CHIMP CHAMPS
CLAIRE & JON STRYKER ’82
“We’re gonna need a bigger blanket!”
Forecast: showers of scientific equipment extending far into the future. Outcome: an excellent science, math, and computer science undergraduate experience for Kalamazoo College students.

Thanks to a grant from The Charles A. Strosacker Foundation and a grant from the Kresge Foundation that included a challenge element answered by 375 Kalamazoo College graduates, the College acquired more than $1.25 million for scientific equipment for biology, chemistry, physics, mathematics, and computer science. A portion of the money was used to purchase equipment like the gas chromatograph/mass spectrometer and the ultraviolet-visible spectrophotometer pictured at left falling like manna from heaven. More than $700,000 will be used as an endowment to maintain current equipment and purchase new equipment in the future.

The Kresge Challenge required the College to raise $500,000 from its graduates and friends. A team of 50 volunteers, many of whom were recruited directly or indirectly by the professors and staff pictured at left, networked with 375 graduates, most of whom were science majors. Together they shattered the $500,000 goal by raising more than $700,000. “We congratulate and thank all that generously gave back to their College through the Kresge Challenge,” said Jan Block, director of corporate and foundation relations, who coordinated the fund raising effort. She is pictured with fellow colleagues—some current, others retired—who helped build the network of graduate science major donors and identify the equipment needs (l-r): Jean Calloway, George Nielsen, John Fink, Sally Olexia, Paul Olexia, Jan Block, and Tom Smith.
September 16, 2001

I live in New York and work for the Wall Street Journal, which was located across the street from the WTC. I had a meeting scheduled last Tuesday at 10 a.m. in the World Trade Center, Building No. 7. That's not one of the twin towers, but it did collapse around 5:30 p.m. the evening of the 11th. Had the meeting been scheduled for 9 a.m., I'm sure my life would be very different. Maybe I would be dead, because some people who weren't trapped in the buildings were killed by falling debris as they tried to escape. I've thought a lot about that over the past few days.

I first heard about the first plane crash as I was leaving the door to my apartment in mid-town Manhattan to get the subway downtown. At about 8:50 a.m., an announcer on the local NPR station said something to the effect of "Flash! A plane has crashed in the World Trade Center." At first, I thought a corporate jet or some other small private aircraft had crashed. What else would be near the buildings? I walked out the door before getting more details because, although it usually doesn't take more than 30 minutes to take the subway to Wall Street and walk a few blocks to my office, I wanted to get there early, to pick up a notebook and check my e-mail before going to the meeting in the WTC.

The train was unusually slow going downtown. There was a long delay at the 14th St. station, and at West 4th St., three stops north of the WTC station, the conductor ordered everyone off the train. I was annoyed that I would have to walk about a mile or two, and figured that nixed any visit to my desk before the meeting. When I walked up the stairs at 4th St and 6th Ave., I had a clear, unobstructed view of the World Trade Center.

It was about 9:30 a.m., and both buildings were on fire. That's when I heard about the second crash. Traffic had stopped, and the first wave of people covered in dust were walking uptown, silently, staring into space. Indeed, it was all extraordinarily quiet by New York standards. No one was shouting or screaming. People just looked at the towers. Your mind just isn't prepared to cope with a sight like that, which is why I, like probably many people watching it all on TV, thought I was watching a movie. You couldn't hear the buildings burn from where I was standing. No screams. No traffic. This was a nearly silent movie.

For some reason, I still thought I was going to go to that 10 a.m. meeting. I just could hear my editor saying, "How could you walk away from the story of the year? You could have asked the people you were interviewing what they thought about when they felt the plane crash!" I stopped in a deli and bought a 75-cent cup of coffee. As I drank it, walking further south, I saw more and more people, getting sootier and sootier along the way. Then I started to smell the fire, a smell that has crept up once or twice every day since and always makes everyone incredibly sad. I figured that it maybe would be a good idea if I called my editor before getting any closer. Finding a pay phone wasn't easy. Cell phones didn't work at all, and there were lines five- to six-person deep for pay phones. I turned left and entered Soho, a place where people live about tiny boutiques and the kind of trendy restaurants where salmon isn't just cooked, it's cedar-plank roasted. Up along McDougal St. I eventually found a working public phone. I called the office. No one answered. It turns out they were all being evacuated. I tried to call my parents in Chicago, but it was impossible to make a long-distance call. Fortunately, I was able to reach my girlfriend, who lives uptown, near Columbia University, and told her I was fine and wouldn't she please call my parents to say I'm still alive? Then I called a friend who lived in the area and said "Can I come over — right now?" He said of course, and that's where I saw the buildings collapse on television. I haven't gone to work this week. The building holding my office, World Financial Center 1, across the street from the WTC, is at least in desperate need of a very good cleaning. There may be damage to the foundation, no one knows yet. Considering the building was built on landfill, a combination of garbage and dirt gathered from digging a hole for the WTC, well, it doesn't exactly fill me with confidence. Still, with a cell phone and laptop computer, I can do some stories, although I really do miss my rolodex.

All in all, it's great to be alive.

Sincerely,
Aaron Elstein
Cover:

On 150 acres of what was once an orange grove west of Fort Pierce, Florida, a small island rises gently from a surrounding moat. It is a sanctuary of hope, the Center for Captive Chimpanzee Care, funded in part by Jon Stryker ’82 and the Arcus Foundation for Great Apes. See pages 6–11.

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Printed on:
80# Mirage Gloss Cover
70# Mirage Satin Text
70# New Life Opaque Text
Manufactured with 20%/30% Post Consumer Heritage Paper
President Jones often receives letters near Commencement, when many seniors reflect upon the meaning of Kalamazoo College. The President recently shared two such letters with LuxEsto.

July 2, 2001

Dear Dr. Jones:

Four years ago when I first stepped into the "bubble," I had no idea how fundamentally and wonderfully Kalamazoo College would affect me. As a student I journeyed to Chicago for a publishing internship, I traveled to France to study abroad in Strasbourg, I explored the letters of World War I doughboys for my SIP, and I completed a double major in English and history.

These experiences—sometimes difficult, always enlightening—helped me to gain a teaching assistantship and full scholarship to Purdue University, where I will study rhetoric and composition.

As I trade my Hornet wings for a Boilermaker cap, please know how proud I am to be a Kalamazoo College alumna.

Alexis Ramsey '01

July 3, 2001

Dear Dr. Jones:

When Dr. Brockington visited me in Israel this past April, he suggested that I send you a quick message regarding my study abroad experience. And I agreed that it was a good idea and put it on my list of things to do. That list grew longer as my 10 months in Beer Sheva reached its conclusion. Now that I am back in the U.S. (homesick for Beer Sheva and Negev), I am finally writing to you.

Israel taught me a great deal. And it wasn't just being in a foreign culture that taught me; I've been traveling and living abroad since I was very young and was used to culture shock. It was being in a culture in tension with itself and its surroundings, a culture based on a desperate drive for survival, that challenged me. I understand politics now, if that is even possible. I have a greater understanding of religion and how it rules people's lives. I appreciate certain aspects of American culture now, and, in turn, I am able to articulate those aspects that I would like to change. I have more clearly defined my goals and ambitions [as a result of] living in Israel.

One chilly evening in February, as I was reviewing Hebrew verbs in my room at Ben-Gurion University, I heard the rumbling of ambulance helicopters, and from my window I watched two Israeli Defense Force craft hover and land in the field between my dormitory and Soroka Hospital. When the commotion subsided, my eyes returned to my verbs, but my mind focused on a conversation with an Israeli friend about his recent milu'im, or reserve duty. He had just returned from a week at a Gaza checkpoint "looking for bombs in cars and on people." "Are you serious," I asked nervously. "Did you find any? Did you see any rioting?"

"Not this time," he answered. "When I was on my regular tour of duty I was hit in the head by a stone. I was up in a building and I saw a kid. He had a rock. He looks at me, and I say, 'No way, not up here,' and then it came. Pop, and my head went back like this." He demonstrated and then revealed the dark scar on his scalp where his hair refused to grow.

"And the blood was running into my eyes and I didn't know what to do. The radio kept yelling 'Do not open fire!' So I clicked the safety, let blood run into my eyes." I looked at him blankly; it was my first story directly from the front.

If there is one thing I would like to bring back with me to Kalamazoo College from Israel it is an understanding that the world extends far beyond Academy and Lovell Streets. In Israel I was surrounded by a desperate situation, and I had the choice to return to safety and home. Though I was never in any immediate danger in Beer Sheva, the air was thick with tension throughout the country, and I worried and cried alongside my Israeli friends and family. I came to appreciate that those friends lived in that reality permanently. I hope I can impart this appreciation for the outside world to people with whom I interact on campus.

Keep me in mind if you ever want to chat about the Middle East. I'll always make time for talking about my favorite place.

Sincerely,

Alexis Alexandridis '02
Amy Schaus graduated magna cum laude from Kalamazoo College in June 1999. She earned honors in her English major and wrote some remarkable poetry and prose, much of it based upon her study abroad in Dakar, Senegal. That she should so soon after graduation be so closely associated with the publication of a unique and successful book of poetry should come as no surprise, given her grades, her writing ability, and the high praise of her professors. Amy was among the best students in her class. When LuxEsto asked her about the recent success of Spring Essence, Amy sent the letter below. She also noted that Copper Canyon Press "uses a regular stream of interns, so any Kalamazoo College student interested should look at the website or send a resume to Joseph Bednarik, Copper Canyon Press, P.O. Box 271, Port Townsend, WA 98368. We have a small staff, so internships are pretty hands-on. And Port Townsend is beautiful, with part-time jobs in the service industry pretty available in summer. CCP doesn't pay interns, except in books and broadsides."

April 15, 2001
Two months after I graduated from Kalamazoo College, I packed all of my earthly belongings in a car and headed toward Seattle. I had no idea what I was going to do when I got there. I was exhausted from four years of intense study, and the last thing I wanted to do was pick up a book! Little did I know...

A week later, I found myself parked in front of a small white barn-like building in a state park two hours northwest of Seattle. Green letters above the loading doors marked it as Copper Canyon Press. I recognized the name and was familiar with Copper Canyon's work. I had purchased my first Copper Canyon book while living in Brooklyn during an extended internship through the New York Arts Program: New York was the perfect place to fall in love with poetry, typography, and the art of the book. The following year Gail Griffin reminded me about Copper Canyon when I told her I was going to Seattle.

I've been out of school for two years, and have spent the large part of that time working with Copper Canyon. The Press began as a two-person operation in 1972, and all of its books were printed exclusively on the letterpress with hand-set type. The change was made from letterpress to trade printing in the mid-1980s, and we are now in the throes of growth and change again. We are increasing the number of titles we publish every year. My job as production manager (Copper Canyon's first ever) is to guide each of those books through production. The work includes scheduling and setting deadlines for every book, as well as creating and implementing new systems, both in new book production and in reprinting books that have sold out of stock.

Readership of Copper Canyon's poetry books is steadily increasing. John Balaban's translation, Spring Essence: The Poetry of Hồ Xuân Hương, brought into print a trilingual collection by an 18th-century Vietnamese woman whose poems address women's rights, sexuality, and politics in a way that resonates in 21st-century North America. The original Vietnamese calligraphy, Nom, was for the first time digitized as a font and presented next to the modern Vietnamese and John Balaban's English translations. It was a special book for the Press, and one of the first that I helped produce from beginning to end. The final couplet of one of its poems ("Country Scene") transcends the daily routine and brings home the weight of the work I do:

A bell is tolling, fading, fading
just like love. Only poetry lasts.

Amy Schaus
Port Townsend, Washington
On 150 acres of what was once an orange grove west of Fort Pierce, Florida, a small island rises gently from a surrounding moat. Wooden beams jut at odd angles from the tall grass, strangely reminiscent of crucifixes. But this is not a place of sacrifice. It is a sanctuary of hope and the first of its kind - the Center for Captive Chimpanzee Care.

Climbing structures here and there seem to beckon; tire swings, climbing nets, and hammocks seem to say, "have fun, relax." But - beckon to whom? Not a human being is in sight.

Answer: chimpanzees. But there are human beings behind the scenes of this sanctuary. Jon Stryker ’82 is one. He helped create this island sanctuary that will soon be home to as many as 150 chimpanzees. The Arcus Foundation, founded by Jon Stryker and Robert Schram in 1997, gave a $1 million matching grant to the sanctuary to begin construction three years ago.

The Latin word for arc or arch, "Arcus" connotes bridging a
gap, providing support, or offering shelter. The word also refers to rainbows, a symbol of diversity and a promising future. Jon and his life partner Rob founded the Arcus Foundation as a family foundation to contribute to a pluralistic society celebrating diversity and dignity, investing in youth and justice, and promoting tolerance and compassion. Jon recently gave $5 million to the College’s fundraising campaign, *Enlightened Leadership*, through the Arcus Foundation. A strong interest of the Foundation is the support of animal rights, especially those of great apes. For this specific purpose, it established the Arcus Great Apes Fund.

“Supporting the Center for Captive Chimpanzee Care is one of the most complex projects we have undertaken,” Jon says. “But it’s also the most gratifying. To play a part in saving these lives means a great deal to Rob and me. While I was a student at Kalamazoo College, I spent some time in Peru tracking monkeys – and that was part of an experience that changed my life.”

Under the guidance of such prominent primatologists as Jane Goodall and Roger Fouts, and with the fundraising muscle of Carole Noon, director of the Center, the sanctuary houses chimpanzees in need of refuge, providing an enriching environment geared towards their intelligence and needs.

“About three years ago,” Jon explains, “the Air Force was getting rid of their space chimps. These are the descendents of the chimps that 40 years ago were sent into space to test the possibilities of human space travel. Once the need for such testing was over, many of these chimps were leased to biomedical and research labs. We established the chimp sanctuary as a refuge. They deserve a retirement of comfort with conditions based on their needs rather than ours.”

Initially captured as infants in the wild for space research purposes, the chimps or their offspring have lived in cages for the duration of their...
lives, which can span 50 to 60 years. Air Force space flight tests included exposure to powerful centrifugal and gravity forces. Other tests measured loss of consciousness when chimps were exposed to intense decompression.

The first “chimponaut,” 3-year-old Ham, was sent into space in January 1961. NASA archives state: “Ham’s survival, despite a host of harrowing mischances, raised the confidence of the astronauts and the capsule engineers alike.” Three months after Ham’s orbit into space, Alan Shepard followed in the path blazed by the chimpanzee. Later in 1961, Enos, another chimp, was launched into space. Due to a gross malfunction of the reward-punishment system, Enos had to endure a painful electric shock for every correct maneuver he performed. Rather than alter behavior he had learned during a year of intense training, Enos tolerated the shocks and successfully completed the mission. His work prepared the way for John Glenn, the first astronaut to orbit the earth.

The public cheered and applauded NASA astronauts but forgot the chimpanzees. They were reassigned to “hazardous mission environments” or sold to research labs as subjects for medical experiments.

“I learned about the plight of these chimps from Roger Fouts’ book Next of Kin,” Jon says. “He is a comparative psychologist who has worked with chimpanzees for over 30 years, including Washoe, the chimp who communicates with humans using sign language. The intelligence and communicative skills of these animals are remarkable. It was important to me to do my part in paying them back for all of their contributions and service to humankind.”

Jon is aware of the intelligence of chimpanzees and other great apes and monkeys, not only through his reading and his Kalamazoo College study abroad experiences. He also owned a pet Capuchin monkey as a boy.

“That was a mistake,” he now says. “Owning any kind of chimpanzee or monkey is a mistake. Like many, I thought they were cute and little, based on their portrayal in movies. Movie chimps are babies, because adults are too large, too strong, and potentially too wild for studio work. The grins and smiles you so often see on the movie screen are actually grimaces of terror.”

Jon recalls when his pet monkey outgrew his home and Jon’s ability to give him the full-time care he needed. Writing countless letters and making endless telephone calls, he searched for an appropriate home for his pet. Finally, he found a zoo to take the monkey, but was discouraged by the limitations of the zoo. “At that time, there were no sanctuaries created specifically for the needs of these wonderful animals,” Jon remembers.

That was years ago, when Jon was 14.
Recently, Jon’s 12-year-old daughter Claire rekindled the memory of his childhood frustrations in finding a good home for his pet monkey.

“She was curious about chimpanzees and was surfing the Net one day, reading about Jane Goodall’s work. She wanted to learn more. She wanted to contribute in some way to the plight of all the chimpanzees living out their lives in labs and cages. Claire was my inspiration to become involved in the Center for Captive Chimpanzee Care in Florida.”

A highlight of Jon’s involvement with the sanctuary was meeting Jane Goodall, who now serves on the board of directors there. Goodall is widely recognized for her three decades of research on the chimpanzees of the Gombe Stream Reserve in Tanzania. Her books and many television documentaries provide a picture of the development, social behavior, ranging patterns, feeding habits and lifecycle of wild chimpanzees.

Although Jon is an architect by profession (he majored in biology at Kalamazoo College, then earned his master’s in architecture at the University of California-Berkeley), his interest in nature
has remained with him from his Kalamazoo College days. Along with a long list of charitable interests, he has been involved with the Kalamazoo Nature Center, a natural habitat of approximately 1,000 acres recognized as one of the nation’s top nature centers. He accompanied Jane Goodall on a tour of the center. Goodall was at that time building a nature center in Tanzania and was so impressed with the Kalamazoo Nature Center that she suggested an exchange program between her center in Africa and the KNC staff. Arcus Foundation funded this one-year pilot program.

“Kalamazoo College taught me the value of travel and the value of exchanging ideas with people who, because they differ from you, may view and approach problems in ways from which we can benefit. It’s this exchange that makes us global citizens,” Jon says. His concerns, he adds, and the goals of the Arcus Foundation, are to encourage tolerance, understanding, and a celebration of diversity. His gift to Enlightened Leadership was the largest made by an individual in the College’s history.

“When I made a gift to the chimp sanctuary,” Jon says, “it was to encourage respect for all life, in all its diversity. When I decided to make a gift to my alma mater, it was important to me to encourage the kind of diversity and shared values that so enriched my own college experience. My study abroad was life transforming, and my gift to the College is to keep that type of experience possible to future generations of Kalamazoo College students.”

Jon attributes his interest in the great apes and their preservation in part to the career internship and study abroad experiences he had in Costa Rica. There he counted and described bat bites on fruit to understand the feeding habits of 30 species of bats. During his time in Costa Rica, Jon traveled widely through Central and South America, and his explorations included hitchhiking through the Andes on the backs of cattle trucks.

Jon and Rob, along with Jon’s daughter Claire and son Steven, are frequent visitors to the Center for Captive Chimpanzee Care. Children and chimps interact with ease. A chimp hoots at the sight of potential playmates, fills its mouth with water from a bowl, and squirts mischievously at the children, who jump gleefully — but too late — out of the way.

“It’s important to understand, however,” Jon says as he watches the interchange between his children and chimpanzee children, “that this is not a place that we are building for the purposes of human enjoyment. Think of this as a well-deserved retirement home for chimpanzees. There are no plans, except by appointment, to accommodate visitors to the sanctuary. The purpose is to give these chimpanzees a life that approximates as closely as possible the life they would be living had they or their ancestors never been taken from their world.”
Jeannette Cooper ’00 first visited the Kalamazoo College campus on a snowy day in November 1996. All schools in the area were closed, and against the sudden and unseasonably white backdrop, Jeannette perhaps more easily noticed students with purple and green hair on a neat little campus, and knew instantly she had found home.

Not that Jeannette’s hair was purple or green (it’s brown). Rather, that initial image suggested a place that valued tolerance. “That was important to me,” says Jeannette. “And so was the study abroad program. I saw all the flags displayed from the many countries where Kalamazoo has programs, and I went back to my family in Philo, Ohio, and told them my decision: ‘I’m going to Kalamazoo College.’ There was no arguing with me.”

On December 27th, a month after Jeannette’s initial visit to the campus, the acceptance letter arrived. “I remember the moment vividly,” Jeannette says. “I remember where I was sitting. I remember how the light in the room looked. I remember the letter in my hand. There was no surprise in the moment. It was my destiny.”

To Jeannette, life follows a plan. When something is meant to be, nothing stands in her way. No one can convince her to veer from her chosen path. “Unusual is good,” Jeannette says. “Even the name of this college - Kalamazoo - was pleasantly strange to my ear. I was intrigued. This place was going to open doors for me, and I was determined to go through those doors.”

A petite powerhouse with spark in her eyes, Jeannette easily remembers the four-year plan she drew up with her advisor during her freshman year because she never strayed from it. Four years later, she graduated with a major in English and a minor in Spanish and a secondary teaching certificate. She completed each class she had plotted on her four-year proposal. She had wanted to be challenged, and she was.

“I spent six months in Oaxaca, Mexico, for my study abroad,” Jeannette says. “The first two weeks
Jeanette wrote the especially if it’s Jeanette’s will, and she has a plan. But Jeanette discovered that the students spent school from across the state, the country, or the world. A second part of her plan increased student’s exposure to English, and a third educated them about the world beyond Puebla.

“Just as Kalamazoo College opened doors to the world for me, it was now my job to open doors for these students. I was shocked at how little they knew about the world outside of their local community. They had no awareness of the existence of nuclear weapons. They had never heard of the Holocaust. They had little knowledge of religions outside of their own. They had given little thought to human rights.”

On a mission, Jeanette quickly reorganized her classes and began lively discussions. She introduced books from her own collection, unabashedly brought up sensitive political issues for discussion, and demanded that her students use English, remembering only too well her own struggles with learning a new language.

No one was allowed to remain silent in her classes. There was no hiding out in the back row.

“Truth is,” Jeannette admits, “I love my rowdy classes the most. The more noise, the better. I love my troublemakers! They show spirit. But when the noise gets to be too much, ‘La Miss’ – that’s what they call me – gets quiet. Quiet and calm. Then they know it’s trouble.”

It’s respect that keeps the students in line, however, and not the threat of trouble. They are eager to please ‘La Miss.’ When ‘La Miss’ grows quiet and her countenance stern, the class quickly grows silent and ready for her direction.

“Teaching is more than a job to me,” Jeannette says. “It’s my life. I want to make a difference. I will make a difference. Kalamazoo College was the perfect place to teach me how to do that. I give my students challenges, high expectations, and plenty of personal attention.”

From time to time, Jeannette longs for home. Kalamazoo College remains that home. “I’ve missed very few places in my life,” she says. “But I get homesick for Kalamazoo College.” She comes back whenever she can and visits the professors who challenged and cared for her.

And when talk turns to future plans for the life of Jeannette Cooper, her vision is once again clear: “Plans? Me? Yes! I have just returned from a visit to South Africa. And I have applied to work in the New York Public Schools. I am planning to begin work on my master’s degree at Columbia Teachers College in the fall of 2002. They have the perfect program: international education, transcultural studies. After that, I plan to move again. I am very inquieto, you know. That means restless. I need new challenges. And there are many new challenges to face out there – in schools all across the world. Perhaps Israel, India, or Africa. I plan to change the world. One class at a time.”
FROM THE SUITES OF CRISSEY HALL TO THE HALLS OF THE MICHIGAN CAPITOL

Politics might make strange bedfellows, but this political twosome will never become estranged.

Since their days as Kalamazoo College underclassmen, Rebecca Jarvis '93 and Genna (Beaudoin) Gent '94 have been fast friends. Neither graduation, Genna's marriage, nor jobs in other locales kept them from staying in close contact and supporting the other's career. The next twelve months, however, could test this friendship mighty.

Genna is the director of communications and press secretary for Michigan Attorney General Jennifer Granholm. Rebecca is the chief of staff for Michigan State Senator John Schwarz, M.D, from Battle Creek.

Granholm is a Democrat. Schwarz is a Republican. Each is running for Governor.

Message from Rebecca to Genna: “See you on the campaign trail.”
Message from Genna to Rebecca: “Bring it on in 2002, girlfriend.”

In truth, the two political adversaries couldn't be more congenial toward each other and toward their respective bosses.

“It's hard for me to zing Genna,” said Rebecca. “We have a mutual admiration society. I'm always proud of her, and I know she feels the same way about me. We joke that we are representing 'K-Womankind' in Michigan politics.”

Ditto that, added Genna. “Plus, each of us has a lot of respect for the other's boss,” she said. “In fact, our bosses have a lot of respect for each other. They are not the sort of people who take each other on in an ugly kind of way.”

All of which could change by August 2002 when Michigan Democrats and Republicans hold separate primaries to determine which two candidates will appear on the November general election ballot. But the direction of Michigan politics isn't the only thing at stake.

“Where Genna and I are
employed next depends on the election,” said Rebecca. “My current job doesn’t exist past next year; because Senator Schwarz is term-limited in 2002. If Genna’s boss is successful, there will be fewer jobs for people like me in the Administration. The same goes for her if my boss wins.” But neither is talking about throwing in the political towel any time soon. “I have big plans to work for Governor Granholm,” said Genna. Counters Rebecca: “I’m sure I could find a writing job for Genna within the Schwarz Administration.”

Genna began working for Attorney General Granholm in January 1999, following five years with a Lansing-based public relations firm and her 1998 marriage to Chad Gent ’92. She writes or edits virtually all speeches and presentations given by Granholm, as well as countless letters, news releases, website copy, and other written or spoken missives that emanate from the attorney general’s office. She also works closely with Granholm, the communications director, and attorneys from the 40 divisions within the office to research a topic and “determine what key messages and themes we want to address and weave into a speech.”

Rebecca joined Senator Schwarz’s staff in January 1997, and became Chief of Staff three years later. This followed stints with Ford Motor Co. in both Dearborn, Mich., and Washington, D.C., and graduate school at George Washington University. She oversees four staff members and two interns for Schwarz, whose district covers Calhoun County, Eaton County, and parts of Ingham County in south central Michigan. He is one of 38 state senators in Michigan, each representing approximately 250,000 people. Rebecca monitors policy and budget issues and coordinates activities with other senators and government departments. “My most important role is to keep my boss in motion. I keep track of where he needs to be and what information he needs to have in hand when he’s there. I’m both his radar and his shadow,” she added with a laugh.

Neither Rebecca nor Genna credit family tradition for their interest in politics and government service, and neither was active in party politics while at the College. “My parents rarely even voted until I got on my civic duty bully pulpit,” said Rebecca, “and my friends from ‘K’ will attest that while I always remind them when to vote, I never care about which candidate they vote for.”

Same for Genna. “I have no family connection to politics or government, and I was not politically active during my College years. But my career development experience in Washington, D.C., deeply influenced me.” Genna worked for six weeks for then-U.S. Senator Donald Riegle, a Michigan Democrat. Starting in the mailroom, she eventually wrote a few statements and speeches that were entered into the Congressional Record. “It was a heady experience to be so close to the seat of power as a young person. I was overwhelmed by the atmosphere, tradition, and history.”

Rebecca’s Capitol Hill experience helped galvanize her desire to work in government as well. “I would attend committee meetings and conferences on automotive matters and report back to Ford staff. It was a fabulous job. I remember calling my mother and saying ‘I can’t believe they are paying me to know about politics and cars!’”

The future politicos first met while living near each other in Crissey Hall at Kalamazoo College. Both credit the College for engendering a desire “to do something big,” as Genna described it. “I didn’t know what that would be when I graduated,” she said, “but I knew I wanted to do something with a larger meaning. Kalamazoo College prepared me intellectually and emotionally for opportunities in which I could make a difference. Plus, all the writing I did at ‘K’ gave me the confidence and ability to write a great speech!”

According to Rebecca, the ability to think critically, debate a point, and navigate among many subjects are among the skills that she learned and honed while at Kalamazoo College and that she uses often on her job. “Neither Genna nor I imagined that we’d end up here. We both just sort of happened upon these roles without any strong political feelings or aspirations. But our Kalamazoo College experience gave us the wherewithal to seize the opportunities that came our way.”

Regardless of next year’s election outcome, Rebecca and Genna are likely to continue with careers in public service, most likely in Michigan. “I feel that I’ve found my niche here,” said Genna. “Much of what I read in Kim Cumming’s senior sociology seminar stays close to me. When he made us read Habits of the Heart twice, I thought nothing could be worse. But it’s on the bookshelf in my office and I’ve used lessons that I learned from it in speeches for the Attorney General. For instance, the notion that the government’s purpose is to do good, to serve people, and to build community.”

Despite what voters decide in 2002, Rebecca said she is determined to continue working on legislative matters at the state, rather than national, level. “You really have a chance to make an impact. My boss handles the higher education budget. Dealing with universities and colleges is by far the favorite part of my job. I’d like to remain involved in that.”

Rebecca knows that she and Genna will remain good pals no matter whose boss wins. “We love to get together to catch up on our friends and personal life and tell each other stories. That will never end. It’ll be hard on me, too, when her boss loses, but I promise to invite her to the first staff retreat of the Schwarz Administration at the Governor’s Mansion on Mackinac Island.”

Genna, too, sees no end to her friendship with Rebecca, come what may in 2002. “Rebecca and I love to call each other up and get together. We often talk shop, but we steer clear of the delicate inside info. I’m sure we’ll do that after the election, too. Although I’ll try not bring up the subject of her boss losing, and won’t insist that she wear the “Granholm for Governor” pin I gave her for her birthday.”
During the first week of my first year at Kalamazoo College, my grandfather wrote to me.

“My dearest dear,

How has the week gone? I hope better and better. In college there is always something doing and if there isn’t you can make something to do. Our old president used to talk about ‘the spirit of the institution.’ It got to be quite a byword, but nonetheless there is such a thing and the important thing is to get into it and get it into you.”

Marlene Crandell Francis ’58

The president to whom my grandfather referred was Gaylord A. Slocum, who served from 1892 to 1912. The Kalamazoo College that my grandfather, Stewart Crandell, Class of 1903, attended was very different from the Kalamazoo College of today. My grandfather began his studies in the preparatory department, took the traditional classical curriculum (Latin and Greek, Bible, science and history), worked as a janitor to earn his tuition, and attended classes in buildings now forgotten. But like today’s students, he achieved an education that served him well in his career, and he made lifelong friends among his classmates and teachers.

My father, Richard Crandell ’32 followed his father to Kalamazoo College during the depths of the depression. As a Baptist preacher’s kid, he enjoyed some tuition benefits, but he also worked as a waiter in the College’s dining hall (located in the basement of Trowbridge in those days). He majored in economics to prepare for a career in business. He played in the band, sang in the Glee Club, and joined the Sherwood Society. Allan Hoben served as president during my father’s student days. Under Hoben’s leadership many of the buildings around the Quad were built. Hoben expressed the spirit of the institution as “a fellowship in learning,” by which he meant a community of students and teachers living, working, and learning together. Hoben’s vision attracted teachers like Allen Stowe and Frances Diebold and served well the students of my father’s generation.

My grandfather hoped that the spirit of the institution would get into me, and it did. My initiation began during our first fall chapel service, freshman year. The formal Ritual of Recognition for New Students had been written by President Hoben and used since 1927. Sitting in Stetson Chapel on a September morning in 1954, I knew that my father had recited the same words that I was reading aloud with my classmates. The faculty marched in full academic regalia, we sang the college hymn, and we were welcomed to the rights and responsibilities of our College by the president of the alumni and the chairman of the Board of Trustees. It was an impressive beginning for our four years on campus.

The Class of 1958 arrived at an exciting time for the institution. President Weimer K. Hicks had arrived on campus January 1, 1954 to begin his long, successful leadership of the College.

Our class of 200 students was the largest since the post-World War II G.I. bulge. We brought total enrollment up to about 450 students. Maybe we brought luck as well. The Winifred Dewing Wallace bequest of $1.3 million came to the College at roughly the same time as Weimer Hicks and the Class of 1958. These funds, larger enrollments, and Dr. Hicks’ energetic leadership made change and improvements possible.

During our four years in school, the groundwork was laid for the K-Plan. The first students to go abroad left soon after our graduation day, and many of the faculty who developed the new curriculum came to the College while we were students. Ours was the last class to graduate before the K-Plan.

WE ARRIVE

The Class of 1958 arrived on campus, full of energy and enthusiasm. The usual excitement of moving in prevailed—finding our rooms, meeting our roommates, and beginning to identify buildings and people. All of the new girls moved into the oldest wing of Trowbridge, traditionally the place for freshmen. I found myself in what may be
the largest room in the dorm, number 310, overlooking the parking lot. It was painted a yucky yellow, but it had a big dormer window, wood paneled closets, and an interesting L shape.

My roommate was Kathy Maher from nearby Vicksburg. We had corresponded in August and agreed that she would bring her record player and I would bring a radio. We discovered that we both liked music and history and neither of us had a clue what we would major in.

Orientation week was busy with getting settled, arranging schedules, counseling, registration, and testing. In 1954 admission to Kalamazoo College was relatively simple. No SAT or ACT required, no federal financial aid form to complete. We submitted a high school transcript as well as recommendations from counselors, teachers, and family friends. Once on campus, we underwent a series of tests intended to place us properly in language, English, and math courses, and also, apparently, to assess our sanity and fitness for college. The psychological test was great fun: “Do you feel like jumping off high places? Do you dread the sight of a snake? Would you rather murder your mother or your father?” I could hear kids throughout Tredway Gym snickering when they reached some of these gems.

Planning our first year’s schedule was not difficult. We were required to take a foreign language, a lab science, English composition, and physical education. I wanted to take history and choir. So I ended up with 15 credit hours of French, biology, English, European history, phys. ed., and college singers. French and English met Tuesday, Thursday, and Saturday mornings. We had chapel at 10:00 A.M. on Monday and Friday and a student-run assembly on Wednesday. Our days would be full.

My faculty advisor was Thomas Walton, a math professor. He was a dear, kind, and friendly gentleman who had graduated from Kalamazoo College and who had taught my father. When we met, he always asked about my Dad, and I always asked about his garden. Questions about courses and faculty I took to my student resident advisor/proctor, Gretchen Bahr. She and her roommate Endrene “Petie” Peterson helped us settle our schedules and advised us about study habits and note taking. Gretchen also monitored our mandatory freshman study hours (7:30-9:30 P.M. Monday through Thursday) during fall term.

Like many of my friends, I had a college scholarship that included a grant and a campus job. I worked for Dr. Chen at the library 10 hours a week for 65 cents an hour. The work was not difficult, Dr. Chen was a patient boss, and I enjoyed getting to know faculty and students who came to the big front desk in the lobby of Mandelle. Other students worked as secretaries, lab assistants, waiters or cooks at Welles, clerks in the bookstore, switchboard operators in the dorms, as well as the many other jobs that kept the campus operating.

During orientation week, Dr. Walton’s advisees had dinner with the Waltons and the Averills in one of the Grove houses. After dinner, the boys came up to Trowbridge and we sang around the piano for an hour. As a sort of hazing experience, freshman boys were required to rush down the Quad hill cutting grass with scissors and followed by freshman girls swinging paddles. The boy I chased collapsed at the bottom of the hill! I was worried, until I discovered he had drunk five cans of beer that afternoon.

Early during orientation Kathy and I learned what happened when girls missed curfew. A dance at Tredway Gym ran late. We arrived at Trowbridge a few minutes past 10:00 P.M. and were met by a reception committee of upperclass proctors and house officers. Fortunately, the head proctor had approved the last dance number; Kathy and I were visibly breathless from running, and several other girls were late. So we were excused – that time.

My grandfather was right – there was always something to do. In fact,
there seemed to be too much to do. At times I felt overwhelmed by classwork, exams, papers, assignments, choir, the Index, and working at the library. Because there were so many members of the Class of 1958, we were asked to take responsibility for many campus tasks. Busy as we were, my friends and I wholeheartedly plunged into community and campus life. My sister, a student at Albion College, complained because I never wanted to come home on weekends. I simply was too busy at “K”.

OUR CAMPUS

Unlike today’s students, our class did not have “the world for a campus.” We had the Quad. All of our classes and most of our activities took place around the College quadrangle. There were just three dorms, Hoben and Harmon for men, Trowbridge for the women. Mandelle was our library, Olds the science hall, Welles the place where we gathered for meals. Bowen Hall, built during my grandfather’s student years, anchored the southeast corner of the Quad. Stetson Chapel, dedicated the year my father graduated, dominated the top of the hill. We had physical education classes in Tredway Gym, where Anderson now stands, and on fall Saturdays we trekked down to Angell Field for football games and cross-country meets. Most of us had no need to cross Academy Street.

Some aspects of our campus required adjustment on our part. The hills! It seemed as if we were always climbing up or down, and for the first few weeks our legs ached with the effort. Of course most of us walked wherever we went. Only a few very fortunate students had cars. Luckily for the rest of us, most mobile students were willing to share rides – downtown for shopping or church, to local parks for picnics, out to Chicken Charlie’s for a burger after a dance. Then as now, parking was a problem. Campus permits were restricted to students who could prove that they needed a car for work or transportation home.

LIVING WITH RULES

The 1950’s were perhaps the last decade when the doctrine of in loco parentis prevailed on American campuses. Kalamazoo College was to stand in the place of our parents, and for young women, especially, this was a serious business.

I don’t know much about life in the men’s dorms; women did not venture into the upper floors of Harmon and Hoben. Unlike our rooms, the men’s were furnished with bedspreads and drapes. They also had maid service for their rooms, which we did not. Instead we had room inspections by upperclass proctors who made sure that we were maintaining standards suitable for the young ladies of Trowbridge. Alcohol was strictly forbidden on campus, although certainly some students drank and some off-campus events included alcohol. The crowd I ran with had neither the money nor the inclination to indulge.

Life for the women at Trowbridge was carefully structured. We were required to be in the dorm by 10:30 P.M., Monday through Thursday, midnight on Friday and Saturday, and 11:00 P.M. (10:00 P.M. for freshmen) on Sunday. Special permissions known as “pers” were given for College dances. The “pers” extended curfew until 1:00 A.M. or 2:00 A.M. for big events like Homecoming, the Washington Banquet, and May Fete. Girls also were allotted weekend “pers” based on their class year and grades. Quiet hours were established and enforced, especially during the week. No loud music, no running or yelling in the halls, no showers in the old wing after 11:00 P.M. I did almost all my studying in my room and usually found it quiet enough to concentrate.

The College expected us to live by reasonable rules and to enforce them ourselves, primarily through student organizations. The Trowbridge House Council made rules for women and met regularly to deal with infractions. A student-faculty Judicial Council handled enforcement of college-wide regulations. The Student Senate voted on such matters as the dress code. For example, Student Senate minutes published in the Index in fall 1954, recorded that “at all served meals, men are to wear suits or sports jackets, ties or sport shirts buttoned at the collar... women are not to wear shorts on campus at any time. Jeans are not to be worn until after the noon meal on Saturday.”

Our rules were guides to the behavior expected of educated men and women. As students in the 50’s, we lived within restraints that recognized our responsibility for each other and for the quality of our life together. Rules helped ensure the sense of community that President Slocum called “the spirit of the institution” and President Hoben called a “fellowship in learning.”

GRACIOUS LIVING AT MARY TROWBRIDGE HOUSE

Mary Trowbridge House was home for all the women in residence at the College. Our lifestyle there – more formal and structured than campus life today – was more trusting and, in a way, more free. Trowbridge was locked at night, and no one was allowed to leave after hours. But the dormitory doors were unlocked all day, and we never locked our rooms.

During certain hours, we could entertain young men in the lounge, the beau parlors, or the game room downstairs. If a couple were going out, the young man called at the switchboard desk and waited in the lounge for his date to come down. If a father or brother needed to see a girl’s room or carry her luggage, the young lady...
preceded him in the hall, calling loudly, "Man on the floor! Man on the floor!"

Under this system, girls could wander freely throughout the dorm in pajamas or underwear, hair uncombed or in curlers.

Romance was a big topic at Trowbridge. Although women were often among the best students on campus, we had been raised expecting to marry and become supportive wives and mothers. Most of us fell in love at least once, and many were married soon after graduation. There was a regular pattern to relationships: dating, going steady, marriage. Many were married soon after senior year. Then we held long, earnest discussions and some kind of intellectual demands and some kind of intellectual and professional life. We weren’t bitter about our dilemma, but we sensed that our futures would be more complex than our college lives had been.

Many freshmen brought pictures of "the boy back home." By Thanksgiving, many of these photos were packed in a drawer. By the time of the Christmas Formal most girls who attended invited a "K" College escort.

Getting ready for a formal was exciting. Girls raced up and down the halls, sharing gloves, purses, jewelry, doing each other’s hair, admiring everyone’s dress. Our formals were usually frothy concoctions of net or satin and lace. Our dates wore dark suits and brought corsages. Most dances were held at Welles or Tredway, romantically decorated for the occasion.

The small rooms and closets at Trowbridge adequately held our possessions and wardrobes. Personal computers didn’t exist, and televisions and refrigerators were far too large for dorms. If we wanted to keep food cold, we waited until winter and put it out on the windowsill. We brought portable radios and record players, typewriters, perhaps an iron, and a limited wardrobe. For class we wore calf length full skirts, sweaters or blouses, saddle shoes and bobby socks. For more formal occasions we wore dresses or suits, heels and hose, sometimes hats and gloves.

At Trowbridge we lived under the care and watchful eyes of Mrs. Mabel Mordhorst, House Director, and Louise S. Johnson, Dean of Women. Together they provided counsel for all the girls at the College. “Mrs. M.” knew all our daily triumphs and troubles, shared our meals at Welles, supervised our domestic lives in the dorm, watched our romances blossom, and sympathized when they ended. Many a dateless girl wept in her little parlor on a Friday or Saturday night.

The Trowbridge House Council consisted of house officers elected by the residents and freshmen counselors/proctors selected by the Dean. The Council met regularly in the basement study hall to set and enforce house rules, plan dorm events, and handle the business of the house. Dean Johnson met with us, and when she entered the room the girls all stood, out of respect and courtesy for her and her position. House Council members took turns “closing house,” which meant checking to be sure that all the women were in and all the men were out. Closing time brought passionate “good nights” on the front steps or in the lounge. We chased out the males with threats of “late minutes” for their dates; if anyone not in her room and anyone visiting from another floor. Mrs. M. collated the reports to ensure that every girl was accounted for.

Trowbridge had one main lounge. In it was now an office by the front door. There was one telephone on each floor: Girls took turns on telephone duty, though often whoever was closest answered. We were expected to go to the room to tell a girl she had a call, but more often we just called down the hall. Everyone knew who was getting calls, and usually who was calling.

Social life at Trowbridge ranged from formal teas to casual after-hours parties in our rooms. There were birthday celebrations, bridal showers, and seasonal parties like Halloween and Christmas. There were monthly house meetings in the lounge led by the dorm officers and attended by the Dean. Often the lounge was the site of a tea or reception after a college event or lecture. I well remember my anxiety when, still only a freshman, I was asked to “pour” at one of these receptions. Would I manage without spilling? What should I say to the visiting lecturer or the professors? Could I keep up the proper small talk? We learned to be young ladies at these events, gracious hostesses for Mary Trowbridge House.

**IN THE CLASSROOM**

The business of the College and the spirit of the institution occurs primarily in the academic work of students and professors. That was true at “K” College for my grandfather and my father, and it was true for my classmates and me.

Our class arrived on campus at the beginning of expansion in curriculum and faculty. The College had a small group of long-time, dedicated faculty, familiar names like Walton in math, Diebold and Batts in biology, Stowe in chemistry, Dunsmore in religion, Hemmings in philosophy. Under the leadership of President Hicks and with special financial support from the trustees, new younger faculty were added to this core group: Barrett and Stavig in English, Kaufman in chemistry, Moriitz in history, Cleland in economics. They were the first of a large group of faculty hired in the late 50’s and early 60’s, when enrollments were growing and when many outstanding young Ph.D.’s were looking for faculty positions. Many of them were inspired by the spirit of the institution as we knew it.
positions. Among these new faculty were the architects of the K-Plan.

The graduation requirements for our class were very similar to those of my father’s generation: a foreign language, a year of laboratory science, English, history, literature, three courses in religion or philosophy, two years of physical education. The Class of 1958, like many of those previous, had a substantial share of potential science majors, though some changed their minds after a year of rigorous study with Diebold or Stowe. The College operated on a two-semester system, with the fall term interrupted by a long Christmas break and ending in January. Exams were three hours long and some took longer; students in “Dieb’s” advanced classes were known to break for supper and return to write more.

Fortunately, our professors were available and willing to help us. Many spent long hours in their offices or labs and they seemed to welcome questions. Every Tuesday afternoon an all-college coffee hour occurred in Hoben Lounge, and we could always count on seeing certain professors there. Somehow it was easier to confess ignorance over coffee and a cookie than it was during a visit to a faculty office. Academic standards were rising at “K” and across the country. Our faculty demanded more and more of us, but they also tried to help us meet their requirements.

We all have our stories about favorite professors and their idiosyncrasies. Diebold, for example, was a demanding taskmaster, but she could be fun as well. Students in her seminar took turns bringing snacks to class and challenged each other with such exotics as snails.

Several assignments became famous. There was the freshman biology chart — all the phyla of the animal kingdom down one side, all the systems of the organism across the top. If you knew your chart, you could easily compare the digestive processes of amoebas and giraffes. Biology also used the hamburger exam. “A pregnant woman eats a hamburger on a buttered bun and drinks a glass of milk. Trace all the elements of food until it becomes skin on the knee of the fetus.”

In American Literature, Drs. Barrett and Stavig came up with wonderfully creative exam questions. “What positions would Thomas Jefferson, Henry David Thoreau, and Jonathan Edwards take on such topics as labor unions, income tax, and the chapel requirement at Kalamazoo College?” I shamelessly copied their ideas many years later when I, too, taught sophomore American Lit.

Students and faculty met socially as well as in class. Once or twice a year we enjoyed an all-College picnic at the Kalamazoo Country Club. We ate baked beans, hamburgers, hot dogs, and potato salad, and played games by the lake. Faculty brought their children and joined in the games. At an all-college party at Tredway 1957, a faculty quartet called the Fearsome Foursome (Dick Stavig, Walter Waring, Lloyd Averill, Peter Boyd-Bowman) sang, other faculty presented a humorous skit, and faculty and students competed in games. Faculty attended sports events, recitals and concerts, and played in old Bowen. Faculty couples chaperoned college dances and parties. Faculty families lived in the Grove houses, and many other professors resided within walking distance, so student groups and some classes met in professors’ homes.

Our class may not have had the on-campus opportunities of the K-Plan, but we did take college trips. Varsity teams traveled to games and both the tennis and golf teams went south to train between semesters. Groups of students attended nearby games, especially Saturday afternoon football games. Dean of Chapel Lloyd Averill took a group to a Baptist-sponsored Washington, D.C. seminar, a whirlwind introduction to politics and ethical issues in the nation’s capital.

The College Singers toured every spring, performing at high schools and churches around the Midwest. We filled a large bus and a couple of College station wagons, singing as we rode. I particularly remember the 1956 Michigan Tour. We crisscrossed the state, performing seven concerts in three days. Our repertoire included sacred and secular music, and we always ended the high school concerts with Henry Overley’s arrangement of the alma mater – memorized, of course. Singing the last verse then, we couldn’t imagine how soon those words would apply to us:

When age has decked our heads with white
And youth has ceased to glow,
We’ll revel in one sweet delight
The times of long ago.

AROUND THE QUAD

As my grandfather told me, there was always something to do at college, most of it on or around the Quad. Most of us belonged to one of the six societies on campus, three each for men and women. Anyone could join. The societies could woo candidates, but they could not refuse anyone membership. Each society met every Wednesday evening in its own room in Bowen to socialize and conduct business. Societies built displays and floats for Homecoming in the fall, performed community service projects, competed in intersociety sings and skits, took turns hosting the Tuesday afternoon coffee hour, and usually sponsored at least one annual all-college dance or show.

Pledging took place early in the winter term. With a dozen friends I pledged Alpha Sigma Delta. We went
through three silly days of pledging activities. One day I had to dress as a tube of lipstick; a fellow pledge dressed as Scotch tape. We were not allowed to sit with boys at meals, so of course the Philo pledges from our brother society chased us all around Welles.

We had four years of good fun together. I remember creeping out of Trowbridge at dawn on Homecoming (with permission from Mrs. M., of course) to put up our Angell Field Cake display. Every winter we rehearsed long hours for the intersociety sing. Our junior year we put on a baby shower for Mrs. Stavig, one of our faculty wife sponsors. We earned money for our projects by making and selling pizza in the dorm on Sunday afternoons (no competition from Domino’s in those days).

Most of the students I knew stayed on campus over the weekend. Many of us had class or worked on Saturday, and very few students had cars or lived close enough to go home. There was almost always a game or dance or party on Friday or Saturday night, or a play or recital or program on campus.

It was not essential to go home to get a good meal. We ate well. Every Saturday night we had steak, usually grilled outside by a student chef. Sunday morning another student cook prepared scrambled eggs for the hardy souls who rose in time for breakfast.

Mealtimes were limited to about an hour. Breakfast and lunch were cafeteria-style; dinners Monday through Friday and Sunday noon were served meals. We ate all our meals in the big room now known as “Old Welles.” It could be crowded and noisy, but mealtimes were a great time to catch up with a classmate or committee member and share notes or set up a meeting.

Served meals were part of the College’s program to help students become ladies and gentlemen. We gathered on the steps outside the main door to the dining room, women first and in class order; sometimes singing while we waited. Eventually the headwaiter (usually a senior) would open the doors and we would stream in to find places with our friends and save a seat for that special young man. The headwaiter would strike a gong, a student would say a brief grace, and we would sit down to a meal served by student waiters in white coats.

Like everything else at “K” in the 50’s, athletics underwent significant change. Rolla Anderson joined the College in 1953 and soon made use of the larger number of young men enrolling. In 1954, our freshman year, the football team placed second in the MIAA, and the College returned to cross-country competition. Saturday afternoon races were timed so that the runners came in during halftime of the football game, guaranteeing plenty of applause as they came down the hill and around the track. Basketball games at Tredway usually attracted good crowds of students and faculty. Of course, the tennis team led by Doc Stowe continued its triumphs.

In 1955, after a four-year hiatus, the College returned to baseball competition. The team included many members of the Class of ’58 who had also competed in football or basketball. The College also fielded varsity track and golf teams, the latter coached by SAGA’s Bill Laughlin. Kalamazoo College won the MIAA all-sports trophy in 1956-57, the first time since 1938.

During the 50’s, religion played a prominent role on campus — and in American life. The focus at “K” was liberal Protestant Christianity, a reflection of the College’s Baptist heritage. Students were required to accumulate a certain number of chapel points each year, but the program was arranged so that students who objected to attending worship services could get their credits at convocations, assemblies, and lectures or student recitals. Every year chapel included one or more Catholic priests and theologians and the local rabbi. Some of my Catholic classmates said they enjoyed Protestant worship in chapel; it was a new experience for them.

Not everyone enjoyed chapel. Some students became unruly if the speaker bored them. Others came and slept or studied through the program. But chapel did bring the college community together in one place two or three times a week. Many faculty attended regularly. The quality of programs varied, of course, but a particularly interesting or controversial speaker in chapel could generate animated conversations around campus for several days.

Then as now, the chapel building was the physical center of campus. Stetson was the site of important convocations, concerts, recitals, and College-wide programs. Stetson was where the College Singers and Bach choir rehearsed, where the Overley Society of music students met to perform for each other on Monday evenings, where organ students practiced daily (stopping at the library...
RITUALS OF THE SEASONS

Rituals marked the school year. Many were associated with chapel: Recognition of New Students the first fall chapel, Senior Move-Up Day the last, Honors Convocation and Founders Day in between. At most of these services, the faculty marched in academic procession. At Senior Move-Up Day the seniors wore academic robes for the first time and sat on the chapel’s platform; the juniors moved up to senior seats in the front rows. Rituals gave rhythm and formality to our progress through the College.

Social life had its seasons as well. Homecoming featured a bonfire, parade, pep rally, floats, campus displays, the football game and dance. In November, Dad’s Day included a football game and dinner. May brought Mother’s Day and a formal banquet. The Women’s League sponsored both Dad’s and Mother’s Day events. The Washington Banquet and Dance in February was a major social event going back to my father’s student days.

Christmas was a magic season on campus, celebrated with a series of traditional events. The campus was decorated for the holiday, with a tree in Trowbridge Lounge, greens and lights at Stetson and Welles and around the Quad. The Men’s Union held a party that included a student Santa Claus and presents for underprivileged children in the community. The Women’s League sponsored the Christmas Formal and the traditional Christmas Carol Service. Preceded by a candlelight dinner at Welles, the service featured a student-led choir of college women, a senior reader, and a freshman “Spirit of Christmas” attended by two faculty children as pages. All carried candles. Afterward everyone came out from Stetson to see snow on the Quad and candles in every window of Hoben, where hot chocolate was served in the lounge. After Trowbridge closed that night, the senior women walked through the dorm carrying candles and singing carols.

May Fete was the major spring festival. Students planned and performed a pageant on the Quad with music, dance, and a skit. One year the theme was The Wizard of Oz; another year featured Snow White. As we did at Homecoming and Winter Carnival, students elected some of the prettiest and most popular girls as the queen and court. The May Fete dance was the third major formal of the year. All of these events required hours of effort from student committees. Almost everyone participated in one way or another.

The end of the school year brought graduation, celebrated with a senior banquet and reception. Our Commencement occurred Sunday afternoon, June 8, 1958, and was a muggy, rainy disappointment. Instead of the traditional march down the hill to graduate on the Quad, we crowded into...
the chapel to receive our diplomas and congratulations from Dr. Hicks. I was sorry not to graduate outdoors until I remembered that my father, too, had graduated in Stetson Chapel when the building was new.

Our graduation was a milestone for the College as well as for ourselves. Kalamazoo College was on the verge of change and new opportunities for students and faculty to go beyond campus and experience the wider world. In the years since our class graduated, “K” College has spread out. The campus has expanded across Academy Street. The K-Plan has expanded the curriculum to include travel, coursework, and research at centers around the world.

The College we remember has changed, and we are proud of the changes. But I, for one, would not trade my own college experience for the many great opportunities that Kalamazoo students have today. Kalamazoo College in the 50’s was right for that time, just as Kalamazoo College in the 30’s was right for my father’s generation, and “K” at the turn of the century was right for my grandfather. There is a spirit of the institution: in the fellowship of learning of Hoben’s day, in the K-Plan of Weimer Hicks’s era, in the current preparations for new achievements in the 21st century.

At his 1997 inauguration, President James F. Jones, Jr. spoke about Kalamazoo College as a “community of connections.” He was talking about connections between faculty and students, between town and gown, and between generations of graduates. As former students and graduates, we have connections with each other and with the College that helped shape our lives and personalities. We keep those connections alive when we remember our college years.

Letters Home from Marlene Crandell

November 6, 1954

“I didn’t go to the dance Friday night, but staying in the dorm wasn’t as bad as I had feared. Dr. Barrett assigned a theme and I had the ever-present French lesson, both due Saturday morning, so there was plenty to keep me occupied. Three or four of us on the floor didn’t go, so I had company. The theme went quite well and that made me feel good. Per time was midnight and everyone congregated in the hall to discuss the dance. Later on several of us gathered in one of the rooms and gabbed until Gretchen came down to tell us we were too noisy. We each got a warning. Two more of them and we get hauled up before the house council and probably campused. I was determined not to get three, but I’ve made an awfully early start on it.”

Description of May Fete (letter from Marlene to her sister Marilyn, a student at Albion College)

“The pageant was very nice. Imagine two rows of girls coming down from the chapel, moving in step and carrying a “rope” of lilacs and spirea, and then seven girls in formals with escorts in white tux jackets and black trousers. Dr. Hicks crowned the queen at the foot of the hill near the drive. The pageant was based on The Wizard of Oz, with Jean Hilton singing the part of Dorothy, Irma Grissom was the scarecrow, Dr. Hick’s secretary danced the part of the tin woodsman. One person sang the part, another danced it. The result took a lot of work and was worth every bit.”
Connable Scholarship Makes College Accessible to Future Generations

by Stephanie Vibbert ’03

Step into Genevieve (Wildermuth) Connable’s living room and you know she was a history major. On the wall is a hand-made skirt from China, framed for display. A glass showcase holds vases from around the world, and pictures spanning nearly a century are scattered about the room. At 95, Genevieve, or “Geno,” is the oldest living graduate of Kalamazoo College, proud member of the Class of 1928. She had very little financial assistance for her education, and partly for that reason has never taken it for granted.

“I had help only from my mother,” she says, “at a time when, even in the best of circumstances, the opportunity to attend college was unusual.”

Geno’s father died in a train accident when Geno was four years old. After his death Geno’s mother found herself struggling to make ends meet, but she was determined that her daughter attend college. She sent Geno to live with Geno’s grandmother in Indiana while she attended nursing school, a career that would provide her the financial means to send her daughter to college.

Her mother’s hard work paid off, and Geno became a student at Kalamazoo College in 1924. Her four years on campus fueled Geno’s resolve to grow, to teach, and to learn. After graduation she taught history at a local high school.

“Some of the students played tricks on the new teacher. But what they did was funny. I laughed,” she recalls. “In a day or two, I had them listening.”

Geno continued her own explorations through travel. After World War II, she and her husband, H.P., flew around the world, visiting Thailand, China, and parts of Europe. In China they encountered firsthand the ill effects of war on children’s futures. She points to the elaborate stitching on the framed skirt. The vines and flowers winding through the rosy pleats of silk must have taken weeks to complete.

“The Chinese children made those to sell after the war,” she explains. “They called it the ‘blind stitch’ because looking closely at all of those tiny stitches often ruined their eyes. But those children had to pay that terrible price to sustain themselves.”

Upon her return to the United States, Geno and her husband made their home in several different places, including Florida and Texas, but eventually returned to Kalamazoo, where most of their family still resides. Here they decided to continue their lifetime involvement in education through a very special contribution.

Geno never forgot her mother’s insistence on education and her hard work to make Kalamazoo College financially accessible to her daughter. Inspired in part by this memory, Geno established the H.P. and Genevieve Connable Scholarship in 1992. The endowed scholarship awards $2,500 annually to a student completing his or her first year of study and who plans on majoring in mathematics or the natural sciences. The scholarship is renewed each year for the remainder of the student’s two years at Kalamazoo College.

The Connable Scholarship helped Mark Schaller ’02 tailor his career development internship to his personal needs. “It allowed me to choose an excellent work experience based on my academic interest rather than the amount of money I would earn,” he says. Mark worked last summer at Sandia National Laboratories in New Mexico, studying the theory of genetic programming and creating computer graphics for scientific research.

Geno continues her involvement in lifelong learning. She loves to meet with the Connable Scholars and learn about the places that they have gone and their accomplishments. “I just got a letter from one of the young ladies. It made me feel like I’ve done something good,” Geno says.

“I never had any children,” she adds. “I’m glad to have lived long enough to see these students envision and achieve bright futures.”
Lisa Kron ’83 recently guided an audience at Nelda K. Balch Playhouse on a “2.5 Minute Ride” through the rough hills and valleys of the human heart. The Kalamazoo graduate brought her one-woman show, highly praised when it played in New York City theatres, to her alma mater.

From one smoothly transitioned instant to the next, the audience gasps in horror, then roars with laughter, then cringes in horror once again. Kron intertwines and so quickly and adeptly changes course in this monologue that the audience is left nearly breathless with rapidly shifting emotions. Three separate journeys unite and unfold: Kron accompanies her father, now in his late 70s, on his trip to Auschwitz where his parents perished; Kron, along with her partner Peg, attends her brother’s wedding to an orthodox Jewish Internet bride; and Kron relives the annual family pilgrimage to Cedar Point Amusement Park in Sandusky, Ohio, where her elderly, legally blind father insists on riding all the roller coasters while popping nitroglycerine pills for his weak heart.

Lisa Kron studied theatre arts at Kalamazoo College under Clair Myers and Lowry Marshall. Her work has received numerous awards.

“Kalamazoo College opened my eyes to the professional possibilities of theatre,” Kron says. “I came to an audition here, tagging along with a friend, thinking I would just watch. I ended up on the stage and got the part. And I was hooked for life.”

Kron’s work has been performed across the United States, from New York to Los Angeles, also in London, England, and currently in Japan. “2.5 Minute Ride” is perhaps the closest to her own life, a tribute she has written to her father. She often performs the piece with him in the audience as her staunchest fan.

Pointing a tiny red dot of laser light at a blank screen, Kron narrates the “photos” her words create in the minds of the audience. The dot of darting light makes connections that seem impossible — and yet work masterfully. She describes a family wedding with what begins as mockery, but ends as enchantment.

At the next jolt of the roller coaster ride, Kron tells us how she imagines her grandparents, the ones who perished in Auschwitz, at a local supermarket. They would be hovering over the frozen foods section. They would be standing in the aisle arm-in-arm. She would pluck them from the store, place them in a big, American Oldsmobile, and take them to see their 75-year-old son, her father.

“He can’t tell who they are,” Kron says, standing center of the stage, empty but for her, the white screen, and a chair. She moves to the chair.

“When I was in college I was taught that if you are standing near a piece of furniture onstage you should put your hand on it because that will make you bigger.”

Kron places a hand on the chair.

“See? See how that works?”

Her hand drops and then she slowly replaces it.

“I’m putting my hand on my father’s life.”

Lights fade.
HEARING VOICES:

The Art of Bob Grossman’s Pedagogy

by Stephanie Vibbert ’03

The small room with ten patients was not Robert Grossman’s classroom. After taking their seats, his students opened their notebooks and nervously faced the panel of ten speakers, already seated at the front.

Grossman stood at the back of the room, arms folded across his chest. Unlike his students, he seemed unconcerned. Of course, he could answer the questions that nagged his students. For instance, he knew which of the speakers, among the ten, were schizophrenic.

It takes a special person to connect with the mentally ill. It also takes a special teacher to open the minds of college students. By arranging to have his class attend a talk by patients from the Kalamazoo Community Mental Health Services (KCMH), Grossman inspired patients and students to communicate and better understand each other. For five weeks the students in Grossman’s Abnormal Psychology class had read about textbook cases, but had yet to hear a patient speak out as an individual. That day, Grossman would change this by letting patients give the lecture.

The patients spoke eloquently about their personal struggles with a variety of disorders and the stereotypes they encounter in their lives. Afterwards, Grossman, KCMH staff, students, and patients socialized over pizza and pop.

It seems that Grossman takes the term “experiential education” quite literally. He uses a “hands-on” approach to familiarize his students with problems that can affect anyone, such as a bias against those with disabilities.

Grossman has dedicated a good part of his life to working with people with severe mental handicaps, as well as troubled adolescents. He completed his undergraduate studies in sociology and anthropology and went on to receive his master’s degree in college student personnel work and counseling, then a doctorate in psychology from Michigan State University. He taught for three years at Macomb County Community College. He has completed several post-doctoral internships in clinical psychology, one at the Children’s and Adolescent Unit at the Kalamazoo Regional Psychiatric Hospital and another at the Center for Cognitive Therapy in Philadelphia. He peppers lectures with examples from his own history, such as this one: “Somebody recovering from catatonic schizophrenia told me the nicest thing the nurses could do for her was lower the one arm she held aloft all day. Can anybody tell me why she said this?” Receiving only blank stares, he answers: “Because her arm would get sore.”

The class is quiet. The answer seems suddenly obvious, so “normal.” A voice in the back of the room murmurs, “Catatonic schizophrenics think?” and the students digest this new perspective. Grossman hates inaccuracy, and he dispels at least one myth about mental illness quickly, bluntly, in every lecture. One of the first stereotypes to fall victim to a Grossman lecture is that the patient is inseparable from the disorder.

At Kalamazoo College, Grossman has found a number of dedicated students who appreciate his motivation and his capacity to care. In a sense, his Kalamazoo College career began before he came to College. In 1974, he supervised two Kalamazoo College students during their career development internships in the children’s unit of the State Mental Hospital. Impressed by the intensity
of Grossman’s commitment to teaching and healing, they encouraged him to apply for a position in the College’s psychology department. Grossman decided to take their advice. “They were on the committee that interviewed me,” he says, “and they were very supportive.” He joined the college’s faculty in 1975.

Driven by a combination of experience, empathy, and frustration with a system that he feels makes too many decisions based on finance alone, Grossman has since committed himself to teaching about a profession in which it is often unwise to be indirect and ineffective to remain impersonal.

“I became a clinical psychologist to help people,” he recalls, “but many of the decisions regarding patient care had more to do with saving money than providing good therapy. I saw very bad decisions being made about my patients by bureaucrats rather than by professional caregivers.” In today’s fast-paced assembly-line system, psychologists must deliver a cogent argument for care in each case. “If they don’t, an unprepared patient may be released early, and may even wind up in jail,” concludes Grossman.

Grossman expects his students to encounter many similar challenges in their careers, and he prepares them for success with a difficult curriculum. It is common knowledge that “Abnormal Psych” with Grossman is demanding. Students face either an exam or a five-page essay each week. The class is allowed to use one page of notes for each essay test, and Grossman’s high expectations are evident in the tiny, painstaking sentences crowded to the very margins of students’ note pages. Even with notes, students struggle to provide the level of precise detail required for an excellent response.

Grossman believes in the therapeutic importance of precision to deal with the ambiguities of a troubled mind. To help a patient one begins with thorough and accurate observation and description. Grossman then cautions students against drawing conclusions too quickly. “I hope that my method of teaching,” he says, “helps students understand that they can’t just go out and diagnose. I want them to hold back from making broad generalizations.” Diagnosis is secondary. The keen ability to detect subtle nuances of human behavior are the real skills taught in Dr. Grossman’s courses.

Teaching students to temper their judgement, especially once they are certain they know what makes people “tick,” can be difficult. Grossman meets that challenge, in part with a direct, sometimes blunt, manner and a commanding classroom presence. But students do not let Grossman’s imposing demeanor or the challenging syllabus frighten them. They know that if you take a Grossman course, you will profit; you will learn. “I was amazed by the amount of material that I retained after I finished this course,” said Lisa Williams ’03, who also served as Grossman’s
teaching assistant last spring.

Grossman’s secret is to provide a wide variety of contexts for the conditions that students must analyze. In his classes, he emphasizes the cultural perspectives of mental illnesses, sometimes with surprising results. Students who have been grilled on their ability to scientifically organize and categorize may be perplexed by the fact that a scientist like Grossman values religious practices as an effective treatment option.

“Some cultures value hallucinations,” he notes. “To them it is spiritual possession, and not an illness. I try to remind my classes that there are alternatives to therapy.”

Grossman augments Kalamazoo’s curriculum with off-campus components. Talking to patients at KCMH offered one compelling hour of insight, but Grossman still wanted his class to learn how to work in a clinical setting. His solution propelled his students on a farther journey in psychology.

The journey began when Grossman facilitated a program for Kalamazoo College students with the Lakeside Treatment and Learning Center. Once a week, students tutored the residents, whose ages range from 8 to 17. The assignment initially intimidated the students, who were uncertain of their ability to deal with the behavior of children who bear the label “emotionally disturbed.” By the end of the quarter, however, Grossman’s students agreed that tutoring Lakeside kids felt like working with regular kids whose lives were complicated by problems.

The real value of Grossman’s teaching style lies in his ability to impart a unique sense of empathy and intuition. “People who have emotional problems and those who do not are more alike than different,” he says. The line between mental health and mental illness is gossamer: In other words, we all may be a little crazy at times. As Grossman is fond of telling each new class, you can have a good abnormality. Being unusual makes us interesting, and he reminds us of this through literature, example, and experience. In a system that often prefers conformity, he reminds his students that excellent learning demands that we take risks.

All of the students who have risen to Grossman’s challenge have profited immensely. The proof lives in the “voices” Grossman stores in a manila envelope in his desk. It houses a growing collection of letters from appreciative students (see sidebar). He is proud of every one of them for meeting the challenges for which he helped prepare them.

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Quotes from Student Letters

from: “Evaluation of My Quarter of Work at the Kalamazoo State Hospital Children’s Unit,” 1974

“This quarter was by far the most valuable of the four quarters which I have spent working in four different psychiatric wards.

Dr. Grossman has a number of his own ideas and theories concerning the evaluation and treatment of psychiatric patients. I found it extremely interesting and valuable to see how he utilizes and applies these theories in his work.

He is very involved in and dedicated to his job. In turn, he expects a lot of hard work and effort from the students. He takes a lot of time to carefully supervise their work, and also expects his students to analyze their own ways of dealing with situations. Dr. Grossman maintains high expectations for himself and those who work with him.”

Dear Dr. Grossman,

“I’m not really sure why I’m writing to you. I thought when I left “K” that I would want to cut all ties. I think that perhaps I feel I owe you something, though what? Maybe gratitude, and I felt compelled to write and tell you so. I was never really close to any profs, but I suppose I was closest to you and probably unknown to you. You were in a great way responsible for me making it through [Kalamazoo College].

Several times when I thought of quitting, you were one of the reasons I stayed, and, after foreign study, talking to you really helped me to adjust. You were always straight with me and I admired that.”

Dr. Grossman,

“I will never forget the fear and trepidation with which I first came to Abnormal class. Its reputation had far preceded it. Little did I know how much I would learn in that class and, later, in Theories of Personality. Along the way, I also learned about your interest in and care of your students. I respect your knowledge and personality immensely, and I don’t know how to express your impact on me except to say ‘thank you.”

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Luke Karamazov by Conrad Hilberry

This book examines the psychology of violence by taking the reader on a very personal journey into the mind of a cold-blooded killer. In this short novel, Hilberry presents the chilling account of the Searl Brothers, Luke and Tommy, both of whom grew up in Kalamazoo, and both of whom became serial killers. “I recommend it because Conrad taught at Kalamazoo College, and he has written a very good portrayal of the antisocial personality,” says Grossman. Many of the incidents in the novel took place near Kalamazoo College’s campus. Hilberry’s rendering of the story traces a map of familiar streets, such as Douglas Avenue and Lovell Street. Beginning with the kidnapping near our tennis courts and subsequent murder of Earl Foote, Hilberry intersperses the account with quotes from his actual conversations with the brothers. The book concludes with one of Hilberry’s final interviews with Luke. Grossman attended that interview.

On Killing: The Psychological Cost of Learning to Kill in War and Society by Dave Grossman

“I recommend this book to students because its topic is relevant to the recent increase of violent crime in our schools.” The book covers a broad range of the psychological and social aspects of violent behavior, with an emphasis on the desensitization techniques used by the army. It points out that many soldiers actively resist killing the enemy during combat unless they are desensitized. It also talks about computer games and their psychological impact on our perception of violence. “On Killing contains very interesting ideas about the societal factors that enable aggressive, violent behavior.”

Women’s Ways of Knowing: The Development of Self, Voice, and Mind by Mary Belenky, Blythe Clinchy, Nancy Goldberger, and Jill Tarule

“This book provides new ways of thinking about goals for education,” said Grossman. Over several years, the authors interviewed 135 women in order to determine how women acquire and apply knowledge. A groundbreaking work when it was published, the book uses a feminist perspective to take what Grossman describes as a “formal, scientific, yet empathetic and connected approach to pedagogy.” Women’s Ways of Knowing is a very significant work in the field of psychology, accessible to non-psychology majors.
Some 240 first-year students began their Kalamazoo College journeys this fall. Thirty-three of them carry on family traditions.

Katherine Allen '05 is the daughter of Dr. Shannon Hersey Allen '77.

Colin Baumgartner's '05 dad, John '78, and uncle, Kenneth King, Jr. '79, attended Kalamazoo.

Jon Becker '73 is the father of first-year student Mark Becker.

Brett Blaauw '05 is related to eight people who attended Kalamazoo College. They include his parents, Katherine Sinclair Blaauw '76 and Robert Blaauw '75; a great aunt and great uncle, Ruth Sinclair Cameron '38 and Charles Cameron '37; a great grandparent, Newell Sinclair '36; an uncle, Robert Pursel '66; and two cousins, James Cameron '69, and Monica Cameron '70.

Joel Booth '05 also has a large family history at Kalamazoo College. His uncles, Gary Booth '71 and Mark Booth '75 began the tradition. His parents, David Booth '78 and Karen Wisner Booth '78 graduated together. His cousin, Heather Booth graduated in 2000.

Matthew Bowman '05 is the nephew of Thomas Ranville '81.

Lannie Chapman '05 is a cousin of Robert Espinoza '88.

Jamie Chung '05 follows his sister, Sang Chung '00.

James Condon '75 is the father of Jacob Condon '05.

Melissa Dragoo '05 is the niece of David Booth '78.

Andrea Hammond's '05 grandmother Hazel Hinga Hammond '32 was preceded by Andrea's great uncle, Erwin Hinga '26.

Matthew Harding '05 is the brother of Daniel Harding '00.

Steven Jannesens '05 is the brother of Michelle Jannesens '98.

Andrew Kurtz '05 has seven relatives who are alumni of Kalamazoo College, including his grandparents, David Kurtz '39 and Evelyn Glass Kurtz '40; his aunt, Karen Kurtz Spielman '70; his cousins, Laura Kurtz DeBoer '70 and Margaret Kurtz Carroll '74, and his uncles, Gordon Kurtz '48 and Ronald Kurtz '48.

Meredith Lacina '05 follows her sister, Loralei Lacina '97.

Dr. Patricia Crego Boylan '62 is Alexandra Lett's '05 mother.

Charmine Messenger Rone '73 is Marci Messenger's '05 aunt.

Matthew Muth '05 is the son of Andrew Muth '71. His uncle John Muth and cousin Jeffrey Muth graduated in 1967 and 1994, respectively.

Erin Parker '05 is the niece of Kevin McCarthy '76.

Andrea Price '05 is the niece of Mark Price '78.

Christopher Robles '05 is the brother of Jenifer Robles '00.

Andrew Rogers '05 is the nephew of Robert Muns '84.

Jennifer Rone '05 is Charmine Messenger Rone's '73 daughter.

Daniel Russell '05 is the son of Deborah Russell '76.


Ryan Smith '05 is the nephew of Jeffrey Easton '78.

Jennifer Swenson '05 is the daughter of Mr. T. Loren Swenson '75.

Holly Taylor '05 is the daughter of James Taylor '75.
One year ago, Kalamazoo College was the recipient of a Howard Hughes Medical Institute Award to enrich undergraduate biological sciences.

Part of the funding was allocated for an outreach program that began this summer and will continue for at least the next three years. Fifteen high school students from the Kalamazoo, Detroit, and Chicago areas were invited to take part in this first year of the program entitled The Art and Science of Medicine. Students were selected based on their overall GPA as well as their performance in their high school science courses. In addition, students had to have shown an interest in medicine.

The program director, Regina Stevens-Truss, assistant professor of chemistry, and Sally Olexia, the recently retired director of health sciences, organized the two-week workshop that involved many members of the Kalamazoo community. Participants heard about the history of medicine, joined in a hands-on demonstration of research, and took part in DNA fingerprinting. They learned about medicine for the underserved and visited both the First Presbyterian Free Clinic in downtown Kalamazoo and the Intercare Clinic for Migrant Farm Workers in Bangor, Michigan. The students were involved in day-long programs at area hospitals and pathology labs to learn about a variety of careers in medicine.
The Kalamazoo College Chemistry Department enjoyed a strong presence at the American Chemical Society (ACS) regional meeting in Grand Rapids. Assistant Professor Regina Stevens-Truss discussed her service learning activities in an invited paper titled “Feeding Hungry Children the ABCs of the Elements.” The paper was part of a session on outreach programs featuring chemists from Alma College, Hope College, Calvin College, and others. Assistant Professor Laura Furge presented an invited paper on the subject of teaching biochemistry through research. The paper was titled “Biochemistry Research at an Undergraduate Institution: A New Faculty Member’s Perspective.” She and Assistant Professor Joan Esson attended a luncheon with Dr. Helen Free, the former president of the ACS and an advocate for women in chemistry and science. According to Laura, the participants at the luncheon were quite impressed with the high percentage of women (50 percent) in the chemistry faculty at Kalamazoo College. Professor Tom Smith organized the inorganic chemistry session for the ACS meeting and presented a talk on recent research in the field accomplished at the College and in collaboration with scientists at other institutions. Two students, Tracy Buettow ’01 and Andrew Skulan ’97 appeared as co-authors for the presentation. Smith gave a one-hour version of the talk in the Inorganic Seminar Series at Ohio State University.

In other chemistry department news, Laura Furge was the co-organizer of a Colorado College workshop titled “Shaping the Biochemistry Classroom of the 21st Century.” The workshop focused on changes in biochemistry curriculum and was sponsored by the PEW Charitable Trusts Midstates Consortium. Sam Dennis ’08, a health sciences major, will conduct research this summer with Regina Stevens-Truss. Sam’s project will continue the work of Kaleb Brownlow, who graduated in June, and is titled “Investigating the role that Mutant Calmodulin has on the Activity of Inducible Nitric Oxide Synthase.”

The Center for International Programs announced 18 Study Abroad/Beeler Fellows. The students completed their SIP research abroad during the summer break thanks to an endowment established by Isabel Beeler: One student was named the Collins Fellow. That fellowship supports senior projects in Africa, Latin America, or elsewhere in the developing world. The fellowship honors the late Paul Collins, who was dean of students at the College. Students study abroad at sites (which are not necessarily where they conducted their SIPs), major fields of study, and projects are described below. All are members of the Class of 2002.

Liza Bielby (China, Theatre Arts) conducted a theatre arts/environmental studies workshop for 25 16-year-old Chinese students in Mianyang, China.

Jon Crali (Mexico, Political Science) implemented digital photography into Oaxacan community museums and investigated the response of indigenous communities to globalization changes.

Elisa Esper (Costa Rica, Sociology and Anthropology) researched the existence, prevalence, and manifestation in the mainstream culture of alternative forms of worship (with a focus on witchcraft and magic) in Costa Rica.

Dennis Foldenauer (Thailand, Economics), the Collins Fellow, traveled to Mongolia and studied the devastation of that country’s herding economy and its current famine. Both conditions have resulted from harsh weather during the past two years.

Martina Forgwe (Kenya, Political Science) conducted historical research on Pan-Africanism and its application in Kenya, Tanzania, and Ghana. Her base of operation was Nairobi, Kenya.

Melissa Fox (France, French/English/Philosophy) journeyed to Clermont, France. She analyzed the role of the novel in contemporary French culture.

Rose Furst (Chile, English) co-authored (see Alyssa Knickerbocker, below) a book based on two perspectives of two months of travel through Southern Chile and Argentina.

Beth Goyings (Germany, German/International Area Studies) lived in Erlangen, Germany. She worked with author Ruth Lannermann to translate into English the first two sections of her novel Freundschaft unter dem gelben Stern.

Patrick Jones (Mexico, Human Development and Social Relations) conducted a field study at the archeological site of Monte Alban in Oaxaca, Mexico.

Ana Kleckie (Ecuador, Economics) completed an internship at an economic research corporation called CORDES. The subject of her work there was employment. She also did an independent research project on the crisis in the Ecuadorian economy.

Alyssa Knickerbocker (Chile, English) wrote, with Rose Furst, a book based on two perspectives of two months of travel through Southern Chile and Argentina. Angela Lujan (Costa Rica, International Area Studies) worked with the Costa Rican Association of.
Gerontology to explain the highly respected and inclusive social role of aging Costa Rican women.

Christine Meissner (Mexico, Human Development and Social Relations) traveled to the Dominican Republic and examined the historical development and political use of anti-Haitianism in the Dominican Republic.

Zak Montgomery (Spain, Economics) studied the Spanish perspective on the Euro. He was based at the Banco de Espana in Madrid.

Amy Parker (Spain, Human Development and Social Relations) worked in a mental institution in Seville, studying Spanish policy and actions regarding care of the mentally ill.

Erin Richardson (France, Economics) conducted research in Thailand on the effects of globalization on labor markets in developing countries.

Kristin Stahley (Psychology) traveled to England and studied the effect of a national loss of identity as a sovereign state on the citizens of that country.

Kim Thompson (Thailand, Human Development and Social Relations) studied the traditional methods of forest conversation of the Karen people in Northern Thailand.

Amanda Williams (Japan, German/International Area Studies) completed a project that took her to Germany and Kenya. She worked at a feminist organization in Germany, conducting research and talking with women about sexual assault, domestic violence, and family planning. She did similar work for the same organization in Kenya.

Nine high school seniors from Kalamazoo Central and Loy Norrix High Schools have been named 2001 Heyl Scholars. They will pursue the study of science (biology, chemistry, physics, mathematics, computer science, or health science) at Kalamazoo College. The students are: from Loy Norrix—Kelly Clapp; Diane DeZwaan; Steve Howe; and Clara Scholl; from Kalamazoo Central—Ashley Earls; Richard Gejji; Ceycee Klepper; Katie Schauer; and Peter Schwande. All are members of the Class of 2005.

Seven Kalamazoo College students were selected as 2001 Howard Hughes Medical Institute Undergraduate Researchers. They received $3,000 grants to carry out research projects during the summer. Their research advisors received $1,000 awards to cover project supplies. Navin Anthony ‘02, a health sciences major, conducted research related to gene therapy for muscular dystrophy. He worked with Joseph Metzger in the department of physiology at the University of Michigan. Becky Bielang ‘02, a biology major, studied juvenile hormone regulation of gene expression in neurons. Her advisor was Immaculada Canal in the department of biology at the Universidad Autonoma de Madrid. Patrice Fields ‘04, a chemistry major, studied the inhibition of the enzyme nitric oxide synthase with Regina Stevens-Truss and Laura Furge in the chemistry department at Kalamazoo College. Anne Hinz ‘02, a chemistry major, conducted research on the physiological mechanisms of the body’s response to hypoxia, including changes in metabolism, growth of blood vessels, and red blood cell production. She worked at the McArdle Laboratory for Cancer Research in Madison (Wis.) under the direction of Chris Bradfield. Eve Klyavich ‘02, a double major in health sciences and Spanish, studied the molecular mechanisms of viral-induced lung inflammation under the guidance of Farhad Imani, Johns Hopkins Asthma & Allergy Center. Elizabeth Tank ‘03, a biology major, studied molecular biology of antifreeze proteins in beetles under the direction of John Duman in the department of biological sciences, University of Notre Dame. Michael Tressler ‘02, a chemistry major, worked with Assistant Professor Laura Furge in the chemistry department at Kalamazoo College on a project investigating the cyclochrome P-450 inhibition mechanism of an anti-cancer drug.

Zac Abele ‘03, author of the “Meal with Abele” column for the Index, took second place in the column-writing category (Division 2) of the Michigan Press Association’s student journalism contest. About his column that describes his breakfast with President Jones, the judges wrote: “Interesting spin on your president; funny too.”

David Barclay, History, was interviewed by DeutschlandRadio, a nationally-broadcast radio station in Germany, in connection with his recent book on Ernst Reuter, mayor of Berlin from 1947 to 1953. The interview was conducted for a program called “Vor 50 Jahren” (“50 Years Ago”), which reviews events in the news from that same day fifty years earlier. David recently attended the annual meeting of the Council of National Resource Center Directors in Santa Fe, New Mexico, where he chaired a session on “Internationalizing the University.” And he participated in a symposium on “Preussen — Gestern und heute” (“Prussia — Yesterday and Today”) at the German Historical Institute in Washington, D.C. David was one of two main speakers; the other was Manfred Stolpe, Prime Minister of the German state of Brandenburg.
Karyn Boe Wright, Psychology, received the award for “Best Published Paper” from the Journal of Leadership Studies. Each year, a panel of reviewers for the Journal selects the best published paper of that calendar year. The winning article was “Leadership Preferences: The Influence of Gender and Needs for Connection on Workers’ Ideal Preferences for Leadership Behaviors,” co-authored by Karyn with Professor Linda Forrest.

Karyn and a research team of Kalamazoo College students attended the American Psychological Association’s Division 17 Regional Conference at the University of Akron to present results from their recent study on women’s leadership aspirations. The poster presentation was titled “Predictors of Leadership Aspirations of College Women.” Research team members were Megan Barash ’01, Emily Spang ’03, Megan Moon ’02, J’Nai Leafer ’02, Lisa Williams ’03, and Sarah Mushem ’04.

Amy Ellen, Political Science, was a recent guest on Chicago’s Charlie Langton Show. She discussed the Hague’s war crimes tribunal recent ruling that rape is a crime against humanity.

The Kalamazoo College and Community Orchestra (KCCO) has released its third CD, Live from Stetson Chapel, featuring music by Mendelssohn (The Hebrides, Fingal’s Cave), Beethoven (Overture to Fidelio and Symphony No. 1 in C), Verdi (Overture to Nabucco), and Schubert (Symphony No. B minor, “Unfinished”). The orchestra was founded in 1994 by Professor of Music Barry Rose. The 70-piece ensemble combines Kalamazoo College students with community musicians to perform six concerts each year.

The photographic work of Richard Koenig, Art, has been selected for six exhibitions, four of which are national or international in scope and prestige. The latest was the Roche Contemporary Art Prize in Australia. Koenig was one of only 25 artists included in this show, and his work was included in an all-media exhibition and tour throughout that country. His work also was exhibited at PCL Exhibitionists Gallery in Sydney. Koenig has won one award for 2001 so far, a second place at the Michigan Annual XXIX in Mount Clemens, Mich., one of two regional shows to which he submitted work. Finally, Koenig’s work has been selected to exhibit on drunken boat, an online journal of the arts. Richard also received recently a residency from The Millay Colony For The Arts (www.millacycolony.org) in Austerlitz, New York. He was awarded this residency to continue his photographic body of work called “Inserts & Suspended Images”. This very competitive residency is fully funded by the Millay Colony.

Jim Langeland ’96, Biology, has been awarded a three-year, $320,000 grant from the National Science Foundation to fund his research in developmental genetics and the evolution of the vertebrate body plan. The grant will support student research assistants, a full time technician, purchase of equipment and supplies, and research-associated travel.


Tom Rice, Art, exhibited in three art shows last spring. The first was an invitation exhibition at the Paint Creek Art Center in Rochester, Mich. The show, titled “It’s All Academic,” featured Michigan, Ohio, and Canadian artists who teach. Tom’s painting in that exhibition was titled “We Exercise and Eat Low Fat Diets.” Tom also had two pieces selected for an exhibition of art by the summer faculty of the Arrowmont School of Arts and Crafts in Gatlinburg, Tenn. He taught a summer course there called “Direct Painting.” Tom’s selections for the school’s exhibition are mixed media pieces that use ink jet prints, tracing paper, and bees wax. They are titled “Doll” and “Honey.”

Tom was also part of the West Michigan Area Art Show. His piece in that show was titled “Goddess.”

Kalamazoo College’s Psychology Department made a strong showing at the 14th annual Michigan Undergraduate Psychology Research Conference (MUPRC). Angela Kovalak ’03, Stephen Haedicke ’03, Kristin C. Alt ’03, and Aimee J. Topacio ’02 presented a paper titled “What can non-musicians intuitively comprehend from a musical score?” [Faculty Sponsor: Siu-Lan Tan]. Rebecca Chaliman ’03 presented a poster titled “Music as a mnemonic device: Effect of melody on recall of unfamiliar information” [Faculty Sponsor: Kerri Goodwin]. Anne V. Snow ’01 presented a poster titled “A comparison of taste dislikes, classically conditioned aversions, and cognitive aversions” and Christine Trost ’03 and Stephanie Cochran ’02 presented a poster titled “Effects of a single odor exposure on potentiation” [Faculty Sponsor: Bob Batseell].

Jan Tobocznik, Physics, has had a resource letter titled “Critical point phenomena and phase transitions” published in the American Journal
Resource letters are invited refereed reviews. This particular one will help physicists find useful references when teaching about phase transitions in thermal physics courses.

Les Tung, Music, has a new CD titled *Beethoven Sonatas for Fortepiano, Op. 2* (Cantaur Records, cantaurrecords.com). This is the first in a continuing series of recordings of solo Beethoven sonatas. Tung has previously released a recording of Mozart, Haydn, and Beethoven sonatas. He has performed to critical acclaim on both modern and historic instruments in the United States, Europe, and China.

**David Strauss**, History, gave a talk titled “Percival Lowell and the Canals of Mars” as part of the winter 2001 lecture series of the University of Michigan Detroit Observatory. The lecture took place in the Observatory Library.

**Dhera Strauss**, Curriculum Support, wrote, directed, photographed, and edited *The Early Bird Gets the Wild Double*, a three-year documentary project that explores the culture of a local bingo hall. The program aired for the first time last spring and tells the story of seven working class people of various races who are regulars of “The Palace,” a local Kalamazoo bingo hall. Throughout the documentary, the seven share their thoughts on family, work, and luck. The program chronicles one evening at “The Palace” and culminates with the climactic coverall game worth $400. The documentary was funded in part by a Pharmacal Corporation Foundation Community Arts grant given by the Arts Council of Greater Kalamazoo. Dhera’s previous documentary, *The Birth of Dance*, explored the creative process of a local modern dance troupe.
Women’s Basketball Preview

Michelle Fortier’s women’s basketball team is coming off back-to-back 18-8 seasons. While pleased with recent results, the Hornets are eager to claim their first-ever MIAA title and post-season NCAA championship birth.

Two returning seniors provide the experience required to reach those goals. Kelley Nyquist has started every game but one during her first three years in the program. She is an excellent defender and was third on the team in assists last season. Amanda Combe provided an offensive spark off the bench last season, averaging 5.3 points per game.

Alissa Johnston, Vanessa Larkin and Amanda Weishuhn lead a strong junior class. Johnston was second on the team in assists (2.8 apg) and averaged 9.2 points per game. Larkin led the MIAA in assists and was a first-team All-MIAA selection. She averaged 4.2 assists and 9.1 points per game and was the team’s best defensive player. Weishuhn, a forward/center, was a second-team All-MIAA selection. She was second for the Hornets in scoring (10.3 ppg) and third in rebounding (5.2 rpg). Sara Kellogg returns for her junior year after seeing action in all 26 games last season.

The season opens with the Hornet Tip-Off Tournament Nov. 16-17 in Kalamazoo. The Hornet also travel to tournaments at Muskingum College (Ohio) and Rhodes College (Tenn.) before hosting another tournament Dec. 28-29. Kalamazoo will be tested early in conference play. Its first three opponents are Hope, Calvin and Alma.

Men’s Basketball Preview

A young Hornet team gained invaluable experience last season. Head Coach Joe Haklin plans to build on that experience for an exciting season of Hornet basketball.

Returning as team captain is senior Nate Troyer. Troyer helped hold a young team together and averaged 7.0 points and 4.2 rebounds per game last season.

Much of the firepower will come from the junior class. Dirk Rhinehart was a first team All-MIAA selection. He led the team in scoring with 14.3 points per game and was named the Hornets’ most valuable player. Rhinehart finished second in the nation with a 92.7 free throw percentage.

Nathan Burns also had an outstanding season at the free throw line, hitting 47-of-48 attempts (97.9%). He did not have the minimum number of attempts to qualify for the national ranking. He set a Kalamazoo College record by sinking 44 consecutive free throws. Burns averaged 6.9 points and 3.0 rebounds per game.

Scott Montmorency returns after a strong first season on the varsity squad. Montmorency poured in 36 points in a game at Calvin College. He averaged 11.6 points and a team-best 5.5 rebounds per game, earning All-MIAA honorable mention honors. Kevin Baird averaged 4.5 points and 2.8 rebounds at center.

Chris Elliot is the top returning sophomore. The 6’7” Elliot averaged 5.3 points and 3.8 rebounds per game.

The Hornets will play three of their first four games at home before hitting the road for the entire month of December. Kalamazoo will compete in tournaments at Spring Arbor University, Grace College (Ind.), and Marietta College (Ohio). The Hornets open MIAA play at Hope College on Jan. 3.
Women's Swimming and Diving Preview

The women's swimming and diving team will have a new look. Only six athletes return from last year's team. With 11 freshmen joining the squad, this marks the largest and possibly best incoming class in the history of the program, giving Head Coach Lyn Maurer reason to be optimistic about the season ahead.

Returning seniors include Nicole Italiano, Kristin Stahley, and Erin Price. Italiano placed sixth in the 200-yard butterfly and eighth in the 400-yard individual medley at last year's MIAA championships. Stahley is co-captain of the squad and will compete in the breaststroke and freestyle events. Price returns as a diver after a one-year hiatus from the team.

Junior co-captain Jane Kopf had fourth-place finishes in the 50- and 100-yard freestyle events at the MIAA championships. She was the team's most valuable swimmer last season.

Tanya Krzmen ski and Kristin Lingemann make up the sophomore class. Krzmen ski finished fifth in the 100-yard butterfly and 10th in the 200-yard butterfly at the MIAA championships. Last season's most valuable freshman, Krzmen ski also competes in the individual medley events. Lingemann is a diver and was voted most improved on last year's team.

Men's Swimming and Diving Preview

Led by seven seniors and ten juniors, the men's swimming and diving team looks to extend its string of six consecutive MIAA championships and improve upon last year's ninth place finish at the NCAA Championships.

Senior All-MIAA and All-American standouts Nicholas Duda, Steve Domin and Evan Whitbeck will serve as captains. Duda scored points in the NCAA Championships in the 200- and 400-yard individual medleys, the 200-yard butterfly and two relay events. Domin and Whitbeck have qualified for the NCAA Championships for three consecutive years. Other seniors include national qualifier Chris Elston, Andy Brook, John Einspahr, Mark Fino, and Gary Strickler.

A strong junior class includes All-MIAA and All-American swimmers J.D. Schneider, Casey Lanser, and diver Tim Ullrey. Each is a defending MIAA champion. Ben Callam and Ryan Crowley return for their junior season after earning All-American recognition last season. Other juniors expected to contribute include Jon Buda, Brian Heintz, Steve June and Aaron Smith.

Sophomore Victor Stover competed at last year's NCAA Championships and was a member of the school record-setting and third-place finishing 800-yard freestyle relay team. Other sophomore class members include Scott Whitbeck, the defending MIAA champion in the 1,650 freestyle, Chris DiVirgilio and Bobby Rohrkemper.

Several newcomers will add depth in the swimming events and national caliber strength to the diving events.
Visit the Hornet website for the latest news and scores from the fall season, as well as current information on all of the winter sports!
www.kzoo.edu/sports
**November**

9  SD at Albion* (with Olivet*) .......................... 6:00
16 WB Hornet Tip-Off Tournament
   WB Kalamazoo vs. Earlham ...................... 8:00
   SD at Case Western and Denison (Cleveland) .... 5:00
17 WB Hornet Tip-Off Tournament
   WB Consolation/Championship .............. 1/3
   MB vs. Lake Forest (Ill.) ............ 5:30
20 MB at Madonna .................................. 7:00
   WB at Chicago ................................ TBA
24 MB vs. Concordia ............................. 3:00
   WB at Muskingum (Ohio) Tournament .... TBA
25 WB at Muskingum (Ohio) Tournament .... TBA
27 MB vs. Goshen ................................. 7:30
28 WB vs. Madonna ................................ 7:00
30 MB at Spring Arbor Tournament ........... TBA

**December**

1  MB at Spring Arbor Tournament ............... TBA
7  SD at Eastern Mich. Invitational ............ 3:00
8  SD at Eastern Mich. Invitational ........... 11 a.m.
   MB at Chicago ................................... 4:00
10-21 SD - Winter training trip (Bradenton, Fla.) .... TBA
12  WB at Ohio Northern .......................... 7:00
14  MB at Grace (Ind.) Tournament  .......... TBA
15  MB at Grace (Ind.) Tournament  .......... TBA
17-20  WB at Rhodes (Tenn.) Tournament .... TBA
18  SD vs. St. Lawrence (Bradenton, Fla.) .... 12:30
20  MB at Purdue-Calumet ......................... 7:00
28  WB Kalamazoo Classic
   WB Kalamazoo vs. Manchester (Ind.) .... 8:00
29  WB Kalamazoo Classic
   WB Kalamazoo vs. MSOE (Wis.) ............ 3:00
   MB at Marietta (Ohio) Tournament .... TBA
30  MB at Marietta (Ohio) Tournament .... TBA

**January**

2  WB vs. Hope* ....................... 7:30
   MB at Hope* ............................. 7:30
5  MB vs. Calvin* ....................... 3:00
   WB at Calvin* .......................... 3:00
9  MB vs. Alma* ....................... 7:30
   WB at Alma* .......................... 7:30
12  SD vs. Hope* ....................... 1:00
   WB vs. Albion* ........................ 3:00
   MB at Albion* ........................ 3:00
16  MB vs. Adrian* ....................... 7:30
   WB at Adrian* ........................ 7:30
19  WB vs. Olivet* ....................... 3:00
   MB at Olivet* ........................ 3:00
   SD at Mich/II Quad (Holland Municipal Pool) ... 12:30
23  WB vs. Saint Mary’s* .......... 7:30
26  SD vs. Calvin* and Alma* ........ 1:00
   MB vs. Hope* .......................... 3:00
   WB at Hope* .......................... 3:00
30  WB vs. Calvin* ....................... 7:30
   MB at Calvin* ........................ 7:30

**February**

2  SD vs. Wabash (men) .......... 1:00
   WB vs. Alma* .......................... 3:00
   MB at Alma* .......................... 3:00
6  MB vs. Albion* ....................... 7:30
   WB at Albion* ........................ 7:30
9  SD vs. Saint Mary’s* (women) .... 1:00
   WB vs. Adrian* ........................ 3:00
   MB at Adrian* ........................ 3:00
13  MB vs. Olivet* ....................... 7:30
   WB at Olivet* ........................ 7:30
16  WB at Saint Mary’s* ........ 3:00
19  WB MIAA Tournament First Round ...... TBA
20  MB MIAA Tournament First Round ...... TBA
21  WB MIAA Tournament Semi-Finals ...... TBA
   SD - MIAA Champ (Holland Municipal Pool) ... 11/6:30
22  MB MIAA Tournament Semi-Finals ...... TBA
   SD - MIAA Champ (Holland Municipal Pool) ... 11/6:30
23  MB MIAA Tournament Finals .......... TBA
   WB MIAA Tournament Finals ........ TBA
   SD - MIAA Champ (Holland Municipal Pool) ... 11/6:30

**March**

14-16  SD - Women’s NCAA III Championships
      at Miami University, Oxford, Ohio .......... 11/6:30
21-23  SD - Men’s NCAA III Championships
      at Miami University, Oxford, Ohio .......... 11/6:30

* Michigan Intercollegiate Athletic Association contest

Home games in bold

Dates and times subject to change

MB - Men’s Basketball; WB - Women’s Basketball;
SD - Men’s and Women’s Swimming and Diving
The Senior Class Pledge Program educates seniors about the relationship between annual giving and educational excellence before they leave campus. Before the program was instituted in 1989, average class participation in KCF one year after graduation was less than 15 percent.

David Rhoa ’90 (middle) awards the grand prize (a 19” TV/VCR Rhoa donated) to Eric Varley ’01, one of the 164 seniors who participated in the Senior Class Pledge Program. The Class of 2001’s 70 percent participation rate shattered the previous record, held by the Class of 1997. Marlo Farmerie-Pastore’s efforts in contacting area businesses for prize donations yielded 56 prizes given to seniors at three SCPP events.
THE NUTS AND BOLTS OF ENLIGHTENED LEADERSHIP

This month Kalamazoo College launches Enlightened Leadership: Kalamazoo College in the 21st Century, the most ambitious fund-raising campaign in the College’s history. The campaign seeks $65 million for scholarships, faculty development, enhancements of the K-Plan, and new facilities. More than $40 million has already been raised during a campaign “quiet” phase that concluded the end of September. The public phase will conclude in December 2004. (For more information on Enlightened Leadership: Kalamazoo College in the 21st Century, please read the case statement mailed to all alumni.)

Why engage in a campaign now?

Because the time is right, and it is urgent that we do so. The College faces several specific capital project needs, including a new information service complex and renovations of its library and fine arts building. We also must address the size of the College’s endowment, currently the smallest in the Great Lakes Colleges Association and a far weaker force for educational excellence than the endowments of competitor schools.

What will change as a result of this campaign?

Several years ago the Keystone Committees, which included faculty, student, staff, and administration representatives, prioritized the issues critical to the continued excellence of the College. As a result of this campaign, the College will increase its faculty through endowed professorships, endow a faculty development program (critical to faculty recruitment and retention), and achieve greater diversity among students through endowed scholarships. This campaign will increase the endowments that support the K-Plan’s study abroad, create an endowment for career development programs, build an information service complex, and renovate the College’s library and fine arts building.

What is an endowment and why is it important?

Our endowment is an aggregation of assets invested by the College to support our educational mission in perpetuity. Our Board allows the College to spend 5 percent of the income generated from the investment. The remainder is reinvested in the endowment to increase the principal. The endowment income helps pay for current programs and provides reliable funding for educational excellence and innovation, even in years when enrollments, donor gifts, and other revenue fail to meet projections. In a sense, our endowment is a pact between generations of Kalamazoo College community members to secure the institution’s future. For example, thousands of Kalamazoo College students in the mid-1960’s, 1970’s, 1980’s, and 1990’s studied abroad because of income generated from an endowed gift made in the early 1960’s. In such a way, gifts today and from earlier years ensure for tomorrow’s students the accessibility of Kalamazoo College’s farther journey. Finally, a robust endowment bestows enormous competitive advantages in a very competitive market, one reason it is factored so prominently in rankings of the nation’s best colleges. To continue the
example I cited above, the original study abroad endowment no longer fully supports the costs of the program. A significant incursion into the College’s operational budget helps narrow the gap between endowment support and total cost; painful program restrictions eliminate the gap. But those restrictions certainly make the College less competitive for the students it seeks.

How much of the $65 million will go to the endowment, and will this represent a significant increase relative to our competitors?

$32.5 million will go into the endowment and support issues ranked most important in the Keystone Reports – additional faculty and new faculty development programs, student scholarships, and study abroad and career development programs. The remaining $32.5 million will fund the highest-ranking capital projects identified in the Keystone Reports. Endowments grow by two means: gifts and reinvestment of a portion of endowment income. Reinvestment means that a large endowment (which the College’s is not) is like a runner given a huge lead at the outset of the race. That said, an increase of $32.5 in the College’s endowment represents a significant and enduring commitment to educational excellence. Regardless of how that increase may position the College’s endowment relative to those of its competitors, it will move the College in the right direction. Future campaigns also will focus on building the endowment.

What happens to KCF during the campaign?

The Kalamazoo College Fund is an important component of the campaign, a way all alumni, parents, and friends can participate. KCF gifts received from July 1, 2001 through June 30, 2004 will count toward the campaign goal. The KCF is vital to Kalamazoo College, both during and after the campaign. Kalamazoo College must raise substantial annual funds to support operating expenses critical to the excellence of the Kalamazoo College undergraduate experience. Our campaign goal relative to KCF is twofold. First, we will increase the KCF total during the campaign years by two means: recruiting new supporters and convincing current KCF donors to raise their giving level. Second, we will maintain higher giving levels in KCF after the campaign.

What’s my role in the campaign?

The College hopes every alumna, alumnus, friend and parent, and corporate and foundation constituent that has supported Kalamazoo in the past will make a special campaign donation. We hope everyone will join our KCF family or increase their level of giving to KCF. And we hope people will consider the College when they begin their estate planning. Participation is critical. Gifts of all sizes count. The level of participation among all constituencies measures the success of a campaign. Widespread participation sends a message that those who best know Kalamazoo College value it. You will find a pledge card in the case statement mailed to all alumni. Please complete and return the pledge card.

Will all the gifts that are announced actually be received during the campaign?

Kalamazoo College will announce each gift, regardless of whether the amount comes in all at once or is to be received over a period of time. Cash, stock, real estate, and other outright gifts transfer to College assets immediately. Deferred gifts are those that the College will receive in total at a later date. Examples of deferred gifts include bequests, which the College receives upon the death of the donor or the donor’s heirs, and annuities and trusts, which mature after a number of years. The College announces gifts in their entirety, but counts toward its campaign goal only a percentage of those gifts that will be realized in the future.

Why will Kalamazoo College engage in additional campaigns after this one?

Because of the need to ensure the excellence and accessibility of Kalamazoo College. A large endowment is a powerful tool for educational innovation and excellence, and we will make our endowment into such a tool during the course of multiple campaigns. After each successful campaign the increase in our endowment will work for us to further build its size. And that is exciting. Simply put, campaigns are necessary for the life and future of private colleges and universities generally and for Kalamazoo College and the K-Plan, specifically.

For more information on Enlightened Leadership: Kalamazoo College in the 21st Century, please read the case statement, which was mailed to all alumni this month. The College has enclosed a pledge card in the case statement. Please complete and return the pledge card. If you have questions about the campaign, please e-mail us at enlightened@kzoo.edu.

To check on goal status anytime, please log on to www.kzoo.edu/pr/enlightened
FALL MAN

by Diane Seuss,
written several days after the attacks
on the World Trade Center and the Pentagon

The man falls. I'm told
he jumped; he had no choice,
or two bad choices. Burn
or fall. He chose
falling. His clothes
are the clothes
of a businessman. White
shirt, dark well-tailored pants.
His tie extends from his throat
and draws a black line
parallel to the horizon. He has
not fallen; he is falling. He
falls. The tail of his shirt
has come untucked. He's pulled it
free, or it's been pulled free
by the wind. He's an elegant
man at the end
of his day. I wouldn't be surprised
to see a briefcase in his hand.
His pants balloon a bit, filled
with wind. His hair is cropped short,
the cut of a professional man. An expensive
cut. I'm told he is falling, but he seems
to be flying. The man flies. He dances in the air.
It's a sophisticated dance. Smooth.
Something out of the '40s, a black
and white film. A man and woman have been dancing,
he's held her in his arms but now he breaks
free. Time for a solo. The bones
of his cheek, his jaw, his chin
are exquisite. I can imagine cupping
that face in my hands. I want
to call after him: Have a good day. Don't work
too hard. I'll see you at dinner. I love you baby boy.
I like to call him that. Baby boy. It works against
who he is. Such a grown up. Competent. A man
who knows how to take care of himself. How
lucky I am to have found him. He is a man
who works and now his work
is falling. He falls well, better than anyone
has fallen before. Such grace.
Such a strong wind in his clothes.
His shirt emits light. His pants foretell
the darkness coming on. His belt
is the circular horizon. The man falls
or he is born. He is entering the world
headfirst. Or he is still, a great stillness,
and it is we who are falling, beautifully falling,
we who will be forever falling.
Trustee Ronda Stryker's $1.5 million gift to Kalamazoo College's endowment will develop and support a formal learning service component of the K-Plan: the Mary Jane Underwood Stryker Institute for Service Learning.

Endowment income from $1 million will permanently fund a position responsible for involving Kalamazoo College students and faculty in College-Community partnerships that further the academic experience here.

The $500,000 portion of the gift will endow scholarships in honor of Dr. Marilyn La Plante, acknowledging her long tenure as teacher, dean of students, and the College's first vice president for experiential education. Endowment income from this portion will fund student internships characterized by worthy and developmentally positive experiences with an excellent service learning component.

Faculty will be eligible for funded stipends to develop service learning components for their courses.

The institute for service learning is named for Ronda's grandmother, Mary Jane Underwood Stryker. Mary Jane Underwood entered Northwestern University at age 16 and graduated with a double major in French and mathematics. She met Homer Stryker when she was teaching in the Lansing area and he was a student at Michigan State University. She served as the Stryker Company’s secretary-treasurer from its founding in 1946 until 1967. Mary Jane Underwood Stryker had two children, both sons. Homer Jr. died in 1934 and Lee Stryker (Ronda, Jon, and Pat's father) died in a plane crash in 1976. Mary Jane died in 1980 at the age of 85.
"How is a scholarship like a motorcycle?"

It’s not a riddle, and Marian Starbuck ’45 knows the answer. She and her late husband Charles ’48 (Bud) gave money for a scholarship which in a sense establishes a pact with future generations of “K” students, providing them access to an undergraduate experience as exciting and liberating as a Starbuck motorcycle journey.

Marian remembers the 850-pound, 1,500-cc, six-cylinder Honda Goldwing she and Bud used as a “magic carpet” for countless adventures and journeys.

“Bud and I wanted to leave a legacy that would enable journeys of the mind and the spirit for Kalamazoo College students,” Marian says. “We met during our own years at Kalamazoo, enjoyed wonderful years here, and wanted others to have a similar experience.”

They established the Charles and Marian Starbuck Scholarship in 1998.

Liza Brereton ’01 is its most recent recipient. That Liza is interested in pursuing law had special meaning for Marian, since Bud was a lawyer, too.

“My advice to Liza is to live every moment, explore every possibility, and don’t miss a thing!” Marian says.

According to Liza, the Starbuck Scholarship helped make that goal possible.

Office of College Communication
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Our endowment enables
the farther journey