Assistant Professor of Psychology Siu-Lan Tan believes a hands-on, service learning approach is the best way to learn developmental psychology. That approach is evident in the evolution of one of her original teaching ideas: co-authorship projects involving Kalamazoo College students and elementary school children at Woodward School.

“In previous projects, each child wrote a story beginning, each of my students continued the story by providing a middle section, and then the child and the student teamed up to write the ending,” says Tan.

This year a combined 3rd and 4th grade class wrote two story beginnings. Each child also completed a short self-introductory questionnaire. The class sent the two beginnings and their questionnaires to Tan. She read the questionnaires aloud to her students, and, based on shared interests or curiosity, each student chose a child writing-partner.

“When I heard Dr. Tan read Darnell’s questionnaire and learned he liked basketball, I knew we’d have something to talk about,” says Amanda Weishuhn ’03, a standout on the Hornet women’s basketball team.

Each developmental psychology student also chose one of the two beginnings and then continued writing that story up to an exciting cliffhanger.

“One beginning involved a field trip to a museum during which a headless horseman makes an appearance,” says Weishuhn. “But I chose the alternate, which begins two years in the past with the ghost of Thomas Edison about to invent something. That ‘something’ is undefined and was the point at which I had to continue the story.”

In Weishuhn’s portion of the story, the ghost of Edison invents some wildly imaginative devices like a machine that blows giant gum bubbles, but each device carries an overlooked flaw. The gum bubbles are prone to woodpecker attack, for example. A pair of shoes that make
received the letters with such joy and enthusiasm. They memorized phrases from the letters, commented on the drawings and stickers, and asked how to pronounce correctly the names of their College co-authors. One of their teachers told me that some of the kids pinned the letters to their bedroom walls.”

The letters made the “first contact” of drafting a story ending together much warmer. “We ended up with 35 variations of two stories,” says Tan. “I’ve read the drafts and am amazed by the vastly different narrative pathways sprung from a common source.”

In the ending wrought from the combined imaginations of Darnell and Weishuhn, Darnell’s idea for an invention cheers the despondent spirit, stimulating the team into action. Darnell and Edison’s Ghost create the first video game to change virtual reality into reality for the player. The invention puts Edison’s Ghost into The Guinness Book of World Records.

Since the inception of the co-authorship project, Kalamazoo College developmental psychology students have worked with nearly 600 Woodward Schoolchildren. The project complemented the text and lecture components of the course in a way that made the material more meaningful and the students more curious, according to Weishuhn. “I found myself applying what I had learned in class and at Woodward to my young cousins,” she says. “I observed their behaviors and connected them to particular stages of development.” In addition, the class and the project helped confirm Weishuhn’s career goal of becoming a middle school teacher, the age and grade level requiring the most gifted teachers.

“The co-authorship project is great fun and a great learning experience for both Kalamazoo’s developmental psychology students and the students at Woodward,” says Tan.
We begin a feature that will appear occasionally in these pages—stories of Non-traditional students. We also include as a separate attachment The Farther Journey, the honor roll of donors to the Kalamazoo College Fund, the people that make Kalamazoo College’s undergraduate farther journey possible.

The donor honor roll recognizes and thanks you, the philanthropists who support Kalamazoo College’s concept and practice of a liberal arts education—a way of learning that fosters curiosity across a wide range of disciplines and combines introspection in equal measure with the venturing forth into communities and the world.

The donor honor roll also answers questions. What does your gift to Kalamazoo College mean? What does it achieve? Laura Maxson ’00 (see The Farther Journey, page 1) is part of the answer. So is Warren Kelly ’83 (see LuxEsto, page 6).

The beauty of the K-Plan is that it makes each student non-traditional. Laura Maxson’s journey is only one example. But there exist individuals whose journeys are, even by K-Plan standards, exceptional. We shall call such journeys “Non-traditional” with an uppercase N. Perhaps these individuals begin their studies here later in life. Pam O’Connor ’94 (see page 38), for example, matriculated when she was 40 years old.

Other Non-traditional students, like Christine Horton ’01, who wrote the piece on Ralph Waldo Emerson and Lucinda Hinsdale Stone (page 5), balance Kalamazoo College, work, and a family (in Christine’s case, a husband and 9-year-old daughter). An English major and fine poet, Christine journeys towards her Kalamazoo College degree with an astounding persistence and tenacity.

Warren Kelly toiled nearly two decades to earn his degree from Kalamazoo College. Military service, his mother’s sudden death, and a series of temporary jobs occurred in those years, but nothing diverted him from his goal. For Warren, Kalamazoo’s farther journey was the only undergraduate experience he desired.

In August I received a note from a woman in Indiana. Her daughter had studied at Kalamazoo College for only two years. Nevertheless the woman wrote that Kalamazoo is “still the best college.” Two years or two decades—what is it about this College that provokes such dedication? What inspires the extraordinary effort of a student’s farther journey at Kalamazoo?

Teachers inspire. Marcia Wood ’55, for example, played a key role in Warren’s decision to persevere here. And this issue of LuxEsto tells the stories of two other extraordinary teachers—Karen Selby ’84 in education, Bruce Mills in English—and the three books in their discipline they would most recommend for lifelong learners.

Lifelong learning plays a role in every Kalamazoo student’s journey—non-traditional or Non-traditional. I do believe that the Kalamazoo College liberal arts experience makes its sojourners lifelong learners by providing, or nurturing, three necessary elements. Curiosity is one, effort is another. The third is a combination of humility and irritation, a simultaneous realization of and vexation with the vastness where one knows nothing. Reading a book, attending a lecture, engaging in conversation, and joining a discussion are all ways to weigh anchor and begin to journey across such vastness.

All of these ways are evident in the College’s Stryker Center Non-Traditional Workshops and Seminars. It’s little wonder that these classes are so often packed with Kalamazoo alumni. Antonie Boessenkool ’99 writes of her experience in one of these classes (page 24).

Finally, the College bids farewell to Marilyn La Plante, vice president of experiential education (page 28), whose sojourn here made the farther journey more meaningful for so many students (see Rosie Onwumere ’01, page 31). Marilyn retired in July, a major shaper of the farther journey that is Kalamazoo College today, particularly the on-campus student development and living experiences that complement and connect study abroad, career development, academics, and the SIP.

Zinta Aistars wrote the story about Marilyn La Plante. Zinta joined the Office of College Communication as a writer and editor of LuxEsto. She wrote the stories on the new members of the Board of Trustees (page 13), on George Baldwin ’39 (page 46) and on the Fine Arts building renovation (page 8). In true Kalamazoo spirit, Zinta is fluent in two languages, has traveled across the globe, and has had her work published in more than half a dozen countries. We’re fortunate to have her on our team.

Sincerely,

Jim VanSweden ’73

Be light.
Karen Selby's path to chair of the College's education department passed through New York City's theatre scene. Bruce Mills' inspirations include his grandmother and son.

Kalamazoo College nurtures a commitment to lifelong learning, and Stryker Center seminars attract many alumni.

Marilyn La Plante's retirement resolution: engage in further exploration. Her mentors: K-Plan adventurers.
LETTERS TO THE EDITOR

LuxEsto replies: The obituary for John K. DiTiberio was written prior to our receipt of the letter from Virginia Blair and appeared in the summer issue of LuxEsto. The article Virginia sent appeared in the Early Spring 2000 issue of the Bulletin of Psychological Type, 23-2, pages 24 and 25. Excerpts from that article follow:

“John made many distinctive contributions of his own to the type literature. He published numerous journal articles specifically about type and authored two chapters in major type publications. He co-authored two books with his colleague, George Jensen, Personality and the Teaching of Composition (1989) and Writing and Personality (1995). In addition, he co-authored Introduction to Type in College (1993)."

“In 1999, in recognition of his significant contributions to the field of education, John received the Gordon Lawrence Award, which ‘recognizes an outstanding contribution to the field of education that promotes or makes possible the constructive use of psychological type.’

“John’s most recent and crowning achievement in this area is his chapter in the 1998 Myers-Briggs Type Indicator Manual revision, in which he accomplished the monumental task of synthesizing an enormous amount of research and application information to produce a document that not only is impressive in its scholarship but also clear and accessible to readers. The chapter will likely set the standard for information in the area of type and education for many years to come.”

LuxEsto replies: I have enclosed an article about one of my classmates, John K. DiTiberio ’66, who died on February 3 of this year. John made a tremendous contribution to the field of psychological type. I thought you might find the information in this article of assistance if you’re preparing a tribute to John. And even if you’re not, you may want to read his book Writing and Personality, co-authored with George Jensen. It’s a wonderful resource for writers.

—Virginia W. Blair ’66

LuxEsto replies: The obituary for John K. DiTiberio was written prior to our receipt of the letter from Virginia Blair and appeared in the summer issue of LuxEsto. The article Virginia sent appeared in the Early Spring 2000 issue of the Bulletin of Psychological Type, 23-2, pages 24 and 25. Excerpts from that article follow:

“John made many distinctive contributions of his own to the type literature. He published numerous journal articles specifically about type and authored two chapters in major type publications. He co-authored two books with his colleague, George Jensen, Personality and the Teaching of Composition (1989) and Writing and Personality (1995). In addition, he co-authored Introduction to Type in College (1993)."

“In 1999, in recognition of his significant contributions to the field of education, John received the Gordon Lawrence Award, which ‘recognizes an outstanding contribution to the field of education that promotes or makes possible the constructive use of psychological type.’

“John’s most recent and crowning achievement in this area is his chapter in the 1998 Myers-Briggs Type Indicator Manual revision, in which he accomplished the monumental task of synthesizing an enormous amount of research and application information to produce a document that not only is impressive in its scholarship but also clear and accessible to readers. The chapter will likely set the standard for information in the area of type and education for many years to come.”

LuxEsto replies: The obituary for John K. DiTiberio was written prior to our receipt of the letter from Virginia Blair and appeared in the summer issue of LuxEsto. The article Virginia sent appeared in the Early Spring 2000 issue of the Bulletin of Psychological Type, 23-2, pages 24 and 25. Excerpts from that article follow:

“John made many distinctive contributions of his own to the type literature. He published numerous journal articles specifically about type and authored two chapters in major type publications. He co-authored two books with his colleague, George Jensen, Personality and the Teaching of Composition (1989) and Writing and Personality (1995). In addition, he co-authored Introduction to Type in College (1993)."

“In 1999, in recognition of his significant contributions to the field of education, John received the Gordon Lawrence Award, which ‘recognizes an outstanding contribution to the field of education that promotes or makes possible the constructive use of psychological type.’

“John’s most recent and crowning achievement in this area is his chapter in the 1998 Myers-Briggs Type Indicator Manual revision, in which he accomplished the monumental task of synthesizing an enormous amount of research and application information to produce a document that not only is impressive in its scholarship but also clear and accessible to readers. The chapter will likely set the standard for information in the area of type and education for many years to come.”

LuxEsto replies: The obituary for John K. DiTiberio was written prior to our receipt of the letter from Virginia Blair and appeared in the summer issue of LuxEsto. The article Virginia sent appeared in the Early Spring 2000 issue of the Bulletin of Psychological Type, 23-2, pages 24 and 25. Excerpts from that article follow:

“John made many distinctive contributions of his own to the type literature. He published numerous journal articles specifically about type and authored two chapters in major type publications. He co-authored two books with his colleague, George Jensen, Personality and the Teaching of Composition (1989) and Writing and Personality (1995). In addition, he co-authored Introduction to Type in College (1993)."

“In 1999, in recognition of his significant contributions to the field of education, John received the Gordon Lawrence Award, which ‘recognizes an outstanding contribution to the field of education that promotes or makes possible the constructive use of psychological type.’

“John’s most recent and crowning achievement in this area is his chapter in the 1998 Myers-Briggs Type Indicator Manual revision, in which he accomplished the monumental task of synthesizing an enormous amount of research and application information to produce a document that not only is impressive in its scholarship but also clear and accessible to readers. The chapter will likely set the standard for information in the area of type and education for many years to come.”

LuxEsto replies: The obituary for John K. DiTiberio was written prior to our receipt of the letter from Virginia Blair and appeared in the summer issue of LuxEsto. The article Virginia sent appeared in the Early Spring 2000 issue of the Bulletin of Psychological Type, 23-2, pages 24 and 25. Excerpts from that article follow:

“John made many distinctive contributions of his own to the type literature. He published numerous journal articles specifically about type and authored two chapters in major type publications. He co-authored two books with his colleague, George Jensen, Personality and the Teaching of Composition (1989) and Writing and Personality (1995). In addition, he co-authored Introduction to Type in College (1993)."

“In 1999, in recognition of his significant contributions to the field of education, John received the Gordon Lawrence Award, which ‘recognizes an outstanding contribution to the field of education that promotes or makes possible the constructive use of psychological type.’

“John’s most recent and crowning achievement in this area is his chapter in the 1998 Myers-Briggs Type Indicator Manual revision, in which he accomplished the monumental task of synthesizing an enormous amount of research and application information to produce a document that not only is impressive in its scholarship but also clear and accessible to readers. The chapter will likely set the standard for information in the area of type and education for many years to come.”
Frederick Douglass, Ralph Waldo Emerson, and Elizabeth Cady Stanton were friends and admirers of Lucinda Hinsdale Stone, wife of James A.B. Stone, president of Kalamazoo College from 1843-1863.

Lucinda Stone was a feminist and abolitionist, and a strong advocate for co-education, all important and controversial issues of the day. She was a gifted teacher and served as principal of the Female Department of Kalamazoo College until her sudden resignation in 1863.

She brought many distinguished visitors to the school, including Douglass, Emerson, and Stanton, as well as William Lloyd Garrison, Wendell Phillips, Bronson Alcott, and Sojourner Truth.

During his visit, Emerson actually sat in on a class taught by James Stone during which he listened to a young male student give a report on Emerson’s views of Plato.

In 1860, Lucinda Hinsdale Stone wished to call on English novelist Elizabeth Gaskell, whose works depict urban life in the Midlands area of England. Emerson wrote to Gaskell a letter of introduction for Mrs. Stone, which is kept to this day in College archives.

In the letter Emerson describes “a thriving and important college, which ... has been created mainly by the character and energy of Dr. and Mrs. Stone.”

The character of Lucinda Hinsdale Stone survives today in several local institutions she helped found, including the Ladies Library Association and the People’s Church. And her spirit infuses Kalamazoo College’s commitment to equality in education, community involvement, and international study. For example, she strongly believed in the transformational power of study abroad, and, after her resignation from Kalamazoo College, conducted groups of students on European tours. Altogether she made eight such trips, called Traveling Schools, to Europe. Each lasted 12 to 18 months. On her last trip, she pushed the itinerary to a farther journey that included Egypt, Syria, and Palestine. She was 76 years old at the time.
Each student’s farther journey at Kalamazoo College is unique because every individual shapes the K-Plan to fit her talents and aspirations. Talent and aspirations often prove protean during one’s college years, particularly at a place like “K”, portal to a vaster world.

Warren Kelly ’83, came to Kalamazoo College as a first-year student and aspiring engineer in 1979. Nineteen years later he walked through the campus quad-rangle and received his bachelor’s degree in art. “My first year was very challenging,” says Kelly. “I enjoyed the course work and lab work in my math and science classes, but the exams I found terribly difficult.”

Prior to Kalamazoo College, Kelly had taken art classes at the Detroit Institute of Art and through the Horizon Upward Bound program at the Cranbrook Institute. Art was his “first passion,” and in his sophomore year he declared the subject his major. “I had excellent teachers my junior year,” says Kelly. “Marcia Wood, in particular, helped me investigate myself as an African-American artist.” Wood helped Kelly arrange a trip to Chicago to interview Richard Hunt, an African-American sculptor. It was a learning experience Kelly has never forgotten.

Financially unable to return to Kalamazoo for his senior year, Kelly enlisted in the U.S. Navy, in which he served until 1989, his art temporarily on hold. During his years in the military, he never forgot Kalamazoo College. “Despite the challenge, and despite advice to finish my undergraduate work elsewhere,
it was important for me to earn my degree from Kalamazoo,” he says. “I was stubborn about that. But I had found Kalamazoo College because I had been searching for the best, and so I was determined to get the best.”

He was prepared to return to campus after his discharge from the Navy, but his mother died unexpectedly, so Kelly deferred his dream in order to work and attend computer courses.

In 1995 he returned to the Kalamazoo area and worked slowly and diligently toward his degree, incorporating art classes from Kalamazoo Valley Community College and the Kalamazoo Institute of Art. Officially, Kelly earned his degree in December 1997. He walked in the June 1998 Commencement ceremony.

The Kalamazoo College journey of Warren Kelly was a long one but, in his words, worth it. Kelly is pictured on the opposite page in front of the Light Fine Arts Building with three of his paintings, “Self Portrait,” “Sleeping Beauty,” and “Nude Woman with Flowers.”

Other Kelly art works featured are “The Upjohn House” (above), “Woman: Thinking” (front cover) “Church Scene,” (below), and “Still Life No. 2” (left).

Like Jacob with the angel, Dawn Ashley wrestled deep into many nights with linear algebra proofs. And in Ashley’s opinion, there is a glow of divinity to mathematics.

“I will never forget the radiant joy on my high school calculus teacher’s face when he completed a proof and turned around to proclaim it beautiful,” she wrote in her application for one of two Kalamazoo College Clare Boothe Luce Scholarships for Women in Science. “The professors [at Kalamazoo College] are even more excited by the splendor of mathematics, and, through my interactions with them, I too have fallen in love with mathematics.”

Ashley and fellow sophomore, Kate Jenks, were awarded the Luce scholarship for 2000-01. Ten young women submitted applications for the scholarships, which are supported by a grant to the College from the Luce Foundation to support highly talented women who plan careers in science, mathematics, or engineering.

A panel of distinguished women scientists, all graduates of Kalamazoo College, reviewed candidates’ classroom performance, non-academic experience, and a written statement articulating each individual’s passion and intellectual fire for her area of scientific interest.

The review panel included Ann Berger ’71, a senior scientist at the Pharmacia Corporation; Sharon Beshouri ’82, a scientist for Shell Chemical Company; Sue Carter ’88, an assistant professor of physics at the University of California-Santa Cruz; Aline Lindbeck ’85, a research scientist at Abbott Labs; and Barbara Waszczak ’72, an associate professor of pharmacology at Northeastern University.

Ashley loves mathematics, a passion she has explored “walking with professors” during special math colloquia at Western Michigan University, Carleton College, and St. Olaf College. She has studied game theory, low dimensional dynamical systems, and group theory.

“This feeling that I belong in mathematics was clarified one day last quarter in a somewhat unlikely manner,” Ashley concluded in her essay. “While eating lunch in the cafeteria with President Jones, he asked me why I was a math major, and when I explained that it is because mathematics is beautiful, he replied with a smile, ‘You all use that word.’ The mathematics faculty has shown me the road to become who I am, a mathematician. I have seen them pursue mathematical truths, and I have begun to join them, but I thirst for more.”

Like Ashley, Jenks stands amazed and excited before the extent of what she does not understand,” she wrote in her essay. And no matter how much she comes to know, she will never lose that sense of simple wonder. “While applying knowledge and skills is essential to the understanding of organisms, I will not allow this to diminish my sense of pure awe of the natural world.”

Jenks’s area of scientific interest is ecology and conservation biology. She participated in a one-month primate behavior and ecology course at La Suerte Biological Field Station in Costa Rica. Her first exposure to field research, the course provided her experience with map formation, data sheet preparation, behavioral observation, and vegetation analysis.

Jenks is also interested in the ecology of Africa. For three months she worked on a research project in Namibia for the Cheetah Conservation Fund, assisting with medical exams, blood work, and skin biopsies of cheetahs.

As Clare Boothe Luce Scholars, Ashley and Jenks will receive full tuition for their on-campus quarters in their junior and senior years. They are also eligible for a stipend to cover research for their senior individual projects.

Both women plan to attend graduate school, Ashley to pursue a doctorate in mathematics, Jenks in conservation biology. Ashley plans a career as a university professor, and Jenks seeks a career in field biology, research, or environmental law with a private wildlife or conservation organization.
The glass lobby doors of the Light Fine Arts Building have been cordoned off with yellow tape that reads: “CAUTION DO NOT ENTER.” Inside, four grand pianos stand pushed together, fitting like puzzle pieces, curve into concave, concave into curve, their once gleaming black surfaces coated with thick dust. Cartoon characters, drawn by wandering fingers, dance in the dust. The lobby is littered with desks, collapsed chairs, flattened boxes, step ladders, green hard hats, and dotted with stray screws and nails that roll across the floor. Workers and volunteer students bustle throughout, moving, preparing, ripping apart. A year-long renovation project has begun.

“It began with the mechanical room,” Tom Rice, associate professor of art and one of the key people involved in the project, explains as he unrolls a thick roll of blueprints on one of the displaced desks in the lobby. He points to a room buried in the belly of the building – a deceptively small space on the blueprint. Located somewhere beneath the seats in Dalton Theatre, this room is the lungs and heart of the building, source of air and heat. “The mechanics of this building were about to fall to pieces, “ Rice says. “The maintenance staff has told us, ‘do nothing and some time within the next year it will all stop working. No heat. No air.’”

From the mechanical room, the renovation plans grew to include the entire building. Built in 1963 for $1,200,000, the Light Fine Arts Building was originally constructed as a multi-purpose hall to include music, art, and theatre departments. The renovation project has a budget of five million. To represent the needs and interests of each department, Tom Rice speaks for art, Tom Evans for music, and Lanford Potts for theatre arts.

Improvement as a result of the renovation will be immediately evident. Dalton Theatre, originally built more as a multi-purpose area, will be remodeled to more closely meet the requirements of a concert hall.

“When the acoustical expert reviewed Dalton’s current configuration, he graded its sound enhancement qualities with a ‘D,’” says Tom Evans, assistant professor of music. “The renovation will raise acoustics quality to a B+. An A+ would exceed the renovation’s budget, so a few slight compromises must still be made.”

The acoustical renovation will begin with “cloud” removal. Clouds, or ceiling overhead panels, were originally constructed to project actors’ voices towards the audience.

However, sound projected toward the audience in too great a degree sometimes works against the needs of musicians. According to Barry Ross, professor of music, musicians on the stage in Dalton Theatre often felt isolated with their own music, unable to distinguish the music of other instruments around them.

Two layers of plaster will be removed along with the clouds, allowing the new ceiling to trace the shape of the roof and create a shell around the stage. The shell will provide the vertical space optimal for music requirements as well as the horizontal space ideal for theatre.

As a further improvement of sound quality, the renovation will put the mechanical room outside of the building, eliminating the noise of its machinery. Flexible lighting positions will be increased on the stage, and entries onto the stage will be expanded for dancers and other performers.

Renovation means temporary relocation. Tom Evans, assistant music professor, is moving much of the music department into College-owned housing on nearby Catherine Street. Several of the grand pianos have been moved to the first floor of one of the Catherine Street houses, and the upstairs space has been cleared for offices.

“We are planning pancake breakfasts in the kitchen for morning classes, and in the living room, where one of the pianos will be moved, we will hold mini-recitals around the fireplace, perhaps for 20 to 25 people at a time,” says Evans. The house is cramped but cozy. “We may never want to move!” he laughs.

Tom Rice is excited about the changes that will affect the art department. A classroom formerly used for both painting and drawing will now be dedicated to painting. A separate area will be constructed for drawing and drafting, and a third classroom will be designed specifically for video editing. Classroom space used for ceramics will grow, and a new kiln will be added. During the renovation work, Rice will teach some of his art classes “on the squash court in the athletic center!” Ah, versatility! “Photography and ceramics will be moved to the Kalamazoo Institute of Arts [in downtown Kalamazoo] in the interim.”

“Another major benefit of all this reconstruction,” says Associate Professor of Theatre Arts Lanny Potts, “is that the building will be brought up to code and become fully handicapped-accessible.” A larger entryway will be created on the north side of the building, next to the parking lot. In the lobby area, the semi-circle of doors will be eliminated and the stained glass windows extended from ceiling to floor. Inside the lobby, the upper balcony will be extended and opened to the view below.

“The aesthetics and the safety of the building will be greatly improved,” Potts says. More effective separations will enhance the functions of specific spaces. For example, the woodshop, which can be quite noisy, will be moved away from the rest of the building.

The renovation project is slated for completion by fall of 2001.
AGENTS AID KCF

The Kalamazoo College Fund has exceeded its goal for three consecutive years, in large part because of the volunteer efforts of 79 alumni who serve as class agents. At present, seven class agent vacancies exist, and the College needs volunteers to fill these positions. Classes seeking agents include 1943, 1944, 1949, 1953, 1955, 1983, and 2000.

“I have two major responsibilities,” says Bruce Cooke ’45, an 11-year class agent veteran. “I support the College and encourage my classmates to do so. And I help my classmates keep in touch with one another.”

Class agents also have opportunities to network with alumni from other class years.

“Meeting the other class agents is great,” says Erik Karell ’99, a first-year rookie. “It’s fun to talk about what the school was like during different generations.”

“Kalamazoo alumni are like a family,” says L. West Nelson ’81, a class agent for nine years.

A major role of the class agent is to encourage contribution to the Kalamazoo College Fund. “We all attended Kalamazoo College on the shoulders of donors,” says Nelson. “While I was a student, someone gave to the Kalamazoo College Fund. It’s only fair that I do the same in the hope that some of the recent and future grads will continue to do the same for those who come after them.”

Full tuition covers only 67 percent of the cost to produce a Kalamazoo College education. The gap between tuition and production cost is covered by a “silent scholarship” from which every Kalamazoo College student benefits. The source of that silent scholarship is endowment income, major gifts, and annual contributions to the Kalamazoo College Fund.

“Becoming a class agent is a great way to show your support, give back to the school, and make new friends. And it does not require a great deal of time,” says Karell.

“I’m grateful for what I received from Kalamazoo College,” says Cooke. “I suspect that each of my classmates has unique reasons for giving. Perhaps my contacting them simply reminds them what the College has meant to them.”

Prospective class agents should contact Kathy Beach at 616-337-7289 or kbeach@kzoo.edu.

KCF SHATTERS RECORD

Alumni, friends, parents, foundations, and corporate donors to the Kalamazoo College Fund gave $1,577,787 in fiscal year 1999-2000, exceeding the goal of $1,450,000 by $127,787. The effort represents a third straight year of surpassing goal.

This year’s Kalamazoo College Fund drive was special for other reasons as well. The 1999-2000 goal was set higher than that of the previous year by $50,000. Additionally, the 1998-99 Fund drive had been helped with a one-time $128,000 gift, a figure this year’s donors had to make up.

The number of parent donors increased to 529 from last year’s 297. And Kalamazoo College Fund revenue from friends increased by 18 percent.

The Class of 1973 recorded the greatest increase in number of new participants. And four classes increased their gift totals by more than $1,000—1952, 1968, 1969, and 1983.

Five classes earned the Paul Lamont Thompson Award for Alumni Participation, which is given to the class with the highest Kalamazoo College Fund participation rate in the following categories: 1833-1942; 1943-1962; 1963-1982; and 1983-2002. The winning classes were 1937 (69 percent participation), 1945 (73 percent), 1968 (55 percent), and 1986 and 1999 (37 percent).

The 1833 Society, whose members annually give $1,000 to $25,000 ($2,737 average) to the Kalamazoo College Fund, set some new records of its own. For the second consecutive year, the 1833 Society provided more than $1 million of the Kalamazoo College Fund ($1,122,243). Fifty-six new members joined the Society, pushing the number of members to 410 for the year, an increase of 13 percent.

The 1833 Society began in 1987 with 157 members. Its first president was Mary Frances Miller Patton ’36. The current president, the Society’s sixth, is Jonathan “Jothy” Rosenberg ’78.
Alyce Brady, Computer Science, has been promoted to associate professor of mathematics and computer science. She also presented a case study during a seminar at the Technical Symposium on Computer Science Education. Her presentation was titled “AP CS: Introduction to the Marine Biology Case Study.”

The Center for Western European Studies has been funded by a U.S. Department of Education Title VI grant, the federal government’s principal program for support of international area studies. With this funding CWES becomes one of 124 National Resource Centers in the country, and the only one situated solely in a small liberal arts college. CWES also is the only center to receive full funding of its grant request. This grant represents the fifth successful funding cycle for CWES, which has four purposes—curricular development, faculty development, cocurricular programs, and community outreach activities.

Peter Corrigan, Classics, presented a paper titled “Program-Building at Kalamazoo College” at the Annual Meeting of the Classical Association of the Middle West and South. At the same meeting, Kim-On Chong-Gossard, Classics, presented a paper titled “Female Song as Resistance in the Plays of Euripides.”

Kiran Cunningham, Sociology and Anthropology, presented a paper to the Society for Applied Anthropology. It was titled “Convening the Community: Building the Political Will for Creative Change.”

With financial support from the PEW Consortium of Colleges and Universities, Shubhik DebBurman, Biology, participated in the research/teaching workshop, “Biology Y2K: Bringing Discoveries to the Undergraduate Classroom,” at Washington University School of Medicine (St. Louis, Mo.). The workshop fosters innovative teaching and faculty networking and builds relationships between teaching and research institutions. New concepts and technologies were demonstrated in many areas, including genomic sequencing and functional genomics, human genetics, developmental biology and neurobiology, cell and molecular imaging, and the biology of infectious diseases. The workshop focused on how these concepts can be translated into the liberal arts undergraduate curriculum. At Kalamazoo College, the concepts will be applied in the continued development of laboratory courses in cell biology and neurobiology and a non-majors course on the biology of human diseases.

DeBurman was one of fourteen scientists awarded a fellowship to attend the prestigious, highly competitive Cold Spring Harbor Laboratories course on Yeast Genetics. Participants learned the full repertoire of genetic approaches needed to dissect complex problems in the yeast, one of the most attractive experimental model systems in the life sciences today. DeBurman learned to use classical and molecular approaches to gain experience in identifying and interpreting various kinds of genetic interactions. He also studied yeast genomics, and performed and interpreted experiments with DNA arrays. He gained first-hand experience in modern cytological approaches. These included epitope tagging and imaging yeast cells by means of indirect immunofluorescence, GFP-protein fusions, and a variety of fluorescent indicators for various subcellular organelles. DeBurman will apply what he learned at Cold Harbor in his advanced cell biology classes and in his Kalamazoo College research program, which uses yeast as a manipulable model for human neurodegenerative diseases such as Parkinson’s disease and Alzheimer’s disease.

DeBurman was awarded one of 20 (nationwide) research travel fellowships by the American Society of Molecular Biology and Biochemistry. He presented two research studies at the ASMBB annual meeting in Boston. One of the papers focused on pedagogical innovations developed in several science courses that DeBurman has designed at Kalamazoo College in the past two years. Titled “Mastering Primary Articles: Two Experiential Projects That Facilitate Learning Among Undergraduate Science Majors,” the paper highlights the College’s Cell Biology class as an experiential learning model.

DeBurman’s teaching and research were featured in an article that appeared in the NUUN News, the Bulletin of the Northwestern University Institute for Neuroscience.

DeBurman presented a paper, “Chaperone-assisted solubilization of protease-resistant prion protein,” at the 13th Annual Chicago Signal Transduction Symposium.
John Dugas, Political Science, lectured and completed research under a 1999-2000 Fulbright Scholar grant at the University of the Andes, Boyota, Columbia. Dugas was one of approximately 750 U.S. faculty and professionals who received Fulbright grants. The Fulbright Scholar Program is sponsored and funded by the Bureau of Educational and Cultural Affairs of the United States Department of State, with additional funding coming from participating governments and host institutions in the United States and abroad.

Dugas presented a paper, “Estudiantes, Indígenas, y Mujeres: Movimientos Sociales Colombianos y la Redacción de la Constitución de 1991,” at the XXII International Conference of the Latin American Studies Association. The paper examined three Colombian social movements (the student movement, the indigenous movement, and the women’s movement) and their impact upon the drafting of that country’s 1991 Constitution.

Amy Elman, Political Science, presented her paper, “Sexual Harassment in Sweden,” at the Twelfth International Conference of Europeanists.

Elman’s book Sexual Politics and the European Union: The New Feminist Challenge was included in the book review essay of the feminist journal of political science, Women & Politics. “The Elman volume [explores] the constraining and empowering effects that supranational policy spaces have on national institutions and activist networks,” according to the essay. “The research in this volume expands on the widely recognized phenomenon that feminists have successfully utilized EU policy space to demand and construct EU women’s policy. The chapters, which offer varying country and policy perspectives, question exactly how this policy outcome evolved and address the potential limitations of this newly-created supranational space.”

Matthew Filner, Political Science, presented his paper, “Participation, Power, and Democracy: Community Development in an American City,” at the Urban Affairs Association Annual Meeting.


English professors Gail Griffin (creative nonfiction), Diane Seuss (poetry), and Andy Mozina (fiction), collaborated on a three-way reading for Southwest Michigan’s Friends of Poetry, Inc.

Griffin delivered the keynote address at the annual conference of the Colorado-Wyoming Association for Women in Higher Education. The talk, titled “Invisible Things Envisioned: Whiteness as Witness,” continues her work on white racial identity in the classroom.

Griffin’s nonfiction piece “Oval” appeared in the journal of creative nonfiction Fourth Genre, published by Michigan State University Press, and was reprinted in the summer issue of LuxEsto.

Griffin also published an essay, “Unsettled Weather,” in a new anthology titled Wise Women: Reflections of Women Teachers at Midlife. The essay takes the form of a letter to Sara Quinn Rivara ‘99, who had written Griffin about her feelings of being unsettled during in her senior year.

Robert Grossman, Psychology, was named a Founding Fellow of the Academy of Cognitive Therapy, an international organization that credentials mental health professionals who provide treatment in this highly effective form of psychotherapy. The Honorary President of this organization is Aaron T. Beck, M.D., the universally recognized founder of cognitive therapy.

In more than 325 research studies, cognitive therapy has proved effective against a wide range of psychiatric disorders and psychological problems, including depression and panic disorder. ACT certification is awarded to mental health professionals who have received specialty training in cognitive therapy and who have met rigorous, research-based standards for competency in the essential skills of cognitive therapy. In 1983-84, Grossman spent a sabbatical year training and studying with Beck at the Center for Cognitive Therapy at the University of Pennsylvania, and he has offered treatment in cognitive therapy since that time.

Grossman also attended the Case Studies in Science workshop, directed by Clyde F. Herreid, a distinguished teaching professor in the biological sciences department at SUNY-Buffalo. Grossman, along with colleagues in pharmacy, nursing, biology, and psychology, developed a case study for teaching students about the different psychotherapeutic and pharmacological treatments for depression.

The Metropolitan Museum of Art in New York City featured an invited lecture by Anne Haeckl, Classics. She discussed her archaeological project at Berenike, Egypt, a Graeco-Roman port city on the Red Sea, in the Eastern Desert of Egypt. The lecture was held in conjunction with the Met’s lavish “Ancient Faces” exhibition of Roman portraits from Egypt. Haeckl’s talk was titled “The Many Faces of Berenike: Roman Art and Egypt’s Red Sea Trade.”

Miguel Iglesias, Romance Languages, presented “Los comentarios politicos de Luisa de Carvajal: estrategias discursivas y catolicismo en la Inglaterra Jacobina” at the 31st Annual Meeting of the Society for Spanish and Portuguese Historical Studies.

Michelle Intermont, Mathematics, reviewed the book Surfing Through Hyperspace by Clifford Pickover for the Mathematical Association of America’s online book review column.

Eight juried art shows recently accepted the photographic works of Richard Koenig, Art, this spring and early summer. He received awards in three of these national exhibitions. The curators from these national exhibitions hail from New York’s Museum of Modern Art, the Brooklyn Museum of Art, and the Museum of Contemporary Art in Chicago, among others. You can see examples of Koenig’s work at http://cc.kzoo.edu/~rkoenig/horn/horn.html.

This past summer Koenig was artist-in-residence at the Studio Cammitner near Lucca, Italy. A faculty development grant and funds from the Center for Western European Studies supported Koenig’s residency.

Jim Langeland, Biology, presented a paper, “The evolution of the vertebrate D1x gene family,” at the 59th Annual Meeting of the Society for Development Biology. The science was a collaborative effort between Langeland and Adam Niedert ’00, Vik Virupannavar ’00, and Gillian Hooker ’00.

An article co-authored by Neidert and Langeland has been accepted for publication in the journal Evolution and Development. The article results from a
career development internship Neidert completed with Langeland in the summer of 1998. Langeland expects that Niedert’s SIP will be published in the near future.

**On The Quad**


Tom Rice, Art, had his work shown in a juried exhibition called 2D, 3D and 4D in Omaha. Rice’s piece was a video titled “Caravaggio.”

Tom Smith, Chemistry, presented a poster titled “Structure, Magnetism, and Electron Transfer Studies on Binuclear Complexes of Cobalt (II) and Nickel (II) Containing Macrocyclic Ligands,” at the Contemporary Inorganic Chemistry II Conference.

Tim Moffit, Economics and Business, was re-elected to the board of directors of the West Chapter of Michigan Business Brokers Association. MBBA is a nonprofit corporation that consists of business transaction intermediaries throughout Michigan. Moffit was elected to the board of directors of the Kalamazoo Optimist Hockey Association, a nonprofit organization that serves more than 1200 Kalamazoo area youth through educational, recreational, and competitive hockey programs. He was appointed as the community member of the surgical committee of HealthCare Midwest, P.C., a Kalamazoo-based corporation of physicians of various specialties. Finally, Moffit gave the keynote address to an audience of middle-market executives of Michigan-based technology companies at the Michigan Venture Partners’ 2000 technology seminar. His talk was titled “Technology Valuation Metrics: Rates, Ratios, and Reasonableness.”

Carolyn Newton, Associate Provost and Professor of Biology, presented a paper titled “A Novel Serum Mannose-Binding Lectin in the Spiny Dogfish Shark” at the 8th Congress of the International Society of Developmental and Comparative Immunology in Cairns, Australia.

Abdou Ngom, English, was a member of a panel addressing the general issue of African literature in high school and college in the U.S. His paper was titled “Language, Culture and Oral Tradition in Africa.” The panel took place at the Spring Conference of the English Language Arts at Michigan State University.

Romeo Phillips, professor emeritus of education, was named Humanitarian of the Year by the Metropolitan Kalamazoo branch of the National Association for the Advancement of Colored People.

Enid Valle, Romance Languages, participated in a roundtable session titled “The Catholic Enlightenment and its Critics” at the American Society for Eighteenth-Century Studies. At the conference she also presented her paper, “The Pursuit of Happiness or the Politics of Religion in Nueva Granada.”

John Wickstrom, History, presented a paper at the 35th International Conference on Medieval Studies titled: “The Blessed Maurus, Cluny and Citeaux.” Another aspect of the cult of St. Maurus formed the subject of his Honors Day lecture at Kalamazoo College last fall. That lecture was titled “How to Make a Usable Saint.”

The re-dedication of the VanLiere psychology laboratory (recently relocated from the Dewing classroom building to the Olds-Upton science hall) served as the kick-off for the second annual VanLiere Symposium. The symposium and the laboratory honor Donald VanLiere, professor emeritus of psychology, the first (and for many years the only) member of the College’s psychology department. Psychology majors presented the results of their senior individualized projects at the symposium, which Dr. VanLiere attended. The event included oral presentations, a poster session, and refreshments. Pictured below at the laboratory dedication are members of the College’s psychology department, past and present (l-r): Bob Grossman, Donald VanLiere, Lonnie Supnick, Gary Greg, Berne Jacobs, and Bob Batsell.
Seven new members of the College's Board of Trustees recently began their terms. Six are alumni. The new trustees are Amy Courter ’83, John Foster ’80, William Barrett ’66, Amy Hale ’66, Gwen Fountain ’68, E. Turner Lewis ’63, and Amy Upjohn. Their biographies follow.

**Amy Courter ’83**

“Give it up,” Amy Courter’s high school principal told her when she expressed interest in applying to Kalamazoo College, “you’ll never be accepted!” Courter ignored the skepticism of her principal and sent in her application. She had the good grades and she had the long list of extracurricular activities. She had the high test scores. But most of all, Courter had the required belief in the potential of her own abilities. Kalamazoo College was her college of choice and she was going to rise to the challenge.

Courter chose Kalamazoo College because she was looking for a college “of high caliber and high energy. I was a very shy person in high school, and I wanted to attend a college that would push my limits not only academically, but would also develop my ‘people skills.’” Her first quarter at Kalamazoo, Courter took theatre classes to force herself out of her shyness.

“I threw up and I lost weight,” Courter laughs, “but I also came out of my shell.”

Courter was not disappointed in her college experience. By the time she had earned her bachelor’s degree in psychology, her ‘people skills’ were well in place. Today Courter is vice president of management information systems at Valassis Communications, Inc., a Fortune 500 sales company specializing in full-color coupon supplements, producing 58 million inserts each week for Sunday newspapers nationwide.

Courter is also state commander in the Civil Air Patrol, the non-combat auxiliary of the United States Air Force, with 1200 volunteers under her command. She directs emergency services of search and rescue, the cadet program for ages 11-20, and aerospace education.

“As a trustee,” Courter says, “I would like to get involved in creating more programs to expand on real life opportunities for students, taking them out of the classroom and into a different environment.” She has been active in career development and the alumni career network, has held “mock interviews” for students, and has promoted an internship program at Valassis.

Courter has received awards and recognition in Michigan and nationally as an outstanding businesswoman, including listings in the 1989-90 edition of Who’s Who Among Rising Young Americans.

**John Foster ’80**

“I don’t have all the answers,” John Foster says about his new position as trustee, “but I’m going to learn. Coming from the heart of Silicon Valley, perhaps I can share the perspective of technology as well as to bring a West Coast presence to the College.”

John Foster earned his bachelor’s degree in history in 1980. His master’s degree in business administration is from Stanford University. John and his family—wife Laura (Laurenson) ’82 and their three children, Sam, Joe, and Peter—live in Atherton, Calif. Foster grew up in the Lansing (Mich.) area and now returns as a trustee because “I want to give back what I can. I appreciated the broad experience that Kalamazoo College gave me.”

Foster is co-chief executive officer of Speiker Properties, Inc., a publicly traded real estate company that he helped form in November 1993. He shares the responsibility for the company’s strategic direction and long-term planning and oversees the management of the company’s portfolio of properties, including approximately 41 million square feet of in-service properties and nearly 3 million square feet of development properties.

Foster is a member and past president of the National Association of Industrial and Office Parks-Silicon Valley Chapter. “Kalamazoo College deserves national recognition,” Foster says. “I would like to strengthen career development and I would like to help the College achieve a more visible profile.”

Although a highly successful businessman, Foster prefers to be known as a family man. He enjoys coaching, camping with his family, and the serenity of a day spent fly-fishing.

**William Barrett ’66**

“I won’t make a speech until I am re-elected,” Bill Barrett quips when asked what he hopes to accomplish as a new member of the College’s Board of
He wants to attend a couple of meetings prior to any oratory, in order to gain a deeper understanding of issues facing the College. There is little doubt that Barrett will eventually make a speech that tallies significant accomplishments.

He has, after all, plenty of accomplishments under his belt already. After graduating from Kalamazoo College in 1966 with a degree in history, he earned his master’s in the same subject from Western Michigan University. Barrett was director of business, finance and development at Gill/St. Bernard’s School in New Jersey from 1970-1977. He left that position to become vice provost for business and finance and development under his belt already. After

Barrett will eventually make a speech that takes significant accomplishments.

As for the target areas that the new Board might address, “Endowment Investment,” he stresses. “Kalamazoo College is too dependent on tuition income. We need to strengthen these areas.” He considers for a moment. “I may not bring expertise to these issues, but I do bring passion. And I am willing to speak my mind.”

The grit in Barrett’s voice attests to that truth.

**Amy Hale ’66**

Amy Hale’s friends are the joy of her life. When asked to list six things of interest, she answered: “Talking with friends, visiting friends, making new friends, getting calls from friends, having friends visit, and hanging out with friends.”

A graduate of Kalamazoo College in 1966 with a major in biology, Amy continued her studies at the University of Michigan to earn her masters degree in social work. Working with and for people, improving their quality of life, and building relationships have been the driving forces of Hale’s energy and enthusiasm and her varied career.

As a social worker she worked with groups as diverse as gang members and long-term institutionalized patients. While working for the Detroit Public Welfare Department in Detroit, Michigan, she developed training programs in behavior modification. She left Michigan to become assistant professor of sociology at Mary Washington College in Virginia, and later, assistant dean of academic and career advising and director of internship programs. Hale has done motivational speaking, developed a greeting card company, and directed an educational grant program in Washington D.C. Today, she is AOL (America Online) Technologies Director of University Relations.

Hale’s love of people also drives her efforts on behalf of the Board of Trustees at Kalamazoo College. She attributes great things to her years spent at Kalamazoo, and those years did not end with Commencement day. She has been a class agent from graduation until 1993, then completed two terms on the Board as alumna trustee. Now she has been elected to complete the term of Stephen Sylvester, who resigned earlier this year when he accepted the position of director of alumni relations and the Kalamazoo College Fund.

“Kalamazoo College is a very empowering place. No other experience has been more supportive or done more to change the direction of my life,” she says. “I have worked with colleges and universities from around the world and Kalamazoo is among the best. Not many schools teach beyond the textbook. Kalamazoo teaches you to survive.”

What Hale wants to improve is the quality of relationships between faculty and students. She wants to encourage more diversity, drawing students to Kalamazoo from the U.S. and other countries. “We are well known in the academic community as one of the best, but we need to be better known on a national and global scale. I’d like to do something about that.”

**Gwen Fountain ’68**

On the wall of the president’s office at Butler University (Indianapolis, Ind.) is a poster that reads: “There’s only one of you for all time - fearlessly be yourself.” Gwen VanDomelen Fountain ’68 hung it in the office when she became interim president at Butler. Fountain has fearlessly been herself for most of her life, and being herself has meant pursuing her passion for teaching.

“As a teacher, I loved that special instant in teaching, what I call the ‘teachable moment,’ when you can see the light flash in your students,” Fountain says. She remembers many such moments at Kalamazoo College, when she was the student. Today, as an administrator at Butler, she tries to emulate those components that made the Kalamazoo learning experience so exceptional: class size, diversity both in and out of the classroom, study abroad, the SIP, and the close relationships between professors and students.

As a new trustee of Kalamazoo College, Fountain will take time to become acquainted with the Kalamazoo College of today before deciding what issues she most wants to pursue. Her expertise is in economics and curriculum development. Her bachelor’s degree at Kalamazoo was in
economics, as were her master’s degree and the PhD she earned at the University of Michigan. She completed a second master’s degree in science at Butler University in 1992.

Before her appointment as interim president, Fountain was dean of academic affairs, associate provost for student learning, and director of undergraduate programs in the college of business administration. Since 1992, Fountain has been associate professor of economics and management at Butler. She serves or has served in numerous educational and philanthropic causes, including Goodwill Industries of Central Indiana, the Orchard Country Day School, the Indianapolis Children’s Museum, and the Institute for Study Abroad. She co-founded SPARCS for Learning, Inc.

Fountain’s fondest memories of her years as a student at Kalamazoo are the late night conversations at Trowbridge. “Coming from a small town, I had never before enjoyed such stimulating conversations with my peers. We would be up all night talking about books, about current events, about anything and everything.” She met her husband James Fountain ’68 at Kalamazoo.

**E. Turner Lewis ’63**

As the snows swirl and the temperature plunges to more than thirty below zero, the devoted veterinarian smooths a thickly gloved hand over the dog’s muzzle. The dog is one of many he will care for as the sled dogs and mushers run the 1,100-mile Iditarod race from Anchorage to Nome, Alaska.

Turner Lewis first took interest in the Iditarod when visiting Alaska with his family in 1984. His two children, Elizabeth and Aaron, wanted to see a musher train his pups to pull a dog sled. The entire family was fascinated. Lewis has returned to Alaska every year since 1993 to work as a volunteer veterinarian, examining the dogs at various checkpoints along the race.

Lewis earned his bachelor’s degree in biology from Kalamazoo College and his veterinarian medicine degree from Michigan State University. He owns Chelsea Animal Clinic in Chelsea, Mass., which he manages with his wife Katherine Seaman Turner ’65. He specializes in the treatment of small animals.

Having completed the maximum term as an alumnus trustee, Lewis now returns as a “regular” trustee. “Kalamazoo College develops people who can think and who have a broad exposure to mankind in all its diversity,” he says. “It’s the kind of exposure and education that develops the ability to communicate.”

As a trustee, Lewis will work on growing the College’s endowment. “It is imperative to strengthen our endowment so that we may continue improvements for our campus and our students,” he says. Although he was not able to take part in the study abroad program during his years at Kalamazoo College, Lewis does not shy away from seeking adventure out in the world now. He recently explored the Galapagos Islands, and he has rafted the Colorado River through the Grand Canyon.

A Rotarian since 1968, Lewis recently received an award from Chelsea Rotary Club for 31 years of perfect attendance. In his nine years as an alumni trustee on the College Board, he has also had perfect attendance. “I make a strong commitment and I stay with it!”

**Amy Upjohn**

Amy Upjohn broke her promise. She had told her family (husband Brad Vanden Berg and their three children, Bradley, Elyse, and Charlie) that she would take on no more volunteer work. She already served on numerous boards, volunteered her time to several causes, and worked as a substitute teacher at a local elementary school. Enough is enough.

Then President Jones paid a visit to the Upjohn-Vanden Berg household. “He sat for the longest time, hours, with my son Bradley, who at that time was a junior in high school, and just talked. Talked and listened. He really made an impression on my son. And me.” A strong enough impression that Upjohn decided to accept the president’s invitation to be on the Board of Trustees for Kalamazoo College.
Senior biology majors Laura Maxson, Daniel Appledorn, Kelly Vereeke, Mary Margaret Belchak, Amanda Solem, and Markus Boos were invited to attend the symposium based on their strong interest in pursuing graduate studies in the molecular and biochemical life sciences and on the strength of their SIP theses.

Two Kalamazoo College faculty presented posters at the conference. Laura Furge, assistant professor of chemistry, presented a paper on “Tyrosine-phosphorylation of Annexin VII, Annexin XI, Clathrin Heavy Chain, and Ezrin in response to Peroxovanadate and Platelet-derived Growth Factor-BB”

Shubhik DebBurman, assistant professor of biology, presented a paper titled “Mastering Primary Articles: Two experimental projects that facilitate learning among undergraduate science majors.”

And Afterwards...

What happens to Kalamazoo College science majors after they graduate? Here’s a sampling of “futures” from 10 of the 13 members of the Class of 2000 invited to attend the signal transduction meeting.

Lisa Herron began work on her PhD at the University of Minnesota.

Holly Zywicke is working on a one-year NIH post-baccalaureate research fellowship in Bethesda, Maryland. She will then attend medical school at Johns Hopkins University. Brian Untch started medical school at Loyola University.

Holly Marti is in medical school at the University of Pittsburgh.

Adam Niedert began his PhD program at the University of Rochester. Laura Maxson is using the Fulbright Scholarship she won and is currently working in Spain. After a year there, she begins work on an NIH post-
baccalaureate research fellowship at the NIH Rocky Mountain Laboratories. Markus Boos is working for Anderson Consulting for one year. He then will begin his PhD at the University of Chicago.

Dan Appledorn began his PhD program at Michigan State University.

Kelly Vereeke is a research technician at Karmanos Cancer Institute in Detroit. She is applying to medical school.

Howard Hughes Medical Institute (HHMI), the nation’s largest private supporter of science education from elementary school through postdoctoral studies, awarded a four-year grant to Kalamazoo College. Kalamazoo, one of 53 grant recipients in the U.S., will receive $800,000.

Carolyn Newton, associate provost and professor of biology, chaired the committee that wrote the grant proposal. The College will use the money to support a thesis-based student research program, including travel to conferences, and a new faculty appointment in neurobiology. The College also will develop teaching laboratories in neurobiology, biochemistry, and molecular biology. These labs will be equipped for molecular modeling and the creation of Web-based scientific portfolios. The grant will also support a summer program with sundry elements, including science and medical career advising for high school students, access for secondary students to resources of the College’s pre-med program, teacher workshops, and science kits for elementary schools. “The colleges and universities receiving these grants contribute greatly to the education of both scientists and nonscientists,” said HHMI President Thomas R. Cech. “These grants will help them do what they do best—providing undergraduate research opportunities and building bridges between the sciences and the humanities. I expect that these programs will serve as models for other undergraduate institutions.”

HHMI invited 224 colleges and universities to submit proposals. An external panel of distinguished scientists and educators reviewed the 204 proposals received.

The latest round of grants brings to $476 million the total awarded to 232 colleges and universities in 47 states, the District of Columbia and Puerto Rico since HHMI’s Undergraduate Biological Sciences Education Program began in 1983.

Kalamazoo College Awarded Luce Professorship Grant

The team that wrote Kalamazoo College’s successful Luce Professorship grant proposal, securing a professorship in global technological innovation included (clockwise from top): Gregory Mahler, Jan Tobochnik, Ahmed Husen, Alyce Brady, Eric Nordmore, and Eric Barth. Not pictured is John Fink. The professorship may be supported for up to nine years through a grant from the Henry R. Luce Foundation. The foundation awarded only three professorship grants in the U.S. this year.
LIKE many matriculating 18-year-olds, Karen Selby ’81 was more certain of what she didn’t want to do after college than she was about what she did want to do.

And parents played an indirect role in this equation.

“Whatever I may end up doing after college, I thought at the time, I was sure it would not involve teaching,” says Selby. “My mother was a teacher.”

So how did a Kalamazoo College first-year student determined to avoid education become an associate professor of education and head of the College’s education department?

The story winds through Bay City; Kalamazoo; New York City; Ann Arbor; Orange County, California; and back to Kalamazoo.

It begins the summer before Karen Selby’s senior year. After her third year as a theatre major, Selby wasn’t sure what she wanted to do for her SIP. “But I knew what I didn’t want to do,” she says.

“The typical theatre major SIP, producing a one-act show in the Dungeon Theatre.”

Selby had already produced and directed several major productions in Dalton Theatre to rave reviews (including one from actress Meryl Streep’s brother). She had studied with the costume designer of London’s Royal Opera and Royal Ballet during her study abroad experience. But the summer prior to her senior year she found no text that kindled her desire to produce it.

She sought some SIP advice from Jerry Cleveland ’74, a theatre major graduate and friend who was at that time stage managing “For Colored Girls” and “A Soldier’s Story” in New York City.

“He suggested that a teaching certificate would have opened doors to several unexpected opportunities for him in New York,” says Selby. “And, despite my initial aversion, I had taken several education courses at College and certification was in reach.” So Selby’s SIP found her student teaching theatre and English at Eisenhower High School near her native town of Bay City, Michigan.

Following her graduation, Selby pursued a career in theatre in New York City. A professional actress and costume designer (“I was paid more often as the latter,” she says), Selby nevertheless was unable to make a living entirely from theatre in the Big Apple.

“I was taking temporary office work as well and either sub-letting various apartments on a short-term basis or crashing on friends’ couches,” she says. “After four years, I became weary of that type of life.”

On occasions, she had directed children’s theatre programs at the 13th Street Theatre. Perhaps, she believed, her passion for children’s theatre derived more from her teaching background than from her theatre background. That seed of an idea grew into a decision to become a teacher in New York City.

“I love challenge,” says Selby. “Challenge moves me to accomplish greater achievements. And my first challenge was to secure a teaching position in the New York City public schools.”

One morning she showed up at the Board of Education building, some 20-stories and half-a-city-block large.

She spent an entire day mired in red tape, shuttling from office to office, and receiving little help in her quest to teach in the city. She persisted, and after eight hours of hopping from bureaucrat to bureaucrat, she emerged from the labyrinth with the promise of a temporary license.

“The State of Michigan teaching certificate didn’t transfer,” says Selby. “In fact, even
the New York State teaching certificate didn’t transfer for teaching certification in New York City.” To earn a permanent license to teach in the city, Selby needed to pass the City’s special certification test.

Unfortunately, the Board of Education only offered the test rarely and randomly. Selby worked three years on her temporary license, impatiently waiting for a test opportunity that was almost never available. By chance, she happened to meet David Dinkins (at that time a high-ranking city official but not yet the mayor). She entreated Dinkins to persuade the Board to schedule the test, and he told Selby that he would do whatever he could.

During her first three years of teaching, Selby worked with kindergartners through sixth graders at the Raphael Hernandez/Langston Hughes Public School 30-31, located on the border of Harlem and East Harlem in Manhattan. Her students ranged in ages from five to 15 years old. During these years, Selby discovered the three touchstones of her teaching career—technology, literacy, and urban education.

She also earned a master’s degree in the teaching of writing from Columbia University, and she began to research graduate programs with particular excellence in the application of computer technology to education. Among the best PhD programs in the nation, she discovered, was that of the University of Michigan. Selby applied. About six months after she met David Dinkins, the board of education offered the New York City certification test. Selby took the test and passed, earning her permanent certificate. She taught as a permanently certified New York City public school teacher exactly one day. The following day she learned of her acceptance into the University of Michigan’s doctoral program and prepared to return to her home state.

In Ann Arbor she earned her PhD in reading and literacy. As a graduate assistant, she helped write the prototype of the social studies portion of the MEAP test, the State of Michigan’s standardized educational assessment tool. She also worked for one year as a building principal. “The best part of that position was working with teachers to explore new curriculum and to try new solutions to problems,” says Selby. Her work in school administration was ultimately important for Kalamazoo College, because that work convinced Selby that the most profound effect she could have on the art of teaching would be as a teacher of teachers.

At Kalamazoo College Selby has created and directs a program that combines three elements: field experience culminating in a comprehensive pre-service teaching adventure, reflection upon the art and science of teaching through dialogue with in-service professionals, and the study and application of current research to classroom practice.

At Kalamazoo College students engage in teaching opportunities as early as their first year. “We want our students to have a field experience as freshmen,” says Selby, “usually volunteer work in an after-school program at the middle school level or younger.”

During the sophomore year, prospective teachers take a reading and literacy course and complete 40 hours of fieldwork, which includes teaching one mini-lesson.

For their career development internships, Selby encourages her students to work in either paid or volunteer positions in urban summer school programs or summer schools for migrant children.

Pre-service (or student) teaching occurs after completion of the junior/senior seminar in the major field of study and the “Principles of Teaching” course, usually junior
year spring or senior year fall. Throughout their four years, Kalamazoo students stay current with what research uncovers about the science of teaching.

“Good research points us towards what makes the educational process better for students,” says Selby. “A good teacher keeps abreast of the research.”

Certification requirements, major- and minor-stipulated courses, and the K-Plan opportunities pose a logistical challenge for Kalamazoo College’s teachers in training.

“That’s why an early decision to certify and a high level of maturity are vital for successful teacher candidates,” says Selby. She hopes each of her students experience all the opportunities of the K-Plan, particularly study abroad.

“Study abroad opens a part of one’s mind that no simulation, no vicarious experience, and no book can open. And that opening enhances teaching. The most progressive educators think in terms of the entire planet.”

Selby is exploring possibilities that would ease the logistics challenge that faces Kalamazoo College students who desire to become teachers. These include pre-service teaching abroad and partial completion of the certification course sequence at international locations.

Though the challenge to certify within four years is daunting, the rewards of teaching make the challenge worthwhile.

“The combination of a good teacher and good students makes magic,” says Selby, “because education can transform a life. Very early in my interaction with teacher candidates I debunk the idea that a child’s home life is rigidly pre-deterministic. I’ve seen effective education transform the lives of students with unimaginably difficult lives at home.”

But what if one side of the “good teacher-good student” equation is resistant?

“That’s a challenge,” says Selby. “But it’s not hopeless. And there are tools to address that challenge, and one of the best is dialogue with professionals.”

Selby smiles when she thinks of her freshman year at Kalamazoo and her certainty that she’d never teach because her mother was a teacher. “The fact is, I’ve learned the most about teaching from talking with my mother,” Selby says. “My mother and I have shared the longest dialogue about the profession.”

Selby thinks of teaching as a lifelong dialogue—between teacher and student, between teacher and colleagues. She conveys this to her education students and, as early as their first year on campus, sets up opportunities for them to meet and converse with working teachers. Her students read the professional literature on education and educational research, they join ListServ groups of in-service teachers, and they attend teacher conferences.

“So much of American life is organized around schooling and education,” says Selby, “that, in effect, education is power, and the evidence of the power is transformations.”

The mission of Selby’s program is to provide prospective teachers creative ways to help any student achieve those transformations.
Bruce Mills, associate professor of English at Kalamazoo College, always knew he wanted to be a writer. “Or a professional basketball player,” says Mills. “But that didn’t work out.”

Bruce cultivated his “hard court” versus “hard copy” dream as a kid growing up in Iowa. Eventually hoops stood little chance against his grandmother, the childhood church services Bruce attended, and his father’s knack for punning.

As a child, Bruce often visited his grandmother, a native of Liverpool, England. Her British accent, exotic to his midwestern ears, and the 19th century quality of her home—chairs with doilies, a stereoscope, graham cracker pudding, a cedar chest filled with keepsakes—conjured a magical atmosphere for the enchanted boy.

Listening to his grandmother read Grimm’s fairy tales was the seed of Bruce’s dream to be a writer. He remembers his family gathering to hear his mother read Bible stories and attending church on Sundays, a place vast and awe-inspiring for a child. Mills listened attentively to the Roman Catholic priest explicate a biblical text, ascribing meaning to characters’ actions and talking at length about the implications of a specific choice of words. For the young boy, the stories were sacred, and reading and thinking about them breathed life into people and events long past.

To the Mills family, words had a life and joy of their own. Bruce remembers his father, an auto body repairman, play with words, creating puns and silly jokes. Because he was a middle child in a large family, says Bruce, he learned to be especially attentive to the tone of words. Tone tipped him when to avoid his older siblings, or when his mother was particularly happy.

Bruce’s Iowa childhood also instilled an active interest in the past. He teaches American literature at the College, everything from Puritan writing and early Native American stories to contemporary fiction, but his specialty is American literature of the 19th century.

“The period before the Civil War, in particular, was a highly-charged time,” says Mills. “Great unrest co-existed with a growing sense of American identity. It was a time when the young nation was an experiment, and people wondered if it could work. The literature of the period is a study of ourselves in time of flux.”

Bruce has a special interest in one author in particular—Lydia Maria Child—a newspaper columnist, early feminist, abolitionist, and fiction writer. Like Bruce’s grandmother, Child kept scrapbooks filled with keepsakes—manuscripts of her stories, locks of hair. When Bruce saw these at Cornell University library, they became the tangible links between the present, his past, and the past he studies, allowing him to make connections across time.

As a child, Bruce experienced the ways in which stories transcend time, and he wants to pass this experience on to his students. “Each generation must find a way to reach its past,” he says. “To live vitally and spiritually means you have to cross time. Such passage gives our short lives meaning. To be locked into one’s own space and time is to lack dimension.”
Literary time travel—particularly when the period under study seems remote, antiquated, and irrelevant to students—is a teaching challenge that requires some coercion, says Bruce. He attempts to recreate the complexity of history in his class. Many students think of Puritan literature as dark, overly religious, and dull. Bruce revives the atmosphere of the time by asking students to become players in the trial of Anne Hutchinson, accused of violating the covenant of her community. Students take on the roles of lawyers, judges, and the accused. Stetson Chapel is transformed into an 18th century courtroom.

In another class, Mills asks his students to create “literary magazines,” a popular 19th-century venue for writers to express their opinions through fictional and non-fictional pieces. Students write essays and stories based on the literature they read from the period, then combine these to create a magazine. They learn how written works fit together in the 19th century, and, in the process, acquire 21st-century desktop publishing skills.

The historical stories Bruce teaches connect to our modern lives. Puritan writings like the trial of Anne Hutchinson generate discussions on gender issues and the state of spirituality today. And Child’s Letters from New-York, in which she observes the issues present in a growing metropolis, are germane to today’s discussions of cultural heritage and American identity. Bruce edited Letters from New-York, which has been re-published by The University of Georgia Press. He also authored Cultural Reformations: Lydia Maria Child and the Literature of Reform, the first of chapter of which was selected to be a part of Nineteenth Century Literature Criticism.

As he has learned to listen to voices of the past, Bruce has learned to more clearly distinguish the voices in his classroom of the present.

“Teaching means listening,” he says. “When I first began teaching at Kalamazoo College, I didn’t fully understand the place of the American literature class in students’ expectations for the English major. And I knew that I had to establish a trust that I was not guiding students to my ideas, but instead allowing students to develop their own. Teaching is about attending to the richness of readers’ insights, and my students’ interests have sometimes spurred my own research.”
Bruce’s childhood is evident in the teacher he is today, but new influences, such as his commitment to community service, enrich the content of his pedagogy. When Bruce and his wife Mary discovered that their son Jacob was autistic, Bruce researched the disorder and incorporated it into his work. He now teaches the first-year seminar titled “Out of Silence: On Autism and Art.” Students in this English course study themes of boundaries and limitations, creativity and freedom, and administer learning projects for autistic children at area schools.

Bruce defines learning as the next unanswered question, and the next, and then the next, a never ending enticement forward to explore an even farther journey. He often travels through stories to the past to search the ways in which our ancestors have answered the same questions in their infinite varieties.

“Reading 19th-century American writers is like having a conversation,” says Bruce. It is a conversation with oneself, with one’s community, and with the past.

**DOORWAYS**

Asking an English professor to suggest great “reads” for non-English majors is easy. Narrowing the choices to three is not. Literary connoisseur Bruce Mills was up to the task. His selections follow.

*An Anthropologist on Mars* by Oliver Sacks

Teaching literature isn’t just about the classics. Literary themes lie in other genres as well. This collection of essays on people with neurological disorders invites its readers to consider limitation as a path towards creativity, a favorite theme for Bruce. “Too often we think of finding some kind of mythical ‘freedom’ as a prerequisite for a fulfilling life,” says Bruce. “These essays suggest that freedom comes through fulfillment associated with sacrifice, or through the acknowledgement and accommodation of our limitations. The book explores what it means to be human.” Sacks is the author of *Awakenings*, which was made into a movie featuring Robin Williams and Robert DeNiro.

*Friend of My Youth* by Alice Munro

Bruce teaches a class on short fiction, so a book of short stories was a “must” on his Doorways list. Of the many collections he has read, this one in particular is worth noting, he says. Munro’s ten stories focus on men and women who contemplate the paths and choices that have shaped their lives. “In Munro’s fiction, we feel a sense that our lives are more interwoven than we can ever imagine,” says Bruce. “Moreover, she evokes in us an empathy with characters we may not otherwise be inclined to like. I find myself opening up to these characters, and my inclination to judge them fades. Munro compels us, through the complexity of her plots and the stylistic richness of her writing, to recognize the endless and unquenchable desire for connection.”

*Leaves of Grass* by Walt Whitman

Mills loves American Literature, so his Doorways list had to include one “classic.” Bruce first read Whitman’s collection of poems as an undergraduate at the University of Iowa. “I have been shaped by Whitman’s vision of inclusiveness,” he says. While Whitman’s poems do offer readers a challenge in their complexity, adds Bruce, they also offer an opportunity to gain a larger worldview. *Leaves of Grass* is a key part of the nature of American culture, he says. Whitman revised and added to the collection for more than 35 years after its first publication in 1855, but Bruce recommends the slim original version, written while Whitman was a journalist in a nation preparing to enter a Civil War.
Swore off poetry in high school. I knew then that poetry and I would never get along. Poetry was another language, but worse, because it required more than a dictionary translation. Poetry was more complex than a quantum physics question. How could I enjoy poetry when I couldn’t even understand it?

At that time, I didn’t know about Conrad Hilberry’s poetry classes. Somehow they were simultaneously informal and challenging, relaxing but inspiring. Dare I say fun?

Last autumn’s class, one of the non-traditional courses offered each quarter at the Stryker Center, met every other Monday evening. About fifteen people attended—mostly women plus a few men, ages ranging from 17 to 80, and Hilberry himself, sitting relaxed and smiling at one end of the oval arrangement of tables. Some knew each other from Hilberry’s previous poetry classes, but they were quick to welcome newcomers and, I learned later, support the efforts of first-time poets. But when I began the class, I’ll admit, poetry was doing a pretty good job of intimidating me.

At our first class, Hilberry introduced himself and gave an overview of the content of the course. Its focus would be Michigan poets. Theodore Roethke, whose childhood backdrop of Saginaw greenhouses often figured in his work, was the first of these poets, and a complete mystery to me until my classmates helped me decipher his puzzling poems. For the next class we read Bob Hicok, a younger poet who runs a tool and die company outside Detroit. Based on his subject matter of drug addiction and suicide, I assumed Hicok’s poems would appeal only to my generation. But I was surprised to discover that age doesn’t determine ability to interpret poetry. Each student, from the youngest to the eldest, had something to say, a connection to make. Finally, we read Still Life in Milford, my favorite of the collections in the course, written by Thomas Lynch, a funeral director from Milford, Michigan.

Hilberry never splayed and dissected the poems for the class. He began each class with a short biography of the poet of the evening, but left interpretation of the poems largely to us.

Hilberry started teaching classes in the English department at Kalamazoo College in 1962 and retired in 1998. He began to teach poetry classes at the Stryker Center five years ago as a way to maintain ties with students and the College. The difference between teaching college students and a diverse mix of ages, says Hilberry, in large part is the difference in his role as teacher. “I between teaching college students and a diverse mix of ages, says Hilberry, disarming poetry for us. Each student, from the youngest to the eldest, had something to say, a connection to make. Finally, we read Still Life in Milford, my favorite of the collections in the course, written by Thomas Lynch, a funeral director from Milford, Michigan.

Hilberry never splayed and dissected the poems for the class. He began each class with a short biography of the poet of the evening, but left interpretation of the poems largely to us.

Hilberry started teaching classes in the English department at Kalamazoo College in 1962 and retired in 1998. He began to teach poetry classes at the Stryker Center five years ago as a way to maintain ties with students and the College. The difference between teaching college students and a diverse mix of ages, says Hilberry, in large part is the difference in his role as teacher. “I talk a lot less. I don’t need to teach them,” he says with a smile when I interview him at his home only a few blocks from the Kalamazoo College campus. “I just need to choose the right words. Then the students notice things about the poems, and they teach each other.”

Since students read a collection of work before each class, says Hilberry, a lot of material can be covered. Not only is that stimulating for students who have a serious interest in poetry, but it keeps Hilberry, who has published several of his own collections, thinking, working, and in touch with other writers. “With contemporary poets, I’m always teaching something new. Because I have some of the same students in each class, I can’t teach the same thing twice. And the students get more sophisticated with each class.”

“What do you do about that?” I ask.

Hilberry’s wife, Marion, pokes her head in the doorway of their kitchen and adds teasingly, “He’ll have to get more sophisticated himself.”

But Hilberry insists that anyone new to poetry and the class wouldn’t become lost in the discussion. “These are just English words that we’re looking at,” says Hilberry, disarming poetry for us. “And the class is a supportive group; there’s never any condescension. We’re just enjoying something together.”

In class, Hilberry gives optional assignments inspired by the works we read. Nothing was compulsory about these assignments, but students returned to class each week with hammered and sawn pieces inspired by the work of the previous class’s poet. Susan Blackwell Ramsey, a local bookseller and a Kalamazoo College graduate of the Class of 1972, has been taking Hilberry’s poetry class for five years. She wrote the poem on Mount St. Helen’s in response to an assignment sprung from the discussion on Hicok. In his poem “One Thing Certain,” Hicok delves deeply into the science of a natural phenomenon.

Ramsey says one of the reasons she takes Hilberry’s classes is to keep from being lazy.

“It’s a chance to exercise your brain without breaking a sweat,” she jokes. “It’s easy to skim a poem and say you understand it or like it, but Con makes it possible to really concentrate on the work. He prods me into less superficial readings than I would do on my own. He has redeemed entire poets for me, whom I would have passed over otherwise.”

Ramsey’s poem wowed the class. Perhaps it was then I realized I was in the presence of real poets. And I wanted to join them and be able to write poetry too.

The poems produced by my classmates reflected the wide range of talent around the table in the Stryker Center classroom. If Susan Ramsey’s serious poem on Mount St. Helen’s represents one end of the spectrum, Marie Bahlke’s poem about her physical therapy as treatment for osteoporosis represents another. While she read her work “Improbabilities,” reprinted here, the class laughed appreciatively.

Bahlke, a retiree from Still Life in Milford, my favorite of the collections in the course, written by Thomas Lynch, a funeral director from Milford, Michigan.

Hilberry’s poem wowed the class. Perhaps it was then I realized I was in the presence of real poets. And I wanted to join them and be able to write poetry too.

The poems produced by my classmates reflected the wide range of talent around the table in the Stryker Center classroom. If Susan Ramsey’s serious poem on Mount St. Helen’s represents one end of the spectrum, Marie Bahlke’s poem about her physical therapy as treatment for osteoporosis represents another. While she read her work “Improbabilities,” reprinted here, the class laughed appreciatively.

Bahlke, a retiree from Still Life in Milford, my favorite of the collections in the course, written by Thomas Lynch, a funeral director from Milford, Michigan.

Hilberry’s poem wowed the class. Perhaps it was then I realized I was in the presence of real poets. And I wanted to join them and be able to write poetry too.

The poems produced by my classmates reflected the wide range of talent around the table in the Stryker Center classroom. If Susan Ramsey’s serious poem on Mount St. Helen’s represents one end of the spectrum, Marie Bahlke’s poem about her physical therapy as treatment for osteoporosis represents another. While she read her work “Improbabilities,” reprinted here, the class laughed appreciatively.

Bahlke, a retiree from Still Life in Milford, my favorite of the collections in the course, written by Thomas Lynch, a funeral director from Milford, Michigan.

Hilberry’s poem wowed the class. Perhaps it was then I realized I was in the presence of real poets. And I wanted to join them and be able to write poetry too.

The poems produced by my classmates reflected the wide range of talent around the table in the Stryker Center classroom. If Susan Ramsey’s serious poem on Mount St. Helen’s represents one end of the spectrum, Marie Bahlke’s poem about her physical therapy as treatment for osteoporosis represents another. While she read her work “Improbabilities,” reprinted here, the class laughed appreciatively.

Bahlke, a retiree from Still Life in Milford, my favorite of the collections in the course, written by Thomas Lynch, a funeral director from Milford, Michigan.
"They never found the body." Put five hundred atom bombs in a mountain. Detonate them sideways in what’s called a lateral blast. Park your trailer on the mountainside. Be there when a Richter five point one earthquake starts to build, the landslide starts. You have five seconds. I don’t think you have ten. How will you spend your time?

The vocabulary of catastrophe is lovely, as if volcanologists built their laboratories out of slabs of jewels, chalcedony and amber, malachite. The words are handholds stapled to hurricanes, full of l’s forcing the tongue to ululate like an Arab mourning her dead son: Plinian column, pyroclastic flow, blowdown, ashfall, mudflow, lateral blast, nuees ardents and steaming fulmaroles. Standing dead.

I read it but I do not understand. While the eruption lasted it says there was a zone of silence sixty miles around the mountain where nothing could be heard. Beyond that zone, of course, they could hear it from Saskatchewan to Oregon—that part is big enough to grasp, easy to understand. But a core of silence? I reread the passage, look for further explanation. Koans, apparently, don’t come with footnotes. At the center of the whirlwind, the still, small voice. Vancouver.

Numbers so big cancel each other out. Turn the telescope around. Condense your focus to its finest gauge. Imagination has better work to do than stretching huge and thin. I have been trying to remember, to find out, the name of the young scientist standing on the mountain when it blew. There was one word, the code word which would mean the moment had arrived. Two months of waiting, of study, measurement, anticipation. For two weeks that solid mountain bulged five feet a day sideways and still stood firm. There is a sequence of still photographs but no film of the moment when it blew. There is a tape of David Johnson’s voice, however, saying the word that I forget, repeating it joyfully, shaking with excitement.

Looking for that word requires walking knee deep in ash, eyes focused on the ground, ignoring trail markers labeled “Regeneration,” “Fireweed,” “Purple Pumice Eating Plants.” One side of your skull begins to bulge. Find the word; your work has just begun. Pick it up, wipe the ash off. It will glow commensurate with your capacity to conjure up within yourself the feeling of knowing you stand solid at the center of your passion, revelation finally here. Maybe Heisenberg would understand—if you witness this, you can’t survive, if you survive, you can’t have witnessed it. No amount of time would be enough to cram this into words. It would not fit. You must use code, something you can’t forget—the word for home. Your tone will do the rest. Shout “Vancouver! Vancouver! This is it!” standing at ground zero of your joy.
In our back garden long ago I dug to China
and, ear to ground, heard rickshaw bells.
Today I’m lying prone, legs astride a plastic block.
Above, a ponderous eye espying doom:
thin-necked femurs, fragile as a porcelain cup.
I stare at posters—bones like broken webs.
A mess of warp and woof, spine of a misshapen
Chartres. Are these my bones?

They tell me “arms are gone without more
upper body strength”. How do you read with useless
arms?
Hire small boys?
Turn pages with a flick of the tongue?
I feel the paint brush in my teeth,
dip it into pots and drip design.
My toes touch keyboards.
I water begonias with my tears.

Lost, without bread crumbs, in a forest of
machines, a wilderness of bodies. The lame,
obese, the halt all moving in place.
All draped in towels. Buns bobbing.
Rescued by a perfect body with a clipboard, I
start with Leg Press—50 pounds. “Inhale,” she
says, “push forward with your feet.” Nothing happens.
“We’ll lower it. And then we’ll work on abs.”

Abs. Abs. Abbreviation for absurd? The absurd-
ity of treadmills going nowhere at a steady pace.
George, our hamster, big-eyed and body bald,
spun ceaselessly upon his wheel.

I’m trapped on monsters with quiet names.
Chest Press, first cousin to the Leg. No respite
on the Vertical Bench, nor on the Low Row Pulley—
a final going-nowhere trip with 69 pound oars.

Sun streams through the windows.
What dream of heaven could give this hell
a brighter glow?

Bill, racing cancer cells, rode down
the Mississippi on his stationary bike.
Sometimes sending postcards.

IMPROBABILITIES
by Marie Bahlke

she still gets nervous when reading
her work for a group. Her advice:
“Breathe deep and go ahead!
“You can see that the people in
the class are open and full of
encouragement,” says Bahlke. “They
want to hear you.” Bahlke returns to
the class each year to enjoy both
poems and fellow students. “People
in the class are very knowledgeable
and original, which makes it excit-
ing.”

During the first fall class, Hilberry
promised that the last class would be
devoted to local Michigan poets,
ourselves as well as others. This I
had been dreading all autumn. Even
in the midst of such a relaxed
atmosphere, I couldn’t bring myself
to write a poem. What could I write
about?
The class was nearing its end, and
I hadn’t written a word. Compared
to the lofty creations of my class-
mates, my clunky phrases fell
earthbound. But one afternoon,
while walking in the field behind my
house, a word came to me, then a
line, then another, and another. In
a moment of brilliant inspiration (or
final desperation!) I ran back to the
house and scribbled down the words
in my head, already quickly vanish-
ing. The poem on page 27 is the
result of that mad scurrying, which
is probably not the way most poetry
is written!

So I had done it. I had written a
real poem. And it only took two
months. Poetry, I finally discovered,
wasn’t so foreign after all.
On Sunday, I watch from inside
As Mom burns the woodpile in the backyard,
By herself
Then hoes the vegetable garden, throwing weeds
In the field

I think about how her parents and their parents knew what
Her actions now only recall
And I go outside to learn;
Knowing how to live in the country means something
Has been passed on

Mom, alone in the backyard, runs the tractor,
Hoes the garden without flowered gloves
And burns the woodpile in an orange hunter’s cap
While explaining how to in a slightly foreign tongue

Still, she’s worried about the orange forms leering at
The dry grass, and scalding her brow
So I stand next to her and she tells me about
Her safety plan
We stand prepared, ready to put ancient teachings into practice
With the hose by the barn

When the fire shrinks, skeletons are left
Body parts of what the last storms stripped from our great-grandfather
woods.

Other trees in the backyard died, when Mom let horses roam the backyard
Eating the bark

We walk along the strip of land that is hers
The tree-line marking what is private, what is commercial
To where we know two swans return every year
Our pond by the orchards
Filled with insecticide runoff
And unable to support the carp that would clear it out

Yet mom knows the names of wildflowers
Refers to seasons and not months
And knows what a deer-path is, so we take it
But it soon dead-ends in a tangle of bushes
“I guess the deer don’t go this way,” she says.

We cross the field
Shuffling through the tall grass, long dead and never cut
Forming a web and keeping us from safely connecting
With the earth

“I love it out here,” says Mom, on top of the ridge overlooking her home.
“Maybe I can find another place in the country.”
Behind her
I fall sideways
Into the ground
Smiling

And next summer the ad will read:
4 bedroom, 2 bath, 2-car garage
Barn, and ten acres,
Tractor included.
She laughs when I ask her what brought her to Kalamazoo College - was it design or was it accident. “There was no logic in it,” Marilyn La Plante, retiring vice president of experiential education, shakes her head. “None. It was flukey.” Flukey? What kind of a word is that for someone in higher education? I raise my eyebrows in charmed surprise, and, always aware, always sensitive to those around her, Marilyn immediately explains.

“It was a bump in the road. Like many things that have happened in my life, a bump in the road changed the direction I was traveling.”

Years ago, she began her journey with dreams of becoming a nurse. As a young girl, she loved caring for those who needed a healing touch. She wanted to be a doctor, but in Marilyn’s childhood, that was often unthinkable. She set out to be a nurse, but physical education became the first bump that veered her onto a different course. Marilyn was not a “natural” at sports, but she worked to become a strong swimmer. She also played basketball, softball, and recreational sports. It was not her athletic ability that drew her to physical education, but rather a fascination with how play developed self-esteem and with the potential of sports to build character. For Marilyn, physical education was about one teacher taking time for one student, and she would never forget the difference one teacher could make in a student’s life.

She earned her bachelor’s degree at the University of Iowa, a master’s from the University of North Carolina at Greensboro, and a PhD from the University of Wisconsin. She learned to build an environment in which students can achieve.

The road ahead seemed clear of bumps, straight and smooth. Marilyn taught physical education at the University of Wisconsin, the University of North Carolina at Greensboro, the State University of New York at Cortland, the University of New Hampshire, and Owego Public Schools in Owego, New York.

Bump!

Earlham College in Richmond, Indiana, wanted to interview her for an administrative position. Marilyn resisted. She dragged her heels. Earlham requested a three-day visit to Earlham. How about one? Earlham won. Not just the three-day interview, they also won over Marilyn. She stayed at Earlham for five years, serving in numerous administrative capacities, including acting dean of academic affairs,
assistant to the president, associate academic dean, and chair of physical education and athletics.

“Earlham’s was a similar atmosphere to Kalamazoo College,” Marilyn says. “Earlham had the same small liberal arts environment, and, like Kalamazoo College, very friendly people.”

“I loved the atmosphere of the small liberal arts college. But the more I learned about the K-Plan, the more I felt a commitment to Kalamazoo College.” Marilyn found her permanent academic home when she joined Kalamazoo College as associate provost in July 1997.

The next turn in Marilyn’s road was her appointment as dean of students in 1984. Eleven years later, she became dean of experiential education, and in 1997, vice president of experiential education. As vice president, she directed Student Development, Career Development, First-Year Experience, and the Student Learning Center.

“In some ways I still think of myself as dean of students,” she admits with a smile, and her fondest memories, she says, are the transformations wrought by the K-Plan in the lives of her students. “Everyone who takes part in this curriculum seems profoundly changed. The K-Plan is the greatest opportunity to learn. Students build incredible resumes composed of study abroad, internships, SIPs. They become citizens of the world with mature career plans. The horizons have expanded.”

She has seen the metamorphosis of the first-year students. “The greatest change in education I’ve witnessed over the years,” Marilyn explains, “is delayed maturation. Parents keep their children children longer. And as a result, kids have less experience, less accountability, and underdeveloped coping skills. This is where the K-Plan works its transformational magic.”

As dean, Marilyn attempted to bring balance and wisdom to the campus. She listened, and she could penetrate to the heart of a crisis and see a solution. She knew how to restore balance to the dizziest of situations.

“Marilyn was the calm at the center of the storm,” says Gail Griffin, professor of English. Griffin was a member of the search committee that hired Marilyn. But today, Griffin refers to Marilyn as her role model and her guiding light. “The sign of a true leader,” Griffin elaborates, “is that she never claims to be perfect. Marilyn isn’t afraid to expose her vulnerabilities. I love her sense of humor and the fact that she can laugh at herself.”

According to Griffin, Marilyn’s legendary capability to understand, assess, and balance multiple viewpoints was evident from her first days in the provost’s office. And the “good listener” also knew how to get others to listen to her. “She has what we call the ‘dean’s voice,’” Griffin laughs.

Provost Gregory Mahler knows that voice. He recalls a crisis that had the administration in a quagmire, searching for solutions, when Marilyn was out of town. “When she came back,” Mahler remembers, “she demanded in fine ‘dean’s voice,’ why someone had not consulted In the ice fields of the Canadian Rockies with friend Carol Stanson.
our crisis handbook, and everyone kind of shrank down in their seats.”
According to Mahler, it’s not iron that gives the ‘dean’s voice’ its power.
Instead, it’s wisdom.
“There are many smart people, but Marilyn is wise.
She has this wealth of experience, this incredible internal moral compass
that points you in the right direction.”

Running the gauntlet of retirement parties honoring her more than two
decades of service to Kalamazoo College, Marilyn La Plante seems abashed by all the accolades, the
high praise, the respect she has earned.
“My work here has been so much more than a job,” she says thoughtfully. “The people here are so generous and gracious.”
Marilyn is justifiably proud of her contribution to Kalamazoo College, particularly
the expansion of Student Development, which she hopes will continue.

She is also proud of the contribution of liberal arts colleges, like Kalamazoo, to a
just and tolerant society. “Our students and graduates help society to be humane,
just, and caring. Our students become community leaders with these qual-
ties.”

As retirement begins, Marilyn will go where the next bump in the road leads.
She owns a motor home ready to rum-
bble.
“I would like to gain the comfort zone
that our students achieve as a result of the farther journeys they make through the K-
Plan,” she declares. “You see, I’ve become fairly comfortable with a closely circum-
scribed horizon.” I suppress laughter. The thought is too delicious. After two decades
of encouraging Kalamazoo students to embark upon their farther journeys, it
turns out Marilyn La Plante feels discomfort just a few miles out of Kalamazoo. It’s
that ability to admit to one’s own fears and vulnerabilities, perhaps, that makes
Marilyn La Plante so wise.

She plans to take her motor home to Alaska, to all the national parks, criss-
crossing the country until her comfort zone reaches coast to coast. Then, it’s on to
Europe, to China, Australia, New Zealand,
and other far-flung places as she creates
her own version of a retirement K-Plan.

“I will go where the road takes me,”
Marilyn promises. “Simply point north,
south, west, or east, and then just let life
keep bumping me along.”

---

“I shall always consider appointing Marilyn
La Plante as the college’s first vice president for
experiential education as one of
the pivotal decisions I have made
as president. Her name, as I
suggested at her retirement
party, will long be considered in
the ‘K’ Hall of Fame with Hicks,
Barrett, Chen, Light, and all the
other stars in our College’s
firmament.”

- James F. Jones, Jr.,
President, Kalamazoo College

With sister Cheryl in motor
home on a trip to Nova
“I’m angry!” says Rosie Onwuneme ’01 in response to news of Marilyn La Plante’s retirement. “How can she do this?” But the clean vibration of affection sings through Rosie’s voice. “I will miss Dean La Plante. She’s a second mother to me, a confidante and a role model.”

For Rosie, La Plante is and always will be “the Dean,” even in retirement. She was dean of students when the two first met.

“It was my sophomore year, winter quarter,” Rosie remembers, “and I was struggling with a very difficult anthropology class. I was devastated by the low grade I received on my first paper in that class. I ran to Dean La Plante to complain. I even went so far as to ask her to force the professor to change the grade. I was sure she had that kind of power.

“She calmly explained to me that it was not in her power to force grade changes, but that she would give me advice on how to improve the paper and discuss it with my professor. She took the time to hear me out and calm me down.”

For Rosie and Marilyn La Plante both, this was the beginning of a friendship. Rosie regularly dropped by the dean’s office and La Plante always had the time to talk to her.

Rosie insists her friendship with Marilyn has changed every aspect of her life. Rosie was the first in her family to attend college, and the first to consider traveling beyond the borders of her hometown of Kalamazoo. “I was terrified. I had never been anywhere farther than Chicago or Detroit. Study abroad seemed impossible.”

But La Plante encouraged her to seize that opportunity. For Rosie, her farther journey to Oaxaca, Mexico, was the first time she had ever been on an airplane. She had reached beyond what she had thought possible, and her life would never be the same. “Without Dean La Plante urging me on, I don’t think I could have ever left the ground,” Rosie says.

The new dean of students has a hard act to follow. “It would be a mistake in any new position to try to do things exactly as your predecessor did them,” says Danny Sledge, the College’s dean of students since July 1999. “But Marilyn never made me feel that was something I should do. As she guided me into this position, she would always show respect for the knowledge and experience I brought with me.”

Danny Sledge credits Marilyn for saving his career. He had given serious consideration to working in the public sector, but the time he spent under her tutelage while completing his doctoral internship convinced him to work in the private setting of Kalamazoo College. La Plante showed Sledge how the student development operation could meet the needs of both students and the administration.

“Marilyn La Plante began as my tutor while I was an intern and then became a coach as I prepared to take on the position of dean of students. Now, she is my mentor. Working with her has been a wonderful experience. She has always allowed me quick and immediate access to her wisdom and experience, even while allowing me to make this position my own. There may be a difference of styles,” Sledge says, “but the philosophy will remain the same.”
Experience and athleticism will drive the Kalamazoo College women's basketball team in the 2000-2001 season. Eleven letter winners, including five starters, return from last year's team that set a school record with 18 wins (18-8).

Because they lack size, the Hornets will have to use their athletic ability and strong bench to out-hustle and out-play the opposition. A pressure defense will force teams out of their offense while creating scoring opportunities on turnovers. An aggressive offensive set will have more players driving to the basket.

Lindsay Drury and MaryJane return as seniors. Valade led the Hornets in scoring last season with 285 points (11.0 ppg) and ranks sixth on the College's all-time scoring list with 1,007 points. She needs 191 points to become the third highest scorer. In addition to her scoring versatility, Valade has also been one of the team's top rebounders. Her 408 career rebounds leave her 92 short of becoming the College's second 1000 point/500 rebound player.

Drury is a starter in the post and was third on the team in rebounding last season with 129 (5.16 rpg). With 362 career boards, she has a chance at 500 career rebounds. Drury will serve as co-captain with junior Kelley Nyquist.

Nyquist and Amanda Combe make up the junior class. Nyquist has been voted the team's best defensive player and is a threat to score from anywhere on the floor. Combe has been a valuable contributor off the bench and sparked scoring runs during crucial moments in several games last season.

Amanda Weishuhn and Vanessa Larkin return as sophomores. Both started numerous games as freshmen. Weishuhn is a strong player in the paint and will look to expand her game outside and become a more consistent scorer. Larkin is one of the quickest guards in the league, and her defensive pressure wreaks havoc on the opposition. She has great court vision and is expected to lead the team in assists this season.

Sara Kellogg, Stephanie Getz, Kristin Alt, and Alissa Johnston have made significant improvements in the off-season and will be called upon to provide more support during their sophomore seasons.

The Hornets play a challenging non-league schedule in an effort to better prepare for conference and post-season play. They compete in four tournaments, including trips to Indiana, Illinois and Las Vegas, Nevada.

Women's Swimming and Diving Preview

A team with six seniors has coach Lyn Maurer optimistic about the upcoming women's swimming and diving season. And four of those seniors are three-year letter winners.

Diver Tracy Beutow returns for her senior season after setting a school record on the three-meter board at last year's MIAA championships. Coach Maurer believes Beutow can be a national qualifier this season.

Diana Daly joins Beutow as team co-captains. Cara Butler and Anne Snow are the other four-year swimmers. Lindy Alton and Ali Smith return from study abroad to complete the senior class.

Rebecca Domzal '02 is the only returning all-conference performer. She set school records in the 100 and 200 backstroke events last season, and was a member of the school record-setting 800 freestyle relay team. Nicole Italiano '02 is a transfer student expected to perform well in the breaststroke. Erin Price '02 returns for her second season of diving competition. Kristin Stahley '02 enters her third season of action in the freestyle.

Liz Kiechle, Jane Kopf and Lisa Williams make up a strong sophomore class. All three were among the top freshmen performers at last year's conference championship meet. Williams and Kiechle were members of the school record-setting 800 freestyle relay team.
# 2000 Winter Sports Composite Schedule

## October

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>MSD at Notre Dame</td>
</tr>
</tbody>
</table>

## November

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>SD at Hope*</td>
</tr>
<tr>
<td>17</td>
<td>WB at Elmhurst Tourn. (vs. Rockford)</td>
</tr>
<tr>
<td>18</td>
<td>SD at Alma*</td>
</tr>
<tr>
<td></td>
<td>WB at Elmhurst Tourn.</td>
</tr>
<tr>
<td>21</td>
<td>MB at Lake Forest</td>
</tr>
<tr>
<td>25</td>
<td>WB vs. Chicago</td>
</tr>
<tr>
<td></td>
<td>MB at Concordia (Ann Arbor)</td>
</tr>
</tbody>
</table>

## December

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SD at EMU Invitational</td>
</tr>
<tr>
<td>2</td>
<td>SD at EMU invitational</td>
</tr>
<tr>
<td>4</td>
<td>MB vs. Purdue-Calumet</td>
</tr>
<tr>
<td>5</td>
<td>MB at Huntington</td>
</tr>
<tr>
<td>8</td>
<td>WB at DePauw Tourney</td>
</tr>
<tr>
<td>9</td>
<td>WB at DePauw Tourney</td>
</tr>
<tr>
<td>9-22</td>
<td>SD at Winter Training Trip</td>
</tr>
<tr>
<td>11</td>
<td>MB vs. Chicago</td>
</tr>
<tr>
<td>12</td>
<td>SD vs. Carleton (at Bradenton, Fla.)</td>
</tr>
<tr>
<td>13</td>
<td>WB vs. Savannah A&amp;D</td>
</tr>
<tr>
<td>15</td>
<td>MB at Grace College Tourney</td>
</tr>
<tr>
<td>16</td>
<td>MB at Grace College Tourney</td>
</tr>
<tr>
<td>19</td>
<td>WB at Las Vegas Tourn. (vs. Williams)</td>
</tr>
<tr>
<td>20</td>
<td>WB at Las Vegas Tourney</td>
</tr>
<tr>
<td>21</td>
<td>SD at Emory</td>
</tr>
<tr>
<td>22</td>
<td>MB at Muskingum Tourney</td>
</tr>
<tr>
<td>23</td>
<td>MB at Muskingum Tourney</td>
</tr>
<tr>
<td>29</td>
<td>MB at Wittenberg Tourney</td>
</tr>
<tr>
<td></td>
<td>WB at Hope Classic (vs. Capital)</td>
</tr>
<tr>
<td>30</td>
<td>MB at Wittenberg Tourney</td>
</tr>
<tr>
<td></td>
<td>WB at Hope Classic (vs. Concordia III.)</td>
</tr>
</tbody>
</table>

## January

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>MB vs. Hope*</td>
</tr>
<tr>
<td></td>
<td>WB at Hope*</td>
</tr>
<tr>
<td>6</td>
<td>WB vs. Calvin*</td>
</tr>
<tr>
<td></td>
<td>MB at Calvin*</td>
</tr>
<tr>
<td>10</td>
<td>WB vs. Alma*</td>
</tr>
<tr>
<td></td>
<td>MB at Alma*</td>
</tr>
<tr>
<td>13</td>
<td>MB vs. Albion*</td>
</tr>
<tr>
<td></td>
<td>WB at Albion*</td>
</tr>
<tr>
<td></td>
<td>SD at Mich./III. Quad Meet at Wheaton</td>
</tr>
<tr>
<td></td>
<td>SD Diving Invitational at Holland</td>
</tr>
<tr>
<td>17</td>
<td>WB vs. Adrian*</td>
</tr>
<tr>
<td></td>
<td>MB at Adrian*</td>
</tr>
<tr>
<td>20</td>
<td>SD vs. Calvin* &amp; Olivet*</td>
</tr>
<tr>
<td></td>
<td>MB vs. Olivet*</td>
</tr>
<tr>
<td></td>
<td>WB at Olivet*</td>
</tr>
<tr>
<td>23</td>
<td>SD vs. Albion*</td>
</tr>
<tr>
<td>24</td>
<td>WB at Saint Mary’s*</td>
</tr>
<tr>
<td>27</td>
<td>WSD vs. Saint Mary’s*</td>
</tr>
<tr>
<td></td>
<td>WB vs. Hope* (Parent’s Day)</td>
</tr>
<tr>
<td></td>
<td>MSD at Wabash</td>
</tr>
<tr>
<td></td>
<td>MB at Hope*</td>
</tr>
<tr>
<td>31</td>
<td>MB vs. Calvin*</td>
</tr>
<tr>
<td></td>
<td>WB at Calvin*</td>
</tr>
</tbody>
</table>

## February

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>MB vs. Alma*</td>
</tr>
<tr>
<td></td>
<td>WB at Alma*</td>
</tr>
<tr>
<td>7</td>
<td>WB vs. Albion*</td>
</tr>
<tr>
<td></td>
<td>MB at Albion*</td>
</tr>
<tr>
<td>10</td>
<td>MB vs. Adrian*</td>
</tr>
<tr>
<td></td>
<td>WB at Adrian*</td>
</tr>
<tr>
<td>14</td>
<td>WB vs. Olivet*</td>
</tr>
<tr>
<td></td>
<td>MB at Olivet*</td>
</tr>
<tr>
<td>17</td>
<td>WB vs. Saint Mary’s* (Senior Day)</td>
</tr>
<tr>
<td>20-24</td>
<td>MB MIAA Tournament (TBA)</td>
</tr>
<tr>
<td>21-24</td>
<td>MB MIAA Tournament (TBA)</td>
</tr>
</tbody>
</table>

## March

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-10</td>
<td>SD - Women’s NCAA III Championships</td>
</tr>
<tr>
<td></td>
<td>at Flickinger Aquatic Center, Erie Community College</td>
</tr>
<tr>
<td>15-17</td>
<td>SD - Men’s NCAA III Championships</td>
</tr>
<tr>
<td></td>
<td>at Flickinger Aquatic Center, Erie Community College</td>
</tr>
</tbody>
</table>

* Michigan Intercollegiate Athletic Association contest

Home games in **bold**

Dates and times subject to change

MB - Men's Basketball; WB - Women's Basketball;
SD - Men's and Women's Swimming and Diving
Kalamazoo College alumni enjoyed one another's company at several recent alumni gatherings. Regional alumni events are a chance for alumni to share their experiences, learn from one another, and to have fun. The events are a time to reminisce and learn of the changes occurring at the College.

Five alumni events occurred in the months of May through June in South Bend, San Francisco, Portland, Seattle, and Ann Arbor (see photos below). Additional gatherings are scheduled. For updated information on these events, visit the alumni web page's calendar at www.kzoo.edu/aluminfo or contact the Alumni Relations office at 616-337-7283.

**THE KNOLLWOOD COUNTRY CLUB** (facing page) hosted alumni living in the South Bend (Ind.) area. Twelve people attended, including (l-r): Joann McClure ’48, Steve Sylvester ’71 (director of alumni relations and the Kalamazoo College Fund), Bob Neeser ’53, Patricia Stein ’56, Zano Vannoni ’52, and Jesse Dungy ’59.

**THE FAIRMONT SAN FRANCISCO HOTEL** atop Nob Hill was the venue for a gathering of 32 people. The gathering featured a talk on election politics by Don Flesche, professor emeritus of political science. Pictured are (l-r): Craig Boyak, ’76, Sabine Schirm, and John Foster ’80.

**THE PORTLAND, ORE. ALUMNI** held their event at the Benson Hotel and enjoyed an evening with Don Flesche. Among the alumni who attended were (l-r): James McFadden ’54, Marion Dodson ’55, Arleigh Dodson ’55, and Charmine (Messenger) Rone ’73.

Twenty-eight alumni and parents in the **SEATTLE AREA** enjoyed a luncheon and presentation by Don Flesche titled “Political Change in Society.” Following the lecture, they toured *The Art of Protest* exhibition at the Seattle Asian Art Museum. Pictured are (l-r): H. Stewart Ross ’48, Charles Meeker ’58, and Richard Taylor ’58.

**THE PORTLAND, ORE. ALUMNI**

Jeff Wilson ’91 (upper photo, at right, pictured with President James F. Jones, Jr.) talked about the art and science of dinosaur hunting and restoration with fifty-five **ANN ARBOR/DETROIT** area alumni. Following his lecture, Jeff led a tour of the paleontology hall of the Exhibit Museum of Natural History at the University of Michigan. After the tour, the attendees enjoyed one another’s company at the Arbor Brewing Company owned by Rene ’88 & Matt Greff ’89.

Twenty-eight alumni, parents, and friends enjoyed the **TRAVERSE CITY** alumni gathering at the Chateau Grand Traverse Winery and Vineyard. The gathering included a tour of the vineyard and the winery’s bottling facility. Pictured at the wine and cheese reception that followed the tour are (photo below l-r): West Nelson ’81, Patrice Popp, Ralph (obscured) and Bonnie Swenby ’69. West and Bonnie are members of the Alumni Association Executive Board.
TOURS

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

German History, Rhine River Cruise and Land Tour,
June 25 - July 7, 2001

Provence and Paris, May 9 - May 20, 2002
Kalamazoo College alumni, friends, and family enjoyed a tour of Israel and Jordan this past June. Provost Gregory Mahler, professor of political science, led the group. Mahler has published widely and taught extensively on Israel and the Middle East. Pictured in Petra, Jordan, are the tour members (lower right photo, l-r): standing—Steven Jacobs, Geri Jacobs, David Wakefield, Bill Katz, Melissa Katz, Alden Mahler, Marjorie Mahler, Sally Wakefield, Sue Wakefield ’73, Peg Corwin, ’73, Greg Mahler, Henry Williams ’70; kneeling—a local tour guide, Elizabeth Karmel, and Rosemarie Wade. In the upper right photo, Peg Corwin ’73 is pictured near the Dome of the Rock in Jerusalem.

Because study abroad is such a vital component of the K-Plan, it is fitting the College offer worldwide tour opportunities to its alumni and friends. Upcoming tours include the following. For additional information and reservation forms, please contact Edi Borrello, Adventure Travel, 148 East Michigan Avenue, Kalamazoo, Mich. 49007 / 616.382.8414 or 800.999.9280 / Edi.AdvenTravel@wspan.com.

The Sketching Tour of Sicily and Southern Italy, May 19 - June 2, 2001, sold out on September 19. The tour focus is a drawing tutorial inspired by the landscape, art, and ancient temples of Sicily and the South of Italy. The tour conductors are Bernard Palchick, professor of art and vice president for College advancement, and Lisa Palchick, artist and director of information services.

German History, Rhine River Cruise and Land Tour, June 25 - July 7, 2001. David Barclay, professor of history and director of the Center for Western European Studies, will conduct the 13-day tour. The estimated cost is $3,800 per person.

Provence and Paris, May 9 - May 20, 2002. Kathleen Smith, professor of romance languages and associate director of the Center for Western European Studies, will conduct the 12-day tour.
In 1984, George Baldwin ’39 received a mysterious package. Surprised and curious, the retired physicist (Los Alamos National Laboratory) and professor (Rensselaer Polytechnic Institute) opened the parcel and found a typed manuscript titled “Navajo Diary, 1884.” It was written by his father, Harry Baldwin. The manuscript was an account of the elder Baldwin’s discovery in the late 1800’s of a lost century-old inscription carved into a sandstone outcrop, and the story launched the younger Baldwin on a quest to rediscover the inscription and salvage his father’s reputation.

George Baldwin chronicles that quest in “The Vanishing Inscription” in the Journal of the Southwest, Volume 41, Number 2, Summer 1999, an archival history journal published by the University of Arizona. In 1884, Harry Baldwin discovered the inscription while working as a junior member of a party surveying what is now called the Mormon Ridge area in Arizona. The inscription included the date, 1776, and a list of Spanish names. Unbeknownst to Harry Baldwin at the time, the inscription had likely been made by Spanish explorers a century earlier. That expedition, led by retired artillery captain Don Bernardo de Miera de Pacheco and two Franciscan friars, Dominguez and Escalante, and seven other men, left Santa Fe on July 29, 1776. The route taken by the party became the basis for what is now known as Old Spanish Trail, used mainly for trade in horses and slaves.

The expedition experienced hardships on the trail. Confronted by steep cliffs, deep canyons, swift rapids, and freezing temperatures, the group huddled in a desolate shelter, which they knew, unless the weather broke, was likely to become their final resting place. That thought likely prompted the men to carve deep into the sandstone “1776” and their names in a spot where they had found a moment of shelter from the biting winds. Perhaps, they thought, someone on a search would see...

About a century later, someone did. Harry Baldwin discovered the inscription while mapping 2,800 square miles east of Colorado River, noted the discovery in his journal, but then gave little thought to his discovery again until 1939. He had chanced across an article in the Saturday Evening Post by Charles Kelly mentioning a visit to the location where the 1776 Dominguez-Escalante expedition had succeeded in crossing the Colorado River. The realization of the historic significance of the inscription sank in. Baldwin contacted Kelly who, excited and intrigued, embarked on a search for the inscription. But he never found it. The inscription seemed to have vanished, and Kelly expressed doubts about Baldwin’s memory, or even whether the inscription existed at all.

In 1995, more than a century later, inspired by the Navajo Diary he had received in the mail, George Baldwin was able to vindicate his father’s historic find. Sending out his own search party, he was able to locate the now partially eroded inscription. George realized that the inscription may have seemed to “vanish” because of the time of day and time of year Kelly conducted his search. The sharp contrast of November evening light revealed to the younger Baldwin’s party, as it had to Harry Baldwin, the sandstone carving. Both Harry and George Baldwin had spotted the inscription at the same time of year, 111 years apart.

Today, George Baldwin is fighting to have the inscription declared a National Historic Site. And what of the Dominguez-Escalante expedition? The weather did break, and the men survived. But 200 years of wind has claimed their engraved names and most, though not all, of the numerals they carved to mark the year they thought they would die.
Jeremy Mayer leads a panel-audience discussion following the opening night performance of his play.

Jeremy Mayer on set with two of the actors he directed in a recent staging of brother in boston.

Mayer’s brother in boston Plays in Paw Paw

Jerry Mayer, assistant professor of political science, staged his play brother in boston in June at the Paw Paw Village Playhouse, about 20 miles west of Kalamazoo. Mayer based the play, written in 1990, on a real-life murder and racial hoax in Boston that, in his words, “tore up the whole northeast region, myself included.”

In October 1989, white Boston resident Charles Stuart told police that an unknown black man wounded him and murdered his pregnant wife in an apparent robbery attempt. Police quickly rounded up scores of young black men for questioning and within days Stuart identified his alleged assailant in a police lineup. Meanwhile racial tensions over the crime itself and the police tactics that followed stretched the city’s already taut racial fabric. Eventually, Stuart’s story unraveled. He had murdered his wife for insurance money, inflicted his own wounds, and fingered an innocent man. As the truth closed in around him, he took his own life.

“I was caught up in the story as it was happening,” said Mayer who was living in New England at the time. “I really believed his story. When it was revealed as a terrible hoax, I felt a second outrage at having been taken in by him. I think it also revealed some of my own unacknowledged inner racism. I wanted to write a play that explored all of that.”

brother in boston imagines what life might have been like in the household of characters Cable and Beth Kane leading up to a murder and aftermath that closely resembles the Charles and Carol Stuart story, Christian Kane is a character based closely on Stuart’s brother, the partner in crime who could not hold in the truth. Other characters, such as a police detective, a television reporter and “a black man” are amalgams of characters from the real-life saga.

Dream sequences, surrealism and shifting points of view combine with gritty narrative to pull the story out of Boston and relate it to broader racial and social issues in America. Mayer used video projection and blurred the lines between stage and seating area in order to pull the audience into the story.

“The play confronts very tough issues such as sexuality, domestic violence and, of course, race,” said Mayer. “Grappling with these issues is difficult. We even had to have a candid discussion following rehearsal one evening about how to deal with racial incidents. The play makes some people angry, even feel accused. But in the end, I hope it makes people feel outrage over the continuing racial tensions in this country.”

brother in boston has been performed in Washington, DC, and Buffalo, New York. It was a regional nominee for playwriting in the American College Theater Festival in 1995. The Paw Paw staging marked the first time Mayer has directed his play. “The last two productions were directed by Donn Murphy, who was president of the National Theater and directed events at the Kennedy White House. Fortunately for me, the cast was very committed to the production. It was exciting to watch it come together.”

Mayer’s play was well received by Paw Paw audiences. Ticket demand, spurred in part perhaps by a Kalamazoo Gazette reviewer who termed brother “very entertaining and downright fascinating,” led to an additional weekend of performances. Ticket sales were a record for a non-musical performance by the acting troupe more accustomed to performing mainstream musical comedies.

Following the opening night performance, Mayer moderated an audience and panel discussion on recent racial incidents involving Kalamazoo-area minorities. A local civil rights leader and an attorney representing several plaintiffs in wrongful arrest and police brutality cases against area law enforcement agencies joined Mayer on stage for the discussion.

“It took a lot of courage for the Paw Paw Village Players to stage this play,” said Mayer, “and it probably made a lot of the audience uneasy at times. But theater that never makes you squirm is not exciting theater to me.”

Mayer has had four other plays produced prior to this one, including performances in Buffalo, DC, and New York City. He has no current plans for another production of brother, but the Village Players are interested in performing Strong at the Broken Places, his play about Ernest Hemingway’s death.
Kalamazoo College and the Alumni Association honor those who have attained notable achievements or made outstanding contributions to the College. Alumni may submit nominations for alumni awards throughout the year. Nominations are sought for the Weimer K. Hicks Award, Distinguished Achievement Award, the Distinguished Service Award, Emeritus Club Citations of Merit, and the Athletic Hall of Fame. Information regarding criteria for these awards may be obtained from the Office of Alumni Relations (616.337.7283 or www.kzoo.edu/aluminfo).

We hope that you plan to attend a reception and dinner honoring the winners of the Distinguished Achievement, the Distinguished Service, and the Wiemer K. Hicks awards for 2000 (see below).

### Distinguished Alumni Awards Reception and Dinner

March 9, 2001

All alumni and friends are cordially invited to attend the Distinguished Alumni Awards reception and dinner to be held on Friday, March 9, 2001 in Welles Hall, Hicks Center.

(Reservations required)

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

**Distinguished Achievement Award**  
**Kathleen West ’77**

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

**Distinguished Service Award**  
**B. Thomas Smith, Jr. ’55**  
**and Mary Lou Schofield Smith’55**

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

**Weimer K. Hicks Award**  
**Dr. Donald Flesche, Professor Emeritus of Political Science**

The Weimer K. Hicks Award honors a current or retired employee of the College who has provided long-term support to College programs or activities beyond the call of duty, or who has provided excellent service in the performance of his or her job, making a significant contribution to the College in ways that have advanced the goals of the Alumni Association.
Kalamazoo College...

a great place to meet.

“Kalamazoo College has to be one of the most beautifully landscaped colleges in the Midwest.”
—Ashley Summersby, Conference Participant

And we agree. The magnificent atmosphere at Kalamazoo College is absolutely breathtaking. Our verdant quadrangle is located at the heart of the College grounds. Nestled atop a hill overlooking downtown Kalamazoo, this setting makes Kalamazoo College a special place to hold meetings, conferences, workshops, and camps. If you are interested in holding your summer meeting, workshop, or conference at Kalamazoo College, please contact Alfrelynn Roberts, director of Kalamazoo College summer programs, at 616.337.7183, extension 17, or summer@kzoo.edu.
Kalamazoo College writer-in-residence Diane Seuss had two poems accepted in *Boomer Girls*, an anthology of coming-of-age poems written by women born between 1945 and 1964. One of those poems is reprinted below with permission of the author.

The creative writing component of the English major course of study at Kalamazoo College is particularly strong at this time, with many graduates pursuing master’s of fine arts degrees in various graduate programs. The roots of that excellence will be explored in an upcoming issue of *LuxEsto*.

*What is there to remember?*

Spilled milk, milky-skinned dad,  
Hazy mom in a yellow blouse  
And a crib full of decals—a container.  
Later the kid stubs her toe, runs  
Away. The feelings were flat  
As flatware, weren’t they? Or was  
She dark and deep, curly-haired  
And lonely? Was the loneliness  
A cake? Deep brown and damp  
With chocolate? Did she cry  
With regret, sucking her fingers  
Until the cows came home? Was  
Her small body tender as a tree-toad’s,  
Quiet-chested and birdbath-still?  
Or was she like the wasps that  
Beat the screen door senseless  
All summer, hard-assed  
And full of poison?