Betty & Jerry Mason

at the keyboard of a Steinway concert grand piano manufactured in Hamburg, Germany. The piano was a gift to the College from the Masons. But it is not the only gift they have made to "K". For the rest of the story, see page 28.
Event Planner Sass

Havlar took in the Sunday morning street theatre in old Havana. She visited Cuba as part of her international studies program. The College’s liberal arts commitment affects more than students and faculty. Staff members explore widely as well. For the story of three, see page 12.

CIP Serves a Rewarding Experience, With a Garnish of Fun!

Study abroad is a life-transforming experience, and, as such, it is certainly serious. But with this bunch it is also a lot of fun. Sixteen study abroad program directors gathered this summer on the Kalamazoo College campus to discuss all aspects of the study abroad experience and how to build upon the quality and excellence of the entire program. Pictured above are the program directors as well as staff member hosts of the Center for International Programs (l-r): seated—Tere Morales, Oaxaca, Mexico; Maurice Faure, Clermont-Ferrand, France; Sandra Roopchand-Khan, St. Augustine, Trinidad; Al Hassane Diabate, Dakar, Senegal; Wenda Focke, Erlangen, Germany; Brahma Thibou, Dakar, Senegal; Lola Santamaría, Madrid, Spain; Nelson Zabala, Guito, Ecuador; standing—Mark Ritschel, Chiang Mai, Thailand; James Lynch, Rome, Italy; Kiendi Mungo, Nairobi, Kenya; Victoria Pineda, Caceres, Spain; Jennifer White-Nielding, Center for International Programs (CIP); Narda McClendon, CIP; Joe Brockington, CIP; Kate Nichols, CIP; Holly Wingard, CIP; Jorge Nowalski, San Jose, Costa Rica; Ian Fairnie, Perth, Australia; Luigi Giuliani, Caceres, Spain; Wolfgang Gerkhausen, Bonn, Germany; and Margaret Wiedenhoeft, CIP. Not pictured are Pilar Alcovar (Madrid, Spain) who had to return to Madrid before the picture was taken, and Anne-Catherine Verheyen (Strasbourg, France) who remained in France due to a death in the family.
**Cover Story:**

### ALERT: Staff Infected With Liberal Arts!!

**Educational Benefits Accrue to All**

At Kalamazoo College the curriculum demands and the professors encourage cross-disciplinary exploration, and the culture that results inspires staff members to develop and share their “liberal arts” avocations. This phenomenon strengthens the liberal arts character of our College and adds a “subconscious” affirmation of the lifelong value of liberal arts. *LuxEsto* profiles three staff members whose varied interests expand the meaning of “going to ‘K’.” Bob Tims—mild-mannered alumni relations staff member by day, photographer/philosopher all the time—took the cover photo during a trip to Italy. Photography is his way of freezing moments from what he thinks of as a rushing torrent of beauty. Event Planner Sass Havilar traveled to Cuba in pursuit of her degree in international relations. And Director of Summer Programs Alfrelynn Roberts sings. For their stories, see page 12.

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**Features**

- **4 Stock Portfolio**
  - Musician, code-breaker, computer expert, zoning official, game creator, and turtle expert. With that kind of Renaissance resume, Gary Stock ’78 must be a “K” grad.

- **9 West Advocates Team Treatment**
  - Kathleen West ’77 is an expert on substance abuse, particularly its treatment in young people. She shares her insight on what works against this disease and on the influence of Kalamazoo College on her career.

- **18 Allan Hoben and the K-Plan**
  - The ethos of Kalamazoo College infuses and transcends all of the particular curricula of any given era. The truth of this is reflected in the final portion of the memoir of Allan Hoben. Though he died in 1935, Hoben exerted considerable influence on the genesis of the *K-Plan*, according to one of the Plan’s chief architects.

- **PLUS**
  - **the Donor Honor Roll**
    - Some remarkable letters from readers; the story of Kalamazoo College and the Civil War; results from the alumni survey; the Center for Career Development’s new Discovery Externship Program; some notable faculty; a profile of the youngest member of the Class of 2004, and more.

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**WHAT’S HAPPENING ON CAMPUS?**

Planning a visit to Kalamazoo College? Check the Kalamazoo College news web site for the latest information about campus events. Calendar listings are regularly updated at [http://www.kzoo.edu/pr/calevent/index.html](http://www.kzoo.edu/pr/calevent/index.html)

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**DEPARTMENTS**

- **3 Letters**
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A graduation reflection ...

Dear Dr. Jones,

These past few weeks I have looked at my pictures from the past four years, have said farewell to my favorite professors, and have helped my friends move out of their houses. Even so, it has yet to sink in that the lives of my friends and I, as students at Kalamazoo College are complete, and next fall we will not be back to school here. Becoming alumni and alumnae sure did sneak up on us!

Especially in the last month or so, family and friends have asked if Kalamazoo College was the right choice for me, and I have a difficult time putting into words how simply calling this place a “right choice” is such an understatement. Most people think of going to college as going to more classes, and I think that many take for granted the experiences that do not necessarily involve the classroom. This is not to say that classes were not enjoyed or appreciated. I do not think students make it clear enough how greatly our professors have influenced the way in which we hope to shape ourselves. But still, a tremendous part of the education ‘K’ students receive comes from tiny interactions, like eating nachos down in the Quad Stop, chit-chatting with Dr. Cummings about his dog, and weekend adventures that happen rather sporadically. I think many other colleges and universities cannot offer such experiences the way Kalamazoo College does, and anyone at ‘K’ who recognizes and appreciates this will know that they have really made the best choice.

Mitch Blink ’02
attention to our sense of gratitude to the College, which gave him so much in return. Kalamazoo College meant so much to my dad in so many ways. It meant so much to the rest of my family also. Our many connections through “K” made Kalamazoo feel like a small town. One of my first memories is having the honor of sitting in the lap of Winnie-the-switchboard-operator, as she pulled the wires out of the blinking board and plugged them in, connecting the phone callers. Although Winnie and her job soon became a memory, so many of the people we knew through the College stayed a part of our lives year after year. Kalamazoo College was a family, and this was important to me, as we lived far from our aunts, uncles, and cousins. Now as an adult I realize how precious, and how rare, is that kind of continuity. I feel my parents were very blessed in their relationships with College friends and associates, and I thank you so much for being there for them.

Barbara Lucas for the entire Barrett family

PS. Our fifteen year-old daughter fell in love with the campus and says she wants to apply there some day (needless to say, we thought that was a great idea!).

And one of Larry’s faculty colleagues wrote back to Barbara ...

Dear Mrs. Lucas,

Your father was one of the first persons in Humphrey House to greet me when I joined the faculty as a professor of education and music in 1968. Years later when my son, Arthur, was visiting me, your father “turned him on” to English as an academic discipline. Today he is an English teacher at his alma mater, Portage Northern High School, while seeking an MFA degree in creative writing.

There was a woman in housekeeping in Humphrey House by the name of Emma Singleton. After Mrs. Singleton retired, your parents maintained contact with her through the years up to her death. Your father was not able to attend Mrs. Singleton’s Memorial service, but your mother was. When I took emeritus status in 1963 (although, as was the case of your father, the College continued to call upon me for a number of years), your father came forth to speak at the dinner held for me. I was touched.

When Kalamazoo County needed someone to head “Walk for Warmth,” your father joined me as a co-chair as we sought to get funds to assist the needy in paying their heating bills.

I miss both of your parents.

Romeo E. Phillips, Professor Emeritus of Education

Note: The College has established the Ruth and Laurence Barrett Memorial Fund in honor of the Barretts. The money will be used for academically and financially deserving students, particularly those from Beaver Island, where the Barretts owned a home and spent much of their time after Larry’s retirement. According to their daughter Barbara, Ruth and Larry would be very pleased with this kind of memorial because education was something they highly valued. “My mother went back to graduate school when she was in her sixties and received both an MA and MFA, of which she was very proud,” wrote Barbara. “My father, of course, dedicated his life to education.” Individuals who would like to contribute to the fund should contact the Office of Development at Kalamazoo College, 1200 Academy Street, Kalamazoo, Michigan 49006-3295.

And finally, a letter about the quality of the College’s first year experience ...

Dear Zaide [Pixley],

I see that Kalamazoo College was chosen recently as an Institution of Excellence in the First College Year. How very nice to receive the national recognition for your efforts in this important area! Those of us who attend to this subject know that the first year of college makes a big difference in students’ overall academic experience. Whether the institution is large (like my current employer) or small, students do better and so, too, does the college. Good work!

Elaine Klein ’84
University of Wisconsin-Madison
Before becoming an entrepreneur, Gary Stock was a cryptanalyst for the National Security Agency where he used some of the most powerful—and highly classified—technology on the planet.
Gary Stock ‘78 can’t help his “knack for seeing patterns” in things. In music, computer programs, encrypted messages, the shells of box turtles, everywhere.

“I seem to have in my head the ability to see patterns that are not readily obvious,” said Stock, “and then to translate those patterns into a form that other people can use. I’m just wired that way, I guess.”

And if there’s a pattern to his life, he said it was developed largely at Kalamazoo College.

“Kalamazoo allowed me to occupy the same creative and intellectual space as other students with diverse interests,” Stock said. “The best cellist in our musical group was a talented physics major. The best flutist was a chemistry major. There was a religion major setting next to an English major talking to a double major in Spanish and biology.

“When rehearsal ended, we discussed an enormous range of things. It all seemed relevant to me then and still does today.”

Stock earned a Bachelor’s degree in music from Kalamazoo College in 1978. Since then, he’s built a curriculum vita that on the surface appears to have been cut and pasted from the careers of any six people. He’s been a jazz pianist, a codebreaker for a secretive government agency, a successful Internet entrepreneur, a land conservationist and zoning official, and a recognized expert on the Eastern box turtle. He’s also developed online “bots” and coined the term “Googlewhacking.”

If there’s a pattern here, Gary Stock will find it.

Making Music and Breaking Codes

Stock arrived at Kalamazoo College from nearby Paw Paw, Mich., intent on pursuing a degree in math. But whereas many classmates were focused primarily on math, he often had to struggle to keep pace while pursuing outside musical interests, including singing in the Bach Festival Chorus and playing weekly jazz gigs around town. He soon switched to music for a major, only to learn a parallel lesson.

“I played classical music, I understood jazz and could improvise, and I could sight read particularly well. Given time with a particular piece, though, other pianists often improved more than I did, regardless of how much I practiced. I knew more about math than the music majors and more about music than the math majors did, and far more about the relationship between the two. My brain apparently needs to exercise this crossover ability.”

And that has served him well through the years.

Before graduating from Kalamazoo, Stock spent a career development semester as a piano tuner (eventually doing all of the keyboard tuning on campus) and then a study abroad experience in Madrid. For his Senior Independent Project, he composed and performed (with Martha Dewey ‘77) a two-piano piece. Following graduation, he bounced around Kalamazoo and Bloomington, Indiana, for a few years, taking graduate level music courses, tuning pianos, playing club and studio gigs, and delving into the new world of personal computers. In 1983, he decided that it was time to move on.

“I had a lot of background in math, music, language and computers. But who would hire me?”

Answer: The United States government.

At the suggestion of a career development counselor at Indiana University, Stock took a specialized test that covered a range of topics, including many language, puzzle and logic problems.

A few weeks later, he got a call asking him to travel to Washington, D.C. for an interview with the National Security Agency. The NSA employs the country’s premier codemakers and codebreakers on behalf of U.S. intelligence efforts. Its origins trace to World War II when the U.S. broke the Japanese military code and learned of plans to invade Midway Island. This intelligence allowed the U.S. to defeat Japan’s superior fleet and, many believe, shortened the war considerably.

NSA’s cryptanalytic efforts are also credited with significantly advancing research that led to the first large-scale computer and the first solid-state computer, predecessors to the modern computer. Some say that NSA is the largest employer of mathematicians in the world. Engineers, physicists, linguists, computer scientists and other researchers are also found in abundance there.

Once in a while, it hires a musician.

“I went to work for Big Brother in 1984,” Stock said with a laugh. “Essentially, I was a codebreaker and it turned out to be the most excellent job you could imagine. Every day was filled with solving puzzles. My background in music and math along with having a knack for pattern recognition proved enormously valuable.”

According to Stock, much of his NSA work is still
classified and he may not speak in detail about it even today. He can say that he was assigned to a diverse group of people charged with breaking codes that could not be broken using standard methods. Once he had created a novel method, his task was to develop computer programs to emulate it.

Although he loved the job, Stock grew weary of the metropolitan D.C. area with its relentless urban sprawl and 12-lane traffic. In 1987, he and his wife Julie moved back to the Kalamazoo area. For the next four years, he worked in private industry providing computer database design and computer validation for automated manufacturing processes and robots.

Often, he found himself talking to production engineers who understood an existing manufacturing process and to computer experts hired to program robots that would take over the process. “My job was to validate the automated process that they created, which required me to translate the needs and capabilities of one group for the other.”

**Egosurfing Bots**

By the mid-90s, Stock and wife Julie, an experienced business consultant, were eager to start their own business. A self-described Internet “searchoholic,” Stock said that “there were few services available online, and all were inefficient,” particularly in the area of “change monitoring.”

Stock explained that businesses often are interested in monitoring certain pages on the Internet to know if, when, and how those pages change. But it’s a difficult task given the volume of web pages and constant, but often subtle, ways in which they can change. To address this need, the Stocks set out to create software to automate the process. In 1996, InGenius Technologies was born with Gary as Chief Technology Officer and Julie as CEO.

InGenius customers identified websites that they wanted to monitor. InGenius “javElink” software, operating like tiny cyberspace robots, or “bots” as Stock calls them, constantly monitored these sites for changes.

InGenius later developed a product, “Egosurf.com,” for individual consumers. “Egosurf.com” bots would conduct a perpetual search of the Internet looking for an individual’s name, then email the relevant text to the customer each time a new or different entry was detected.

From its Kalamazoo office that housed computer servers and a growing staff, InGenius counted many corporate customers and several thousand individual users in more than 100 countries by 1999. Growth came solely through word of mouth on the Internet grapevine. Through those channels, Stock was an invited speaker at search technology and strategic intelligence conferences in the United States and Europe.

Then a reporter from Reuters news service called.

“He said he’d come across the term “egosurf” and wondered what it meant,” said Stock. “A week later a story appeared in some twenty languages around the world and we were clobbered by people visiting our site and phoning for interviews. I was here nights and weekends.”

About that time, the firm also created an automated clipping service that employed change-monitoring bots to search out new elements in online news stories. In 2000, InGenius and its services caught the eye of a San Francisco-based web portal and content management company. By year’s end, Stock’s company had been purchased. But he, Julie, and their dozen employees were not ready to retire.

“We realized that we had a great staff and a facility wired for high tech,” he said. “We just needed a new business.”

With yet another new bot in their employ, the Stocks established Nexcerpt, Inc., which provides clients with a sophisticated online “briefing” service. Daily, the technology gathers new, relevant information those clients then may edit, store, and publish to others. This service appeals more to organizations and business clients than to the general public, said Stock.

“Political groups, people tracking trademark use, and companies that want to monitor a publicity effort in online media are big users of our service. Professionals who write newsletters or need to publish regular reports to a particular audience find it especially useful.”

A large colony of Eastern box turtles thrives on Gary and Julie Stock’s property, one of the few habitats in Michigan where this species of “Special Concern” is known to reproduce.
Out of the Box (Turtle) Thinking

After the Stocks moved back to Kalamazoo from D.C., they purchased a house and acreage southwest of Kalamazoo in Van Buren County. Here, Gary became interested in zoning and land use issues and soon was appointed to the Van Buren County Planning Commission. He even served as its chairman.

Stock helped several area townships catalog and quantify land use and natural resources. He and Julie were among the founders of the Southwest Michigan Land Conservancy, a nonprofit organization that obtains land and conservation easements from willing landowners in order to preserve scenic, natural and open spaces in the area. Stock served as the group’s president during most of its first two years.

“Part of what drove me out of the Washington, D.C., area was that an abundance of beautiful natural surroundings were being knocked down indiscriminately. I wanted to do my part to keep that from becoming the norm here.”

The Stocks now own about 160 acres of woods, wetland and prairie near their home. Among their neighbors are hummingbirds, osprey, wood ducks, a very vocal black Labrador named “Veggie Boy,” and a sizable colony of Eastern box turtles.

The State of Michigan has designated the Eastern box turtle as a species of “Special Concern” because of its dwindling numbers. In the late 80’s Stock began to see box turtles being killed at an alarming rate by traffic on roads near his property. Curious, he began to study the species and record their activity.

“An Eastern box turtle can live to be 80 to 100 years old,” he said. “But it might never roam more than a few hundred yards from where it hatched. As humans have built more roads, yards, and buildings into the turtles’ habitat, the animals have become isolated from one another and from the places where they normally mate and lay their eggs. By the early 1990s, many naturalists believed that there were no Eastern box turtles reproducing in the wild in Michigan.”

But Stock found some hatchlings on his property one day, which he reported to acquaintances he’d made in the nature community. “They didn’t believe me until I shipped a dead one to them that I’d found along the roadside.”

Through the years, Stock has become a recognized resource on the species, fielding inquiries from people across the country. He has obtained a Scientific and Cultural Collector Permit from the Michigan Department of Natural Resources. Using the distinctive patterns on the turtles’ shells, he and Julie have identified and cataloged a large number of individual turtles, including those on their property.

“Our interest is in documenting these animals’ activities and their ranges, what they do, how they interact, as well as their mating and reproductive success. Mostly, we are trying to protect the habitat that has sheltered and nurtured them for centuries.”

And while he’s happy to talk about protecting the turtles, he takes care not to point out the spots turtles favor. “There is a fairly active market in poaching these animals for the pet trade. I don’t want turtles who have lived decades in the wild to end up in pet stores.”

Stock also discourages people from bringing live turtles that they’ve found along the road to him, in part to safeguard his colony from outside pathogens, but also to safeguard the solitary turtle. “Turtles are so completely adapted to their lifetime surroundings that they may become totally confused if moved away. It you see one in the road, just lift it forward out of harm’s way, but otherwise don’t relocate it. Helping it in the direction it’s headed might protect it long enough for it to mate or lay eggs or do whatever it was trying to do when you noticed it.”

If you really want to help the Eastern box turtle, Stock recommends that you improve and protect its natural habitat. Tips on how to accomplish this and how to address other environmental quality, natural resource and wildlife habitat issues can be found at “With the Grain” (www.wtgrain.org) a website created and managed by Stock.

Googlewhacking Bloggers

For some inexplicable reason, many people—Gary Stock included—enjoy playing a curious kind of word game on the Internet search engine Google. The object of the game is to enter two seemingly disparate words—say, “octopus jujitsu” or “sousaphone wasabi”—into the Google search line and hope that only one solitary reference is found.

It’s not as easy as it sounds. Google has nearly four billion pages that are constantly being updated; so nearly every word in the English language has been paired up with every other word more than once.

“It’s a fun and natural thing for curious people to do. I just happen to be the one who named it,” said Stock. In January 2002, Stock wrote an email to some friends in which he admitted to his passion for the two-word search game that he termed “Googlewhacking.” His email note ended up on several Internet message boards and the term caught on.

He bought the rights to the name and created
www.googlewhack.com where he posted some sample Googlewhacks and some simple rules. For two weeks, all was quiet. Then Googlewhack caught the interest of the small “blogging” community, people who keep an online diary or “weblog” of interesting things they see on the Internet. Bloggers began to send Googlewhacks to each other and to refer people to Stock’s website.

Then Reuters called again—and CNN, USA Today, and other media from as far away as Moscow, Capetown, and Beijing. Within weeks Google reported more than 30,000 pages containing the newly coined term. “By April, I had upwards of 20,000 people visiting the site each day. Many were sending me email saying ‘Here’s my Googlewhack.’ We finally automated the site so that they could post their own entries.” About 80,000 Googlewhacks were posted on the site’s “Whack Stack” within six months. There’s been no let up in activity, says Stock.

“People still write to me and ask ‘How did you think this up? I’ve been trying to think of an idea like this.’ My response is that I wasn’t trying to think up anything. I was just trying to have a little fun. In fact, I’d love to have the hours back that I spent in March and April trying to organize all the Googlewhacks and fielding all the news media calls.”

Between juggling Googlewhacks, running a company, and safeguarding turtles, Gary Stock continues to be engaged on many other fronts. He rarely performs music publicly, but he does enjoy playing his baby grand piano at home. He also serves on his township Zoning Board of Appeals.

“With my knowledge of environmental matters, zoning and business, I can talk with and be understood by both the environmental community and the land developers—often when they won’t talk together. Of course, each side believes that I’m in league with the other, but at least I can help them open a dialog and explore ideas.”

Stock said he performs much the same function in his official position as “Technical Compass” for Nexcerpt. “Julie is the marketing center of the company. She doesn’t want to know whether Linux Redhat 7.2 likes Postgres 7.1. She simply wants to know that it will get the job done for the project at hand. Also, if you mention marketing to our technical staff their eyes start to glaze over. But I can listen and talk to each group and translate the needs of one to the other so that we can deliver a quality product to our clients.”

It’s a dynamic that he says is much like the one he encountered at Kalamazoo College.

“Kalamazoo College exposed me to a diversity of thought,” Stock said. “In fact, that diversity was celebrated. As a result, I can relate to people and situations of all sorts. That’s what I’ve always done and will continue to do.”

It’s a pattern Gary Stock can’t help but follow.

**Stock Portfolio**

- **Class**: 1978
- **Major**: Music
- **Career Internship**: Piano tuner
- **Study Abroad**: Madrid, Spain
- **SIP**: Two-piano composition and recital
- **Extra Curricular**: “More music than I knew what to do with.”
- **Quote**: “Kalamazoo allowed me to occupy the same creative and intellectual space as other students with diverse interests. When rehearsal ended, we discussed an enormous range of things. It all seemed relevant to me then and still does today.”
We are counseling a young woman on how to change the patterns that can lead to a relapse in substance abuse. Part of changing the pattern is looking for support among a circle of family, friends, social workers, and health officials.
“My mission is to make the experience of arrest therapeutic,” states the slender woman facing the attentive group of Kalamazoo College students.

Kathleen West ’77 explains: “It is a matter of developing response teams that include law enforcement officers, court officials, medical staff, public health nurses, and social workers. The teams work together to provide a therapeutic regime and treatment program to deal with the problem of addiction.”

On this day, West’s audience consists of Kalamazoo College students. They listen carefully, they ask questions. Many of them are pre-med students. Many are interested in public health issues. Some are not sure yet of the directions they wish to take in their chosen careers, but listening to Kathleen West is making them think.

Kathleen West is director of the Drug Endangered Children Resource Center and Clearinghouse in San Diego, California. She is an expert in the field of substance abuse—particularly its effects on families—and the programs designed to prevent or treat it. Her research and work for nearly two decades has been focused on children prenatally and environmentally exposed to alcohol and other drugs and the subsequent medical, developmental, and social placement experiences and outcomes of these children. She has worked in program development and administration, policy development and implementation, research, advocacy, training, curriculum development, and technical assistance.

West’s educational background includes post-graduate degrees from the UCLA School of Public Health, a Bachelor’s degree in biology and anthropology from Kalamazoo College, and studies at the Royal College of Midwifery in the fields of biology, anthropology, epidemiology, midwifery, maternal and child health, and health policy. Her recent work has been on the development of multi-disciplinary teams and effective interventions with drug-endangered children.

“Substance abuse has become a hallmark of our justice system,” West says. “Our criminal, delinquency, dependency, traffic, and family courts are swamped with substance abuse problems. Our medical system, our schools, our allocation of our international budget expenses, military involvements—all are characterized by various issues related to substance abuse. It’s an epidemic in this country, and, in fact, a pandemic that has destabilized more than one nation already.”

A nation, she explains, must be saved one family at a time. The behaviors that addiction breeds affect not only the addicted individual, but also the entire family and the friends of that individual. To effectively control addiction, family members and others closely involved with the person involved in substance abuse must be involved in the process of rehabilitation.

“Substance abuse is often a problem that crosses generational lines,” West says. “If we are to help break this cycle, we need to understand the generational risk factor. Children of addicts are genetically predisposed to addiction, putting them at greater risk than children born of non-addicted parents.”

Because substance abuse is a disease of families, it is best cured by families. In her work, she has witnessed how addiction tears families apart, and the necessity for the family to be treated as a unit for rehabilitation to be effective and lasting.

To treat only the child, she says, and then to send that child back into a family where drug or alcohol use may well be a way of life is an ineffective use of time, energy, and funds. The entire family lifestyle must be rehabilitated.

“Unfortunately,” West says, “I have found that the court system is too often uneducated in the problems of drug and alcohol abuse. A large part of what I do is purely educational. Most crimes in our society happen under the influence of some kind of substance, so I am not in favor of the decriminalization of drugs. But we must understand the relationship between crime and substance abuse—to treat one problem is to treat the other. Locking up a person is not the answer. The community must be protected from criminal behavior, but in order to stop the reoccurrence of crime the problem of addiction must be addressed.”

Criminal behavior associated with substance abuse should be punished by law, and the addiction should be remedied through a multi-faceted approach by a team working closely together when the law first comes into contact with the addict. The nurse must be in contact with the social worker, the social worker in contact with the courts, which are made to understand the medical aspects of addiction; and so the team encircles the addicted person, effectively surrounding them in treatment. Every member of the team is crucial, West argues, and every member depends on the other. To leave out any part of the circle increases dramatically the risk of relapse into addiction and the behavior that goes with it. Only this circle of support will break the cycle of recidivism associated with substance abuse.

Kathleen West resides in Santa Monica, California with husband Alex Capron, a bioethics professor who teaches at the USC law and medical schools.
West says, “Addiction is a physical disease that changes brain chemistry. Drugs temporarily raise levels of chemicals in the brain (such as dopamine or serotonin), making the person feel better. In the long run drug abuse inhibits the brain's capacity to produce these chemicals naturally. That explains the increase in craving; more drug is needed to achieve the same result.”

Relapse, West warns, is part of the slow process of breaking the patterns of addiction. It is nearly impossible to beat substance abuse problems without the occasional relapse. Unfortunately, she says, often the only result of a predictable relapse is more incarceration, which, alone, does nothing to help the problem and may exacerbate it. “We must look at relapse as part of the recovery process,” she says, “and effectively manage it on behalf of the long-term goal of beating addiction.”

Addicts and their support teams must learn to recognize the environmental triggers to episodes of relapse. “Part of the education process for these response teams is to learn the patterns of emotion, thought, and action associated with relapse, and how to activate alternatives to the pattern.”

On average, West says, it takes 15 months for most physical effects of drug use to completely disappear. It can take that long for the body to resume the normal functions of a non-user. In heavy and long term substance abuse, the body may never be normal again.

“When the addict uses drugs in times of relapse, that person is not, literally, in their right mind. They are not able to think correctly and logically.”

Sometimes nothing short of crisis seems to work. Some patients must hit bottom before they are able to come up again. This takes a heavy toll not only on the addict, but also on their families and entire support system.

Kathleen West’s audience of young undergraduates seems deep in thought. Almost all of them, she suspects and statistics support, have had some contact with someone struggling with substance abuse.

“Substance abuse is not something that happens to someone else,” West says. “Addictions afflict the wealthy as well as the poor, the educated as well as the uneducated, the white collar professions as much as the blue collar professions. Some families hide the skeletons in their closets better than others. But the struggle with substance abuse affects us all.”

How does her Kalamazoo College education help her mission? “Kalamazoo College taught me to see connections, think laterally, and apply a holistic approach to analysis,” says West. “These skills have been absolutely pivotal in my research and professional work.”

She speaks fondly of favorite professors at Kalamazoo College—John Spencer, Paul Olexia, Myrna Sproul, Marigene Arnold, Kim Cummings, and Franklin Pressler. “They were important to me for many reasons. They treated undergrads as valuable persons with whom they could form friendships and entrust their newest and most exciting ideas.”

In 2001, Kalamazoo College awarded Kathleen West the Distinguished Achievement Award, one of many recognitions she has received from various organizations.

“It is my hope,” West concludes, “that by the time my children are adults, they will look upon the way we treat addiction today as a part of the dark ages. They will view our federal sentencing mandates for those with substance abuse problems and the reaction to the crack epidemic of the 80's as we today view the medieval treatment of schizophrenia. When our policy makers and the general public have a better understanding of the issues, they frequently do the right thing. In the case of substance abuse and crime associated with it, the right thing is a public policy and legislative approach to chemical dependency that is more effective and less punitive in nature.”

Great changes happen one step at a time, West believes. Education on the nature of substance abuse is an important first step. A second is developing a circle of support around each individual who struggles to stand under the strain of addiction.
One might joke that it’s something in the water that’s responsible for the pervasiveness of liberal arts journeys at Kalamazoo College. But it’s more likely a matter of tradition and the College’s residential character. Throughout the College’s history, faculty and students have engaged in the wide academic explorations (and, more recently, the off-campus experiences) that characterize the liberal arts. And they literally and figuratively “rub shoulders” when they share these explorations in what President Allan Hoben once described as “a fellowship in learning.” This culture of exploration affects more than students and faculty. Staff members also feel the validation of wide exploration. “K” is a place where a summer programs director feels encouraged to develop her strong soprano voice, an alumni director explores photography as a way to see the world more effectively, and an events planner travels and studies in pursuit of an international relations degree that will make her more helpful to others when she “retires” into the Peace Corps. These staff members rub shoulders with faculty and students, and all benefit. LuxEsto is honored to profile the “liberal arts explorations” of three Kalamazoo College staff. They are representative of many others.

Alfrelynn Roberts

A plaque on the office door says Alfrelynn Roberts is the College’s director of summer programs. But the voice behind the door bespeaks another identity. Besides coordinating a wide array of programs on campus, the income from which help support the Kalamazoo College learning experience, Alfrelynn is a professional singer. If she’s not in her office, she can often be found in one of the practice rooms at the Light Fine Arts Building.

“I practice four or five days a week, two to three hours at a time,” she says. “Especially when I am rehearsing for an audition, which is pretty much all the time!”

Alfrelynn is working hard to make that big break happen that will allow her to sing full-time. A soprano with a voice that charms the squirrels out of the trees on the Quad, she sings with a group of vocalists called the Kalamazoo Singers, participates in the annual Bach Festival, and often accompanies the Kalamazoo Symphony Orchestra in solo or group performances. Frequently her weekends are spent auditioning for operas and other musical
organizations in major U.S. cities. By Monday morning, she is back in her office.

“It’s a demanding schedule,” she admits, “but singing is my one great passion.”

Alfrelynn earned a Bachelor’s degree in music from Hampton University in Virginia in 1993, and a Master’s from Northwestern University in 1995. Born and raised in Dallas, Texas, she began singing at age 10 at her church, both solo and as part of the choir.

“Oh, I had been singing before that, too,” she laughs. “But that was my first performance in front of an audience. My parents always had music playing at home. When I was a little girl, my mother was playing Minnie Ripperton, an R&B singer with a wide range to her voice. A range like that is called a ‘whistle range.’ I was singing along with the recording, and that’s when my mother realized that I had a range that exceeded most.”

Alfred and Billie Kerl Roberts, Alfrelynn’s parents, are both teachers and music lovers. They have always encouraged their daughter’s interest. She grew up with gospel, spirituals, classical, and rhythm and blues. She played violin and piano, and in high school she had her first exposure to jazz, concert music, symphonic music, and opera. Her first opera experience was singing in the chorus of “Amahl and the Night Visitors.” In her sophomore year she earned a part in “Noah’s Fludde,” and she knew that singing was the passion she wanted to pursue.

In 1997, Alfrelynn was invited to sing at the inauguration of President Clinton. She sang the solo to the arrangement of “Hold Fast to Dreams” by Roland Carter. It was her national debut.

“Kalamazoo College has been a great place to work, and Kalamazoo has been a great community in which to expand my musical career,” Alfrelynn says. “The people I work with have been very encouraging, and I enjoy taking part in recitals and concerts at the College and elsewhere. I also enjoy sharing new music with people, especially the works of African-American composers.”
Bob Tims

Attend a special occasion at Kalamazoo College—say Homecoming, or Commencement, or a Reunion dinner—and you’re likely to spot Bob Tims. He seems to have an uncanny ability to be in several places at once, and his appearance has a soothing effect on any crowded room of bustling alumni.

Like Alfrelynn Roberts, Tims has an alterego, though his avocation is about the eye instead of the voice. Covering all four walls of his office are rows and rows of photographs. Most are of places, buildings, natural landscapes, and close-ups of architecture.

“I developed an interest in photography when I started to travel,” he says. “I suppose before that, in my everyday life, I really didn’t see as acutely. Looking through a camera lens when visiting another place opened my eyes to the beauty there, and now I see it in my everyday life too, right here at home.”
Tims has changed addresses many times. Originally from the St. Louis area, he followed a friend to San Francisco after college. He worked for Union Pacific Railroad for 30 years, as a surveyor, draftsman, and accountant. He and his wife Orinda, an avowed rambler since her college days, have also lived in Texas and Ohio and have travelled extensively in Europe.

For those European journeys, Tims brought back bags of film, and he was enchanted with the results.

“I had a photograph of a door to a cabin in England with a milk bottle on the doorstep. A simple scene that, when I looked at the photograph, impressed me with the ambience it had captured.”

In 1998, the couple moved to Kalamazoo, their last relocation before retirement, swears Bob. Retirement, he adds, is likely to be in Northern California or Oregon.

Meanwhile, the photographs keep lining up on his office walls. One favorite is a shot of Monument Valley, Utah. Another shows a nighttime panorama of Prague with a bridge across the Vlava River in the foreground. That photograph, says Tims, brings back memories of “the night we came across musicians playing love songs on the bridge as we crossed.”

Doorways are prevalent in photographs by Bob Tims and perhaps suggest subconscious themes in his art: exploration and farther journeys, most of which begin with movement—imaginative and physical—through a window and door.
Paris café, by Bob Tims

Pike Street Market, Seattle, by Bob Tims

Swiss church, by Bob Tims
Sassafras Havilar

Around the corner from Bob Tim’s office works Sass Havilar, events planner for most anything that falls under the category of “event” at Kalamazoo College or any spot on the map where alumni gather for Kalamazoo College-sponsored events.

But it’s not menus or china patterns or lists of guests that dominate her office. The sound of Cuban music, rhythmic and soothing, fills the softly-lit room, and photos of different countries and children’s faces adorn her walls.

Like Alfrelynn Roberts and Bob Tims, Sass Havilar is more than a Kalamazoo College staff member. Her other identity: nontraditional college student working on a degree in international studies and planning to someday “retire” and join the Peace Corps.

“International studies fascinate me,” Sass says. “I have lived in Chicago, South Haven (a small resort town on Lake Michigan), New York, San Francisco, and Paris. Among my favorite trips were North Africa, Puerto Rico, and the mountains of Jamaica. To someday work in the Peace Corps is simply an extension of my working with people—wherever they might be, wherever they might use another helping hand.”

Recently, along with a group of students from a political science class wishing to study socialism under economic stress, Sass made a first–but not last–trip to Cuba.

“To go to Cuba has been a lifelong dream. It is a beautiful country, and I find myself now longing to return, and soon,” Sass says. “It was more ‘touristy’ than I expected, but I was able to wander away from the group and find my way into the more authentic side of the Cuban culture.”

Sass speaks of the two contrapuntal attitudes she encountered there: an attitude of resistance twinned to an attitude of acceptance. Few people were willing to talk politics, but all seemed aware of the two cultures in their country—one in place for the view of tourists, the other in place for residents. Even menus in restaurants, she found, came in two versions with two sets of prices, one for tourists, the other for locals.

“There is a great deal of poverty in Cuba,” she says, “but there is also a rich culture in the arts. Everywhere I went, I found galleries and museums. There is a very high literacy rate, a great interest in literature and education. As for the level of poverty, people were innovative in making an average income of $12 a month stretch as far as possible. Every home doubles as a hotel, every kitchen is potentially a restaurant, every car a taxi.”

After touring the world with the Peace Corps, Sass dreams of a simple life – with no events to plan–of living in a small “shack” in the mountains of the Southwest.

“Some desolate place,” Sass says wistfully, “where I can do nothing more, nothing less, than watch the shadow of the sun move across the wall.”

As Sass dreams, her fingers tapping lightly to the rhythm of Cuban drums from the stereo in her office, the phone rings. She is needed at another alumni event.

Alfrelynn Roberts, Bob Tims, and Sassafras Havilar are only three of many who work on the campus of Kalamazoo College. They bring their experiences, hobbies, passions, and dreams to share with the students who cross their paths. Students learn from faculty and staff; faculty and staff learn from students. Behind the brass plaques on office doors there are many hidden identities, enriching the liberal education available at Kalamazoo College.
The 80-Year Legacy of Allan Hoben

Part III

Allan Hoben in the spring of 1914.
Allan Hoben, president of Kalamazoo College from 1922 to 1935, helped shape the K-Plan, even though that visionary curriculum did not begin until 1963, more than a quarter century after Hoben’s death.

More than a quarter century after the birth of the K-Plan, in April 1989, Laurence Barrett, professor emeritus of English and one of the plan’s chief architects, wrote an essay titled “Betting the Store: The K-Plan Nears 30.” In it, Barrett unequivocally links Hoben and the K-Plan. He points out that the putative founders of the K-Plan did not consider what they were undertaking in the early 1960’s to be a radical departure from the vision of Allan Hoben. Barrett wrote, “The basic intent of our Plan had not been to revolutionize but, quite simply, to provide the best possible teaching conditions for faculty and the best possible learning conditions for students and to do that at the lowest reasonable cost. We hoped, and to some extent expected, that the improved conditions would stimulate fresh and more effective teaching. We were not just making a change, but initiating a process of growth.”

More evolutionary than revolutionary, the K-Plan, Barrett asserted, was devised to grow the legacy of Allan Hoben, suggesting, in effect, that Hoben was an important indirect architect of the K-Plan. The essay excerpts the following words of Hoben, written in 1922, the year he assumed the presidency of the College:

“We do not want a college here that is as good as any one of a hundred similar schools. We intend to have a small college that is better than any of them. Our only hope lies in producing something of superior worth and it must be different from the general run. Where others surrender to the mechanics of education, we will not; where others hand out a commodity like slot machines, we will not; where others do a certain amount of work for a stipend, we will do all we can with devotion beyond any trade union rules; where others meet a class and retreat from all student contact, we will set up our homes in the center of student life and live with them for our mutual good.”

The College flourished under Hoben, and Barrett documents that fact in his essay. He notes that the Knapp-Goodrich Origin of American Scientists, published in 1952 and based on data gathered on graduates of 22 leading colleges and universities during the 10-year period 1924-34—“squarely on top of the years of Hoben’s administration—set Kalamazoo College in fourth place, well ahead of many better known and far more prestigious schools.”

Barrett purposefully included Hoben-era faculty veterans on the early 1960’s committee that shaped the K-Plan. Those veterans, he wrote, “passed on to the rest of us a set of Queensbury rules for the infighting—clear and
inescapable rules. Those rules assumed that disagreeing parties were obliged to respect each other as persons of principle—and equally obliged to disagree openly and frankly. Those rules governed the dynamics of the community, and without them we never would have come to the unanimity necessary for the Kalamazoo Plan.

In terms of both the content of the K-Plan and the process of developing that content, Allan Hoben was a dynamic force on the Kalamazoo College community, perhaps more so than any other individual in our institution’s history. Hoben’s influence, 80-years strong and counting, evolved into the excellence of the K-Plan and is sure to endure into our future.

There is an irony and profound justice that the character of a man whose future was cut short should persist so long. The third and final excerpt of Hoben’s memoir is a philosophical reflection that seeks to understand the meaning of the events of his life. Perhaps he achieved peace in this search. At the end, he certainly felt that his life was interrupted prematurely, that there was still much to do. But in his final published article (“Then I Sleep,” The Christian Century, January 16, 1935) penned about the same time as his unpublished memoir, Hoben wrote: “All in all, it is well. I have had blessings beyond calculation. In ways both known and unknown I have missed the mark, but in these closing moments of consciousness I make sincere and complete relinquishment of myself to God. No make-believe, no impression to be made on students, faculty, congregation, no part to play, just self and God. Then I sleep.”
to a way of life entirely beyond self-interest. Also the character of Jesus and society’s treatment of him, whenever recalled, produces in me a sort of broken-heartedness and a desire for spiritual union with him.

The main influences playing upon the biological or inherited me will be found in climate, location, home, school, church, occupation, and general mores.

For anyone brought up in New Brunswick and Maine there exists a climatic stimulus producing, I think, vigor and a keen appreciation of nature. Winter is rigorous, summer reasonable, autumn glorious, and spring a real revival. The exactions of the seasons relative to food and fuel and the chores incident to running a home constitute a basic regimen for a growing boy. There was a compulsion more than parental in building up the woodpile, shoveling snow, keeping poultry, banking the house, and all of the practical partnership of subsistence. No one will believe me when I say that I liked all such work. I know that it helped to build a sense of responsibility and that my pleasures in adult life were largely a carryover from the boyhood routine. Also the general setting of a heavily wooded country left me with the lasting love of trees, especially the evergreens, beeches, and birches.

As to the specific location, South Devon, where I spent most of my boyhood and early youth, I feel that it had a lot to do with my sense of inferiority. It was a rather scraggly saw-mill town exclusively of the frame-house order and with a population of eight or nine hundred. Across the river lay Fredericton, the capital of the province, aristocratic, military, cultural, Church of England standards; and the way up or out lay through the schools, facilities, and people of this aristocratic center. The inferiority of my home community became mine to a painful degree, and its total lack of organized culture, save for a Methodist or Baptist church, brought me to maturity without having seen a play, heard great music, or participated in a dance. Besides that, the personnel of a community given over to railroading and lumbering is coarse and limited.

To me the strange thing is that none of my playmates ever got very far from the limitations of this setting. Or, to put it the other way around, how did it come about that I should want something different and more? The fact is that at high-school graduation my own desire was for immediate employment, preferably on the railroad. Father and Mother decided arbitrarily that I should go to college. In this way they kept open, contrary to my wish, the possibility of larger and more enlightened choices later on. To them belongs the credit of lifting me above the immediate environment.

My father was a man of absolute integrity, great kindness, and humility. He had the gift of command else he could not have risen to the superintendence of the railroad, but in the last analysis his men were loyal to him for what he was. During most of his life he regarded himself as not good enough to join the church. However, he always supported it, and after he joined at about 60 years of age, he was very active in its service. His general information was extensive and his taste good, despite the fact that he had only 13 months of schooling in his entire life, and that at broken periods. After I was big enough it was his custom to take me for long walks with him on Sunday afternoons, and these walks and talks stand out as among the finest formative influences of my life.

Mother had enjoyed more schooling, including that of a Young Women’s Seminary. She was small, alert, capable; partial to me as the only boy, and not as demonstrative by nature as my father was. She maintained for us all a home that was neat, orderly, healthful, counting no sacrifice too great for our good. She was thrifty and competent as financial manager of the household and quick to improve our conversation when ungrammatical or sloppy. So far as I can remember, she herself did not want to practice cuddling and the physical endearments usual between mother and child; but she was, nevertheless, devoted soul and body to our welfare and proud of any good record that we might make in school or elsewhere.

I recall that during my college days I once or twice tried smoking in the fine room she had fitted up for me at home. When she found it out she merely said that she was
sorry that I should use the room for that purpose when they had gone to some trouble to furnish it for me. That quiet way of meeting the issue at 17 caused me to defer smoking until after I was 35. One day at dinner father and mother rehearsed before me for the only time the hardships through which they had passed in their early married life. I was off the rambunctious high-school age and no doubt a difficult customer about then. I stood this revelation as long as I could and then rushed for the shed where I might cry without shame and where better filial resolutions were made.

Thus the home influence was decidedly good, stable, reliable; and the family life was happy and normal. My three sisters, two older and one younger than I, were anxious for my good appearance, behavior, etc. Especially my eldest sister, Nell, supplemented Mother's care of me. Later on, when I contended in the athletic sports at the University, it was Nell in particular who was always present with moral support. We were bound together in such a way as a family group that our loyalty to one another has been active and unswerving under all tests of life.

The church represented for me an obligation to live a good life—one free from profanity, stealing, lying, and uncleanliness. I was never in agreement with the preaching which emphasized what would now be called fundamentalism, nor with close communion or immersion as a requirement for membership. I attended service morning and evening, Sunday school in the afternoon, and mid-week prayer meeting. Much that was said in prayer and testimony was not valid to me, but I knew nothing better than to be classified with those good people who after all were the one group embodying hope, brotherly love, worship, spiritual struggle, and the quest of God. Occasionally a young visiting minister really appealed to my imagination.

The temperance organization, which I joined at 12 and remained in until 20, played a part in my training, first by guaranteeing my abstinence from liquor and second by giving me good training in conducting meetings and in public speaking. The grammar school did nothing for me that could not have been done privately in one tenth the time except to show me how to get along with all sorts of other children and to supply me with the noisy ways and vulgarity that are thus perpetuated from generation to generation. High school was different, and great persons like George R. Parkin and Bliss Carmen made a deep impression on my adolescent mind. Mathematics, the classics, French, and English literature were the main diet.

At college also I had a few great teachers, men who seemed Olympian to me then. The most admired was Professor William Stockley of Dublin University who awakened my love for English literature. I took an active part in debate and in our mock parliament and, like most youngsters, wrote poetry, some of which has survived. My social life—such as parties, dances, cards, etc.—remained nil, not because of any opposition at home but through timidity and lack of desire on my part.

I went through all the confusion of unenlightened adolescence. Mother provided me with one book on sex, but—after the fashion of the day—it told one exactly nothing. Hence I had many unnecessary problems, a great deal of moodiness, confusion, moral defeat, and loneliness. Contrasted with such moods of depression, I had spells of hilarity when the sky was the limit. I recall times that were full of sheer ecstasy of living, moonlit nights when I would run for miles over the frozen snow with the pure animal enjoyment of a young moose. This moodiness, especially the negative phase, has made me difficult to live with, has robbed Jessie and the children of hours that might have been much happier for all concerned and has...
humiliated me with the consciousness of my lack of rational
self-mastery.

The influence of later schooling at Newton and
Chicago may be recalled with more ease and certainty.
Newton was, in the best sense, a religious retreat. I went
there with old clothes and squeaky shoes, needing all that
Boston could do for me. Fortunately I did not have to
preach much, and I did a lot of voluntary reading on the
social bearings of Christianity. Chicago stood for hard,
critical scholarship, rather bleak by contrast with Newton,
but still necessary for leadership in the present day.

Waukon enlarged my love for people and proved that I
could do the practical work of the ministry and especially
that I could succeed with boys and young men. Ann Arbor
should have taught me the futility of trying to work with
nothing and the necessity of looking into a project more
thoroughly before taking it up. Detroit showed me all that
a pastorate may be at its best. The Chicago teaching period
constituted a gradual transition from individual to social
religion. The war made me a pacifist. Carleton College gave
me some insight into the problems and methods of the
liberal arts college. Kalamazoo proved the worth of laying
plans and sticking to them.

10

Now that my brief work is done, perhaps you would like to
know the “values” that seem to me to count most in life.
They do not make a system, nor have I always been aware of
bringing every important step to the test of a governing
tenet. First, I should place trust in God as an infinite
force—ethical and of the nature of personality—before whom
all of one’s plans and ambitions may be purified and from
whom one may receive a sense of agency and strength to do
His task well. And with it, love for mankind that forbids any
and every conscious injustice and that moves in all
circumstances to work for human well-being.

These constitute but a clumsy restatement of the basic
Jewish-Christian ethic, “Thou shalt love the Lord thy God
with all thy heart, mind, soul, strength, and thy neighbor as
thyself.” It seems to me that this amazing social philosophy,
although it runs counter to so much that we find in human
nature, holds nevertheless the ultimate clue to meaningful
living for the individual and to survival, peace, and progress
for society.

One owes it to self and society to choose a vocation
which enlists his interest and best effort. Study,
experimental employment, and frequent change of
occupation are quite justified in such a search, and if one
cannot find self realization in any available vocation, then he
should find it in some avocation which the increasing
leisure of society is sure to permit.

I feel that institutional religion as we now know it is a
failure, that it should be taken down, that religious persons
should be free to influence their fellows but without pay or
stipend attached to such service. In other words, all
professionalism and profit should be removed from religion.

I regard capitalism as un-Christian in theory and
practice; socialism as Christian in theory but as yet
undemonstrated in practice. Whatever the system, the
individuals will toward justice and human well-being is of
greater importance. No system will work itself, and even the
best system must depend upon intelligence, good will, and
character in order to produce beneficent results.

It seems to me that the governmental patterns of the
past are outmoded, and that the present era of experiment
represents both the effort to prevent anarchy and, if
possible, to find better ways of organizing and using group
within national confines and, on the part of political
idealists, between all nations. I am an internationalist, but
knowing what a sad mess is made of domestic politics
(national, state, county, and municipal) I am not very
hopeful about man’s achievement of a benevolent, world-
wide administration. That would have to prove good
economics for all in order to carry political validity and
worth. Planetary control of crops, populations,
manufactures, and transportation—not to mention racial
antipathies and age-long prejudices—seems to demand of
political science, economics, eugenics, jurisprudence, and
religion more than they can possibly provide.

Looking back upon life I form a somewhat different
opinion on what one formerly took to be his own decisions,
self-determination, freedom, and choice of way. So much
seems to have worked out simply from the vital urge and
the setting, a fund of energy in a field of play. In my case, if
you add to this a mystical faith in God, wherein lay the
implication of some degree of leadership, you will see the
essentially simple pattern as dictated by nature. I was given
a series of awakenings—very common to adolescence and,
in my case, stimulated or directed by good family ideals, by
several outstanding teachers, by stirring biography, and by
the religious group. As a result of the blessing of prolonged
effort, I was able to excel, and the gradual Christianization
of that effort made the dominant motive of that excelling a
desire to benefit mankind.

Needless to say, the sudden summons to quit, together
with the pain and weakness of the past months, has driven
me back to inner, personal moorings—to the eternal
speculation on what becomes of us. The relinquishment of
whatever small degree of leadership I have had has been
hard to bear. But in spite of inarticulate misery and of
depression, which must be very trying to Jessie, I have had
some hours of peace and trust. I do not expect any reversal
of the laws of life and death in my case, but I find that I can
believe that all will be well and that I cannot be carried
outside the scope of the love of God.

Sickness has made me more selfish, or difficult; and
while every day I try to think how I may make the burden
less trying for Jessie, I find that by nightfall I have pretty
much failed. But here again it is by the miracle of love that I
am forgiven and cared for day by day.

Of late many of the days have been blurred by
sleepiness. That is the case as I write this now. So I’ll lay this
down.

—December 1934
For the fifth consecutive year the Kalamazoo College community exceeded its annual Kalamazoo College Fund goal, and the College thanks its many donors for making this feat possible. (See the “Donor Honor Roll” for the names of these individuals).

The Kalamazoo College Fund (formerly known as the Annual Fund) is absolutely vital to the welfare of the Kalamazoo College learning experience, even in (or maybe especially in) a time of campaign. LuxEsto spoke with Carol Dombrowski about this and other important facts pertaining to KCF. Dombrowski was recently named interim director of alumni relations and the Kalamazoo College Fund. She replaces Steve Sylvester ’71.

LuxEsto: Why ask alumni, alumnae, parents, friends, faculty, and staff to give each year to the Kalamazoo College Fund?

Dombrowski: Because Kalamazoo College needs the money to provide the learning experience it offers. A gap exists between the cost of that experience and what students and their families pay for it. The College has three sources of revenue to finance its operations—tuition, endowment, annual gifts—and it takes all three to fund the Kalamazoo College undergraduate learning experience. The annual gifts must come from people who believe that a liberal arts education as practiced by Kalamazoo College should endure.

LuxEsto: Why not charge a tuition that covers the full cost of the learning experience?

Dombrowski: Current tuition is at the absolute upper threshold that would allow the College to enroll the number of new students and retain the number of current students it needs to operate. Survival in the current market requires virtually every college and university to discount full tuition with “need” and “merit” financial aid. Less than 4 percent of our students pay full tuition, and the average rate of discount is 43 percent.

LuxEsto: Why can’t endowment income bridge the gap between tuition and the cost of the Kalamazoo College learning experience?

Dombrowski: Our endowment does not yet have the critical mass to generate an investment income large enough to bridge that gap. And only part of the earnings from its investments is used as operating revenue. The remainder is reinvested to grow the endowment and its earnings for the future. Endowment income will fluctuate according to financial markets, and some endowment income is very narrowly designated by desire of the donor and therefore not available to meet other pressing needs. Currently, tuition and endowment income combined do not fully meet the cost of operating Kalamazoo College. The third revenue source, generous annual gifts to the Kalamazoo College Fund, bridges the gap.

LuxEsto: What is the amount of Kalamazoo College Fund giving required?
**Dom brow ski:** The KCF goal was $1,550,000 for fiscal year 2001-02. We exceeded it, but barely and at the eleventh hour—perhaps in part because of the sagging economy and perhaps in part because the College’s dependence on KCF became less evident in the “bright light” of our current and very successful campaign. The campaign has raised more than $56 million of its $65 goal. The KCF goal for this year [July 1, 2002 to June 30, 2003] is $1.6 million, small relative to the tens of millions of dollars of the campaign, but absolutely crucial to the current operation of the College. Reaching or exceeding the KCF goal every year is imperative.

**LuxEsto:** What happens if KCF doesn’t meet goal?

**Dom brow ski:** The College would have to cut budget in the areas supported by KCF revenue. These areas include student scholarships, faculty support, program enrichment, and facilities maintenance. The quality of the learning experience would be adversely affected, and that would make it more difficult to compete in a market that is becoming increasingly competitive.

**LuxEsto:** Why is the College asking its constituents to make a campaign gift and a gift to KCF?

**Dom brow ski:** To ensure the excellence of the Kalamazoo College learning experience now and in the future. We are asking our community members to make a campaign gift to grow the endowment or support an important capital project; we are also asking our community members to begin, sustain, or increase annual giving to the Kalamazoo College Fund. The endowment and capital projects help ensure the College’s future. KCF is entirely focused on the College’s present. We hope our constituents will make a KCF gift every year AND will make a campaign gift during the campaign.

**LuxEsto:** How does a gift of $1000 to KCF compare to a gift of $1000 to endowment?

**Dom brow ski:** All $1000 of the KCF gift goes toward current operations. The $1000 gift to the endowment is invested and yields earnings each year. A portion of the earnings supports operations; a portion may be reinvested, growing the endowment. Endowment earnings earmarked for operations generally averages 5 percent. In this example, $50 would be available for current spending at some period of time after the gift was made; but the gift would continue to grow and generate earnings every year. The College needs both the KCF gift for today and the endowment gift for the future.

**LuxEsto:** How much should one give to KCF?

**Dom brow ski:** It is important to make a gift to the Kalamazoo College Fund every year. If you have never made a KCF donation or have lapsed for a period of time, please consider making the first year you belong to one of our giving societies or the year you renew support of your College. If you gave a gift last year, we thank you and invite you to move to another level. Many donors have a goal of belonging to the 1833 Society. These donors give $1000 or more annually. The 1833 Society accounts for more than 70 percent of the entire KCF.

**LuxEsto:** Is it easy to make a donation?

**Dom brow ski:** We have made it extremely easy for constituents to give a gift by June 30, the end of our fiscal year. We encourage you to use any of the following methods, but always know, whichever method you use, that you are free to call me at 269.373.7285. I would like to talk with you and answer any questions you may have. I always look forward to a personal visit over a cup of coffee.

- Use the KCF donation form inserted in this issue, which you may complete and mail with your Visa or Mastercard information, or a check.
- Check the web where we accept Visa and Mastercard donations at our secured site, [www.kzoo.edu/gift](http://www.kzoo.edu/gift).
- Call the Alumni Relations office at 269.337.7300, and we will gladly take your donation in a few brief moments over the phone.
- Advise us of your desire to automatically debit an amount you select from your credit card each month. This really helps if your goal is 1833 Society membership.
- Incorporate us into your monthly budget by writing a check to KCF when you pay, say for example, the electric bill.
We will call you to solicit KCF pledges and donations by phone during our fall Phonathon. The Phonathon helps us learn the intentions of our donors early in the fiscal year (July 1 thru June 30). In addition, gifts we receive in the fall help to take the pressure off the critical end-of-year processing.

LuxEsto: Why does the KCF appeal begin in July and end in June? Isn’t January to December more logical?

Domkowski: The College operates on a fiscal year which goes from July 1 to June 30. So this makes our “giving year” a little different than the traditional calendar year. This actually helps donors in two ways. Primarily, the donor is able to take advantage of the traditional end of December tax year by making a gift. Secondarily, if the pressures of December pinch your budget, you may want to give your gift by June 30. Either way you will be assured of being included in the donor honor roll, published in LuxEsto.

LuxEsto: What’s the most important point you can make with the Kalamazoo College community?

Domkowski: Thank you! Thank you for learning more about KCF. Thank you to KCF donors past, present, and future. Thank you to class agents, volunteers, faculty, and staff; together you give this institution life. You make the difference for Kalamazoo College.

Class of 2002 Helps Bequeath the Liberal Arts to Future Students

Two hundred and two seniors, 55 percent of the Class of 2002, pledged a gift to the Kalamazoo College Fund for the fiscal year 2002-2003. The Class established the third highest percentage since the inception of the Senior Class Pledge Program in 1989.

As part of that program, the Office of Alumni Relations and the Kalamazoo College Fund hosted three TGIF events, at which food and drinks were served and the seniors had an opportunity to spend time with their classmates. The seniors also learned about the importance of the Kalamazoo College Fund to the College. Senior leaders, Ghaislaine Storr, Jodi Pung, and Joe Wicklander encouraged their classmates make the Kalamazoo College learning experience possible for future students through annual giving to the KCF. Of course, the TGIF events combined business with a good time, and seniors who pledged had an opportunity to win raffle prizes donated by local businesses and by David Rhoa ’90, president of Lake Michigan Mailers.

For more information on how you can become involved in the Senior Class Pledge Program, contact Alison Frye ’94 at afrye@kzoo.edu or (269) 337-7289. For a list of members of the Class of 2002 who pledged a gift to the KCF check out www.kzoo.edu/afgiving/scpp.html. You can also see photos from the TGIF events there.
How do you picture the many hundreds of generous donors to the 2001-02 Kalamazoo College Fund (KCF)? With symbols: a banner representing what they did (which was to give the College $1,556,038, exceeding the $1.55 million goal) in front of a column representing the meaning of what they did. Should the column fall, the pediment it supports would be dangerously weakened. So also with KCF and Kalamazoo College. The KCF team, doing their best “Blues Brothers” imitation, is on a mission from “K” to ensure we reach our KCF goal every year (the goal for 2002-03 is $1.6 million). The team, and the College, and every student here, depend on KCF donors. Those donors compose the pillar.

Pictured are (l-r): front row—Sas Havilar; second row—Bob Tims, Jun Shockley, Janelle Boothby; third row—Alison Frye and Lori Earls.
On Thursday, June 13, our community celebrated two extraordinary gifts from Elizabeth (Betty) Upjohn Mason and Jerry Mason to the College’s campaign Enlightened Leadership: Kalamazoo College in the 21st Century. The Ann and Blake Mason Endowment for Field Experience in Social Justice will enrich the learning experience of Kalamazoo College students and benefit the lives of people served by important non-profit agencies. The endowment will support Kalamazoo College students in internships and other field experiences that address human rights, poverty, education, and other issues of social justice and public service. Because of this gift, more Kalamazoo College students will be able to experience opportunities that involve direct service to fellow human beings. “Not all students who do a career development internship with a social, health, or human service agency will decide to make a career of such work,” says Betty. “But Jerry and I believe that this involvement will affect any student’s world view so that no matter what he or she becomes in the future, the influence of that long ago undergraduate opportunity for public service will continuously and indirectly enrich those individuals’ lives and their communities.” The incremental force of enough such individuals will certainly make the world a better place, according to Betty. “Both Ann and Blake believed that, and they lived it,” she added.

Ann Mason grew up in Kalamazoo. Inspired in part by her 11th grade English teacher, she earned her degree in English and her teacher’s certificate from Albion College. After graduation she moved to Canada where she engaged in social work, helping transient workers in towns that experienced rapid and often painful growth driven by booms and busts in the oil industry. In Canada she also worked for a period of time as a taxicab driver. Eventually she returned to Kalamazoo, earning a Master’s degree in public administration from Western Michigan University. She worked in various state agencies and became director of recycling for Clinton County. In that position, she involved a great many citizens in recycling efforts. She died of cancer just before her 50th birthday.

Shockingly, less than a year later, her 23-year-old son Blake died from an aneurysm. Blake was a talented musician who played with Irish bands in Nova Scotia and Ann Arbor. Like his mother, he expressed by his actions his deep sense of social responsibility. He volunteered his time in a crisis center for abused children because he wanted those children to associate masculinity with gentleness and kindness.

Betty and Jerry’s second gift, a beautiful Steinway concert grand piano manufactured in Hamburg, Germany, was dedicated in a ceremony that featured performances by Professor of Music Barry Ross, Professor of Music and Associate Provost Les Tung, Professor of Music Emerita Mary Beth Birch, and, representing the ultimate beneficiaries of the gift, first-year student Amelia Davis. After the dedication, Betty addressed a gathering of the Kalamazoo College Stetson Society (see sidebar, page 29). Excerpts of those remarks are reprinted below.

... President Jones asked me to explain why I give to Kalamazoo College. After all, I am not an alumna. I do not have a memory of moonlight on the Quad, and I never was May Queen. I qualify only as a friend of the College—although perhaps the contemporary term “significant other” is more fitting. I have no legal binding ties, just what you would call a “long-term” relationship.

So why do I continue to give to Kalamazoo College, currently and in my estate plan?

Kalamazoo College has a remarkable history for doing so much with so little and for the primacy of its academic quality. At times in that history our beloved campus looked a bit like a beautifully tailored suit with frayed cuffs and baggy pants. Quite properly, whatever money was available went to ensure the integrity of the academic enterprise.
The charismatic Weimar Hicks believed there was nothing sacrilegious about striving to do more with more. He had an engaging, energetic, and determined approach to fundraising. He had a vision for the future of the College, and he was ubiquitous.

My late husband often told me I need not worry about riding home alone from the cemetery after his funeral because Weimar Hicks would be right there to accompany me.

I joined the Board of Trustees in the early ’70s and today speak from the vantage point of many annual fund drives and two past major capital campaigns. I have watched the College learn to raise money with grace, dignity, and conviction. President Jones and his colleagues have brought the College to the attention of some of the world’s most prestigious, selective, and wealthy foundations, raising Kalamazoo’s status to the high national and international recognition it deserves. When President Jones refers to “this noble College,” I feel a tug that is almost visceral.

When I give to Kalamazoo College I personally experience the improvements or changes my gifts can implement. Through planned giving in my charitable remainder trust I have the satisfaction of knowing there will be an endowed fund for campus beautification. The notes I receive from the recipients of the Burton H. and Elizabeth S. Upjohn scholarship glow with great expectations and future plans. A young woman whose mother used to babysit for us graduates Saturday and is going on to medical school. One of our scholarships helped make that possible.

Our Ann and Blake Mason Endowment for Field Experience in Social Justice enables students to do important career service internships in not-for-profit agencies that cannot provide stipends. For Jerry and me it is a living memorial to two dear ones whose priorities were social justice and peace.

I also give for family reasons. My son-in-law, Dr. Joel J. Orosz, Class of 1979, is a distinguished professor of philanthropy–of all things. Nine years ago Jerry and I were married by a retired “K” professor, Dr. Richard Means. Now Richard is the father-in-law of my son Henry. My daughter, Amy Upjohn, is a current trustee. She is passionate about Kalamazoo College’s potential and very concerned about student life issues. She tells me about today’s students–cynical, compassionate, grade-crazy, highly ethical, proactive, racially sensitive, electronically wired. Geeks and Queen Bees and seekers. Perhaps my dollars can help provide these brave souls the tools they will need to survive in this fractious world and perhaps to save it.

I give because of my association with other remarkable people. At the end of the day, it comes down to the people. I had the privilege of serving as a trustee with tremendous board chairs: Frank Harlow; Jim Ingersoll; Paul Todd; and the present chairman, whom I consider a personal blessing, Don Parfet.

I have lived in Kalamazoo for 52 years, and my experience as a volunteer, a business person, and an appreciator of the arts convinces me of the tremendous worth of this College as an economic development resource. The heavenly music Jim Turner evokes from the Bach Chorus and the Campus Singers exemplifies Kalamazoo College’s contribution in the performing arts. Hannah McKinney, vice mayor of this city, continues the splendid tradition of community service of Elton Ham and Ray Hightower.

And there are the countless hours “K” students spend tutoring and mentoring children in our public schools. At the Stryker Center small businesses receive guidance and new skills, and nontraditional students are challenged to broaden their horizons.

Just being on the same campus with Larry Barrett was an honor for me. Any panoply of great teachers such as Socrates, Jesus, and Confucius, should include Larry Barrett and Wen Chao Chen. Kalamazoo College has always emphasized teaching above all else. We just heard Les Tung and Barry Ross play, both superb musicians and dedicated teachers! For me and for many of you the life of the mind has been enriched because of the teachers at Kalamazoo College.

The calendars of people my age are full of appointments with doctors, trust officers, dentists AND college development officers. But a meeting with Vice President of Advancement Bernard Palchick is never a painful extraction of cash. With his artist’s gift he paints a portrait that draws me into the very life of the College and gives me great joy.

So, Bernard, now that you have the piano, do you need a bass drum?
The doors of Stetson Chapel are open. Music pours out over the Quad. Pounding notes, thundering notes, a storm. And then, softly, the eye of the storm, notes softening and whispering. At the keyboard of the Chapel's grand piano sits a tiny and very young woman, hardly more than a child, dark hair falling across her face as she leans toward the piano, her slender fingers flying over the keys.

Holly Huang was 16 years old that day, when she had wandered into Stetson Chapel, drawn by the grand piano. Only 16. But there wasn't the slightest hint of trepidation on her smiling face when she looked up from the piano, her hands resting in her lap.

"No fear," she laughs. "Starting college didn't frighten me at all. Being the youngest is not unusual for me. I am much younger than my brother and sister, and I have nearly always been the youngest in school, just as I am here at Kalamazoo College."

Soon to begin her third year at Kalamazoo College, Holly has not wasted any time since playing at Stetson Chapel that late summer day. Always organized, always highly disciplined, she leaves no moment unaccounted for. Nearly a day passes that her fingers don't dance across the keyboard in long hours of practice. But music, although high on her priority list, is only one of her pursuits.

"Since about fourth or fifth grade," Holly says, "I have been fascinated with science. I actually liked going to the doctor as a kid. It was a chance to ask 'why'? A chance to find out more, see more, understand more. Going on to medical school after Kalamazoo College is a goal, but music will always be important to me, too. I've found that Kalamazoo College is the perfect place to integrate an interest in the arts and the sciences."

A Kalamazoo native, Holly moved through her classes quickly, attending both her regular high school and a magnet math and science program for students with a particularly strong interest and ability in these areas. One of her teachers in this specialized program recommended that Holly apply to Kalamazoo College.

"I had considered various schools," Holly says, "and some of them were very prestigious but were also much larger than Kalamazoo College. I chose to come here because I knew at Kalamazoo I would enjoy much closer relationships with my professors than at larger schools. I found that here I could pursue both interests--arts and sciences--with professors who would come to know me."

Another interest Holly has pursued is dance. She began taking dance classes at age 5 (about the same age she began playing piano), but two years later, she joined a class taught by Sher Farrell, director of Kalamazoo College ballet. She has been dancing with Sher ever since.

Along with piano and dance, Holly also plays guitar (self-taught) and violin. She has won numerous local, state, and national competitions in music (piano), and she has played solo with the Kalamazoo Symphony Orchestra in their Young Artist Concert Series. She has continued to hone her skills as a pianist under the tutelage of Les Tang, professor of music at Kalamazoo College, and Lori Sims, a professor at Western Michigan University. With a double major in biology and music, and a minor in psychology, Holly is now preparing for her study abroad in Scotland.

"As usual, there is a great deal going on in my life," she admits. "While I will probably make my living in the sciences, my love of the arts will always be my emotional outlet."

For the third summer now, the Stetson Chapel doors propped open to the fresh warm breezes, piano music pours out across the Quad. When stealing a glance inside the open doors, one sees a woman, dark hair falling across her face as she leans toward the piano, her slender fingers flying over the keys. She is tiny, but the music she makes is powerful.
The McGregor Fund awarded Kalamazoo College a $100,000 grant to support a project titled “Reclaiming International Studies: Helping Campuses Benefit From International Programs.”

In the grant proposal, Kalamazoo College Provost Gregory Mahler cited Daniel Boorstin, who wrote in his book *The Discoverers* that “getting there is not enough. The internourishment of the peoples of the earth required the ability to get back, to return to the voyaging source and transform the stay-at-homes by the commodities and the knowledge that the voyagers had found over there.”

“For about four years,” says Greg Mahler, “putting together a proposal on how to extend the study abroad experience has been something like ‘my baby’. Discovery is incomplete without sharing.”

With the funds from the McGregor grant, the College will create an effective sharing component of discovery. This new model of re-integration of students on campus after foreign study will be useful nationwide.

An important part of the Kalamazoo study abroad program is the Individualized Cultural Research Project (ICRP). Students are required to get out into the communities in which they live, participate in a project, and write an analytical report on their experience.

“The ICRP offers a student an opportunity to acquire practice with the core intercultural competencies that are at the center of the College’s international programs,” Mahler says. “Initially modeled on ethnography projects used widely in social research, the ICRPs have expanded beyond ethnography to include field studies, internships, service learning, and community service.”

Many people in addition to the students going abroad benefit from this program, Mahler explains. Different cultures can be experienced anywhere, not just through travel. Technology exposes everyone to the world outside the local community, as does simply being on a campus like that of Kalamazoo College.

“Part of the McGregor Grant will fund seminars that will teach students to see, so to speak, with new eyes,” Mahler says.

“We have already developed and implemented a pilot seminar,” says Jan Solberg, associate professor of Romance languages.

“I began the seminar by destroying the myth of how easy it is to suddenly live and learn in another country. It isn’t easy! Often, it’s traumatic. I tell my students about my own experience of going abroad and how that first time, as soon as I got off the plane, I threw up,” Solberg laughs. “That usually breaks the ice. Study abroad in a foreign country, half a world away from your home, your family, your friends, is a scary experience. But once the student understands that and is able to embrace it, once the student is prepared to view the world with new eyes, foreign study becomes one of the most remarkable and educational experiences of a student’s life. That is what this seminar will accomplish. We will open those new eyes. And, when the student returns, we will help the student share with others what he or she has seen, felt, and learned.”

Joe Brockington, director of international programs, concludes: “This entire program is to develop an attitude in the student of being able to look at other cultures, other peoples, and say ‘we’ instead of ‘they’.”

“We have been fortunate,” Mahler says, “to have a faculty at Kalamazoo College that has been willing to go above and beyond their teaching duties to work on grants such as the McGregor Grant – and many others the College has received in recent years. The latter include grants from Howard Hughes Medical Institute, the Luce Foundation, the Mellon Foundation. We compete with the best schools in the country for these grants, and the fact that such prestigious organizations award them to Kalamazoo College is evidence of the excellence of our program.”
In the heart of the Kalamazoo College campus, in the front entryway of the Mandelle Hall administration building, hangs a large marble tablet. Inscribed upon it are the names of 17 men and the words “God and Country: In Memory of the Students and Graduates of this College, Who Fell in the War for Liberty and Union, 1861-1865. They Died, that the Nation Might Live.”

The tablet, which measures 72 inches tall by 40 inches wide by 4 inches thick, was conceived and funded in the late 1860’s by the Soldiers’ Memorial Society, a group of College students and graduates who also were Civil War veterans. The tablet was first installed in 1870 in Kalamazoo Hall, a College building that once stood near the intersection of Lovell St. and Oakland Drive. It moved in 1909 to Bowen Hall, then to the lobby of Mandelle when Bowen Hall was razed in 1969.

The entire campus community—and many people from the surrounding Kalamazoo community—attended the 1870 dedication ceremonies as well as the 1909 relocation and rededication event, which was timed to coincide with the 100th anniversary of the birth of Abraham Lincoln.

The story of the tablet’s origins and movements came to the attention of LuxEsto recently through the efforts of Lynnea (Bullock) Dickinson of Davenport, Iowa, and Kalamazoo College archivist Liz (Sloan) Smith ’73. Dickinson contacted the College while searching for information on one of her great-great-granduncles, Edwin Bullock Easton, a Kalamazoo College student from 1861 to the time he joined the Army of the Potomac in December 1863.

Archivist Smith provided information about Easton, as well as documents about the tablet and about the College during the Civil War. The following quotes are taken from some of these documents and from a copy of Easton’s Civil War diary, provided by Dickinson.

I can well remember the day I enlisted. A lot of us students were gathered on a lawn near the College building excitedly discussing the clash between the north and south. Through a path in a small piece of wooded land where Lovell Street now lies, the shrill notes of fife and clash of drums could be heard.

Finally Chuck Waterbury appeared heading a small parade. He was enlisting sergeant and urged us to join the army. We didn’t hesitate long, and before noon four-fifths of that crowd of students had signed to serve their country.

I don’t think anyone could ever say the Kalamazoo boys didn’t do their part.

— John Robinson, Kalamazoo College, in 1861

We shall never forget that obedient to their country’s call, one hundred brave souls left us and their books and mustered on the tented fields. Some sleep in the battlefields of their country.

— Rev. J.A.B Stone, Kalamazoo College president (1843-63).

1885

I went out...to General Berry’s Brigade, encamped a few miles from Alexandria. I found several of my former friends and schoolmates, while others, alas! were missing. Where were Eldred and Burge, and Woodward? Had they, too, gone to swell the ranks of the ‘Boys in White?’ Ah! yes; young Burge, the Christian boy, was sleeping at Fair Oaks; Woodward, only a few weeks before, closed his eyes in death at...
Fairfax Seminary; and Eldred—the gifted, to his class—at Georgetown. They left their books and college halls for the camp, the bivouac, the battlefield, and a soldier’s grave.

— Julia Wheelock, Kalamazoo College student (1858-60) and agent of the Michigan Soldiers Relief Association (1862-65), in her memoir The Boys in White: Experience of a Hospital Agent in and Around Washington.

Among our martyrs, I recall that erect, commanding form of Dick Eldred, of whom we were all so proud. I see that modest patient fellow Burge. Those patriotic Carter brothers, handsome Seymour Cornell and the towering, awkward, figure of my dear old classmate, Edwin B. Easton, with whom I was so intimate.

— James H. Stone, Kalamazoo College student (1861-63) and Civil War veteran. 1885

[Resolved: that] they see anew and feel afresh the terrible wickedness of this rebellion, which is filling untimely graves with noble dead.

— Resolution made by Kalamazoo College junior class members who served as pallbearers at the funeral for fellow student Richard H. Eldred, one of six College students who died in service with the 2nd Michigan Infantry. April 1862

Mr. Chauncey Strong, Class of 1863, was a classmate of several of the Kalamazoo College boys who died in the Civil War. He related several incidents concerning them and their mannerisms and characteristics, showing that as college boys, they were much like those of today.

Then he spoke of the prayer meeting in the old dormitory, when the men met and bid goodbye to the volunteers. He told of how men who, perhaps, had never prayed before, rose and asked their schoolmates, who were to be left behind, to pray with them.

— A report from the March 1909 issue of the College Index on the Feb. 12, 1909, ceremony held to mark the Civil War tablet’s move from Kalamazoo Hall to Bowen Hall.

[June 1864] 15th—Crossed the James River a little after midnight. Marched in the afternoon and evening. Arrived near Petersburg 11 o’clock where we lay down to rest. “Though the righteous fall seven times, he shall rise again.”

— Last diary entry of Edwin Bullock Easton, a Kalamazoo College student (1862-63) killed in action on the morning of June 17, 1864, at Blackwater River near Petersburg, Va.

The Civil War commemorative tablet that hangs in Mandelle Hall and Edwin Bullock Easton, whose name is listed on it.
In the mid-60’s, I did not have a clue about what I wanted to do after graduation (and unfortunately my grades were evidence of this fact) so I also had no idea how I would have liked to have spent my time during Kalamazoo College’s career service internship quarter, had I made it that far.

I was spared the decision and an ignominious departure from Kalamazoo College by a draft notice in 1967. When I reported for a stint in the Navy (not quite the study abroad program I had imagined), I recalled Academy Street with fondness. Boot camp, after all, is very effective in making every memory that preceded it a fond one, in a relative sense.

Nearly 35 years later, I finally experienced my Kalamazoo College career service quarter. In March 2000, the College’s Center for Career Development (CCD) asked me to find Portland-area alumni and alumnae who might be in a position to host “K” students in summer field experiences. Richard Berman [dean of experiential education] and his CCD staff convinced me to revisit the “career service quarter” by helping them create new kinds of experiential opportunities consistent with Kalamazoo College’s modified calendar. Together, we created a pilot Discovery Externship Program, and the early response from students and alumni has been quite encouraging.

Those who came to Kalamazoo College between 1965 and 1975 are now between 44 and 55 years old. Many of us are in positions of influence in our own professions. Many of us raised children to their college years, and now have empty bedrooms in our homes. We may be ideal partners for CCD’s Discovery Externship Program.

During the summer of 2001, Stacey Lamont ’02 came west for a two-week stay. She was not particularly sure she wanted to be a lawyer; she may still be uncertain. However, she has gained some knowledge and working experience that may help her make a more informed decision on that issue in the future. I am a divorce lawyer and Stacey came to work at my office to create the first comprehensive analysis of spousal support (alimony) awards in Clackamas County (greater Portland). She spent her days at the Clackamas County Law Library, plowing through a year’s worth of court files, looking for data on the lengths of marriages, parental earnings, custody and support awards. Her hard work was analyzed in the Clackamas County Family Law Group Spousal Support Survey. Stacey lived in the basement of my home in Lake Oswego, in a room my daughter used before she moved east to college.

That same summer Alex Cheng ’03 came west from Minneapolis in his grandfather’s Saab. The son of a biochemist and a marketing consultant, Alex had no plans to be an attorney, and still doesn’t. Alex had an internship with the non-profit French American Chamber of Commerce (FACC). It was an unpaid internship, but Alex had a grant from the College to offset his expenses. After a couple of weeks training in Seattle, he came to Portland to help begin the development of a local chapter for the Chamber. He spent his summer in my basement, working in an office at the Port of Portland for the FACC by day, and sharing life experiences on my front porch after work.

Alex’s mom, Karin Erikson, wrote to me after Alex’s visit:

“The experience provided everything an internship should, [particularly an] increased maturity [that resulted from a] responsible work experience [combined with] the independence of living in a new city with new people [and a] new culture. In Seattle, Alex enjoyed the city and learned the job. However, [it was] in Portland [that] the more valuable experience lay, not in the internship per se, but in the mentorship, outside the family, that is perhaps most needed and best received by a student at this stage in life.”

The students added a bit to my grocery bill, but the opportunity to share what I do and how I live with young people like my daughters provided me a great deal of pleasure. I write this article during a break from “K” students. Three have been here and left over the past five months. Three more are scheduled to visit in the next six months. But most alumni may only host one “K” student a year, or even participate at a less frequent rate.

Many of the people who read this article may have helped pilot the K-Plan. Only recently did I have my chance. Perhaps the biggest surprise for me was discovering the degree to which the externships benefit more than just the students. When I talk with each student on my porch about their views, their dreams, and their futures, I remember that I still have many of my own.

A New Niche
by Richard Berman

Our alumni and alumnæ surprised us. And it was pleasant and productive. We at the Center for Career Development (CCD) had asked ourselves and our alumni: Are ten week-long internships the only way for students to learn about
Kalamazoo College has long been committed to experiential learning through the K-Plan, which encourages academic work, internships, study abroad and a senior project or thesis. The K-Plan expects students to complement their classroom learning with experiences outside the classroom. The K-Plan calendar modification of the mid-90’s, which removed a dedicated quarter (sophomore spring) for internships, challenged the CCD to maintain a high level of participation in internships.

CCD staff sought alternatives to 10-week career internships and conceived the Discovery Externship Program in spring 2001. The program’s pilot phase will conclude in March 2003, and at that time the College will formally launch its full-fledged Discovery Externship Program.

The CCD developed pilot externships to lay the groundwork for a more ambitious undertaking in the coming years. We aim to create 65 externships for 2003-04 and 100 or more externships for 2004-05.

Our externship model is designed to include as many as possible of the following key elements:

- A one- to four-week long field experience in a professional setting
- A pre-determined and focused project that can be completed within the time-frame of the externship
- An opportunity to work with a mentor
- A home-stay with an alumni host
- An opportunity to conduct a half-day or full-day shadow experience with an organization similar to (or very different from) the sponsors.

Gifts from a few alumni have allowed us to cultivate this program. The College underwrites students’ travel expenses and housing (if it is not a home-stay). We also provide a small per diem allowance and a disposable camera so that the students can take pictures during their experiences.

### Discovery Pilots

Amy Courter ’83, Vice President of Information Technology with Valassis Communications, Inc., of Livonia, MI, sponsored an information technology externship for Jude Vanover ’03, who worked on a software development project for the company.

The Seattle Aquarium sponsored two biochemistry externships in Washington state this summer. The externships came as a result of a referral by Susan Gates-Pauuw ’78, who is active with several Seattle-area boards and societies, including the aquarium. Alexis Bowman ’04, worked with the Pacific salmon husbandry team and the aquarium’s new exhibit, “Life on the Edge.” Holly Huang ’04 worked in the research department of the aquarium focusing on DNA sequencing and completing a hormonal study on leafy sea dragons. Both students resided at the Green Tortoise Hostel in downtown Seattle throughout their two-week stays.

Christina Hardesty ’99 sponsored two political science externships this summer with Congressman Sander Levin’s office in Washington, D.C. Katie Phelan ’04 focused her work on welfare issues and Eli Savit ’05 worked on a globalization/trade relations focus project. Katie and Eli enjoyed a home-stay with Veronica Hubbard ’82.

Liesz Leary ’99 sponsored a technical translation/business externship at Translations.com this September in San Francisco. Milad Majdob ’03 was able to combine her interests in economics, language, and culture through this experience.

Robin Lake ’90, of Austin Community College, is sponsoring a service learning externship in Austin, Texas. Devin Williams ’03 worked with Robin on projects related to academic service learning. The externship includes a home-stay with Robin and her husband, Rich Lesperance, who works at Dell Computer.

Mike Nelson ’89, Carolinas Healthcare Systems, sponsored a four-week computer science externship in Charlotte, North Carolina. Eric Venner ’04 researched workflow software to be integrated with the company’s document imaging system used in their hospitals and patient accounting business office.

Bonnie Wachter Swenby ’69, Oxboro Dental, sponsored a dentistry externship in Bloomington, Minn. Angela McClure ’05 worked with Bonnie and her son, Mark Bachman ’95, on a dentistry-related project. Angela stayed with Bill Stover ’68.

John “Jack” Lundeen ’69 sponsored several externships in Portland, Ore. including those of Stacey Lamont and Alex Cheng (see story, page 34). Sarah Church ’02 conducted a weeklong externship during her senior spring break, completing a major editing project for Portland-area attorneys who specialize in family law. Mike Halpert ’05, Brianna Hower ’05, and Joe Medici ’03 stayed with Jack during their summer externships and worked on different parts of the same legal research project. Chemistry major Jeremy Cook ’04 is scheduled for a mid-March externship with one of Jack’s colleagues whose practice centers on intellectual property law.
In the spring of 2001, the College conducted an alumni survey as part of a comprehensive assessment of its academic program. The survey was mailed to approximately 1600 graduates from the classes of 1985, 1986, 1990, 1991, 1995, and 1996 and achieved a response rate of 37 percent. The College’s Assessment Committee will use the findings as a basis for discussions among faculty about how to improve the College’s curriculum. A summary of some of the findings follows.

The Alumni Survey of 2001 included questions about desired outcomes of the general education program. Alumni were asked to rate the importance of various capabilities in their lives and to rate the College’s contribution to the development of those capabilities. For example, we were interested in learning how well the College’s curriculum contributes to the development of its graduates’ writing and public speaking skills, both stated outcomes of a Kalamazoo College education. Almost all respondents said that the ability to write effectively was very important in their lives, and approximately 80 percent reported that the College contributed significantly to the development of their writing ability (chart one).

Responses regarding the question of effective public speaking (chart two) suggest that the College could do more to develop oral expression skills. Alumni rated the importance of speaking effectively almost as highly as the importance of writing effectively, but they rated the College’s contribution to their development of this skill significantly lower.

More than 90 percent of alumni rated skills traditionally associated with a liberal arts education as very important in their lives, and between 75 percent and 85 percent of alumni rated highly the College’s contribution to the development of these skills. These skills traditionally associated with liberal arts education included: acquiring new skills and knowledge on one’s own; formulating creative and original ideas; considering issues from different points of view; and integrating ideas and information.

Fewer alumni rated the following skills as very important in their lives, and those ratings tended to vary according to respondents’ major courses of study (charts three through seven).

- Be active in social and political causes
- Place problems in historical or cultural perspective
- Appreciate art, literature, music and/or drama
- Interpret data in the form of charts, graphs, tables
- Understand the role of science and technology in society

There was very little variation in alumni responses to activity in social and political causes. One might expect more alumni from the social sciences to rate this item as very important; however, only 51 percent of social science alumni did so, slightly more than natural sciences and mathematics alumni, but less than alumni from humanities and
languages and the fine arts. Given the time commitment required to be active in social and political causes, it’s impressive that between 41 percent and 52 percent of alumni from all disciplines consider this type of activity very important in their lives. Also noteworthy is the fact that alumni across divisions felt that the College contributed significantly to their development in this area.

The ability to place problems in historical and cultural perspective was rated as very important by fewer than 60 percent of alumni overall. This response was somewhat surprising because more than 90 percent of alumni felt it was very important to consider issues and problems from different points of view. The ability to place problems in historical and cultural perspective was rated as very important by over 70 percent of alumni from humanities and languages and by almost 80 percent of fine arts alumni, who represent a smaller proportion of graduates overall.

In contrast to the relatively low importance alumni placed on putting problems in historical and cultural perspective, almost 80 percent of alumni believed it was very important to appreciate art, literature, music and/or drama. Alumni from all divisions rated the College’s contribution to their development in this area higher than they rated its importance in their lives.

The survey suggested two skills that the College could help develop more effectively: interpreting data and understanding the role of science and technology in society. More than 80 percent of alumni who majored in the natural sciences or mathematics rated these items as very important. Alumni from all other academic divisions rated the importance of these skills much lower, and they rated the College’s contribution to the development of these skills far lower than the ratings for importance.

Alumni responses to the question on interpreting data corroborate the belief widely held by faculty and administrators in the mid 1990’s that students were graduating with inadequate quantitative skills. That belief led to the establishment of the one-unit quantitative reasoning requirement in 1996. Data from future alumni surveys will be compared against findings from the current survey as one measure of whether the quantitative reasoning requirement is having the desired effect.

The widest disparity between importance and contribution is seen in responses to the question on understanding the role of science and technology in society. About 60 percent of alumni from the humanities, languages, and fine arts rated this item as very important, but only a quarter of them believed that the College contributed in a significant way to their development in this area.

In the coming year, the College’s Assessment Committee will discuss learning goals for the area of study requirements, which ensure a broad, liberal education. These findings have already helped guide the natural sciences and mathematics division in reexamining learning goals for its area of study courses.

These are just some of the findings from the alumni survey, which also yielded helpful information on career development, study abroad, and the majors programs. Many thanks to all alumni who took the time to respond to the survey; your input has been invaluable.
For many families, coming to Kalamazoo College has become a family tradition, passed on from generation to generation like a treasured heirloom. This fall, among the incoming freshmen, Class of 2006, are 30 students who have chosen to continue the tradition of Kalamazoo College.

<table>
<thead>
<tr>
<th>Student</th>
<th>City &amp; State</th>
<th>Alumnus/a</th>
<th>Relation</th>
</tr>
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<tbody>
<tr>
<td>Luise M. Barnikel</td>
<td>St. Clair Shores, Mich.</td>
<td>Carolyn Barnikel '74</td>
<td>parent</td>
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<tr>
<td>Nicholas J. Beimer</td>
<td>Richland, Mich.</td>
<td>Whitney Sevin '53</td>
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<td>Bradford E. Berndt</td>
<td>Stevensville, Mich.</td>
<td>W. Todd Oyler '75</td>
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<td>Regan S. Blinder</td>
<td>Bloomfield Hills, Mich.</td>
<td>Jillian Dykehouse '79</td>
<td>aunt</td>
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<td>Ariel Coberly-Horall</td>
<td>Oregon, Wisc.</td>
<td>Rodney Dykehouse '80</td>
<td>uncle</td>
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<td>Scott G. Crowley</td>
<td>Plainwell, Mich.</td>
<td>Bruce Kantor '86</td>
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<td>Vincent R. Hamo</td>
<td>Grand Blanc, Mich.</td>
<td>Catherine Coberly '71</td>
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<td>Timothy R. Herman</td>
<td>Flint, Mich.</td>
<td>Sally Goddess '62</td>
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<td>Jessica M. Huston</td>
<td>Franklin, Mich.</td>
<td>George Hamo '76</td>
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<td>Whitney L. Justin</td>
<td>Sault St. Marie, Mich.</td>
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<tr>
<td>Laura M. Kennedy</td>
<td>Greenwood, Wisc.</td>
<td>Carrie Huston '92</td>
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<td>Jennifer A. Lindsay</td>
<td>Muskegon, Mich.</td>
<td>Kiran Cunningham '83</td>
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<td>Kimberly A. Martinez</td>
<td>Trenton, Mich.</td>
<td>Deborah Kennedy '78</td>
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<td>Stephanie McGuire</td>
<td>Bozeman, Mon.</td>
<td>Sarah Bombich '98</td>
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<td></td>
<td>Christine Earl '92</td>
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<td>Stephen McGuire '70</td>
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<td></td>
<td></td>
<td>Jacqueline McGuire '72</td>
<td>parent</td>
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<tr>
<td></td>
<td></td>
<td>Jennifer McGuire '92</td>
<td>sister</td>
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<tr>
<td>Sara C. Medlin</td>
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<td>Frances Medlin '47</td>
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<td>Meredith A. Mengel</td>
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<td>Zachary C. Moore</td>
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<td>Daniel Moore '99</td>
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<td>Lucas Olson</td>
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<td>Elyse S. Rapp</td>
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<td>Mitchell Rapp '84</td>
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<td>Courtney A. Read</td>
<td>Ann Arbor, Mich.</td>
<td>William Howard '81</td>
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<td>Stefanie M. Salasky</td>
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<td>Charles G. Smith</td>
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<td>Rachel Miller '95</td>
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<td>Morgan K. Swartz</td>
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<td>Jennifer Swenson</td>
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<td>Timothy Swartz '74</td>
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<td>Mary Jo Hinsdale '77</td>
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<td>Jeffrey Talbert '97</td>
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<td>Diana Sprague '78</td>
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<td></td>
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<td>Leah Markey '96</td>
<td>cousin</td>
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</tbody>
</table>

Michael Winter and Zoe Marshall-Rashid may be the first in their families to attend Kalamazoo College, but they are nevertheless excited about coming, as evidenced by this photo at their graduation from Petoskey (Mich.) High School.
Hornets and Giants and Ball, Oh My!

It was “Orange and Black” all over Pacific Bell Park last May 17. Forty-two San Francisco Bay area alumni and alumnae watched the San Francisco Giants (who share our Hornet colors) pummel the Florida Marlins in a baseball game that ended 9-3 in favor of the Giants. The Kalamazoo College guests had plenty of time to catch up on the latest news of the College and of each other during a pre-game picnic. A chilly wind blew through the stadium, but there was plenty of warmth in the camaraderie and the fact the home team won.

Directory To You

You’re gonna love the 2003 edition of the Kalamazoo College alumni directory! “K” will be the first college to use a new format that will allow alumni to submit both a current photo and a biographical paragraph. Alumni and alumnae may also send in candid photos from their years at “K”. These photos will be featured in a “Through the Years” color photo section and make the new directory a cross between a yearbook and traditional directory. It will, of course, provide current contact information for classmates and friends. The directory questionnaire will be sent in November. You will have the choice of completing and submitting the hard copy of the questionnaire, or providing the information electronically, or submitting the information via a toll-free call to Harris Publishing, the College’s partner on this project. The 2003 directory will be available in October 2003.

2003 Campus Events

Commencement/Emeritus Weekend
Thursday, June 12, Stetson Society Summer Sonata
Friday, June 13, Class Reunions, 5:00 p.m.
• Class of 1943 - 60th Reunion
• Class of 1948 - 55th Reunion
• Class of 1953 - 50th reunion
Friday, June 13, Baccalaureate, 8:00 pm, Stetson Chapel
Saturday, June 14, Emeritus Club Annual Breakfast Meeting, 8:00 a.m.
Saturday, June 14, Kalamazoo College 167th Commencement Ceremony, 1:30 p.m.

Winners

The Kalamazoo College Alumni Association announces the winners of the 2002 Alumni Awards:
Distinguished Achievement Award — Ronald Sharp ’67
Distinguished Service Award — John Honell ’66
Weimar K. Hicks Award — Lattitia “Tish” Loveless, Professor Emerita of Physical Education
— Babette Trader, Dean of Students Emerita
Athletic Hall of Fame Inductees
— Rene “Kip” Adrian ’97
— Don Flesche
— Rebecca Rifenberg Green ’92
— Gregg McDonald ’97
The award presentations and induction will take place at the Alumni Awards Ceremony on Friday of Homecoming weekend (October 18, 2002).

Future Winners

The Alumni Association Executive Board seeks to recognize those alumni who deserve high recognition for prominence in their field or their unselfish service to the College. Nominations of distinguished alumni, as well as faculty and staff who promote alumni interests, may be submitted throughout the year. Nominees are reviewed on the following schedule:
Distinguished Service and Distinguished Achievement Awards (for alumni) and Weimer K. Hicks Award (for faculty/staff)–Winter/Spring; Emeritus Club Citations of Merit–Summer/Fall;
Athletic Hall of Fame–Winter/Spring.

New to the Board

Alumni Association Executive Board President Bonnie Wachter Swenby ’69 announced the election of a Matthew T. Bunkowski ’00 as alumni trustee. Bunkowski’s term on the College’s Board of Directors will run from October 2002 through June 2005. He works as an assistant trader on the convertible securities desk for Jefferies & Company in New York City. During his student years at Kalamazoo College, Matt served as vice president of Student Commission, worked in the “K” bookstore, and was involved with other organizations as well. He was an e-commerce & finance exchange student at Curtin University of Technology in Perth, Australia.

Database Launch

The College will launch its secure online alumni database in November. Eventually the database will include all of the contact information obtained for the printed directory. The online directory will allow searches for alumni and alumnae by name, career, year of graduation, and other criteria. The password-protected site will be a comprehensive and convenient way to help keep alumni in touch with “K” and with each other.
When Sarah Lindley's apartment burned down just before she moved to Chicago, she felt a shock of instability. A home one day, ashes the next. It was unnerving. So for an antidote she wandered the city's Magnificent Mile. Nothing was forever, she knew, but the beauty and strength of the churches in that area of the city were comforting, not only for their message of spiritual stability, but also for their architectural stability.

"Architecture has always intrigued me," Lindley says. "Especially churches and cathedrals, spaces that feel at once both private and public, massive yet intimate."

Currently an assistant professor of art at Kalamazoo College, Lindley had once considered a career in architecture. But art (and teaching) exerted its stronger claim on the Cleveland (Ohio) native. Lindley's family always held art in high regard. Her father, she says, was a "Sunday painter" as well as a professor of physiology and anatomy at the Case Western Reserve University School of Medicine. His passion for teaching equaled his love of art. A favorite family hangout was the Cleveland Art Museum.

Lindley left the Midwest to attend college in New York, graduating magna cum laude with a Bachelor's degree in fine art from the New York State College of Ceramics at Alfred University. She earned her Master's in ceramics at the University of Washington in Seattle. The three-dimensional forms of ceramics and sculpture appealed to her fascination with how the eye perceives objects and spaces. Her fascination included architecture as well, albeit to a lesser degree. Architecture was a kind of sculpture within which one lives, and architectural features could serve purposes practical and poetic. The duality of a window is one example: a pane of glass allowing the light to shine in a room is also a frame that holds within it a space and a life within a space, almost like a painting.

Art may have chosen Lindley because of her questions about (or longing for) permanence. An apartment can burn, leaving nothing but ashes. But art will endure for as long as the human inclination to ask questions. "Through looking we search for answers to innumerable questions," says Lindley. "At its best, art questions the answers we think we have found, and the concepts we think we understand. It records what words cannot easily describe."

According to Lindley, her art is cyclical. "One 'visual answer' tends to lead to another question that I often carry into the next sculpture, in which I develop the question further. Art is asking questions and trying to find a visual answer that's not always neat and tidy or ever finished."

Lindley teaches her students at Kalamazoo College, primarily non-majors, not that art is the only important thing in life but that it can expand understanding and develop the eye to see what it may not have been able to see before.

"Art can do things no other work can," she says. It is a tool of exploration. "I also teach my students that art must have visual impact, which is not the same as beauty. True beauty in art is very powerful, but I would rather see something ugly and meaningful than something that is merely pretty."

Lindley has been teaching classes, in both ceramics and sculpture. She enjoys the challenges of teaching college students. Her earlier experience included teaching children ages 4 to 18 as well as adults with disabilities.

"Ceramics is a very immediate, sensual art," Lindley says, "and to teach kids to work with clay is very powerful. Children are very responsive to this sort of expression, because creating is extremely important to them. Some have a certain natural touch, an ability with their hands that one might call talent. But it is possible, I believe, to teach good hands. You can teach a person to see what they have not seen before, and you can teach the skills involved in ceramics. The artists who become most significant reinvent what you have taught them."

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Sarah Lindley at work in her studio.
An article by Siu-Lan Tan, Psychology, on musically untrained adults’ comprehension of musical notation was published in Volume 42 of the journal *Symposium of the College Music Society* (Fall 2002). She presented the study on which the article is based at the Music Educators National Conference held in the spring in Nashville, Tenn.

Tan and Sarah Rupp ’02 presented a poster on how young children represent flying human figures and standing human figures in their drawings. The poster was featured during the poster session on Children’s Drawings and Creativity at the International Society for the Study of Behavioral Development in Ottawa, Canada. Rupp’s collaboration on this project led to her Senior Individualized Project, for which she received a “Pass with Distinction.”

Gail Griffin, English, had three short pieces of non-fiction published in the Winter/Spring 2001 issue of *Passages North*. They are titled “Matryoshka,” “Mary Alice,” and “Heart Rendering.” Griffin’s sabbatical manuscript is a collection of short pieces like these. “Heart Rendering” is reprinted below.

**Heart Rendering**

After twenty years of their papers, certain mistakes grow predictable, like conscious for conscience: what can you do with people who equate awareness with guilt? So I know that this student, genuinely moved by the novel, will call it heart-rendering. I can feel it coming. My hand moves to make the correction, then stops, as if the ligaments were yanked tight. I think about rendering. Render, from the French rendre, to give, to give up. Render unto Caesar, render unto God. Render, to translate or alter. After burying two husbands, my mother married a man retired from the rendering business, who had buried a wife. For twenty years he winnowed down the carcasses of animals until the fat ran thick. They probably do this chemically, but I imagine ungodly heat, great steaming vats, the tough sinews of cows and horses melting into something else, some rich and humble extract useful for soap, or candles. I think of the hearts going last, big fists of muscle, unbreakable, finally giving up, letting go, opening. I stay my hand, I do not mark the paper. She’s right. We pay certain dues, we give ourselves up. We feel the heat and are translated, melted down and clarified. We are heart-rendered.

Archaeological excavations of the ancient maritime port of Berenike (Egypt) were the subject of a “Science Times” feature story in the July 9 issue of *The New York Times*. The eight-year project has led to many new discoveries surrounding the ancient Red Sea port, perhaps the greatest and most cosmopolitan transfer point for cargoes to and from India, Africa, Arabia, and places as far away as Java and Thailand. The project carries a strong Kalamazoo College connection. Anne Haecki, Classics, is a member of the project senior staff, serving as trench supervisor and Roman art specialist for six excavation seasons (1996-2001). Crystal Fritz ’01 received a McGregor Grant for interdisciplinary faculty/student research. The grant was shared with Haeckl and Billie Fischer, Art, and funded Fritz’s participation in the 2000 field season at Berenike. Fritz’s archaeological fieldwork was a component of her two-unit Senior Individualized Project (SIP) on a sphinx statuette excavated in one of the Roman temples in Berenike.

Michelle Cherry ’03 is currently working on another Berenike-related, McGregor Grant-funded SIP. Her work focuses on terracotta figurines excavated at the site, and her advisors are Haeckl, Fischer and Sarah Lindley, Art. According to Haeckl, Fritz has gone on to greater archaeological glory worth mentioning. She has entered (on a full fellowship) the Ph.D. program in classical archaeology at Byrn Mawr College. In other related news, Haeckl noted that the Berenike project did not go into the field in the winter of 2002 as result of the terrorist attacks of September 11. A site permit for 2003 remains uncertain. Haeckl, Joseph Brockington, and Margaret Wiedenhoeft are at work to start up a new excavation and student archaeological field school project at the Villa of Emperor Maxentius on the Via Appia in Rome, Italy. Brockington and Wiedenhoeft work for the College’s Center for International Programs. The Rome project would be a joint venture between Kalamazoo College, the University of Colorado, and the Sovraintendenza Archeologica of the Comune di Roma. “If we get the project off the ground in the summer of 2003,” says Haeckl, “which is what we’re shooting for, then “K” will get full billing when the new project merits a full-color spread in *The New York Times*!”

Joe Haklin, Physical Education, joined the broadcast team of WQSN, the “Sports Station.” He is featured on a Monday afternoon 5:45 p.m. program called “The Afternoon Drive,” which offers a rapid-fire look at sports in Kalamazoo and around the region. He joins broadcaster Ryan Maguire on the program. “Joe is one of the most well-spoken individuals I’ve ever met,” said Maguire. “With the connections he has in the Kalamazoo sports community and with his frank opinions on the sporting scene, the decision to add him to ‘The Afternoon Drive’ was a no-brainer.” Joe is also the director of basketball at the Courthouse Athletic Centers in Kalamazoo and Byron Center.

Seven students completed summer senior projects abroad as Beeler Fellows, and one student worked on her senior individualized project abroad as the Collins Fellow for 2001-02. Isabel Beeler established an endowment to support students SIP work abroad. Paul Collins, former dean of students at Kalamazoo College, made a gift to support a student’s SIP work in Latin America. Jean LaViolette completed a personal “archaeological dig” exploring the Italian language and culture in Italy this past summer. The work complemented her study abroad experience there. Timothy Pruzinsky returned to Spain as a student teacher (grades 7-12) at International College Spain. He also conducted research on the school’s curriculum. Amy Rustan traveled to Ecuador to conduct an ethnographic study of change in an indigenous community. Carley Simpson, the Collins Fellow, conducted health seminars in Ecuadorian rural communities. Her work promoted...
improvements in sanitation and dietary practices. Lee Stiefvater, who studied abroad in France, did his senior project in New Zealand. He interned at the Panama Road School and helped implement an English language learning and literacy program for children whose first languages are not English. He studied the school’s methods for assimilating these children, who often come from extremely disadvantaged circumstances. Jennifer Sullivan returned to Australia to work in the Illawarra regional office of the World Health Organization’s Healthy Cities Program. Her work focused on HIV/AIDS awareness in the region. Lindsay Vecchio, who studied abroad in China, journeyed to France to intern with S.O.S. Racisme and investigate complaints of racism made to that organization. She also conducted research on the history of West African immigrants in France. Rhea Young studied abroad in Spain, but her senior project took her to Tahiti. She studied the history of French Polynesia, focusing particularly on the arrival of various ethnic groups, including the first Europeans and Chinese workers.

D. Blaine Moore, Biology, spoke at a symposium put on by the National Institute on Alcohol Abuse and Alcoholism (a division of the National Institutes of Health). The title of the symposium is “Experimental Therapeutics for Fetal Alcohol Syndrome.” A major focus of Moore’s graduate work was cellular mechanisms of ethanol neurotoxicity related to fetal alcohol syndrome, and he has continued his association with this field through collaborative work with former colleagues at the University of Florida. The title of Moore’s talk was “In vivo amelioration of ethanol neurotoxicity in animal models of fetal alcohol syndrome.”

John Carroll, Admission, recently returned from a climbing trip to Ecuador. He attempted two peaks, Cotapaxi and Cayambe, but both presented grave avalanche danger and the party could proceed no further than 18,000 feet. John’s team of six climbers and three guides spent 10 days in Ecuador. By chance he met in the Ecuadorian countryside a professor from the Universidad San Francisco de Quito. John spent the day visiting the university, which has been extremely happy with Kalamazoo College students. One graduate, Angela Fuchs ’93, directed the Universidad’s international programs.

Tom Rice, Art, was awarded a residency at the Ragdale Foundation for the Summer/Fall session of 2002. Ragdale is a nonprofit, internationally acclaimed artists’ community located 30 miles north of Chicago in Lake Forest, Illinois. The honor is bestowed in recognition of Tom’s outstanding work. Acceptance to Ragdale is highly competitive. Recipients are chosen through an application process, with primary emphasis placed on evaluation of a work sample submitted by the artist. Their work is reviewed by a professional panel specific to the artist’s discipline.

David E. Barclay, History, published an article on “Die Gegner der Reformpolitik Hardenbergs” (“The Opponents of Hardenberg’s Reform Policies”) in an anthology on the career of Karl August von Hardenberg, the early 19th-century Prussian reformer. The book, edited by former Kalamazoo College student Thomas Stamm-Kuhlmann, was published in Munich by Oldenbourg Verlag. Another article on Prussian conservatives and the problem of Bonapartism will appear soon in a collection edited by Peter Baehr and Melvin Richter, and
published by Cambridge University Press. Last spring Barclay gave several radio interviews and public speeches on European-American relations and on recent political developments in Europe. He is currently writing a chapter on German politics from 1830 to 1850 for The Short Oxford History of Modern Germany and is continuing his work on the European revolutions of 1847-51.

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Peter Erdi, the Henry R. Luce Professor of Complex Systems Studies, gave the Michael E. Conrad Memorial Lecture as part of Wayne State University’s “Frontiers in Computing and Graduate Seminar.” His lecture was titled “Lessons from Neuroscience for Computer Sciences.” In late May, Erdi delivered a series of lectures titled “Hippocampus: Structure, Function, Dynamics” for the Department of Mathematical Sciences at the University of Memphis.

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The first-year initiatives of Kalamazoo College have been judged exemplary, and the College has been selected as one of 13 Institutions of Excellence In the First College Year. Finalists were determined by the Policy Center on the First Year of College, which is funded by The Pew Charitable Trusts & The Atlantic Philanthropies. Zaide Pixley is Kalamazoo College’s assistant provost for the first year experience.

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Joellen Silverman, Enrollment, was recently elected to the 7-member Executive Committee of the Board of Trustees of The College Board. The College Board is both a national, nonprofit membership association dedicated to preparing, inspiring, and connecting students to college and opportunity. It funds its activities as a convener on topics related to the transition of students from high school to college with the sale of products and services, including testing, software systems, curricular materials for middle and high school courses, financial aid analysis materials, and the sale of student names for recruitment. Silverman has been a member of the 31-member Board of Trustees for 2 years, and has 2 years remaining in her term. She is also currently serving as chair of the Committee on Membership.

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Dhera Strauss, Information Services, received a first place award at the East Lansing Film Festival “Michigan’s Own” competition for her study of a neighborhood bingo parlor, The Early Bird Gets the Wild Double. The video took top honors in the documentary category, aired on local PBS channels, and was offered to national PBS stations.

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Members of the Class of 2002 from Kalamazoo College’s Psychology Department made a strong showing at the 15th annual Michigan Undergraduate Psychology Research Conference (MUPRC) held last spring. Stephanie Bonne presented a paper titled “Lowering the threshold for inhibition in the L29/L30 mediated circuit of Aplysia californica may induce sensitization.” Sarah Rupp presented the paper “Children’s drawings of standing and flying human figures.” Vanessa L. Vorhies presented the paper “Art and recovery: The positive effects of mobiles in a hospital environment.” Psychology faculty member Bob Batsell accompanied the students.

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Ann You, Business Office, gave a speech titled “Changing Trends in China” to parent members of Families of Children from China (FCC). Her topic and the discussion ranged from China’s inclusion in the World Trade Organization, the country’s “one child” policy, corruption in the government, and recent economic change. This is the second time Ann has been the invited guest lecturer at an FCC meeting.

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Jeffrey Bartz, Chemistry; Michele Intermont, Mathematics; Jim Langeland, Biology were promoted to associate professor and awarded tenure. James Turner, who already held the rank of associate professor of music, was awarded tenure. The promotions and tenure awards were voted by the College’s Board of Trustees at the Board’s spring meeting. Dr. Bartz is an expert in the area of gas phase organometallic chemistry, and his research program actively involves his students, many of whom graduate from Kalamazoo College already published in major, peer-reviewed scientific journals. Dr. Intermont’s area of expertise is algebraic topology. In addition to continuing her own research, she has provided numerous opportunities for students to engage in extracurricular mathematical activities. Dr. Langeland’s specialties include molecular biology and genetics, and his research into the embryonic head and brain development of vertebrates is supported by the National Science Foundation and the National Institutes of Health. Provost Greg Mahler waxed poetic about the excellence of Jim Turner. Kalamazoo College fine arts events compose the College’s brightest window to the greater Kalamazoo community, according to Mahler, and Jim Turner is the light in that window.

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The work of Richard Koenig, Art, was chosen as part of The Midwest Photographers Project at the Museum of Contemporary Photography, Columbia College, Chicago. Fifteen prints will be on loan for a period of two years and available in their Print Study Room. In addition, Richard has had two one-person exhibitions of his work this year—Inserts and Suspended Images showed at the L&B Viewing Room, Portland, Oregon, and also was exhibited at the Downstairs Gallery, UC Berkeley Extension, San Francisco, California.

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Danny Sledge, dean of students, and Zaide Pixley, assistant provost, presented an invited pre-conference workshop at the National Conference on the First-Year Experience in Orlando, Fla. The workshop was titled “Why Can’t We Talk? Breaking the Culture of Silence on Race and Diversity” and explored best practices in intercultural education in the classroom and on campus.
Rob Passage returns to a program with which he had been associated for 10 years. The new Hornet head basketball coach (the 12th in the College’s history) played four years of varsity basketball (1989-1993) and then remained with the program as an assistant coach for the next six years. He served as assistant coach at the University of Chicago for two seasons.

“I’m thrilled to be returning to Kalamazoo College,” Passage said. “It offers a top notch education and it is a great place to work. Kalamazoo is home to me.”

Passage loves to coach the type of student the College attracts, and he should know about that caliber of student because he was one. He earned his Bachelor’s degree in business administration from “K”, and later completed his Master’s degree in athletic administration at Western Michigan University (1998).

“Kalamazoo College students are willing to work and very self-motivated. The current senior class was my last recruiting class before moving to Chicago, and I am very excited about the opportunity to coach them.”

His connection to Hornet basketball extends to players past as well as future. “I am still very close to many of the basketball alumni—guys that I played with and those that I have coached,” says Passage. “I am going to work very hard to keep the Hornet Basketball family together, for those of us from the past and for future Hornets. Hornet basketball is something very special.”

Kalamazoo College was 17-10 in 2001-02. The Hornets tied for second place in the Michigan Intercollegiate Athletic Association (MIAA) with an 8-4 record.

“The program is in great shape,” Passage said. “The team was on the verge of a league championship last season, and we have lofty goals entering this year’s campaign. Program wise, things will remain the same. Hard work, the team concept, and what I believe in and learned from Hornet basketball will remain a part of Hornet basketball.”

As an assistant at Chicago, Passage helped lead the Maroons to a 63-17 record over three years. He helped guide the Hornets to a 92-64 record in his six years on the bench at Kalamazoo. As a four-year starter from 1989-93 Passage helped the Hornets to a 69-33 record. He was a career 54 percent (284-526) shooter with 690 points and 526 rebounds.

A native of Fort Wayne, Ind., Passage has relocated to Kalamazoo from Chicago. This past summer he attended games at the very competitive Douglas Community Center summer league in order to watch a few of his players. But Passage can still play the game quite well, and he soon changed roles from spectator to player when one of the summer league teams added him to its roster.
# Winter 2002-03 Composite Sports Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>SD at Notre Dame (men)</td>
<td>11 7:30</td>
</tr>
<tr>
<td>November</td>
<td>SD vs. Albion* &amp; Olivet*</td>
<td>2 1:00</td>
</tr>
<tr>
<td>November</td>
<td>WB at U of M Quad Meet</td>
<td>9 6:00</td>
</tr>
<tr>
<td>November</td>
<td>WB Kalamazoo vs. North Park</td>
<td>11 8:00</td>
</tr>
<tr>
<td>November</td>
<td>MB at Lake Forest, Ill.</td>
<td>22 6:00</td>
</tr>
<tr>
<td>November</td>
<td>WB vs. Madonna</td>
<td>26 7:30</td>
</tr>
<tr>
<td>November</td>
<td>SD at Notre Dame (women)</td>
<td>29 7:00</td>
</tr>
<tr>
<td>December</td>
<td>SD at Eastern Michigan Invitational</td>
<td>6 TBA</td>
</tr>
<tr>
<td>December</td>
<td>SD vs. Alma*</td>
<td>7 TBA</td>
</tr>
<tr>
<td>December</td>
<td>MB at Concordia</td>
<td>10 TBA</td>
</tr>
<tr>
<td>December</td>
<td>MB at Goshen, Ind.</td>
<td>11 TBA</td>
</tr>
<tr>
<td>December</td>
<td>MB at Redlands, Calif.</td>
<td>12 TBA</td>
</tr>
<tr>
<td>December</td>
<td>MB at Wabash, Ind. Tournament</td>
<td>13 TBA</td>
</tr>
<tr>
<td>December</td>
<td>WB vs. North Central</td>
<td>18 TBA</td>
</tr>
<tr>
<td>December</td>
<td>MB vs. Chicago</td>
<td>19 TBA</td>
</tr>
<tr>
<td>December</td>
<td>WB vs. Goshen</td>
<td>28 TBA</td>
</tr>
<tr>
<td>December</td>
<td>MB vs. Kendall</td>
<td>30 TBA</td>
</tr>
<tr>
<td>January</td>
<td>WB at Hope Classic vs. Chicago</td>
<td>3 6:00</td>
</tr>
<tr>
<td>January</td>
<td>MB at Tri-State, Ind.</td>
<td>4 3:00</td>
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<tr>
<td>January</td>
<td>WB at Hope Classic vs. Marian</td>
<td>8 8:00</td>
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<tr>
<td>January</td>
<td>WB vs. Calvin*</td>
<td>8 7:30</td>
</tr>
<tr>
<td>January</td>
<td>MB at Calvin*</td>
<td>8 7:30</td>
</tr>
<tr>
<td>January</td>
<td>SD vs. Saint Mary's* (Women)</td>
<td>11 1:00</td>
</tr>
<tr>
<td>January</td>
<td>MB vs. Alma*</td>
<td>11 3:00</td>
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<tr>
<td>January</td>
<td>WB vs. Adrian*</td>
<td>11 3:00</td>
</tr>
<tr>
<td>January</td>
<td>MB at U of M-Dearborn</td>
<td>15 7:00</td>
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<tr>
<td>January</td>
<td>WB at Saint Mary's*</td>
<td>15 7:30</td>
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<tr>
<td>January</td>
<td>Diving Invitational (Kalamazoo)</td>
<td>18 TBA</td>
</tr>
<tr>
<td>January</td>
<td>WB vs. Adrian*</td>
<td>18 3:00</td>
</tr>
<tr>
<td>January</td>
<td>SD Mich./II. Quad Plus Meet (at Wheaton, Ill.)</td>
<td>18 12:30</td>
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<tr>
<td>February</td>
<td>MB vs. Calvin*</td>
<td>1 3:00</td>
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<tr>
<td>February</td>
<td>WB vs. Alma*</td>
<td>5 7:30</td>
</tr>
<tr>
<td>February</td>
<td>MB vs. UM-Dearborn</td>
<td>8 TBA</td>
</tr>
<tr>
<td>February</td>
<td>WB vs. Saint Mary's*</td>
<td>12 3:00</td>
</tr>
<tr>
<td>February</td>
<td>MB vs. Adrian*</td>
<td>12 7:30</td>
</tr>
<tr>
<td>February</td>
<td>SD - MIAA Champ (Holland Munic. Pool)</td>
<td>13 11/6:30</td>
</tr>
<tr>
<td>February</td>
<td>SD - MIAA Champ (Holland Munic. Pool)</td>
<td>14 11/6:30</td>
</tr>
<tr>
<td>February</td>
<td>WB vs. Olivet*</td>
<td>15 TBA</td>
</tr>
<tr>
<td>February</td>
<td>SD - MIAA Champ (Holland Munic. Pool)</td>
<td>15 11/6:30</td>
</tr>
<tr>
<td>February</td>
<td>MB at Olivet*</td>
<td>19 3:00</td>
</tr>
<tr>
<td>February</td>
<td>MB vs. Albion*</td>
<td>19 7:30</td>
</tr>
<tr>
<td>February</td>
<td>SD at Midwest Inv (at Wheaton)</td>
<td>21 TBA</td>
</tr>
<tr>
<td>February</td>
<td>MB vs. Hope*</td>
<td>22 3:00</td>
</tr>
<tr>
<td>February</td>
<td>SD at Midwest Inv (at Wheaton)</td>
<td>25 TBA</td>
</tr>
<tr>
<td>March</td>
<td>MB MIAA Tournament Finals</td>
<td>1 12:00</td>
</tr>
<tr>
<td>March</td>
<td>WB MIAA Tournament Finals</td>
<td>1 12:00</td>
</tr>
<tr>
<td>March</td>
<td>SD - Women's NCAA III Championships at Emory University, Atlanta, Ga.</td>
<td>13-15 11/6:30</td>
</tr>
<tr>
<td>March</td>
<td>SD - Men's NCAA III Championships at Emory University, Atlanta, Ga.</td>
<td>20-22 11/6:30</td>
</tr>
</tbody>
</table>

* Michigan Intercollegiate Athletic Association contest

Home games in **bold**

Dates and times subject to change

MB - Men's Basketball; WB - Women's Basketball;
SD - Men's and Women's Swimming and Diving
Event Planner Sass

Havilar took in the Sunday morning street theatre in old Havana. She visited Cuba as part of her international studies program. The College’s liberal arts commitment affects more than students and faculty. Staff members explore widely as well. For the story of three, see page 12.

CIP Serves a Rewarding Experience, With a Garnish of Fun!

Study abroad is a life-transforming experience, and, as such, it is certainly serious. But with this bunch it is also a lot of fun. Sixteen study abroad program directors gathered this summer on the Kalamazoo College campus to discuss all aspects of the study abroad experience and how to build upon the quality and excellence of the entire program. Pictured above are the program directors as well as staff members hosts of the Center for International Programs (CIP): Tere Morales, Oaxaca, Mexico; Maurice Faure, Clermont-Ferrand, France; Sandra Hoophand-Khan, St. Augustine, Trinidad; Al Hassane Diahate, Dakar, Senegal; Wonda Focke, Erlangen, Germany; Brahma Thibou, Dakar, Senegal; Lola Santamaría, Madrid, Spain; Nelson Zabala, Quito, Ecuador; seated—Tere Morales, Oaxaca, Mexico; Maurice Faure, Clermont-Ferrand, France; Sandra Hoophand-Khan, St. Augustine, Trinidad; Al Hassane Diahate, Dakar, Senegal; Wonda Focke, Erlangen, Germany; Brahma Thibou, Dakar, Senegal; Lola Santamaría, Madrid, Spain; Nelson Zabala, Quito, Ecuador; standing—Mark Ritchie, Chiang Mai, Thailand; James Lynch, Rome, Italy; Kiendi Mungu, Nairobi, Kenya; Victoria Pineda, Caceres, Spain; Jennifer White-Nelding, Center for International Programs (CIP); Narda McClendon, CIP; Joe Brockington, CIP; Kate Nichols, CIP; Holly Wingard, CIP; Jorge Nowalski, San Jose, Costa Rica; Ian Fairnie, Perth, Australia; Luigi Giuliani, Caceres, Spain; Wolfgang Gerthausen, Bonn, Germany; and Margaret Wiedenhoeft, CIP. Not pictured are Pilar Alcovar (Madrid, Spain) who had to return to Madrid before the picture was taken, and Anne-Catherine Verhaye (Strasbourg, France) who remained in France due to a death in the family.
A Bob Tims Photograph
And How “K’s” Liberal Arts Nature
Helps Make Students of Us All