamazoo College included Project BRAVE, a student volunteer organization; senior graduation committee; student activities committee; overseas development network; EnvOrg; tutoring English as a second language at the Hispanic Community Center; several ad hoc groups; and "whatever else I could get my hands into."

Dear President Jones:

I feel compelled to write a formal communication to you regarding my recent interview experiences with several leading investment banking firms in New York.

My interviews with these firms went extremely well, and I credit Kalamazoo College, in general, and the economics department, specifically, for my preparation. The firms were impressed by the educational and cultural experiences I had had on foreign study and by the quality of my business administration courses [taught by Assistant Professor

Tim Moffit]. Several of my interviews were held in French, and during these I was able to explain business principles and share my foreign study educational experiences. Without a doubt, the study abroad element of the Kalamazoo College educational plan stands out as an exemplary educational opportunity.

During these interviews I was gratified to discover the quality of my business knowledge and how uniquely the economics department curriculum has prepared me for the business world. When I explained to the interviewers the content of the curriculum, they remarked on several occasions about the special and substantial quality of the Kalamazoo economics curriculum relative to other undergraduate programs.

For these reasons, I want to express my appreciation to you and the Kalamazoo College faculty for a unique learning experience that has prepared me well for life and for my career aspirations in business.

Gary Lewis '00

Dear [Professors and President Jones]:

I've been thinking lately about how people always say that professors appreciate knowing what happens to their students. So I thought I would write and fill you in on my life since graduation last year [1999].

I spent the summer travelling in Spain, taking temporary jobs and generally trying to figure out what to do with my life. In September I learned that the College's post-baccalaureate career development internship at the World Bank had been approved, and I moved to Washington, D.C.

I worked with Bruce Benton '63 in the Onchocerciasis (River blindness) Coordination Unit, involved in programs to reduce or eliminate the disease in Africa. When the programs end, they will have saved the vision of more than a million people. The World Bank experience has been an incredible opportunity for me to learn the workings of international organizations, to grasp some of the fundamental problems with development projects as well as solutions to those problems, and to clarify my interests.

I've finally chosen a graduate school. I'm going to the Johns Hopkins University School of Advanced International Studies to earn a master's degree with as much development work as I can do.

My SIP is currently showing at the Spanish Embassy. I'm taking classes in Portuguese and stained glass. As a result of an alumni event held here in Washington a few weeks ago, I discovered many Kalamazoo graduates from my class who are working in the area. I appreciate more and more each day what a special place Kalamazoo College is and all that my four years there have given me.

Chris Dragisic '99



Perhaps uneasy rested the head of the President of Ecuador the night this photo was taken. Aaron Skrocki, a Kalamazoo College student on study abroad and a black belt in Jiu-Jitsu, had just won the 1998 Ecuadorian Open martial arts championship before five thousand spectators. This picture was taken just after the final match, in which Skrocki defeated the personal bodyguard of the country's president.

Aaron Skrocki '00 won a Fulbright Scholarship and is currently studying Political Science at La Universidad de Los Andes in Bogotá, Columbia. His research will compare the political development of Ecclesiastical Base Communities (CEBs) in Columbia and Brazil, a continuation of his senior individualized project, which he did in the summer of 1999 in Brazil.

According to Skrocki, CEBs were a practical application of the liberation theology movement of the Catholic Church in Latin America, a philosophy that calls for the Church to focus its resources on the needs of the poor. From this Church position grew CEBs, small groups of lay-led individuals that meet and discuss faith and communal action for social justice. Skrocki's SIP studied politicization of CEBs in Brazil, and how these spiritual groups came to be identified with progressive political parties in that country.

Politically, CEBs evolved very differently in Columbia, and Skrocki's Fulbright work will elucidate reasons for the differences in that development.

Skrocki loves Latin America, and Kalamazoo College was an ideal learning experience for him to pursue that passion. In addition to his SIP in Brazil, Skrocki studied abroad in Ecuador. "And without the help and guidance of Dr. [John] Dugas [assistant professor of political science], I don't believe I would have received the Fulbright," says Skrocki. "Columbia has been the focus of his research, and he went out of his way to help me."

In July of 2001 Skrocki will complete his Fulbright, which covers tuition, travel, housing, and books. After that, he plans to join the Peace Corps for two years and then pursue a master's degree of science in foreign service.

"The MSFS requires three years of experience, which I'll fulfill with the Fulbright and the Peace Corps," says Skrocki. He plans to earn his MSFS at either the Fletcher School of Law and Diplomacy at Tufts University, Georgetown, or George Washington University.

Then it's on to embassy work or private enterprise. But either career will have to involve Latin America. ○



Kresge Extends College's Challenge Grant Deadline



Trent Foley '76 in his office at Davidson College

Trent Foley '76 is a professor of religion at Davidson College working hard on behalf of science and math at Kalamazoo College. "I know how college financing works," says Foley. "Any aspect of your educational mission that you are able to fund through endowment frees up operational funds that can help everybody. So my gift to and my work on behalf of Kalamazoo College's Kresge Challenge will benefit the arts and humanities as well as the sciences."

The Kresge Foundation recently granted to Kalamazoo College a deadline extension to meet the Foundation's challenge grant. If, by June 1, 2001, Kalamazoo College alumni and friends can raise \$500,000 to upgrade the College's science teaching and research equipment, then the Kresge Foundation Science Initiatives Project will give the College a grant of \$250,000. The \$500,000 raised by the College and \$125,000 of Kresge's matching grant will constitute the principal of an enduring endowment fund. Every year, income from that endowment will be used to maintain and replace science teaching and research equipment in the College's math, biology, chemistry, physics, and computer science departments. The other half of the Kresge grant will be used to purchase new science equipment immediately.

Up to now, the College has sought volunteer

and financial assistance primarily from science major graduates of the 1970s and 1980s, but all alumni are welcome to participate.

Foley's contribution toward an endowment for scientific equipment is motivated by more than his acumen about the realities of higher education finance. His support also reflects the breadth of his curiosity.

"I entered Kalamazoo College interested in math and computer science and graduated as a math major," says Foley. He completed a career development internship as a computer programmer for Chevron and studied abroad in a computer science curriculum in Reading, England.

"That was a turning point," Foley says. "The English university's curriculum was more narrowly focused than that of Kalamazoo College. An eight-hour, exclusive focus on computer science led me to rethink my future."

Most weekends during study abroad found Foley at various English cathedrals in the countryside. "I became interested in medieval church history. When I returned to Kalamazoo College, I took courses from John Spencer, Mark Thompson, and John Wickstrom."

Foley's SIP focused on the subject of resurrection and historical reason. And he earned his advanced degrees in religion and now teaches that subject at the college level.

"I like math and computer science, though my heart and soul is in the humanities," says Foley. "And I know that getting equipment expenses off the annual operating budget ultimately benefits the humanities."

Additional information about the Kresge Challenge Grant and a pledge card can be found at www.kzoo.edu/development/kresge.

Faculty-Student Research Presented in Stockholm

Siu-Lan Tan (seated at piano), assistant professor of psychology, Tom Evans, associate professor of music, and Megan Bartlett, a junior majoring in political science and human development and social relations, combined their disciplines to study how musically trained and musically untrained listeners visually represent music as they listen to it. Tan and Bartlett presented their

work at the Congress of International Psychology in Stockholm, Sweden. Kalamazoo College students Amy Seipel, '99, Sandy Levine, '99, and Bradley Miner, '99, also contributed to the project. An abstract of the study, co-authored by Tan and Bartlett, was published in a special issue of the *International Journal of Psychology*. In the study, more than 80 subjects listened to five compositions and made marks inside a large rectangle to visually describe what they heard. They could not use musical notation or words. Tan says that musically trained listeners tended to use their pens to track specific elements of the music, while musically untrained listeners had a more global response to the music and were more likely to connect music to concrete visual images.

"This is interesting and convincing evidence that musically trained and musically untrained listeners listen in qualitatively different ways," says Tan. An earlier version of the paper was presented last August at the Society for Music Perception and Cognition in Evanston, Illinois. Tan, Evans, and Bartlett were all in attendance, and the three celebrated afterwards with a dinner together in Chicago.

Bartlett, whose strong musical background led to her interest in the project, says she valued the opportunity to participate in research at such a distinguished level. "I felt like a valued member of a talented group," she says.

"The best thing about this project is that it united faculty and students, and the fields of music and psychology," states Tan. "It was the collaborative ties and the interdisciplinary character of the project that made it so rich and rewarding."



International Students Share the World With Kalamazoo College

The certain meaning of the word “Kalamazoo,” which is Native American in origin, is unknown. But when Tsitsi Makombe first saw the word, she knew exactly what it represented for her: adventure.

A senior agricultural economics major at Africa University in Zimbabwe, Tsitsi encountered “Kalamazoo” on a hallway bulletin board notice inviting students to apply for an international study experience in the United States.

“Coming to the United States was not in my plans,” says Tsitsi. “But when they asked for volunteers, I couldn’t resist. It was such a wonderful chance to travel, to see the other side of the world; everyone wanted to go.”

About 85 percent of Kalamazoo College students study abroad. But another valuable component to Kalamazoo’s study abroad program is the visiting international student project. Each year some 25 to 30 students come from a variety of countries and study at Kalamazoo College.

In the 1999-2000 academic year 16 international students attended the College, a smaller number than previous years because of campus housing limitations resulting from two consecutive classes of record numbers. The 16 visiting international students represented eight countries, Moldavia, Spain, Ecuador, France, Mexico, Zimbabwe, Japan, and Germany.

In addition to providing an invaluable resource to the language and international studies departments, the international students help create a more diverse campus, providing their American counterparts an opportunity to learn about other countries on a personal level. But why, exactly, do international students choose Kalamazoo College rather than other U.S. options?

For Juliana Wilth, a junior majoring in English and American studies from Potsdam University in Germany, it started with the College’s name. When she was browsing through foreign study opportunities online, the name “Kalamazoo” struck her as “kind of weird,” so she visited the College’s web site.

“I was immediately attracted to the small class sizes and its central location,” Juliana recalls. “It seemed that it would be easier to get around and to get to know people at a smaller school.”

Getting to know members of the Kalamazoo College community has made Juliana’s study abroad experience extraordinary. She has been impressed with the involvement of the faculty, and the friendliness of the students.

“It’s nice to walk across campus and have everyone say ‘Hi’ to you, even if they don’t know you. I feel so welcome,” she says.

International students also appreciate the opportunity to experience American culture. “I was really curious about American food,” says Tsitsi. “I wondered if there would be anything I would like to eat or if it would be very different.”

She discovered that the basic food ingredients of American and Zimbabwean dishes were similar, but the methods of preparation were quite different. And she found many of the American dishes quite delectable. She has collected many recipes, which

made the classes fun and my entire experience in the United States more gratifying.”

Juliana has been fascinated by what she calls “social differences” between the U.S. and Germany. “People here are more open to strangers,” she says. “Americans have much larger circles of friends than we do in Germany.”

Despite the fun and the benefits, homesickness affects most international students at one time or another. Many are away from their countries and their families for the first time. Often the yearning is stimulated by a concrete image. Tsitsi noticed the abundant traffic and vegetation, “so different from my home in Zimbabwe,” and it made her long for home.

For Juliana, in the beginning, language proved the most difficult barrier to overcome. “You want to say something so badly, but you just don’t have the vocabulary,” she says. Her initial difficulty with the language was short-lived. “I’m quite proud of my improvement with spoken English,” she adds.

Both women are very involved in non-academic

activities. Tsitsi works for the College’s communication office. Juliana is a teacher’s assistant in the German department and serves as a secretary to “Convening our Community,” an outreach program focused on an integrative approach to county development issues. Both are members of the international student organization, and Juliana is a performer with the College’s Frelon Dance Company.

Tsitsi and Juliana have enjoyed their time at Kalamazoo College. Their American experiences have left them hungry to learn more. Juliana is seeking a marketing internship in the

area, and Tsitsi has applied to several American graduate schools to study environmental economics.

Both express sadness at the thought of leaving Kalamazoo College, recalling many treasured memories. These include an autumn trip to Lake Michigan, a first glimpse of snow, learning to ski, performing with the Frelon Dance Company, and making taco salad on holiday at a friend’s house. They have perfected their English. They have gained confidence about surviving and then thriving in an unfamiliar environment, and they have made lifelong friends.



Juliana Wilth and
Tsitsi Makombe

Keelin Muma Photography

she intends to prepare for her family and friends back home.

Tsitsi also was surprised at the level of convenience in American life. “Drive-through windows at banks, and the large number of prepared foods at the grocery store—everything takes so little time,” she says.

Her most delightful surprise, she says, were the teachers at Kalamazoo College. “The professors at Kalamazoo take a personal interest in the welfare of their students,” she adds. “I always felt I could talk with my teachers about anything, and that



Endowment, Endowment, Endowment

Kalamazoo College recently made two important appointments. Carol Dombrowski becomes the College's director of development, replacing Richard Zollinger, who left the College to pursue other opportunities. Steve Sylvester is the new director of alumni relations and the Kalamazoo College Fund. He replaces Cathy Todd, who

Sylvester: *In addition to reaching a monetary goal, Kalamazoo's campaign will establish a core of volunteers and an effective communication network. It also will generate enthusiasm among alumni, parents, and friends of the College and create an advancement infrastructure to ensure a continuity of donors.*

LuxEsto: *Why are donors important to an institution that is perceived to have a considerable tuition price tag?*

Sylvester: *Kalamazoo College is a private*

foundations and corporations, but, more importantly, countless anonymous donors who believed in the value of a liberal arts education.

LuxEsto: *What's the most important message for alumni, parents, and friends of the College regarding the campaign?*

Dombrowski: *Endowment, endowment, endowment. Many small, private colleges have disappeared. In fact, some 167 closed their doors between 1967 and 1999. Kalamazoo College remains and thrives because it takes great edu-*

Photos: Keith Mumma Photography



resigned in order to devote all her time and energy to her family, which now includes her new son, Wil. Sylvester will direct a new unit that combines the alumni relations office and the team responsible for the Annual Fund, recently re-christened the Kalamazoo College Fund.

Dombrowski was the chief development officer at the Kalamazoo Nature Center, and Sylvester comes to Kalamazoo College following a successful 25-year career in marketing with GTE. They will work together and play vital roles in the College's comprehensive campaign. In March, the Board of Trustees approved the title of that campaign: *Enlightened Leadership: Kalamazoo College in the 21st Century*. Dombrowski and Sylvester are preparing a variety of teams that will ensure the success of *Enlightened Leadership*. But they took some time to speak with *LuxEsto*.

LuxEsto: *What, exactly, is a comprehensive campaign?*

Dombrowski: *A comprehensive campaign is an announced public effort to raise an extraordinary amount of money within a certain time frame for specific stated objectives. It includes gifts restricted to specific capital projects, gifts designated for the endowment, and unrestricted gifts.*

school, which means it receives no direct state government appropriations, unlike, say, our neighbor across the street, Western Michigan University. The College's life depends on three annual revenue streams—tuition dollars, income generated from the College's endowment, and unrestricted gifts for operations.

Dombrowski: *Kalamazoo College's tuition covers only about 70 percent of the cost to produce a Kalamazoo College education, a fact that few people know or understand, most likely because it's counterintuitive to almost all other purchases one makes. When I buy a car, for example, I know that the purchase price exceeds the cost of production.*

In higher education that's not so, and the gap between the larger cost of producing an excellent learning experience and the smaller tuition price paid for the experience must be bridged. Taxpayers provide a significant portion of that bridge in public institutions. But donors must shoulder the entire burden of the gap for private schools like Kalamazoo.

Sylvester: *I graduated from Kalamazoo College in 1971, and, like every other alumnus or alumna, I attended here on the shoulders of donors who came before me. Those donors included*

cational leaps that enable it to provide a valuable educational experience unlike any other. One of those leaps was the creation of the K-Plan in the early 1960s. Without endowment support—significant endowment support at that time, when Kalamazoo's endowment exceeded those of all other Michigan private colleges combined—that leap forward could not have occurred.

The Kalamazoo College learning experience is a farther journey relative to other undergraduate programs. Our endowment enables the farther journey. But who knows when the next great leap might occur or will need to occur in order for the College to compete against other institutions in a market of fewer students and more higher education options. Our endowment must do more than enable the farther journey, it must also enable the next great leap. This campaign will begin to position the College to take that next great leap.

LuxEsto: *How does the College's endowment rank relative to other schools in the Great Lakes Colleges Association?*

Sylvester: *We're last. But, more problematic than our ranking is the fact that our endowment cannot maintain the farther journey.*

Lately, as a result of the weakness of our endowment, the College has been forced to make financial decisions that erode the journey in subtle ways for our students.

Dombrowski: In part, an endowment helps grow itself through the reinvestment of the percentage of its return that is not required to bridge the gap between tuition and the cost of an education. That's why larger endowments continually, and exponentially, outpace their smaller counterparts. And that's why building our endowment through gifts is so vital. We can-



not reach parity with our competitors nor realize our full potential if our endowment grows by reinvestment alone.

Sylvester: We have the curriculum, the K-Plan, to be a leader. We have the faculty to be a leader. And we have the administration to be a leader. Our challenge is our endowment. So our campaign focus will be to build the endowment to a level at which its annual income will help fund the College to its potential.

LuxEsto: How long will it take?

Dombrowski: Years. And multiple campaigns. Enlightened Leadership: Kalamazoo College in the 21st Century will set a reasonable financial goal that will begin to address the critical issue of endowment. More important are the campaign's relationship goals. Building an endowment to a level where ours needs to be requires strong relationships and deeper reconnections of alumni, parents, and friends to the College.

Sylvester: One of our objectives is to develop programs that bring back to campus former students and friends and provide them something of value and remind them of the importance of a liberal arts education and liberal arts values.

We want to foster a satisfying relationship that is more than a series of annual transactions. By doing so we believe that more people will complement their annual gifts with significant campaign gifts.

Dombrowski: And those gifts could take the form of current dollars, which can be applied to exigent needs of the College, or deferred gifts, which will help address the College's future needs.

All gifts depend upon building and nurturing relationships with individuals. Some 85 to 90 percent of charitable donations come from individuals; the remaining 15 to 20 percent from corporations or foundations. The key to relationships is person-to-person contact over time, and to do this you need sufficient staffing.

Our endowment gift flow has been erratic and below the average of our competitors throughout the 1990s. But with more personal interaction with our likely supporters, we will do a better job clarifying the relationship between our endowment and the unique education provided by Kalamazoo College.

Sylvester: For the first time, the College is developing a full-scale, long-term advancement team—including development, alumni relations, annual giving, and communication—that will strengthen the College's ties with alumni, parents, and friends, and earn the College the right to request support from these constituencies.

LuxEsto: In a nutshell, what does a successful campaign accomplish?

Dombrowski: It puts Kalamazoo College on a sound financial foundation and in a position to take its next great leap.

Sylvester: The life and the value of Kalamazoo College depend on the gifts of private donors. The campaign will cultivate and develop relationships between the College and those donors.



Four Tenure Track Professors Appointed

Kalamazoo College welcomes four tenure-track professors to campus this fall. Joyce Anwera Kannan joins the faculty as an assistant professor of African studies, Vivien Pybus as assistant professor of biology, and Stephanie Winder as assistant professor of classics. Mathew Filner was a visiting instructor in the political science department last year. He begins the 2000-01 academic year as an assistant professor of political science.

kannan

Joyce Anwera Kannan, PhD

Joyce Kannan's interest in Kalamazoo College developed during a field trip to Kenya in 1996 when she happened to stay at the same hotel as some College students studying at the University of Nairobi.

"I became good friends with a few of the Kalamazoo students," she said. "I'm delighted to come here now because of the College's commitment to expanding students' horizons beyond the formal classroom setting."

Kannan has lived in England since the age of five when her parents emigrated from Ghana.

In 1994, she earned a BA in humanities from



Joyce Kannan cooking in the village of Sombo, Ghana, where her father once lived.

The University of Greenwich in London. One year later, she earned a master's degree in Imperial and Commonwealth history from Birkbeck College, University of London. She earned her PhD in history from the School of Oriental and African Studies (SOAS), University of London, in 1999.



Joyce Kannan on the tennis court.

Kannan was a teaching assistant at SOAS in both the history and Africa departments. She has authored several seminar and conference papers with an emphasis on gender and social issues in both modern and mid-twentieth century African cultures.

At Kalamazoo College, she will teach courses on African history. "I'm not sure that I have a teaching philosophy per se, because that implies a certain rigidity in outlook," said Kannan. "I believe all students are good and able, as long as they are interested. My job is to keep them interested."

In her spare time, Kannan enjoys reading, going to movies, and jogging.

pybus

Vivien Pybus, PhD

When Vivien Pybus learned that a position in the College's biology department was available, she went online to research the



Vivien Pybus

College. The website detailed the College's philosophy of providing students with a well-rounded educational experience that equips them for life beyond college.

"This philosophy, coupled with a position that offers the combination of research and teaching, is what I've been looking for," said Pybus.

Pybus, a native of New Zealand, will teach biology, microbiology, and microbial ecology this year.

She enjoys teaching very much and looks forward to interacting with students on a one-to-one level.

In 1992, Pybus earned a PhD in microbiology from The University of Otago, in Dunedin, New Zealand. She had earned a bachelor's degree from the same university in 1981.

Pybus has been at Harvard Medical School for the last six years, initially as a research fellow in medicine and more recently as instructor of medicine. She has also worked as a teaching fellow at the University of Otago. Prior to her PhD studies, she worked as a research technician at the Cawthron Institute in Nelson, New Zealand, studying bacteriological issues involving that country's dairy and shellfish industries and as a full-time tutor in microbiology at Lincoln University in Canterbury, New Zealand.

Pybus's interests include the outdoors (especially water sports), art, design, and travel. Her husband, Nic Bishop, is a writer and photographer who publishes natural history books for children.

filner

Mathew F. Filner

If Matt Filner's name sounds familiar to students returning for the 2000-01 academic year, it's because he's been a visiting instructor in the College's department of political science for the past year.

"I came to the College for the opportunity to teach at a premier liberal arts college. I'm staying for the same reason."

In the year ahead, Filner will teach the first two quarters of a three-course sequence on the history of political thought, as well as courses titled: "Crises of Democracy;" "American Political Thought;" and "Feminism and Political Thought."

He seeks to create a balance of internal and external learning in the classroom.

"My goal is to help students learn specific political theories, help them improve their reading, writing and critical thinking skills, and encourage them to take what they've learned in the classroom into their community. These are all crucial aspects of academic success, as well as a requirement of citizenship."

Filner earned a bachelor's degree (with honors) in 1991 from Oberlin College.

He captained the school's soccer team and earned both academic and regional All-America

honors. He expects to defend his PhD at Indiana University before the year is out. His dissertation is titled "Under Dr. King's Shadow: Power, Participation, and Community Development in America."



Matt Filner in Spain.

Filner has taught at IU and Oberlin, worked in the public technology program at Battelle Memorial Institute in Columbus, Ohio, served as a deputy campaign manager during a U.S. Congressional election (his candidate won), and played semi-professional soccer in Ireland.

He will be joined in Kalamazoo by his partner, Theresa Hutchison, and their dog and two cats.

Career Development Office Provides New International Internships

A name and a phrase are buzzing around Kalamazoo College's career development office these days: Kai Littman and the post-baccalaureate internship. Excitement is in the air; a component of the *K-Plan* is about to be augmented.

Post-baccalaureate internships, a non-traditional model of temporary employment, are rising in popularity and, according to Richard Berman, director of the College's career development office, "are resonating very strongly in both student and employer communities." Many students wish to work the year between their undergraduate and graduate studies. For such students a longer term, well-compensated internship is an exciting option. And, according to Berman, many employers consider the post-baccalaureate internship an intelligent recruitment strategy.

Littman, the head of Dolphin Translations, a technical translations company based in Strasbourg, France, has shown an exclusive interest in Kalamazoo College. And Kalamazoo students have thus far exhibited an enthusiasm and aptitude for the post-baccalaureate internships offered by his company.

In 1998 Littman made his first visit to Kalamazoo to see his father, the former European head of the Fulbright Fellowship program, receive an honorary degree from Kalamazoo College. Not long after this propitious encounter, Littman began recruiting Kalamazoo College students, and "K" students only, for internships at his company.

"I found 'K' students to be more motivated than other undergraduates," says Littman. "And I value their ability to handle a combination of academic work and extracurricular activities."

That first impression was confirmed

by Jared Ragusett '00, the first student from Kalamazoo College to work at Dolphin. Ragusett impressed Littman with his maturity level and his eagerness to learn and perform. Because of Ragusett's performance, Littman decided to hire interns from Kalamazoo



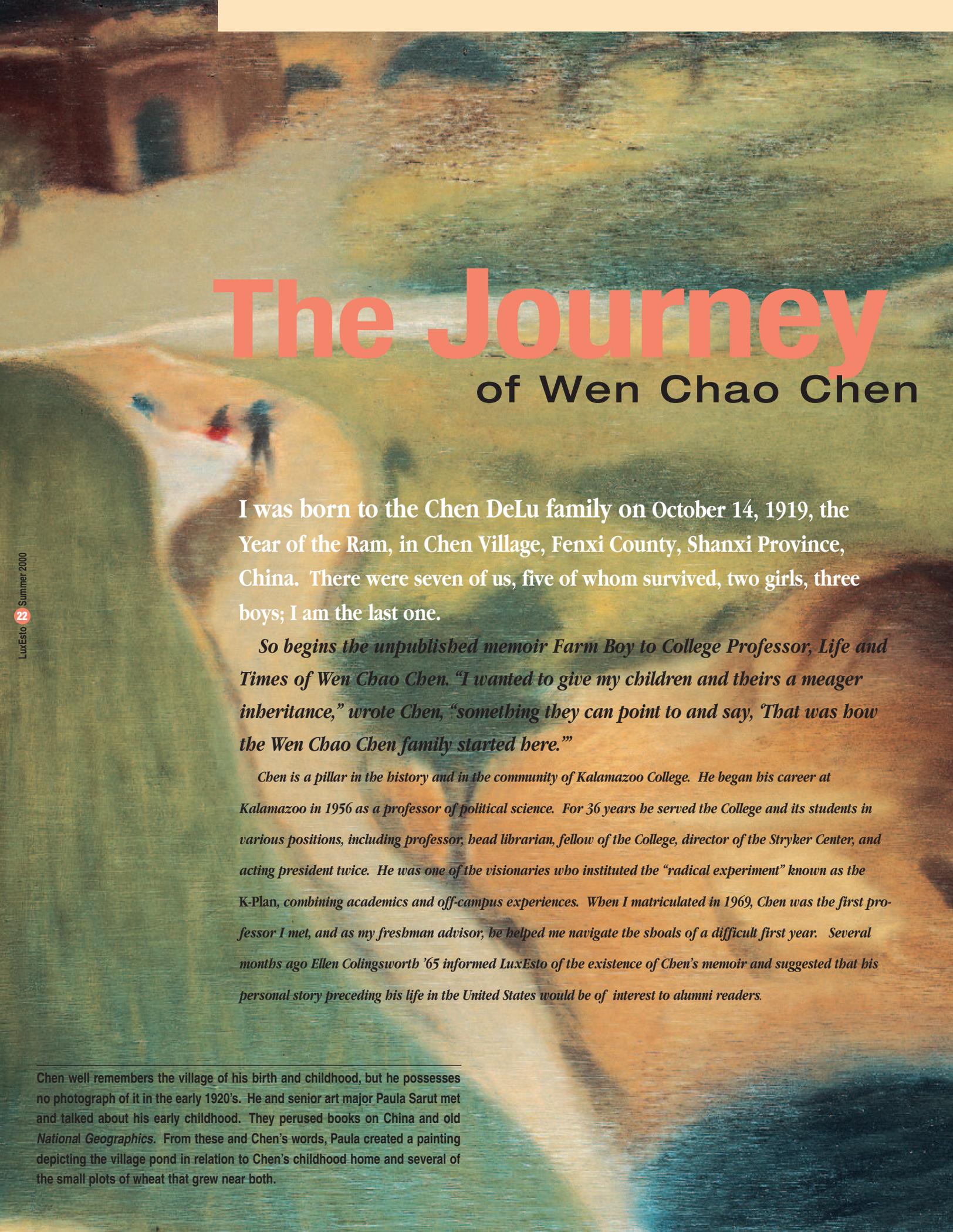
Kai Littman

College exclusively.

That's exciting news for Berman and students at the College. "More students are exploring overseas working options," says Berman. "Dolphin not only brings students into Strasbourg but also offers pan-European and international opportunities."

Those opportunities can be flexible as well. Sophomore Beth Goyings will work for the company this summer in a traditional (rather than post-baccalaureate) career development internship. "For me, it's a chance to explore a possible career choice that may integrate my interests in translation and computers," she says.

Computer technology is becoming an important component in the translation industry. "The Internet and e-commerce will dominate the business within the next few years," speculates Littman. An internship that combines an international business focus with computer technology is a valuable learning experience for Kalamazoo students and a resume component attractive to future employers.



The Journey

of Wen Chao Chen

I was born to the Chen DeLu family on October 14, 1919, the Year of the Ram, in Chen Village, Fenxi County, Shanxi Province, China. There were seven of us, five of whom survived, two girls, three boys; I am the last one.

So begins the unpublished memoir Farm Boy to College Professor, Life and Times of Wen Chao Chen. "I wanted to give my children and theirs a meager inheritance," wrote Chen, "something they can point to and say, 'That was how the Wen Chao Chen family started here.'"

Chen is a pillar in the history and in the community of Kalamazoo College. He began his career at Kalamazoo in 1956 as a professor of political science. For 36 years he served the College and its students in various positions, including professor, head librarian, fellow of the College, director of the Stryker Center, and acting president twice. He was one of the visionaries who instituted the "radical experiment" known as the K-Plan, combining academics and off-campus experiences. When I matriculated in 1969, Chen was the first professor I met, and as my freshman advisor, he helped me navigate the shoals of a difficult first year. Several months ago Ellen Colingsworth '65 informed LuxEsto of the existence of Chen's memoir and suggested that his personal story preceding his life in the United States would be of interest to alumni readers.

Chen well remembers the village of his birth and childhood, but he possesses no photograph of it in the early 1920's. He and senior art major Paula Sarut met and talked about his early childhood. They perused books on China and old *National Geographics*. From these and Chen's words, Paula created a painting depicting the village pond in relation to Chen's childhood-home and several of the small plots of wheat that grew near both.

I called Chen. He invited me to lunch at Friendship Village, the assisted-living community where he and his wife Lielia reside. We talked about the possibility of publishing portions of his memoir in LuxEsto, and he graciously provided me a copy of the manuscript, which runs more than 200 single-spaced typewritten pages.

True to Ellen Colingsworth's advanced billing, the manuscript tells a fascinating and multifaceted story that nevertheless presented this editor with the difficult challenge of choice.

First, I chose what most engaged my curiosity and interest. Second, I may have half-listened to a line of Wordsworth rattling in my head—"the child is father to the man"—and chose those memories of Chen's youth that glimmer in the man I knew as a student 30 years ago and the man I know today.

As I read, I could sense the role of his past in what may be his most important legacy to a future that included me. That legacy is the K-Plan. And so I have chosen excerpts that I believe contributed to the mind and character that helped conceive the farther journey that is the Kalamazoo College experience.

My grandparents, dead before I was born, were among the first in Chen Village to convert to Christianity.

They hid my parents during the Boxer Rebellion. My mother's brother was a Boxer. He was told to kill all Christians he could find. More ominously, he was supposed to have the magical power to locate them wherever they might be hiding. Fortunately, my uncle's magic failed him.

My father was born in 1878, the oldest of four children. As the oldest son, he inherited 40 percent of his father's land, about five acres. My parents had seven children. I am the youngest of the five that survived. My siblings and I were given a "nursing name" at birth—mine was "Pure Grace of God." Later, a more formal or school name was given to each of the boys. The school names followed the Chen clan pattern, each with the character "Chao" (meaning shine or bright). My eldest brother's name was Guang Chao (bright light shining). My older brother's name is Pu Chao (shining universally). My name is Wen Chao (bright in literature).

The house we lived in was known as the Tower House because there was a tower built onto it. Though somewhat dilapidated, the house and its courtyard had character. High brick walls guarded its two entrances. The tower was constructed of brick and about 20 feet high, designed to provide a refuge to its owners from bandits. It could be entered from inside the courtyard and provided ample room for people and provisions for a prolonged stay. It even had rocks one might want to throw at intruders, although I do not remember using the tower for that purpose.

There was no heating system in any of the rooms. In the sleeping rooms cooking stoves were built onto the sleeping platform (*kang*) to take advantage of the heat generated by cooking in cold months. During those months we wore winter clothes inside and outside the house.

My father learned how to read and write by himself and farmed the acres he had inherited from his parents. He earned extra money first by working in a coal mine in the village and later by working for the Anglican missionary compound in Chao Cheng, the seat of the next county some 10 miles away. With his extra income he bought additional land. By the time I was six and old enough to work on the farm, he owned close to 33 acres and had raised his family to upper middle class status in the village.

My mother told me many times that I was lucky to have two meals a day in winter and three in summer, even though corn was the main staple (to this day I avoid eating cornmeal whenever I can). In my eldest

sister's youth, my mother said, everyone ate steamed corn bread, half of which was millet chaff. The bread was so coarse it would crumble when bitten, but letting a crumb fall on the floor was cause for punishment. My sister had to cup her hands under the bread to eat it.

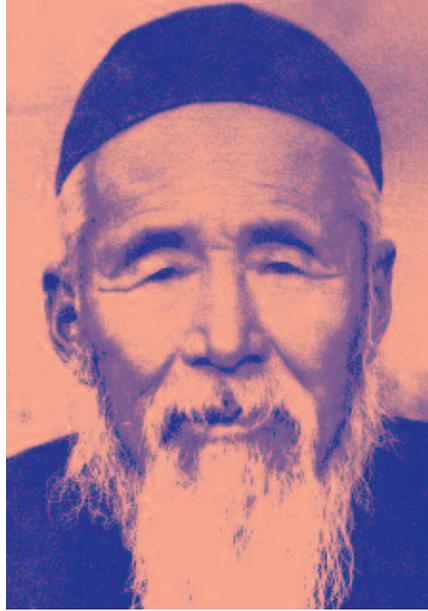
Strange as it may seem, I never learned my mother's name because I never heard her addressed by it. People addressed her according to how they were related to her or to my father. But I do remember her as a kindly person who cared for and nurtured her children to the best of her ability, often single-handedly. During daylight hours she tended to the house, cooked for us, helped with some farm work such as picking cotton. In the evenings she sat under a dim oil lamp and mended or sewed articles of clothing.

**"The bread was so coarse
it would crumble when bitten,
but letting a crumb fall on the floor
was cause for punishment."**

She made everything I wore, from shirts and pants to socks and shoes, one outfit per season until it was worn out. On warm winter days kids like me used to place our coats under the sun to lure the lice into the open to be killed. By springtime my winter coat sleeves would be caked stiff from my repeated nose wiping.

By the time I was old enough to relate to my siblings, my eldest sister was already married, with a son five years younger than I. When she and her son visited, I was the in-house babysitter. My nephew wanted to be carried all the time. When displeased, he would scream loudly wherever we were, and my sister and mother would want to know what I did to make the poor boy cry. It seemed that I was always in the wrong. One wintry day while visiting a neighbor's house with my nephew on my back, we saw a shank of lamb hanging high on a rafter. (There was no refrigeration in our village in those days; meat was preserved in winter months only by suspending it from a rafter). My nephew wanted to know what was hanging from the rafter. I told him that it was a creature that ate small boys, and it would attack children who did not listen to their babysitters. He was not sure I was truthful, but he became easier to manage after that conversation.

I was very close to my older sister partly because she was only two years older but mainly because she was such a sweet person. She was a vegetarian, and eggs were the only "meat" she would eat. We didn't eat eggs often because we seldom had more than three or four egg-laying hens at any one time. They laid their eggs only in the spring and summer, and these we



Chen's father and mother.

often sold to collectors who traveled through the village paying one dollar for 12 dozen. The buying power of that one dollar was mighty. Most people spent their money by the mill (1/10 of a cent), and only rarely did one spend a dime on any.

On one of my older sister's birthdays, my mother cooked an egg dish for her as a special treat. I offered to take the cooked eggs to her, feigned as if I stumbled, dropped the eggs on the dirt floor, picked them up with my hands (which my sister always considered dirty), apologized, put the eggs before her. By then she had lost her appetite for the eggs, so I ate them for her.

My father's job at the mission kept him away from home and farm chores. My older brother (Pu Chao) became "the man of the house" at the age of 14; at the age of six or seven, I became his assistant.

My older brother made life miserable for me until I left home in 1928 at the age of nine. His job was to get all the house and farm chores done on time; mine was to do whatever he told me to do. A hard taskmaster, he was quick with



resentment towards him because I know he did not mean to be cruel.

One of my chores was to feed the animals in the middle of the night (a job that was supposed to be my brother's). My mother made sure I did this without fail. Another of my chores was to rise at dawn and help my brother get the ox and the donkey to the acreage to be plowed, hitch and lead the animals for a few furrows, then return home to fetch my brother's breakfast.

Plowing with the ox and donkey was a difficult chore. The adjacent field often was a drop of some 10 feet, so the animals had a tendency to shy away from the edge. Hard as I tried, I could not keep them going the way my brother wished. This caused him to be upset and use his whip to show his displeasure with beast and boy. My mother knew my brother was beating me because there were marks on my body from time to time. She begged him not to beat me, but was powerless to stop it.

My mother believed in fortunetelling. She had a Mongolian camel herdsman read my palm when I was very little. The fortuneteller told her that my lifeline extended all the way to

the base of my middle finger, which meant I was going to live a long time. He said my fortune line ran full across my palm, which meant I was going to do well. My mother frequently reminded me of the predictions, encouraged me not to fail. Her one fervent wish was for the county magistrate to offer me a chair should I ever have the occasion to visit such a dignitary. The only way that would happen to a farm boy was if he learned to read and write, so my mother enrolled me in the village school when I was five.

My teacher had no more than seven or eight years of schooling. He was a nice man, good at the classics. He made us study the texts familiar to him. We arrived at school early in the morning, bowed three times to the portrait of Confucius, bowed to the teacher, then proceeded to the unheated study room to learn our assigned text. By mid-morning, the teacher would call the students, one by one, to his room for recitation.

The ritual was always the same. The student tendered his book to the teacher with both hands, faced away from the teacher, and began to recite the assigned passages. The teacher, with a long-stemmed pipe (often lit) in hand, might interrupt, skipping ahead in the text and reading a passage from which the student must continue. If things went well, the student would be told what to do next. Otherwise, he might feel hot ashes on his shaven head. I took care to stand as far away from the teacher as I could during my recitations, but felt the sting of pipe ash often enough to remember his surprise attacks well.

My father was an early convert to Western

ways of doing things. He freed my sisters from their foot bindings. I remember hearing my older sister cry at night because she had to endure the cloth binding her feet night and day. She was overjoyed when she no longer had to do that. Our relatives worried that my sister's "fish wife's feet" would keep her from marrying into a proper family. My father was not the most popular person in Chen Village.

One day in the spring of 1928 my father took me to Taiyuan, the capital of Shanxi Province, some 150 miles north of Chen Village, to visit



Chen's brother stands at the family's home in Chen Village

my eldest brother and his wife. We rode on a cargo of sacks in the back of an open truck.

It took two days to get to Taiyuan. The sights and sounds of that city, home to a quarter million people, impressed this nine-year-old farm boy. The streets were so wide, even paved! Gutters ran on either side of the street, and water flowed in them. Light fixtures sat atop long wood poles, and they illuminated at dusk, by themselves! It was magic. In the distance a huge chimney belched a black smoke column larger than anything I had ever seen. The source of the smoke, I was told, was the furnace that generated the electricity for the streetlights.

In my brother's house, however, kerosene lamps were still in use. My brother, his wife and their two children rented three rooms. My brother was a mail dispatcher on a train. He left home for work early in the morning and returned the afternoon of the following day. Occasionally he brought home peaches, pears, or sometimes California oranges for treats.

Since my brother was seldom home, my sister-in-law was saddled with me to care for, something she did not particularly like. We did not get along too well, largely because my country-boy background and habits made things difficult for her. Back at Chen Village I ate cornmeal and millet, two meals a day most of the time. We had vegetables, like beans, in season, and pork or mutton only rarely. My brother's family was having three meals a day, all wheat flour! And some

meat every other week! Thrown suddenly into such luxury, I ate like a pig, much to my sister-in-law's dislike. She gave me the nickname "the meat-head" because I was getting so fat.

My sister-in-law baked cookies in her kitchen, which was across the courtyard from the sleeping quarters. Since she had children to attend to, I was often instructed to watch the cookies while they baked. In the country I had

"Unlike school in Chen Village,

school in Taiyuan took place in dedicated school buildings,

nine to ten months a year, six days a week, seven hours a day."

eaten sugar only when it was made available to important visitors, so I found my sister-in-law's cookies irresistible. When she discovered disappearances of her cookies and sugar, my sister-in-law started counting her cookies and caught me snitching often. Because sisters-in-law had no right to discipline a younger brother-in-law, she kept a record of my misdeeds and reported them to my brother when he returned from his trips. He would punish me in various ways, sometimes with spankings.

To satisfy my yearning for cookies and avoid detection, I began to break off and eat the edges of several cookies, so as not to alter the number baked. Eventually my sister-in-law saw through my tricks, and I received more punishments. Gradually I quit snitching, and life got easier for all concerned.

My brother enrolled me in lower elementary school. Unlike the school in Chen Village,

school in Taiyuan took place in dedicated school buildings, nine to ten months a year, six days a week, seven hours a day. The subjects were more diversified, less traditional. Students were not required to recite texts of the classics but were taught the three "R's" daily.

A year after I went to live with my eldest brother and his wife, my older sister joined me as another of their wards. Shortly after, my brother and his wife took in a girl who was slightly older than my sister as a guest. I was 11,

too old to sleep in the same room with my brother and his wife, their two children, my older sister, and the other girl. In the fall of 1930 my brother decided to send me to a boarding school for my upper elementary education.

At this school the students, all male and some 90 in number, lived in an elongated dormitory building with two continuous *kangs* separated by an aisle. Each student was assigned three feet of space where he slept at night and stowed his belongings during the day. Roofless outhouses served as toilets. There were no bathing facilities.

The principal supplemented his income by raising rabbits, pigeons, and bees. He also sold vegetables grown in the school's garden. My first job was to care for his rabbits, which lived in warrens adjacent to the garden. I had difficulty keeping the rabbits out of the vegetable patches in the spring and summer months. Later, I

became the school's beekeeper, and, in addition to these duties, I served as the orderly for one of the teachers. That responsibility required I supply him with hot water in the morning and tend his stove fire during the winter.

The school bell rang at 6:00 a.m. Exercises began at 6:30. Because I had to start the fire in the teacher's room to heat his water, I arose at 5:00 a.m.

Another of my assignments was to sell newspapers on street corners weekday afternoons. For every paper I got a penny, which I turned over to the principal. One afternoon another boy and I became venturesome, and decided to take our business to a brothel not far away. Many of its customers bought papers just to get rid of us. We got into trouble whenever we knocked on some closed doors and gradually learned that a door drape held between doors was a signal not to disturb the inhabitants.

I stayed at boarding school six-and-a-half days a week. My sister-in-law made it clear that I was welcome to my eldest brother's house only when my father or older brother visited or when I was seriously ill. Other than a few frostbites during my first winter at the school, I suffered from no illness, so I very rarely visited my brother and his family.

In those days Chinese schools were organized into two departments—academic and behavioral. One could be disciplined for failure in either sphere. Three failed academic subjects or three major or nine minor demerits in personal behavior were sufficient grounds for expulsion.

Different teachers taught subjects in separate classes—classics, mathematics, Chinese and

world history. We were required to learn Dr. Sun Yat-Sen's Three People's Principles—nationalism, political rights, and managed socialism. I learned a great deal during my two years in upper elementary school, academically and otherwise.

During the period Chen attended upper elementary boarding school in Taiyuan, the governor of Shanxi allied his forces with those of a general of the neighboring Shaanxi Province. The two waged war against Chiang Kai-Shek, the de facto successor of Sun Yat-Sen as leader of the Nationalist Party. The combined armies quickly lost several battles to Chaing's better-armed forces. By early 1931 Chiang's army was close enough to Taiyuan to stage air raids on it.

I remember the first air raid (and subsequent sorties) quite well. Two airplanes flew over Taiyuan about tree level, dropped a few small bombs, then left. Shortly after the second or third air raid, the governor ordered residents to dig shelters. The principal of our school had us dig a shelter in the middle of the school's soccer field. The shelter was an open pit about four feet wide, about seven feet deep, and 15 to 20 feet long. We covered it with a few tree branches and topped those with dirt. It could not have held more than 30 students, about a third of the school's population. When air raid alarms sounded, we stood near the shelter, looking for planes.

During 1931 Japan invaded and took Manchuria, encountering little or no resistance. The Manchurian Incident of 1931 changed the attitude and lives of millions of Chinese. Overnight, they became fervent nationalists,

demonstrating against imperialism, particularly British and Japanese, boycotting foreign goods, and burning foreign warehouses in many cities.

As an eighth grader I took part in many demonstrations with my classmates. In May 1932 we demonstrated against British and Japanese imperialism on at least seven occasions, each lasting hours. Needless to say, classes were not held. I had no notion of what nationalism was about. To be honest, I did not know much about China as a country, nor did I care. After the Japanese invaded Manchuria, I

was quickly brought up to date on such matters. The teachers and the principal of our school told us that it was our duty to love, even to die for, China. The police commissioner, the education commissioner, the mayor of Taiyuan, even the governor of Shanxi Province told us we must resist foreign encroachment on Chinese sovereignty, to the death if necessary. When someone on the raised platform of a public gathering place asked, "Are you ready to die for your country?" all the boys, including me, shouted a resounding "yes," even though we did not (certainly I did not) have the foggiest idea about the meaning of "dying for your country."

In the fall of 1932, my eldest brother enrolled me at Ming-I Middle School in Fenzhou, about 100 miles southwest of Taiyuan, the same school he and my eldest sister had attended earlier. Ming-I had three junior high and three senior high classes of 40 students each. Room,

board, and tuition cost fifty yuan a year, two months of my brother's annual salary, a tremendous sacrifice I came to appreciate much later than I should have.

Of the 40 students in my class, six were girls. The girls always sat together in one corner in the back of the classroom. Rumor held that a teacher of Chinese classics at Ming-I one day looked up from his book, startled by the presence of girls in his class, muttered something, folded his book, and walked out, never to return.

One of my teachers, Mr. Liu, taught chemistry. He talked fast, wrote formulae on the black board with his right hand, erased the same with his left, and expected his students to remember every one of them. His weekly quizzes always had ten questions. A correct answer netted a student 10 points, a wrong answer deducted 20. At the end of one semester I had the second highest grade, 65. Some of my classmates had negative scores.

A quarter mile separated the girls' and boys' dormitories at Ming-I. A female missionary (known irreverently among the boys as the "Guarding Duchess of Virginity") lived in a room next to the entrance of the girls' dorm. No one entered her domain without her permission. If a male student chanced within 100 feet of the wall surrounding the girls' dorm, he would be warned away.

Rules against fraternizing between girls and boys were strictly enforced. One day a classmate of mine tried to pass a note to a girl during class hours. He had come to Ming-I from south China because his father was a close friend of the principal. The girl turned in the note to the



A family shrine in Chen Village

“Duchess,” who gave it to the principal. He gave my classmate five minutes to leave the campus and had his belongings thrown over the wall. Humiliated, my classmate committed suicide.

Mr. Yu Xin-ching was the principal at Ming-I when I matriculated. To encourage us to change from traditional Chinese ways to more modern ways, Mr. Yu challenged us on many fronts, even demanding we read newspapers. He also made us take baths in a crudely constructed shower room and inspected our cleanliness. I remember taking my first public bath while at Ming-I, an experience that embarrassed me greatly.

The Chinese believed that the station of a

person in society fell into one of five categories—scholar/official, farmer, artisan, merchant, and soldier—and that those who used their heads to make a living are destined to rule over those who used their hands. The inference was that the learned will lord over the unlearned. To make the point clear, scholars of the traditional school kept their fingernails at least a half-inch long to show that they did not labor with their hands. Mr. Yu set out to change this belief. He made manual labor part of the student’s education. On Labor Day, May 1, he gave cooks and other laborers the day off, made students do all the cooking, dish washing, and

classroom cleaning.

Public sanitation was in a deplorable state in China at this time. On a normal summer day flies were everywhere. At the butcher shop one had to wave the flies off to see the color of the meat. Mr. Yu required his students to catch 100 flies every day. Each of us was issued a match-box to keep the dead flies, which were counted prior to supper. Failure to meet the quota was a serious matter.

I graduated from junior high in 1935, but things did not work out well for the next 18 months. The senior high section of Ming-I Middle School closed; therefore, I had to look for another senior high. But I did something impolite and foolish that jeopardized my chances of ever attending.

Just before my junior high graduation (an important event at that time) my eldest brother sent me a package. In it was a pair of trousers and a shirt, sewn by my sister-in-law as a graduation present. I was thrilled by the new clothes and by my sister-in-law's gesture of friendliness. But when I put on the trousers the day before graduation, I found them too short. And the shirt was too small. Childishly, I wrote and thanked her for nothing. At that my eldest brother took offense, shot back a letter to the effect that since I was so proud, perhaps I could support myself from that time on.

Hoping that my brother's anger would subside, I took the entrance examination to Ming-Xien Middle School in Taigu, about 50 miles from Fenzhou and one of the most reputable schools in the region. Many took the entrance examination, only 40 were accepted. The next four were placed on a list of alternates. I was the first alternate, a classmate of mine was number two.

In August 1935, my classmate and I were summoned by the dean of students at Ming-Xien to appear for a personal interview, an indication that we had a chance to get in the school. We got on our bicycles and pedaled the 50 miles to Taigu.

My friend was a smoker, I was not. He did not have a pocket on his shirt, I had one on mine. At his request I carried his cigarettes in my shirt pocket for him. In due time, we reached the dean's office for interviews. As we bowed to the dean, my friend's cigarettes fell out of my shirt pocket. The dean icily observed that he did not know people my age smoked.

I said I did not smoke. The dean said, "Lying is worse than smoking," and dismissed me from further interview. My friend said nothing. I too said nothing.

Back in Fenzhou, life became more desperate. Ming-I allowed me to stay in its dorm for the summer, but I had less than half a yuan to sustain me. I figured I could live on that amount for 10 to 15 days. In that time I would have to find a way to sustain myself.

I could have gone back to Chen Village, worked on the farm with my older brother, but I decided against that. Neither did I wish to become a common laborer. The American missionary group in Fenzhou administered a hospital and a small center that trained young Chinese for missionary work in rural areas. I had never dreamed of becoming a missionary. But in 1935, access to room and board as part of missionary training was better than returning to Chen Village or starving, so I signed up.

The year at the missionary training center passed slowly, but it did keep my body and soul together. Meanwhile, my eldest brother became the postmaster of An-I, a small railroad junction about 300 miles south of Taiyuan and 133 miles from Chen Village. That change and the passage of time helped him forget my transgression. In the spring of 1936, he told me that he was prepared to send me to senior high school. I soon left for An-I.

In the 1930's, Chiang Kai-Shek's Nationalist Party had a tenuous hold over the country. The Nationalist Party sought to unify China

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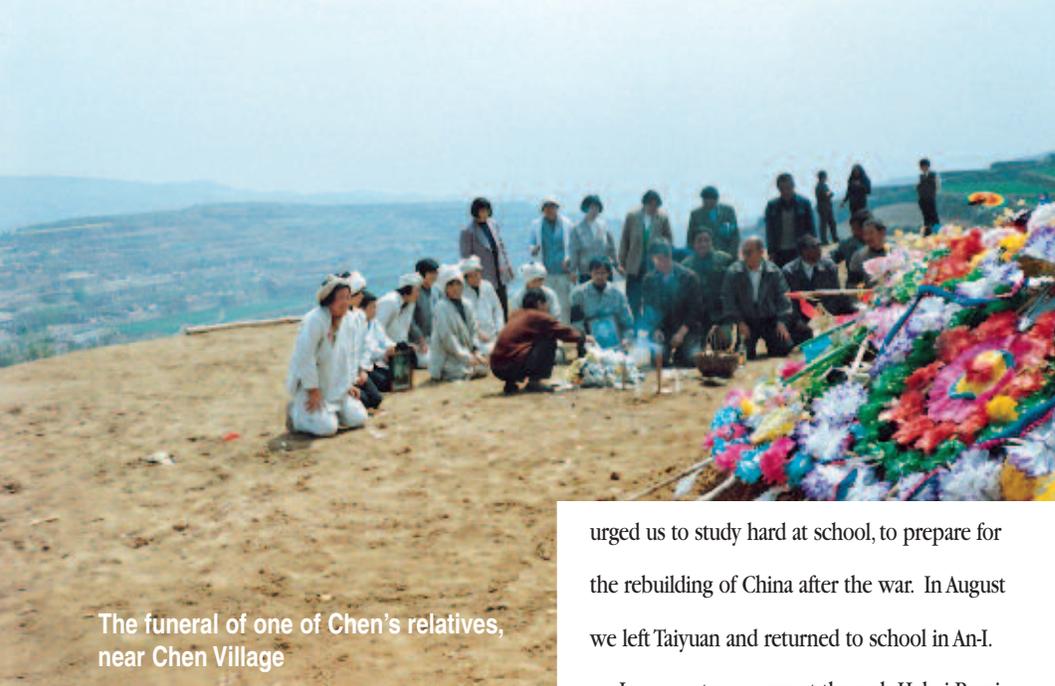
and consolidate its power, and in a series of maneuvers Chiang subdued a number of warlords. But the Chinese Communist Party (CCP) refused to give in.

Since a bloody purge of its communist members in 1927, the Nationalist Party had been fighting the CCP. In the early 1930's, Chiang had pushed Mao Tze-dong and his followers from Chiangxi, in southwest China, to Yen-an (a trek that became known as the "Long March") in north Shaanxi, across the Yellow River and adjacent to Shanxi Province and An-I.

In the spring of 1936, when Chen rejoined his eldest brother's family in An-I, the Communists were rumored to be ready to invade Shanxi.

During the next several months, the Nationalist Party fought against, but never vanquished, Mao's communists.

The Nationalist Party forces broke off their offensive against the Chinese communists in part to deal with territorial encroachment by the Japanese. In the first months of 1937, several incidents strained the already deteriorated relations between China and Japan. On July 7, Japanese soldiers claimed that Chinese troops had kidnapped a Japanese officer near the



The funeral of one of Chen's relatives, near Chen Village

Marco Polo Bridge outside Beijing and demanded entry to Chinese barracks to search for the missing soldier. China refused, and war between China and Japan began. This war would remain formally undeclared until the Japanese attack on Pearl Harbor in 1941.

In the fall of 1936, my eldest brother enrolled me at Yuncheng Senior High School in An-I. In March 1937, some 1,000 male senior high students in Shanxi Province were ordered to undergo six months of basic military training. The gathering place was Taiyuan, the provincial capital where I had lived with my eldest brother's family during my upper elementary school years.

When the war broke out, all the students in our unit volunteered to join the regular army. Governor Yen said he did not need us to fight,

urged us to study hard at school, to prepare for the rebuilding of China after the war. In August we left Taiyuan and returned to school in An-I.

Japanese troops swept through Hebei Province in two months. City after city fell like autumn leaves. By November, Japanese divisions were in Shanxi Province.

Young men like me were in no mood to study. Daily we went to the railroad stations to serve the needs of passing soldiers going to or coming back from the front lines. It was sad to see wounded soldiers riding in open freight cars in drizzling rain, agonizing in pain, asking for help that we were unable to give. Some of them cursed us.

By mid-November it became obvious that Shanxi Province was about to fall into the hands of the advancing Japanese. We had two choices: join the army or become refugees. None of my classmates wanted to join Yen's troops. In fact, his army was too disorganized to accept new recruits.

One cold November day, four or five of us left school and went to see the Communist army recruiter in Yuncheng. To my surprise, the person in charge was a schoolmate of ours, one class behind. For some reason he gave us a hard time, kept asking questions that irritated me in particular. In a huff, I walked out on the whole thing, became a refugee instead.

At that time my father was in Hubei Province, more than 300 miles south from home. My mother, my older sister, and my eldest brother's family left An-I left to join him. We traveled by ox cart. Hundreds of refugees and retreating soldiers were heading south. Some of the soldiers were laden with looted goods, loaded on the backs of animals or carts drawn by animals. Many soldiers drove carts recklessly, passing other carts every which way. I was constantly worried that a soldier might take our cart. The only polite soldiers were the communists. They drove carefully, often yielding right of way to civilians.

With great trouble we crossed the Yellow River, a longtime dream of mine, now realized under less than ideal circumstances. We lost the ox cart in the crossing and so shifted to trains. The railroad was clogged with soldiers and refugees. Coaches were packed with people like sardines. People sat on tops of coaches, in front of locomotives, wherever they found a foothold. Our train traveled not much more than 30 miles a day.

On a couple of occasions we got off the train, found hotels for rest, but the hotels were so crowded that the seven of us stayed in one small room and took turns sleeping. Police

**“All the members of my family,
except my father,
were left with nothing
but what we had on our backs.”**

visited our room unannounced several times, checking for subversives.

My father met us at the train station, told me to gather the luggage while he took the rest of the family to his residence. Foolishly, I left the luggage on the platform while I searched for porters. By the time I got back, the luggage was gone. All the members of my family, except my father, were left with nothing but what we had on our backs. And I was to blame.

I stayed with my father for several months, during which he took me along as he carried out his duties. This was the longest period of time my father and I were together, and it was not easy for either of us. He was unhappy with me for losing the family's luggage. I was unhap-

Chen (far right), at the dinner table, during a visit to his native homeland



py because he was so picky about small matters. Looking back now, I can see the struggle had more to do with his attempt to continue treating me as a child and my attempt to behave like a grown-up. Since all of us lived in one rented room, we could not escape each other.

One midnight, I heard my father ask my mother to get him some hot water for tea. I got up, lit a fire to boil water, only to be told that he no longer wanted any tea. I went back to bed, and heard him ask my mother about the hot

water he wanted. This time I pretended not to hear; my mother got up, built a fire, got the tea for my father.

In 1938, Chen left the crowded apartment. He worked as a tax collector. When that job ended, he joined a Red Cross medical team assigned to various military hospitals. As a young medic, Chen cared for wounded soldiers who had to walk or be carted for days before reaching the first aid station. Disease, particularly typhoid, took as many lives as the wounds. Working for the Red Cross was satisfying, but Chen dreamed of attending college. In 1939, he and a fellow medic pooled their meager resources and took the college entrance exam. They agreed that whomever passed

would receive "the scholarship." Chen's friend passed and was assigned to a university in Kunming.

War is often long periods of boredom interrupted by short bursts of horror. During one of those long periods, Chen applied to be a radio

operator, was accepted and sent to school in Sichuan Province. After training, he was assigned to an international communications station in Chungking. The year was 1940, and Japanese air raids on the city incessant.

In the summer of 1940, Chen passed the college entrance exam and was assigned to

Cheeloo University in Chengdu.

To support himself as a student, Chen worked as a proofreader for the Central Daily News, the newspaper of the Nationalist Party. Work and school left him little time. His health suffered and he nearly flunked out. Chen quit his job to focus on his studies, but soon found himself dependent on charity, a situation he could not abide. He quit school and answered an advertisement for army military interpreters needed to work with China's military ally, the United States. The U.S. had declared war on Japan following the attack on Pearl Harbor, December 8, (the 7th in the U.S.) 1941.

In the summer of 1943, Wen Chao Chen was a lieutenant in the Chinese army. By 1944, he was chief interpreter for China's 54th army, a combat unit working in concert with American troops. As a medic, Chen had served behind the lines; now he was part of front line operations, and his memories of the war are searing. Those experiences, his post-war sponsorship to the United States by an American officer, and his experiences in this country are chronicled in his memoir. ○

FROM ENEMY OF THE STATE TO THE

STATE DEPARTMENT

“A person like you...” Excerpts of a College Friendship

In an age of cell phones and e-mail, letters seem low-tech and outmoded, especially if you need to send important information fast. And a telegram? Forget it; send a fax.

But Kiyonao Okami '40 and Ed Thompson '43 know the value of the written word sent via the U.S. Postal Service or Western Union. Especially when those words chronicle one man's effort to build a life in his adopted country, and another man's effort to help him.

“Kiyo” Okami, who was born in Japan and lived there until the age of 24, was a 1940 Kalamazoo College graduate. Paul Lamont Thompson, Ed Thompson's father, was College president from 1938 to 1948. The story of their friendship—and the documents that bear witness to it—came to light this year after Okami was

The Kiyo Okami Journey

Kiyonao Okami '40 had no idea his trip to the United States would become a permanent move. He expected to visit from his native Japan for a couple years, earn a college degree, experience first hand the American culture that had fascinated him since his childhood, then head back to Japan. Little did he know he would marry an American woman or that the U.S. government would arrest him, then employ him for more than 30 years.

“I wasn't here long before I changed my mind and thought this could be the country where I might like to make my life,” said Okami, now 86. “But I never could have imagined how that would come about.”

Okami graduated from Rikkyo University (also called St. Paul's University) in Tokyo in 1936 with a bachelor's degree in economics. Like his father, a 1900 graduate of Yale, and his uncle, a graduate of Cornell, Okami was a student of American culture and yearned to experience it. In 1938, he enrolled in Stanford University but quickly became disillusioned with the school.

“There were too many Japanese students!” exclaimed Okami. “It was just like being in Tokyo. A friend of mine who had graduated from Kalamazoo College told me I should enroll there because I wouldn't see another Japanese person the whole time I'm there. And he was right; I didn't.”

Okami arrived at the College in fall 1938 and within two years earned a bachelor's in sociology. Classmate Lansford “Bud” Moore '40 remembers that Okami “was well liked and respected by other students, and his skiing exploits were legendary. He tied those long wooden slats to his shoes and off he went from Stetson Chapel to the bottom of Academy Street hill.”

Another student who took note of Okami was Louise Harris '42. She and Okami married on Christmas Day 1940. They settled in the New York City area where Okami had a \$35-a-week clerkship at the Mitsui Corporation, the large Japanese import-export company located on the 7th floor of the Empire State Building.

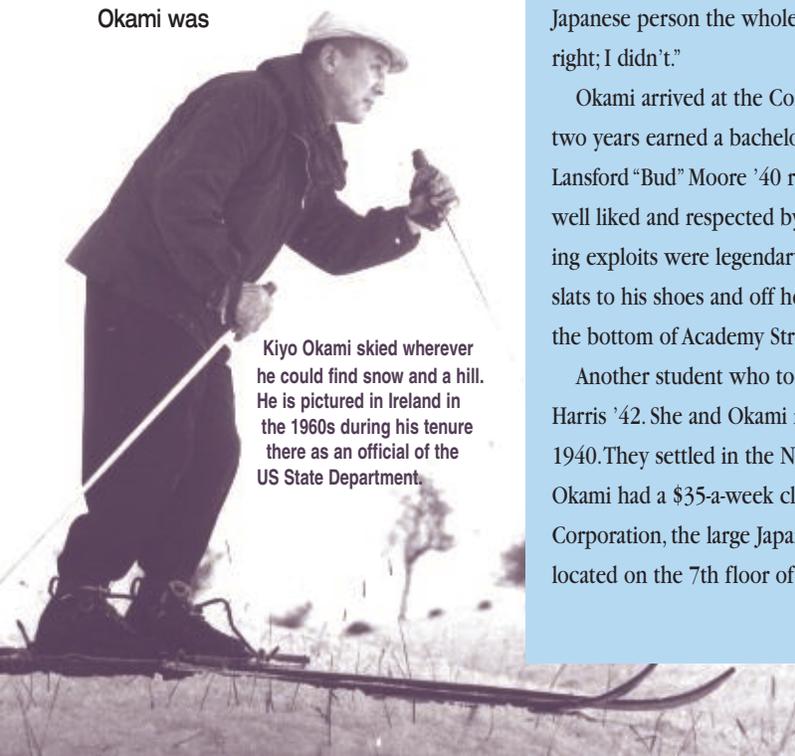
chosen by the Emeritus Club to receive its Citation of Merit, and Ed Thompson rediscovered a sheaf of yellowed papers from the early 1940s.

“When I heard that Kiyo would be coming to Commencement in June, I remembered a stack of letters from him that my father had saved,” said Thompson. I thought it was time to take them out of storage and see what was in them. I had no idea I would be so moved by the story they had to tell.”

Okami, Paul Thompson, and their wives exchanged many letters and telegrams beginning in late 1940. Subjects ranged from Okami's desire for Thompson to “remember me as one of the 1940 Kazoo graduates,” as he wrote on September 3, 1940, to announcements of weddings, births, and jobs. Okami also asked for Thompson's assistance in extending his student visa and obtaining work or personal references. Thompson responded to Okami with direct assistance, practical advice, and reminders to keep his courage “when these strains between nations get too acute.”

Early in the afternoon of December 7, 1941, Okami was sitting in a Methodist church near the apartment he shared with wife Louise (Harris) Okami '42 on Long Island, New York. “A man came in and whispered something to another man sitting near me,” said Okami, now 86 and living in England. “Whispers quickly spread throughout the church and, one by one, people got up and left. We all simply went home.”

Around midnight, two FBI agents knocked on the Okamis' door. Kiyo was taken into custody and detained on Ellis Island along with about 300 other



Kiyo Okami skied wherever he could find snow and a hill. He is pictured in Ireland in the 1960s during his tenure there as an official of the US State Department.

Kiyo Okami's 1940 Kalamazoo College graduation photo.



Paul Lamont Thompson was Kalamazoo College president from 1938 to 1948. He died in 1976. Angell Field, Stowe Stadium, and the Kalamazoo College Fund (then known as the Annual Fund) all came into being during his tenure.

Japanese, 200 German, and 150 Italian nationals living in the New York City area. Some of the Japanese were Okami's friends and 22 were co-workers from Mitsui Corporation, a large Japanese import-export company with offices in New York City.

Officially, Okami was classified as an enemy alien who could be sent to a detention camp for the remainder of the war, freed unconditionally, or paroled. Exchange for American prisoners or businessmen detained by Japan was also discussed. United States Attorney General Francis Biddle would decide each man's fate based on the recommendation of a three-man local hearing board.

Louise Okami contacted Kalamazoo College President Paul Lamont Thompson shortly after her husband's arrest to ask for his help. Following are excerpts from some of the correspondence between the Okamis and Thompsons over the ensuing months.

(Dec. 31, 1941 from Kiyo)

Dear Dr. Thompson:

Since we are not allowed to write a letter except a post card, I am sending this to you through my wife. Only wives are permitted to visit us once a week just for 20 minutes. Louise and I were planning to celebrate our first wedding anniversary on Christmas Day. All those happy plans are gone now. Even the Reverend who performed our wedding ceremony has been interned here. However, because of this Reverend's presence, we have Sunday morning service here. My biggest hope, that is to restore peace between the U.S.A. and Japan, has been completely crushed by those who believe in ruthless militaristic powers in Japan.

On the morning of Dec. 7, 1941, the Japanese navy attacked the American naval base at Pearl Harbor, Hawaii. That night, the FBI took Okami into custody and detained him on Ellis Island along with several hundred Japanese, German, and Italian nationals. He was labeled an enemy alien and incarcerated on Ellis Island for more than four months until he was paroled.

"Louise contacted Paul Lamont Thompson, the president of the College, and informed him of my situation. He traveled to New York City to appear at my hearing as a character witness. He also volunteered to be my sponsor and wrote letters on my behalf. He was very important in helping me get released."

Okami's joy at being released was tempered by the realization that he was out of work. As a Japanese national in the U.S. at that time, his prospects of finding work were slim unless he joined the U.S. war effort. Acting on a tip from the FBI, he interviewed for a job with the Office of War Information (OWI) in New York City. In June 1942, he joined OWI as a language editor in its overseas publications bureau. His main duty was to write Japanese language propaganda materials that could be dropped from planes over Japanese held territories in the Pacific. He also wrote narration for radio, phonograph, and film, supplied Japanese calligraphy to several motion picture companies, and provided editorial assistance to magazines such as *Life*, *Time*, *Fortune* and *The New Yorker* on matters relating to Japanese language, history, and geography.

"The *Voice of America* radio program was just down the hall from my office," said Okami. "I was invited to participate in broadcasts to Japan, but I declined. My parents, brother, and sister still lived in Japan, and I didn't want to jeopardize them by my actions. No one pressured me at all."

But Okami's presence created an accounting problem for the OWI. "They had a tough time putting me on the payroll because I was still classified as an enemy alien. To get around it, they paid me out of the office furnishings budget. I used to laugh that I had become a piece of furniture."

continued on page 34

(mid-January, 1942 from Kiyo)

Dear Dr. Thompson:

You will be pleased to know that I had my hearing this afternoon. Much to my surprise, I was questioned for no more than 10 minutes, but Louise was separately closeted with the hearing board for nearly 20 minutes and was asked many personal questions. Our impression is that your views and your support will have a very important bearing on my case in as much as the board decided to give another hearing at which they are desirous of seeing you. In other words, what you will have to say on my behalf may decide whether I shall be released or not. Louise and I are deeply devoted to each other and if we have each other we shall have all the courage, strength and determination to get along under any circumstances.

All we ask of you, Dr. Thompson, is to appear before the board and tell them that you will be our guardian following my release and that you will guarantee my conduct. I need not say that we shall always live up to your expectations.

[Postscript from Louise]

Dr. Thompson:

The hearing board ... made it plain much depends on your appearance as to Kiyo's release. [The] FBI visited my family and they gave him a high recommendation, but father told them you could give them more sufficient data.

U.S. Deputy Counsel General Kiyo Okami received the “keys to the city” of Sligo, Ireland, in 1972. Looking on while he signs the city’s official guest book are his wife, Louise (Harris) Okami ’42, and the mayor of Sligo.



(Jan. 31, from Kiyo)

Dear Dr. and Mrs. Thompson:

Louise came to visit me again and we were talking [about] how kind you were to appear for my hearing from far away Michigan. Dr. and Mrs. Thompson, truly, there are no adequate words to express our sincere gratitude for what you have done for us. I have had the pleasure of many friendships and good associations with Americans as well as Japanese in the past, yet I had not known that there could be a friendship that ignores race, nationality and even the unfortunate fact that I am now classified as an enemy alien. That night ... I truly thanked God that I had been educated under a person like you.

A couple days ago, all of us were asked to list the names of six prospective sponsors, American born citizens, in case we are released on parole. May I count on your help, if it should be necessary?

I imagine the student body has been busy studying for mid-semester exams, which usually come around this time. I remember that it is also February in which there is a Washington banquet. This banquet means so much to Louise and me because I took her to the dance for the first time.

(Feb. 22, from Louise)

Dear Dr. Thompson:

I received your letter this morning and was quite discouraged as it seems most of the other men (potential sponsors specified by internees) have received papers (sponsor papers from the U.S. government) last Saturday. I'm sure you will let me know if such papers come. I haven't given up hope but I do get discouraged.

In August 1945, the Japanese army had been defeated and the OWI no longer required Okami's services. But the U.S. Army was looking for trained linguists with knowledge of Japanese culture and society to aid in the occupation and reconstruction of defeated Japan. Okami had no desire to go to Japan, but he was willing to teach others who would. In October, the man who had previously been classified as an enemy of the United States joined its army and soon became a naturalized U.S. citizen.

Okami was sent first to Military Intelligence Service language school at Fort Snelling, Minnesota, then to the Presidio in Monterey. "I taught what was called Japan Area Studies—language, culture, geography, and history—to soldiers who went to Japan as interpreters and interrogators."

Within a year, however, Okami had seen enough of Army life. He took an honorable discharge and headed east to join Louise and daughter Marisa Louise, who was born in 1944. He soon found employment with yet another branch of the U.S. government, this time the Department of State in Washington, D.C. His job was to help translate and analyze Japanese documents.

In 1950, Okami was put in charge of a State Department program that facilitated visits between Japanese businessmen, government officials, and religious leaders and their American counterparts. During this tenure, Okami received a "Superior Accomplishment Award" from the government.

"I once arranged a visit for a prominent Buddhist monk who wanted to meet with American Christian and Jewish leaders," said Okami. "Just before his visit, the interpreter that I had hired for him became sick, so I had to fill in. I spent three weeks touring the U.S. with this man who represented about a million Zen Buddhists in Japan. Along the way we met with Albert Einstein. I took a photo of the two men that the monk later used on the cover of a book he wrote."

Kiyo Okami had now forged a successful career with the U.S. government using the very traits for which that government had imprisoned him in 1941—his dual knowledge of American and Japanese language and

(Feb. 25, from Paul Thompson)

Dear Louise:

I hope Kiyo keeps his courage and his optimism and faith. These are hard times for which none of us feel any enthusiasm but which must be gone through as best we can. Please assure him of my continued friendship and deep interest, and tell him of my willingness to do anything further that can be done.

(March 2, from Louise)

Dear Mrs. Thompson:

Every day the news becomes worse. Now it seems that sponsor papers doesn't necessarily mean release as ... some man has been interned although his sponsors have been chosen. The Mitsui men have been interned at Camp Upton and of the 300 Japanese men taken into custody only 150 remain at Ellis. The rest were sent to Hot Springs, W.Va and Camp Upton.

I know how you must feel about Edward. It does seem a shame that his education must come to an end this close to graduation. I do think this war has disturbed many lives but it is necessary ... to preserve what we regard the best in the world. I wish to thank you for your kindly advice. I know you really feel for us and it makes the waiting seem a little easier knowing that.



Kiyo Okami (left) and Abbott Asahina, a prominent Japanese Zen Buddhist leader, look on as Mr. Ii, mayor of the Japanese city of Himeji, presents Vice President of the United States Richard Nixon with an antique mask from a Japanese “Noh” play. Also looking on in this photo taken in 1954 is US State Department officer Russell Riley. Okami accompanied Asahina and Mayor Ii on a tour of US cities as part of his duties with the State Department.

(March 3, from Paul Thompson)

Dear Kiyo:

When I was in New York I had high hopes that you would be given your freedom soon and I still hope that is the way it is going to work out. We have usually been quite temperate in our country with respect to the handling of such problems, but of course events tend to modify emotions and emotions modify policies. The discovery of a strong fifth column organization on the West Coast tends to make the situation more difficult for all Japanese people within our boundaries. I do not believe that anyone suspects you of being a fifth columnist, but you will nevertheless feel the effects. ... I personally believe in you, as you know. Anything I can do for you, I will do. In the meantime, keep your faith and your patience ... and by all means, do not allow yourself to so much as appear to be connected with or interested in any organization that is opposed to the United States. Here is where you are and here is where I actually believe your loyalties really are.

(March 21, from Louise)

Dear Dr. Thompson:

Kiyo asked to tell you ... if you would write a letter of recommendation to [U.S. Attorney General] Mr. Francis Biddle. Another American lady had their minister write and it had satisfactory results. Mr. Savage in Washington ... asked me for all details, gave me his encouragement, saying he would do all he could to help. I wonder if you could write to him.

[Kiyo's] hearing board did not quite understand that he was hired here in America and not from Japan. Local

culture. While he was with the State Department, he frequently interpreted for cabinet members and other high-ranking U.S. officials, including Vice Presidents Nixon and Barkley, Secretaries of State Dulles and Rusk, and longtime FBI Director J. Edgar Hoover.

In 1956, Okami entered the U.S. Foreign Service and a year after that received his first overseas posting as vice consul at the American consulate in Naples, Italy. There he stayed until 1960, when he accepted a promotion to a post in Dublin, Ireland. “Among other duties, I helped American citizens traveling or working overseas with passport and visa issues,” he said. “And in case someone became sick or died while in Italy or Ireland, I helped notify their families and make arrangements for them to go home.”

In 1966, nearly 30 years after he began his American adventure, Kiyo Okami moved back to Japan as deputy consul general at the American Embassy in Tokyo. “I think I am the only Japanese-born naturalized American citizen to return to Japan as a U.S. official working at the U.S. Embassy.”

In 1970, Okami returned to Ireland for his final three years of duty. He retired from the State Department in 1973 at age 60. “Louise and I wanted to be close to our daughter who was living in Ireland,” he said. “We liked Ireland, so it was an easy decision to return. The first time I lived there, the only Japanese people I saw were associated with the university in Dublin. But by the 1970s, Japanese companies were building offices and factories in Ireland, so there were more Japanese people living there.”

Okami joined one of these companies in 1974, serving for more than ten years as general manager for the Dublin branch office of Marubeni Corporation, a large Japanese trading company.

By age 71, Okami had been a propagandist, soldier, civil servant, diplomat, and businessman. He had one more career move to make. Okami's grandfather founded Shoei College, an all-girls college, in Tokyo, Japan, in 1885. His father served as Shoei president for many years

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authorities will not believe this could be true. Kiyo believes that is the only reason why he is being detained. Local authorities hold up many cases because of such suspicions.

(April 1, from Paul Thompson)

Dear Mr. Biddle:

I am writing this letter to you in the interest of Mr. Kiyonao Okami, a young Japanese man who is now being detained on Ellis Island. I knew Mr. Okami as a student on this campus for two years, and have had frequent contacts with him since then. It is difficult, I realize, to really know at the present time who among the Japanese people within our borders are loyal to this country. However, in the various contacts and conversations I have had with Okami, his attitude has at all times been that of extreme loyalty and love for this country.

I think it is worthy of note that Okami was not employed out of the headquarters of Mitsui ... [and] no man really had any real standing with the Mitsui organization who had not been appointed in Japan.

I should further add, due to the fact that my son [Lamont] was for two years stationed in Japan, I have knowledge that Okami's father expected ... that his son would never return to Japan, particularly after he married an American girl. He felt that for his son to return to Japan would mean virtual spiritual and intellectual crucifixion.

[If] any Japanese are to be given their liberty, it is my opinion that this one is worthy and loyal. I am expressing my conviction in the hope that the files are clear so that it will be possible for my word to have some weight.

(April 1, from Paul Thompson)

Dear Louise:

Considering the importance of Kiyō's situation, I am ashamed that I did not write more promptly to Attorney General Biddle. I am a bit surprised at the way I hear certain people, whom I have always thought were well poised and fair-minded, express sentiments of suspicion with respect to all Japanese and maintain that we should treat them all as though they were fifth columnists. As I watch the growth of this particular spirit, I sometimes wonder ... whether or not it will be good for Kiyō even if we do succeed in getting him released from Ellis Island.

(April 1, from Kiyō)

Dear Dr. Thompson:

I was very pleased to receive such a warm and sympathetic letter from you the other day. It gave me much courage and will to go on. There are still nearly 100 persons whose cases have not been decided. One of the fellows who used to work as a salesman for Mitsui was suddenly paroled yesterday. He has an English wife and a daughter. [Another] was released a long time ago because he came to this country when he was 5 years old. There are now only 2 Mitsui members left here undecided, not including me. The rest of them were all sent to the camp. Under such circumstances, I naturally have been very much anxious to know how my case is coming along in Washington.

I'm determined to stay in this country under any circumstances. I've loved the U.S. ever since I was a small child because my father was educated in this country and he is very pro-American.

(April 10 telegram, from Louise)

Dr. Thompson: Leaving for my apartment. Kiyō was released this afternoon. Letter soon.



Keith Murama Photography

and his brother currently serves as president. One hundred years after the college's founding, Kiyō Okami established Winchester Shoei College in Winchester, England. The College continues to enroll about 40 Japanese female students in two-year courses of study focusing on English language and literature. Many students move on to full undergraduate and postgraduate studies in the United Kingdom.

Okami was responsible for the management of Shoei College until his "final" retirement in 1993. In 1995, he received an honorary doctor of letters degree from Southampton University in Hampshire, England, for his contribution, vision, and commitment to international education. He and Louise continue to live near Winchester Shoei College, which is now run by his nephew.

The Emeritus Club of Kalamazoo College bestowed its Citation of Merit to Kiyō Okami at the 60-year anniversary reunion of the Class of 1940, held in conjunction with Commencement activities in June.

"The year 2000 is very special to me. I will be married to Louise for 60 years," said Okami, "and I received this honor from Kalamazoo College, a very special place to me." ○

Kiyō Okami '40 and Ed Thompson '42 read letters written in the early 1940s by Okami and Thompson's father, Kalamazoo College President Paul Lamont Thompson.

(April 15, from Kiyō)

Dear. Dr. Thompson:

I am writing this at our good old apartment where no one lived for the past four months. Before I came back, Louise was already here waiting and gave me her hearty welcome.

Dr. Thompson, really, we are so happy to be together again that we feel as if we were on another honeymoon. I was paroled under the sponsorship of Rev. Maddous, whom I know through my cousin. The only obligations I have under this condition are to report once a week to Rev. and to visit Ellis Island once a month. From now on we are going to attend his church every Sunday, thus we can fulfil our duty at the same time.

I sincerely believe that [your] letter must have been taken by the Attorney General very highly and eventually it led to my release. I have been thinking of my future work very seriously. I am now willing to share my obligation to this country and her democratic institutions.

Let me thank you again and again for what you have done for us. I firmly believe that if you had not helped me at all, I might have been ... interned at the camp by this time. I will remember you as my great benefactor for the rest of my life.

(April 15, from the Director, Alien Enemy Control Unit)

Dear Mr. Thompson:

Your letter of April 1, 1942, addressed to the Attorney General, in behalf of Kiyō Okami, now detained as an alien enemy, has been referred to this office for consideration. The Attorney General recently signed an order of parole in the above-named case. Mr. Kiyō Okami will be notified of this decision in due course.

NISEI STUDENTS AT KALAMAZOO COLLEGE

On February 19, 1942, President Franklin Roosevelt issued Executive Order 9066, which authorized the United States Army to relocate people of Japanese descent from their homes in California, Oregon, and Washington to camps in Arkansas, Idaho, Wyoming, and other interior states. More than 100,000 people—many of them U.S. citizens—were interned for the duration of World War II in barracks-style camps ringed with barbed wire, watch towers, and armed guards. German and Italian immigrants fell under the same order, but few were detained or relocated.

One of the few legal ways to escape the camps was to join the U.S. armed forces. More than 33,000 Nisei, or second-generation Japanese American men, volunteered for active duty. The majority of Japanese Americans in uniform during World War II served in the famed 442nd Nisei Infantry Regiment that fought in Europe. The 442nd sustained the highest casualty rate of any American unit during World War II and remains the most decorated group of American soldiers in history. It had no known desertions. Several thousand others, including many Kibei (Nisei who had been educated in Japan), served in the Pacific with elite combat and intelligence units such as Merrill's Marauders, or taught Japanese to other soldiers heading to the Pacific. Many Nisei and Kibei were assigned to be translators and interrogators during the occupation and reconstruction of defeated Japan.



Another way to escape the detention camps was by enrolling in a college or university. Few students could afford to do so, however, because their family assets were frozen or lost when they went into the relocation camps. Few institutions were eager to enroll students of Japanese ancestry, much less provide financial assistance. Some private organizations helped. One was the American Baptist Home Mission Society (ABHMS), which placed Japanese-American students at colleges affiliated with the Baptist church.

Kalamazoo College was one such college. Thomas Sugihara '45 enrolled at Kalamazoo College through the assistance of ABHMS in October 1942. In a letter from Sugihara that was published in the fall/winter 1992-1993 issue of this magazine, he wrote that he “was the first of four Japanese-American students on the scene. Paul Hiyama came a few months later, followed by Yoshiya Igarashi and Leonard Yamasaki. By the fall of 1943, all four of us were there; there were not others before the end of the war.”

Sugihara and Hiyama were members of 1945 Hornet basketball team, which gained fame as “The Shortest Basketball Team in the Nation” when the photo reproduced here appeared in more than 125 newspapers throughout the country. The starting five players pictured here averaged only 5'8". Team captain Hazen Keyser '47 is at lower left. Others in the photo, from left, are Hiyama, Sugihara, Gus Birtsas '47, and Louie Spitters '48. ○



SPOTLIGHT

Jeff Gorton

The Kalamazoo College *K-Plan* allows students the freedom of discovering new interests and talents or the option of studying and developing familiar ones. Jeff Gorton shaped his *K-Plan* to explore his interest in visual arts.

Jeff studied abroad in Madrid, Spain, where he was able to see some of the greatest works of art in the world. To integrate art into religious aspects of his life, Jeff based the artistic component of his senior individualized project (SIP) on the crucifixion of Jesus Christ. Jeff used self-portraits as visual references to paint the images. His goal was to make a SIP that projected his viewpoint and beliefs in a powerful way and as a means of sharing his faith.

The second component of Jeff's SIP combined his economics minor with his interest in art. He worked for Biggs-Gilmore, a marketing and advertising agency in Kalamazoo.

Gorton worked with creative designers and was responsible for a weekly newsletter. During his senior spring quarter Jeff worked for

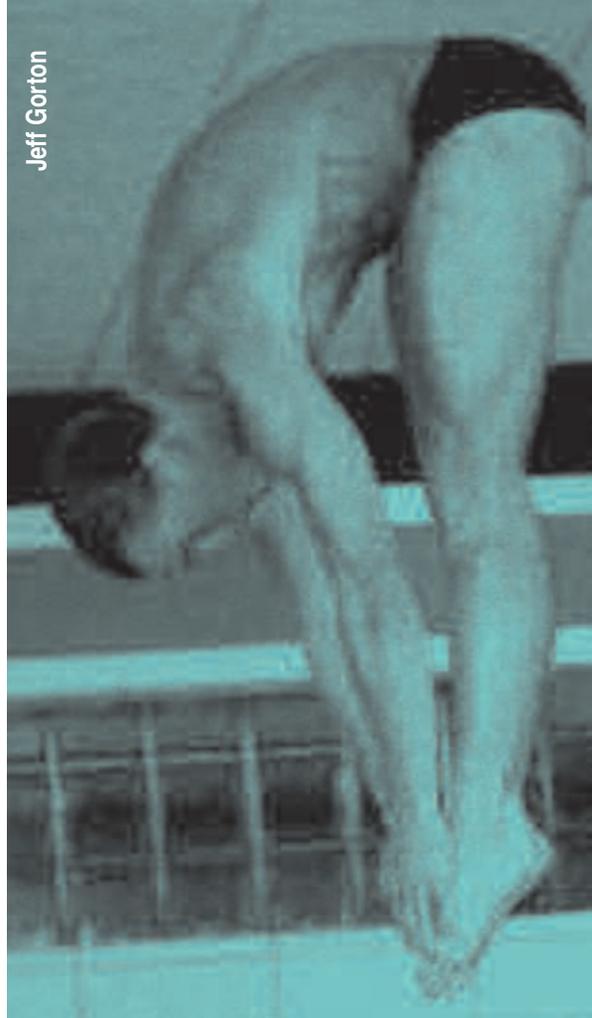
Kalamazoo College's director of publications, designing tennis programs for the MIAA, ments. Eventually, Jeff plans on going into the field of graphic art. "I've always loved art," he said. "It is something that I knew I wanted to do."

For Jeff, diving was a natural athletic and artistic choice. Art and diving are creative sports, recognized for their visual pleasure and grace. "Diving is a visually powerful show that I must sell to the audience," Jeff explained.

Jeff has dove competitively since his first year in high school. As a diver for Kalamazoo College he earned five national championships. He currently holds the NCAA record on both the one-meter and three-meter boards, every Kalamazoo College diving record, and every MIAA diving record. He was named diver of the year at the NCAA Division III Championships this year.

Jeff is planning to pursue his diving aspirations immediately after graduation. The Fort Lauderdale club team invited Jeff to train with them at the International Hall of Fame Swimming Pool. He will train three times per day, a regimen that will include diving and weight training. Ron O'Brien, Greg Luganis's former diving coach, is the director of the Fort Lauderdale diving team, and his son Tim will be Jeff's diving coach. "I want to see how far I can go in the sport," Jeff says. "I want to try and reach my full potential." He is scheduled to compete in the zone meet in Georgia during mid-July. The zone meet qualifies divers for the national championships in California in August.

Jeff Gorton

The Jeff Gorton *K-Plan*

Major: Art. **Minor:** Economics.

Career Internship: Worked for the brokerage firm of Fahnstock and Co.

Study Abroad: Madrid, Spain.

Senior Individualized Project: Created and exhibited his original oil paintings and interned in the marketing and advertising agency Biggs-Gilmore.

College Athletic Career: Diving (four years), Soccer (one year).

Hidden Value of Kalamazoo College

Athletics: "As student-athletes we attend school full-time and work full-time. This forces us to manage our time well, to focus our priorities, and to be consistent in our studies."

Jeff Gorton created a website of digital "sketches" (left) as part of his SIP, which culminated in a gallery showing of his oil paintings.



Sue Nelson, a biology major and sociology minor, transformed the *K-Plan* to her advantage, using the various components to combine her academic and extracurricular interests.

Sue studied abroad in Quito, Ecuador, and participated in that program's environmental study project for six months. She lived on a farm out in the country where her host extended family, all 25 people, would convene every Sunday to pick corn, oranges, limes, and avocados. "I loved getting to know my host family," says Sue.

She spent nine days during her spring break in the rainforest and later lived there for three weeks while she worked on her integrative cultural research project (ICRP). She studied the territorial nature of a butterfly species.

The ICRP helped prepare Sue for her senior individualized project (SIP), in which she studied the effect of temperature and humidity on swallowtail butterflies. She performed her SIP at Michigan State University with a professor of entomology. Although it was an excellent learning opportunity, Sue considers the most valuable aspect of her SIP the realization of her desire to work with people.

She combined her interest in nature and working with people during her career development internship at the Mount Desert Oceanarium at Arcadia National Park in Maine. Here she taught children and visitors about biology and the living organisms on Maine's coast. "I enjoyed arousing visitors' interests in the life around them," Sue explained. "In particular, I enjoyed feeding children's growing fascination with life and nature."

Sue's attraction to working with people piqued her curiosity about a Kalamazoo College

The Sue Nelson *K-Plan*

Major: Biology. **Minor:** Sociology.

Career Internship: The Mount Desert Oceanarium; Arcadia National Park, Maine.

Study Abroad: Quito, Ecuador.

Senior Individualized Project: Studied the effects of temperature and humidity on swallowtail butterflies at Michigan State University.

College Athletic Career: Cross-Country (four years)

Hidden Value of Kalamazoo College Athletics: "Many students at Kalamazoo College become immersed and single-minded in their studies. It is important to take time for yourself and spend time with your friends. As athletes, we are conditioned to do something for ourselves; for a part of our day we are forced to focus on something other than the rigorous studies of Kalamazoo College."

Sue Nelson



course on neighborhood organizing, a course that has strongly influenced her plans after graduation. In this "Building Blocks" class, Kalamazoo students undertake intensive block-level organization in the city's low-income residential neighborhoods. After graduation Sue plans to work for the Institute for Community Empowerment for the Northside of Chicago. She will assist neighborhood revitalization efforts that specifically target Hispanic communities. She will attend meetings and help citizens organize a campaign for improved school funding. Sue also will help residents take ownership of the campaign and exercise their rights as citizens in a democracy on behalf of their community.

2000 Fall Sports Composite Schedule

(See key on following page)

August

27 MS at WMU (Exhibition) 3:30

September

1	VB Hornet Invitational	TBA
2	VB Hornet Invitational MS at Wabash	TBA 4:00
3	MS vs. DePauw (at Wabash) WS at Illinois Wesleyan	2:00 2:00
4	WS at Wheaton	8:00
6	VB at Alma*	7:00
8	CC at Aquinas Invitational MS at Ohio Wesleyan (OWU) VB at Hanover Invitational WS at Ohio Northern	4:00 7:30 TBA 4:00
9	FB vs. Wooster MS vs. Principia (at OWU) VB at Hanover Invitational	1:00 5:00 TBA
10	WS vs. John Carroll	Noon
12	MG at Albion* VB at Saint Mary's* WS at Saint Mary's*	1:00 7:30 5:00
13	MS vs. Cornerstone	4:00
14	VB vs. Olivet* WG at Saint Mary's	6:30 Noon

Schedule continued

S e p t e m b e r

16	FB vs. Mount St. Joseph WS vs. Heidelberg CC at GLCA (Kenyon) VB at John Carroll/Case Western WG at Alma*	1:00 Noon 11 am TBA 1:00
18	WS at Detroit-Mercy	4:00
19	WG at Kalamazoo*	1:00
20	MS vs. Calvin* MG at Olivet* VB at Hope* WS at Calvin*	4:00 1:00 6:30 4:00
23	MS vs. Albion* VB vs. Albion* FB at Rose-Hulman CC at MIAA* (St. Mary's) WS at Albion*	1:30 7:00 1:30 11 am Noon
26	VB vs. Calvin* WS vs. Hope* MG at Hope* MS at Hope*	7:00 4:00 1:00 4:00
27	WG at Albion*	1:00
29	VB at Adrian*	7:00
30	WS vs. Alma* CC at Loyola Lakefront (Chicago) MG at Adrian* MS at Alma* WG at Hope*	Noon 11 am 1:00 1:30 1:00

O c t o b e r

2	MG at Calvin*	1:00
4	MS vs. Olivet* VB vs. Alma* WS at Olivet*	4:00 7:00 4:00
5	MG at Kalamazoo*	1:00
6	CC at Mich. Intercollegiates (TBA) VB at Olivet*	4:00 6:30
7	WS vs. Saint Mary's* FB at Colorado College MG at Alma* WG at Adrian*	Noon 1:00(MT) 1:00 TBA
8	MS vs. Robert Morris	2:00
9	WG at Calvin*	1:00
10	VB vs. Saint Mary's* WS vs. Adrian* MS at Adrian*	7:00 4:00 4:00
14	FB vs. Hope* (Homecoming) VB vs. Hope* (Homecoming) WS vs. Calvin* (Homecoming) CC at Manchester Invitational MS at Calvin* WG at Olivet*	1:00 11 am Noon 11 am 1:30 TBA

18	WS vs. Albion* MS at Albion* VB at Albion*	4:00 4:00 6:30
20	VB at Calvin*	7:00
21	MS vs. Hope* FB at Olivet* WS at Hope*	1:30 1:00 Noon
24	MS vs. Alma* VB vs. Adrian* WS at Alma*	4:00 6:30 4:00
26	WS at Adrian*	4:00
27	VB at Midwest Inv. (Calvin)	TBA
28	FB vs. Alma* WS vs. Olivet* CC at MIAA* (Albion) MS at Olivet* VB at Midwest Inv. (Calvin)	1:00 Noon 11 am 1:30 TBA

N o v e m b e r

1	VB at MIAA Tournament (TBA)	TBA
3	VB at MIAA Tournament (TBA)	TBA
4	FB vs. Albion* MS vs. Adrian* VB at MIAA Tournament (TBA)	1:00 12:00 TBA
11	FB at Adrian*	1:00

* - Michigan Intercollegiate Athletic Association contest

- Home games in black

- Dates and times subject to change

CC - Cross Country; FB - Football;
MG - Men's Golf; MS - Men's Soccer;
WG - Women's Golf; WS - Women's Soccer;
VB - Volleyball

PREVIEWS

C r o s s
C o u n t r y

The men's cross country team enters a rebuilding phase in 2000. Three of its top eight runners return from a year ago.

Andy Beights '02 was a second team All-MIAA selection last year and should be one of the top runners this season. Beights recorded a season-best 26:24 at the NCAA Great Lakes Regional at Ohio Northern.

An All-MIAA second team selection in 1998, Shane Bowen '01 came on strong at the end of last season and ran a season-best 26:23 at regionals.

Mitch Kundel, a two-year letter winner, and Mike Mayers round out the senior class.

A solid group of young runners have the opportunity to contribute as well.

The women's cross country team hopes to improve on its fourth place finish in the MIAA last year. The Hornets return their top two runners and combine a solid recruiting class to form a strong team for 2000.

Vicky Fletcher is expected to be the Hornets' top runner. Fletcher was a second team All-MIAA selection last year and had a season-best 19:27 at the NCAA Great Lakes Regional at Ohio Northern.

Becky Bielang '02 ran number two last year and had a season-best 19:52 at regionals.

Krea Fedak '01, Lauren Wadland '01, Amy Johnson '03, and Amber Terry '03 are returning letter winners and expect to contribute this season.

Coach Andy Strickler likes the depth of this year's squad. About a dozen runners will compete for the top positions.

F o o t b a l l

Take the next step. After a 1999 season that saw the Kalamazoo College football team close the gap between the elite teams in the MIAA, the Hornets are ready to continue their quest towards excellence.

The Hornets will take a new philosophical approach to offense this year in an attempt to better utilize skills and offer more big play threats. Expect more balance between the running and passing game. The Hornets will get the ball downfield more often with more explosive plays.

Sophomores T.J. Thayer and Zach Ellis are top prospects for the quarterback position. Thayer led the team in passing yards (724)

and rushing yards (493) last year. A host of other quarterback candidates, both returning and newcomers, will be in the hunt as well.

Jim Hurd is expected to be a workhorse in the backfield. The senior averaged 3.7 yards per carry last year with two touchdowns. Justin Gross '02, Rob Mickey '02, and Brent Jackson '01 are also expected to contribute.



Jason Charnley '02 and Todd Wilson '01 will be the playmakers on the receiving end. Charnley led the team with 35.9 yards per game last year, and Wilson had a team-best 17 yards per reception.

The offensive line is young, big, and strong. Junior co-captain Brian Lewis leads this group.

The Hornet defense anchors the program. Despite graduating 10 starting seniors, the defense is blessed with depth, and there is an abundance of talent ready for the opportunity to play.

Junior co-captain Brant Haverdink will lead the linebacker corps. Senior Eric Page leads a strong and good-sized defensive line. Nate Hurst '02 is the primary force in the secondary.

The loss of special teams standout Jeff Dillingham '00 will create opportunities for several players who are prepared to take on the responsibilities of kick and punt returner and long and short snapper. Tom Hillemeir '02 returns as one of the top kickers in the league. Amir Emani '03 should move in to handle the punting duties.

The schedule includes five home games, including Hope College at homecoming. The Hornets also take a first-ever plane trip to compete against Colorado College in Colorado Springs.

G o l f

Seniors and sophomores make up the bulk of the 2000 men's golf roster. Jon Wood, B.J. Ford, and Mike Tulchinsky return to lead an experienced group of seniors.

Wood was the team's best golfer in 1999 before leaving for study abroad. He averaged 79.8 and finished third at the MIAA meet at Defiance.

Ford had the best average (81.9) of those who played in every match. He shot a season-best 79 twice and ranked 19th among MIAA leaders.

Mike Tulchinsky returns from study abroad to compete in his final season.

An experienced group of sophomores also returns. Ben Tucker and Jason Richards competed in every match last year. Both shot season-bests (Tucker-77, Richards-78) at Defiance. Several newcomers could help round out one of the most experienced teams Kalamazoo has had in the last several years.

The women's golf team is off to a new start under first-year head coach Henry Williams '70. Williams, a retired vice president in the banking industry, was an assistant to Lyn Maurer last season. He was a four-year letter winner at 'K' and

plays in several amateur tournaments throughout the year.

The team will consist of newcomers. Most of last year's team graduated or will be on study abroad. Williams believes he has an excellent recruiting class and has high expectations for his first year with the program.

S o c c e r

Experience should help the men's soccer team in 2000. The majority of last year's starters return, including two first team All-MIAA selections and three second team selections.

Ross Bower '03 led the Hornets in scoring (12 goals, 30 points), ranked third in the MIAA in goals scored (11), and was a first team All-MIAA selection.

Midfielder David Dwaihy '02 was a first team All-MIAA selection and was named to the NSCAA/All-MidEast second team.

Other key returning players include second team All-MIAA performers Geoff Alexander '01, John Evans '02, and Aaron Thornburg '02. Sophomores Jon Hughes and Tony Pagorek return after being selected as most improved by their teammates.

Alexander was second on the team in scoring with nine goals and 21 points. Evans joins Dwaihy at midfield and Thornburg is one of the top defenders in the league.

The women's soccer team returns six All-MIAA selections from a year ago. Head coach Phil Nielsen has a team built on defense. Stacey Nastase '02, a first team All-MIAA sweeper, will direct a stifling defense which allowed only three goals in eight league games last year. Sophomores Kim Hartman and Heather Pedersen, both second team All-MIAA selections as freshmen, return after a valuable first year of collegiate soccer experience.

Midfielders Jessica Mueller '02, Lydia Raburn '02, and Heather White '01 each earned second team All-MIAA honors last year and may be called upon to provide more of the offense this season.

Several strong recruits will compete for positions throughout the lineup.

V o l l e y b a l l

Hard work has Coach Jeanne Hess excited about the upcoming volleyball season. The team is very balanced among positions, classes, and attitudes.

"This team works very hard," Hess comments. "They stay positive, care about each other, understand the meaning of 'team', and know what it takes to succeed."

Three seniors, three juniors, and quality talent at each position provide a firm foundation.

Tonia Yoder, Katie Miller, and Jenni Kryskalla form the senior class. Talented juniors include

Jodi Pung, Erin Price, and Diana

Okuniewski. Pung is tough in the middle and was an honorable mention All-MIAA selection in 1999. Price could be one of the top defensive players in the league.

The sophomore class is led by Emily Trahan and Leah Hays. Trahan broke

the Kalamazoo College single-season assist record as a freshman. She was a second team All-MIAA selection and will be the floor leader of a new offense in 2000. Hays is a solid left-handed hitter and will be a key player in the new offense.

The MIAA season will consist of a double round-robin regular season with a tournament at the end of the year.





RECAP

B a s e b a l l

The baseball team jumped out to a 4-6 record and then dropped 17 of its next 18 games. The Hornets finished the year with a 7-26 record (4-14 MIAA).

Dave Adamji '00 was an All-MIAA second team selection after finishing sixth in the league with a .404 batting average. He set a league record with 10 hits (10-for-12) in a three-game series at Adrian, and led Kalamazoo with a .381 overall batting average.

Steve Lucas '00 was a GTE/CoSIDA Academic All-District IV second team selection and hit .305 on the season with 12 doubles. Sophomore Brent LeVasseur hit .302 overall and ranked 24th in the league with a .308 average. Joe Botke '00 led the Hornets with six home runs and 24 RBI. Jeff Dillingham '00 finished a fine career with a .299 average. Freshman T.J. Thayer showed promise after hitting .306 with two home runs.

Freshman Ben Tucker had a 4-3 record with a 5.40 ERA in eight starts. Zach Burton '03 led the team with 46 strikeouts while walking only 24 in a team-high 56.2 innings.

*M e n ' s T e n n i s*

The men's tennis team captured its 62nd consecutive MIAA championship with a 5-0 dual match record, and a first place finish at the conference tournament. The Hornets defeated Hope College in straight sets in the finals of each of the nine flights (six singles, three doubles).

The Hornets defeated Kenyon College, 7-0, in the semifinals of the Midwest Regional before being eliminated from national title contention by DePauw University, 4-3, in the regional championship.

Despite failing to make the eight-team national tournament, four Hornets qualified for the singles and doubles tournament. Dan Harding '00 and brother Kyle '02 each qualified for the singles tournament. The pair also competed in the doubles tournament along with the team of Ryan Shockley '00 and Ryan Cummings '00. The doubles team of Harding and Harding advanced to the semifinals where they were defeated by a team from Gustavus Adolphus, 6-3, 6-1. In singles, Dan and Kyle were each eliminated in the first round. Shockley and Cummings were defeated by the top seeded team from California-Santa Cruz, 6-3, 7-6(5), in the first round. The four national qualifiers all earned first team All-MIAA honors, and Dan Harding was named co-most valuable player. Toby Ernst '02 and Kent Dolbee '03 were named to the All-MIAA second team.

*S o f t b a l l*

The women's softball team can look to the future following a season of very competitive ball. The young Hornets return every player next season.

The Hornets traveled to Florida for their spring trip and set a school record for hits in a game with 17, only to break that record two days later with 18. Kalamazoo returned home optimistic after posting an early 5-5 record.

The return home was not pleasant. The Hornets dropped nine consecutive games and fell out of league title contention. Kalamazoo finished the season with a 7-19 record (2-12 MIAA). Despite the record, Kalamazoo was competitive in almost every game, and six of the losses were by two runs or less.

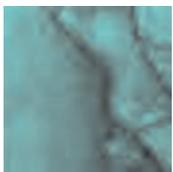
Two promising young players were recognized as honorable mention All-MIAA. Emery Engers, a freshman pitcher, was the staff ace and recorded a 5-6 record despite missing several games due to an injury. She had a 2.21 ERA and threw a shutout at Olivet late in the season. Engers also had a .353 batting average. Sophomore Alicia Dicks began the season with an 11-game hitting streak and finished the year hitting .350, leading the team with 28 hits.

Shauna Sage '03 hit .329 and led the team with 13 RBIs. Megan Deats '03 hit .361 despite seeing limited action because of an injury.

W o m e n ' s T e n n i s

The women's tennis team finished fifth in the MIAA based on a 3-4 record (8-10 overall) in dual match play and a fifth place finish at the MIAA tournament.

Maureen Coyle '00 was selected to the All-MIAA second team and finished fifth at one singles at the league tournament. Paige Foley '01, Whitney Mernitz '00, and Erin Lee '03 also finished fifth at two, three, and six singles, respectively. Jodi Kite '01 teamed with Lee to finish fourth at three doubles. Coyle and Foley took fifth at one doubles, and Mernitz and Tina Borlaza '00 finished fifth at two doubles.



Constitutional Amendment Meeting Set

Notice is hereby given to all Alumni Advisory Council members* that a meeting is called for October 15, 2000, at 8:00 am for the purpose of considering a proposed amendment to the Kalamazoo College Alumni Association constitution.

The amendment, as proposed by the Alumni Association Executive Board, would revise the method of electing AAEB Officers, Alumni Trustees, and Members-at-Large.

Any Alumni Advisory Council members planning to attend the October 15, 2000 meeting should RSVP to Alumni Relations (aluminfo@kzoo.edu or 616.337.7282) before October 1.

Articles IV, V, and VI will be amended to read:

article IV: officers

Section 3: Selection: The officers of the Association shall be elected by majority vote of members of the Alumni Association Executive Board. The election shall be held at the October Board meeting of each odd-numbered year, among those members present, provided there is a quorum. Nominees shall be presented by the nominating committee to the Executive Board for its approval. All nominees shall have served previously on the Executive Board. If the nominating committee presents more than one candidate for an office, the nominee receiving the greatest number of votes cast for the respective office for which he/she is running shall be deemed elected.

article V: alumni-trustees

Section 3: Selection: Alumni-trustees shall be elected by majority vote of members of the Alumni Association Executive Board. Two (2) alumni-trustees shall be elected at the October Board meeting of each odd-numbered year, by those members present, provided there is a quorum, from nominees presented by the nominating committee to the Executive Board for its approval and/or persons qualifying by petition. All nominees and persons qualifying by petition must hold degrees from the College. A person may qualify for nomination by presenting a proper petition proposing his/her candidacy signed by fifty (50) degree holders of the College. The peti-

tion shall be presented to the nominating committee chair or the Office of Alumni Relations on or before April 30 of the election year. If the nominating committee presents more than two candidates, the two (2) persons receiving the highest number of votes cast shall be presented to the Board of Trustees of the College for formal election pursuant to its constitution and bylaws.

article VI: executive board

Section 3: Selection: Six (6) of the eight (8) members-at-large shall be elected by majority vote of members of the Alumni Association Executive Board. Three (3) members-at-large shall be elected at the October Board meeting of each odd-numbered year, by those members present, provided there is a quorum, from nominees presented by the nominating committee to the Executive Board for its approval and/or persons qualifying by petition. No person shall be elected to succeed himself/herself in such office. A person may qualify for nomination by presenting a proper petition proposing his/her candidacy signed by twenty-five (25) degree holders of the College. The petition shall be presented to the nominating committee chair or the Office of Alumni Relations on or before April 30 of the election year. If the nominating committee presents more than three candidates, the three (3) persons receiving the highest number of votes cast shall be deemed elected. The Executive Board shall appoint one (1) member-at-large in the fall of each odd-numbered year. The officers of the Association and the alumni-trustees shall be selected as set forth above. The past president of the Association, the president of the Emeritus Club, the designated representative of the "K" Hornet Club, as well as any representative of an alumni regional chapter, a College alumni volunteer organization, or the senior class of the College student body elected to membership by the Executive Board as set forth above, shall be as designated by his/her respective constituent group.

Discussion

As required by the Alumni Association Constitution, election of AAEB members is by means of a mail ballot of the alumni body.

Over the past several years, the election process has evolved from contested to uncontested races. Currently, the Nominating Committee receives recommendations or otherwise identifies suitable candidates for a nomination slate and submits the names for approval by the full AAEB. These uncontested candidates are then submitted by ballot to the alumni for election.

To reduce the cost to alumni and to the College of electing uncontested candidates via ballot and to place more emphasis on alumni input to the nomination phase of the election process, the AAEB in October, 1999, approved a motion to first place the ballots in *LuxEsto*, and then to seek a constitutional amendment to change the election process.

AAEB Announces ALUMail

Dear Alumni:

The Alumni Association Executive Board is pleased to announce ALUMail.

As you journey through life—moving from place to place, changing jobs, and using new technology—you have, or likely will, find yourself changing e-mail systems at home, work or school. The Alumni Association offers you a solution to telling others where to find you. It is an e-mail forwarding service that we call Alumni Lifetime Universal e-Mail or ALUMail.

You can use your association with Kalamazoo College to maintain a lifetime address and keep in touch with your *alma mater*. When you choose a new ALUMail address and link it to your current email address, you can start giving out one new address that never needs to be changed (e.g. KayHornet.88@alumni.kzoo.edu). Just change the forwarding address link in ALUMail as you change systems, and your correspondents will never need to know a new address.

Follow four easy steps to set up your lifelong e-mail address.

1. Choose either your current email user name or make up a new one and enter it on the ALUMail system.
2. Link your ALUMail address to your actual email address with your current Internet Service Provider (ISP).
3. Tell everyone, for the rest of your life, that they can always send you messages at your ALUMail address (e.g. KayHornet.88@alumni.kzoo.edu). Of course they can still send directly to the real address if that address is already known.
4. As you change ISPs—because you change jobs, change names, or just plain find a better internet deal—access the ALUMail website and re-link your lifetime address to your new real address. Messages sent to the ALUMail address will continue to be forwarded to you.

It's that easy! Registering your ALUMail user name and updating your alumni profile takes only a few minutes at: <https://www.kzoo.edu/aluminfo/alumail>.

Whether you use the forwarding service or not, you can always access the Alumni Email Directory. We will store your real address or ALUMail address.

continued on page 44

*The Alumni Advisory Council (Constitution, Article VII, Section 1) includes Alumni Association Executive Board members; "K" Hornet Club board members; Emeritus Club board members; class agents; alumni regional chapter board members; alumni volunteer organization steering committee members or board members; and all College alumni volunteers.

While re-registering in the Directory, you can also add your address to an e-mail group (listserv) for the Alumni Regional Chapter closest to your location.

Of course, you should read the terms of use, privacy statement, and frequently asked questions so you'll be sure to understand how ALUMail works and not miss any messages.

One caution, please. Kalamazoo College and the Alumni Association are not going into the ISP business. We won't open your messages or change them in any way, only forward them to the address you give us. The College is offering you a link for your personal messaging. We'll maintain the servers and internet links as we do the College's own systems, but we're not promising 24 hour/day, 7day/week commercial service or assuming any liability. If your business depends on highly reliable message delivery, you should consider giving those contacts your actual ISP email address and avoid the extra forwarding link, while maintaining your ALUMail link for more casual messaging.

Contact the Alumni Relations office with any questions at aluminfo@kzoo.edu

Best Regards and stay in touch,

The Alumni Association Executive Board

Amy Courter '83, President

West Nelson '81, Vice President

Bonnie Swenby '69, Secretary

Kevin Howley '81, Past President

Dan Frank '72, Alumni Trustee

Amy Mantel Hale '66, Alumni Trustee

Turner Lewis, '63, Alumni Trustee

Chris Reynolds, '83, Alumni Trustee

Shaheen Rushd '77, Alumni Trustee

Doug Cole '78, Member at Large

Kiran Cunningham '83, Member at Large

David Easterbrook '69, Member at Large

Dana Holton Hendrix '80, Member at Large

Veronica Hubbard '82, Member at Large

Robin Lake '90, Member at Large

John Parisi '71, Member at Large

Samantha Whitney-Ulane '87, Member at Large

Mark your calendar and plan to join your classmates for Homecoming Weekend 2000, October 13-15. Hotel space is always at a premium, so make your plans and reservations early. Watch for details in the mail.

Class of 1955 - 45th Reunion; Class of 1960 - 40th Reunion; Class of 1965 - 35th Reunion; Class of 1970 - 30th Reunion; Class of 1975 - 25th Reunion; Class of 1980 - 20th Reunion; Class of 1985 - 15th Reunion; Class of 1990 - 10th Reunion; Class of 1995 - 5th Reunion.

Oct. 13-15

photos

Kalamazoo College Reunion Photos Available to Alumni

If you would like an 8" x 10" color print of any of the reunion photos in this magazine (see page 52), please send a check payable to "John Gilroy Photography" and this completed form to: Kalamazoo College Reunion Photos, John Gilroy Photography, 2407 West Main Street, Kalamazoo, MI 49006. Phone: (616) 349-6805

Cost: \$20 each (includes postage and handling). For orders postmarked after September 10, 2000, the cost for each print will be \$25. Please indicate quantity below.

_____ Class of 1940 _____ Class of 1945 _____ Class of 1950

Name

Street Address

City State ZIP

Home Area Code/Phone

Total Amount Enclosed \$

events

Kalamazoo College alumni shared their time and memories with one another at several recent alumni gatherings. Regional alumni events offer an opportunity for alumni to reminisce, meet and share experiences with other alumni, discover the changes occurring at the College, and enjoy one another's company. Nine regional events occurred in January through May in Ft. Myers, Sarasota, Phoenix, Tucson, Cincinnati, Detroit, Boston, Washington DC, and Kalamazoo (see photos). Eleven more alumni gatherings were scheduled to occur after this issue of *LuxEsto* went to press. For updated information on these events, visit the alumni web page's calendar at www.kzoo.edu/aluminfo or contact Amie Thoms, the Alumni Relations events planner, at 616-337-7283.

Roger '68 and Dian Brownell hosted an event at their home in Ft. Myers (Fla.) for 26 alumni, parents and friends which included (l-r): Gene Yehle '41, President Jones, and Mildred Yehle '43.



The Cincinnati Museum Center hosted area alumni, and they were treated to music by the Kalamazoo College Jazz Septet. Seventeen people attended including Barbara Woodson Collins '74 and her husband John.

The Detroit area alumni toured *Van Gogh: Face to Face* at the Detroit Institute of Arts. Chris Foster '79 and Tanya Pohrt '96 work directly with the exhibition and Billie Fischer, associate professor of art, gave a lecture on Van Gogh's work. Seventy-five people attended. Pictured are (l-r): Marian Simmons '42, Chris Foster, Luel Simmons '42 and Fischer.



The Mote Marine Laboratory in Sarasota (Fla.) was the venue for a gathering of 25 people featuring a shark lecture by Carolyn Newton, the College's associate provost and professor of biology. A private tour of the Aquarium exhibits followed the lecture. Pictured are (l-r): Norma Johnston '51, Charles Garrett '42, and Bob Johnston '48.



The regional alumni gathering in Phoenix featured a luncheon and tour of the Wrigley Mansion Club. Nineteen people attended including (l-r): back row— Ann Frazer, Ken Frazer; Karin "Hutchinson" Gray '78 front row—Kathryn Frazer and Heather Gray.

Thirty-five alumni in the Washington, DC area enjoyed listening to Bruce Benton '64 (left), manager of the World Bank's Onchocerciasis (river blindness) Control Programs. The setting for his address was the Bank's board room.



Marine life and economics were featured at the gathering for alumni living in the Boston area. Thirty-three alumni and friends met at the New England Aquarium and enjoyed a lecture by Roger Brinner '69 (pictured with his wife, Joyce Brinner), Chief Economist of the Parthenon Group. Attendees then enjoyed a private tour of the aquarium's exhibits.



The Kalamazoo area alumni gathering featured a spring afternoon Gilmore Keyboard Festival concert that featured pianist Ralf Gothoni, the 1994 Gilmore Artist, and his wife, violinist Elna Vahala. The concert took place in Stetson Chapel and was followed by a private reception with the artists in the Stone Room. The 39 attendees included Barbara Froom, Thomas Froom '49 (center), and President Jones.

A luncheon and tour of the gardens and historical buildings of the Tohono Chul Park were the main events at the Tucson alumni event. The nineteen alumni and spouses included Jerre James '56 (left) and Jill Boye '93.



published

Professor of History David Barclay's

biography of Ernst Reuter, *Schaut Auf Diese Stadt*, was published in March in Germany. An official presentation and book tour occurred in that country in April, opening at the Museum of the Allies in Berlin. Barclay appeared with Hellmut Trottnow, director of the museum, and Edzard Reuter, son of Ernst Reuter and the retired CEO of Daimler-Benz. Ernst Reuter was mayor of Berlin after World War II. He was mayor during the Soviet blockade of the city and the allied airlift.



Fractured Skull

If there were a film it would show Mary's head ricocheting back off the tree and hitting mine, the back ridge of her skull slamming into by broad, flat forehead. The big kids got blamed for letting us go

down on the toboggan without one of them. How new we were, to have hung on as the tree rushed toward us, to have been too frightened, too rapt in speed simply to fall off, roll away into the snow. I had a big lump, navy blue and green. Mary had a fractured skull. She hadn't yet shed her cloudy baby tongue, so she said it was *fwak-sbode*. She disappeared from kindergarten for long weeks, and we felt her absence like a small ghost.

When she came back, wearing a soft pink-and-white wool hat, it was as if she were an angel returned from some edge we hadn't known about, where her head, now fuzzy bald like a new chick's, had cracked and some of her pale lispng life had seeped out.

Rabbit Egg

The book was large and thin, shiny dark green, and it had no words. A baby rabbit, small and brown, curled inside an egg, fast asleep. Outside, in the world, a duck studied the egg lovingly. The duck pecked and kicked at it, jumped on it, rolled it down a hill, but the shell held and the rabbit slept, curled into itself, bigger and bigger for every page. Finally the rabbit was full-grown, still cramped inside the now-huge egg, quiet, four feet pressing against the

inside of the shell like a giant pushing against the pearly shell of a sky, having outgrown a perfect, fragile world. The egg cracked, finally, and rabbit woke to duck, to this weird love waiting as if it were meant to be.



Gail Griffin, professor of English, published a work of creative nonfiction in *Fourth Genre: Explorations in Nonfiction*. The piece is reprinted below with permission of *Fourth Genre*.

Oval

Silly Putty

It came in a plastic egg that fit in your palm, split lengthwise. Inside, it lay proto-plasmic, fetal pink. It didn't harden or pull apart like clay. When you bit into it, your eyetooth sank and then popped through, as through a rubber lip. We pulled it like taffy, rolled it into worms or into balls we bounced off the floor or desktop. We pressed it down onto newspaper and then peeled it away, drawing up the faces of Nancy and Sluggo, Snoopy, Archie and Veronica, a bold headline letter, a scrap of news. Then we'd stretch it, distorting the faces, elongating the story into parody. Finally we'd fold it into a mouth that chewed and swallowed letters and colors, working them back into the pink, graying it to beige. Putty took it all in, even the funnies we didn't understand, the news we wouldn't hear for years.

"Minotaur," a poem by Corey Marks '92 was selected as a Poetry Month poem by the online magazine *Poetry Daily*. The poem is from *Renunciation*, Marks's first volume of poetry, forthcoming from the University of Illinois Press. The poet Philip Levine selected *Renunciation* as a winner in the 1999 National Poetry Series Open Competition. A review of the volume will appear in a future issue of *LuxEsto*.

"Minotaur" is based on experiences Corey lived during work on his senior individualized project in Ecuador. Marks wrote his SIP, a novella and several

poems, while visiting Amy Taylor '93, who was on study abroad in Ecuador. Today, Corey and Amy are married. "Minotaur" is reproduced below with permission of the author and the University of Illinois Press.

Minotaur

Once, from a window grimed by sleeping heads
lolling for long hours against the glass
on a bus that passed through mountains
between Quito and Cuenca,
I watched as mist yielded the startled face
of a bull tied by one horn to a stake.
The bull stood so close to the road you'd think
it must have seen a bus charge from the mist before.
But from the animal's stricken-wide eyes
taking in exactly what it didn't want to see,
it was all new. I almost didn't notice
the girl soothing the bull's neck with her palm
before the mist scoured them both blank.
My fellow passengers slept on in the quiet nave of the bus
until we stopped in a cobbled town square
where soldiers sat on their haunches, playing cards,
rifles rested against a fountain's rim.
Those of us awake heard the engine's idle pangs
and soldiers laughing beyond our squares of glass.

Some stories can't be kept behind the teeth,
like the one my father told me once
on a street corner in Chicago, waiting for a light.
The summer three years before I was born
he'd stood at the edge of Grant Park
and watched police march into crowding protesters,
beating with riot sticks as they pushed through.
One girl spun around, ran, not young enough
to be his daughter, but almost,
and he saw a black rod fall against her once,
twice, not stopping even as she fell.
Her eyes caught his and held so that now,
when she remembers being beaten,
she remembers my father's face most clearly —
how he stood beneath the trees bending so slightly
in a wind of Lake Michigan.

When a soldier walked the aisle of the bus,
looking carelessly over jumbled sacks,
a few chickens scrabbling to stand on bound legs,
this was something new. The rifle across his back
passed so near I could've grasped its barrel.
I still don't know how to explain this desire:
not for death, no, but for a moment when possibility
bristles so close it holds a shape in the air.
I wanted to make something happen,
to feel the world change a little beneath my palm.
Something to absolve my stare.
Something I'd tell, later, to someone who'd listen:
"Crowds hurried through the square, vendors
called out their goods in high wail to pierce the clamor,
the soldier turned away, and my hand
spread toward his rifle because it could.
A gesture simple as the way a man at the front of a bus
flicks his fingers to tell the driver to stop,

or simple as the way my father rests his knuckle on a page to hold his place when he looks from his book and into the waves of air. The way a woman in some small classroom, Evanston or Oak Park or Gary, brushes aside a stray bang as she glances over the rows of her students' small heads to the far windows, and pauses in telling her story."

She sees a wind turn through the trees outside. A man crosses the school yard, the trees bend, and it returns so easily — how she fell beneath the black wand and the breaking in her head. She thinks of a new story to tell her students: how Daedalus gave the Minotaur charcoal and paper scrolls before closing the labyrinth. How the Minotaur drew each boy and girl given to him. He broke their necks below the strange, smooth faces and they never fought, relinquishing themselves as though they know they were his and knew he would take them. He drew each child, carefully, his large hands tracing figures never really the same as the wilted bodies on the floor, drew them continuously through the undifferentiated days and nights until they dissolved into bone and lines on paper. Until he couldn't believe their faces, or stand their difference, and unfurled the scrolls to scour the drawings with thick charcoal so each face mirrored his own — the heavy snout, the horns curling up like smoke. And when one didn't give itself away, and fought, slammed its narrow fingers into his nostrils, his head bent back into the sound of breaking. The teacher stands before a chalk-filled blackboard. When she sees Theseus' face, it's my father's.

In the market square a vendor charred the thin flesh of a bull's head over a cookfire, then tore blackened meat into strips to be sold and eaten and forgotten. On the bus, the soldier stepped away from my hand, and the bristled moment blurred into what didn't happen. All I'm left is my tongue's inexactness, its conceit. Too late to say, "Look, so you'll see and there'll be no need for telling," and so I'm like the woman telling her story, like my father, telling his. Though he watched a girl beaten, she never looked at him. She buried her head in her arms and curled against the grass. He stared and did nothing but stand beneath the trees at the edge of Grant Park wondering why he did nothing, and why no one struck him. But he didn't tell me that — he said a girl fell beneath a riot stick and her eyes caught his as she fell.

senior profiles

Our seniors want your advice and suggestions about career opportunities. Please help. Your assistance can help the transition from the undergraduate liberal arts learning experience to the world of work. To reach any of the seniors profiled below, please contact the career development office at: Kalamazoo College Career Development / 1200 Academy Street / Kalamazoo, MI 49006-3295 / 616.337.7183 / career@kzoo.edu

Heather Booth

M/C: English with literature & writing/Spanish
CD: Tutoring intern, Rush Presbyterian SLMC, Chicago
SA: Caceres, Spain
SIP: "The Spaces Between Us Are Family," a series of autobiographical creative essays
SEEKS: Publishing, marketing, or writing/editing, preferably in an urban setting

Stacey Falls

M/C: Chemistry
CD: Fund for Public Interest: research, fundraising, and campaigning for the environment
SA: Beijing, China
SIP: Designed and implemented a water testing project with 8th grade students at East Middle School in Ypsilanti, MI
SEEKS: Work with non-profit environmental group or work in a lab testing water and air quality to examine the health effects of environmental contamination

Danica Harmon

M/C: Biology/Psychology/English
CD: Laboratory animal care at Pharmacia Corporation
SA: Perth, Australia
SIP: "A Background Study to Phytolith Analysis of Herbivorous Dinosaur Teeth: A Floral Reconstruction of Seven Excavation Sites in Western North America"
SEEKS: Primatological research, animal care, or journalism in the greater Denver, Colo. area

Sid Kerkar

M/C: Biology/Economics
CD: Biomedical research at Wayne State University
SIP: "The Contractile Response of the Lung Pericytes to Reactive Oxygen Metabolites," Department of Surgery, Harper Hospital, Wayne State University
SEEKS: Opportunities supporting medical school applications

Katherine S. Kolon

M/C: Sociology/Anthropology/Art/Women's Studies
CD: Convening the Community (Kalamazoo) research project; volunteer at a Guatemala environmental organization
SIP: A biography of my grandmother
SEEKS: Social work with various women's organizations, outdoor education, or teaching art and/or social studies

Catherine Lancaster

M/C: English/Psychology
CD: Pool supervisor for Flint Community Schools Recreation Department
SA: Bonn, Germany
SIP: "Round Island and the River of Timelessness"
SEEKS: Writing, publishing, or working with children

Jeff Marinucci

M/C: Economics/Business/Math/International Commerce
CD: EDS, Detroit, Mich.; Nippon Motorola Ltd., Tokyo, Japan; JSRM Business Division
SA: Clermont-Ferrand, France
SIP: "Companies Crossing Cultures at Motorola Japan Ltd."
SEEKS: Cross-cultural, organizational behavior, and develop-

ment, internationally oriented (Japan and Western Europe), human resources, or marketing

Megan Martin

M/C: English/Theatre
SA: Oaxaca, Mexico
SIP: "Nostalgia: A Return Home," a collection of oral histories/monologues with a Chicago theatre company
SEEKS: Community-building/community service; communications; teaching in non-traditional capacity, such as after-school programs, park district programs, arts oriented or oral history/storytelling programs for kids, adults, seniors

Tim Simenauer

M/C: Political Science/Public Policy
CD: Administrative assistant at the Escambia Corporation
SA: Sao Paulo, Brazil
SIP: An independently produced film on political ideologies across the United States
SEEKS: Legal, entertainment or investment banking fields in Los Angeles or San Diego area

Eric W. Sindelar

M/C: Health Sciences/Psychology
CD: Oklahoma University's Human Technology Interaction Center's 1999 Research Experience for Undergraduates sponsored by the National Science Foundation
SA: Strasbourg, France
SIP: "Psychophysiological Responses to Positive and Negative Advertising Across Media"
SEEKS: Employment in a rehabilitation/clinical based setting, library, or research laboratory in San Francisco Bay area

Emily A. Van Strien

M/C: Psychology/English
SA: Perth, Australia
SIP: "A Died For People: Monologues Found In Dichotomies of Goodness" (creative non-fiction)
SEEKS: Writing position in mental health fields, women services, other community services

Joshua Volz

M/C: Political Science/Philosophy
CD: Research assistant for U.S. Congressman Fred Upton
SA: Jerusalem, Israel
SIP: "Water rights issues between Israelis, Palestinians, and Jordanians in Israel"
SEEKS: Regional development and international security; Middle Eastern consulate/embassy; Washington DC area preferred

Lacey S. Von Deak

M/C: Biology/Economics/Environmental Studies
CD: Chiropractic Assistant, Shrewsbury Chiropractic
SIP: Consultant, Small Business Development Center, Stryker Center for Management Studies
SEEKS: Consultant/Marketing/Sales Representative for pharmaceutical company/management consulting firm

Amber Rehling (Kalamazoo College Class of 1996, completed her BA at San Francisco State University in 1999)
M/C: History/Modern Europe
CD: Teacher and teaching assistant in geography and English at the Madras Christian College Campus School (elementary and junior high) in Tambaram, Tamil Nadu, India. English teaching assistant at the Lycee Jean-Francois Millet (high school) in Cherbourg, France.
SA: Varanasi and New Delhi, India
SEEKS: Teaching history and geography in California or overseas, particularly India

tours

World Tours for Alumni and Friends

Alumni and friends of the College will have the opportunity to enjoy educational tours of Italy, Germany, and France. The tours will occur in 2001 and 2002. To reserve a place or to get more information (including a detailed itinerary), please contact Edi Borrello, Adventure Travel, 148 Michigan Avenue, Kalamazoo, MI 49007 / 616.382.3475 or 800.999.9280 / 616.382.1635 / AdventureKzoo@aol.com



Provence and Paris June, 2002

Tour Conductor: Kathleen Smith, professor of romance languages and associate director of the Center for Western European Studies.
Tour Escort: Edi Borrello, director, special interest tours, Adventure Travel

12-Day Tour estimated cost: \$3,200 per person (based on 2000 rates)

The tour includes:
Round trip airfare — Chicago-Paris-Marseille-Paris-Chicago.
First class or superior tourist class hotels.
Breakfast daily and dinner daily.
Sightseeing tours with professional English-speaking guides.
Travel by private, deluxe motorcoach.
Museum (itinerary) entrance fees.
Professional tour escort.
Baggage handling tax and service charges.

German History Tour: Rhine River Cruise and Land Tour June, 2001

Tour Conductor: David Barclay, professor of history and director of the Center for Western European Studies.
Tour Escort: Edi Borrello, director, special interest tours, Adventure Travel.

12-Day Tour estimated cost: \$3,200 per person (based on 2000 rates)

The tour includes:
Round trip airfare
Six day Rhine River cruise— Amsterdam-Dusseldorf-Cologne-Koblenz-Speyer-Strasbourg-Basel.
Six day land tour.
First class or superior tourist class hotels.
Breakfast daily and all meals on the cruise.
Sightseeing tours with professional English-speaking guides.
Land travel by private, deluxe motorcoach.
Museum (itinerary) entrance fees.
Baggage handling tax and service charges.

Sketching Tour of Sicily and Southern Italy May 19 - June 2, 2001

Tour Conductors: Bernard Palchick, professor of art and vice president for College advancement, and Lisa Palchick, artist and director of information services.
Tour Escort: Edi Borrello, director, special interest tours, Adventure Travel.

15-Day Tour cost: \$3,600 per person

The tour includes:
Round trip air transportation—Chicago-Milan-Palermo/Naples-Chicago.
First class hotels — 2 nights outside of Palermo in Mondello, 3 nights in Taormina, 2 nights in Calabria, and 4 nights in Sorrento.
Breakfast and full dinner daily.
Sightseeing tours with professional English-speaking guides.
All land travel by private, deluxe motorcoach.
Ferry service between Sicily and Calabria.
Museum (itinerary) entrance fees.
Professional tour escort.
Baggage handling tax and service charges.



C o m m e n c e m e n t

2000



Two hundred and ninety-seven members of the Kalamazoo College Class of 2000 graduated on Saturday, June 10. The College's 164th Commencement ceremony took place under sunny skies during a warm and breezy day on the campus quadrangle.

The College conferred honorary degrees of doctor of humane letters to Kenneth G. Elzinga '63 and Raphael Munavu '70. Margaret Sue Adams received the Pauline Byrd Johnson Award for excellence in pre-collegiate teaching.

John E. Sarno '44 delivered the Commencement address "Stronger than We Think."



Special honors

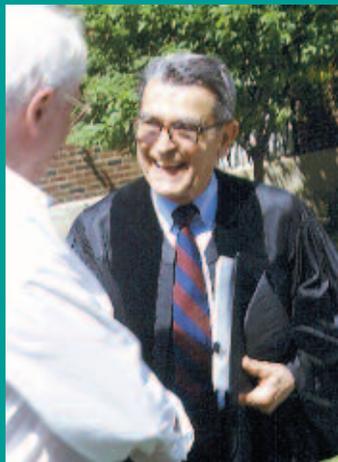
Three individuals were cited with special honors during the College's 164th Commencement. Margaret Sue Adams (upper photo, center) received the 2000 Pauline Byrd Johnson Award for excellence in secondary teaching from President James F. Jones, Jr. Adams is a distinguished teacher of mathematics and technology at Milwood Middle School in Kalamazoo. Kenneth G. Elzinga '63 (lower photo, left) is a professor of economics at the University of Virginia and a former special economic advisor to the assistant attorney general, antitrust division. He is also an acclaimed mystery novelist. Raphael Munavu '70 is vice chancellor of Moi University in Eldoret, Kenya. He is a renowned scientist and educator and a member of the Kenya National Academy of Sciences. Two of his three children are graduates of Kalamazoo College.



Commencement Addresses

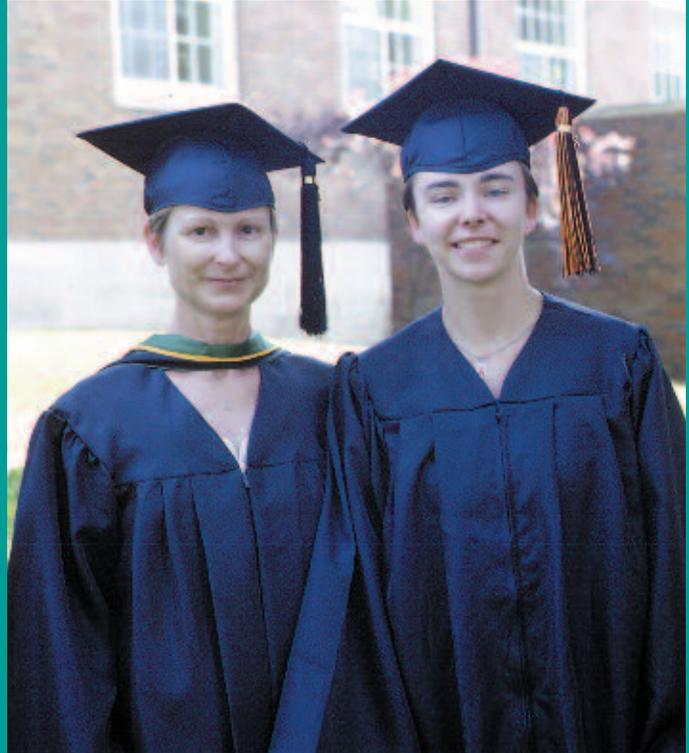
Brooke Cucinella (top photo) represented the Class of 2000 and gave opening remarks.

John E. Sarno '44, MD, (left photo) a graduate who has devoted his career to exploring the field of mind-body medicine, gave the Commencement address. He currently is a professor of clinical rehabilitation medicine at the New York University School of Medicine and is an attending physician at the Rusk Institute of Rehabilitation Medicine, New York University Medical Center. "In addition to academic studies, which were top flight [in my time] as they are now," he said, "Kalamazoo [College] was music, art, theatre, the social graces, gentleness. It was a great introduction to the adult world I



Commencement X Two

Graduating senior Jeannette Cooper (right) poses with her mother April, who had graduated the day before, June 9th, earning her master's of science in nursing from Wright State University in Dayton, Ohio. April added the MSN degree to two she had previously earned: Registered Nurse Clinical Specialist and Family Nurse Practitioner. Jeannette also is an enthusiastic and lifelong learner. In July she leaves for Mexico, where she will begin her teaching career. That dream grew from her study abroad and SIP experiences, which will be featured in an upcoming issue of *LuxEsto*.



Citation of Merit Recipients

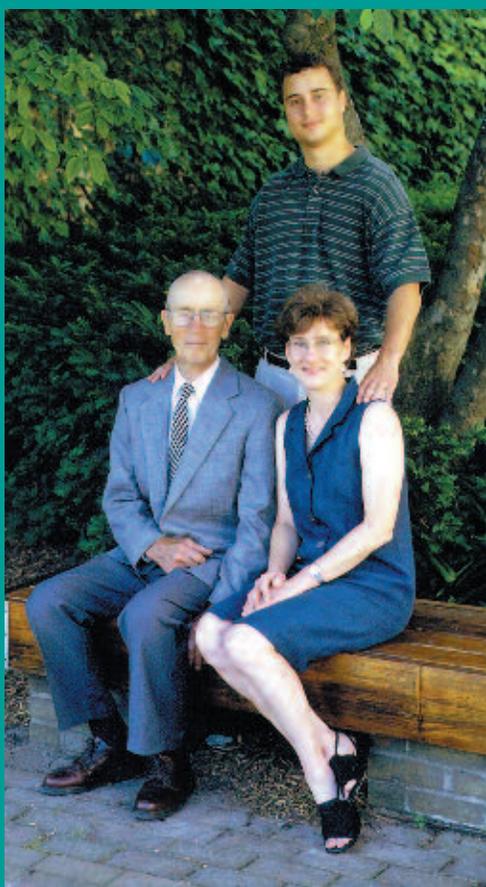
Three distinguished alumni received the Citation of Merit award at the Emeritus Club Annual Meeting and Awards breakfast held on Commencement day. They are (l-r): Kiyonao Okami '40, Edith Kuitert '41, and Jacqueline (Buck) Mallinson '48. "Kiyoo" Okami had a long and varied career as a diplomat in the U.S.

Department of State, as a businessman based in Ireland, and as co-founder and principal of a small college in England (see related story in this issue). Following a brief career as a public teacher, Kuitert practiced physical therapy for 36 years. She cared for polio patients in Michigan, Mississippi, and the Marshall Islands; Vietnam War veterans in California and Iowa; and handicapped children in the state of Washington. Mallinson taught graduate classes in science for teachers for more than 30 years at Western Michigan University. Along with her husband, she co-chaired more than 50 National Science Foundation Institutes for teachers and co-authored 11 editions of K-6 science textbooks.



A Grand Day

Grandparents often attend Commencement exercises to witness a grandchild's achievement. Commencement 2000 was especially meaningful for several grandparents who are also Kalamazoo College alumni. Pictured (l-r) are William Burt '38 with grandson Matt Berger '00, Ed Thompson '43 with grandson Sam Arnold '00, Jacqueline (Buck) Mallinson '48 with granddaughter Holly Zywicke '00, and Bob Koestner '36 and Paul Todd '42 with their granddaughter Martha Todd '00.



Three Generations & Counting

Science and Kalamazoo College run in the Burt-Berger clan. Grandfather William Burt '38 earned a PhD in chemistry at Purdue University in 1944 before he embarked on a long career with Ethyl Corp. He worked in the fields of fuel additives and polymer chemistry. His daughter, Ann Berger '71, earned a PhD in microbiology and immunology from Duke University in 1978. She has spent her professional career in the pharmaceutical research division at Pharmacia Corp. (formerly The Upjohn Company) in Kalamazoo. She has worked in her laboratory with many Kalamazoo College students completing career development or SIP science projects. Berger's son, Matt Berger '00, shown here with his mother and grandfather on Commencement day, is headed for Yale University and graduate coursework in chemistry. Additionally, Matt's father, Brad Berger '72, earned a bachelor's degree in paper science from Western Michigan University.

The Class of 1940 60th Reunion

Members of the class of 1940 enjoying their 60th reunion included (l-r): front row—Ruth Cary Geary; Russell T. Snip; David L. Fry; Don Worth; Kiyo Okami; second row—Bud Moore; Jane Moore; Kenneth W. Rahn; Bowen Howard; Robert F. Bennett; and Orval Clay.



Class of 1945 55th Reunion

Members of the class of 1945 returned for their 55th reunion. Pictured are (l-r): front row—George W. Otis (1947); Shirley Stevens Otis; Winona Lotz Swope; Jim Swope; Barbara Engelhardt; second row—Ollie Bolduc; Barbara Berk Bolduc; Barbara P. Davenport; Cy Dam; Bob Dewey; third row—Bruce Cooke; Helen McCartney; Marion Starbuck; Edith Hoven Strome; Forrest Carlton Strome; Betty Johnson; fourth row—Merrill Bronk; Mel Engelhardt; Edie Gregg; Marion Johnstone Schmiege; Paul Gregg; and Armand Geyer.

Class of 1950 50th Reunion

Members of the class of 1950 gathered to celebrate their 50th reunion. Pictured are (l-r): front row—Carl Candoli; Charlie Stawski; Joan Robinson Bergman; Joseph Chrzanowski; Mary Joslin Discher; Eloise Quisk Mange; Jean Smith Rowland; second row—Norman Armstrong; H. Flagg Baum; Jack Porter; Allen B. Harbach; Bob Cross; Nancy Cross; Dan Gwyn; Florence Armstrong; Thomas Magas; Harry L. Brown; Lee Koopsen; Gordon Dolbee; Richard Huff; Dona Weidman Barnes; Charles Barnes; third row—Robert Bunchfield; Barbara Schreiber Hamlow; Marilee Thorpe Dam; Virginia Stickan; Yvonne Lindsay Hinchee; Marilyn Brattstrom Brennan; Nancy Giffers Ginham; Elizabeth Osborn Childress; and Jim Stewart.





CASA Speaks for Children in Pain

Ken Toll '82 is haunted by stories.

They wait in the shadows and unexpectedly fragment his day with a parade of terrible images.

A seven-year-old girl pleads desperately to be allowed to return home, despite the presence there of the stepfather who sexually abuses her. She is inconsolable because she hasn't yet taught her younger sisters how to use warm water to simulate bed-wetting, a trick that has occasionally staved off his nightly advances on her, and may work, she hopes, for her little sisters, if only they knew.

A four-year-old boy inexplicably wastes away. Eventually a doctor determines that a punch from a parent has destroyed his young stomach's ability to digest food.

Two pre-teenage brothers are sold nightly by their parents to vacant souls with a few dollars, a few minutes, and a sexual predilection for children.

Acorrosive haunting by stories is an occupational hazard of Toll's position with the Michigan Association of Court Appointed Special Advocates (CASA). He can live with the hazard because he and other CASA volunteers make a difference in the lives and the futures of children.

"An estimated one million cases of child abuse and child neglect occur each year nationally, and roughly one of every 100 children in Michigan suffer some form of abuse or neglect," Toll says. "The stories come from city apartments and rural farmhouses and represent every demographic category. They are intolerable stories, but we must face them in order to change them."

David Soukup, a judge in Seattle, Wash., created CASA in 1977 because he didn't know enough about the stories of the children and families appearing before him. In Soukup's experience, a prosecuting attorney often advocated termination of parental rights, but the child's attorney just as often argued that the children wanted to stay with their parents.

And far too often neither attorney had even met the child.

Caseworkers, overburdened with enormous caseloads and crushing paperwork, had, at best, a cursory acquaintance with the child involved in the case before the judge. Many times, due to low funding and high rates of burnout and turnover, the caseworker most familiar with the case was not the caseworker before the judge.

In such circumstances, recommendations were based upon paradigms that ignored important details of an individual child's story. Soukup wanted those details before making a decision that would profoundly affect the child's future and family.

CASA was the solution. The program trained several community volunteers and appointed them as officers of the court to investigate cases and make recommendations during child protective proceedings. Immediately successful in Seattle, CASA spread across the country and became the fastest growing child welfare movement in history, with more than 800 programs nationwide.

According to Toll, Michigan has 13 programs serving 13 counties and one tribal court. Twelve more communities are working with the Michigan association to develop programs, and many more counties have expressed interest.

CASA volunteers undergo a rigorous screening process followed by a 40-hour training program. Volunteers concentrate on a single case involving one child or a small sibling group. Larger sibling groups may be handled by two or more volunteers. The CASA volunteer reviews the court file, medical records, and other pertinent information, and begins weekly visits with the child in order to develop a close trusting relationship that will help the volunteer make recommendations in the child's best interest.

The CASA volunteer contacts birth and foster parents, relatives, teachers, day-care providers, therapists, and anyone else who has information about that child. A volunteer typically spends 15 to 20 hours every month working

on the case. Volunteers agree to see cases through to their resolution, a commitment that may last from six months to two years.

Today is my first CASA visit with a child's parents. The house is strange, the neighborhood scary, my heart in my throat. I have no idea who the people waiting inside are. What I read in the court file disgusts me, but I also know that help is available for families in need, and I know that making the family safe is a far preferable alternative to putting another child in an overburdened, bursting foster care system. To those parents inside I represent a contradictory mix of threat, promise, and power.

Days later, I find myself in a courtroom defending my findings to an audience of attorneys and social workers. First, the gruesome details of the case fundamentally challenged my perception of our society, and now this court process is challenging all of my critical thinking and communication skills. How did I get into this?

— CASA volunteer's diary

The CASA volunteer submits a written report and recommendations when his or her case comes to court. Typically, an initial report suggests services that may help the family overcome the stresses and address the deficiencies that led to the abuse or neglect. If these services have failed, or if the abuse is particularly egregious, the volunteer advocates for termination of parental rights and suggests alternate permanent living options for the child. These options may include adoption, a permanent foster family, or a residential living environment. CASA volunteers operate independently, guided solely by what they determine to be in the child's best interests. With that independence, they can find and advocate for creative solutions that might not otherwise be considered.

According to Toll, one of the staunchest judicial supporters of CASA in Michigan is the Honorable Susan Dobrich, a judge in Cass County and a 1976 graduate of Kalamazoo College. The two met through CASA, and neither was surprised that the other was involved in the organization. "Kalamazoo College provides students the experience of searching out alternatives to achieve resolution of complex issues," Dobrich says. "CASA is like that. It relies on lay people who have a wealth of experi-

ence with a child to provide common sense to the courts.

"Before becoming a judge, I had heard about CASA," says Dobrich. "I had provided a great deal of legal representation for kids prior to coming on the bench. But I always felt I wasn't getting enough information and



didn't have the time in my private practice to do an investigation. I often felt I was making recommendations without really knowing whether they were appropriate.

"As soon as I became a

judge, I started a CASA program to provide the child-focused, unbiased information I need to make the best possible decisions."

Toll witnessed the power of the CASA volunteer during his first week on the job while observing a hearing in Lansing.

A mother of three children, a chronic substance abuser, had failed to protect her children from known abusers on several occasions. The prosecuting attorney stated that the mother had been allowed a year to address her substance abuse problem and had failed. The prosecutor requested her parental rights be terminated.

The mother's attorney pled for more time, noting the mother's progress to date and the inherently lengthy process of recovery from substance abuse. The caseworker concurred with this opinion. She believed the mother would soon be able to parent her children effectively. The prosecutor reiterated that the one-year timeframe had expired, and the court must either reunify the family or permanently terminate the mother's parental rights.

After a moment's pause, the judge asked the CASA volunteer, "What do you think would be best for the child?" He listened carefully to her recommendation and made it the court's order. The mother would be allowed three additional months of substance abuse therapy. Visitation with the children would begin immediately, and the duration of visitation would increase progressively. If the mother refrained from substance abuse and was able to parent the children for a full weekend by

the end of the three-month extension, a reunification would be attempted. Otherwise, her rights would be terminated.

When Toll thinks of the children's stories, he always thinks of his own children, two girls, ages three and a half and 21 months. He loves them very much. Before their births he had never really thought about the concrete reality of child abuse. The mistreatment of children was something that happened somewhere else, to other people, an abhorrent abstraction.

My own parenting experiences of sleep deprivation, financial stress, and incessant demands on my time and attention have helped me better understand how a parent could reach a limit, cross a line, and commit an act that runs counter to all natural laws, common sense, and basic instincts. It is tough for me at times, even with all the advantages and supports I enjoy, to be a good parent to my daughters. Sometimes, perhaps because of my job, I imagine my girls with different parents, abusive parents, and subject to the things in the stories I hear at work. Thankfully, some self-defense mechanism in my mind quickly shuts down those imaginings, and I'm left loving my daughters more and with a focused intensity. My daughters help sustain me through the difficult stories. Their brilliance and vibrancy exorcise the parade of terrible images I confront in order to help the children and families for whom that imagery is real.

—Ken Toll's Diary

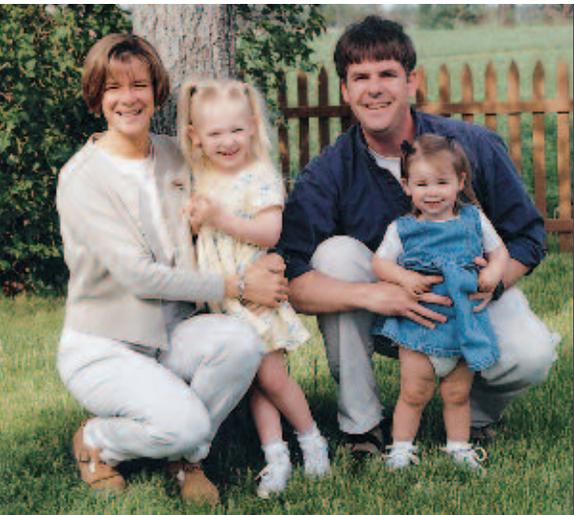
Today is a pivotal time in child protection policy. Changes in both federal and state laws recently reshaped the courtroom landscape. Prior to these changes, a child protective proceeding typically lasted 18 to 24 months, and proceedings lasting several years were not uncommon. Children, often very young, could spend the vast majority of their lives

moving from one foster home to another (averaging one move every three to four months), wondering when or if they would ever see their parents again. When a child reaches teenage years, adoption becomes less likely. Children "age out" of the system without any parents or place to call home. Not surprisingly, a substantial proportion of our current prison inmates grew up in these conditions.

New legislation establishes clear timeframes, mandating that courts strive to make parental rights decisions within one year. As a result, caseworkers will have less time to get services for the family and child. Families will have less time to address the issues manifesting in abuse. And judges will have less time to decide whether it would be best for the child to remain in a potentially dangerous home or enter a foster care system with dangers of its own. The need for personal attention in every case has never been greater, says Toll.

CASA speaks for the child who is not in court, the child unable to understand the vocabulary determining his future, the child without the words to voice the horror defining her past. "A CASA volunteer is a medium through which the court can know and best serve the child," says Toll. "The primary reason for the pervasiveness of child abuse is our silence on the subject," he adds. "Understandably, we recoil at the horror of the stories we hear. But a critical mass of awareness and outrage must be kindled and then carried by each of us."

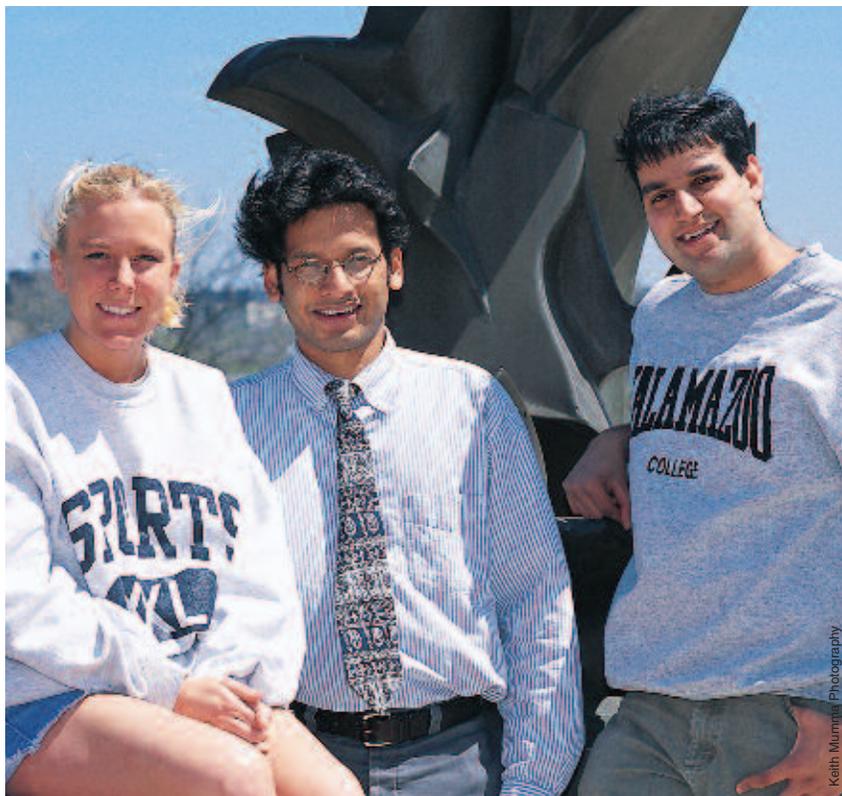
Toll bears the stories to free the children trapped in them. He can endure the stories only because of each child, individual by individual. "I spent a great deal of my college years discussing with classmates how we would change the world," Toll says. "In CASA, I finally discovered a great place to start." ○



Ken Toll pictured with his family (l-r) Betty, Jane, and Grace. His family and his love for children propel him to volunteer for CASA. His family also helps him cope with the difficulty of that work.

The author would like to hear from other Kalamazoo College alumni involved with CASA. Contact him at ken_toll@jackson.cc.mi.us, or c/o Children's Charter of the Courts of Michigan, 324 N. Pine St. #1, Lansing, MI 48933

Learning By *Neuro-Role*



Shubhik DebBurman (center), assistant professor of biology, with Sarah Bingham '00, who led this year's neuroscience symposium, and Aash Bhatt '01, who will take over for Bingham as the teaching assistant in DebBurman's neurobiology course.

For Aash Bhatt '01, walking a mile in the shoes of a prominent scientist is an excellent way to learn neurobiology. And Assistant Professor of Biology Shubhik DebBurman provided him and 16 other students just such an opportunity. Titled "Function and Dysfunction in the Nervous System," the biology department's second annual neurobiology symposium requires each student in DebBurman's neurobiology class to take on the role of a well-known world leader in neurobiology. No easy task. Not only must the student/role player probe the thought leader's research, she must also know well the particular scientist's research techniques. Both explorations require a complete immersion into the corpus of primary research articles authored by the scientist.

“It's tough but rewarding," says senior Sarah Bingham, who took the neurobiology class (and participated in the first symposium) when she was a junior. At the first symposium Bingham met in person the keynote speaker, Sangram Sisodia, chairman of pharmacology at the University of Chicago. That meeting led to a research collaboration and the eventual completion of her SIP in Sisodia's laboratory.

This year, Bingham returned to the neurobiology class as a teaching assistant. She coordinated and led the second symposium, a task she will pass to Bhatt, who will be the teaching assistant