Rainforest & Reef

AND THE FARTHER JOURNEY
OF KALAMAZOO COLLEGE
little magnet pieces lined up on Diane Seuss’s file cabinet in her Humphrey House office. But there is no stopping her magic. It bursts forth like a bouquet of outrageously colored wildflowers from her first collection of poems, It Blows You Hollow (New Issues Press).

It is not an easy magic. The sweat beads and trickles down the side of this magician’s face. There is grit and suffering behind the art. The reader feels her loss, her pain, and senses the strength that will carry her through to the next battle.

I have a fondness for them, these things that last: Eaters, grievers, beetles, bones. (An Inordinate Fondness for Beetles)

Seuss is a survivor; she takes no shortcuts. “Eclipse at Easter” bespeaks a life that is lived with passion and intensity:

Then a thunderous sound, a rock being pushed away from an underwater cave, and her whole self rises, belly up, gasping wind, snails and hydra in her hair. Something has changed about her, she’s struggled, she’s given herself over. She’s meaner, clearer-edged, more beautiful and full.

There is no light without the dark in Seuss’s poetry, and her words capture both sides seamlessly. Seuss tells of the frequent 40 to 50 rewrites she sometimes does before she considers a poem complete, and the fine sheen of such polish shows. Every word is in its proper place, and the fit feels as easy as a favorite old shirt, washed soft.
“I had a sense of confidence about writing that I had about nothing else,” Seuss says. “I’ve been writing since I was thirteen. My mother was an English teacher, so to write seemed a natural inclination.”

Conrad Hilberry, professor emeritus of English at Kalamazoo College, discovered the poetry of Diane Seuss when she was a high school junior in Niles, Michigan. After reading a few of her poems submitted to a contest, Hilberry looked her up and asked for more. Seuss handed him a briefcase packed to bursting.

Hilberry became her mentor as a writer and as a teacher during her student days at Kalamazoo College. “I was his permanent teacher’s assistant,” Seuss laughs. Today she is writer-in-residence at Kalamazoo College, heads the College’s creative writing program, and oversees its literary magazine The Cauldron.

“You’ll hear me coming,” Seuss writes in her poem “Whole.” And we do. We hear her with bells on, we hear her heavy breathing in the night, we hear her praying in the dark, we hear her roaring at the heavens, we hear her whispering a longing that will outlast all of us. The presence of Seuss in her poetry is not a mild or meek one. Her poetry returns repeatedly to themes of loss and grief, which provoke a fierce and stubborn survival response. She expresses a stubborn claim to her woman’s strength—“Scars are erogenous zones”—even as she longs for the balm of a divine healing presence. For Seuss, God, usually female, is an approachable presence, found everywhere and in everyone, in the most everyday people and places, as likely to be wearing a blonde wig and green eyeshadow as to be a lumbering bear with claws. Watch for God in all her disguises, Seuss alerts us.

God could be
the slightly known -
an undertaker named Max.
The teenager who wanted
to kiss me. The woman
who sings Mustang Sally.
The short blonde who knocks
and knocks at three a.m.
looking for Frank and Dave,
asking can’t I just come
inside and sleep?
(Disguise)

In other poems, Seuss talks of her father, who died when she was young, and, one suspects, has left her with a longing that intertwines with her longing for God, the sometimes father-figuré. The longing is not for an after-life, but a now-life, today, here, in the very instant that Seuss reveals herself in all her faulty and gorgeous humanity.

Do you see, God, how I do not want to have to die
To get to come home? Being your child,
I want to be so alive that you gasp when I arrive.
(Viceroy)

With such intense living comes intense suffering. Loneliness is her lurking demon in the dark.

Not a soul here cares whether I live or die.
No one touches my face or reaches inside
The holes in my words...

If someone came upon my body they’d move it with the end
Of their boot. Coyotes got it, they’d say.
(Sheath)

The slim volume is divided into three sections. The first focuses on autobiographical themes, and the second resounds with a philosophical timbre. The final section is written on Drummond Island, off the coast of Michigan’s Upper Peninsula where Seuss sometimes goes to gather her thoughts and, perhaps, meet with God in the form of a black bear. The loneliness, the loss, the many farewells, in this section become a more prominent motif.

I’ve lost so much but I must keep on chewing
(Deer on Drummond)

And after the loss, the survival:

I can meet silence
more vast than God; it’s what Jesus heard when he asked
why he’d been forsaken. Tonight, I’ll do what he did.
Drive to the east of my greatest fear, into my deepest need.
(Maker)

After Seuss has driven into her deepest need, beyond the loss, she wonders:

Could it be
that something still waits for me,
open-armed, on that other shore?
(Crossing Back)

We wait anxiously the next slim volume to find out.

For Seuss, God, usually female, is
as likely to be wearing a
blonde wig and green eyeshadow
as to be a lumbering bear with
claws. Watch for God in all her
disguises, Seuss alerts us.

If a lifetime is North America then I
have reached Kansas.
From here I can see it all coming.
Hail? Moving this way
from the next town, the girl has
dropped all the white marbles
out of her apron. Twisters? I watch
them from far off,
meandering old women bending at
the waist,
berry picking. Their deep blue
aprons are full
of everything that can be plucked
and taken away.
Fierce gray hair flying, they can
drive
a two-by-four like a golden needle
through the pink silk
belly of a sow. I see Joe the Reaper,
a sweet slack-jawed
boy who’s too good at this work,
ever misses a stalk or a beat,
sweeps it all flat to the ground.
Behind me, due east?
Love, its cracked voiceless bell,
its proclamations and declarations,
it’s lobster traps, buttery pots,
thwacking harpoons,
its Shaker furniture,
quivering on bony legs like a
newborn colt. Behind me, the
restraint
of small black buckled shoes,
behind me - that God. In front?
Solitude, the great desolation.
Hawkish, I am
a stalked stalker. Old, with my
knife, my red bowl, my funnel,
my great black apron. Alone,
thriving. In front of me is where
I will cut the arm from a cactus
and finally taste the green juice
I’ve imagined my whole life, the
wonderful thirst,
the bitter quenching.
I walk, into the scribblings of
sidewinders, the screeching of
birds
with bloody beaks, the sun, her
dress on fire, lowering herself
into the salty arms of her blue,
undrinkable,
moaning lover, screaming,
shaking the earth, breaking up the
furniture. That God.
I interviewed Sally Olexia, the College’s director of health sciences who will retire after this academic year (see story page 30), and our conversation sent me to the library to seek an article I had read 10 years ago. The article defined heroism in the context of medicine, quoted Joseph Campbell (The Hero With a Thousand Faces), and asserted that every individual is called to be heroic. The hero path involves surrender of the self to a larger goal that benefits others. Campbell, according to the author, regards this path as the conquest of one’s own ego and a transformation of consciousness through service to others.

The 2000-2001 academic year began with a meditation of sorts on heroism. Novelist Richard Ford came to campus. (Twenty-eight years after my graduation and I am still amazed by the caliber of people Kalamazoo College attracts. Perusing a 1970 Boiling Pot today reminded me that Robert Lowell, Charles Bukowski, B.F. Skinner, Robert Bly, and Galway Kinnell visited campus during the 1969-1970 academic year, my first at Kalamazoo College. As a write this, I look forward to the Wednesday, February 7th Stetson Chapel address by Martin Goldsmith, author of The Inextinguishable Symphony: A True Story of Music and Love in Nazi Germany.) Richard Ford came to talk about his novel Independence Day, a summer reading assignment for the incoming Class of 2004. The interchange between author and young readers was lively. Asked if Frank Bascombe, the novel’s protagonist, was a hero, Ford said he didn’t think so. That, in fact he, Ford, was uncomfortable with the notion of heroism, perhaps because it is so often associated with simplicity and violence. Well, maybe. But the novel may be about heroism of a more complex sort. Not much “heroic” happens in that book, but something happens—a tangled, angry, father-son embrace at a batting cage outside a fantasy camp baseball park in Cooperstown, New York, followed immediately by defiance and near tragedy. Not evidently heroic, that something begins the knitting up of two troubled souls that had become dangerously unraveled from themselves and others. Perhaps heroism, at times, is the messy, sometimes painful, often seemingly unsatisfactory effort to connect with other human beings and persist in that connection.

The Spring issue of LuxEtio may be about heroes. Sally and Paul Olexia will retire this June. They have spent their careers preparing healers and stewards of the environment. David Mesenbring’s story (see story, page 27) exemplifies the concept of unselfish service to others. All aspects of Mike Nolan’s varied career—from teacher to the founder of an eco-tour company—share a common root in learning science and ecology (see story, page 18). Mike’s and David’s stories, and Sally’s and Paul’s careers, underscore the wisdom (and humility, a necessary precursor) of engaging with new experiences and with people and cultures that differ from one’s own. A hero does have 1000 faces.

But under those faces, according to Campbell, exists a set of common elements—self-surrender to a goal larger than the self, a journey often beset by difficulty, and an attainment of the goal, which benefits other people. Add to this concept of heroism, the act of engaging others on behalf of the goal, and the hero is also a leader. Paul and Sally have engaged the minds of thousands of students. David enlists donors and volunteers on behalf of the Seafarer’s House. Mike Nolan leads people, like Sheila Wang ’78 and her daughter May Lin, on extraordinary journeys of discovery.

I agree with the notion that society needs heroes, and I think that acts of heroism often are complex and subtle. I believe society benefits from the likes of Paul and Sally Olexia, from Mike Nolan ’77, Holly Hughes ’77, and Regina Stevens-Truss, and from David Mesenbring ’73 and Jan Tobochnik. These heroes are enlightened leaders. And all share the farther journey that is Kalamazoo College.

Jim Van Sweden
6 Bad Girl with Rubber Duck
Performance artist Holly Hughes ’77 causes a stir wherever she goes. Is it deserved? Profile and review of Preaching to the Perverted, a one-woman play on her battle with the Supreme Court.

27 Welcome Home: Seafarers’ House
David Mesenbring ’73 welcomes seafarers sailing into Port Everglades, Florida at Seafarers’ House, a port chaplaincy that offers a home away from home.

30 Teaching Reverence
A dual retirement for Sally and Paul Olexia. Sally is director of health sciences and Paul professor of biology.

Features

Departments

4 Letters to the Editor
10 On the Quad
34 Hornet Sports
38 Parent News
42 Class Notes
46 Alumni News

WHAT'S HAPPENING ON CAMPUS?
Planning a visit to Kalamazoo College? Check the Kalamazoo College news web site for the latest information about campus events. Calendar listings are regularly updated at http://www.kzoo.edu/pr/calendar/index.html.

Our endowment enables the farther journey.
This fall, the College will commence the public phase of its campaign Enlightened Leadership: Kalamazoo College in the 21st Century. That Kalamazoo College provides a farther journey than the undergraduate experiences of other colleges and universities is a major theme of the campaign. In addition, the farther journey, also known as the K-Plan, is the best crucible for the development of leadership skills. Few documents have captured these truths as articulately as a letter to President Jones from a recent graduate.

Dear Friends at Kalamazoo College:

The last six months have been amazing and have cemented my previous beliefs that my future lies in Latin America.

Colombia is a country embroiled in a civil conflict that has lasted longer than most of the current lifespans of the people to whom this e-mail is addressed. However, the violence that plagues the countryside and cities has not deterred many of the members of the CEBs from attempting to find non-violent solutions to the problems they are forced to confront on a daily basis. It is with this resolve and sense of purpose that the CEBs continue to forge a positive existence in southern Bogota, a city of almost 8,000,000 people.

Bogota, the capital of Colombia, is a study in contrasts, with terrific concentrations of wealth and prosperity in the north, and unimaginable crime and some of the worst poverty in all of Latin America in the south. While the country records the world’s highest number of kidnappings on a yearly basis, Bogota is not without its own infamous statistic: more than 6,000 murders committed in the city last year alone. Most took place in the poor southern sections of the city. This number allowed Colombia to gain another unwanted piece of notoriety: “Bogota, Murder Capital of the World.”

Although the picture I have painted is bleak, it is only a brief sketch of a city that has captured my imagination, as well as my heart. Everyday I am overwhelmed when I try to imagine the difficulties overcome by so many young children and their families just to attend school or locate their next meal. Unemployment is consistently over 20 percent nationwide, with depressed economic areas such as southern Bogota holding steady at more than twice the national rate.

The CEBs are a representative sample of those who form the majority of the unemployed: young mothers whose husbands have either abandoned their families or fallen victim to violence that is so prevalent. This is the situation in which many CEB members find themselves. Work and childcare opportunities are nonexistent. And if one should be fortunate enough to find some sort of temporary employment, it will almost certainly be for less than the legal minimum wage of approximately $120 a month.

Aaron Skrocki graduated in June 2000 with a double major in political science and international and area studies-Latin America. He was awarded a Fulbright Scholarship to expand his SIP research on urban Ecclesiastical Base Communities (CEBs) in Brazil into a comparative study of CEBs in Colombia. He sent the following letter from Bogota.

To the editors:

I enjoyed reading the article “The Journey of Wen Chao Chen” in the Summer 2000 issue of LuxEsto. What an amazing life he has led. My mother read the article as well, when she visited me in August. I’m struck by the contrast to the easy lives we and our children have experienced.

We knew the Chen family when my Dad worked in the admission office at Kalamazoo College in the early 1950s. Dr. Chen was the library director when I was a student at Kalamazoo College (1969-73), and now I am a librarian too.

Thank you for writing about this fine man. His struggles and successes help me look at my own family and the high school where I work with new eyes.

Maybeth Anderson ’73

Aaron Skrocki ’00

Corrections:

In the Winter Issue of LuxEsto, our list of Lucasse Lectureship recipients left off Marigene Arnold, who won the award in 1990-91.

Allison (Comp) Van Vlerken ’90 and her husband Maarten announce the birth of their son, Jack Xavier. Jack was born May 31, 2000. LuxEsto misspelled Allison’s Christian name and omitted Jack’s day of birth and middle name. LuxEsto regrets the error.
The realization of the 17-year effect of his parasitology class on his own eating habits gave Batsell insight into the design of his experiment. He surveyed two groups of SMU students. His “control” group was enrolled in an anthropology course; his “experimental” group was taking the infamous parasitology course, same class (and professor) Batsell had “enjoyed.”

The results of Batsell’s experiment showed a statistically significant effect of negative information on the parasitology students’ behavior regarding food.

“They stopped eating certain foods, they prepared food more carefully, they washed their hands for longer periods of time, and they cooked their food more thoroughly,” says Batsell.

During the Faculty Study Program, Batsell also shared his research on a related food-rejection issue: forced consumption. Data collection and analysis in this project involved a Kalamazoo College student, sophomore Liz Livorine.

“Anyone whose parents forced them to eat vegetables, or, for that matter, anyone who, as a parent, has forced, on occasion, his or her child to eat a specific food, is familiar with forced consumption,” says Batsell. “Our research looked at whether forced consumption is effective in getting a person to like and eat certain foods.”

“What we discovered,” he adds, “is that forced consumption has an effect exactly opposite of its intent.” Batsell and Livorine analyzed data from surveys of 400 undergraduate students, more than 70 percent of whom had been forced to eat something against their will.

The reasons for the forced consumption tended to be what most might consider ‘good’ reasons, according to Batsell. “Eating the particular food would be healthy, provide variety in the person’s diet, or avoid wastefulness,” says Batsell.

The means of coercion included threats, ridicule, guilt, reward and punishment, or attempts to make the target food more appetizing.

Batsell’s research showed that in cases of forced consumption the food becomes secondary to an interpersonal power struggle, and the issue focuses on who will “win the meal.”

“The brussels sprouts are the point,” says Batsell. “The stand-off is an assertion of self-knowledge and independence. Refusal to eat food or capitulation followed by immediate regurgitation become ‘wins’ in this interpersonal struggle. In the future, every subsequent choice to refrain from eating that particular food becomes another victory.”

And those choices, Batsell discovered, long endure. The majority of people (more than 70 percent) forced to eat a food against their will never or rarely eat that food again.

“The irony is that forced consumption, often invoked in the name of inculcating a lifelong healthy habit, usually has the opposite effect,” concludes Batsell. “Even in those cases when a child eats something against her will and seems to like it, she will not remember I do like this.’ Instead she’ll remember, ‘You made me do this.’”

Both the parasitology research and the forced consumption research are under review for publication.
Holly Hughes ’77 stands in the door of the restaurant and slowly pulls off one leopard-skin glove, then the other. It is the Saturday morning of her one performance of Preaching to the Perverted at the Nelda K. Balch Playhouse. Her hands shake slightly, her cropped blonde-streaked hair is a little disheveled, and she looks tired. She is small. Surprisingly small. Hardly more than five feet. Standing there in the door with other customers bustling past and around her, Hughes appears to be someone who could use an arm of protection around her slight shoulders.

Protection for Holly Hughes? The spitfire? The wild woman? The controversial and much-maligned Holly Hughes of the infamous NEA Four?

Playwright and performance artist, Hughes has been making her audiences squirm mercilessly with the itch of political, sexual, and intellectual discomfort for the past twelve years. In 1990, the National Endowment for the Arts revoked grants awarded to Hughes and three other artists: John Fleck, Karen Finley, and Tim Miller, citing “obscene and homoerotic content” in their work. All four sued the United States government to have their grants reinstated. Through several appeals, they won and won again. But in 1998, the Supreme Court overturned the verdict and once again revoked the grants, citing the “standards of decency” clause. It was the Supreme Court hearing that inspired her one-woman play, Preaching to the Perverted.

Hughes orders breakfast. “Eddie’s Special,” a mess of scrambled eggs, sausage links, Belgian waffles. With hot sauce. The petite performance artist has an appetite.

“That Holly Hughes laugh. She throws her head back and chortles, a resoundingly delicious and witchy cackle, and immediately heads turn. The waitress appears instantly with a bowl full of cream. The neighboring tables grow silent and lean in.

Hughes has won many awards for her work. Her plays have garnered two Obie awards, a McKnight fellowship, grants from The Jerome Foundation and several grants from the National Endowment of the Arts—prior, during and after the year of the revoked grant. She has had numerous works published by Grove Press, and she won the Lambda Book award in 1999. Kalamazoo College awarded her the Alumni Distinguished Achievement Award in 1995. Hughes has been a visiting professor at the University of
Colorado, Yale, the College of William and Mary, and she currently teaches women's studies at Harvard University.

“You know what the secret of success is at Kalamazoo College?” Hughes says. “We are risk-takers. Most educational theatre is very conservative, but Kalamazoo dares. Giving me that alumni award in 1995 was taking a very real risk. That took guts. I am very honored and humbled by that.”

When Hughes was a student at Kalamazoo College, she majored in art, mentored by art professors Marcia Wood and Bernard Palchick (now vice president of development). “So you can address all letters of complaint to them,” Hughes lets out another well-rounded cackle. “They were both a tremendous influence on me, even though I no longer paint – that’s my contribution to society. But I switched to theatre after I came to New York.”

Theatre is Hughes’ enduring love. She was introduced to the medium by accident, she says, when she came to WOW, the Women’s One World Café, in 1983, where she had her debut performance with The Well of Horniness. The difference between traditional theatre and performance art, she explains, is that the latter is more experimental, quasi-anarchistic, rebellious. Which suits her perfectly.

“If you’re really committed to change,” Hughes says, “then you must be committed to being uncomfortable.”

Yet breakfast concludes not with a political bang, not with rainbow flags flying, but with friendly chatter about the gardening Hughes enjoys at her remote cabin in upstate New York, about the stray animals she routinely rescues from the cold streets of Manhattan, and the books she reads, a list of nonfiction tomes exploring differing cultures and recounting travel stories measured in physical distance or in inner journeys of spiritual exploration.

In her application to Kalamazoo College, submitted in 1972, the eighteen-year-old Hughes wrote her answer to the question of what she believes is the most important issue facing our society today: apathy towards important issues. Our form of government cannot successfully operate without citizen participation, because our government is based on the will of the people.

That night, in the Nelda K. Balch Playhouse audience, all seats are filled. At least 40 people wait in the lobby, hoping for an empty seat, but there are none. Many more called for the free tickets, but were reluctantly turned away for lack of space.

The lights dim. A spotlight trains on the empty stage. A deep male voice announces loudly over a public announcement system: “Good evening, ladies and gentlemen. Tonight, we are pleased to present Holly Hughes, no doubt best known as one of the NEA Four, NEA Four, NEA Four…”

A gunshot cracks, emitting a sharp-smelling spume of smoke, and Holly Hughes stands center stage, having fired a pistol into the air, silencing the PA system.

Then for 90 minutes Hughes recounts the experience of facing the Supreme Court in a losing battle. To represent the nine justices, she sets nine yellow rubber ducks on the edge of a cardboard box.

Throwing flags across the stage, prancing about in a rainbow-colored wig, holding out a purple Teletubby, wrapping herself in a flag of rainbow stripes, and tossing glitter and confetti, Hughes mesmerizes more than shocks. And the play makes her main point: the NEA grants were not revoked on the merit of the art but only because of the works’ inclusion of homoerotic material, suggesting that the public arena of a theatre stage is closed to gay American men and women.

Receiving less discussion or attention than the controversy of her performance art, and deserving as much or more, is the simple fact that Holly Hughes can write – artistically and powerfully. Somewhere along the legal path, this fact of artistic merit, perhaps the only point of real relevance, was lost.
“Disgusting!” says one sixth-grader. “I’m going to faint!” But a second sixth-grader doesn’t even hear his classmate’s squeals of horror. He is holding sheep brains in his hands and tracing the intricate grooves with a gloved fingertip, a look of deep concentration on his face.

Sixth grade children from Northglade Elementary School mill excitedly in the Dow Science building classroom at Kalamazoo College. Assistant Professor of Biology Shubhik DebBurman demonstrates the differences of various pickled brains, and he has everyone’s attention.

In another Dow Science room, this one a laboratory, Visiting Assistant Professor of Chemistry Joan Esson is burning money. In a row of colored flames over Bunsen burners, she demonstrates how the flames change color with the addition of various chemicals – which is, she explains, how fireworks get their color. The sixth graders listen attentively. They inhale loudly, however, when Esson places a dollar bill into the colored flames. The treated bill was not supposed to burn, but it does. Even scientists can get unpredictable results. That is how learning occurs.

Regina Stevens-Truss, associate professor of chemistry, is the mastermind behind Science Day at Kalamazoo College.

“As an African-American female scientist, outreach programs are particularly important to me,” she says. “To get children interested in science, you have to catch them at an early age. Elementary school is the perfect time. And my college students learn better when they teach someone else. Teaching these sixth graders builds their own enthusiasm. It benefits everyone.”

The benefits are immediately obvious on Science Day, the culmination of a collaborative effort between Kalamazoo College students taking a chemistry course titled “Infectious Diseases: Remedy and Resistance” and a sixth grade class from an area elementary school. There is excitement evident on students’ faces of all ages. Children listen carefully to the words of the older students, and many burst into an exuberance that inevitably leads to hugs for the mentors.

Science Day is an opportunity for the elementary school children to tour a science building on a college campus, and for many, it’s their first visit to a college. They make friends with college students and learn science.

Kistine Carolan ’03, a psychology major, sums up the experience: “I took this class to fill a science requirement, not really knowing that we would be working with kids. But this was a great surprise! I love these kids! I’m going to miss them when this class is over. And we have all learned from each other. I really had to know my stuff to be an effective teacher.”

“This is probably the best class I have ever taken,” Jodi Kite ’01 says. “We are all non-majors in this class – I’m a physics major myself. I thought this would be an easy ‘A’, but I’ve learned much more than I had expected, and I’ve had more fun than I have had in any class.”

The college class was divided into six groups. Each group chose a liaison to work with the sixth graders, studied a particular disease, and prepared a poster to present to the sixth graders on Science Day. Five of the posters were on diseases: E. coli infection, tuberculosis, cholera, influenza, and malaria. A sixth poster was about staying in school, the benefits of education, and considering careers in science.

The liaisons visited Northglade Elementary school classrooms regularly for five weeks and helped the students conduct three experiments illustrating the growth and spread of bacteria. In one, the children studied the proliferation of bacteria. Using petri dishes filled with agar, they compared an imprint of their hands before and after wiping them with alcohol. They made a third imprint after touching various objects around their classrooms and hallways.

“All these cooties,” a sixth grader says. “We really found a lot of bacteria. The worst area was the stage where we have our plays - and in the bathroom.”

“The kids were shocked,” Regina Truss-Stevens laughed. “They initially thought the agar in the petri dishes would contaminate their hands instead of the other way around.”

Another experiment, “Down and Dirty,” involved adding limewater to garden soil to show the carbon dioxide produced by organisms in the soil such as bacteria, protozoans, and threadlike worms called nematodes.

In a third experiment, the students and children bagged moistened bread with and without preservatives and set them in dark closets. A few days
later, they could examine the varied growth of mold on the bread.

“The class was the best I have taken,” Natalie Patterson '01 states emphatically, “because it was useful knowledge, something we could all use and readily understand. I’m an economics and business major, but this is something I can apply in my own life.”

As groups of sixth graders are taken on a tour of Dow Science Building, Natalie can be found in a corner talking to her young group. One of the girls has her arms wrapped around Natalie’s waist, looking up at her adoringly, but others have grown a little rambunctious. Natalie calls out to them and quickly regains their attention.

“Tell me why it is important to have goals!” she says, and their faces grow thoughtful. “Why is it important to stay in school?”

Hands fly up. Answers vary – to get a better job, to make mom and dad happy. “To do something really cool, like Science Day.”

Winona LaDuke had three heroes when she was growing up: Batman, Spiderman, and Ralph Nader. Today, she has three children, and when they ask mom what she does for a living, she answers: “Your mom fights bad guys and tries to do the right thing.”

One of LaDuke’s heroes chose her as running mate in the 1996 presidential election: Ralph Nader. LaDuke ran for the second time as Nader’s vice presidential candidate last fall.

On November 20, 2000, despite one of Michigan’s fiercest blizzards, an audience packed Stetson Chapel at Kalamazoo College to hear LaDuke speak on contemporary environmental and Native American issues. She also answered questions from the audience about the then-recent volatile election.

A graduate of Harvard University who was named by Time magazine in 1994 as one of America’s 50 most promising leaders under 40 years of age, LaDuke spoke about the hardships of running on a third party ticket.

“The best result from this presidential election,” LaDuke said, “was its provocation for the reexamination of our election process. Many voters feel they do not fit with either of the two major political parties in this country. I encourage people not only to vote, but to run for political office themselves.”

Asked by the audience if she would run again in 2004, LaDuke smiled. “I am immensely optimistic,” she said. “These are the years for building up the infrastructure of the Green Party. Green Party candidates have been elected to office in 52 countries, but the U.S., while the most diverse, poses the most difficulty in securing a place on the ballot. Our youth often feel demonstrating is the only way to take part in the election process. I am here to prove otherwise. And yes, I am thinking about running in 2004.”

LaDuke took her exit cue from her youngest child, Gwekaanimid (“when the wind shifts” in the language of the Mississippi Band of Anishinabeg to which LaDuke belongs). The audience still clamored with questions, but the nine-month-old was ready to eat.
On the Quad

In January, Kay Dee Caywood ’75, an assistant professor at National University (Costa Mesa, Calif.), fulfilled a yearlong ambition. She arranged a dialogue and discussion between her students and Gail Griffin, professor of English at Kalamazoo College. She shared the story with LuxEsto in the following letter.

“Two summers ago, a LuxEsto article on Gail Griffin inspired me to read her book Calling: Essays on Teaching in the Mother Tongue. When I finished the book, I shared it with my mother and with Lorna, a fellow professor and friend. And I quickly ordered Gail’s second book Season of the Witch: Border Lines, Marginal Notes.

“A year ago April, Lorna found grant money for a workshop on gender and race. She wanted Gail for the keynote speaker. Would Gail be interested?

“Yes, and last January, Gail gave the keynote address at National University’s first annual Ethnicity in Education Forum. She did much more. She led lively discussions among students, teachers, and administrators on the issues of gender and racial equity.

“The following day, Lorna drove Gail to San Diego to speak at the Women’s Center of the University of California, San Diego. Gail read from “The Stranger in the Academic Village,” a chapter from her book in progress.

“The third day, Gail gave the keynote address at the forum. Students and faculty from National University’s San Bernardino, Los Angeles, and Costa Mesa campuses attended, representing the School of Education, School of Business, and School of Arts and Sciences. Her presentation, “Invisible Things Envisioned: Whiteness as Witness,” included readings from the final chapter of her new book. Gender and race issues, Gail asserted, are often invisibly present in social and professional environments. Much discussion ensued. Not all were comfortable with her ideas, but all began to think!

“In retrospect, I wish to thank Kalamazoo College for the courage to support Gail Griffin’s incisive analysis of racial and gender issues. I thank Gail for visiting National University, an institution that focuses on teaching the adult learner.”

David Barclay, History, has recently been involved in a number of activities connected with the tricentennial of the creation of the Prussian monarchy in January 1701. In November and December he was one of three non-Germans who participated in a three-day conference on “Preussens Weg in die Moderne” (“Prussia’s Road to Modernity”), organized by the Berlin-Brandenburg Academy of Sciences and held at Blankensee Palace, south of Berlin.

He has also just published two articles in this connection, both on Frederick William II, King of Prussia from 1786 to 1797. He also recently published articles on the Erfurt Parliament of 1850 and patronage of the natural sciences at the Prussian court.

David has been serving as Chair of the Archives Committee of the Conference Group for Central European History of the American Historical Association.

Aash Bhatt ’01 was awarded the Raymond Bauer Student Research Fellowship by the Michigan Parkinson Foundation, an honor rare for undergraduate students. The fellowship will provide a research stipend, travel to a national meeting to present research, and research supplies.

Alyce Brady, Computer Science, has received a contract from Educational Testing Services (ETS) to write the next case study for the ETS Advanced Placement Computer Science Curriculum. Alyce will write a large computer program and a narrative that guides high school teachers and their students through the program. Teachers use the case study to provide two high school AP Computer Science variants known as the A exam and the AB exam, equivalent to Computer Science I (one high school year) and Computer Science II (two high school years) respectively. A portion of the AP exams derives directly from the case study. Alyce’s case study, the first that will be written in JAVA programming language, will be available to teachers in June 2002. They will begin to teach from the case study in 2003.

Alyce’s SIP advisee, Autumn Spaulding ’01, had a poster accepted by the North East Regional Conference of the Consortium for Computing in Small Colleges. Autumn’s was one of the top submissions, and the Consortium waived her registration fee. Based on work conducted with Alyce during the summer, Autumn’s poster is titled “Integration of Elementary Patterns into the First-Year CS Curriculum,” and presents ongoing research into documenting elementary patterns and using them in lectures, in-class laboratory assignments, and programming projects in the first year.

Madeline Chu, Chinese, attended the International Academic Conference on Chinese Contributions to America and presented a paper titled “Building the Chinese Language Field.” The conference was sponsored by St. John’s University and held in New York City. Madeline recently reviewed the Asian Studies Program at Willamette University in Salem, Oregon, and she served as an external tenure/promotion reviewer for the Department of Modern Languages and Literatures at Texas Christian University.

Madeline was recently presented the Chinese Language Teachers Association’s Walton Award for lifetime achievement in Chinese language education. Madeline is the first woman to receive the Walton Award.

Marian Conrad, Financial Aid, and Don Mack, Curricular Support, received the Presidential Award of Excellence for the Year 2000. The College’s Board of
Amy Elman, Political Science, published an article titled “Limits of Citizenship” in the Journal of Common Market Studies, Vol. 38, no. 5. The journal is devoted to the study of European integration, and the article addresses the paradoxical politics of heterosexism within EU policy through a critical consideration of marriage as the primary link between third country spouses and EU nationals. Amy also has a book chapter out titled “Mainstreaming Immobility: Disability Pornography and Its Challenge to Two Movements.” It has been published in an international anthology titled Source Book on Violence Against Women (Sage, 2000). The piece focuses on the feminist and disability rights movements in Sweden, Britain, and North America and observes that while these movements have focused on the stigma of asexuality, significantly less attention has been extended to the sexual abuse and violence against disabled women.

Amy will speak at an international conference on the trafficking of women in Stockholm. She will address Swedish policy and the lessons to be learned from general efforts taken to end violence against women.

Matt Filner, Political Science, is a member of a group called Men to Men. The group’s goal is to raise community awareness as well as to encourage male participation to prevent all forms of male abuse against women. Discussions empower men to identify and to act as leaders in opposing attitudes that encourage sexist, violent behavior. Although the curriculum is geared to work with collegiate male athletes, the Men to Men program has adapted the curriculum for discussions with area service groups, juvenile detention homes, area middle and high schools, and several student and faculty groups at Kalamazoo College and Western Michigan University.

Laura Furge, Chemistry, received a three-year $85,000 grant from the Michigan Life Science Corridor Initiative to support her research on cytochrome P-450 inhibition by anti-carcinogenic compounds. Laura’s research focuses on a family of enzymes called cytochrome P-450 enzymes. These enzymes are involved in the normal metabolism of vitamins, the synthesis of steroids, and the detoxification of compounds produced by the body or introduced into the body (the latter may include pharmaceuticals, pollutants, and pesticides, for example). Sometimes P-450 enzymes create harmful chemicals from substances originally benign. These harmful chemicals often induce pre-cancerous DNA mutations. Laura’s research project will characterize a pharmaceutical drug, oltipraz, which inhibits P-450s from producing certain types of harmful chemicals. She will also develop a new method for detecting drugs that share oltipraz’s P-450 inhibitory effect. The grant money will be used primarily for the purchase of capital equipment, including a High Pressure Liquid Chromatography (HPLC) system.

Alan Hill, Counseling Center, passed the national Examination for Professional Practice in Psychology and was fully licensed as a psychologist by the State of Michigan. Hill also presented a paper, “A constructivist-developmental examination of grief,” at the 16th meeting of the Society for the Exploration of Psychotherapy Integration in Washington D.C.

Two members of the Kalamazoo College political science department, Professor Gregory Mahler and Assistant Professor Jerry Mayer, spent a week in Chisinau, Moldova, helping a group of social scientists understand the value of social science in a democratic society. Moldova, a former component of the Union of Soviet Socialist Republics, is now an independent republic but lacks a tradition of free and open debate or active scholarly research. The institute in which the two faculty members participated was coordinated by the U.S. Department of State and the U.S. Information Agency.

Greg, the provost of Kalamazoo College, has fulfilled a similar role for the USIA on numerous occasions. In recent years he has done comparable workshops in many different settings in Albania, Belarus, and several different countries in West Africa. In the Moldovan meetings, Greg focused on the values of society of objective social research, and Jerry discussed specific uses for social policy research.

In other news, Jerry and Alex Sarapu ’00 published an article on the 2000 presidential primaries in the journal Political Chronicle. The article is titled “Bradley’s Failure, McCain’s Michigan Success: The Preprimary Campaigns of 2000”.


Kalamazoo College has received a $325,000 grant from The Mellon Foundation to develop a model program of bibliographic research education in subject-specific courses at the upper level (junior and senior students). Conceived by Lisa Pulchick, director of information services, the winning proposal will develop three teaching modules that can be adapted by other instructors and courses in the GLCA (Great Lakes Colleges Association) and ACM (Associated Colleges of the Midwest). The program will run for four years and will choose from three disciplines—one from natural sciences, one in the social sciences, and one in the humanities.

Diane Seuss, English, published two poems in The Georgia Review. They are titled “Baby Goodbye” and “I Had Two Wedding Dresses.”

Jan Tobochnik, Physics and Computer Science, has been selected for a three-year term on the Editorial Board of Physical Review Letters (PRL). PRL is
considered by many physicists as the most prestigious physics research journal in the world. It covers all subfields of physics and publishes the latest developments in physics. Jan has been a reviewer for PRL for many years, and was a coauthor in a paper published in PRL last year. In his new role he will be an associate editor in the division of condensed matter physics and will be responsible for deciding cases that have come up for appeal. There are about 70 divisional editors. Only a couple are from small liberal arts colleges. Jan hopes that this position, along with his editorship of the American Journal of Physics, a journal focusing on the educational and cultural aspects of physics, will help him to bring together those physicists whose primary interest is research with those whose primary interest is teaching (see related article, page 17).

Professor of History David Strauss’s book, Percival Lowell: The Culture and Science of a Boston Brahmin, has just been published by Harvard University Press. David also delivered the keynote address at the annual meeting of the Antique Telescope Society held at Lowell Observatory in Flagstaff, Arizona. His talk was titled “Coming to Terms with Percival Lowell as a Renaissance Man.” Lowell was an American astronomer, businessman, and traveler. He was the brother of poet Amy Lowell and political scientist and educator Abbott Lawrence Lowell. He wrote several books about the Far East, particularly Japan. He built the astronomical observatory near Flagstaff and is best known for his studies of Mars and for mathematical work predicting the discovery of Pluto. He wrote many books on astronomy. David’s book will be reviewed in an upcoming issue of LuxEsto.
“If people could see what I see every day at Kalamazoo College,” says Lynn Jackson, “they would embrace this place just as I do!”

Lynn Jackson is director of major gifts at Kalamazoo College, and she heads up a new team of major gift officers, Craig Schmidt and Matt Brosco.

“Our job is to build connections between all of our alumni and their alma mater,” Lynn explains. “And then, to extend those connections into the future. Kalamazoo College cannot thrive without the help of its alumni. I remind past students how much a part of their lives the College was and is.

Without the help of donor gifts in their day, they may not have had access to an undergraduate experience as excellent as that provided by Kalamazoo College. Likewise, major gifts will provide the extraordinary learning opportunities available to students of the future.”

Lynn spent the last four years as director of the Kalamazoo College Fund. During that time she also acted as the de facto, and solo, major gift officer for the College. “But it wasn’t possible for one person to travel the entire country and to be able to visit with all the alumni who wanted to hear from someone representing the College,” says Lynn.

Enter Craig Schmidt (formerly of the College’s financial aid department) and Matt Brosco (formerly of admission). The new team divided the country into territories, and new connections were soon underway.

“When I’m asked about the best way to give a gift back to the College,” Lynn says, “I tell our alumni there are many different choices. Scholarships, endowed professorships, gifts designated to a favorite class or program, unrestricted endowments, faculty development, and the Kalamazoo College Fund. But the most effective gifts are often unrestricted ones. The College can apply that gift to the area of greatest need.”

According to Jackson, the College’s current most critical issue is its undercapitalized endowment. “A strong endowment,” Lynn explains, “means a better educational experience.” Tuition does not cover the cost of producing a college education at any college or university in the U.S. At Kalamazoo College, tuition covers about 67 percent of the cost. Because Kalamazoo College is a private institution, the remaining 33 percent must be subsidized by endowment income and annual gifts.

“Today our endowment is the smallest in the Great Lakes Colleges Association, less than half of Oberlin’s or Denison’s, less than a third of Carleton’s and Macalester’s,” says Jackson. “Those schools have so many more financial resources to apply to educational excellence, that it makes it difficult to compete,” she adds.

“Furthermore, our small endowment inhibits the accessibility of the K-Plan to as diverse a student population as we want.”

If you live in the Midwest, the Northwest, or parts of the southern

Continued on page 14
United States, the knock on your door just may be Craig Schmidt.

Open the door – and the smile that greets you is bright and easy. If he seems like a neighbor, that’s because he is. Craig grew up in the Midwest – on a farm in Iowa that he still enjoys visiting as often as possible.

The message Craig hears on the road varies somewhat from person to person, but the story line is the same. In fact, the major gift officers have started a regular monthly session called “Story Time” at the College to relay their travel stories back to advancement teammates eager to learn what alumni have to say.

“Again and again, I hear about the lasting effects of a Kalamazoo education. People attribute their willingness to take on hard challenges to the intensity of the Kalamazoo College experience. They say that study abroad has given them a tolerance for differences and an ability to analyze and adjust to the impact of globalization. Many attribute a sense of autonomy and confidence to the discipline of Kalamazoo’s strong academics.”

Craig’s experience as the College’s associate director of financial aid makes him appreciate the effect of a healthy endowment, the goal of his efforts as a major gift officer.

“I saw what it meant to be able to match an endowed scholarship to a bright young student. It was transformational. I can inform our alumni just what their gifts to the College accomplish.”

On the northeastern coast, along the mountainous interior of the States, and in southern California, Matt Brosco brings his own message to alumni.

One wall of Matt Brosco’s office is entirely devoted to a map of the United States; his territory, after all, includes both coasts. Traveling to the northeastern states feels like going home. Matt grew up in Rhode Island, and was a French major at a small liberal arts college (Goucher College in Baltimore, Maryland). He went to Paris for his study abroad program, then moved to Oklahoma to attend law school. He returned to Rhode Island to work in a private legal practice with his father and brother, who are also attorneys.

How did Matt end up in Kalamazoo? He nods with a wide smile at a photo of wife Heather, a Kalamazoo native. Finding little satisfaction in practicing law, he had spotted a posting for a job in admission in 1998 at Kalamazoo College and was hired.

“Craig and I worked together often when he was still in financial aid and I in admission,” says Matt. “I worked to bring great students to Kalamazoo, and Craig made it possible for them to stay. We have always worked well as a team.”

Many alumni ask Matt how he generates so much enthusiasm about Kalamazoo without having attended.

“Because Kalamazoo College is such a unique experience,” says Matt. “You don’t need to be a ‘K’ graduate to appreciate what a value this college offers to its students.”

Matt stresses that building an endowment to keep Kalamazoo College strong is not just something one does during a fundraising campaign. Building the endowment is an ongoing process.

“I tell people who attended Kalamazoo College many years ago about what we are doing today and what we hope to do tomorrow; and they get very excited about the sense of continuity from generation to generation. It feels good to be a part of that excellence. It feels great to be a part of a team that is building Enlightened Leadership: Kalamazoo College in the 21st Century!”

Anne Robertson (right) speaks with Jeong Yeun and Jay Yeun during the College’s Science and Mathematics Scholarship Competition in January. The Yeun’s son Steven is a prospective Kalamazoo College student.
Anne Robertson ’00 remembers the feeling she had in the spring of 1996 when, as a high school senior, she realized that Kalamazoo College was the place for her. “When I stepped onto the quad for my campus visit, I could see myself here. I knew it was a great fit. I felt like I was home.”

Five years later, Robertson guides dozens of current high school seniors to that same feeling in her role as Kalamazoo College admission counselor.

Robertson earned a degree in sociology and anthropology in June 2000. On July 17, she and classmates Jessica Emhoff and Leslie Ross (see sidebar) joined five other counselors in the College’s admission office. Together, the admission staff talks to hundreds of prospective students on the telephone, on campus, and around the country.

Robertson said the best piece of advice she offers to high school students is to stay overnight on campus. “I spent middle school and high school in Houston. I saw a brochure from Kalamazoo College and its unique name caught my interest. I was looking for a small college with a liberal arts philosophy and a study abroad experience— all obvious strengths of Kalamazoo College. The fact that I came from out of state (and I’m still here) helps me when I’m talking to prospective students from out of state.”

During her student years at Kalamazoo, Robertson also earned a minor in English with a concentration in women’s studies. Her senior individualized project was a collection of poetry and short prose entitled *Cochlea Spirals*. She completed a study abroad program at Lancaster University in Lancaster, England, and a career internship term as a reporter for the Granville Sentinel, her hometown newspaper.

This fall, her first as admission counselor, Robertson visited 62 high schools and 10 college fairs in seven weeks. “I love to talk with parents about the value of a Kalamazoo College education, and get students excited about the incredible experiences they can have here.”

Jessica Emhoff ’00 K-Plan

Major: English

Study Abroad: Madrid, Spain

Senior Individualized Project: A technical writing and editing internship in the field of change management with DA Consulting Group in Houston, Texas.

Current Position: Kalamazoo College Admission Counselor covering Lansing area and Michigan’s Upper Peninsula, Ohio, Kentucky, Texas, Arkansas, Mississippi, Alabama, Florida, Georgia, North Carolina and South Carolina.

Quote: “I spent middle school and high school in Houston. I saw a brochure from Kalamazoo College and its unique name caught my interest. I was looking for a small college with a liberal arts philosophy and a study abroad experience— all obvious strengths of Kalamazoo College. The fact that I came from out of state (and I’m still here) helps me when I’m talking to prospective students from out of state.”

Leslie Ross ’00 K-Plan

Major: Political Science

Study Abroad: Caen, France

Senior Individualized Project: “The Past, Present and Future of the Equal Rights Amendment.”


Quote: “You can learn a lot about a college from brochures and a tour, but you really need to have an intuitive sense about a place before you can commit to it.”

The three newest Kalamazoo College admission counselors are (l-r): Leslie Ross, Jessica Emhoff, and Anne Robertson. All are members of the Class of 2000.
The Kalamazoo College Fund staff and Class Agents are working to raise the alumni/ae participation rate back into the 40 percentile. Why? Because the percentage of alums who contribute to the Kalamazoo College Fund is a major factor in corporation and foundation decisions to award grants to Kalamazoo College. Like your gift, those grants ensure and enhance educational excellence here.

A gift of any amount counts toward the participation goal of 41 percent. This year 4,667 alumni participants are needed to meet the goal. Only 1,542 more donors are needed before June 30, 2001, to make 41 percent a reality.

Please make a gift to the Kalamazoo College Fund.

Alumni Yearly Participation Percentage for the Past Decade

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990</td>
<td>40%</td>
</tr>
<tr>
<td>1991</td>
<td>42%</td>
</tr>
<tr>
<td>1992</td>
<td>40%</td>
</tr>
<tr>
<td>1993</td>
<td>42%</td>
</tr>
<tr>
<td>1994</td>
<td>45%</td>
</tr>
<tr>
<td>1995</td>
<td>45%</td>
</tr>
<tr>
<td>1996</td>
<td>42%</td>
</tr>
<tr>
<td>1997</td>
<td>44%</td>
</tr>
<tr>
<td>1998</td>
<td>42%</td>
</tr>
<tr>
<td>1999</td>
<td>38%</td>
</tr>
</tbody>
</table>

Please check the appropriate gift category:

- Contributor $1 to $99
- The Trowbridge Society $100 to $249
- The DeWaters Society $250 to $499
- The Olds Society $500 to $999
- The 1833 Society:
  - The Dewing Society $1,000 to $2,499
  - The Welles Society $2,500 to $4,999
  - The Mandelle Society $5,000 to $9,999
  - The Bowen Society $10,000 to $19,799
  - The Scholars Society $19,800 or more

Please check with your employer and/or your spouse's employer about matching gift programs. Many companies will double, triple, or even quadruple your qualifying gift.

Contributions to Kalamazoo College are tax deductible as provided by law.

In support of continued excellence at Kalamazoo College, I would like to make the following contribution to the Kalamazoo College Fund.

- Enclosed is my check for $__________ payable to Kalamazoo College.
- Please charge my gift of $__________ to my credit card.

ACCOUNT NUMBER
EXPIRATION DATE
CAREHOLDER SIGNATURE

Thank you for your gift.  ·  Our fiscal year ends June 30, 2001.
For those of you who have an interest in physics, there is probably a preeminent journal in that field on your coffee table – *American Journal of Physics*. In 1999, the American Association of Physics Teachers appointed a search committee for a new editor. A national search was completed, and Jan Tobochnik, professor of physics at Kalamazoo College, was chosen.

**LuxEsto:** What criteria did you have to meet to become editor of the *American Journal of Physics*?

**Tobochnik:** There are no specific criteria except a PhD in physics. I believe they wanted someone with solid physics credentials and some editorial experience.

**LuxEsto:** What are your future plans as editor?

**Tobochnik:** At the present time there appears to be a growing split between those physicists who primarily teach and those who primarily do research. I believe this is unhealthy and I would like to use the journal to bring these two groups closer together. I would like to see more articles in *AJP* which discuss current research in a way that would allow students to learn about that research. I have already begun work on this process by starting, with my colleague Harvey Gould at Clark University, a new series of Gordon Conferences on Physics Research and Education. The first conference was held last summer and the next is scheduled for June 2002.

**LuxEsto:** Can you tell us more about the *Journal*?

**Tobochnik:** *AJP* is concerned with the educational and cultural aspects of physics. It usually does not publish new major discoveries in physics research. What makes *AJP* unique is its accessibility. It is one of the few journals in the world that every PhD physicist can read and understand. It probably has the largest subscription size of any physics journal. *AJP* focuses on those issues of relevance to undergraduate and graduate education.

**LuxEsto:** Have you written for *AJP* prior to this appointment?

**Tobochnik:** My first article published in *AJP* will come out in the next few months. In addition, Harvey Gould and I edited a special issue on statistical and thermal physics, which came out in December 1999. This was the first theme issue put out by *AJP*. Gould and I did the editing and chose the articles for that issue. Over the past few years I have been a reviewer for articles submitted to *AJP*.

**LuxEsto:** How long is the appointment?

**Tobochnik:** The initial appointment is for three years, but I expect to do it for at least five years.

**LuxEsto:** Who else is on the staff, including regular contributors?

**Tobochnik:** Harvey Gould will be the new associate editor who will share many responsibilities for *AJP*. There are also special editors for book reviews, resource letters, apparatus and demonstration notes, and new problems. In addition, we will hire an administrative assistant, and we will utilize hundreds of reviewers to provide input on which articles should be published. There are also about nine members of an editorial board, which will help decide on controversial manuscripts and help solicit articles for *AJP*.

**LuxEsto:** Who was the previous editor and why the replacement?

**Tobochnik:** The current editor is Robert Romer of Amherst College. He has been editing *AJP* for about 13 years and has decided to retire. He did a very good job, and I hope to maintain the high standard of excellence he established.

**LuxEsto:** How will students benefit from the presence of the *AJP* editorial office on our campus?

**Tobochnik:** Of course the immediate effect will be the prestige that will come to the College. Even though we already have a healthy number of physics majors – around ten per year – that number could double. Many high school teachers from around the country read *AJP* and will be more likely to suggest to their students that they apply to Kalamazoo College. And because *AJP* is a major source of new ideas about teaching physics and bringing physics research into the classroom, as editor I will be in a strong position to bring these ideas directly to Kalamazoo College students. The physics faculty at Kalamazoo will also have closer contact to the information in *AJP*, providing an intellectual focus for physics that will have many tangible and intangible benefits that I cannot yet predict.

**LuxEsto**

[Image of Harvey Gould and Jan Tobochnik]
Rainforest & Reef

Photos by David Casserley and Sheila Wang '78
On the surface, little of Mike Nolan’s undergraduate years at Kalamazoo College seems to have prepared him for his current career as a travel coordinator, educator, and ecologist. He neither traveled abroad nor enrolled in an education course. And although two career development internships and a senior individualized project involved biology, each focused on human health. He even spent part of an internship in a hospital morgue conducting autopsies.

“I was definitely on the pre-med track,” said the 1977 graduate in biology. “My family envisioned me as a doctor, and that was the path I followed at Kalamazoo College, but in my heart, I always wanted to direct a nature center.”

Nolan is following his longtime dream as the founder and executive director of Rainforest and Reef, a nonprofit corporation that organizes field courses in numerous countries for middle school, high school and college students. Rainforest and Reef courses bring participants face-to-face with the unique wildlife, archaeology, culture, and ecology of the countries they visit. In 2001, more than 1,000 people will study lava tubes in Australia, Mayan ruins in Honduras, botanical gardens in Costa Rica, tribal culture in British Columbia, and other exotic subjects in equally exotic locales. Upon return, many students will testify to having had a life-altering experience.

“Ours are not typical eco-tours,” said Nolan, “For most students and teachers, the experience changes perspectives on life and living on a planet we share. Not everyone becomes a tree-hugging ecologist, which isn’t our intent, but I believe everyone becomes more enlightened.”

Nolan personally oversees nearly all pre-trip details of a Rainforest and Reef field course from his office in Grand Rapids, Michigan, but he is far more than a travel agent. He works with instructors to customize an experience for students based on their interests and curriculum, and he tailors the itinerary so students can conduct pre-trip research with local contacts in the
country they will visit.

These local “partners,” as Nolan calls them, range from PhD biologists at respected research organizations such as the Caribbean Conservation Corporation (CCC) in Costa Rica to native guides with no formal education. The connection with local partners sets Rainforest and Reef apart from the competition.

“I’ve always believed strongly in forming partnerships with local groups and individuals. First of all, no one can be an expert in everything. A professor who is knowledgeable in the ways of a Costa Rican dry forest can be out of his element in a nearby cloud forest,” said Nolan. “And if you expect to travel on a Peruvian mountain trail, there is no one you’d rather have as your guide than someone who lives on it, regardless of his or her education credentials.”

Access to a staff biologist – Nolan himself – also differentiates Rainforest and Reef. “Working with someone who can talk about scarlet macaw reintroduction, red-eyed tree frog research, deforestation studies and the like is valuable to teachers and professors who are planning a field course. I have experience as a traveler in the countries we tour and as a classroom biology teacher.”

Mike Nolan’s love affair with the great outdoors began as a kid on his family’s southwest Michigan farm. The son of avid birdwatchers and a mother who was forever “patching up injured animals,” Nolan said he was always “the kid who wanted to chase butterflies and inspect worms.” He also credits Kalamazoo College “for lighting a fire under me that has never stopped. Interacting with professors and other people from around the world made a huge impact on me.”

Postgraduate work at the University of Michigan required Nolan to spend a summer at the school’s biological research station at Douglas Lake in Northern Lower Michigan. There, he came in contact with researchers and research that kindled his desire “to do something in ecology.”

He later earned a teaching certificate at Michigan State University and embarked on a teaching career that took him first to Spring, Texas, near Houston, where he taught eighth grade earth science. Things soon started to happen for him in terms of ecology and travel.

“One day, someone laid an envelope on my desk and said, ‘Take charge of our Washington, D.C. field trip.’ Before long, I was taking 30 middle school students to D.C. and, later, another group to the Canadian Rockies. Then I got a little more adventurous and took some students on a two-week trip to Alaska. No guides, just me and another teacher. These trips really triggered my interest in ecology and field study.”

In 1985, Nolan returned to Michigan to teach biology at Greenville High School outside of Grand Rapids. During the next ten years, he took dozens of student groups on trips throughout North and Latin America.

Nolan forged lasting relationships with groups and individuals with strong environmental and scientific credentials in the countries he visited.

“Choosing and nurturing local partners is vital to a successful field trip experience,” he said, “I felt that if I brought groups directly to them, then the fees could go toward their own in-country efforts, to improve their programs, and to supply local guides.”

In 1995, Nolan left his teaching job and formed Rainforest and Reef. First order of business: more learning. Under the auspices of a German-based travel company, he donned a backpack and traveled throughout Central America for more than two years, learning everything he could about the ecological offerings and practical aspects of travel in different countries.

In 1997, Nolan got serious about marketing his new venture. With three partner groups lined up in Belize, Ecuador, and Costa Rica, he began to work telephones and the Internet.

In May 1998, 15 students from Muhlenberg College (Allentown, Penn.) traveled to Costa Rica for ten days on the first Rainforest and Reef field course. Muhlenberg has since added this field trip as a regular part of its curriculum, and interest in Rainforest and Reef has skyrocketed.

Nolan now sends groups to Australia, Belize, British Columbia, Costa Rica, Ecuador, Hawaii, Honduras, Panama, and Peru.

The 12-to-16-day courses focus on ecology and science, but
students can investigate cultural, medical, and other aspects of the societies they visit as well.

Muhlenberg is a good example, said Nolan. “Students worked in pairs on projects. A pair interested in women’s rights visited a clinic for abused women. One pair studying medical systems in developing countries met with local doctors. Another was interested in studying breeding programs for iguanas.”

A Rainforest and Reef trip evokes a profound and enduring effect on participants, one Nolan likens to the emotional and intellectual transformations that occur as a result of Kalamazoo College’s study abroad program. “Few students returning from a semester or two abroad look at the world or themselves in quite the same way again,” he said. “Rainforest and Reef programs are shorter, but they are intense, and the lasting influences are much the same.”

Sheila Wang ’78 agrees. Wang and her 15-year-old daughter, May Lin, attended a Rainforest and Reef field course in Costa Rica in 1999 to study rainforests (see sidebar, page 22). “Everyone on the trip, young and old alike, found it very meaningful. It was a life-transforming experience for me and the effect on my daughter was equally dramatic,” said Wang. “She wants to study biology in college, become a research scientist, and help save the rainforests.”

Nolan continues to add new field courses and new venues. Brazil, Nicaragua, and the West Indies country of Dominica are on the drawing board, as is Tanzania in East Africa. He’s also investigating semester and yearlong field courses for people who want to immerse themselves in a local culture and a research project. Spanish language field courses may come soon, too.

How big will Rainforest and Reef grow? “I hope it never gets so big that I can’t personally participate in the experience. I love to visit these places, work with local partners to preserve and enhance them, and help other people experience them in ways that are relevant and meaningful for everyone. It sounds corny, but Kalamazoo College opened my eyes to what was going on in the world and I haven’t closed them yet.”
The Rainforest and Reef trip to Costa Rica to learn about and explore rainforests, volcanoes, butterflies, and wildlife for ten days with my daughter May Lin and ten other people was undoubtedly one of the most treasured experiences of my life. It's hard to describe what exactly made it so wonderful: the natural beauty of the country, the diversity and magnificence of the plants and animals, the warmth and hospitality of the Costa Rican people, the wonderful friendships that developed among members of the trip, the fresh and delicious food, the excellent organization of the trip, the exceptionally talented guide...I don't think I can choose!

We learned so much and enjoyed every minute of every day. We spotted birds and wildlife through the bus window; watched the grace and loveliness of blue morpho butterflies while we hiked in the rainforest; witnessed fiery volcanic eruptions against the night sky. We rode horseback along the Abangares River, ate fresh mango and pineapple each morning, bathed in volcanic hot springs while listening to howler monkeys in the trees above, and whizzed across zip lines high in the canopy of the rainforest.

Our guide gave us very detailed information about what we saw, including the traditional medicinal use of many of the plants we encountered. He identified most of the species of birds we saw without ever using his reference guidebook, and he even “talked” to the howler monkeys, birds and other animals. He explained to us that the government was trying to connect the protected areas of the rainforests to form one big area allowing for safe migration and habitat for many of the endangered animals and plants.

The whole experience was very meaningful, educational, and wonderful. Sharing it with my daughter made it even more special. One of the many highlights of the trip took place at the reforestation site where we stopped after a beautiful hike along the Abangares River. Here, we learned about water management and conservation in the area. Joaquin, a local conservationist, handed May Lin a tree seedling and said, “What is your name?” “My name is May Lin,” she said, “Well, May Lin,” he continued, “now this tree seedling is named May Lin and you will plant this tree in our rainforest, and wherever you go, you will know that there is a tree named May Lin that you planted in the rainforests in Costa Rica.”

–Sheila Wang ’78
KALAMAZOO COLLEGE
ALUMNI SURVEY OF 2001

This survey is designed to help the College learn more about the educational, occupational, and civic activities of its alumni. Your responses will help us to better advise current and future students and to improve the curriculum. There are two parts to the survey: 1) a general survey about your “K” education, provided here, and 2) a survey with questions specific to your major, provided on line at the web address below. It will take approximately 20 minutes to complete both surveys. Thank you for your help on this important project.

Please remove this survey and mail to: Office of Institutional Research, Kalamazoo College, 1200 Academy Street, Kalamazoo, MI 49006. If you prefer, you can take the Web-based version of the survey at: http://www.kzoo.edu/pr/alumnisurveys

SECTION A. General Information

1. Name: __________________________ (First) __________________________ (Last) __________________________ (Maiden) Year of graduation: ______

2. Home address: __________________________ (Street) __________________________ (City) __________________________ (State) __________________________ (Zip)

3. Email address: __________________________ Home phone: __________________________ (Area Code) __________________________ (Number)

4. Business address: __________________________

5. Business email: __________________________ Business phone: __________________________ (Area Code) __________________________ (Number)

SECTION B. Career Development

1. What post-graduate degrees have you obtained? (Please include degrees that are in progress)

   __________________________

   (Degree) __________________________ (Field of study) __________________________ (Institution) __________________________ (Year granted or expected)

2. What was your first full-time paid position following your undergraduate studies?

   __________________________

   (Organization) __________________________ (Location) __________________________ (Position/function)

3. (Optional) Salary range for your first full-time paid position following graduation:

   □ Less than $10,000 □ $10,000-$20,000 □ $21,000-$30,000
   □ $31,000-$40,000 □ Above $40,000

4. What is your current position?

   __________________________

   (Organization name) __________________________ (Brief description of position/function) Example: attorney, manufacturing co.

5. (Optional) Current salary range:

   □ Less than $20,000 □ $21,000-$40,000 □ $41,000-$60,000
   □ $61,000-$80,000 □ $81,000-$100,000 □ More than $100,000
6. Please list the names of up to three organizations for which you have volunteered in the past three years, and give a brief description of your service.

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

(Organization name) (Brief description of position/function)

7. How many internships (or Career Service/Career Development experiences) did you complete while at “K”?  
   □ None (Skip to Question 10)  □ One  □ Two  □ Three

8. Please list your internship(s) (or Career Service/Career Development experiences):

______________________________________________________________________________ SIP related? □ Yes □ No

______________________________________________________________________________ SIP related? □ Yes □ No

______________________________________________________________________________ SIP related? □ Yes □ No

(Organization) (Location) (Position/function)

9. How did you identify your internship(s) (or Career Service/Career Development experiences)? (Check all that apply)
   □ Career Development Center  □ Family connections
   □ Faculty referral  □ Professional association journal
   □ Directory of internships  □ Other ____________________________

10. In the course of your work, how often per month do you typically have contact with individuals from other countries?
    □ Never  □ 1-3 times  □ 4-6 times  □ 7-9 times  □ 10 or more

11. Are you or have you ever been a volunteer in the Kalamazoo Alumni Career Network?
    □ Involved currently
    □ Previously involved
    □ Not involved and prefer not to be contacted for this purpose
    □ Not involved but would like to learn more

12. How valuable has each of the following been to your career?

   a. Coursework  
   b. Internships (or Career Service/Career Development)  
   c. Study abroad  
   d. SIP  
   e. Leadership/membership in campus clubs or organizations  
   f. Community service/volunteerism  
   g. Campus employment  
   h. Athletics  
   i. Other ________________________________________________________

   Very valuable  Valuable  Somewhat valuable  Not at all valuable  N/A

13. We welcome your comments and suggestions regarding career development at Kalamazoo College:

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

________________________________________________________________________________________________________

LuxEsto
24 SPR • 01
SECTION C. Study Abroad

1 I was on study abroad for…
- □ 9 months
- □ 6 months
- □ 3 months
- □ I didn’t go on study abroad (Skip to Question 4)

2 To what extent was each of the following parts of your study abroad experience worthwhile?

<table>
<thead>
<tr>
<th>Part</th>
<th>Very worthwhile</th>
<th>Worthwhile</th>
<th>Somewhat worthwhile</th>
<th>Not at all worthwhile</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Coursework at your host institution</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Living in a student dorm</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Living with a host family</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Traveling in other countries</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Relationships with Americans</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Relationships with host country nationals</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. Being away from your family</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>h. Immersion in another culture</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>i. Your ICRP or field study</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

3 To what extent did your study abroad…

<table>
<thead>
<tr>
<th>Part</th>
<th>A great deal</th>
<th>Quite a bit</th>
<th>A moderate amount</th>
<th>A little bit</th>
<th>Not at all</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. encourage you to pursue graduate study?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. influence your field of graduate study?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. influence your career plans?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. confirm your career goals?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. make you reconsider your career goals?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. give you a more positive view of people in your host country?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. make you feel glad to be an American?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>h. change your view of the United States?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>i. influence your choice of volunteer activities?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>j. make you more sensitive in your interactions with people from different cultures?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>k. make you more aware of international issues?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>l. provide insights and skills important to your current position?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>m. change your perception of U.S. domestic issues?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

4 How often do you use a foreign language in the course of a year?
- □ Every day
- □ Every week
- □ Every month
- □ A few times
- □ Never

5 Where do you use your foreign language skills? (Check all that apply)
- □ Business or professional activities
- □ Leisure reading
- □ Other _____________________
- □ Volunteer activities
- □ Films and TV viewing
- □ Listening to radio
- □ Vacation travel
- □ Other _____________________

6 How often do you travel internationally in a year?
- □ 5 times or more
- □ 3-4 times
- □ 1-2 times
- □ Less than every year
- □ Never

7 Since graduation, how much time have you spent living outside of the United States?
- □ 5 years or more
- □ 3-4 years
- □ 1-2 years
- □ 6-12 months
- □ Less than 6 months
- □ No time at all

8 We welcome your comments and suggestions regarding study abroad and/or international education at “K”:
________________________________________________________________________________________________________
________________________________________________________________________________________________________
**SECTION D. Your “K” Education**

1. At Kalamazoo College...

   a. I was able to find courses that interested me.  
   b. I became prepared for a career.  
   c. I learned to effectively articulate strengths and qualifications to potential employers.  
   d. I learned to use information technologies.  
   e. I learned to do independent research.  
   f. I participated in activities that allowed me to express my creative side.  
   g. I was challenged intellectually.  
   h. I developed a greater concern for my role in society.  
   i. I came to a deeper understanding of racial/ethnic issues.  
   j. I became better informed about the world around me.  
   k. I became more aware of international affairs.  
   l. My desire to continue learning was sustained or enhanced.  
   m. I was able to connect the different parts of my education into a meaningful whole.  
   n. I benefited from being required to take courses outside of my areas of interest.

<table>
<thead>
<tr>
<th>Importance in your life</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at all important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How important has each of the following been in your life since college, and how much did your “K” education contribute to your development in each area?

<table>
<thead>
<tr>
<th>Importance in your life</th>
<th>Kalamazoo College's contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>A great deal</td>
</tr>
<tr>
<td>Not at all important</td>
<td></td>
</tr>
</tbody>
</table>

   - Write effectively
   - Speak effectively before groups
   - Acquire new skills and knowledge on my own
   - Formulate creative/original ideas and solutions
   - Lead and supervise tasks and groups of people
   - Function effectively as a member of a team
   - Interpret data in the form of charts, graphs, tables
   - Place current problems in historical and/or cultural perspective
   - Live ethically
   - Appreciate art, literature, music, and/or drama
   - Be active in social and political causes
   - Understand the role of science and technology in society
   - Consider issues and problems from different points of view
   - Synthesize and integrate ideas and information

3. What was the single most valuable result of your “K” education?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

   Thank you for taking the time to complete this survey!
SEAFARERS’ HOUSE

The eye travels to the ever distant and deep blue horizon, carried there by wave after wave after wave. The water splashes and foams against the immense steel prow of the ship, cutting a straight gash through the waves, and the air whipping through the tangled hair of the seafarer smells of salt. His hands still hold a forgotten coil of rope, nearly as thick as his wrist, and his skin is burnt dark from the sun. For a moment, he is lost at sea, in the memory of a home he has not seen in nearly a year.

“When that seafarer arrives at Port Everglades [Fla.], his greatest desire is to contact home,” David Mesenbring ’73 says. “He often has had no contact with his family in all the time he’s been at sea. He may know little or no English. He may be disoriented, tired, and lonely. That is where we step in. To help meet his needs, we will climb up onto the ship and bring him here.”

Mesenbring, a Lutheran minister and executive director of Seafarers’ House, also called Casa Del Marinero, and his wife, Deacon Maria Jimenez, have become a part of a 175-year old tradition of maritime ministries. They offer a sanctuary – a home away from home – for seafarers who dock in southern Florida.

Seafarers’ House began in 1989 with four telephones and a 400 square foot hospitality center located in Port Everglades. Currently, tucked behind a stand of coconut trees, a 4,300 square foot blue and white building hosts over 10,000 ship crew members each year, more than any other agency in North America. And for the past three years Mesenbring has been searching for available land in the port on which to build a much larger facility. Seafarers’ House is the fastest growing port chaplaincy on the North American continent. Now open 18 hours every day of the year and offering 48 phones, the House serves the needs of seafarers few mainlanders understand.

“We serve both spiritual and material needs of these men,” Mesenbring says. “We offer counseling and chapel services, transportation into the city, money remittance, postal services, even English classes. Our store may be a small one, but we sell everything from soap to foreign newspapers.”

But that is only part of the help Mesenbring and his agency of nearly 200 volunteers offer the sailors.

“Seafarers suffer a tremendous amount of labor abuse,” Mesenbring explains. “Ship crews typically work 12 hours a day, seven days a week, with little base pay and no overtime. There are rarely any agreements on wages, working conditions, or hours. Too often I see seafarers treated like commodities. It’s modernized slavery. These men often take the jobs because they come from poverty-stricken homes and have no alternatives.”

Mariner ministries like Seafarers’ House are at times placed in the role of advocates for the seafarers. Mesenbring recalls the seizure by U.S. marshals of the cargo vessel Ro Ro Runner in Port Everglades in 1995.

“The vessel was seized for credit problems, but the crew members, who were Russian and Vietnamese, were in danger of being left with nothing. Many of them hadn’t received any wages in over six months. Once the vessel was seized, they were forced to remain on board.”

Conditions were nearly unbearable. Infested with mosquitoes, lacking any air-conditioning in the Florida heat, with nothing to occupy their time, the crewmembers waited in confusion and without explanation. None of them spoke English, and no one was bothering to let them know what was going on. Mesenbring and his wife Maria, along with several volunteers from Seafarers’ House, found translators for the crew, rented videos, and helped the crew hire an attorney, who helped them recover $160,000 in back wages and repatriation costs.

Because of the crewmembers’ lack of language skills or ability to orient themselves on foreign shores, many of them are afraid to disembark. When the seafarers don’t come to Seafarers’ House, then Seafarers’ House goes to them.

Mesenbring’s wife, Maria Jimenez, a petite woman who still holds citizenship in her native Spain, makes regular trips to the port, easily and quickly climbing up rickety metal stairways slung from the sides of ship hulls.

“Many sailors are shy at first,” she says. “They may be surprised to see me. But I talk to them, I give them literature about Seafarers’ House, and I encourage them to visit us for whatever needs they might have. We can help.”

The long distance phone service the House provides is easily the most popular. Rows of curtained phone booths line one side of the entire building. Phone cards can be purchased for discount rates.

“We offer our own phone card, called the SeaFare Card,” Mesenbring holds out...
a pack of the brightly colored cards. “Selling useless phone cards to international mariners was a growing scam at the ports, and the ship crews were vulnerable to this kind of exploitation. They would purchase prepaid phone cards that didn’t work, but if they looked for the seller to return the card, he was long gone. Hours later, the ship would sail, and the mariners were unable to contact their families.”

Today Mesenbring issues reliable phone cards and sells them to ports throughout North America. The name of SeaFare Card© has become trusted among seafarers who frequently sail into the North American ports.

Because of the volume of international calls made from Seafarers’ House, Mesenbring is able to offer the mariners additional discounts.

“I can’t stress how important such savings are to these men,” he says. “They may be working as much as 100 hours a week, yet earn as little as $300 a month. And much of that money must be sent home to their families.”

Mesenbring recalls moments on the international phone lines that made him feel his own long hours at the House are worthwhile. He has helped place calls that bring news of a child born in the mariner’s absence, but he has also placed phone calls when the news is of a family death. Those are the moments when he and Maria can offer counseling and prayer – or simply companionship.

The ministry identifies itself as Christian, yet non-Christians are embraced as well. The House is stocked with religious materials, pamphlets and brochures, Bibles, and the Koran. All are welcome, regardless of faith. A small room in one corner of the House serves as a gathering place for religious services and prayer.

**

_The white man drew a small circle in the sand and told the red man,_
_“This is what the Indian knows,”_
_And drawing a big circle around the small one,_
_“This is what the white man knows.”_

_The Indian took the stick_
_And swept an immense ring around both circles:
_“This is where the white man and the red man know nothing.”_
—Carl Sandburg, “Circles”

In Mesenbring’s unpretentious and cluttered office at Seafarers’ House, a few steps away from the bustle of the mariners shooting pool or perusing shelves crowded with foreign foods that are a taste of home, an earlier life of the Kalamazoo College graduate unfolds.

A framed photograph of a younger Mesenbring with his arm around Winnie Mandela reminds him just how far he himself has traveled. For a moment, he returns to his past, the years that prepared him for this ministry, the years that made him the compassionate but spirited man that he is.

Africa was a large part of that past. Mesenbring graduated from Kalamazoo College in 1973 with a degree in political science, and a concentration on African studies. He chose to study abroad at Fourah Bay College, in Freetown, Sierra Leone, West Africa, and this experience began a tumultuous and difficult love affair that has not ended.

“The most important lesson I learned during my study abroad is that our ignorance of the world and of other cultures creates our problems. We fancy ourselves experts without doing the homework.”

After Mesenbring completed his masters at the University of Chicago Divinity School in the mid-1970s, he returned to Africa. He lived and worked in South Africa as an educator, writer, and administrator. In 1985, he returned to Africa a third time to interview Winnie Mandela for a PBS documentary broadcast internationally in 1986.

Later he received a nomination for an Academy Award for a documentary he filmed on South Africa through his own film company, Villon Films. During the next few years, he would visit 25 African countries to raise more than $1 million per year for local development programs. During this time, he met Steve Biko, considered by many the greatest martyr of apartheid, shortly before his death. Mesenbring played a crucial role in smuggling Biko’s memoirs out of Africa for publication (see sidebar, next page).

“From Biko I learned that we lack a sense of humility,” Mesenbring says. “I began to understand the arrogance of white people’s certainty of what would be best for the black people of Africa. Biko taught me to consider what I might learn from the blacks.”

During the harshest years of apartheid, Mesenbring traveled around the U.S. lecturing on South Africa and the lessons of Steve Biko. He visited more than 50 U.S. cities, most of that time living out of his car.

“Even during a Chicago winter, I stayed in my car and kept
warm in a goose-down bag. I would park in lots that were lit all night. It was a great way to learn about this country. I learned what a pluralistic nation we really are.

Mesenbring and Maria Jimenez were attracted to one another because they shared similar values: an understanding of different cultures, a respect for differences, a deep compassion based on faith, and a knowledge of what it means to be a stranger in a foreign place. Together they have created a port that manifests these values, a place where all feel welcome.

“Seafarers’ House has ended much of my traveling,” Mesenbring admits. “Although I long to return once more to Africa.”

Mesenbring suddenly and nostalgically speaks Xhosa, the language he learned while living in South Africa.

A sunburnt, deeply lined and weathered face appears in the office door, asking a question about making a phone call to the Philippines. Mesenbring rises quickly, drapes an arm over the seafarer’s shoulders, and follows him out to offer his assistance.

“One of the greatest legacies of the struggle that Biko waged - and for which he died - was the explosion of pride among the victims of apartheid.”
— President Nelson Mandela on the 20th anniversary of Steve Biko’s death

Steve Bantu Biko was a young black leader of a peaceful, anti-apartheid movement that advocated black unity and aimed to boost the morale and heighten the confidence of a repressed people. David Mesenbring helped ensure that Biko’s writings would be read.

A mutual friend, Father Aelred Stubbs, the editor of Steve Biko – I Write What I Like introduced Mesenbring to Biko. The two young men met on three occasions – December 1976, January and June 1977.

In August 1977, South Africa police arrested Biko under highly questionable circumstances. In prison, he was interrogated, beaten, and tortured. He died of his injuries while in custody on September 12, 1977.

One month later, Mesenbring began to work on the Biko book project.

In a combined effort with Aelred Stubbs, Mesenbring visited Biko’s family and friends after his murder, gathering vital information. It was illegal for anyone to possess any of Biko’s writings at that time, but the two men were determined to get Biko’s manuscript out of South Africa for publication.

Thanks to Stubbs and Mesenbring, Steve Biko - I Write What I Like has since been reprinted in several editions and many languages.

Biko had been arrested under Section 6 of the Terrorism Act, but was never charged with a specific crime. This act allowed for indefinite detention for the purposes of interrogation of any person suspected of terrorism or suspected to have in his possession any information regarding activities of terrorists. Biko died 26 days after his arrest.

His death generated worldwide outrage. Authorities attempted to claim that Biko had died from a hunger strike while in prison, but an autopsy later revealed the cause of death was a blow or blows to the head, resulting in massive brain damage and hemorrhage.

“I was ordained into the ministry while I was in Africa,” Mesenbring says, “I am glad my ordination occurred in Africa, I received my calling there. And it is a part of my calling to work on eliminating bigotry towards any woman or man, of any color, of any nation.”
SALLY OLEXIA, HEALTH ED

After a 31-year career at Kalamazoo College—first as a professor of genetics in the biology department and then as director of health sciences—Sally Olexia will retire at the end of this academic year. I interviewed her for the article that follows in late December, and our conversation called to mind a piece I had read 10 years ago. I recalled the source (the New England Journal of Medicine) and the subject (the physician William Osler), and, with the help of Kalamazoo College reference librarian Robin Rank, I was able to locate "Healing and Heroism," the Shattuck Lecture delivered by H. Brownell Wheeler, M.D., on the centennial anniversary of that lecture series and reprinted in the 24 May 1990 issue of NEJM, pages 1540-48.

Re-reading the article made it clear to me why Sally Olexia rekindled my memory of it.

For nearly three decades, Sally Olexia has helped shape the undergraduate learning experience for Kalamazoo College students who aspire to become health care professionals. On one occasion she encouraged a senior who had already been accepted to medical school to indulge a preference and complete his senior individualized project in dance.

To some, such a suggestion may not sound like sage medical education advice. However, no lesser a light than William Osler would concur with Olexia’s educational philosophy. Osler was the dominant medical figure of his day and is still regarded by many as the preeminent physician of modern times. He wrote, “The wider and freer a man’s general education, the better a practitioner he is likely to be.”

Since 1973 the College’s health science curriculum, directed by Olexia, and its K-Plan have combined to achieve what Osler, if he were alive today, might likely consider the preeminent undergraduate learning experience for health care professionals.

“Undergraduates who feel called to a health care profession must like and must do well in the sciences,” says Olexia. “Their professional competence will depend on mastering a great deal of scientific information, not only in the eight years that follow their graduation from Kalamazoo College but throughout the rest of their careers.”

Kalamazoo College, and Olexia’s health sciences program, provides students a hardy leg-up in competence in science. Last year, 97 percent of the College’s health science majors who applied to medical school were accepted. And, laughs Olexia, “there is a high demand among medical college students for Kalamazoo College undergraduate biochemistry notes.”

Olexia’s health science graduates often contact her from medical, dental, veterinary, and nursing schools or from their health care practices to let her know that a Kalamazoo education has served them well.

And, according to Olexia, these former students often talk most fondly of the non-medical courses they took at Kalamazoo. “Art history and botany and, yes, dance,” says Olexia. “Today’s health care careers require such an abiding commitment to science; perhaps those non-medical courses help my former students connect to people who often need something other than, or more than, a scientist.”

Like Osler, Olexia knows that scientific competence alone does not make an excellent healthcare practitioner. “In fact, the American Association of Medical Colleges today is stressing the importance of medical humanism and sensitivity to diversity in medical education,” says Olexia. In his Shattuck Lecture, Wheeler wrote, “The word humanism is often used to describe Osler’s practice. To be effective, humanism in medical practice requires specific techniques for expression. Medical humanism is largely an art of words and attitudes. Osler acquired his remarkable facility with words through wide reading in the classics of literature, and he enhanced it through extensive speaking and writing…

“In his own day, he advised every medical student to keep by his bedside the Old and New Testament, Shakespeare, Montaigne, Plutarch, Marcus Aurelius, Ralph Waldo Emerson, and Oliver Wendell Holmes.”

Sound like the liberal arts are an important component of medical education, then and now? Olexia thinks so. “I believe our alumni are more likely to establish excellent rapport with patients, in large part, because of their liberal arts backgrounds,” she says.

And, she adds, the K-Plan’s study abroad experience is highly prized by health care professional schools. “Admission officers want to know if candidates can appreciate and deal with people whose cultures and backgrounds differ from the candidate’s,” says Olexia. “Admissions officers also evaluate leadership and team skills, and study abroad is an excellent crucible for both.”

Olexia and Osler share another trait: that medicine is learned from patients at the bedside. According to Wheeler, Osler “suggested that his epitaph read simply, ‘I taught medical students in the wards,’ since he regarded this as by far the most important and useful work he did.” Olexia, for her part, advises new Kalamazoo undergraduates to immediately get experience with patient care.

“I encourage them to volunteer in nursing homes, to shadow physicians, to explore what it is they mean when they say, ‘I want to be a physician, or nurse, or physician’s assistant,’” says Olexia. “And in that effort I receive invaluable assistance from graduates who are practicing medicine in the area.” Among these graduates are Len Mattano ’81, M.D., a pediatric oncologist, and John Spitzer ’83, M.D., a pediatrician. Both physicians have talked with Olexia’s students and provided career development and SIP opportunities for them.

Does Olexia worry about the current state of health care and medical education in the U.S.?

“I am not overly concerned,” she says. “Certainly there are critical issues to be addressed. But I see in the students
who come to Kalamazoo College with the intent to enter the field of health care a type of heroism. They view health care as a noble profession through which they will benefit others.

After 31 years of helping heroes with their journeys, what will Olexia do in retirement? Her husband, Professor of Biology Paul Olexia, also retires at the end of this year (see related story page 32).

“We haven’t made any firm decisions about where we will live,” says Olexia. “We like Kalamazoo; we also like Oak Ridge, Tennessee. I may volunteer for the Red Cross. I love to hike. I’d like to learn more about wild birds, especially their identification by call. I’d like to learn more about wildflowers. I used to paint, so I may do more of that. I have a long list of books to read.”

I have selected the following three books. All deal with end-of-life issues. The Kalamazoo College students who were preparing to enter health care professions inspired my interest in this subject, in large part. Discussions generated by the activities of Dr. Jack Kevorkian led medical schools to query applicants about assisted suicide.

Many of our students have served as volunteers assisting residents in nursing homes, and some students have provided care and support for dying grandparents. These students expressed an interest in learning more about pain management and the role of managed care and the financial ‘bottom line’ in end-of-life decisions.

My students and I talked extensively about the reluctance of our society and many caregivers to accept death and to work with dying patients to enable them to die with dignity. These discussions led to a deeper appreciation of the book How We Die by Sherwin Nuland. Nuland laments the lack of instruction on death in the medical school curriculum. He provides clear lay descriptions of the processes by which most of us will die.

Bruce Bartlow explores preparations for how we wish to die in his book Medical Care of the Soul. His book urges the reader to make decisions about life values and to provide caregivers and families with guidelines reflecting those decisions and wishes.

In Mitch Albom’s Tuesdays with Morrie, a dying mentor teaches his former student the important lessons of life. It is a beautiful book.

— Sally Olexia
Paul Olexia is a professor of hope. His Kalamazoo College title is professor of biology and environmental sciences, but Paul works on hope. How else to keep working for the health of the environment? How else to keep up the long hours of research? Why bother teaching for more than thirty years generations of students about treating the environment with reverence? There must be hope.

“Mankind has damaged the earth and that damage continues at a dangerous pace,” says Paul. “But if we are to get up in the morning and go about the daily business of our days, then it must be on the premise of hope.”

What Paul Olexia teaches in his environmental science classes is that there is redemption for the earth, if we treat it with knowledge, understanding, and respect.

If humans have ascended from the apes, there is the chance that we and the world over which we have so much influence may improve through our continued ascent. If we have descended from the angels, there is little hope. One must be more optimistic if we consider man’s current level of intelligence to be at an early formative level rather than to be at its zenith. We have not yet learned to get along with members of our own species or members of other species. The common rabbit disturbs its environment less and the honeybee has a more stable society...

Speech to fellow faculty members by Paul Olexia, 1998

Paul’s hope is the intelligence of his students, the intelligence of his colleagues, and the intelligence of the global community. When he came to Kalamazoo College to teach in 1968, Paul may not have yet had the full conviction that this was where he belonged. Maybe he would stay. Maybe not. Give it a try.

But three years later, when Paul received a lucrative offer from another organization, he reassessed his decision to come to Kalamazoo College. He made a conscious and informed choice. He stayed.

“The K-Plan was truly innovative,” he says. “There was room for developing character and developing intelligence. We can do things of real importance here. One of the reasons I’m glad I stayed was the opportunity to develop a new program in Quito, Ecuador for students studying abroad. It was things like the Ecuador program that sold me on this College.”

In 1992, Paul Olexia spent nearly three weeks consulting with faculty and staff at the Universidad de San Francisco de Quito (USFQ), visiting potential sites in an effort to develop a joint program between USFQ and Kalamazoo College focused on developing an environmental studies program.

Paul found Ecuador to be the perfect place to gain an appreciation for ecological diversity in a relatively small geographical area. The equator was within 25 miles, altitudes reached to 20,000 feet above sea level, volcanoes topped by glaciers were well within driving distance, a tropical rain forest and a cloud forest on both sides of the Andes Mountains. Yet in the tropical rainforest of the headwaters of the Amazonian Basin to the east was a major oil-producing center of Ecuador. It was perfect for studying the struggle between development and environmental preservation. This was an area of complex interplay between cultures, economics and the environment, a place where Kalamazoo students could put intelligence to use and gain new understanding that could benefit the earth as well as people.

...It is primarily our intelligence that has allowed us to develop to the point that we have. It is also this same intelligence to which many of our problems can be attributed. We have damaged and destroyed our natural environment, causing disease and instability in nature. Our major hope at this point would appear to be to continue the development of our intellectual capacities at least in part to solve our environmental problems...

An environmentalist understands how complex an environment is, how intertwined the existence and wellbeing of each and every species, from the most minute to the most stupendous. What has caught Paul’s attention during his years of teaching is sometimes the most minute - yet crucial organisms. A member of the Mycological Society of America, the British Mycological Society, and the Michigan Botanical Club, he finds few things more fascinating than digging down into a study of mycorrhizal fungi.

Mycorrh-what?

Millions of years ago, trees, flowers, and grasses faced challenges to their survival in the form of temperature extremes, low soil nutrients, and drought. To survive these challenges, most plant species established a symbiotic partnership with a group of soil organisms called mycorrhizal fungi. These fungi live in and around the roots of nearly all of the earth’s plant species, serving as a secondary root system, extending like tiny threads far out into the soil and extracting minerals and water from the soil for the host plant. In the ever-worsening environments caused by man and his development, those plants with thriving mycorrhizal root systems are more likely to survive.

Paul Olexia has gone on many surveys of mycorrhizal root systems to gain a better understanding of how they may be key to the survival of the environment. Taking samples from dunes ranging from Petoskey to Michigan City, he has examined hundreds of root samples in hundreds of sand samples.

“The more we understand these fungi, the better chance we may have of protecting our environment from further damage,” he explains.

But we had better hurry. One of the prime areas for mycorrhizal fungi study is floodplain, and these are disappearing quickly.

Many of our floodplains, like the areas along the Kalamazoo River, have been used for agriculture or industry,” says Paul. “Once I retire, I would like to study how far upland the fungi grow, how well the mycorrhizal fungi of floodplain forest compare with those of adjacent, more upland, forest ecosystems.”

...By focusing clearly upon our problems and understanding them, we can find solutions for the turmoil we have created. And by developing the proper values we can work towards consistently improving our individual and collective conditions. The foundations for these improvements must rest in our educational systems. It’s major objective should be to improve intellectual development and...
understanding for subsequent generations...

“I’ve stayed at Kalamazoo College for all of my professional life, and I have no regrets,” says Paul. “I’ve had students that have enriched my life, that I have stayed in touch with over the years – and that is one of the most important parts of my work here. The ability to change lives.”

“I just received a note the other day from Kathryn Vandenbosch ’77, who is now chair of the plant biology department at the University of Minnesota, and from time to time I hear about a former student getting his or her PhD in science or working out in the field with great success – and I know I have been able to make a difference.”

Such students are like the tiny threads of mycorrhizal fungi - tiny threads spreading out wider and wider, taking in nutrients, and enabling new, healthy growth.

...It is the imperative responsibility of the intellectuals and academicians to perform their very important and necessary functions. We have an immense challenge and so little time.

Time is nearly up. Paul Olexia retires this June. His work may leave the classroom, but it will not be ending. He will be climbing the sand dunes, taking samples in the mountains, and slogging along the rapidly disappearing floodplains of the Kalamazoo River, checking the pulse of our Mother Earth.

DOORWAYS

Paul’s three book choices are a mix of environment and adventure - the challenge of man against environment... or is it the challenge of man becoming one with the environment?

*Into Thin Air* by Jon Krakauer
An engaging and tense story of one of the most famous attempts to ascent Mt. Everest. It reveals the remarkable technological achievements and endurance of which humans are capable and the limits of both. It also reveals that those who let their aspirations overcome their respect for nature can put themselves and others in serious danger leading, at times, to death.

*Ecological Imperialism* by Alfred W. Crosby
This enlightening book provides insight into the European invasion and conquering of the Americas. As some others have suggested, it was less the technology, innovation, and culture of the Europeans that led to their success. Rather, the author points out the importance of the domesticated animals, pests, and diseases they brought along with them.

*One River - Explorations and Discoveries in the Amazon Rain Forest* by Wade Davis
Davis was a graduate student of the father of ethnobotany in the Amazon region, Henry Schultes of Harvard University. The book alternates between the experiences in the Amazon of Davis and those of his mentor. Both lived with indigenous people and shared some of their rituals, including hallucinogenic plant use.
Rogers lettered four seasons as a defensive back at Beloit (Wis.) College. He earned a bachelor’s degree in 1988 and was selected to the All-Sigma Chi National Football Team as a senior.

Rogers joined Kalamazoo College as the defensive coordinator in 1994 after serving as a graduate assistant at Eastern Michigan University, where he earned a master’s degree. He took over the head post at Kalamazoo in 1998.

**LuxEsto:** In the recent Super Bowl, the Baltimore Ravens proved the old adage that defense wins championships. Does that philosophy still hold true to college football?

**Coach Rogers:** I continue to subscribe to the theory that defense does win championships. While I’ve made the switch to the offensive side of the ball, our basic formula is still defense first. That will never change. If you play great defense you will always be in the football game. We have an established tradition and attitude here about defense and we plan on maintaining that.

**LuxEsto:** The offense has seen a dramatic change in the three years that you have been head coach. Describe the original offense and what it has become today.

**Coach Rogers:** Three years ago and today are no different in terms of overall philosophy. What we wanted to do was create an edge in terms of what we do on offense. Three years ago we ran the option and that was something new to the league so I thought that would create an edge. It was something different that the opposing teams would have to prepare for. It turned out not to be the best thing for our kids and our talent level. Using the same philosophy we’ve gone to the one-back zone. It is something new and something the rest of the league does not see on a regular basis so I think it creates an edge for us on Saturdays. It spreads people out and uses multiple formations to confuse the defense and make us difficult to prepare for.

**LuxEsto:** Are you satisfied with where you are after three seasons?

**Coach Q&A:**

**Tim Rogers, Head Football Coach**

**Coach Rogers:** Absolutely not. I’m encouraged about the future of the program, but not satisfied. We want to win the MIAA championship, and until we do that I will not be satisfied. We’ve had a change of mindset around here and it has taken some time. We’ve always wanted to win, but now we understand what it takes to win. The future is very bright for our program.

**LuxEsto:** Do you feel the program is on the right track?

**Coach Rogers:** Absolutely. We feel like we are winning some recruiting wars which we haven’t won in the past. Our staff is second-to-none in terms of recruiting student-athletes. We’ve brought in some excellent kids from programs that know how to win.

**LuxEsto:** What is the recruiting process like?

**Coach Rogers:** It is very competitive. We start recruiting as early as June or July with written contacts. We follow-up over the phone during the fall season. After our season is over, the full-time coaching staff goes out and visits approximately 100 high schools each. We sit down with the prospects and interview them to determine if they are potential student-athletes for Kalamazoo College. In January, we bring prospects on campus for official visits and to evaluate their film. From February to May, we try to determine if there is a mutual interest. During those months the recruiting battle really begins to heat up, and we have to prove to the prospect that Kalamazoo College is the best place for him to attend college.

**LuxEsto:** What do you emphasize when you talk to high school students who are interested in playing football at Kalamazoo College?

**Coach Rogers:** The quality of the education. This is the best academic school in the state of Michigan. That’s first and foremost. Then we talk about excellence in both academics and athletics. I tell them that they will have a hard time finding a better combination of athletics and academics in the country. There are few schools of our caliber that can also compete athletically.

**LuxEsto:** Talk about the MIAA and where Kalamazoo College stands in the mix.

**Coach Rogers:** I think the perception of Kalamazoo College football is changing. In the past we may have been thought of as an academic school only. We played in other school’s homecoming games in the past because they did not respect us. Today, we rarely play in those games after spoiling a few. I think we are turning the corner and I’m confident that we’ve gained the respect of our peers in the league. Many of the strides we have made have been psychological, changing the mind set.

**LuxEsto:** How did you get into coaching, and why do you coach today?
Coach Rogers: I was a student-athlete right through college. Once my collegiate career was over I was determined to become a trader on the Chicago Board Options Exchange. It was about the time that we had Black Monday, and it turned out that was not the best time to enter the profession. I had also certified as a teacher and coach as a back-up plan and because teachers and coaches had been role models all my life. Rather than enter the trading profession at that point I jumped into teaching and coaching at the high school level. It didn’t take long for me to fall in love with coaching, and now I never look in any other direction. I obtained my first full time coaching position at Kalamazoo College as the defensive coordinator in 1994, and coaching will be what I do for the rest of my life.

LucEsto: What’s the most important lesson you’ve learned since becoming a head coach?

Coach Rogers: I’ve learned that it’s hard to maintain a philosophy across the board at different schools and different levels. You need to change to meet the talent that you have. The biggest thing I’ve learned is to think outside the box. That’s one of the reasons we’ve created an edge and present preparation difficulties to our opponents. We are innovative, we are creative, and we keep opponents off balance. We make opponents reactive rather than proactive.

LucEsto: What is your most gratifying moment as a head coach?

Coach Rogers: Seeing players graduate, pursue and achieve success, and then come back to our program and say that it contributed to that success. We aspire to make football at Kalamazoo College a profound experience for our players. It’s more than Xs and Os, we are molding young men. When they go off and become successful in their careers and are exemplary citizens and sons and husbands and professionals, I take pride in that. Too many of the things that you read about athletes you find in the police blotter. But we produce the future doctors, lawyers, and politicians of America.

**SPRING SPORTS COMPOSITE SCHEDULE**

**April**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>MT vs. Valparaiso</td>
<td>3:00</td>
</tr>
<tr>
<td>18</td>
<td>BB vs. Concordia (9 inn.)</td>
<td>4:00</td>
</tr>
<tr>
<td></td>
<td>SB vs. Hillsdale</td>
<td>3:30</td>
</tr>
<tr>
<td>20</td>
<td>BB vs. Calvin* (9 inn.)</td>
<td>4:00</td>
</tr>
<tr>
<td></td>
<td>SB vs. Manchester</td>
<td>3:30</td>
</tr>
<tr>
<td>21</td>
<td>BB vs. Calvin* (DH)</td>
<td>1:00</td>
</tr>
<tr>
<td></td>
<td>SB vs. Saint Mary’s*</td>
<td>1:00</td>
</tr>
<tr>
<td></td>
<td>MT at Wheaton</td>
<td>2:00</td>
</tr>
<tr>
<td>22</td>
<td>MT vs. Gustavus Adolphus (at Milwaukee)</td>
<td>10 am</td>
</tr>
<tr>
<td></td>
<td>WT vs. Saint Mary’s*</td>
<td>1:00</td>
</tr>
<tr>
<td>24</td>
<td>SB vs. Alma*</td>
<td>3:30</td>
</tr>
<tr>
<td>25</td>
<td>BB at Orchard Lake St. Mary’s (9 inn.)</td>
<td>4:00</td>
</tr>
<tr>
<td></td>
<td>MT vs. Alma*</td>
<td>3:00</td>
</tr>
<tr>
<td>26</td>
<td>WT vs. Alma* 3:00</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>MT vs. Taylor 10:00 am</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MT vs. Hope* 1:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BB at Hope* (9 inn.)</td>
<td>4:00</td>
</tr>
<tr>
<td></td>
<td>WT at Hope* (DH)</td>
<td>1:00</td>
</tr>
</tbody>
</table>

**May**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MT vs. Ferris State</td>
<td>3:00</td>
</tr>
<tr>
<td></td>
<td>SB at Bluffton3:30</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>BB at Concordia (9 inn.)</td>
<td>4:00</td>
</tr>
<tr>
<td>4</td>
<td>BB vs. Olivet* (9 inn.)</td>
<td>4:00</td>
</tr>
<tr>
<td></td>
<td>WT MIAA Tournament (Kalamazoo)</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>MT at MIAA Tournament (at Hope)</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>SB at MIAA Tournament (TBA)</td>
<td>TBA</td>
</tr>
<tr>
<td>5</td>
<td>BB vs. Olivet* (DH)</td>
<td>1:00</td>
</tr>
<tr>
<td></td>
<td>WT MIAA Tournament (Kalamazoo)</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>MT at MIAA Tournament (at Hope)</td>
<td>TBA</td>
</tr>
<tr>
<td></td>
<td>SB at MIAA Tournament</td>
<td>TBA</td>
</tr>
<tr>
<td>10</td>
<td>BB at Albion* (9 inn.)</td>
<td>4:00</td>
</tr>
<tr>
<td>11</td>
<td>BB at Albion* (DH)</td>
<td>2:00</td>
</tr>
<tr>
<td>12-13</td>
<td>MT at NCAA Regionals (TBA)</td>
<td>TBA</td>
</tr>
<tr>
<td>18-23</td>
<td>MT at NCAA Finals (at DePauw)</td>
<td>TBA</td>
</tr>
</tbody>
</table>

* Michigan Intercollegiate Athletic Association contest
Home games in **bold**
Dates and times subject to change
BB - Baseball, SB - Softball;
MT - Men's Tennis, WT - Women's Tennis

**2001 Hornet Golf Outing**

Monday, June 18, Indian Run Golf Course in Vicksburg, just south of Kalamazoo, Contact Kristi Ransbottom (616) 337-7082 or krans@kzoo.edu
Kalamazoo College students are curious. Jodi Kite’s curiosity lifted her almost 6,000 feet off the ground.

A senior physics major and captain of the women’s tennis team, Kite pursues a passion that has her soaring in the clouds.

“I’ve always been intrigued by flight,” Kite says. “As a child I wanted to be an astronaut and work with NASA. Now that I have been flying airplanes I know that my childhood dream is what I want to do.”

Upon arrival at Kalamazoo College as a freshman, Kite called the local flight school and went on an introductory flight lesson. She was hooked.

“My SIP at Purdue University involved designing and setting up a laboratory for an introductory materials science class, as well as presenting my research to my peers,” Kite said.

Kite saw her free time as the perfect opportunity to get back up in the air. She enrolled in flight school at the local airport in West Lafayette, Ind. She flew almost everyday for 10 weeks while completing her ground school requirements through a newly-offered CD-ROM program.

Kite is back in Kalamazoo and completing her training in Battle Creek. She expects to have her private license by the end of March.

A resident of Dearborn Heights, Mich., Kite was well aware of Kalamazoo College. A cousin was a diver here, and her sister also attended.

“She chose Kalamazoo College because of its academic reputation,” Kite said. “And I enjoyed having the opportunity to continue playing tennis.”

Kite will graduate in June. She then plans on visiting several commercial flight schools before applying to one.

**The Jodi Kite K-Plan**

**Major:** Physics.  
**Minor:** Math.  
**Career Internship:** Counselor at Camp Mataoka, Smithfield, Maine.  
**Study Abroad:** Did not choose this option.

**Senior Individualized Project:** Designed and set up a laboratory to test dielectric and piezoelectric materials at Purdue University.

**College Athletic Career:** Tennis (4 years)

**Hidden Value of Kalamazoo Athletics**  
“Athletes learn how to balance time among school, practice, family, and friends. Being part of a team is a privilege.”

**Post Graduation:** Attend commercial flight school and became an airline pilot.
LuxEsto is happy to introduce a column from the Center for Career Development, which will appear in these pages at least twice a year. Perhaps more than any element of the K-Plan, career development requires a vital collaboration between alumni and the College that is mutually beneficial to both.

—the Editors

Kalamazoo College students continue the strong tradition of Career Development, with alumni often involved in referral or sponsorship.

Three Kalamazoo College students completed summer internships in Midtown Manhattan at Jefíeres & Company, a worldwide investment banking house. Jonathan Cunningham '84 helped provide these opportunities. Veronica Wildgoose '01 worked with Jonathan's convertible securities group before returning to campus for her senior year. Benji McMakin '00 began an internship with the firm's international desk, working with the London team on the Japanese market (Benji speaks fluent Japanese). Benji has since joined the firm as a full-time employee. Omar Hasan '01, who also interned with Jonathan last summer, will move to an intern position with the company's corporate finance group. Matt Bunkowski '00 completed a summer internship with Ernst & Young in New York but decided to join Jefíeres and work with Cunningham's group.

Chris Dragisic '99 wrapped up an extended post-baccalaureate internship at the World Bank, under the supervision of Bruce Benton '64 who directs Bank programs that reduce or eliminate parasitic diseases in central Africa. Kyalo Kibuha, an international student who spent a year at Kalamazoo College and became the College's first intern with the World Bank, returned to the Bank this summer after a year of graduate study in Scotland. And Courtney Golke '00 began her post-baccalaureate internship in September in Benton's program. Carrie Wolanin '00 served in an internship with American Clinics International in Budapest. She was not the only Kalamazoo student to learn from an international career development experience. Nancy El-Shamaa '02 interned with the United Nations Care Centre in Addis Ababa, Ethiopia. Beth Goyings '02 was the second Kalamazoo College student to complete an undergraduate internship with Dolphin Translations in Strasbourg, France. She followed Tom Gilbert '99.

In the United States, Amelia Berta '02 completed an internship at Scripps Oceanographic Institute in California this summer. Closer to home, the Michigan State University Kalamazoo Center for Medical Studies selected five Kalamazoo College students for health-sciences internships—Rebecca Bielang '02, Nolan Hathaway '02, Shea Hogan '02, Morgan Lyons '01, and Jocelyn Taylor '02.

Trustee Paul Clark offered internship positions to Stacey Lamont '02 and Todd Wilson '01 at National City Bank in Kalamazoo and Birmingham, respectively.

Trustee Amy (Mantel) Hale '66 was instrumental in helping David Fritz '00 secure a post-baccalaureate internship with AOL in Virginia. Jason Barnett '01 completed a summer internship with the Olde Securities brokerage firm (now H&P Block) in the Detroit area. Ryan Shockley '00 and Steve Song '00 are working full-time with Chase Bank in New York.

Eddie Dixon '01 completed two internships in broadcast media, one last Spring at WMMT Channel 3 in Kalamazoo, and another this past summer at WDIV Channel 4 in Detroit.

Diana Okuniewski '02 completed an internship at Carolina Neurosurgery & Spine Associates (Charlotte). The position was sponsored by Tony Asher '82, M.D.

Other internships include: Jessica Hoff '02, Northlight Theatre (Illinois); Sarah Huckabay '01, Simon Casting Company of Chicago; Robert Long '02, Pepex Biomedical (California); Mary Merz '02, Mystic Seaport Museum (Connecticut); and Jenn Nelson '01, Kellogg Company (Michigan).

And now at the CCD is eRecruiting, a web-based communications program that will help students to identify and pursue internship and career opportunities. The system also allows employers to manage selection and hiring processes for interns and entry-level employees. And it will open up networking and mentoring possibilities for alumni.

Visit www.kzoo.edu/career and click on the eRecruiting graphic for instructions to access the program, and look for a feature on eRecruiting in an upcoming issue of LuxEsto.

If you would like to be involved in students' career explorations, please contact the Center for Career Development for more information about the Kalamazoo Alumni Career Network. Kalamazoo College Center for Career Development, 1200 Academy Street, Kalamazoo, MI 49006-3295/616.337.7183 career@kzoo.edu.
BEFORE YOU
CALL THE DEAN...
ENCOURAGING
INDEPENDENT
DECISION-MAKING

“Raising a parent properly requires attention and thought,” says Ponto, director of counseling. Yes, Ponto said “parent,” quoting Dr. Larry Long’s article, “How to Raise a Parent While at College,” which Ponto frequently hands out at the counseling center.

“Parents often have a hard time letting go of their children,” she says. “And it can be very difficult to know when to step back and allow their son or daughter to make their own decisions.”

But decision-making skill, adds Barbara Vogelsang, associate dean of students, is a crucial part of an excellent education. And if students are not allowed to handle problems, they will not develop the skill.

“Making good decisions and solving problems need not be complex, if one approaches problem solving as a six stage process,” Barbara advises. “First, the student must recognize and formulate the problem. Next, interpret the problem. Then construct a course of action, develop a plan, implement the plan, and, finally, evaluate the outcome.”

Vaughn Maatman, associate dean of students, says that learning to handle the day-to-day business of one’s life without prompting or intervention from others is a large part of the transition phase of college life. “College provides a supportive environment to help foster the transition from adolescence to adulthood,” says Maatman.

“Parents should help students think through options, evaluate choices, plan strategies, and live with the consequences of their own actions and decisions. When a student leaves for college, parents are in their own transition, learning to relate to and support their student in new ways.”

“Letting students make their own decisions and solve their own problems increases their self-confidence,” says Ponto. “Solving problems empowers, increases competence, and builds pride. Allowing students to solve their own problems provides them the practice to master important life-skills and helps them to successfully make the transition to the work world.”

“There will still be times when it is appropriate for a parent to be involved,” adds Ponto. “Whenever there are questions of safety, parents should get involved. When it is clear that serious and sincere efforts have been made by the student to solve a problem, without the desired result, then it may be appropriate for the parent to step in.”

Recommended reading:
What Parents Need to Know about Dating Violence by Barry Levy
Letting Go: A Parent’s Guide to Understanding the College Years by Karen Levin Coburn
When Hope and Fear Collide by Art Levine.

Parent News, which will now be a feature of LuxEsto, approached four students—a first-year student, sophomore, junior, and senior—with the following idea. Write a letter to your parents about the particular challenges of a given year at Kalamazoo College and the ways by which your parents most effectively supported you in meeting those challenges. We begin the series with a letter from sophomore Clara Berridge, to her father, Robert, about the particular challenges of her sophomore year. Clara and Robert worked on the letter together, and it reflects and summarizes actual interaction between the two during Clara’s sophomore year. Clara is from St. Clair, Mich. She maintains a 4.0 grade point average at the College and recently completed a Fall term in the College’s Philadelphia program (an experience that will be featured in the Summer LuxEsto). Robert’s nickname for Clara derives from Harper Lee’s To Kill a Mockingbird.

Dear Dad,
I’m sorry for overreacting the other night. Choosing a major has been hanging over me like my drooping car ceiling. Before I spoke with you, I had convinced myself that this decision would be the most life-shaping one of my college years. I felt that my major would either enhance or diminish the probability of my falling into my passion. So, I worried, I had certainly better get this one answer right! Your advice gave me a different perspective on the decision. After repeating my name several times, interrupting my desperately indecisive rambling, you said four words: “It does not matter.” Wow. What a relief. It doesn’t? No, because, as you put it, I can succeed in anything I choose to do. There are many right answers, and it was your calm demeanor in the midst of my paranoia that drove this point home.

Of course, you did mention the word “employment” in relation to my tentative majors. Maybe not a good idea. It momentarily blew your notable saying—“Do what you love and the money will follow” to bits. I don’t want to worry about trying to come up with a realistic job description for a sociology, English, or art major. I just want to choose one. I appreciated your attempt (even though it didn’t work) to recover by telling me that future employment was “just something to consider.” And I admit that I overreacted when I said I should avoid considering that issue, that it might be the last straw that causes me to drop out and become content with a job that lacks stimulation and, perhaps more importantly, the growth potential to pay for a comfortable nursing home for future dependents. You intuitively picked up on my aversion to the “E” word and redirected my focus to the content of my courses.

Well, besides that permissible slip, you’ve been very supportive and reassuring, allowing me to direct my attention to the true decisive matter at hand: where to go on study abroad. Again, I have to give you credit for being a fabulous mediator between myself and myself during the heated debates regarding destination and duration. You said you believed in my ability to delve into any experience I choose, and that gave me a sense of great empowerment. I feel

Late January, Nearly Halfway Through the Sophomore Year

Karen Levin Coburn

To Killer A Mockingbird

Parents often have a hard time letting go of their children,” she says. “And it can be very difficult to know when to step back and allow their son or daughter to make their own decisions.”

But decision-making skill, adds Barbara Vogelsang, associate dean of students, is a crucial part of an excellent education. And if students are not allowed to handle problems, they will not develop the skill.

“Making good decisions and solving problems need not be complex, if one approaches problem solving as a six stage process,” Barbara advises. “First, the student must recognize and formulate the problem. Next, interpret the problem. Then construct a course of action, develop a plan, implement the plan, and, finally, evaluate the outcome.”

Vaughn Maatman, associate dean of students, says that learning to handle the day-to-day business of one’s life without prompting or intervention from others is a large part of the transition phase of college life. “College provides a supportive environment to help foster the transition from adolescence to adulthood,” says Maatman.

“Parents should help students think through options, evaluate choices, plan strategies, and live with the consequences of their own actions and decisions. When a student leaves for college, parents are in their own transition, learning to relate to and support their student in new ways.”

“Letting students make their own decisions and solve their own problems increases their self-confidence,” says Ponto. “Solving problems empowers, increases competence, and builds pride. Allowing students to solve their own problems provides them the practice to master important life-skills and helps them to successfully make the transition to the work world.”

“There will still be times when it is appropriate for a parent to be involved,” adds Ponto. “Whenever there are questions of safety, parents should get involved. When it is clear that serious and sincere efforts have been made by the student to solve a problem, without the desired result, then it may be appropriate for the parent to step in.”

Recommended reading:
What Parents Need to Know about Dating Violence by Barry Levy
Letting Go: A Parent’s Guide to Understanding the College Years by Karen Levin Coburn
When Hope and Fear Collide by Art Levine.

Parent News, which will now be a feature of LuxEsto, approached four students—a first-year student, sophomore, junior, and senior—with the following idea. Write a letter to your parents about the particular challenges of a given year at Kalamazoo College and the ways by which your parents most effectively supported you in meeting those challenges. We begin the series with a letter from sophomore Clara Berridge, to her father, Robert, about the particular challenges of her sophomore year. Clara and Robert worked on the letter together, and it reflects and summarizes actual interaction between the two during Clara’s sophomore year. Clara is from St. Clair, Mich. She maintains a 4.0 grade point average at the College and recently completed a Fall term in the College’s Philadelphia program (an experience that will be featured in the Summer LuxEsto). Robert’s nickname for Clara derives from Harper Lee’s To Kill a Mockingbird.

Dear Dad,
I’m sorry for overreacting the other night. Choosing a major has been hanging over me like my drooping car ceiling. Before I spoke with you, I had convinced myself that this decision would be the most life-shaping one of my college years. I felt that my major would either enhance or diminish the probability of my falling into my passion. So, I worried, I had certainly better get this one answer right! Your advice gave me a different perspective on the decision. After repeating my name several times, interrupting my desperately indecisive rambling, you said four words: “It does not matter.” Wow. What a relief. It doesn’t? No, because, as you put it, I can succeed in anything I choose to do. There are many right answers, and it was your calm demeanor in the midst of my paranoia that drove this point home.

Of course, you did mention the word “employment” in relation to my tentative majors. Maybe not a good idea. It momentarily blew your notable saying—“Do what you love and the money will follow”—to bits. I don’t want to worry about trying to come up with a realistic job description for a sociology, English, or art major. I just want to choose one. I appreciated your attempt (even though it didn’t work) to recover by telling me that future employment was “just something to consider.” And I admit that I overreacted when I said I should avoid considering that issue, that it might be the last straw that causes me to drop out and become content with a job that lacks stimulation and, perhaps more importantly, the growth potential to pay for a comfortable nursing home for future dependents. You intuitively picked up on my aversion to the “E” word and redirected my focus to the content of my courses.

Well, besides that permissible slip, you’ve been very supportive and reassuring, allowing me to direct my attention to the true decisive matter at hand: where to go on study abroad. Again, I have to give you credit for being a fabulous mediator between myself and myself during the heated debates regarding destination and duration. You said you believed in my ability to delve into any experience I choose, and that gave me a sense of great empowerment. I feel
that Senegal is the right decision despite your subtle hints that you’d have a lovely time visiting in Europe (I hope your tickets are returnable). Your enthusiasm and assurance that what’s truly important is that I follow my interests has been invaluable during these past few months. Thank you for reminding me that I’m lucky to have these opportunities. This always snaps things into perspective and makes the decision process bearable, if not exciting.

One more thing; now that the major and study abroad decisions are settled, I’m having difficulty in my search for an inspiring and engaging internship with stipend for this summer. I appreciate you wanting me to live close to home, yet encouraging me to explore outside options as well.

Like you always tell me, every experience is a learning experience. Because you and I have worked through this anxiety, I’m confident that John will have an easier time when he gets to college. Like me, he’ll have your words of wisdom only a phone call away. I know it’s been frustrating, and you’ve been a great sounding board and a deep well of perspective. It would have been a much more painful process without you. I know we’re both glad my major is declared and study abroad application in. Thanks for not screening my calls.

Until next time,
Love,
Scout

---

**SENIOR PROFILES**

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

**KATE HANNAH**
M/C: English/Political Science/Women’s Studies
S/A: Bonn, Germany
SIP: “Identity Development in Women through Middle Age”
SEEKS: Government agency or non-profit organization involved with women’s and/or family issues; one year paid internship before going to law school

**KATHARINE HATMAKER**
M/C: Psychology/Religion
SIP: “Identity Development in Women through Middle Age”
SEEKS: Working in school systems or in churches as a peer leader or an event planner, aerobics teaching, eventually graduate school in school psychology or counseling psychology

**JEFFERY LUNG**
M/C: Religion (East Asian Religion)/Chinese
S/A: Beijing, China
SEEKS: Translator/ liaison perhaps for an American company with Chinese, film or video production

**GENA MARIE LYNN**
M/C: Psychology
S/A: Beijing, China
SEEKS: Hands-on employment where creativity is demanded daily

**MARGARET CANELOSI**
M/C: Theatre Arts/Women’s Studies
S/A: Aix-en-Provence, France
SEEKS: Stage Management

**DEREK DEE**
M/C: Economics/Mathematics/ Education
S/A: Oaxaca, Mexico
SEEKS: Teaching position for math and economics in a moderate sized school (500-1000) and coaching soccer

---

Clara Berridge outside her apartment in Philadelphia, during the fall 2000. Clara was one of Kalamazoo College’s participants in the Philadelphia Urban Studies program.
ALEXIS D. PODOLNY
M/C: Art/International Area Studies
CD: Documented steps and produced a training manual for custom frame shop looking to expand
S/A: Caceres, Spain
SIP: Writing of a comic book: “Hostess Girl”
SEEKS: Experiential work in the field of computer graphics, web page design, graphic design, or animation

GILLIAN SHAW
M/C: Biology
CD: Veterinary Technician at emergency animal clinic
S/A: Perth, Australia; Integrative Cultural Research Project on various sheep farms working with sheep veterinarians and farmers
SIP: Assisted in testing of fenbendazole and its efficacy against the gastrointestinal parasites of camelids (llamas and alpacas)
SEEKS: Veterinary science; aspects of the veterinary career (veterinary technician, technician’s assistant, research assistant); veterinary school 2002

AUTUMN SPAULDING
M/C: Computer Science
CD: South Perth, Web Page Design
S/A: Kalamazoo College: Integration of Elementary Patterns with Data Structures
SIP: Computer Science, Kalamazoo College; Integration of Elementary Patterns with Data Structures
SEEKS: Computer Science with Java as the primary language; Computer Science Education; writing or other communications skills in addition to computer science

LAURA TAYLOR
M/C: Human Development/Social Relations/Spanish
CD: Oak Park Regional Housing Center, Oak Park, Ill.
S/A: Quito, Ecuador
SIP: Teaching English as a Second Language in El Centro de Educacion y Cultura, Chicago
SEEKS: Social work, community development, English as a Second Language, wilderness therapy

MARY JANE VALADE
M/C: History/Art
S/A: Caen, France
SIP: Smithsonian American Art Museum, Washington, D.C.
SEEKS: Museum studies, curator department

JODY WEINMANN
M/C: Art/Theatre
CD: Rooper Summer Day Camp with gifted children
S/A: Goldsmith’s College, London (studio art and photography)
SIP: Series of paintings dealing with feminist issues
SEEKS: Position dealing with art education, children, community outreach, theatre and/or non-profit organizations

HEATHER WHITE
M/C: Mathematics/Economics/Business
S/A: Madrid, Spain
SIP: Quality Control at General Motors Statistics in Manufacturing; Correlation of Gauges
SEEKS: Actuary position; statistical analysis

STEPHANIE WILKS
M/C: Art/English/Education
CD: Kukul Field Studies Centre and Enki Primary School in Lootoktok, Kenya
S/A: Quito, Ecuador; Integrative Cultural Research Project at Abraham Lincoln Escuela Para Ninas
SIP: Series of ceramic sculptures with theme of figurative sculpture on what is pleasing to the touch and not the eye, an interactive exhibit
SEEKS: Position involving art, education, and/or traveling

JOSEPH WOOD
M/C: Economics/Business
CD: Finance Department of Great Lakes Steel - Ecorse, Mich
S/A: Madrid, Spain
SIP: Online Investing Research
SEEKS: Financial advising or investments
Bach and 1833

1833 Society members enjoyed the 2000 Bach Christmas Concert, a highlight of the holiday season. James Turner, associate professor of music, conducted the chorus and orchestra, which featured soloists Diane Penning, Barbara Wiltsie, and Howard Tejchma. Alfrelynn Roberts, director of summer programs at Kalamazoo College and a gifted soprano, sang Cantique de Noël. The audience also had a chance to sing, accompanied by President James F. Jones, Jr., on the organ. After the concert, 1833 Society members strolled to the Hodge House, enjoyed a supper buffet and one another’s company. The 1833 Society includes all alumni and friends of the College who donate $1,000 or more annually to the Kalamazoo College Fund. Pictured at the Hodge House event are: top photo, Alfrelynn Roberts; middle, Jan Jones (left) and Marian Starbuck; bottom, Peg Edmondson and Jim Stewart.

Stay Connected!

Do your friends know where you are ...in cyberspace? Have you changed your e-mail address but forgot to tell your Kalamazoo College friends?

You don’t have to let that happen again. The Alumni Association offers you e-mail forwarding-for-life! Use ALUMail to link to your latest email address and automatically forward you messages. Register at https://www.kzoo.edu/aluminfo/alumail/, and pick the username that you’ll only have to give out once to stay connected for life.

Regional Alumni Events

When January snow blankets the campus, Hornets gather in Florida. Kalamazoo alumni, parents, and friends met in Fort Myers on January 27 at the home of Roger ’68 and Dian Brownell to reconnect with the College and hear the latest news from campus. Gary Dorrien, the first Ann V. and Donald R. Distinguished Professor at Kalamazoo College was the featured speaker and living proof of the powerful impact of gifts to the College. The endowed professorship was made possible by a $2 million gift from Don and Ann Parfet to the College’s campaign, Enlightened Leadership: Kalamazoo College in the 21st Century. Currently in its nucleus phase, the campaign’s public kickoff will occur in October 2001 during homecoming. Don is the current Chair of the College’s Board of Trustees.

After Fort Myers, Professor Dorrien and several Advancement staff mem-

bers visited a January 28 Sarasota gathering at the home of Richard ’49 and Georgia Meyerson. It was indeed a Super Sunday event, but not in the way the NFL would have you think! The distinguished professor again energized the group of nearly 30 College constituents with his testimonial of the power of the Kalamazoo farther journey.

Reconnect with Emeriti Faculty

The intent to reestablish contact with a particularly inspirational teacher is nearly universal. Nevertheless, surprisingly few people act on that inclination. Kalamazoo College Alumni Relations would like to make it easy for you to contact professors who may no longer be working in the classroom.

The following emeriti faculty would love to hear from former students.

Rolla Anderson
Rollansa@aol.com
Mary Beth Birch
mbirch@kzoo.edu
Margarita Campos
campos@kzoo.edu
Richard Carpenter
carpenter@kzoo.edu
Hal Harris
hharris@kzoo.edu
Conrad Hilberry
hilberry@kzoo.edu
Joan Hinz
jhinz@net-link.net
Berne Jacobs
jojacobs@voyager.net
George Nielsen
nieelsen@kzoo.edu
Eleanor Pinkham
pinkham@voyager.net
Kathie Rajnak
krajanak@kzoo.edu
Stanley Rajnak
rajnak@kzoo.edu
David Scarrow
scarrow@kzoo.edu
Lawrence Smith
musicbrl@earthlink.net
T. Jefferson Smith
smith@kzoo.edu
Wayne Wright
wwright@kzoo.edu
Class Agent Information

Farewell and Welcome

We would like to thank Jim Wetherbee ’46, Marilyn Wetherbee ’46, and Robin (Lake) Lesperance ’90 for their hard work and dedication as Class Agents. Their service to the College and their classes was characterized by excellence. The three have recently resigned as Class Agents, and we wish them well with their future endeavors.

We extend an appreciative welcome to six new Class Agents. Their work on behalf of College and class will ensure and enhance the excellence of the Kalamazoo College learning experience.

Bob Neeser ’53
Jack A. Bowen ’55
Mary McDonald Kugler ’55
Suzanne (Kleinsmith) Saganich ’83
Holly (Rarick) Witchey ’83
David Rhoa ’90

Dear Class of 2000:
The College seeks a class agent for the Class of 2000.

Class agents assist the Alumni Relations/Kalamazoo College Fund staff plan class reunions and to maximize the number of donors and annual gifts to the Kalamazoo College Fund. The rewards of acting as class agent derive, in part, from knowing that you are indispensable in making the Kalamazoo College learning experience possible for future generations of students. The Kalamazoo College Fund and the College’s endowment enable the farther journey that is the Kalamazoo College undergraduate experience. Additionally the agent for the Class of 2000 would have the opportunity to become more involved in the Kalamazoo College community to reinforce his or her relationships with fellow classmates.

If you would like more information regarding the position, please contact Marlo Farmerie-Pastore, Assistant Director of Alumni Relations and Kalamazoo College Fund either by phone at 616.337.7236 or by email at mpastore@kzoo.edu.

Emeritus Club Notes

The Class of 1951 will celebrate their 50th reunion and honor their induction into the Emeritus Club at the annual meeting breakfast June 9th, 2001. On this occasion, the College also will honor Citation of Merit recipients. They are Louise L. Goss ’48, John D. Montgomery ’41, H. Lewis Batts, Jr. ’43 and Jean McColl Batts ’43 (posthumous).

Other classes holding their reunions during Commencement weekend are the Class of 1946 (55th reunion) and Class of 1941 (60th reunion). Class Agents Dr. Robert T. Binhammer ’51 and Dr. Richard A. Walker ’41, have begun organizing their respective class reunions. Jim and Marilyn Wetherbee ’46 recently resigned from their class agent status after five years of tireless service. A search for their replacements has begun.

Upcoming Regional Gatherings

Come visit the College this year, and join us when the College visits your area. In 2001, Alumni Relations has planned several regional events to bring a part of the College home to you. In addition, members of the College Advancement team will be traveling around the country to meet with alumni, parents, and friends in small informal groups. Watch the College web page at www.kzoo.edu/alumninfo for additional details or changes to the schedule. Look for your personalized invitation in the mail to events in your area, or call Alumni Relations office at 616 337.7288. We look forward to seeing you!

Events planned include San Francisco (May), Detroit (June), Chicago (July), Kalamazoo (August), and New York (September).

2001 Campus Events

Commencement/Emeritus Weekend 2001

Friday, June 8, Class Reunions, 5:00 p.m.
• Class of 1941 - 60th Reunion
• Class of 1946 - 55th Reunion
• Class of 1951 - 50th Reunion

Friday, June 8, Baccalaureate, 8:00 p.m., Stetson Chapel

Saturday, June 9, Emeritus Club Annual Breakfast Meeting, 8:00 a.m.

Saturday, June 9, Kalamazoo College 165th Commencement Ceremony, 1:30 pm

Homecoming Weekend

Friday, October 19, Enlightened Leadership: Kalamazoo College in the 21st Century Opening Celebration, 8:00 p.m.

Saturday, October 20, Homecoming and Class Reunions
• Class of 1956 - 45th Reunion
• Class of 1961 - 40th Reunion
• Class of 1966 - 35th Reunion
• Class of 1971 - 30th Reunion
• Class of 1976 - 25th Reunion
• Class of 1981 - 20th Reunion
• Class of 1986 - 15th Reunion
• Class of 1991 - 10th Reunion
• Class of 1996 - 5th Reunion

Mark your calendars and plan to Come Home to Kalamazoo!
LESSON IN CITIZENSHIP

Donald C. Flesche - Weimer K. Hicks Award

When Don Flesche visited Kalamazoo College for the first time, shortly after receiving his PhD from Washington University in St. Louis, he knew this was the place he wanted to be.

“I didn’t even consider anyplace else,” Flesche says. In 1962, Flesche began teaching in the political science department he would later chair.

Perhaps Flesche is best known for being the “Voice of the Hornets.” For more than thirty years, Flesche’s voice has tickled the ears of Kalamazoo College sports fans.

Flesche is also recipient of the Florence J. Lucasse Fellowship, the Distinguished Service Award, and the Green Jacket Award for his work with the USTA. He was the College’s first recipient of the Frances Diebold Award for outstanding interest and participation in student events.

Colleague Kathleen Smith, professor of romance languages, says of Don Flesche: “His teaching transcends the usual definitions of classroom instruction, for whatever Don is doing on campus and wherever you find him in the city of Kalamazoo, he is always teaching. And the lesson is a consistent one for a scholar trained in political science, for it is a lesson of citizenship.”

FIGHTING FOR CHILDREN

Kathleen M. West - Distinguished Achievement Award

“Substance abuse is now a hallmark of our justice system,” says Kathleen West ’77, a public health professional with expertise in that field.

West’s research and work for nearly two decades has been on children prenatally and environmentally exposed to alcohol and other drugs, and their medical, developmental, and social placement experiences and outcomes. Her work includes program development and administration, policy development and implementation, research, advocacy, training, curriculum development, and technical assistance.

Her recent work has been on the development of multi-disciplinary teams and effective interventions with drug-endangered children. West has received many awards for her work, including a Watson Fellowship for international research on “The Actual or Potential Roles of Traditional Birth Attendants as Key Public Health Figures in Sierra Leone and Sri Lanka” – a result of her study abroad experience to Sri Lanka while a student at Kalamazoo College.

Kathleen West resides in Santa Monica, California with husband Alex Capron, a bioethics professor who teaches at the USC law and medical schools. They have four sons: Jared (25), Charlie (10), Christopher (8), and Andrew (6), the youngest of whom are seen in the photo below.

SHARING THE BLESSINGS

Tom and Mary Lou Smith - Distinguished Service Award

Mary Lou Smith worked as a kindergarten and preschool teacher for 17 years. Tom Smith was vice president and director of corporate purchasing for IT&T. He had previously held similar positions with General Motors (21 years) and Massey Ferguson (5 years). His work provided ample opportunity for world travel, as he logged nearly two hundred trips to Europe, South America, Mexico, Africa, Australia, New Zealand, and the Far East. When raising three sons allowed, Mary Lou was only too happy to be a travel companion.

Despite their busy schedules, the couple found time to volunteer their time and energy to their communities and to Kalamazoo College. Both are active in Flint area alumni activities. Mary Lou was co-chair in fundraising efforts for Kalamazoo College and co-chair for the Annual Fund for the 1833 Society. Tom was chair of the same committee, as well as a committee member to organize reunions. He was a trustee for the College in the 1970s.

“We are pleased that over the years we have had a small chance to repay Kalamazoo College for all that it has meant to us in our own lives.”
While many members of the Kalamazoo College community gathered with family in December to celebrate the holidays, Yukiko Yoshida, an international student from Tokyo attending Kalamazoo College for one year, decided to take a quick trip to Kenya during the College’s winter break.

Since 1998, Yukiko has applied to various “workcamps” through an organization in Japan called NICE, an acronym for “Never-ending International Workcamps Exchange.” NICE is an organization created to encourage and promote global friendship, understanding, and solidarity by sending youth to live and work with local people and learn their customs.

Yukiko writes of her experience:

We worked at a Maseki village, about a 5-hour drive from Nairobi. No electricity, no running water. People use firewood to cook and they bring water from the river or draw it from a well. They have to collect the firewood from the mountain, and the wells are often very far away from their houses.

Four German students, four Kenyan students, two local volunteers from the nearby village and I worked together.

Our main task was to dig holes for toilets, for a well, for planting banana trees and for storing compost.

When the day’s work was done, we were invited to local homes for dinner. We learned to weave baskets and enjoyed a cultural festival. We made German and Japanese dishes to share, and the villagers prepared a dish of traditional Kamba. We learned African dances and arranged a meeting between the local government and the local women’s group to discuss shared issues.

I believe the time we shared—visitors and villagers—changed our perspectives of people from other parts of the world. Each visitor was given a Kikamba name. Mine was “Mutanmue,” which means – “always happy.” By the end of the two weeks, I felt I had 48 new mothers in the village.
"A minister's daughter could get away with anything!" Evelyn (Grosa) Meyer '37 laughs. She can tell endless stories to prove it. Evelyn's memories of her years at Kalamazoo College are a wealth of mischief and fun. "Harmless stuff," she adds. "But oh, those were great times!"

Born in Adams Basin, New York, where her father was a Baptist minister, Evelyn later moved to Cambridge, Massachusetts, then to Monson, Maine, and finally to Manistique, Michigan. She attended Kalamazoo College during the harsh years of the Depression, yet she remembers the creative ways students wrung the most from their nickels.

"We learned to have cheap fun," Evelyn says. "We would toss a coin – heads, we would go to one theatre, tails, we would go to the other theatre, and if the coin landed on its edge, well, then we would stay home and study."

When spring weekends rolled around and the tempting spring air stirred the blood, Evelyn would plan a trip off-campus. "In those years," she says, "you needed a parent's permission to leave campus. When I was asked if I had permission, I declared to my housemother: 'Of course I have permission! My mother would not have let me attend this college if she didn't trust me!' And so I was allowed to go." But did she really have her mother's permission? Evelyn laughs once again, spring still in her blood. "No. My mother never said any such thing."

When it comes to supporting her alma mater, Evelyn Meyer gets serious. She has found the perfect solution to make possible a substantial yearly gift to Kalamazoo College that enables the students of today – and tomorrow – to create the wonderful memories Evelyn Meyer finds so heartwarming many years after graduating. Evelyn's solution was to use her life insurance policy as a vehicle of philanthropy. She has made Kalamazoo College the owner and beneficiary of a life insurance policy worth more than $600,000 in death benefits. With tax deductible annual gifts to the College, which the College then uses to pay the premiums on the policy, Evelyn is able to fund an endowed scholarship for Kalamazoo College students who need the financial help.

"It's my way of giving back for all of those good memories," Evelyn says.

The Meyers reside in Clearwater, Florida, where Lynn Jackson, director of major gifts, frequently visits her.

For more information on this type of gift to Kalamazoo College, contact Lorene Noe, director of gift planning, at 616.337.7238 or lnoe@kzoo.edu.