Kalamazoo College excels at the liberal arts because of three financial pillars – tuition revenue, endowment income, and annual giving. That third pillar – a.k.a. the Kalamazoo College Fund (KCF) – depends on a community of consistent givers, people like Anastasia (Holland) Harnden ’89 and Kenneth Harnden ’89. The Harndens – pictured at left with their children Trey (7), Samuel (5), Abram (2), and Benjamin (2) – have made 15 gifts to the KCF, two campaign gifts, two restricted gifts, seven athletic fund gifts, and a challenge grant gift for scientific equipment. Anastasia is a middle school teacher. Kenneth works for Richard Allan Scientific. The family appears to be holding up the pillar that supports the pediment of Stetson Chapel, and that image is a fitting symbol of the strength of the multitude of KCF gifts. KCF enables the college to function. The College depends on thousands of people like the Harndens and thanks them and everyone else who gave to the 2002-2003 KCF. For the sixth straight year, KCF exceeded its goal, raising $1.61 million.
COVER STORY: Kalamazoo College desperately needs to renovate and expand its Upjohn Library because today’s college libraries are much more than that. They must be brave new seaports in order to meet the demands of higher education in the 21st century. Page 10.

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Decades after her study abroad experience in Caen, France, Susan Sanford ’66 “resurrects” Marcel Proust to join her on a return trip. Together they articulate the effect of foreign study on the fullness of the time that follows.

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Judge Susan Dobrich ’76 and Assistant Attorney General General Scott Teter ’84 apply law on behalf of children. They also share roots that go deeper than Kalamazoo College.

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Insert THE DONOR HONOR ROLL
In fiscal year 2002-2003, Kalamazoo College community members set a record for philanthropic donations to the College. The College thanks the many donors without whom the farther journey would never be possible.

PLUS the Sisters in Science; the acceleration of the biology curriculum, courtesy of the new W.M. Keck Laboratory for Cellular and Molecular Analysis; the value of the Kalamazoo College theatre arts major; Lucasse Award winner Diane Seuss, creative writing teacher extraordinaire; the new 4 and Forever Program; good reasons for a cup of joe at The Daily Grind; some remarkable letters from readers; and more.

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The name LuxEsto is based on the College’s official motto, Lux Esto, “be light” or “let there be light.”

Printed in: 80# Mirage Gloss Cover
70# Mirage Satin Text
Manufactured with 20% Post Consumer Heritage Paper
Dear Dr. Jones,

I am writing in response to the latest LuxEsto article about K’s #1 ranking by U.S. News and World Report. I was very happy to see Kalamazoo receive such high recognition for a program that participants have always known to be one of the best.

The study abroad program was one of the main reasons I chose Kalamazoo College. My family places a high value on travel and experiencing cultures different from our own, so they were very excited to learn that the study abroad program was fully integrated into the curriculum at “K”. As a basketball player I could not go on a long-term program because I did not want to miss any of the season. Many of my fellow athletes and I participated in the program during the spring of our sophomore years. I lived in Caen, France with a wonderful family, and I will never forget the experience. (I believe we were the last group to study in Caen, as our program director, the wonderful M. Heinze, retired shortly after.) I had traveled to France before, but actually living there is a whole other experience. To be able to walk around town without feeling like a tourist opens one’s eyes to a new world. With Europe at our doorstep, my group traveled to at least ten different cities in numerous countries, making it back for Monday classes after each weekend adventure.

While living abroad I gained a level of confidence and independence that I could not have learned if I had remained in the United States. Since I studied abroad before many of my friends, I was able to witness their transformation when they returned to campus our junior Spring. There were not many people who came back unchanged, whether it was with a greater appreciation and understanding of other cultures, newfound independence, or a new level of maturity. These qualities have an even greater importance in today’s global community, and I am fortunate Kalamazoo College stresses this to its students.

My four years at Kalamazoo College provided me with some of the greatest experiences of my life thus far, and I can only hope “K” continues to have the same effect on future students.

MaryJane Valade ’01

Dear Richard (Berman, Dean of Experiential Education),

I’m sure you remember me from my numerous and persistent visits to the Center for Career Development office around 1998 and 1999. I really hope everything is going well for you and you’re still enjoying Kalamazoo College. All your help really paid off for me. You helped me secure an internship at Cornell and a SIP at Harvard Medical School. I ended up traveling to Asia and the Middle East for a year after graduation, and then settled down to law school at Yeshiva here in New York City. Things have been great. I got married a year ago, and graduated with my JD this past January. I sat for the New York Bar, the Patent Bar, and am now preparing for the California Bar. Thanks again for all your help.

Karli (Schmekel) Golde ’00

Dear Dr. Jones,

As my current employer, the Cleveland Public Library, which bills itself as “The People’s University,” gears up for a campaign of its own to remind the voters of the city that their investment helps to make it a world-class institution which daily touches and changes the lives and minds of our citizens, I am reminded of the world-class education I received at “K”, and the daily impact it still has on my life.

Every day I am faced with the challenge of serving a community of library users who collectively speak more than 45 languages and selecting library materials that will not only entertain and inform them but also will in some way help them to assimilate into the American landscape while preserving their own cultural identities.

During the past year, in relation to my work, I’ve had the opportunity to travel to book fairs and visit libraries and booksellers in Europe, Asia, and Latin America. Of course, during these trips much of what I learned at “K” came in handy, particularly the coping skills I learned while studying abroad in Colombia and...
the language skills I learned as a student of French and Spanish language and literature. An appetite for the written word and its ability to nourish the mind turned out to be perhaps the most useful product of my “K” education.

Most notably, a trip through several countries in Asia was remarkable for how it revealed the hunger for books in people’s lives. From three-block-long lines to enter the Hong Kong Book Fair, to the masses of people devouring books in a Beijing bookstore, to the modesty of the collection, staff, and crowds of users at the Ho Chi Minh City Municipal Library, each experience was humbling, as it reemphasized the importance of whatever small effort the Cleveland Public Library is able to make to collect materials from these parts of the world in order to make them available to our grateful public.

Particularly striking was the aching sense of loss experienced because of the decimation of the collection of the National Library of Cambodia in Phnom Penh by a manically repressive military regime bent on wiping out an entire culture’s collective memory.

While it is impossible to translate such devastation to the situation with the Upjohn Library at “K”, I do believe that without expanding “K’s” library facilities much knowledge will be similarly lost — either because it must be discarded to make room for new materials, or because it cannot be added to a building which has no room to house it. I do know from personal and professional experience that the nature of library collections is to grow, even, and perhaps especially, in a digital age.

Although it is modest, I am hopeful that the enclosed contribution, meant to support the “Library Renovation and Expansion Project” of the Enlightened Leadership campaign, will in some small way be an investment in the nourishment of the minds of future generations of “K” students.

A. Issac Pulver ’88

DEAR MR. BERNAN,

I should have written you right after the interview with Miriam’s House® in Washington, D.C., but I just got so busy.

I got the job!! They offered it to me before I left! The “official interview” went really well, and I felt totally comfortable the entire time I was there. I think the best advice you gave was to “be yourself” and not to act ultra-poised. I remembered that whenever I got nervous. Also, before I left, I “talked myself up” by making lists of the reasons why they should hire me. I also prepared by giving some thought on how to answer tough questions (about weaknesses, for example), but I didn’t receive any questions like that.

Thank you for taking time to talk with me. I felt more confident, and you provided me excellent interviewing advice that I had not heard before. I will keep that “top ten” list of interviewing tips with me for a long time and use it. Thanks for helping me get my “dream job” for next year.

Laura Nixon ’03

*Miriam’s House is residence for homeless women living with HIV/AIDS. Laura was hired as resident intern/activities coordinator and began the one-year position this month.

DEAR EDITOR,

My name is Kam Yee. I am the wife of Kalamazoo College alumnus, Paul Unwin ’98. I wanted to thank you for your article, “A Different Diversity,” in your Spring 2003 issue of LuxEsto. I really appreciated your acknowledgement of young mothers as another facet of the word diversity. I am a Chinese American, so most people already consider me as a minority. But I am also a mother going to college, so I can really relate to Libby Kiino’s situation.

Paul and I have a seven-month old daughter named India. I myself am a twenty-three-year old undergraduate student. I also work part-time at the Museum of Flight in Seattle, Washington. Paul works full-time and is in the final phases of his graduate degree in physics. We really have a busy and sometimes stressful schedule. In fact, when we decided to have a child, most people did not expect me to continue with my school studies. Paul and I wouldn’t dream of ending my education because it is an important goal to me. Parting with India daily is very difficult and emotional, but I am determined to continue to pursue my education and career. Starting a family while I’m still in school is very difficult, and I do have to pass up great offers such as out of state internships. But the challenging journey is rewarding. All of my happiness is possible because I have a very supportive husband, understanding family members, and flexible school and work schedules. I plan on moving toward a Master’s degree in space studies in a few years.

Once again thank you for taking the time to share Libby and Jackson’s story. I feel really good knowing there’s another mother who is juggling a baby with schoolwork. I am sure you have opened the eyes of many of your readers.

Kam Yee
DEAR PRESIDENT JONES,

I am writing this letter in early May as spring struggles to assert itself in the face of a slushy, gray, and rainy day in Minnesota. As I watch snow dissolve on the ground my mind wanders to springtime on the Kalamazoo College Quad 20 years ago and the wonderful sense of hope and possibility it brought after months of dark skies and cold weather.

We stormed the outdoors to play softball and soccer, to hit the road on bikes, and sometimes even to study. As we barbecued to the music we launched out of our dorm windows onto the Quad we believed that anything was possible, that our friendships were indestructible, and that no misfortune could ever enter our lives. We took for granted that we were all on our way to making a difference on our chosen paths, with just the details and the magnitude of our successes left for us to sort out.

I was swept up by that exuberance for life again when I moved to Minnesota in the mid-1990’s and was introduced to Paul Wellstone and his wife Sheila. They projected a similar sense of optimism that made you feel how inevitable it was that things would work out for the best – if we just explained the problems and solutions to people, and trusted that the evidence would lead them to make just and fair decisions.

Eternal hope was the hallmark of Paul Wellstone’s life and politics and the reason for the energy of his campaigns for the United States Senate. I was fortunate to be included in the Wellstone orbit because it was with him and his supporters that I learned firsthand how politics and public life can be like spring on the “K” Quad—exhilarating and bursting with possibility, flowing with optimism and buttressed by steadfast determination in the face of tremendous odds.

As you know, just 11 days before last year’s election, on October 25, 2002, the Wellstomes and three of our friends died when their campaign plane crashed on approach in Eveleth, Minnesota. It was an agonizing tragedy on many levels—we lost our friends, our mentor, our champion and a political leader of uncommon talent, wisdom, and courage.

I admired Paul Wellstone and his wife Sheila and was proud to work for them. They stood up for citizens at the margins, those with few lobbyists—the poor, the homeless, battered women, immigrants, and the mentally ill.

Paul Wellstone practiced the politics of conviction and believed deeply that “politics is about the improvement of people’s lives.” His special gift was that he motivated others and gave them the confidence to take control of their lives through public service, whether they agreed with him or not.

People responded to Paul Wellstone because he was authentic and his personal power flowed from that authenticity. You couldn’t help but be drawn to him because he was a person with strong beliefs and a kind heart. One example of Wellstone encouragement occurred in a campaign parade during which someone yelled from the curb, “I’ll never vote for you.” Wellstone replied, “That’s okay, as long as you vote.”

I marveled at his genuine love of people expressed during long shifts at the Minnesota State Fair. He would talk with anyone, especially those who didn’t agree with positions he had taken. My favorite moments were when conservative farmers would begin their conversation with “I don’t agree with you on (X, Y or Z).” Then, magically, by the time they left they would be hugging Paul with a parting comment along the lines of “I don’t agree with you on a damn thing but you’re all right, at least I know where you stand.”

Paul Wellstone was an organizer and his campaigns reflected his personality. They were personal, inclusive and had the feeling of a Saturday carnival. Most of all they invested in people, not just television ads and consultants. He recruited and developed a large group of skilled professional organizers who created a campaign infrastructure that mobilized thousands of volunteers across Minnesota. Legions of those green-clad volunteers, too many to count, were canvassing Minnesota at the time of his death.

Last October’s plane crash should not end that life-giving style of politics. Paul and Sheila Wellstone were committed to helping people claim their dignity, and although they are gone, we who experienced their energy remain to help inspire others to do the same. Which is why, as the spring rises and my grief subsides, I’m hopeful, even optimistic, because the only worthy tribute to people who devoted their lives to others is to continue their work.

I guess it’s fitting that my mind has slipped back to Kalamazoo College as I work through my grief. “K” is a magical place where I drew energy and explored who I might become. It’s also a place where one of my political science professors, Franklin Presler, encouraged me to read college texts with my heart, not just my head, and where I learned to dream and to hope.

Tom Kelly ‘84
tkkelly@aol.com

P.S. Please share with the Kalamazoo College community the website www.wellstone.org, which is the home of “Wellstone Action,” a non-profit organization founded to inspire a new generation of professional organizers and grassroots leaders to run for office.
In Search of Lost Time:
A Proustian Tour of France

Last January Provost Gregory Mahler addressed the annual meeting of the Association of American Colleges and Universities in Seattle, Washington. The title of his talk was “Enlarging International Perspectives on Campus.” Mahler explained that one of the best ways to help students mature, gain a sense of self in the wider context of history and the world, improve foreign language skills, and appreciate the diversity of other cultures was to provide them in-depth experiences in other countries “so that [students] can, in the words of Marcel Proust, see through ‘new eyes’.” Mahler contrasted the significant amount of attention focused on the benefits of study abroad that accrue to the individual student with the scant attention “paid to the benefits to the institution from which participants in study abroad come.” He then cited the author Daniel Boorstin, who discusses the distinction between discovering and learning and “writes that finding new things out is only half of the adventure of education. One of the real values of discovery comes when the discoverer returns home and tells others about it.”

We must, Mahler continued, “find better ways to integrate on- and off-campus experiences, to use returning students after their discovery activities [to ensure] the most important dimension of the activity for the institution. Individuals are enriched by off-campus experiences as well as classroom experiences, discovering and learning about the world beyond the campus. However, we all know that our institutions are far more than the brief window of time that a single student is on our campus. Our institutions, in turn, will be enriched by having the individuals who had wonderful experiences share this learning on their part, reflecting, and teaching others after they return.”

(continued on page 6)
Being in two places simultaneously made my return to Caen quite special. Perhaps I wasn’t exactly in two places at one time. More accurately, two persons—both me—were in one place in two times. Or three persons if you count Marcel Proust, and I do.

It is the spring of 2001, and when I look through the arched entrance of the castle of William the Conqueror toward the Cathedral of St. Pierre in Caen, Normandy, I am transported back to this very scene 36 years ago. It is dusk, then and now, and the fading light creates the illusion that the cathedral is not three-dimensional, but rather a flat backdrop painted on the sky.

Proust, my metaphorical companion on this journey, in his masterpiece *In Search of Lost Time*, explores the relationship of time and memory to reality. The narrator bites into a madeleine pastry dipped into a cup of tea and, memory activated by the taste, is instantly and vividly transported back to the village of his childhood. “In that moment all the flowers in our garden…and the water lilies on the Vivonne and the good folk of the village and their little dwellings and the parish church and the whole of Combray and its surroundings, taking shape and solidity, sprang into being, town and gardens alike, from my cup of tea.”

I stand in a place to which I
have longed to return for many years, so engulfed by memories of my foreign study in Caen that I am here, in the now, but also there, a former me in this very spot, then.

I chose Kalamazoo College in 1962 because I figured the K-Plan would enable me to fulfill my desire to travel, and foreign study in Caen in 1964-65 became one of the defining experiences of my life. My opportunity to return came during our tour of Paris and Normandy in the spring. My husband Geoffrey Gall ’65 and our friend Jim Latteier ’67 were my non-metaphorical companions. To release ourselves from the standard museum-and-cathedral route, we designed our tour around the life and writing of Marcel Proust. He used the places of his life as locales in his writing, so it is possible to visit the actual sites so finely and minutely described in his novel. Although I had been a French major at Kalamazoo College and in graduate school, I had never read his 7-volume, 3,700-page work (previously translated as Remembrance of Things Past). I started reading the novel several months before we left and lugged one of the hefty volumes on the trip with me. Proust’s meditations on the nature of time, memory, and the past not only infused our visits to the sites related to his life and writing, but also renewed and connected me to my own past in Caen.

Our exploration starts in Paris. Proust’s life and writing centered on the neighborhood near the Champs Elysées in the 8th arrondissement. The home where Proust spent the first 30 years of his life stands on Boulevard Malesherbes, a short walk from the Champs Elysées. The famous cork-lined room where he spent many years towards the end of his life writing his masterpiece is in a building that currently houses a commercial bank on the nearby Boulevard Haussmann. A plaque identifies the building, and the room is opened once a week for viewing. Walking the streets of Proust’s neighborhood, it is never difficult to evoke the author and his times amidst the 19th century architecture that formed the backdrop of his life. Proust’s grave is in the Père Lachaise cemetery, where many persons of renown (or notoriety) are buried, including the ill-fated 12th-century lovers, Pierre Abélard and his student (and later secret wife) Héloïse, as well as, more recently, Doors lead singer Jim Morrison.

Our route to the Normandy coast brings us to Caen and my own “search for lost time.” I seek out the castle of William the Conqueror and that wonderful vista of the cathedral through the arched entrance. The castle walls give a panoramic view over the city, dominated by the two abbeys (Abbaye aux Hommes—the Men’s Abbey—to the southwest, and Abbaye aux Dames—the Women’s Abbey—to the east) built by William the Conqueror and his wife Mathilda as penance for marrying each other despite their kinship (they were first cousins).

On the campus of the Université de Caen I am drawn to the cafeteria. Today there is a new entrance, broad and welcoming; the old enclosed stairway is only a vivid memory of being channeled into a pack of students so dense I had a claustrophobic panic attack on these steps. Once one of the “K” women entered the cafeteria with a scarf on her head, and the French students threw bread at her, shouting, “Chapeau! Chapeau!” And every time I taste yogurt, unflavored and sweetened with white sugar, I remember my first taste in this cafeteria.

My husband and I walk up the hill to the foreign study office to inquire if André Heintz, the foreign study director in 1964, still lives in town. We are amazed to learn that, although retired, he is still active in the foreign study program. He invites us to lunch the next day in the faculty dining room with some other English-speaking faculty members. He is warm and gracious, delighted that we had thought to look him up. I doubt that he could really remember me—one among so many former students—until he asks, “Didn’t they used to call you Sue?” I am stunned that he has recalled a nickname I have not used since college days.

After lunch, he takes us on a tour of the World War II museum, Le Mémorial de Caen, just outside the city, and his personal reminiscences of the war in Normandy breathe life into the place. It is built atop a German bunker—Heintz had been instrumental in suggesting this particular site. Designed as a monument to peace and tracing the roots of the Second World War beginning from 1918, the museum has since expanded to include subsequent conflicts in the second half of the century. I translate the words inscribed on the light-colored stone façade: “Pain broke me, brotherhood resurrected me, from my wound gushes a river of freedom.” The entrance is a dark, jagged slash through the quotation, graphically illustrating the devastation of war. The museum follows a ramp that spirals from the well-lit pre-war era at ground level downwards into ever-deeper chaos.

Heintz donated several items on display, including his sister’s coat and bullet-pierced dispatch case, which had received the bullet meant for her on one occasion when she carried a message by bicycle.
Just before the 1944 invasion of Normandy, Heintz had helped convey to the allies the positioning of four German 155-mm gun emplacements. A Norman farmer, angry with the Germans for taking over his land, had paced off the coordinates for the guns’ location, and had sent his small blind son with the information to the young English teacher in town, Monsieur Heintz. Heintz used a radio set concealed in a large tomato soup can (now on display in the museum) to relay the information to allied warships. Twelve kilometers offshore, the battleships destroyed the guns, one with a direct hit. Many years later, the British ship captain who had received the information told the story to some friends. “I only wish I knew who had provided those precise coordinates,” he said.

“I can tell you exactly who that person was,” exclaimed one of his hearers. “That was André Heintz, my teacher at the Université de Caen.”

I have so many reactions to my days spent in Caen. One is nostalgia, of course, for my “lost” youth. Another, however, is the chagrin I feel for having been unaware so long ago of the value of getting to better know a person like Monsieur Heintz. Proust reassures me that we could not be the persons we are without having been those different persons we were. My youthful indiffERENCE contributes to the delight of this surprising day with Monsieur Heintz.

Walking these streets after so many years combines in a strange alchemy the student I was with the woman I am, one moment a middle-aged tourist, the next an exuberant twenty-year-old. Driving past the park near the river, we pass the Hippodrome, a horseback-riding pavilion, and I shout, “I rode horses there!” I had completely forgotten, but now memories return in a flood—the irascible instructor, learning to ride English style, crying on my last day there. Those days have cast a shadow on my life and on the person I have become. After having had an experience such as that provided by an undergraduate education at Kalamazoo College, it is impossible to be confined to a narrow, parochial point of view. Kalamazoo College truly made the world my campus.

From Caen, we drive out to Cabourg on the Normandy coast, called “Balbec” in Proust’s novel. This town still has the turn-of-the-century atmosphere that charmed the author when he spent summers there. It is not one of the primary tourist stops on the coast, so it is virtually unchanged from his day. We tour the Grand Hotel. Its sumptuous, almost baroque lobby is the setting for scenes of Proustian decadence.

Our itinerary ends in the tiny town of Illiers, in the Eure-et-Loire region near Chartres, where Proust spent vacations as a child visiting his aunt. This is the town so vividly recalled when the narrator dips his pastry into a cup of tea. Called “Combray” in the novel, the town has now officially changed its name to Illiers-Combray, hoping to capitalize on Proust pilgrims. Ourselves excluded, none were there during our visit.

The center of town is relatively unchanged from the author’s time, except for the inevitable influx of automobiles. A brochure enables us to find the various locales described in the novel. We almost expect the young Proust to come running around the corner in short pants. The home of Proust’s aunt has been turned into a museum. Because it is open by appointment only, we enjoy a private tour of the house. It sits at the conjunction of two streets, one now named Dr. Proust Street after the author’s father. In the novel, Aunt Léonie, based on Proust’s aunt, rules the household and keeps track of the activities of the townsfolk from her bedroom on the upper floor, overlooking the tiny intersection. Several of the rooms have retained their original furnishings. In others, the décor has been reproduced from the novel; one room, for example, includes a stereopticon like the one that captivated the narrator as a young child. The top floor houses a wonderful collection of photographs of Proust’s friends, relatives and acquaintances, many of whom served as models for characters in the novel.

From town, we follow the two Sunday walkways that represent the two social worlds that the narrator moves through. One path leads through a garden created by Proust’s uncle and named the Pré Catalan after the garden of the same name in Paris. The garden walkway climbs past a fern-laden grotto to a lovely view out over the countryside: “that gently undulating plain where for mile after mile it met no rising ground…where, on hot afternoons, I saw a breath of wind emerge from the furthest horizon, bowing the heads of the corn in distant fields, pouring like a flood over all that vast expanse, and finally come to rest, warm and rustling, among the clover and sanfoin at my feet.”

The other walkway follows the Loire, here no more than a headwater stream, towards the more aristocratic residences further out in the countryside. The river appears to us, as it did to Proust, “sky-blue already between banks still black and bare, its only companions a clump of premature daffodils and early primroses, while here and there burned the blue flame of a violet, its stem drooping beneath the weight of the drop of perfume stored in its tiny horn.”

On our weary trudge back to the hotel, my husband claims to hear a marching band. And we discover, on the main street, that a small band is marching, followed by a large crowd of children and townsfolk. A marcher explains that
The occasion is an annual event organized among several small towns to support the cause of world peace and to draw attention to world hunger. She invites us to a potluck supper in the local gymnasium, and there we feast on dishes from various parts of the world. What a treat to eat home-cooked food after so many restaurant meals!

A new acquaintance, a docent of the Proust museum, suggests two more locations to visit. Privately occupied and off the main road, they are more difficult to find. We wade past the flooding Loire to peer through the hedge into the Castle Mirougrain, just as the narrator did. We visit the headwaters of the Loire at Saint-Éman, looming in the mind of the young narrator “as something as extra-terrestrial as the Gates of Hell, and which was merely a sort of rectangular basin in which bubbles rose to the surface.”

The 700-year-old Castle Villebon represents the highest aristocracy in the novel. It is a small, austere medieval castle that still bears the ducal crest on its gate and has a moat, a drawbridge, towers and crenellations. It is in a town even tinier than Illiers-Combray, far down a one-lane track. Sights such as these and the atmosphere of philosophical speculation on time, memory, and being are the gifts Proust has brought to our journey, our reward for inviting him into our itinerary.

All the strands of our wanderings in this Proustian time-warp—the landmarks of his novels, my return to and re-discovery of Caen, and the delight of being in France—have braided into a satisfying and seamless whole, but time has one last trick to play on us.

Only upon our arrival at the airport to return home do we realize that Europe has changed to daylight savings time one week earlier than the U.S. We have missed our plane! Nothing can slow time to a crawl as effectively as a 24-hour wait in an airport. Still, even this shocking deceleration bears a gift, allowing me time to listen to what Proust has been whispering to me this trip. We seem to lose the moments that make up our present in the very effort of trying to grasp them. Later, in other circumstances and different rhythms, the bittersweet taste of a lost moment surprises us with a joy we had been unable to hold. Proust and this trip have provided two gifts to me: the ability to appreciate and enjoy my past as the foundation of my present self and the faith that the future will renew my present to me in some mysterious and unexpected way.

Two fallacies hindered my understanding of the College’s urgent need to expand and renovate its library. The first was my thinking that the Kalamazoo College library I had used in my undergraduate years (1969-1973) still exists. It doesn’t.

My confusion on this point is understandable. After all, the building looks much the same today as it did 30 years ago, at least in broad strokes, the way a man with prosthetic limbs may seem—in clothes, from a distance, and immobile—indistinguishable from a person with no amputations.

The second fallacy originates from the fact that in my undergraduate years, when the quality of my education depended on it, our library was quite young (having opened in 1967) and exceptionally well-equipped—in terms of collections (books, periodicals, and references), spaces, and persons—to outfit the explorations I undertook, either at the behest of professors and their assignments or my own curiosity.

Since those years, the collections have grown and pedagogy has changed. Today students learn to be thinkers and professionals not only in ways that I did but also in many ways that are new. These new ways require personnel, technology, equipment, and spaces for which the 1967 structure had made no provision. So for 30 years the College has performed a type of surgical alteration of the library spaces that I knew in order to accommodate new ways of learning. The surgery has been a kind of “three-decade triage” (a potentially mortal oxymoron) as excellent and effective as stopgap measures can be.

However, triage by its nature risks the loss of something vital, and a weakened library is particularly dangerous because Kalamazoo is a residential college with an obligation to provide quality learning space. In my day, quality learning space included areas to sit and read, to study and write, and to work collaboratively in groups large and small. These areas were adjacent to extensive collections of books, periodicals, and reference materials. Today in the Kalamazoo College library you will not find enough of these spaces; many perfecr have been amputated to make room for “virtual spaces” critical to liberal learning in the digital age. The collections have been divided, with large portions housed in buildings other than the library.
An up-to-date quality learning space in a top-notch undergraduate college must include electronic and digital resources (virtual spaces) that allow individuals and groups to network and to develop technological learning materials that did not exist when I was an undergraduate. Our library has developed some high-tech learning spaces, but far too few. And at a cost to the 30-year-old spaces that I knew and used and that a great library still requires.

The College that claims the world as its campus must now make its campus library a more effective gateway to the world. In fact, it must make every carrel in that library a gateway to the world to accommodate the new ways students learn.

The library I used as an undergraduate no longer exists, but of far greater concern is the fact that what my undergraduate library represented—the wherewithal for far-flung exploration equal to or better than that of any college I might have chosen in 1969—no longer exists. Today our library is a poorly provisioned and cobbled construct. It serves, but to a degree that does not provide the College a competitive advantage. Given its structural limitations, it serves well, or at least valiantly, as a result of the ingenuity of its staff and because of many a reactionary measure whose once-hoped-for temporariness has wizened into a disquieting permanence. The patchwork is breaking.

A NEW OCEAN

In his December 2002 letter to graduates and friends of the College, President Jones wrote that the renovation and expansion of the library represented the College’s most important undertaking of the 21st century. I was skeptical of this assertion. We are, after all, barely into the third year of a century that promises to challenge in many ways the very existence of many four-year residential liberal colleges. And at that time I still was convinced that the library I had used, and what it represented, still existed.

I’m no longer skeptical about the president’s assessment of the library project’s urgency, in part because of a 16th century Spanish explorer, Vasco Núñez de Balboa.

A comparison of our library with those of other colleges brought Balboa to mind and confirmed for me the need to improve our library and the fact that President Jones was not overstating the urgency of that need.

My sixth-grade social studies textbook credited Balboa with crossing the isthmus of what is now modern-day Panama in 1513 and “discovering” the Pacific Ocean (“sighting” is no doubt a more accurate gerund).

The image of a new ocean and its subsequent effect on people helped clarify for me the urgency of improving our library. The curious would never ignore a new ocean. They would explore it. They would build ports on its various and distant shores to foster the exchange of intellectual and material commerce. The Atlantic, or “old” ocean, would not diminish in importance. But countries or organizations without seaports on the new ocean would soon lose power and prestige.

When I was an undergrad, one navigated the ocean of knowledge in a variety of ways—engagement with subject matter (mostly printed), discourse with professors and fellow students, and experiences such as foreign study, career development internships, and the senior individualized project. Books, periodicals, and reference materials were our ships on this ocean; the library was our port or gateway.

Today’s students must navigate an entire new ocean of electronic and digital information—the “recently” discovered Pacific, so to speak. The older ocean of books and printed material remains critical to learning (our library...
collections of these materials have grown each year for that reason. But today's college library must serve equally well as seaport on this second sea.

I have heard some argue that this assertion is not true, that a library need not be a port on the new ocean of electronic information because a student can sail those waters with no more than a computer and Internet access from his or her dorm room. Not so. That I can float on an air mattress in a shoreline's shallows does not mean I have the skills to ply the Pacific Ocean. Internet access isn't navigational skill. Billions of files of information, electronic catalogues, databases, and full-text and annotated resources on countless subjects compose the new ocean. Some of the ocean is dreck or dangerous shoal, so experts are required to assist with effective navigation.

In my undergraduate library days I relied on librarians to help me sail a sea of printed material. Today's new ocean requires more people—librarians and sundry technologists—with a greater variety of skills. In 1996, to provide the many different kinds of navigational assistance undergraduates use and need in a 21st-century library, Kalamazoo College integrated its library service, computer and network support service, and curricular support service organizations. The merger made sense because each group is a “port authority” in a port that, now situated on two oceans, requires multiple areas of expertise to be worthy of the designation of a port. In other words, the merger was not just a matter of internal operational efficiency. Mostly, it was a matter of making our library at least adequate for what learners require of libraries today.

Nevertheless, even in this age of a great second technological ocean of knowledge, learning remains an interaction between people, so no good library is only a technological gateway. A library must provide effective space for human interaction. Granted, such space includes carrels wired for Intranet and Internet access, but it also includes rooms where a group six to eight students, equipped with a laptop and a network connection, can work together for several hours and include participants in remote locations. Learning in such groups may benefit immensely from teleconferencing or videoconferencing, provided the room provides that capability. The students also may require (and expect) access within the library to new presentation technologies so that they can prepare posters and plenary presentations for national (and international) disciplinary meetings they may be attending with their professors, with whom they conducted collaborative research. And don’t forget those quiet, relaxed spaces where two students can read aloud and then discuss the critical lines exchanged by Olivia and Viola in Act I, Scene IV of Shakespeare’s Twelfth Night.

Excellence in today’s library, a bustling port on two oceans, encompasses so much new since my undergrad days that I had difficulty imagining a library adequate for today’s learning demands. So I went in search of excellence, and visited several new libraries.

**Competition**

In January, I toured the Charles V. Park Library at Central Michigan University, partly to prepare to write this article but mostly to satisfy my curiosity (and skepticism) regarding the urgency for the Kalamazoo College library project. The Park Library had opened in 1969, two years after Kalamazoo College’s library. Its modernization into an effective two-ocean port required (like the modernization of our library will) the renovation and expansion of existing space rather than the erection of a new building. CMU’s project broke ground in April 1999, and the new library opened for use in January 2001. As I walked through this new facility and watched students use it, two thoughts came to mind, one the dark side of the other.

My mind marveled at the power and potential a tool like the Park Library would add to the K-Plan. My second thought, a darker twin to the first, saw this competitor’s wonderful new “seaport” as an equalizer. A little disclosure here: Although I am a graduate of Kalamazoo College, I have vicariously shared the experience of larger universities through my two sisters (University of Michigan and Michigan State University graduates), two of my children (Western Michigan University and Eastern Michigan University students), and my own graduate school experience (WMU).

I believe the small, residential liberal arts learning model is the best, particularly Kalamazoo College’s customized version of that model. However, standing in the library of an institution that (because of various exigencies in the higher education market) is a competitor for some students we would desire, I began to sense Park Library as a competitive tool, and a very good one. I looked at it
as might a prospective student and asked myself: Does this library begin to offset the advantages of a downstate prestigious liberal arts college that lacks a comparable library?

**A Dream**

In the 4th century BC Demetrius of Phalerum, who was familiar with the first public libraries in Athens, suggested to Ptolemy I that he found a library in Alexandria, Egypt. Ptolemy II began and greatly increased the project, and Alexandria became the great library center of the Greek world. It also flourished under the Romans, until the end of the 4th century AD, when it was beset by decline and destruction. That the gateway to the vastest printed ocean of the time was located in the ancient world’s busiest seaport was no coincidence; many of the library’s books were taken from visiting ships.

Libraries are the most democratic of buildings. I use our College’s often, sometimes just to walk its currently atherosclerotic areas to see my fellow users. Most are younger than me. I like that they are different from me and from each other in so many ways. But I like more that their diversity is transcended by two characteristics I presume they share—the ability to read and the curiosity to do so.

Like so much that makes the learning at Kalamazoo College distinctive, the proposed new library depends upon donors, most of whom are graduates, friends, or parents of graduates. Ten million dollars of the $21 million required for the renovation and expansion have been raised from a small number of philanthropists—some are foundations and corporations, and a few are individuals. In my dream it is the second list that grows exponentially. I would like to see the number of donors grow to include every living graduate of Kalamazoo College, a tribute to the kinship of liberal arts learning and democracy.

**The Law of the Good Neighbor**

Several years ago I came across one of the best articulations of the spirit of a library. I found the words in an article by David Rosand that appeared in the 23 August 1999 issue of *New Republic*. The article described the library of German art historian Aby Warburg, about whom Rosand wrote:

“He regarded his library not as a passive repository but as a responsive resource, one capable of engaging in creative dialog with its user, raising new questions and opening new prospects of inquiry. The arrangement and rearrangement of those many thousand volumes in their shelves was for him nothing less than the probing of knowledge, the testing of hypotheses. Browsing was welcomed as an act of genuine discovery. New information came from the volume next to the one being sought—what he called ‘the law of the good neighbor’.”

In a library appropriate for liberal learning today and tomorrow, the law of
the good neighbor applies to printed information and the rapidly expanding ocean of electronic information. It also applies to people as they interact with each other in spaces designed for the interaction of books, technology, and persons. These interactions require specialized spaces Kalamazoo College's library does not have. It must make such space, and soon, if it is to continue the liberal arts calling.

Last winter I audited English 225, *Shakespeare*. I attended six of the classes, those concerning the two plays on the syllabus that I had never read. My “first” class at Kalamazoo College in nearly 30 years met in Room 210 of the library, a classroom little changed since my last class there. About 25 of us crowded into a space crammed with more chairs than necessary (most likely to meet the needs of some other class). The cramped space was not ideal for discussion of this subject.

Learning Shakespeare requires “the empty space” he wrote for, and the opportunity for moving about is vital to an understanding of the plays. Like Walter Waring, my Shakespeare teacher in 1972, Dr. Amy Smith is knowledgeable and passionate about the subject—an inspiration. She asks questions that prompt discussion that enriches my always too-thin reading of the text. The room is equipped with a video player and monitor mounted near the ceiling (this is new since my student days, and turns out to be a technological aspect of the space critical for effective learning). Around the monitor I see ceiling tiles discolored brown, presumably from roof leaks. Dr. Smith has cued a videotape of Kenneth Branagh’s movie version of *Twelfth Night* to Act I, Scene 5, and she plays this enactment of the scene about halfway through the class. Seeing this particular interpretation unlocks for me the key lines of the scene. I realize that reading Shakespeare as a director—someone who connects inflection not only to words but also the motion of bodies in space—deepens understanding and multiplies interpretations. This new insight results from the juxtaposition of two pedagogies—one from my time (reading and discussing text) and one that allows the student to see the text acted right in the midst of our discussion. It was wonderful. And it could have been better with better space. Not all of us could see the small screen equally well. Dr. Smith mentioned a very different BBC staging of the same scene that would have been instructive to see side-by-side the Branagh interpretation. And with more empty space, several groups of students could “stage” the scene as well.

I left the class energized, enlightened, ready to further explore the play. But I also thought of the potential of that particular class and those people had we met in space similar to some of those I had seen at Central Michigan’s Park Library. And this was a humanities class. What brave new spaces are necessary for excellence in the teaching of, say, biochemistry, art history, thermal physics, developmental psychology, or environmental economics?

The phrase Promethean fire means “vital principle” and, according to myth, refers to the fire Prometheus used to quicken into life the clay figures from which he created the first
humans. The phrase is also a fitting image for liberal learning, an act that begins with an interaction between a student and a teacher. The interaction leads to navigations on continuously expanding oceans of information. The navigations become the basis of new and more enlightened conversations between student and teacher. From that cycle of conversation and journey comes much of what makes life meaningful. And I believe that for decades Kalamazoo College has cultivated that cycle better than any of its peers. A great library is critical to that enterprise. We need to improve our port from which explorations launch.

For more information on the new library: www.kzoo.edu/librarycommons/
Both grew up in Edwardsburg, Michigan, earned B.A. degrees from Kalamazoo College and law degrees from Thomas M. Cooley Law School in Lansing. Both served as defense attorney, assistant prosecutor, and prosecutor in Cass County.

Both are recognized throughout the state of Michigan as experts on child support, abuse, and neglect legal issues.

Both credit fictional TV lawyers for sparking their interest in a law career; their fathers for nudging them toward it, and Kalamazoo College for preparing them for it.

Now, after many years of following the same educational and career paths—and often working in the same courtroom—Judge Susan Dobrich '76 and Assistant Attorney General Scott Teter '84 have gone their separate ways, job-wise. But they continue to protect the well-being of the children in their respective jurisdictions.

DOBRICH, TETER, MASON & PETROCELLI

Edwardsburg, Michigan, sits just north of the Michiana border along U.S. 12 in rural Cass County. About ten miles north of the town sits the old brick courthouse in the county seat of Cassopolis. As kids, Susan Dobrich and Scott Teter often drove past the old courthouse on family trips. They didn’t know each other, they didn’t know much about the legal proceedings taking place inside the old courthouse, and they certainly had no inkling that they one day would direct many of those proceedings.

But they did dream about using the law to help people.

“My father was active in labor unions in the 1940’s and had contact with labor attorneys,” said Dobrich. “One was a woman. Growing up, he would often tell my sister and me about her work. There was an understanding that I would be a lawyer some day too.”

Perry Mason was another important influence, Dobrich admits. Mason, played by the late actor Raymond Burr, was the brilliant defense lawyer from the Earle Stanley Gardner novels who solved many a crime with surprise witnesses and stern cross-examinations on national TV in the ’50s and ’60s. Young Dobrich was a big fan.

“There were no female TV lawyers to inspire me. Della Street, his secretary, helped Perry, but she wasn’t a lawyer. I wanted to be Perry, not Della.”

Scott Teter fully understands. He was inspired toward a law career by Tony Petrocelli, a Harvard-educated attorney who left the big-city rat race to practice law in a small Arizona town. The fictional Petrocelli, played by actor Barry Newman, went to bat for his clients on weekly TV in the mid 1970’s.

“Few of his clients could pay him, and most, of course, were innocent,” said Teter. “They came to him with problems and he helped solve them. I remember thinking to myself, ‘So that’s what lawyers do.’ I
later learned that not all lawyers are that nice, but I still believe it’s a profession in which you can really make a positive difference in people’s lives.”

Like Dobrich, he credits his father for encouraging his career choice. “My dad was fascinated by the law. He told me that if I wanted to help people, then I should move in that direction. As I grew older and learned more about U.S. history, I realized that a lot of it was made by lawyers and judges, including our founding fathers.”

Dobrich and Teter agree that Kalamazoo College prepared them well for their law careers. Teter attended the College in part because it had a strong track record of placing graduates in law school. “During law school orientation at Cooley, we were told that we’d have to read 50 pages every night. Many people were shell-shocked at that volume of work. I was used to doing more work at ‘K’."

The College prepared Dobrich for the academic rigors of law school, too, she says. And it influenced her life in ways she only realized years later. “At the time, I didn’t understand how it opened my eyes to so many possibilities, both professionally and personally, especially in the arts, music and theater, which I continue to enjoy.”

HER HONOR

With a degree from Cooley in 1980, Dobrich signed on as a law clerk for Circuit Court Judge C. H. Mullen in Kalamazoo. After a year, she decided to follow Perry Mason into criminal law. “I wanted to practice defense law, but believed I needed prosecutorial experience first. I went back to Cass County to get it.”

Things moved fast for her. Starting as an assistant county prosecutor in 1981, Dobrich accepted an appointment to the prosecutor’s post in 1983 when her boss joined the U.S. Attorney’s staff. In 1984, she was elected to the position in a countywide vote. “Prosecuting criminal cases was fascinating. I really enjoyed it and, believe it or not, sometimes it really is like what you see on television.”

As the only female in the prosecutor’s office, Dobrich often caught the cases that involved child support, child sexual abuse, and child neglect. “Rightly or wrongly, the attitude was: ‘She’s a woman; she can best handle these cases.’ Most cases that involved children ended up with me.”

During her time as prosecutor, Dobrich began to think about becoming a probate judge, but felt she wouldn’t have all the perspective needed to become a judge, unless she first went into private practice. “As much as I liked criminal law, it didn’t round me out as a lawyer. I needed to have clients and experience handling aspects of law besides criminal work.”

In 1987 Dobrich stepped down as prosecutor and joined a Cassopolis law firm where she began handling family law, wills, trusts, some medical malpractice and personal injury cases. She also served as the attorney for several local municipalities. And she continued to catch cases that called for her to safeguard the rights of children.

In 1994 the sitting probate judge in Cass County retired, and Dobrich ran successfully for the elected position she continues to hold. In addition to adjudicating estates, wills, and guardianships, she hears nearly all cases in Cass County involving children, including divorces, adoption, delinquency, abuse, and neglect. Protecting the children of Cass County was a centerpiece of her initial election campaign, and it remains a central focus of her courtroom today.

“I’ve always believed in the principle of accountability when trying to affect change in parents and children. Parents must be accountable for raising children in appropriate ways. Noncustodial parents must be held accountable for paying child support. Children must be held accountable when they commit criminal offenses. And the courts must be accountable too.”

Holding everyone accountable in the matters of children has attracted a lot of attention to Cass County, not all of which has been favorable. For several years, Cass County ranked highest in the state for the percentage of children removed from their homes due to neglect and abuse. Some state social service agencies began to ask why, believing that a high rate of out-of-home placements was a failure by local child protective systems to protect families.

“But I viewed it as evidence that we were protecting our children,” said Dobrich. “We didn’t have more child abuse and neglect cases than other counties. Our community simply chose to confront the issue, and we did it in collaboration with law enforcement, the prosecutor’s office, the court, and local social services. When you stick your head up, it sometimes becomes a target.”

RIGHTING STANDARDS

Scott Teter’s dad started a business in the family garage when Scott was in college. Teter Machine manufactured machinery for the corrugated box industry. Dad was the engineer, Scott was the welder. When other Kalamazoo students went on career internships and international study, Teter went home to Edwardsburg to work beside his dad. Through the years, the business grew and so did young Teter’s involvement. But he always kept a law career in his sights.

During law school, Teter continued to live at home. He’d drive to Lansing for classes at Cooley and then hit the road for Grand Rapids, Detroit, Chicago, Toledo—wherever a sales call would take him. Then it was back home to process the day’s orders, do a little welding, and hit the law books. After his Cooley graduation in 1987, he returned to work in the family business as vice president of sales and legal counsel.

By 1990 Teter Machine was flourishing, and Teter turned his focus to the full-time practice of law. That year he joined a law firm in Cassopolis and began to see professionally what he’d dreamed about as a kid. “I was often appointed by the court to represent children in child abuse and neglect cases,” he said. “Sometimes, we’d take kids out of situations that were absolute living nightmares. To be able to
give a kid a shot at what I had growing up—a safe, happy home where people help rather than hurt you—was a great gift and fueled my desire to do more.”

In 1992 Teter joined the Cass County prosecutor’s office as an assistant prosecutor where he could work full time “on the cases that really mattered.” In 1996 he was elected Cass County Prosecutor. He was re-elected in 2000. Through the years, Teter prosecuted numerous cases involving child abuse and neglect, domestic and sexual assault, and murder.

“With child abuse and neglect cases, it’s all about protecting the child and putting them on a different, better track. All of us—law enforcement personnel, the prosecutor’s office, and Judge Dobrich—focused hard on this. As a result, our county became a statewide leader in the protection of children.”

Still, he remembers when state social services officials complained that on a per-capita basis Cass was the highest county in Michigan for parents who had their parental rights terminated. “They told us we ‘had to work on that,’” said Teter. “My response was: ‘We are working on it. We intend to take the numbers as high as they need to go until we are assured that no children will go back to a house where they are in danger or do not receive proper care.’ And when they told us that our community standard varied considerably from others, I said, ‘Yes. Judge Dobrich and I helped to write it.’”

Teter and others in Cass County also began to focus on the issue of noncustodial parents who failed to pay child support to their kids living in Cass County. “It struck me that the power of the State demanded custodial parents to jump through all sorts of hoops to care for their children. But noncustodial parents who didn’t pay child support faced no consequences. We could do little more than beg and plead, and that usually fell on deaf ears.”

Using a standard plea agreement, Teter’s office started charging “deadbeat” parents with failure to pay court ordered child support, a felony that carries a maximum penalty of up to four years in State prison. Parents were given the option of paying up or going to jail. By 2002, Cass County, population 50,000, had collected more than $1 million in child support arrears. Other counties began to ask how they were doing it, so Teter began conducting training sessions for prosecutors and law enforcement personnel throughout the state. He was also appointed by then Michigan Governor John Engler and Michigan Chief Justice Maura Corrigan to chair the Child Support Leadership Council, an advisory council charged with reforming and improving Michigan’s child support system.

**IN THE TRENCHES AND ON THE ROAD**

Susan Dobrich had left the prosecutors office for private practice before Scott Teter arrived there. But they often worked on the same cases, with Dobrich representing a child in a neglect or abuse case that Teter was prosecuting. Later, as Judge Dobrich, she adjudicated cases that Prosecutor Teter brought to her court. For years, they had near daily contact.

“She’s done a remarkable job. For her, it’s all about protecting the child. She is a fantastic child advocate,” said Teter. “She holds everyone accountable and guides everyone involved to the right decision that either changes the children or their environment for the better. And her influence extends beyond Cass County.”

Judge Dobrich is involved with numerous statewide efforts on behalf of children, including the Governor’s Taskforce on Child Abuse and Child Welfare, the Taskforce for Juvenile Justice, and a committee on adoption. She helped write guidelines for prosecutors and law enforcement officers on how to interview children who have been victims of sexual assault. She also serves as president of the South-West Probate Judges, an association with members stretching from Branch to Leelanau counties.

Recently, she traveled to Montana to attend a workshop on how to establish a drug court that will help her county fight drug use and help parents and kids receive proper substance abuse treatment.

“I enjoy my statewide work, but I prefer to work in the trenches,” she said. “At the local level, you truly affect change. You can make a direct and positive influence on families. You see precisely the effect of the law and decisions. Very little about it is abstract. I like my community and having a direct impact on it.”

Dobrich lives in Dowagiac with her husband of nearly 20 years, Tom Atkinson, the city’s chief of police. She has two grown stepdaughters. Her volunteer efforts benefit the local museum, community college, cancer walk-a-thon and
other groups. Scott Teter continues to live in the Edwardsburg area with his wife and three young children. He commutes to his job in Lansing each day. "Thank goodness for my cell phone and a car that gets great gas mileage," he said.

In February Teter was appointed to Assistant Attorney General for the State of Michigan in charge of the AG's new Child Support Division. His 18 full- and part-time staff locates and holds accountable parents who owe more than $7 billion in back child support payments to Michigan children and taxpayers.

According to Teter, Michigan ranks third among the 50 states in total amount of child support arrearages, behind only California and Texas. More than $3 billion of the amount due is owed to the state of Michigan for financial assistance given to children in lieu of child support. Approximately 600,000 Michigan children do not receive their full child support. More than 400,000 receive no payments at all.

"I know from my experience in Cass County and from national studies that children who do not receive child support payments become angry and resentful and have a higher rate of juvenile delinquency. Judge Dobrich and I held people accountable for that in Cass County, and I want to do the same at the state level."

The approach is simple, he says: Pay your child support or go to jail. Michigan's effort, based on the Cass County experience, is the first of its kind in the nation. It hasn't taken long to get people's attention. During the Memorial Day weekend, James "Lights-Out" Toney, a world champion boxer living in California, signed a multimillion dollar contract to participate in a highly publicized fight to be shown on a national cable television network. Teter and his staff took particular interest in the news because the boxer was seriously behind in child support payments to his 10-year-old daughter living in Michigan.

"The day after Memorial Day, we had him arrested in California," said Teter. "Two days later, we had a $103,000 check for his daughter. We were the talk of the national attorneys-general association meeting in Las Vegas that week."

Teter continues to conduct training sessions on child support and domestic violence issues in Michigan and elsewhere. He estimates that he's trained about 1,000 law enforcement officers and prosecuting attorneys from across the United States. He hopes the people he trains will lead their communities toward high standards of accountability for raising and protecting children.

"A generation ago, it was not considered morally reprehensible to drink and drive," said Teter. "Now it is. We hope to affect the same change in attitude about child support, abuse, and neglect. Susan Dobrich won't give up on this and neither will I."
Great condensers!

An apt description of engineering majors at Kalamazoo College. Although, technically, "engineering major" is a misnomer since the College has no engineering department. A more accurate description would be "students in the College's 3-2 engineering program," and such students are few in number—a total of three in the Class of 2003. They face a task so daunting that their fellow students practically genuflect upon discovering their 3-2 status. After all, a Kalamazoo College student in the 3-2 engineering program must distill the four-year K-Plan into three, allowing for two subsequent years in an intensive engineering program, usually at the University of Michigan or Washington University at St. Louis.

Kelly Karakashian '04 finished her final quarter at Kalamazoo College in the spring of her junior year. Next June she will return to campus to walk with her class at Commencement and accept her Bachelor's degree in physics. Then it's finish the second of her two years at the University of Michigan to earn a second degree, this one in mechanical engineering.

LuxEsto inquired whether Kalamazoo College's combination of the liberal arts with its 3-2 program was excellent preparation for engineering.

"Ask me in two years," says Karakashian. She faces 16 credits times four semesters of advanced mechanical engineering courses. Talk about distilled! "Most people would spread out those courses over a five-year period," she adds. "The intensity is a bit intimidating."

"If I had been certain after high school that I wanted engineering, I may have gone to..."
Michigan instead of Kalamazoo College,” says Karakashian.

But she had not been certain that early. In fact, she matriculated to Kalamazoo College undecided between pre-medicine, economics, and engineering. “I did know that I wanted a college that would provide classroom settings conducive to getting to know my professors well. I also wanted a school that would demand more than what I could imagine was my best.”

The 3-2 engineering program locks down rather precisely the student’s three-year schedule of classes. “There’s little wiggle room,” admits Karakashian. But she wanted a plan for her freshman year that would allow her to make an end-of-first-year decision between medicine, engineering, or economics, with each potentially viable within the three remaining years (or two, if she chose engineering). “That was a challenge,” she laughs—one that forced multiple and close examinations of the College’s academic catalogue by both herself and her advisor. In fact, that first-year challenge helped make her advisor better; an indirect benefit from Karakashian to a large number of fellow advisees.

At the end of her first year, Karakashian chose the 3-2 path. “I liked engineering better than economics or pre-med,” she says. “I also liked the challenge of earning two degrees in five years. And I see the 3-2 program as a unique opportunity to combine two completely different undergraduate worlds—the experience of Kalamazoo College with the experience of the University of Michigan.”

What kind of engineering would she choose? “Mechanical,” she says. “Based on the physics I have studied and on other experiences, mechanical engineering seems to fit me best. I think of mechanical engineering as the most general and versatile of the field’s specialties, sort of the ‘liberal arts’ of engineering.”

Demanding as her class load turned out to be, Karakashian’s liberal arts experience was hardly confined to academics. She was a member of the College Singers and the more advanced Chamber Choir. She was active in the College’s residential life system, serving as a resident assistant, or RA, in her sophomore year and as assistant to the area coordinator in her junior year.

She was a member of the executive board of Up ‘Til Dawn, a Kalamazoo College student-run organization that raises funds for the St. Jude Children’s Research Hospital in Memphis, Tenn. She also was a mentor in the College’s AMIGOS Program, in which Kalamazoo College students provide tutoring to bilingual high school students.

Karakashian remains active in the Armenian Church Youth Organization of America (ACYOA) and through that organization spent a summer in Armenia working in an orphan camp.

She completed a career development internship in DaimlerChrysler’s fixed operations area, which included experience in customer relations, warranty management, and dealership improvement. Last summer, she participated in a second internship with the company—this time in the marketing division where she was part of the convertible PT Cruiser launch.

“The internship experiences will be especially valuable because I’d eventually like to establish my engineering career in the automotive industry,” says Karakashian. And like a true liberal arts aficionado, Karakashian believes that to live well, whether in a major industry or the world, requires broad knowledge.

Her desire for a career in the car industry may be rooted in her work with muscle cars, a passion she shares with her father. Karakashian is equally at home under the hood or behind the wheel at speeds in excess of 100 miles per hour (on a drag strip).

How she found time to study abroad (Madrid, Spain, in the spring of her sophomore year) seems a mystery, but she loved the experience. “And that was a surprise,” she says. “I didn’t come to Kalamazoo College for study abroad and actually had little or no interest in the program. I still wasn’t sure I wanted to go even when I boarded the plane. But I’m glad I went.”

Kelly Karakashian should seem out of breath given the intensity of her three years at Kalamazoo College. Instead, she is relaxed and ready for the challenge of two years of engineering school.

“My family claims I like to suffer and that I enjoy stress,” she laughs. “I just want to get the most out of every experience.” For that reason, and for many others, she and Kalamazoo College were a perfect match. LuxEsto will do a follow-up story in two years to confirm that fact. ☑

In the residence hall, Kelly (center) was known as Pajama Girl because of her fondness for...
Without the gifts and donations of thousands of alumni, alumnae, and friends, Kalamazoo College would not exist today. Now, the College is attempting to convey that message more clearly to the thousands of students who will go through its doors in hopes they will support the College's particular practice of liberal arts learning.

Last spring the Office of Alumni Relations launched “4 and Forever,” a program to educate students on the indispensable value of donations.

“We want to promote two key messages,” says Carol Dombrowski, director of alumni relations and the Kalamazoo College Fund. “The first is that the Kalamazoo College liberal arts learning experience is available to them in part because previous generations of graduates have consistently supported that experience with gifts long after their commencements. The second message for our graduates is they will always be part of the Kalamazoo College community, able to attend reunions and alumni gatherings and use the alumni career network.”

The title of the initiative, “4 and Forever” is symbolic of the four years that students spend at "K" and the "forever" they will have a connection with the College.

The program resumed during orientation week this fall. Each first-year student received a tee shirt featuring the theme “I Am Here” to signify the beginning of their undergraduate journey. Sophomores will meet during winter quarter and receive a shirt emblazoned with “I Am Connected.” In the spring, the junior class will attend a special LAC event to receive their “I Am the Future” shirts. Seniors are provided the final shirt in the series, “I Am Ready,” during a farewell picnic hosted by the President and Mrs. Jones, just prior to graduation.

Graduate entrepreneurs underwrite the costs of the tee shirts. “In exchange, we feature their names and businesses on the backs of the shirts as an example of ‘K’ alums giving back,” says Dombrowski.

Each of the “4 and Forever” events features an alumni or alumnae speaker who connects the “K” experience with a specific life journey, and makes the case for continual support of the College’s liberal arts education.

“Within a few years, we hope that students realize the College flourishes on a mixture of tuition revenue and philanthropy,” says Dombrowski.

Tuition revenue covers about 67 percent of the cost of a Kalamazoo College education. Annual gifts and endowment income cover the remaining 33 percent.

“A larger endowment means more money to spend for educational excellence. We can support more scholarships, have a more diverse student body, and fund new projects,” says Dombrowski. “But the principal of the endowed gifts is never spent, and the quality of the K-Plan requires a robust annual giving program.”

About 32 percent of the class of 2003 pledged to donate to the Kalamazoo College Fund in the fiscal year 2003-04. Dombrowski hopes that this number will average 40 percent in the future as a result of the “4 and Forever” initiative.

“The size of the gift does not matter,” says Dombrowski. “What matters is that you are giving something consistently.”

For more information on the “4 and Forever” initiative contact the Office of Alumni Relations and the Kalamazoo College Fund at 269-337-7300.
A CHEMIST’S SWAN SONG

The best undergraduate chemistry department in the country said farewell to one of its own. Wally Hines (middle of photo, seated), director of laboratories, retired from Kalamazoo College after 19 years of service. His chemistry department colleagues organized an event on the patio of Balch Playhouse outside the Dow Science Building, during which they presented Wally a rocking chair with the College seal and posed for this photo. Pictured are (l-r): Regina Stevens-Truss, biochemistry; Tom Smith, inorganic chemistry; Joan Esson, analytical chemistry; Alison McKenna, who will replace Wally as director of laboratories; Mary Jane Holcomb, department coordinator; Wally; Tom Massura, instrument technician; Greg Slough, organic chemistry; Laura Furge, biochemistry; and Jeff Bartz, physical chemistry.
KECK GRANT ENABLES CURRICULAR INNOVATION

A famous biochemist defined research as seeing what everybody else has seen and thinking what nobody has thought. Subsequent explorations to “see” the validity of those novel thoughts (and then think other things no one has thought) require experience with sophisticated experimental techniques and the right scientific equipment. The sooner an undergraduate gains such experience, the better. And sooner is now the case for Kalamazoo College biology majors, which makes the enthusiasm of the biology faculty palpable.

A scientific equipment upgrade of the College’s molecular and cellular biology research laboratories has removed constraints from the pedagogical imaginations of biology professors Jim Langeland ’86, Vivien Pybus, and Blaine Moore, and they have reshaped the College’s biology curriculum. In the new four-year course of study, biology majors use important techniques and equipment sooner—in fact, as early as the first introductory level biology course. Why is this acceleration so important? Because by the time biology majors reach their upper level courses, each one will experience the joy of new discovery.

“By the end of this fall one would be hard pressed to find an undergraduate biology research lab better equipped than those at Kalamazoo College,” says Langeland.

He and colleagues Pybus and Moore, with the help of Anne Dueweke ’84, director of institutional support and research, secured a $380,000 grant from the W.M. Keck Foundation to equip what is now known as the W.M. Keck Laboratory for Cellular and Molecular Analysis. The College contributed $30,000 from the Kresge Instrumentation Endowment. The three biology professors have purchased new equipment that includes a DNA sequencer, fermentation technology, microscopes equipped with digital cameras, thermal cyclers, and more.

“Curriculum improvements derive not only from the new equipment,” says Pybus, “but also from increasing the number of units of some of the equipment we have had. As a result, there will be less sharing of limited units among large groups. Now everyone will get hands-on experience using the equipment.”

According to Langeland, he and his colleagues are free to imagine brave new pedagogies for the teaching of biology, and they feel a bit, well, giddy.

Moore concurs. “The lines between great science teaching and research are blurring,” he says. “In a sense, teaching and research are the same.” With the following important provisions, he adds: that the research be authentic (in other words, that the answer sought is unknown rather than known); and that students help conceive, set up, and run experiments in search of such answers.

The K-Plan boasts excellent teaching, career internship opportunities, the senior individualized project (SIP), and study abroad, and the Keck lab will have a positive impact on all four components.

First, as a result of front-loading experience with sophisticated experimental techniques in lower level classes, ALL biology majors in upper level cell and molecular biology classes will become involved in the research programs of their professors. Those programs are true explorations—discovery-based and hypothesis-driven—in which answers (and the next key question an answer may provoke) are not known. Student involvement in these projects carries the possibility of publication in scientific journals, and all the projects focus on exciting frontiers. Langeland’s work involves the interface of molecular genetics and evolution. Pybus applies cutting edge microbiological techniques to the search for new antibiotics. And Moore wants to elucidate the mysterious factors that regulate the survival and death of neurons (brain cells), work that may prove useful in uncovering the mechanisms of neurodegenerative diseases such as Alzheimer’s disease.

Second, a biology major’s ability to perform sophisticated research techniques with the latest scientific equipment earlier in his or her undergraduate experience will open up a greater number and variety of internship and SIP opportunities following the sophomore and junior years, respectively.

Finally, the accelerated laboratory curriculum complements the depth of the College’s study abroad program, allowing biology majors to build a stronger science foundation in a compressed period of time prior to a study abroad opportunity of six or even nine months.

“The Keck lab and the curriculum revision it makes possible will help teach students to think and behave like research biologists,” says Langeland. “They will formulate and execute experiments to test particular hypotheses, and they will experience the joy of new discovery.”
The Divine Ms. Di, a.k.a. Writer in Residence Diane Seuss, received the 2003 Florence J. Lucasse Lectureship for Excellence in Teaching, the highest faculty award. The citation was delivered by fellow English department member Andy Mozina and is worth reprinting in its entirety. The photos of Di were taken at the Lucasse Award Ceremony, May 28, 2003. It was standing room only in the Olmsted Room!

"[Diane]: It should instruct and humble us that you became one of our best teachers by a path that we, as properly degreed academics, don’t trust—working your way without M.F.A. or a Ph.D. like an electric cattle prod to induce obedience and respect, working course by course, from the indentured servitude of adjuncthood to the still precarious heights of Writer in Residence. Authenticity, because it empowers itself, is always a bit scary, yet of course we risk whatever authority we’d like to cling to by resisting it.

"That authenticity is one of the reasons you have been so successful as a poet, colleague, and teacher. You are always Di—whether you are in the classroom, at a department meeting, at O’Duffy’s Pub, in your office hours, speaking at a conference, or on the page in your poetry. Students trust you and that’s where education begins. For hundreds of students, your classes have become the core curriculum of their experience at Kalamazoo College. Last spring you had a chapel reuniting all 17 students from your first-year seminar from four years previous. All 17 were graduating. You help students keep faith with themselves and with education. Students recognized this by giving you the Diebold Award in 2001.

"Your ability to relate to our students is well-known, but what is less appreciated about you, I think, is your knowledge of literature, your erudition, your technical sophistication as a poet and as a teacher of craft. More or less on your own, you developed the creative writing curriculum from a single class into a strong, coherent program and conceived or brought to fruition some of its most distinctive and successful elements: the way we divide workshop days from days devoted to reading published work and exercises; our systematic use of teaching assistants; and our end-of-the-quarter class readings, which you’ve made into major campus events. You are the best assignment writer I’ve ever seen, the best at breaking down a poem in such a way that it becomes not a dead, analyzed thing, but a tool kit for emulation. In your in-class exercises, you consistently take students to the place out of which they need to write. You reach every student: freak and jock, nerd and hipster, apple polishers and apple biters. You guide and inspire a class like an impresario.

"This is to say nothing about the poems themselves, the many other chapels, the teaching of editing and publishing you do through The Cauldron, the counseling interventions, the spirit you bring to our department and the College. I say all this knowing that it is insufficient. I’ve known you for only a small part of the time you’ve been at ‘K’, but in the end, even without having seen the full extent of your work here, I feel confident saying you are a great teacher, because I count myself as one of your students."
When prospective students visit Kalamazoo College’s coffee shop, the Daily Grind, and ask proprietor Jeff Duncan ’04 for his take on a great reason to attend “K”, he’s ready with his one-word answer: “Entrepreneurship.”

According to Duncan, the K-Plan helps develop a particular combination of creativity, analysis, and sheer grit. He and business partner Harry Gaggos ’04 survived a crash course in the entrepreneurial spirit, a good title for which would be “Creating the Daily Grind Without Getting Ground-Up.”

The two entrepreneurs met at a poker game and, during the course of their initial conversation, wondered about the demise of the Grind’s immediate ancestor—a previous attempt to establish a student-run coffee shop.

“We knew a market for such an enterprise existed,” says Duncan, “and we were curious why that first effort had failed.” Their curiosity led to an investigation. The economics and business majors visited coffee shops around Kalamazoo and explored the resources of the Stryker Center’s Small Business and Technology Development Center. They then developed a comprehensive business plan for a new coffee shop (which they dubbed The Daily Grind), agreed to invest their own money to improve its physical setting, and shared their plan with the College, which would act as the enterprise’s bank. The initial loan has since been paid back in full.

According to Duncan, the physical improvements to the space were critical. “Paul Manstrom [director of facilities management] and Rob Townsend [recycling director] were especially helpful,” says Duncan. “Rob provided us chairs from the College’s furniture morgue. Paul helped us with painting and with the installation of a new floor, drop ceiling, and incandescent lighting conducive to studying.”

Duncan and Gaggos’ business plan also included new product development. They met with a roastmaster from a Chicago-based coffee company and created a unique Daily Grind house blend of Sumatran and Colombian beans. The Daily Grind has offered this signature product—called K-Blend—to off-campus Kalamazoo College community members during special promotions. For example, they sold about 75 pounds of K-Blend during a special holiday sale last December.

During the Daily Grind’s first nine months of operation, Duncan and Gaggos added four additional employees, and today Duncan proudly notes, “We’re paying our bills.”

The road hasn’t been without some bumps, but most of these provided valuable business learning. “Our two single best days were Homecoming 2002,” says Gaggos. “But we ran out of everything, and I was scrambling to buy additional plastic utensils and other necessities. We’ll be better prepared for the next Homecoming.”

The Daily Grind also is in the business of building social capital for the “K” community and always seeks ways to improve its marketing and advertising. It provides Kalamazoo College artists a venue for concerts, improv comedy, and readings. The coffee shop also sponsors organizations such as Up ‘Til Dawn (a Kalamazoo College student-run organization that raises funds for the...
St. Jude Children’s Research Hospital in Memphis, Tenn.) and special campus events such as the Kalamazoo College Triathlon.

Duncan and Gaggos subsidize student organization advertisements if the organizations allow the Daily Grind logo to be part of the ad. This fall’s orientation packet to parents of members of the Class of 2007 included a Daily Grind flyer offering the opportunity to pre-pay a Daily Grind tab for their students.

The relocation of the College’s library into the Hicks Center during a two-year renovation and construction project (June 2004 – September 2006) will pose a challenge for the fledgling coffee shop. And the new library may boast its own café, a competitor for the student-run venture. But by now, the Daily Grind and its proprietors are used to challenges. Number one is succession planning.

“We hope there will always be a student-run coffee shop,” says Duncan. “Converting that hope into a reality will take planning.” Planning, implementing, and continuing a successful business on campus is not easy. “Making The Daily Grind successful has meant that Harry and I held down full time jobs in addition to our course loads. We have gained an undying respect for people who can start a business.”

As busy and focused as both young men have been, they nevertheless have indulged their liberal arts natures. For example, neither economics major is completing a senior individualized project (SIP) in that department. Gaggos will do his SIP in philosophy, a second passion. And Duncan plans to write a novella for his SIP. He wants to pen the story (a tragicomedy perhaps?) of a person starting his own business. Like Harry Potter author J.K. Rowling (who supposedly wrote the first novel of that series in a pub), Duncan will have a café where he can work, and plenty of coffee.

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Ringing in Double Anniversaries

The bells of Stetson Chapel are turning 20 this fall, but they are not alone celebrating an anniversary. The Kalamazoo College and Community Orchestra (KCCO), founded and directed by Professor of Music Barry Ross, is commemorating ten years of making music.

To honor these two milestones and more, Ross and the KCCO commissioned a symphony composed on the theme of the ringing of the bells. The piece, titled Lux Esto: Ring in the Light, is composed by award-winning composer Curtis Smith and will be played for the first time at the KCCO’s fall concert on November 22nd and 23rd in Dalton Theatre. The concert will also feature renowned conductor Gustav Meier, who will receive an honorary degree from Kalamazoo College. Meier was Ross’s conducting teacher. For more information on the concert, contact Laurie Krahn, Music Department Coordinator, at 337-7070. Otherwise, watch for the full story on the KCCO, the new symphony, and Meier in the Winter LuxEsto.
Rich Hutchman '91 hasn’t held a day job in six years: an occupational dream-come-true.

“A degree in theatre can get you any kind of a job but theatre!” he laughs.

Disproving his own theory, however, Rich Hutchman today is a successful stage and film actor, his degree from Kalamazoo College decidedly in theatre arts. “I considered the impracticality of such a degree when I was attending Kalamazoo College, but the truth is that a degree in theatre is highly practical. It opens all kinds of doors. Except for stage doors, it sometimes seems.”

The reason for this practicality, Rich says, is because theatre teaches a person to communicate fearlessly and well, and that is something that is required and respected in all kinds of professions. With the fear of public speaking listed in various psychological studies as the most common phobia, conquering stage fright is an achievement few people have attained and many at some point in their careers could use.

“Another benefit of stage training,” Rich says, “is the thick skin it develops. Theatre makes you flexible and resilient in whatever dream you wish to pursue.”

Rich felt well prepared for almost any kind of career, and he did initially try his hand at jobs such as catering and social work before he concentrated on pursuing a career as an actor.

“People tend to think nothing is harder than breaking into the arts, but honestly, I found working in social work much more difficult. For a time, I lived in Chicago and worked with gang members and sexually abused children. When I had a hard day at work, I took it personally, but if I have an audition for which I am not hired, well, that’s me pretending to be somebody else. If I don’t get the job, maybe it’s because my hair is too red or my nose is too big. Can’t be helped. But when things didn’t work with these kids, I felt it as a personal failure. That was much more brutal.”

Although statistics, as Rich puts it, are “harrowing” for actors trying to break into professional acting, he has persisted and been rewarded. Success is steadily coming his way.

“Having no steady day job is a sign of success,” he says. “One way or another I have always been able to find work acting. Is it luck? Sure. Luck is a factor, but most of all it is a matter of being persistent, not taking rejection personally, and doing theatre because you love it.”

Rich has a friendly and open face, a true “map of Ireland,” sprinkled with freckles, topped with bright red hair. At age 5, his family moved from Ireland to Detroit. When it was time for college, he chose Kalamazoo “because it was the best plan for me. You might think theatre can be learned in places like New York or Los Angeles, but that’s not true at all. I came to ‘K’ for the career development program.

“During my freshman year I majored in zoology and did badly. I thought I might major in psychology, but that just didn’t
feel right. I took classes in Russian, but that wasn’t for me. I tried all kinds of ‘ologies,’ and I rode the bench in soccer, but I wasn’t very good at any of that. But I had done a lot of theatre in high school, and that was always enjoyable, so when I took theatre classes for fun at Kalamazoo College, taught by Ed Menta and Brant Pope, I realized I loved it. This was it.This was where I belonged.”

One of the most valuable lessons Rich learned at Kalamazoo College, he says, is that the degree subject matters much less than the ability to think and to adapt. Being challenged developed his confidence. Having professors who cared about reinforcing his personal strengths and developing his weaknesses was the best preparation he could have for facing those “harrowing” statistics actors must defy to succeed.

“The world is becoming so specialized,” he explains, “and too many students are going for those specialized degrees. The K-Plan is extraordinary because it develops strong cognitive skills and an ability to learn on your feet, no matter where you are or what the challenge you are facing. Instead of being limited to one career, I now have the confidence to take on just about anything.”

That includes theatre. Today he has made a home in the Mecca of theatre arts, Los Angeles. His movie credits include Since You’ve Been Gone, Spaceman, Stricken, and Phantom of the Megaplex. He has appeared on popular television shows such as N.Y.P.D. Blue, Chicago Hope, and Onion T.V.: The Comedy Castaways. On stage, he has acted in numerous plays and found that theatre is his greatest love.

“I’ve tried film, television, and theatre, acting and directing, but I’ve found that acting on stage is what I do best and what I love most. I also love to write for the stage, and the two go hand in hand.”

In the spring of 2003, Rich returned to Kalamazoo College to conduct a workshop with students interested in pursuing careers in acting.

“I hope I helped demystify the world of acting in that workshop,” Rich says. “Theatre is not an easy career, but if your heart is in it, by all means, pursue your dreams! The unknown is always scary. I’ve done some 40 commercials by now, nearly a dozen films, and it does get easier with time, but what ‘K’ taught me is to never say ‘I can’t do this.’ I can do it.”

When asked about his most important role, however, all the stage lights dim. Rich grins from ear to ear and says with obvious pride: “To be a father.” Rich and his wife Andrea welcomed their first child, daughter Dona Laughlan Hutchman, on Sunday, August 10.

“Mom sailed through with flying colors, and the help of some of Western Medicine’s finest concoctions,” says Rich. “Father did not throw up or faint, but did look silly making grunting sounds when Andrea was pushing. Michelle, the Russian nurse, was stoic, but seemed to approve of Mom and Dad’s actions and abilities. The movie playing on the room’s TV was Some Like It Hot. Sweet.”
On a warm and sunny April Saturday the love of science is at work in front of the Kalamazoo Valley Museum, subtly morphing a seemingly disparate group of girls and women into sisters. Standing among the girls is Rachel Sherman ’05. Sherman asks Ashley Moore and Elana Luckett, two local sixth grade girls who stand shyly in front of her, if they’ve been to this museum before and what they’d like to see.

Other Kalamazoo College students are paired with sixth grade girls from several public schools in Kalamazoo. Some make small talk about school and the preoccupations of sixth grade life, while others peer over the railing at the river running past the museum.

The Kalamazoo College students are much older than their companions, but the tie that binds them—an affinity for science, nascent in the girls, more developed in the women—gradually asserts a strength greater than the age differences. The day at the museum is part of the activities sponsored by Sisters in Science, a new student organization at Kalamazoo College.

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The “sisterhood” is made up of Kalamazoo science majors who are mentored by women faculty in the sciences at Kalamazoo College. The students, in turn, mentor sixth grade girls interested in science.

Once inside the museum, Ashley and Elana’s shyness evaporates. The girls race ahead of Rachel and Jessica Darland ’06, sprinting for the privilege of first to push the elevator button. On the top floor, the girls lead their older friends from one exhibit to the next. Rachel and Jessica encourage them to focus, first by strategizing as opposite teams in a 3-D tic-tac-toe game, then by discovering the process by which a mummy’s face is reconstructed with X-rays. When an exhibit on a balloon-powered rocket doesn’t work, the girls lose patience, and are off again. Jessica and Rachel stay behind to ponder the problem then call the girls back to show them how the rocket works.

The other mentors and their students scatter through exhibits on the two floors. Mondy Jamshidi ’06 shows Natalie VanVaerenbergh how to find her pulse at one interactive exhibit. Other pairs wander through stations on the human body, electricity, and history.

“The girls truly enjoy the time we spend with them,” says Alissa Johnston ’03, a health sciences major who currently attends medical school, “whether it’s just hanging out or doing things related to science. We may never see the impact we will have on them in the long run, but our time together has planted seeds.”

The point of spending time with the sixth grade students, according to the members of Sisters in Science, is to support the girls in whatever they may be interested, whether it’s science or another subject. The mentors meet with their sixth graders once a week to work on science projects, do research at Kalamazoo’s library, go out for lunch, or just talk about school and life. The Sisters also host forums on women and science careers and planned a “Science Day on the Quad” last spring, to which both sixth grade girls and boys from area public schools were invited.

Regina Stevens-Truss, the Varney Professor of Chemistry at Kalamazoo College, conceived the idea for Sisters in Science, in part because of the impressive critical mass of female science professors at “K”.

“Kalamazoo College has at least one female faculty member in each of the five science departments; the chemistry department alone features three. And all of these teachers have active research projects,” Stevens-Truss says. “That degree of representation of women in the hard sciences is very unique, and a potentially powerful resource to engage more women and girls in science.” Stevens-Truss contacted colleagues and suggested a mentorship program for female science majors. The other professors loved the idea, and the sisterhood began.

Stevens-Truss picked sixth grade girls to be the “science little sisters” of Kalamazoo College science majors for a very specific reason. On an occasion when Stevens-Truss had worked at a science fair of Kalamazoo’s Northglade Elementary, a teacher asked if Stevens-Truss knew of female science students...
willing to mentor sixth grade girls. “She told me that in her two decades of teaching, she had worked with a lot of girls who were good in math and science,” explains Stevens-Truss. “But by the time these girls reached ninth grade, their passion for science had dissipated. Math and science were no longer cool, in part because the girls had no examples of math and science remaining vital and important to older girls and young women.”

The Kalamazoo College students are role models who have gone through junior high and high school, retaining and developing their predilection for science despite whatever forces of adolescent conformity sometimes undermine the expression of that interest.” A young girl who has the opportunity to talk science and do science with a young woman begins to see an image of herself pursuing her passion for science for a lifetime,” says Stevens-Truss.

Part of that mentoring for college students involves the concept of balance between family life and a career, something very much on the minds of the female science majors. Sisters in Science hosted a panel discussion on that very subject a week prior to the museum trip. The panelists were all women, all science professionals, and all married with children. They discussed with the “K” students the various pathways by which they had accomplished their professional and personal goals. Some had delayed having a family, some had delayed their careers; one woman was her family’s breadwinner while her husband took on the role of stay-at-home father.

Rachel Sherman jokes that although she didn’t force her boyfriend to come to the discussion, she is glad he and other male students chose to attend. “Part of the discussion was about what it’s like for husbands whose wives have careers in science.” “Many of us want families and careers,” says Alissa Johnston. “But there are some women who only want a career, and often they seem to be stigmatized. Part of our mission in Sisters in Science is to show that there’s nothing wrong with the desire for a career only. I often talk to Dr. Stevens-Truss about being a woman and being in science. And what I learn I pass on to the younger girls I mentor to show them that you can be an intelligent, driven girl and still be a girl.”

“Dr. Stevens-Truss sets an example,” Alissa continues. “She makes time for many aspects of her life as a research scientist and professor and as a woman. For example, sometimes she’s available in her office at odd hours because she goes on a field trip with her son’s school. It just shows us that a little bit of flexibility and a lot of determination will get you a long way.”

Back at the museum, Rachel and Jessica and Ashley and Elana reach an exhibit on gravity. A scale tells Ashley that she would weigh 32 pounds on Mars and 13.7 pounds on the moon. “Do you know why you’d weigh less on the moon?” Rachel coaxes. “Because there’s not as much gravity as on Mars.” “That’s right,” Rachel answers. “I bet you’d really fly there. Nothing could keep you down.”

Mondy Jamshidi ’06 (left) shows sixth grader Sharnice West how to find her pulse. Sharnice is interested in law and science. The two have lunch occasionally and worked together on Sharnice’s project. Rachel Sherman ’05 (right) and her sixth grade friend Ashley Moore grew salt and sugar crystals. Sherman, a chemistry major, was a perfect mentor for Moore, who also has an interest in science.
Siu-Lan Tan, Psychology, co-authored an article accepted for publication in the peer-reviewed journal *Psychology of Music*. The article was titled “Listener’s Judgments of Musical Unity: Thematic Relationships and Sonic Uniformity.” The paper describes how musically trained and musically untrained listeners judge the unity and coherence of a composition. Earlier this year another paper co-authored by Siu-Lan was accepted for publication by the same journal. It is titled “Graphic Representations of Short Musical Compositions,” and the second author is Megan (Bartlett) Kelly '01.

Kiran Cunningham, Sociology, and Hannah McKinney, Economics, wrote a paper titled “Creating Systemic Change: Convening the Community for Land Use Action.” The piece was a component of a Convening for Action project, which the two undertook to help insure county development that uses land wisely and focuses on a quality of life that will long endure. Kiran and Hannah presented the paper at the Society for Applied Anthropology and submitted for publication to the journal *Practicing Anthropology*. The two also wrote a pamphlet titled Smarter Growth for Kalamazoo County, another Convening for Action project. Kiran and Hannah have led several “Convening” projects for the past several years.

An exhibit of the work of Richard Koenig, Art, titled “Ambivalent Views Installed” ran June 12 to July 17 at the Museum of Contemporary Photography, Midwest Photographers Project, in Chicago. Prior to this exhibit, Richard was part of a three-person show, titled “Altered Scenarios,” at Flatfile, another Chicago gallery. In conjunction with this exhibition, Richard spoke to gathering of Chicago-area Kalamazoo College alumni and alumnae. Koenig also was a finalist for the Santa Fe Prize in Photography.

In April, Bob Batsell, Psychology, Christina Trost ’03, and Matthew Brown ’03 presented research at the annual meeting of the Southwestern Comparative Psychology Association in New Orleans, Louisiana. Christina was awarded first place in the H. Wayne Ludvigson Graduate/Undergraduate Student Paper Competition for her presentation “Taste + odor interactions in aversion compound conditioning.”

Tom Rice, Art, was selected from artists living in Michigan, Indiana, Illinois, and Ohio to be represented in the South Bend Regional Art Museum’s “Regional Biennial 22” exhibition. The curator requested 10 to 12 of Tom’s most recent paintings for the exhibition. Other shows that included Tom’s work were the “West Michigan Area Show” at the Kalamazoo Institute of Art and the “Summer Faculty Exhibition” at the Arrowmont School of Arts and Crafts. Tom taught a summer course at Arrowmont titled “Painting in a Contemporary Context.”

Rob Townsend, Facilities Management, was named the 2003 Recycler of the Year Outstanding Educator by the Michigan Recycling Coalition. He has been busy at several workshops. He attended the Recycling Electronics and Pollution Prevention meeting in Lansing. That event provided an opportunity to participate in a statewide initiative to manage waste electronics and to provide input on new regulatory processes for municipal collection programs. In March, Rob and Sarah Butzine ’03 attended a workshop at Michigan State University titled “Campus Sustainability—Collaborating Across Campuses.” The workshop brought together faculty, staff, students, and administrators from Michigan’s universities, liberal arts colleges, and community colleges. In May, Rob completed the master course training session on “Leave No Trace.” The course was provided by the National Outdoors Leadership School at Picture Rocks National Lakeshore. Rob enrolled in the course as part of his LandSea duties.


Gail Griffin, English, had three nonfiction pieces accepted for publication by *Blue Mesa Review* (University of New Mexico). Those pieces are “90 at 22,” “Memento Mori,” and “Continental Divide.” “Facts of Life,” a sectioned nonfiction piece, appeared in *Peralta Press*, a California literary review. Gail also published a nonfiction piece titled “The Falling” in the spring issue of *Fourth Genre*, a journal of creative nonfiction.

A composition by Elizabeth Start, Music, titled *Nature Concert: Bugs and Things* premiered last spring at the Kalamazoo Nature Center. Elizabeth received a grant from the ArtsServe Michigan Creative Artist project to write the piece, and she based it on the poems of Conrad Hilberry, professor emeritus of English. Performers included Alfrelynn Roberts; Woodward Elementary School 3rd-graders; seven Kalamazoo Symphony Orchestra artists-in-residence; the Mattawan Middle School flute choir; Suzuki Academy of Kalamazoo strings; and an adult choir from local churches. Another work of hers premiered at Columbia College’s concert hall in Chicago. It was performed by the CUBE ensemble to a standing ovation. Incorporating anti-war poetry of Hilberry, Diane Seuss, English, and Gail Griffin, English,
Elizabeth scored the work for narrator, flute, clarinet, English horn, cello, piano and discrete personal percussion. In other news, Elizabeth joined the Board of the Michigan Festival of Sacred Music. She also wrote the program notes for the Bach Fest’s performance of the B minor Mass, and she presented a series of outreach lectures on that subject. Later last spring, a concert of her works was performed at the Music Institute of Chicago, during which she played several of her solo cello variations. Finally, as part of last May’s Medieval Congress at Western Michigan University, she performed works spanning many centuries.

**Wanda Viento**, Student Development, received the Outstanding Doctoral Student Award for the Department of Counseling, Leadership, and Student Affairs at Western Michigan University. She and **Narda McClendon**, Center for International Programs, presented at the national convention of the American College Personnel Association. Their program was titled “An Immersing Experience: Preparing White Students for African Study Abroad.” Wanda presented a second program with L. Andrew Howe of Western Michigan University. That program was titled “Somewhere Over the Rainbow: Preparing LBGT Students for Study Abroad.”

**James Turner**, Music, took several of his Kalamazoo College voice students to a voice competition at Michigan State University. The competition, which included students from colleges and universities throughout the state, was sponsored by the National Association of Teachers of Singing. Kalamazoo College singers finished with excellent results.

**Jakarra Nichols ’06** and **Zoe Marshall-Rashid ’06** finished second and third, respectively, in their division. **Anna Wolf ’05** and **Betsy King ’05** took second place and third place, respectively. **Mary Stafanic ’04** placed third in the women’s category, and **Zach Mondrow ’04** took first place in the men’s category. Three of Jim’s private students did well at the competition. **Kristi Van Overen ’04** was first in the women’s category for her class. Joe Curry placed first in the “High School Boy” category. Alfrelynn Roberts placed first in the advanced category.

**Bob Grossman**, Psychology, taught an NSF Short Course Chautauqua in Dayton, Ohio, titled “Increasing the Retention of Under-Represented Groups—and the Learning of all Groups—in Science, Mathematics, Engineering and Technology Courses.” Chautauqua Short Courses are an annual series of forums in which scholars at the frontiers of various sciences meet intensively for several days with undergraduate college teachers of science.

**Zinta Aistars**, College Communication, her father, and her sister shared their art and writing at last spring’s Latvian Culture Days in Chicago. Zinta’s father, painter Viestars Aistars has exhibited extensively in the United States and Europe as well as Canada and Australia. One of his paintings hangs in the Latvian presidential residence in Riga. Her sister, Daina Aistars-Bowman is a photographer who studied at Western Michigan University and Kalamazoo College. Zinta is a bilingual author whose poetry, prose, articles, and essays have been published in both Latvian and English. She is the author of three books, and she was the Kalamazoo Community Literary Arts 2000 award recipient in both the poetry and the short story categories. She is currently at work on a compilation of travel essays.

**Eric Barth**, Mathematics, was granted tenure and promoted to associate professor of mathematics by the Kalamazoo College Board of Trustees on March 15, 2003. He has taught a variety of courses at Kalamazoo College since 1997 and served on various committees. His research interests are in the areas of biomolecular modeling and simulation and numerical algorithms for statistical mechanics. Eric earned a Bachelor’s degree in music (saxophone), a Master’s degree in mathematics, and Ph.D. in mathematics from the University of Kansas. He did his post-doctoral work with Tamar Schlick in the Courant Institute and department of chemistry at New York University.

**Leslie Tung**, Music, spent one week rehearsing and performing as soloist with the Conservatoire National de Région Chabrier Symphony Orchestra in Clermont-Ferrand, culminating in two performances of the Beethoven Piano Concerto No. 3 in C minor.

**Péter Érdi**, Center for Complex Systems Studies, recently returned from Rutgers University, where he visited the Center for Molecular and Behavioral Neuroscience and gave a lecture titled “Pharmacological modification of the septohippocampal rhythms: a computational approach.” In other news, he served as a consultant at the neurophysiology lab of the department of psychiatry at Harvard Medical School. He also gave a lecture titled “Complexity studies at Kalamazoo College: from computational neuroscience via social networks to econophysics” at the New England Complex Systems Institute in Cambridge. Péter delivered a lecture at the Upjohn Institute for Employment Research. That lecture was titled “Economy from the Perspective of Complex Systems.” He is the coauthor of two articles that appeared in The Handbook of Brain Theory and Neural Networks (MIT Press). The papers review hippocampal rhythm generation and Post-Hebbian learning algorithms. He has three papers in press, written either with his Hungarian students or in cooperation with scientists at the University of Memphis and the University of California-Berkeley. Two papers are on computational neuroscience. They are: “Dynamically detuned oscillations account for the coupled rate and temporal code of place cell firing” and “The KIV Model - Nonlinear Spatio-Temporal Dynamics of the Primordial Vertebate Forebrain.” The third paper is in his new research field: “Hierarchically Organized Minority Games.”

**Jan Tobochnik**, Physics, assisted with this work. Péter has been nominated to the co-directorship of the International School on Neural Nets to be held in Erice, Italy. The topic of the school is: “Computational Neuroscience: Cortical Dynamics.” Érdi was also one of the invited keynote speakers at a symposium on perception & cognition held at the University of Memphis.
Youth kids fill Anderson Athletic Center each summer in various camps, clinics, and tournaments. This summer, there was added excitement in the air as the building underwent a much-needed renovation involving the weight room, dance studio, locker rooms, and sports medicine space.

“The weight and fitness area has long been in need of repair,” said Jeanne Hess, chair of the department of physical education and athletics. “When this building opened over 20 years ago it was a state-of-the-art facility where people could gather.”

Since then, the weight training equipment has worn out. Cardiovascular equipment such as treadmills, stair climbers, and elliptical machines have lined what used to be a hallway. With nearly every athletic team doing some form of weight training, combined with the fitness needs of all of the students, faculty, and staff, these areas became overcrowded.

“The size constraint of the old weight room, in addition to the lack of equipment, made it very difficult for a large number of football players, or other teams, to lift at the same time,” said Bryan Gnyp ’04, offensive captain of the football team. “When team members are able to work out in a team environment they are more likely to push themselves and build team unity.”

While additional space for varsity sports and recreation will be needed in the future, this project focused on the four most critical areas of need. The weight room was renovated and fitted with new equipment. The dance studio was converted to a fitness area filled with new cardiovascular equipment. The men’s and women’s locker rooms on the lower level were reduced to a size more appropriate to their actual usage. This conversion created space for a new dance studio and increased space for the sports medicine program.

“The renovation of the athletic...
center will provide more space and comfort for the athletes and students who are training for a sport or just exercising,” said Amy Passiak ’06, a frequent user of the cardiovascular equipment. “More students will use the facilities and equipment.”

“There is a very large number of students who are not varsity athletes who use the facility on a regular basis,” Gnyp said. “The new weight room and fitness area will benefit everyone on campus, not just athletes. These improvements should also have a direct effect on recruiting.”

The construction of the project was completed under the leadership of the new athletics administration, but Bob Kent, recently retired chair and director of men’s athletics, was the driving force behind the improvements.

“The department has recognized the need for improvements for years,” Hess said. “Bob Kent did an amazing job in getting us off the ground and allowing it to happen. This is his legacy.”

The funding of the project was a collaborative effort among the physical education and athletics staff, the major gift office, and the College.

“This was a real team effort,” said Craig Schmidt, the senior major gift officer who helped coordinate fund-raising efforts. “More than 60 donors made gifts totaling $255,000. A network of volunteers, including a large number of coaches, contacted numerous potential donors. Members of the undefeated football team of 1962 created the “1200 Club,” with each giver providing $100 for each of the team’s 12 consecutive wins. President Jones authorized $120,000 dollars of College funds toward the project.”

“Craig Schmidt provided exemplary leadership on the fundraising aspect of this project and helped make goal,” said Lynn Jackson, director of development.

The project was completed in late August. “The improvements will benefit Kalamazoo College students in a very tangible way,” said Hess. “Our health and fitness areas have been upgraded and once again work in conjunction with the K-Plan to provide an outstanding and unique educational experience.”

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CHANGING OF THE GUARD

A new group of players will lead the men’s basketball team into action following the graduation of seven seniors, including four starters.

Leading the charge will be seniors Jevon Caldwell-Gross and Chris Elliott. Caldwell-Gross started all 25 games last season at point guard and averaged 7.8 points and 1.7 assists per game. He was second on the team in blocked shots with 18. The 6’7” Elliott saw action in all 25 games and returns as the Hornets’ top threat in the post. Elliott averaged 3 points and 2.5 rebounds per game last season.

Tony Wichmann leads a junior class that must increase its production on both ends of the floor. Wichmann, a 6’5” forward, played in every game last season and averaged 3.1 points and 2.3 rebounds per game. Junior Ryan Konwinski is expected to compete for a starting spot at small forward, while classmates Robert Boyle and Eli Savit will add depth after moving up from a junior varsity squad that finished 9-2 last season.

Sophomore point guard Tim Herman is poised to move into the starting line-up after playing in 16 games last season. Fellow sophomores Jeff Oney and Kyle Konwinski add depth at guard.

A talented class of nine incoming freshmen will be vying for minutes at all positions.

The Hornets open the season Nov. 21-22 at a tournament at Wabash College. The home opener is Nov. 25 against Marygrove College. Other schedule highlights include trips to tournaments in Las Vegas and Georgia.

Jevon Caldwell-Gross ’04 is the Hornets’ only returning starter.
NEW LOOK CAGERS

The women’s basketball team will have a new look following the graduation of four starters who accounted for 72 percent of the team’s scoring.

This year’s team will be relatively young. There are no seniors. But Ashley Riley, the lone returning starter, leads an experienced junior class. The 6’1” Riley averaged 7.8 points and 6.2 rebounds per game last season. Angie Neu (point guard), Lindsay Basler (shooting guard), and Sarah Sleder (forward) each played in at least 20 games last season and are expected to play an increased role this season.

Stephanie Salasky, a 6’1” center, returns for her sophomore year after averaging 3 points and 2.8 rebounds in 23 games last season. Cassie Kotlarczyk and Emily Schoolmaster provide depth in the sophomore class.

Mary Brown, a sophomore transfer from Ferris State University, is expected to contribute immediately.

Kalamazoo opens play in its own Hornet Invitational (Nov. 21 and 22). The Hornets make a trip to a tournament at Millikin University before hosting the Kalamazoo Klassic Dec. 29-30.

SWIMMING DEBUT

The men’s and women’s swimming and diving teams enter a new era under new head coach Kathy Milliken, who comes to Kalamazoo after an illustrious career as a student-athlete and assistant coach at Denison University.


Milliken graduated from Denison in 1999 with a degree in communication and history. She was a four-year letter winner in swimming and served as team captain in 1998-99. She claims seven NCAA III All-America performances, and she recorded pool, school, and conference records during her senior season.

The men’s team seeks its eighth consecutive MIAA championship and another quality performance at nationals. The Hornets were 10th at the NCAA championships last season.

Junior diver Tony Holt, last year’s NCAA Division III Diver of the Year and MIAA Most Valuable Swimmer/Diver, returns to defend his national championship performances in both diving events.

The top returning seniors are Victor Stover and Scott Whitbeck.

Derek Jansen and Andrew Kurtz lead the junior class.

The women’s team expects to improve its overall team score following a third-place finish at last year’s MIAA championship meet.

The three captains are Tanya Krzeminski, the team’s only senior, and juniors Kelly Clapp and Megan Johnson.

The team is composed of 24 swimmers and four divers. With five juniors on study abroad, 23 of the 28 student-athletes will be freshmen and sophomores. The fourteen freshmen form a strong class that will be particularly competitive in the sprint freestyle, breaststroke, and individual medley events.
2003-04 WINTER SPORTS SCHEDULE

OCTOBER
25  SD vs. DePauw  ..................1 pm

NOVEMBER
1   SD vs. Wabash (men only) ........11 am
8   SD at Alma*  .....................1 pm
14  SD vs. Hope*  ..................6 pm
15  SD at U of Mich. Quad Meet  ....TBA
21-22 WB hosts Hornet Tip-Off Tournament
21  WB vs. Milwaukee School of Engineering ........8 pm
    MB at Wabash, Ind., Tournament ...TBA
22  WB Consolation/Championship
     .................................1 pm/3 pm
    MB at Wabash, Ind., Tournament ...2 pm/4 pm
25  WB vs. Madonna  ................6 pm
25  MB vs. Marygrove  .............8 pm
29  WB at Aquinas  ..................3 pm

DECEMBER
5   SD at EMU Invitational ..........TBA
6   MB vs. Goshen  ................3 pm
    SD at EMU Invitational ..........TBA
10  MB at Manchester, Ind. ........7:30 pm
    WB at Olivet*  ..................7:30 pm
10-21 SD at Winter Training Trip (Bradenton, Fla.)
13  WB at Chicago  ................TBA
16  WB at Alma*  ..................7:30 pm
    MB at Chicago  ................7 pm CT
    SD vs. Lawrence ...............12:30 pm
20  WB at Millikin Tournament ......TBA
21-22 MB at Adidas D3 Desert Shootout (Las Vegas)
21  MB vs. UW-Stevens Point .......3:30 pm MT
    WB at Millikin Tournament ......TBA
22  MB Consolation/Champ. ........3:30 pm/5:45 pm MT
29-30 WB hosts Kalamazoo Classic
29  WB vs. UW-Whitewater ..........8 pm
30  WB vs. DePauw  .................8 pm

JANUARY
2   MB at LaGrange, Ga. Tournament ..TBA
3   WB vs. Hope*  ..................3 pm
    MB at LaGrange, Ga. Tournament ..2 pm/4 pm
7   MB at Alma*  ..................7:30 pm
    WB at Albion*  ................7:30 pm
10  WB vs. Calvin*  .................3 pm
    MB vs. Olivet*  ................7:30 pm
14  MB vs. Calvin*  .................7:30 pm
    WB at Tri-State  ...............7:30 pm
16  SD vs. Olivet* & St. Mary's* ....6 pm
17  WB vs. Adrian*  .................3 pm
    MB at Hope*  ..................3 pm
    SD at Quad Plus Meet (at Holland) ...TBA
21  WB vs. Saint Mary's* ..........7:30 pm
    MB at Tri-State, Ind. ..........7:30 pm
24  WB vs. Olivet*  ................3 pm
    MB vs. Adrian*  .................3 pm
    SD vs. Calvin*  ................1 pm
28  MB at Albion*  ................7:30 pm
31  MB vs. Alma*  ................3 pm
    WB at Hope*  ..................3 pm
    SD at Albion*  ................1 pm

FEBRUARY
4   WB vs. Albion*  .................7:30 pm
    MB at Olivet  ..................7:30 pm
7   WB at Calvin*  ................12:45 pm
    MB at Calvin*  ................7:30 pm
10  WB vs. Tri-State  ...............7:30 pm
11  MB vs. Hope*  ..................7:30 pm
13  SD MIAA Champ. ...............11 am/6:30 pm
14  MB vs. Tri-State  ...............3 pm
    WB at Adrian*  ................3 pm
    SD MIAA Champ. ...............11 am/6:30 pm
    MB at Adrian*  ................7:30 pm
    WB at Saint Mary's* ..........7:30 pm
21  WB vs. Alma*  ................3 pm
    MB vs. Albion*  .................3 pm
    WB at Saint Mary's* ..........7:30 pm
23-28 WB MIAA Tournament ..........TBA
25-28 MB MIAA Tournament ..........TBA

MARCH
11-13 SD - Women's NCAA III Championships
       at St. Louis, Mo.
18-20 SD - Men's NCAA III Championships
       at St. Louis, Mo.

* 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
1. Kalamazoo College sweatshirt with seal by Gear in colors grey or charcoal (K-1* / S-XL $29.95 / 2XL $31.95)

2. Youth orange hood by Jansport (K-2 / YS-YXL $21.95); Grey hood with wool letters by Jansport (K-3 / S-XL $34.95 / 2XL $36.95); Youth grey hood by Gear (K-4 / YS-YXL $25.95)

3. Graphite hood with tackle twill lettering by Russell (K-5 / S-XL $39.95 / 2XL $40.95)

4. Golf shirt by Ashworth in colors black, burgundy, or navy (K-6 / M-XL $36.95 / 2XL $37.95)
5 Women’s Kalamazoo College tee shirt in colors white or pink (K-7 / S-XL $11.95)

6 Hood with screenprinted letters by Jansport in colors light blue or navy (K-8 / S-2XL $34.95)

7 Hood with Hornets logo in colors white or orange (K-9 / S-XL $29.95 / 2XL $31.95)

8 Orange embroidered hood by Russell (K-10 / S-XL $39.95 / 2XL $40.95)

9 Women’s tee shirt with Hornets logo by Gear in colors grey or white (K-11 / S-XL $14.95)

10 “ZOO” tee shirt with hornet by Jansport in colors black or grey (K-12 / S-XL $12.95 / 2XL - $14.95)
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Gene Conrad, a long-time supporter of Kalamazoo College and wife of the late Maynard Conrad '36, has established the Maynard and Gene Conrad Family Endowed Fund at Kalamazoo College, the income from which will be used in perpetuity by the College to support various components of its unique practice of liberal arts learning. Maynard served on the College’s board of trustees for 17 years and was the president of the Kalamazoo College Alumni Association and the Kalamazoo College Emeritus Club. Gene is an active member and former president of the Kalamazoo College Women’s Council, and she was a volunteer for the College’s Campaign for Kalamazoo. Both Maynard and Gene received distinguished service awards from the Alumni Association. One of their daughters, Marlys Conrad, and a granddaughter, Autumn Spaulding, are graduates of the College, members of the classes of 1972 and 2001, respectively. In the photo above, Gene (second from the right) is pictured with her three daughters (l-r): Carol Conrad Spaulding, Marlys Conrad Jorjorian, and Kayla Conrad.
**Stetson Journeys**

by Jean LaViolette '03

Raser E. (Bud) Pomeroy, wearing the Stetson cowboy hat, would like to round up more members into the Stetson Society "corral" in order to ensure that the farther journey continues for students like Mary Stefanac '04.

Pomeroy, an emeritus trustee and a member of the Stetson Society, has given a lifetime of donations to Kalamazoo College, including an estate gift and the fine Stetson hat, which symbolizes his commitment to the Stetson Society and hopefully inspires others to join. The Stetson Society is composed of persons who have made planned gifts or other bequest arrangements that will eventually benefit the College.

Pomeroy served as College trustee from 1960 to 1982. Although neither he nor his late wife Margaret attended college, they adopted Kalamazoo College as their own. In 1978, the Pomeroy's established a scholarship to provide a student with the opportunity that they never had: a chance to attend college at the place they would have chosen for themselves.

Pomeroy and his daughter Mary Lu King attended the annual Stetson Society dinner last June, which included a musical program featuring current students. Stefanac, a soprano, sang *Claire de Lune* by Debussy and *Mai* by Faure.

Speaking of the farther journey, Mary spent last summer taking voice lessons and studying opera in Italy. That learning experience, an example of the power of Stetson Society gifts, was made possible because of a bequest by the late Isabel Beeler.