Judith (Lindberg) Shoolery ’57 (center) and her husband James have always wanted to do something for the College from which Judy graduated. By means of a six-figure charitable remainder unitrust, Judy and Jim will endow a scholarship to help future students attend Kalamazoo College. The scholarship is their gift to the College’s campaign, Enlightened Leadership: Kalamazoo College in the 21st Century. Lynn Jackson, director of major gifts, worked with Judy and Jim on their gift.

“The College is very important to me,” says Judy. “After I graduated, I entered the world a bit intimidated. Everyone seemed so competent and capable. But I soon learned that the College had prepared me well.”

It’s possible the breadth of the liberal arts curriculum inspires some post-commencement trepidation. “We leave unspecialized and not pigeon-holed for a specific job,” says Judy. “At least that is how it may feel.”

But Kalamazoo College graduates soon discover, she adds, that liberal arts may be the best preparation. Why? “Perhaps our liberal arts model better teaches students how to think. Or perhaps it reminds us that there is always more to learn. Both lessons are invaluable in personal and professional life,” says Judy.

If you would like to learn more about making a gift to Kalamazoo College through a charitable remainder trust, please contact the Office of Gift Planning at 269.337.7247 to request the Keystone series booklet titled Charitable Remainder Trusts: Gift Plans of Choice.

Office of College Communication
1200 Academy Street
Kalamazoo Michigan 49006

Gift Planning at 269.337.7247 to request the Keystone series booklet titled Charitable Remainder Trusts: Gift Plans of Choice.
On Whose Shoulders... “On Whose Shoulders are you standing” was the theme of the 2003 Kalamazoo College Martin Luther King, Jr., Celebration. Events included the reading of the names on the Birmingham (Ala.) Civil Rights Memorial; a gallery of photographs from the civil rights movement; an essay contest; much sharing of thoughts and music; and a keynote address by Joshua Sledge, a student at the University of Michigan and the son of Kalamazoo College Dean of Students Danny Sledge.

Library Expansion “Off and Running”

Figuratively speaking, this fall the starter pistol fired, stopwatches were activated, and a “race,” or, more accurately, a journey—and one indispensable to the farther journey—began. At its October meeting, the Kalamazoo College Board of Trustees launched—from the concept to the creation phases—the project that will result in a major renovation and expansion of Kalamazoo College’s Upjohn Library. Additional fund raising for the project must continue, but the final architectural design phase begins this month. More information on the project’s timetable will be shared in a future issue of LuxEsto.

Members of the information services staff surround a preliminary model of the new library, and some hold preliminary drawings and floor plans. Wide exploration and intimate conversation always have been the heart and soul of liberal education. Central to that heart and soul is an effective library. In today’s world, an excellent liberal arts education requires a library with excellent information technology. Upcoming issues of LuxEsto will include stories on the importance of the new library to the College’s future. In the meantime, celebrating the official start of the project are (l-r): first row—Russell Cooper; Robin Rank; second row—Linda Schubel, Lisa Palchick, Mary Griswold, Dhera Strauss; third row—Susan Bos, Ann Haight, Jeff Dancer, Scott Ryder, Julie Hartenberger, Ken Arthur, Kathryn Lightcap, Lisa Sisley-Blinn, Sean Lancaster, Jim Vermeulen, Mark Fedak, Dave Van Sweden, Peter Zillman, Stacey Nowicki, Paul Smithson, and Wilfred Lim.
features

class of the living dead
hooked on history from an early age, david barclay knows that possession is nine-tenths of successful teaching. “possession” is the process of gradually inhabiting (and reanimating) the life of a person (or persons) in the past.

the business applications of a liberal arts history major
james scott taylor ’75 considers a liberal arts education the best possible training for owning and managing a business. it also plays a role in people working to improve their “little corners” of the world.

national academy of sciences member visits kalamazoo college
bill degrado ’77 is the only graduate of kalamazoo college elected to the nas. “even though i remembered ‘k’ as a place where the professors were committed to classroom teaching at a very high level, i was not prepared for the vitality of the current faculty and the extent to which they have active, competitive research programs. few undergraduate institutions have integrated research into their degree programs as effectively as kalamazoo college.”

liver chemistry and cancer
our livers are alive with chemistry. which reactions are related to cancer? laura furge and her kalamazoo college students are searching for answers.

a math luce scholar; an update on “k” connections in michigan’s recent gubernatorial race; the return of two championship football teams; the discovery externship program (and why you too should participate); 70 senior profiles (you can help them!); lots of class notes; some remarkable letters from readers; and more.

cover story:

diane kiino ’74 and her daughter morgan swartz ’06 share a college, but not the same interests. that kalamazoo college attracts both is the appeal of the liberal arts! diane majored in chemistry, eventually earned her ph.d. in pharmacology (yale), and recently returned to her alma mater to direct its health sciences department. morgan’s undergraduate focus is language: spanish and japanese—the latter, in part, because of the family’s japanese-american heritage. mother and daughter’s confluence at kalamazoo college has meant a return of sorts to their common headwaters in an earlier generation. for the story, see page 8.

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

departments
2 letters
20 on the quad
30 horns sports
34 class notes
46 notables
48 senior profiles

our endowment enables the farther journey
The letters below—one from a member of the Class of 1986, the other from a member of a generation later—articulate the value of student-teacher conversations at Kalamazoo College. Both were addressed to Gail Griffin, professor of English, who recently celebrated her 25th year of service at the College (see page 7).

Dear Gail:
I have been teaching for about ten years now, primarily at the University of Missouri at St. Louis and at St. Louis University. I spend most of my time working for SLU’s School for Professional Studies, which is their adult evening program, and every time I step into the classroom I think of you and the debt I owe you. I’ve worked with wonderful teachers in my life, but I have never found anyone to equal you. My goal, when I began teaching as a graduate student many years ago, was to follow your example. I wanted to care about my students’ lives, make them feel strong, teach them to think for themselves. To me you seemed the ideal teacher, a perfect mix of compassion, humor, and intelligence. I try to remember what you taught me. On the bad days, I think I’ll never get there. On the good days, I hope I’m following, however pitifully, in your footsteps.

Lynn Staley ’86, Ph.D.

Dear Gail:
I’ve expanded my view and perception of the world from the activities and books we’ve read—and in countless other ways. I would just like to express my appreciation for you teaching this class. This class has enriched and expanded my horizons exponentially (and the class is only half-way complete!). I think everyone should have a chance to take a class like this—to go beyond their comfort zone, to get a radically different view of their society. From one human being to another: Thank you!

Rob Morrison ’06, first year member of Gail Griffin’s class titled Visions of America: First Person

The President’s July 2002 letter to friends of the College continues to generate responses. That letter questioned the appropriate adjective—“good” or “great”—for Kalamazoo College and, more importantly, the urgency of moving from “good” to “great” (and what such movement would entail) in order to thrive or survive in the next 15 years. We share several more responses below.

Dear Dr. Jones:
Kalamazoo College must, in no small part, operate as a business. To operate in any other fashion would be myopic and irresponsible. The trick is balancing the needs of the “business” with the needs of the “arts.”

I have had the honor over the last several years to speak with graduating seniors regarding the value of the Kalamazoo College experience. With every opportunity I stress two key points. First, Kalamazoo College deserves to exist. Its mission is clear and its purpose adds value to our world. But its existence, no matter how just its cause, cannot be maintained, to say nothing of prosper, without the continued and active involvement of its graduates and friends. Second, no matter what a person or his/her family may have paid in tuition, room, and board to attend Kalamazoo College, the opportunity to attend this institution was purchased, in part, by those graduates and friends who came before. If we believe in the value of the liberal arts as practiced by Kalamazoo College, then we must continue the effort to provide to those who would follow in our footsteps the same opportunity that was provided to us.

David Rhoa ’90

Dear President Jones:
As a Kalamazoo College alum (Class of 1979), I attended a “very good” school and had a “great” educational experience.

However, my thoughts today are of my hopes and dreams for my six-year-old son, Kyle. I hope Kyle someday will be able to celebrate, like I did, the day he’s accepted to “K.” I hope that the liberal arts education I enjoyed will still be available and financially feasible when Kyle graduates in 2013. I hope the liberal arts education that has served me so well professionally and personally will help me raise Kyle to be “free and responsible.” I hope to visit him wherever he chooses to study on the K-Plan, and I dream of the day that Kyle walks along the quad to accept his degree.

Your letter sparked a desire to share those words as your “struggle” to nurture “K” parallels my “struggle” to nurture Kyle. My contribution to make Kalamazoo College “great” may be financially minimal over the next few years, but I hope to contribute...
“greatly” by providing an idealistic learner for your Class of 2017.
Ken Lampar ’79

Dear President Jones:

It was with both sadness and excitement that I read your July 2002 letter to alumni, friends, and parents. I never thought that Kalamazoo College had identified itself as anything but “great.” I had no idea that Kalamazoo College considered itself a second-tier liberal arts college. I had no idea that the institution did not believe itself to be among the best in the world at what it does.

While hearing the president of Kalamazoo College admit that the school falls short of greatness is disillusioning, we often must identify our illusions for what they are in order to change the truths we wish were different. As a student at Kalamazoo College, I often felt that the school was indeed very, very good, but in many small ways just a step away from true greatness. While I hate to hear anyone say aloud that Kalamazoo College could possibly be anything but the finest liberal arts college in the finest state in the nation, and thus a force with which to be reckoned, it is quite exciting to hear that Kalamazoo College is facing up to its weaknesses and wants to take the step toward greatness.

I do not like talk of brands and customers when we speak of higher education, but the underlying reality is the same regardless of the language we use: if Kalamazoo College is to survive and thrive as a liberal arts college under current economic conditions, it must both be great and be perceived as great. Of course, funding is always an issue, but as you point out in your letter so is the substance of the Kalamazoo experience. I realize that one can talk in the language of business without selling the soul of the institution.

There was a time that I was convinced the [College’s] reforms of the mid-1990’s were a deal with the devil. Since then, I have seen what other educational models are out there. The K-Plan of olden days was great, and summer quarter a fine tradition, and I still grieve their passing, but I know that changing their structure was not a guaranteed change to the mission of the institution. The College professed the liberal arts long before President Hicks. Even if study abroad were stopped completely, the senior independent project were no more, and career development internships no longer available, the College could still continue its mission.

If the mission of Kalamazoo College is to prepare its students to better understand, live successfully in, and provide enlightened leadership to our richly diverse and increasingly complex world, and if the College still believes that “the end of learning is gracious living”—then for Kalamazoo College to fail would be tragic. The specifics of the experience Kalamazoo College offers to its students must change over time. As long as the “soul” of the College—its mission and core philosophies of education—remain intact, the specifics of how it provides education, both experientially and in the classroom, can and must adapt over time so that the institution can continue.

Daniel Lawson ’99

And we share some letters that articulate the case for supporting the liberal arts as practiced by Kalamazoo College.

Dear Alumni Relations:

I have met “K” students (I’m a ’78 graduate and my daughter is a freshman in DeWaters this fall) so I do know firsthand how awesome a “K” education is and how life changing and life enriching it can be. I am a K-12 Spanish teacher in a small Catholic school system, and my students (all 221 of them) also know the thrill and excitement of a “K” education because many of the “K” ideals and values are present in my classroom and my larger global classroom. My current 2nd, 3rd, and 4th graders, in their second year of my new program, are already asking when they will be old enough to travel with me, and I can’t wait until I see these little language/culture sponges graduate with 12 years of Spanish and multicultural respect tucked in their hearts!

Some of the programs I have created over the years would not exist if not for my “K” roots, and I consider my daughter and myself very fortunate for two generations of Kalamazoo College life fulfilling experiences.

Deb (Boverhof) Kennedy ’78

Dear Alumni Relations:

In all honesty, I didn’t come to “K” College to get an education.

I sought a college education primarily to escape from Auburn, New York, where I had spent my entire life. No one in my family had gone to college. My father worked in a factory, and my mother worked as a clerk in a drug store. I had chosen a vocational high school, and was majoring in industrial arts.

Mr. Williams, my high school principal, urged me to consider a small liberal arts college in Michigan. He was a graduate of Alma College, and he ardently believed in the value of a liberal arts education. He took a car full of high school seniors on a tour of Michigan colleges, beginning with Alma. But to me, Alma felt too isolated and too small. Then we went to Albion College, which I liked very much, although its affiliation was with the Methodist Church, and I was a Baptist. The last college we visited was Kalamazoo. I stayed in the dorms, went to classes, and checked out the city. The students seemed way ahead of me, but I applied, and received a handsome scholarship and entered “K” College.

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It was a very wise decision. I was challenged to learn as much as I could from the first day on. Classes were small and intense. Professors were available as mentors. I found the students, who were from many geographic areas, to be much more interesting than my high school classmates. I even designed a number of individualized courses during my four years at “K” and ended up with a double major in chemistry and philosophy. I graduated cum laude and felt ready for graduate school. I received a Rockefeller Fellowship and a Danforth Fellowship.

I entered Colgate-Rochester Divinity School in 1956, graduated summa cum laude in 1959. Then I began a Ph.D. program in philosophy at Columbia University in New York City. Again, I was at the top of my class. I give the credit to Kalamazoo College for grounding me in liberal arts courses, and preparing me for the future.

After earning my doctorate from Columbia, I taught philosophy and religion at Stephens College (Missouri), Colby College (Maine), and the University of San Francisco. Then, in 1973, I founded the Fielding Institute, a graduate school providing distance learning to adults pursuing their M.A. and Ph.D. degrees. While serving as President of Fielding, I wrote and published three books, which established me as a scholar and lecturer in the field of “adult learning and development.” The Fielding program is a “midlife” design of what Kalamazoo is to 18-21 year olds.

I thank you, Kalamazoo College, for your consistent and thorough focus on undergraduate learning that is deep, value driven, and lasting. My life has soared since I graduated, and the turning point was finding my abilities and vision as a “K” college student.

Frederic M. Hudson ’56, Ph.D.

In the following letter, Ken Bowers ’71 proposes paying students who choose the liberal arts model of education at Kalamazoo College. A physics major and math minor, Bowers worked for Met Life for a short period of time following graduation. He became a self-taught and self-employed photographer and graphic arts designer and then formed his own construction company. He retired at the age of 42 and today divides his time equally between his homes in Oakland, Calif., and Duluth, Minn.

To the Editor:

I became a “K” student in 1967, and looking back now I know that it was simply meant to be. I graduated with a degree in physics four years later; yet still consider myself a “K” student, and will for all my life.

During my time as an on-campus student, I received excellent and rigorous academic training that enhanced my aptitude for observation and my ability to assume a broad worldview yet critically analyze interconnections and details. I attribute this enhancement to a superb science-oriented education broadened within the context of the liberal arts.

In addition to academic excellence, I encountered unconditional open-mindedness and intellectual honesty at “K”. I organized the first gay student group on campus and found rock-solid support from the College for this effort. The free flow of knowledge and honesty I experienced at “K” planted and nurtured core insights and principles that influence my thinking and the way I conduct my life. These principles include being true to who I am, encouraging others to do likewise, and valuing the entire human family and the natural world that is our home.

I envision a time in the ongoing evolution of the family we call Kalamazoo College when it may become part of the K-Plan to pay students for their valuable and worthy efforts in the vocation of sharing and enhancing knowledge and understanding—to pay students to learn at “K”. I would call this new facet of the K-Plan “Learn and Earn.” This opportunity would draw the absolute best and brightest from around the world to our family.

This is a vision for the future, but the future is now. Already a “silent scholarship” supplied by the College’s endowment subsidizes a small portion of the costs many students on Kalamazoo’s campus today. Seriously increasing our endowment can make the vision of “Learn and Earn” a key piece of the evolution of the K-Plan. As has been the case at times throughout the history of Kalamazoo College, stewardship responsibilities, taken seriously by individuals, will make “Learn and Earn” a reality. The yin to “Learn and Earn’s” yang might be referred to as “Earning for Learning.” It would involve stewardship decisions affecting our personal lives and resources. There are very concrete things we can do. Retired persons who were so inclined could return to work and earmark these new earnings for the College. Those of us not yet retired might consider reducing personal levels of material consumption and channeling newly surplus earnings to Kalamazoo College. “Learn and Earn” would become increasingly self-sustaining. More of the brightest and most perceptive would be drawn to “K”, and, cognizant of the value of their “K” experiences, become eager to perpetuate the tradition of “Earning for Learning.”

Be light.

Ken Bowers ’71

Homecoming 2002 featured a reunion of the 1962 and 1963
Dear Rolla:

We entered college with shared values. We came from families that had a strong work ethic. I can’t remember anyone not working. Our parents came through the Depression; jobs were important and work was valued. I believe this was passed on to us. We all had jobs—some were work grants with the College; some were part-time jobs during the school year. Everyone worked during the summer and other holiday periods.

Success was important. Many of us were the first in our families to go on to college. We were expected to succeed. We were Mid-westerners who came from good schools and excellent athletic programs. Our high school coaches were superb teachers. We were taught discipline and fundamentals. When we arrived at Kalamazoo College, we did not have to spend a lot of time on how to run, block, or tackle.

Rolla [Anderson], George [Acker], and Ray [Steffen] were smart, experienced coaches. Ray’s scouting Rolla [Anderson], George [Acker], and Ray [Steffen] were smart, experienced coaches. Ray’s scouting

Dear Luel:

My memories of Dr. and Mrs. Overley are precious indeed. I had a music scholarship, and my minister father was able to scrape together enough to cover my tuition. But my music fees and other living expenses were up to me. As a participant in the work program, I spent several hours a week during my freshman and sophomore years doing secretarial work for Dr. Overley in his postage-stamp-size basement office. I took dictation, writing letters to Bach Festival artists and others, and cranked out post cards and advertisements on a funny little hand-held roller gizmo. Dr. Overley was a talented, humble, kind, gentle man. I don’t recall his ever being truly angry, in spite of the obvious glitches that went with the territory. He was a father figure to me. When Dr. Stowe died I remember Dr. Overley saying, “Well, at my age, you either see it happen to your friends or they see it happen to you.” He was a beloved, talented, and highly respected music department chairman, and I treasured his friendship.

During my years at “K” I received a B.A. in music education, with a major in piano and a minor in voice. “Mrs. O” was the only voice teacher at the time, and she was truly amazing. A friend at “K” who was a monotone took voice lessons to see if she could learn to carry a tune. Not only did she accomplish this feat, but she also took her turn right along with the rest of us singing in the student recitals. Mrs. Overley’s enthusiasm was infectious, and she somehow had us all singing better: She was a dear, sweet, extremely talented person, just like her husband. I visited her many years ago at a nursing home in the southern part of Michigan. I’m not sure I heard when she died but have no doubt she is gone by now.

Thanks for allowing me this trip down Memory Lane. I hope to return to “K” for our 45th class reunion in October of 2003. A group of gals has gotten together in different locations for about the past eight years. Next week we’ll be in Ottawa, Canada. Precious friendships!

I thank you warmly for your tribute to Henry Overley.

Ruth [Sollitt] Williamson ’58

To the Editor:

I am glad to hear from Chris Reynolds ’83 that he has seen “great strides” in how “K” has addressed the issue of diversity. As evidenced by the article on Reynolds and the interview on diversity with two current students (Summer 2002), much of these changes may be in the process of happening now. Nevertheless, I believe it is important to point out that over the last 20 years, “K” has also taken great steps backward.

When I arrived at Kalamazoo College in 1993 there were about 18 African-
American students on campus. Not much more than in Reynolds’ day. I also noticed very few African-American faculty and staff.

Unfortunately, in my junior year each African-American faculty and one African faculty member decided to leave “K” in protest. I was very disappointed because a couple of those departing professors were serving as mentors to me. I am saddened that the College administration of that time could not, or would not, address the concerns of these valuable faculty members.

Today, I hope and pray that we are in a different situation and are making those great strides. I am pleased that LuxEsto is willing to print some criticism of the College, but more openness to critically examine our history and our current situation is necessary to help bring about the most needed changes within each person and each part of our beloved academic institution.

For instance, I noticed that the Reynolds story and the interview with current students shied away from using the term “racism.” However, you should take note that even good people who desire to end racism may inadvertently participate in racist acts and institutions. If any person or institution is to overcome the sin of racism, “K” College and each of us, myself included, need to be willing to name racism’s presence.

Andrew Schleicher ’97

To the Editor:

I am in awe of my grandfather, Allan Hoben, the ancestor from whom I received the name “Thomas.” It’s true; “Allan” was preceded by “Thomas,” but his first name seems to have been permanently dropped early in his life. I never knew this connection until a few years ago when I learned it from my wife, who was quite close to my mother. In fact, there was much about Allan Hoben I didn’t know. Whenever my mother spoke about her father, it was always with great respect, but she spoke very little of him. When my sister and I attended “K”, we developed a feeling that Dr. Hoben must have made a positive impact on the College. After all, a dormitory carried his name. Nevertheless, I was still missing the significance of his tenure.

In those days, Kalamazoo College was blessed with Weimer Hicks whose vision and reputation were bigger than life. The College continues to prosper from his long and avant-garde administration.

Several years ago Mother gave me a copy of grandfather’s memoirs with her handwritten corrections/additions. I reviewed the copy quickly and filed it away. Two years ago, following my father’s death, I was looking through some files and came across Allan’s memoirs. I read them again, and a light (lux esto) came on. I mailed the memoirs on March 4, 2001 to the College. It was obvious from Grandfather’s comments that achieving excellence for Kalamazoo College became a passion for him, and I thought the College might be interested in publishing his memoirs.

On behalf of my Hoben relatives, including eight direct descendants of Allan Hoben who have attended Kalamazoo College, I thank the College for the three-part serialization of Hoben’s memoir (LuxEsto—Spring, Summer, and Fall issues, 2002). I have developed an immense pride for my grandfather. To learn about his significant impact has been rewarding and humbling. Thank you for publishing Allan’s memoirs and for revealing to us his profound legacy.

Thomas R. Brown ’67

Corrections

Our apologies for failing to acknowledge the contributions that two important institutions made to the article about the Civil War tablet, “Asleep in the Battlefields of Their Country” (Fall 2002). First, the State of Michigan Archives provided the photograph of Edwin Bullock Easton, a Kalamazoo College student who was killed in action in June 1864. Also, The Clarence L. Miller Family Local History Room located in the main branch of the Kalamazoo Public Library in downtown Kalamazoo provided documents that helped to tell the story of the Civil War tablet. The staff of the Local History Room maintains an extensive collection of materials about all aspects of the history of Kalamazoo County, including businesses, buildings, county residents, and institutions such as Kalamazoo College. If you’re working on a project that pertains to the history of Kalamazoo County or to the College, be sure to visit this valuable resource.

In addition, we wish to acknowledge the assistance of Thomas H. Van Doren ’67 and James Van Doren ’29 in putting together the photographs for the three-part serialization of Allan Hoben’s memoir. James Van Doren took many photos of Kalamazoo College in the 1920’s during Hoben’s tenure as president. Thomas graciously donated those photos to the College archives. LuxEsto used several in the serialization of Hoben’s memoir.

We apologize for misspelling June Shockley’s name. She works for alumni relations and the Kalamazoo College Fund.


In the Winter 2003 issue we misspelled the word “various” and we misspelled Joan (Story) Copeland’s maiden name. We apologize for these errors and thank our readers for calling them to our attention.
In the words of one president, these four people “share a species of dementia.” And a quarter century of Kalamazoo College students, fellow faculty, and staff are the better for it.

Ann Haight, Billie Fischer, Gail Griffin, and Tom Ponto celebrated 25 years of service to Kalamazoo College (26 years in Ann’s case). They are, respectively, Acquisition Librarian and Bibliographer; Professor of Art; Professor of English; and Vice President for Business and Finance.

To teach or in some other way to support the learning that occurs during the daring experiment of liberal arts as practiced by Kalamazoo College requires an extraordinary degree of dedication and self-sacrifice—even for 12 months, and especially for 25 years.

Allan Hoben, newly selected as the College’s eighth president in 1922 wrote, “I am placing Kalamazoo College first-above health or leisure, or personal ambition in scholarly or literary fields, or calls to positions of honor and prestige…. If I could get a dozen people to share in this species of dementia there would be something here in ten years and the paths leading to it would be filled with the finest and most worthwhile young people.” Among those dozen (a number that has grown to many dozens over the years) stand Ann Haight, Billie Fischer, Gail Griffin, and Tom Ponto.
Diane Kiino is learning the language of her parents from her daughter. Kalamazoo College and a tragic episode in U.S. history have played a role in this cross-generational education.

A 1974 graduate of the College, Diane currently serves as its director of health sciences. Her daughter, Morgan Swartz, is a freshman at “K”, majoring in Spanish and earning a minor in Japanese, the language of her grandparents. The story of these two women, and the effect of Kalamazoo College on them, begins a generation earlier with Diane’s parents and the story of Manzanar.

Shortly after the attack on Pearl Harbor in December 1941, Hugh Kiino and his wife, Ruth Dakuzaku Kiino, like so many fellow Japanese-Americans, were forcefully relocated from their homes near California coastal areas to inland internment camps. The Kinos were citizens of the United States at a time when, sadly, the U.S. seemed unable to handle its fears without losing sight of its ideals. Suddenly, all those whose ancestral roots tied in some way to Japan were under suspicion of possible espionage.

Before the war, Hugh and Ruth had adopted English as their language. And, over time, they also had gradually abandoned Japanese traditions as well—not so much as a result of any decisive intent that could be pinpointed to a single moment. More likely, they were slowly separating themselves from their heritage as they became aware of the tension growing between Japan and the United States in the time leading up to the attack and sensed perhaps a subtle atmosphere of fear and prejudice.

Pearl Harbor accelerated what had to that point been a gradual and largely uncoerced evolution. But in a homeland suddenly and overtly hostile, assimilation became key to survival, acceptance, and success. The Kinos determined that when the time came to start a family, their children would not speak Japanese at all; nor would they hear their parents speak a word in what had been their first language; and the family would abandon all traditions associated with Japan.

Shockingly, for they were Americans by law and in their hearts, Hugh and Ruth were sent to the internment camp at Manzanar. Hugh had been attending law school at the time of the forced relocation. He could not abide an internment camp, but the only way out for him and his wife was to take on work as domestics for a family in Jackson, Michigan. Swallowing their pride, Hugh and Ruth cleaned someone else’s house, and their dreams of a better life and a career in law faded.

Diane Kiino talks about her legacy: “My father considered the cleaning work degrading, probably because of the circumstances that led up to it. He had aspired to a career in law, but instead found himself working a demeaning job just to stay out of an internment camp. Eventually, he and my mother quit their jobs, moved to Kalamazoo, and, with other family members, they opened a downtown restaurant.”

Growing up in Kalamazoo, Diane Kiino and her siblings were raised to fit in with American children, wearing the same clothes, speaking the same language, pursuing the same pastimes as the families around them. Her parents had learned the importance of blending in.

“I grew up not knowing a word of Japanese, in an atmosphere where assimilation, considered so vital to acceptance and success, was strongly encouraged,” Diane says. “But Kalamazoo College began to change that. I matriculated in 1970 and found a school where differences were celebrated, where using languages other than English was considered a key to opening doors, and where immersion in other cultures other than one’s own was highly encouraged.”

A thread unraveled in the Kiino family tapestry began to be re-spun.

“Ironically, I had looked at schools in California because that was where my parents had come from. And some of our relatives still lived there,” Diane says. “But Kalamazoo College drew me. It could serve as home base for wide-ranging exploration. As it turned out, Kalamazoo College was my key to the world.”
Diane had always been interested in science, and chose chemistry as her major. For her study abroad experience, she had hoped for Erlangen, but eventually decided on Muenster, Germany.

"By that time, I had met Tim Swartz '74," Diane smiles, "and choosing a destination together had become important."

Previously and independently, the two had chosen career development internships at the National Institutes of Health in Bethesda, Maryland. There they happened to meet in a chemistry lab. And yes, there was chemistry between the two chem majors. So they planned their foreign study experiences together.

"For two quarters," Diane says, "we lived and studied in Germany, and used every opportunity to explore Europe together. It was a transformative experience. We purchased Europass tickets and wore out the rail system. Travel was far more educational than classroom learning. We learned how cultures differed, and we learned, by exposure to others, more about our own culture and ourselves. To leave home and see it from the perspective of a foreign place not only taught us about people's different lifestyles, but also gave us a new appreciation for home.

"Something as simple as ordering a meal in a new country helped teach us how differently we approach everyday life, and that we should never assume that because we do something one way at home, that that is the way it is done elsewhere, or that it is the best way."

Diane Kiino and Tim Swartz returned to Kalamazoo College with new perspectives of themselves and the world, but large as the latter may be, (and partly because they'd had a chance to experience a little of that breadth) they knew they wanted to stay together; no matter where they lived and studied. On June 15, 1974, the two chemistry majors graduated from Kalamazoo College. On June 16, they married.

"Tim went on to study medicine at Yale University," Diane says, "and I was accepted at Yale in the graduate program of pharmacology. For my senior individualized project (SIP) at Kalamazoo, I returned to the NIH and completed research on the effects of B-adrenergic catecholamines on potassium transport in turkey erythrocytes. When we first arrived in New Haven, I looked for a laboratory job and brought my SIP to my job interview. The interviewer took one look at it and offered me the job."

Kalamazoo College, Diane feels, had prepared her and Tim well for their futures, giving them a “leg up” on most graduate students. They had had more opportunities to do hands-on work in labs, to travel and experience the world beyond home. Diane earned a doctorate in pharmacology, and Tim a medical degree. Tim received a fellowship that would take them to Maryland for about 3 years, where their daughter Morgan was born. Chicago was home for the next 8 years, and another daughter, Rebecca, joined the family.

"No matter where we were, Kalamazoo was still home," Diane says. "I longed to return. My parents still lived here, and as they aged, I wanted to be closer to them."

But by the time the Kino-Swartz family was able to move permanently to Kalamazoo, Diane's parents had died. It seemed a crucial thread had been broken, one that, in many families, survives the passing of parents. But Diane’s family was Japanese-American, “other” in a way not like her fellow citizens. And there was the specter of the internment camp that had cost her father his dream and prompted her parents to deny themselves and their children a part of themselves. For that reason the death of Diane’s parents seemed to mark a passing more final than it should have, calling to mind the image of a thread that would require rescue or disappear forever. Diane’s daughter, Morgan, was nearing college age; could the choices she would make about her future rescue the past as well?

"I recommended Kalamazoo College to Morgan without hesitation," Diane says.

"My parents encouraged me to consider other schools when it was time to choose a college," Morgan says, glancing over at her mother with a smile, "but Mom made it clear that she..."
thought the best choice was Kalamazoo College.”

Despite “genes” from her science-major parents, Morgan loved languages, particularly Spanish. She also liked the small campus of Kalamazoo, and was intrigued with the prospect of study abroad. But the College’s advising program clinched the decision.

“I liked the idea of having a member of the faculty or staff who would work with me one-on-one throughout my four years to insure that I met my graduation requirements and my potential.

“And I have not been disappointed in my freshman year,” Morgan says. “In fact, I better understand why my parents and my cousin Libby [Kiino, see sidebar] chose Kalamazoo College.”

A language that was buried for one generation in order to gain the safety of assimilation in a time of war is re-emerging in a new generation. Morgan is now studying the language her mother didn’t have the chance to learn.

While learning Spanish, Morgan discovered her love for words and her affinity to absorb them. In history classes, she noticed how little time, if any, was spent on the story of Japanese-Americans during World War II or the meaning and relevance of that story today. Profiling people on the basis of characteristics like race, religion, or national origin presents fundamental problems for American ideals, and how Americans defend American principles in a time of fear defines American character. These are important topics for discussion in history class as well as others.

For Morgan, learning her ancestral language is not only a personal passion, but also, in some small way, a matter of righting a wrong done to her grandparents. What seemed lost, Morgan has begun to reclaim.

“I’m not yet sure how I will put my love of languages to use,” she says, and quickly quotes Joseph Campbell: “Follow your bliss!” Answers and direction, she believes, will come to her as she continues her education at Kalamazoo. “Professors here have a contagious passion for their subject matter, and it’s evident how much they enjoy passing on their knowledge. You can’t help but get excited.”

When the Kiino-Swartz family moved back to Kalamazoo, Diane had planned to enjoy a more leisurely lifestyle and to concentrate on her family. However, in December 2000, she received a phone call from Sally Olexia, who was planning her own retirement and wanted Diane to replace her as director of health sciences at the College. In Sally’s mind, Diane was perfect for the position. So by the time Morgan was in her first year as a student at Kalamazoo College, mom Diane was completing her first year on the College’s administration team.

The close proximity has advantages, mother and daughter agree. “There is the sense of security in knowing the other is nearby—even when we go long periods of time without seeing each other.”

Diane adds, “It’s that security of being near one’s home base, so that you feel free to explore the world around you. I think Morgan and I both feel that way about sharing a school.”

“And, of course, there are other advantages,” Morgan grins. “Like sharing a car. I can always find Mom’s in the faculty parking lot when I need it.”

As director of health sciences, Diane is once again immersed in the senior individualized project, only this time lots of them, and she is the one giving the grades.

“The covers are still the same as in my day,” she says. “Black with the required label and the College seal in white.”

As a new generation picks up a thread nearly lost, mother guides daughter and daughter teaches mother something that is both new and old. Understanding her roots and reclaiming her ancestral language has been important for Morgan.

“I am watching history unfold today,” she says, “and some of the same mistakes may be resurfacing in our response to terrorism. Racial or ethnic profiling are fraught with danger. A person’s native language should not be a marker of fear; language should be a key to understanding our differences.”

The past resurfaces in the present, and the future unfolds in brighter colors. The farther journey of Kalamazoo College sometimes leads one back home in every sense of the word.
When people talk about diversity, they usually mean differences in race, religion, or ethnicity. Kalamazoo College junior Elizabeth (Libby) Kiino’s grandparents were Japanese-Americans, so she has the “diversity” bona fides in that sense of the word. She shares the same Japanese roots as her aunt Diane [Kiino], who is director of health sciences at Kalamazoo College, or her cousin Morgan [Swartz], who is a freshman at Kalamazoo. But to Libby, the “diversity” that sets her apart is being a 21-year-old college student who is also a single mom.

“My son Jackson is now 17 months old,” she says with evident pride. “He became a part of my life in my freshman year. Yes, that complicated things, but not in a way that changed my plans to continue my education. I love going to school, and once I have my degree in English here, I plan to continue on to graduate school.”

Crucial to her accomplishments, Libby says, has been both family support and the support of a “larger family” that is Kalamazoo College.

“Kalamazoo was an easy choice for me,” she says. “I never really considered any other school. I knew from my family’s experiences at K that it was a good school, and I had always heard about the College’s prestigious reputation. I received an attractive financial aid package. And I wanted to learn in an environment characterized by the close kind of relationships that professors have with students. I liked the small campus; it made me feel like I wasn’t just a number. More like extended family.”

Even young Jackson has been, on occasion, part of that Kalamazoo College family. When Libby took a developmental psychology class with Siu-Lan Tan (assistant professor of psychology), she frequently brought Jackson along. The class observed his behavior as part of a course on development in infants. On most days, however, Jackson is at home with other family members while his mother attends class.

“It was great fun to take Jackson to class,” Libby smiles. “And I do miss him when I am here and he is at home.”

Before Jackson, Libby might have described herself as a full-time student; today, although her student status has not changed, she reserves the adjective “full-time” for her role as a mother. “I’ve learned what ‘full-time’ really is,” she smiles. “Being a parent and a student at K is a challenging lifestyle, but it’s also made me learn to be more structured and better organized about planning my time.”

Study abroad, Libby admits, will not be one of her options during her years at “K” because she does not want to leave her son for that long a period of time. However the loss of that opportunity opens a different door, so to speak, allowing her more flexibility to put together a unique class schedule. In addition to a major in English, she plans to earn a concentration in the classics. Her hope is to someday be a teacher.

“Even though Kalamazoo College seems best known for its study abroad program,” says Libby, “it is the quality of the professors that really make K special. They have made me feel welcome and accepted, understanding that my circumstances as a single parent are more challenging than most, but far from impossible to manage. As a teacher someday, I will remember what a difference these kinds of relationships between teacher and student can make.”
David Barclay teaches students how to enter the brains of the dead, and he has practiced this necromantic art at Kalamazoo College since 1974.

"History is not about dates and dry facts," says Barclay, the Roger and Margaret Scholten Professor of International Studies. "That’s a grievous misperception. Visiting the past is like visiting another country. History is about entering the minds of the dead and reliving their lives. History might have a framework of dates, but it requires from its students a capacity to empathetically understand people who are radically different than us."

Delving into the differences is Barclay’s profession—and his passion.

"History has been a lifelong interest," Barclay says, his eyes crinkling behind wire-rimmed glasses. "I still have some of my favorite history books from when I was 6 or 7 years old, ‘Landmark Series’, a series of books on historical subjects published by Random House. They used to cost $1.95 each. My grandmother gave me The Child’s History of the World, and I can remember reading The Fall of Constantinople, a remarkable book by Bernardine Kielty. I was interested in many things, but history has been a major thread running through my entire life."

Florida born and raised, Barclay received most of his education in his home state. Despite his interest in history while growing up, when Barclay was a college student, he considered a chemistry degree ("until my pathological fear of physics got the better of me") and then contemplated a degree in political science. For a while he thought about law school.

“But in my sophomore year at University of Florida," Barclay recalls, "I rediscovered my affinity for history. I had suppressed that interest from my adolescent years, because in too many high schools, history is such a dull subject. Too often history at the high school level is taught by teachers whose first interest is not history, and they are forced to use bland textbooks.”

Barclay earned his bachelor’s and master’s degrees from the University of Florida, and his Ph.D. from Stanford University. He was a graduate teaching assistant at both universities, and later taught at the University of Hannover in West Germany.

“In college, I was fortunate to have professors who were demanding and tough, but who also took a real interest in me. Max Kele, a young assistant professor at University of Florida, had an edge about him, a brilliance that I admired. He taught German history, and he brought it alive for me. It was in great part Max who convinced me to study German history.”

For Barclay, studying German history was indeed like leaving his own country to visit another and to enter the minds of German people, probing differences, exploring similarities.

“People in the past are not like us,” he says. “That is what fascinates me about history. It’s a challenge for the historian to develop a second identity, a second way of seeing the world. And the purpose of doing that is to better understand our world today—and tomorrow.”

Other influences on Barclay were, he says, his father and an older cousin, Bob Bryan, who served as provost of the University of Florida for ten years and as interim president of various universities. They convinced the young Barclay to go on to graduate school to earn his doctorate in German history, eventually specializing in the 19th and 20th centuries.

“Why Germany? I am fascinated by experiences different than my own. I liked the idea of studying a foreign
language and culture. After World War II, Germany is still a living presence for many of us. Walter Russell Mead writes that, between 1700 and 1933, German-speaking central Europe was a center of cultural energy and creativity unlike anything the world has seen since the ancient Greeks, perhaps even greater than the Italian Renaissance. And then the Germans blew it. Utterly and completely. Germany had climbed to the top of the volcano and saw the face of both God and the devil."

It is this polarity, Barclay says, that draws him most to German history. A culture that produced such geniuses and creative minds as Hegel, Mann, Mozart, also produced such evil as Hitler. What caused this wealth of ideas to turn to barbarism? Why? How?

"German history," he says, "is one of the greatest tales in our time. It sustained my interest throughout my graduate studies, so that I knew I had made a turn in the right direction. Gordon A. Craig, another brilliant scholar, was one of my mentors during my graduate years, and still is. We have kept in touch to this day. I still learn from him. I am still his 'product.' He was a master teacher, combining excellence as a teacher with formidable qualities as a scholar and writer. That is something I try to emulate in my work at Kalamazoo College today."

Barclay believes there is no fundamental difference between research and teaching. The two go hand-in-hand, enriching each other. "This was Craig's philosophy, and it is one that has profoundly influenced me in my approach to both."

Barclay's accomplishments in both were recently recognized. In September 2000, he was named the Roger and Margaret Scholten Professor of International Studies, an endowed professorship recognizing top professors and scholars.

With the study of German history and culture come trips overseas that supplement knowledge acquired from scholarly books, Barclay travels so frequently between the United States and Germany that he thinks of Germany as his "intellectual home away from home." Indeed, he first met Johanna Kotze in Berlin on one such trip. Originally from Cape Town, South Africa, Johanna was a librarian in West Berlin, and the two met in an intermediate German class. They fell in love and, on December 20, 1974, were married in Berlin.

Barclay says, "Because of my wife's roots in South Africa, I spend a great deal of time there also, and I've learned to speak Afrikaans as well as German."

Barclay says one of the advantages he appreciates as a professor at Kalamazoo College is "the ability to travel as much as we do. Kalamazoo understands and encourages the value of immersing oneself not just in books, but also in the place of study. That is as important for the professor as it is for the student. Most of my colleagues at other colleges and bigger universities complain about being tied to their desks. I travel to Europe at least once a year, where I meet with colleagues in international forums, with opportunities to discuss our research and expand our ideas. I have the ability to do research in archives overseas, working with materials simply not available to me here. All of this eventually returns with me—in the classroom as well as in my books."

Barclay is the author of five books and countless scholarly articles. His global reach in teaching and in research was in great part responsible for creating the Scholten endowed chair.

"That is something every professor dreams about," Barclay says. "It was a humbling experience. Neither Roger nor Margaret Scholten attended Kalamazoo College, yet they chose to give this gift of an endowed professorship to Kalamazoo based on what the College is doing in the local community and globally. They believed in acting locally, but thinking globally, and I try to keep that idea alive in our history department."

Barclay is also director of the Center for Western European Studies at Kalamazoo College. The Center coordinates and enhances the College's many programs that are related to Western Europe. Support for the Center comes from the U.S. Department of Education's National Resource Centers Program, which since 1958 has been the primary means for the federal government to strengthen the study of foreign cultures, societies,
and languages in American higher education. Kalamazoo College is one of the few liberal arts colleges among the 124 higher education institutions in the United States that receives support from this program, and the Center is one of only four that focus on Western Europe. The Center promotes research and dialogue on Western Europe, coordinates curriculum with the College’s renowned study abroad programs, encourages use of foreign languages, and sponsors special lectures and seminars on Western Europe.

Barclay has been the director of the Center for 12 years. “It is a big part of my life,” he says. “That our Center is continually awarded federal funds to continue our programming is a reflection on the strengths of an international education. This is what makes Kalamazoo College unique.

“I owe an enormous personal debt to five of my colleagues in particular for making my work at Kalamazoo College possible,” Barclay adds. “Ed Moritz, who was the history department chair at Kalamazoo, and who offered such wise insight; David Strauss, who retired just last year from Kalamazoo; John Wickstrom, another of our great minds; the late Bill Pruitt, associate director of foreign study; and Sandra Greene, who was director of African Studies, but is now at Cornell University. We are what we are because of our teachers and our mentors, and as a teacher myself, this is what I work to be to our students at Kalamazoo College.”

Who better to recommend just a plain old good history read than an author of five books on history (in two languages!) who is currently at work on a sixth (about the European revolutions of 1847-1851) and has “at least two more in mind”? Nobody!

Below are three of Barclay’s own books and on the facing page are his suggestions for liberal arts type non-history majors who are nevertheless curious about the subject and looking to learn more.
1) The Black Book of Communism: Crimes, Terror, Repression (Stephane Courtois, et al)

“One of the most important books of our time,” says Barclay. “European social democrats have bravely confronted the horrors of Marxism-Leninism (and, indeed, have done so since 1917), but Americans on the left have all too often been willing to relativize or trivialize the unspeakable crimes committed in the name of socialism. More alarmingly, younger Americans— including many Kalamazoo College students—are growing up virtually without any knowledge of this bleak and dangerous chapter of our very recent human history. This book has created considerable controversy; but every responsible citizen should read it.”

2) Dark Continent: Europe’s Twentieth Century (Mark Mazower)

Mazower is a professor at the University of London who has spoken at Kalamazoo College. According to Barclay, he has written a provocative survey of 20th-century Europe that is unsparing in its critique of the first half of that century, but cautiously optimistic about its second half and its future prospects. “Anyone interested in understanding the background of recent discord between Europe and the U.S. should read this book,” says Barclay.

3) In Front of Your Nose, Volume 4 of The Collected Essays, Journalism, and Letters of George Orwell (Sonia Orwell and Ian Angus)

“Orwell was one of the last century’s greatest beacons of liberty and justice, a man of powerful moral insight and probing clarity of judgement, an enemy of all forms of cant and complacency,” says Barclay. “His was a voice of reason in a world gone quite mad. Anyone who is concerned with the debasement and misuse of our native tongue should read his great 1946 essay, ‘Politics and the English Language,’ at least once a year.”
James Scott Taylor and daughter Holly. Holly, a sophomore, continues the family tradition at “K”.

GRAD APPLIES LIBERAL ARTS TO BUSINESS AND COMMUNITY by Zinta Aistas
This is not the best neighborhood. Joy Road, just outside of Detroit, Michigan, and business address of the company owned by James Scott Taylor ’75, belies its name, unless one perceives being bounced from pothole to pothole as an amusement ride. Many of the smaller businesses lining either side of the street have boarded up windows and doors. Few people walk the sidewalks. Traffic is sparse. Stray pieces of litter collect along the curbs. A sudden gust animates an old newspaper into a crazy dance along the pavement, but the breeze is short lived and the soiled newsprint dies against the chipped brick of an abandoned building.

In this setting, Artisan Associates, Inc. stands out. Its large, fenced-in parking lot surrounds a complex of clean buildings. Rows of semi-trailer trucks await orders. A smiling parking attendant greets me at the gate. It’s early in the morning, but the parking spaces are already filled. They always are, I later learn, 24 hours a day, seven days a week. One hundred and sixty employees work here. About 60 percent of them are minority—Native Americans, African-Americans, and Hispanics, many of them living around Joy Road.

James Scott Taylor emerges from the front offices with a ready smile and a handshake. The pride of success on his face is evident, but not arrogant. Artisan Associates is only one part of his business. Next door is National Logistics Management, and also under the same trucking and freight umbrella is Top Flite Express. All three play an integral part in providing for the transportation of machinery, molds, assembly lines, dies, automation systems, and sensitive robotics and electronics for automotive and other major manufacturing industries. On September 20, 2002, the company reached its one millionth shipment milestone.

Inside, cubicles are filled with busy employees, each facing a computer screen of quickly changing data, while phones ring incessantly with those requesting expertise on managing freight needs. A row of clocks tick on the far wall, each one labeled with the city whose time it keeps: London, Zurich, New York. Each day, Taylor’s employees oversee more than 1,000 shipments of goods, electronically keeping a close eye on every mile between point A and point B. Flow charts cover walls, while screens show weather, news, maps.

One would expect that Taylor would have been a business or economics major at Kalamazoo College to run such a well-organized enterprise. Number crunching must have been a passion. Management surely was an area of study. But Taylor was a history major and a basketball player whose fondest memories of his years at Kalamazoo College include hours on the basketball court, not only in Kalamazoo, but in Aix en Provence, where he went on study abroad.

“History was an excellent preparation for this,” he laughs. “Ask anyone here who has sat through a business meeting with me. I always have a historical insight to offer to illustrate a point I am making at a business presentation. It gives perspective. History offers lessons that can be used today, even in a freight business.”

A native of Plymouth, Michigan, in the suburbs of Detroit, Taylor was instilled with an attitude of striving to be the best at whatever he did. His father, Robert Taylor, had started a small trucking business and was an excellent role model to his son, and later was the boss young Taylor worked for after completing his degree. Today, Taylor’s daughter, Holly, is a sophomore at Kalamazoo College, younger daughter Heidi clamors for her turn. Both excellence and Kalamazoo College have become respected family traditions.
“My father took me to several colleges when I was getting ready to choose,” Taylor says. “I had Kalamazoo and another Michigan university as my top choices, but I picked Kalamazoo College because of its small size and strong academic reputation.” And no regrets, Taylor affirms. His study abroad experience in France was his first trip overseas, and his roommate from that experience remains one of his closest friends today. Small classes provided for close relationships with professors.

“Had I been in a larger school, I would have not known my professors as well as I did at Kalamazoo College. Nor would they have known me. I thought I would blow off my first English class. I was young and cocky, and I thought it would be an easy ‘A’, no need to attend. But I had missed only a few classes before my professor called me up and asked in a stern voice why I wasn’t in class. I was there for the next one.”

That kind of personal attention, Taylor says, is what gave him a quality educational experience he can apply to his business today. He speaks fondly of “indelible memories” — sitting by a fireplace in a professor’s house to discuss history, or sparring with another professor after classes at a nearby restaurant on varied political viewpoints, or receiving a test he had written with flourish, spouting history facts accurately, but neglecting the fine points of grammar and punctuation.

“Oh yes,” he grins, remembering. “That, too, is a fond memory. I thought a history test was just about history. But my professor marked my test in red from top to bottom for missed punctuation and various grammatical mistakes. Another lesson learned: no matter what the subject matter; good writing matters.”

It was that kind of unrelenting attention to detail in his education that made his Kalamazoo College experience so valuable, Taylor says. “Now I am astounded by how much writing I see every day that is not effective because someone wasn’t paying attention to detail. My teachers molded me. My daughter, Holly, tells me that she is receiving the same kind of attention at Kalamazoo College today as I once did. That is the kind of education that changes lives, and, although we may not always take the time to go back and thank our teachers, I feel it is important to give back to Kalamazoo College in order to continue this kind of quality education.”

Taylor feels so strongly, in fact, about giving back and about the importance of education, that he has
made it a part of his business. He, along with a group of his employees, have volunteered for three years at an urban elementary school in Detroit. On average, about 20 employees participate in the program, taking time to mentor the young students in basic skills such as reading and writing while getting to know the kids.

"I know what a difference that kind of individualized attention can make in a young person’s life," Taylor says. "And it’s making a difference to these young people. This is a group of kids that predominantly come from broken families, from a background of low income and neglect. They are behind in subject areas in which their peers in the wealthier parts of town excel. The first year we volunteered at the school, the student scores on tests for basic skills in reading, writing, arithmetic surpassed all scores from the previous year."

Taylor hires neighborhood kids for odd jobs in his business. During summers, groups of them can be seen painting a fresh coat of paint on the curbs surrounding the parking lots, or doing other errands. For most of them, it is their first work experience. Taylor has brought some of his truck fleet to the school to let the kids explore the machinery, ask questions about careers they might never have considered before, or just bask in the enjoyment of having an adult pay attention.

“If there is any drawback to this mentoring program,” he says, “it is that many of my employees get so attached to these kids that we rotate volunteers every six months so that people do not become overly involved. Our program is an example of the difference a close personal relationship with an adult can make for a student. The kids flourish and the adults enjoy the relationships. The close relationships work in an urban elementary school, and they work at Kalamazoo College.”

Kalamazoo College is teaching Holly Taylor a lesson her father learned in his day at “K,” and he reinforces it with his daughter today. “The best education makes people lifelong problem solvers,” he says, “and a liberal arts curriculum accomplishes that.

“I see daily in my own business how quickly technology changes. When I hire someone, I look at what kind of ability they have to learn anew on an everyday basis. Are they able to adapt? Are they flexible? Can they look at a given situation and think how to improve upon it? Can they relate one lesson learned to the next one? That is the kind of employee I want here. That is the kind of employer Kalamazoo College taught me to be.”
“K” grads and students know the College’s study abroad program is excellent. Actually, the best in the nation, according to U.S. News & World Report 2003 Edition America’s Best Colleges. It ranks number one in that category, says the report, because its “programs involve substantial academic work—a year or a semester or an intensive experience equal to a course—and a considerable interaction between the student and the culture”.

The U.S. News & World Report, issued annually, is widely used by prospective college students as a starting point to judge institutions of higher learning based on various indicators of excellence. Indicators used to capture academic quality of an institution include assessment by administrators at peer institutions, retention of students, faculty resources, student selectivity, financial resources, alumni giving, and graduation rate performance. Institutions were nominated by college presidents, chief academic officers, and deans of students as stellar examples in a particular category. Kalamazoo College received the most votes in the study abroad category of all colleges in the United States.

“I am delighted to see this year U.S. News is including successful student outcomes as part of their ranking system,” said Carolyn Newton, associate provost. “It is a distinct honor to be named first place for our study abroad program. Kalamazoo College students are transformed by their experiences of living and studying in other parts of the world. They often make giant leaps in self-confidence and maturity, and they return with a greatly expanded worldview as a result of spending several months in Africa, or China, or Australia, for example. It is truly wonderful to know that the quality of that experience is being recognized by the presidents and deans of other colleges and universities across the country.”

Approximately 85 percent of Kalamazoo College students participate in 50 study abroad programs in 29 countries spanning 6 continents (compared to the national average of 9 percent). Study abroad has been an integral part of Kalamazoo College for nearly four decades.
In its Fall 2001 issue, Lux Esto reported the story of Rebecca Jarvis ’93 and Genna (Beaudoin) Gent ’94, two good friends working for two Michigan gubernatorial primary candidates from opposing political parties.

Well the election dust has settled, the new Governor is ensconced in the State Capitol in Lansing, and the winner is...

“Both of us,” report Gent and Jarvis, faithful and politically astute friends to the end.

In point of fact, the new Governor of the State of Michigan is former Michigan Attorney General Jennifer Granholm, a Democrat. Her new director of communications is Genna Gent, who held the same job under Granholm in the AG’s office.

As before, Gent manages message continuity for Governor Granholm’s speeches, correspondence, website, media relations, special projects, and the like. But now, the stakes are higher.

“The election was the most exhilarating, draining, horrifying, and exciting process I have ever had the privilege to be part of. And I have a feeling it was just a warm up for what comes next.”

If the indefatigable Gent ever needs a morale boost, she need only call on Jarvis.

“I’m so proud of her,” said Jarvis. “She did so well, and she knows she can still count on me. We renewed our pledge to remain friends immediately after the election.”

Good thing, too, because they will continue to meet often on the political battlefield.

Prior to the election, Jarvis was Chief of Staff for State Senator John Schwarz, a Republican who lost his gubernatorial primary race to then Lt. Governor Dick Posthumus. Jarvis is now the Director of Legislative Affairs for—the new—Attorney General of the State of Michigan, Republican Mike Cox.

(It might help if you draw a diagram, because it gets even more complicated.)

Jarvis reviews and analyzes proposed legislation, advises Attorney General Cox and acts as his chief liaison with state legislators, their staff, and other departments of State government. “Genna’s old office is just down the hall. I work with the same staff of attorneys that she worked with.”

If Jarvis needs another reminder of how ironic, coincidental, and delightfully strange this is, then she need only look at who’s sitting in Gent’s old chair. Sage Eastman ’96 is the new AG’s new communications director. During the general election, Eastman served in that same role for—get this—Lt. Governor Dick Posthumus, the guy who defeated Jarvis’ boss Schwarz in the primary, then lost to Gent’s boss Granholm in the general election.

(Cue the “Twilight Zone” theme song.)

Like Gent, Jarvis said she found the election to be an exhilarating challenge and she expects the job ahead to be no less so. She credits her Kalamazoo College experience with helping her face the challenges.

“Having change in your life every ten weeks, as we did at Kalamazoo College, prepares you for change in the real world,” said Jarvis. “When you move from job to job, have old friends that you want to keep in touch with, new friends that you need to make, new situations that you need to figure out, you’re lucky if you did it all before at Kalamazoo College. And you’re twice blessed if you have a good friend in the Governor’s office who will see that your budgets are not cut.”

Gent said she also continues to draw from her Kalamazoo College experience. “So much of what we are doing now is a continuation of what we learned at ‘K’: building community, giving back to that community, supporting that community, and not griping when your budget gets cut.”
In the fall Terry Lautz (front row, left), vice president and secretary of the Henry R. Luce Foundation, met for the first time Péter Érdi (front row, middle), the Henry R. Luce Professor of Complex Systems Studies at Kalamazoo College. A Henry R. Luce Foundation professorship grant supports Érdi’s teaching position at Kalamazoo College for six years and provides an opportunity for a three-year extension. Lautz periodically conducts site visits to meet professors supported by the Foundation (Érdi’s was one of only three Luce professorships awarded in 2000) and to review programs implemented by those professors. At Kalamazoo College, Érdi has designed interdisciplinary approaches to the learning of complex systems. As part of that effort, he has helped arrange for the Great Lakes Colleges Association’s Complex Systems Studies Interdisciplinary Meeting of February 21-23. The purposes of the meeting: to share knowledge about complex systems, to discuss ways of incorporating complex systems studies into already existing curricula, to generate ideas for creating new curricula, and to establish connections across disciplines and between faculties at the GLCA member schools. The interdisciplinary nature of complex systems studies is reflected in the photo, which includes, besides Lautz and Érdi (l-r): front row—Will Fitzgerald, computer science; back row—Bob Batsell, psychology; Matías Vernengo, economics and business; Jan Tobochnik, physics; and Eric Barth, math.

Luce Scholar Breaks Barriers

Senior Nicole Finneman won one of the coveted Clare Boothe Luce Scholarships for Women in Science. She loves math and is intrigued by the concept of “math barriers” to that love in others. She therefore focused her senior individualized project on math education. She returned to South America (she had studied abroad in Ecuador) to work with elementary and secondary school teachers in the Galapagos Islands on best possible curricular models for teaching math to children. She wrote her SIP in Spanish. The scholarship covered Nicole’s tuition for her senior year and provided a stipend for her SIP. Pictured with Nicole (front) are (clockwise from Nicole’s right): Carolyn Newton, biology and associate provost; John Fink, mathematics; President James F. Jones, Jr.; and Nicole’s parents, Diane and Mark.
The National Policy Center on the First Year of College has designated Kalamazoo College an “Institution of Excellence in the First College Year.” The College is one of the only 13 in the nation to be so honored. Stephen Schwartz, Vice President and Professor of English at Marietta College, and Randy Swing, Co-Director of the Policy Center, toured Kalamazoo College in November 2002 to confirm the excellence of its First Year Experience (FYE) program. Their assessment will be published in the forthcoming book, Portraits of First-Year Excellence in American Colleges and Universities.

A nationally known authority on first-year assessment, the Policy Center is located at Brevard College in North Carolina. Swing has worked for more than 20 years in various first-year programs in many higher education institutions. He developed and initiated a campus-wide assessment program with focus on learning outcomes.

Schwartz is well known for two texts—Teaching Strategies for Success, which focuses on effective freshman seminars; and Ready for the Real World, which describes the transition from college to the workplace. He has also written a chapter on student leadership in The Senior Year Experience, and served as consultant in the publishing of Student Leadership Practices Inventory.

The FYE program at Kalamazoo College encourages students to take active roles in their educations; achieve greater academic success; realize the benefits of liberal learning; develop a sense of social responsibility; and assume membership in a diverse world community. In 1999, the Templeton Foundation recognized Kalamazoo’s program as a national leader.

“We created FYE because we realized that even in an intimate setting, students need guidance as they move from high school to college. Part of what has made our program so successful is the strong support from the campus community,” says Zaide Pixley, director of Kalamazoo College’s First Year Program. A great many faculty, staff, administrators, and alumni participate in FYE components, including discussion groups, first-year forums, first-year seminars, peer leadership training, and the summer common reading program.

Kalamazoo College was selected from a group of 130 nominees. For more information, visit the Policy Center website at: http://www.brevard.edu/fyc/instofexcellence/data.htm

College success depends in great part on the first year, and Kalamazoo College does the first year as good or better than anyone, according to the National Policy Center on the First Year of College. That assessment included a site visit. On that tour were (l-r): Stephen Schwartz, Marietta College; Randy Swing, National Policy Center; Gail Griffin, English; Zaide Pixley, First-Year Experience; and Danny Sledge, Student Development.
The man many consider one of the foremost protein designers in the world paces the stage, Hamlet-like, in Dalton Theatre. The questions he seeks, though different from the existential fare of Shakespeare’s famous play, are fundamental to the process of life itself.

He is William DeGrado, Class of 1977 and the only Kalamazoo College graduate elected to the National Academy of Sciences, a distinction that ranks near the Nobel Prize in scientific stature. On this cold November night, he delivers the 2002 Tourtellotte Lecture, named for another research chemist who graduated from Kalamazoo College more than 50 years before DeGrado (see sidebar, page 27). The lecture is titled “De Novo Design of Proteins and Protein Mimics.”

DeGrado speaks softly and carries a laser he uses to show precise points on protein molecules that resemble Gordian knots. He looks at his slides, at his notes, at the audience—all the while walking back and forth. Once, near the end of his lecture, he circumnavigates the podium, lost in thought, perhaps only partly aware of his audience, as if he is having a spirited conversation with some invisible god of proteins, just a few of whose mysteries he’s done much to unravel. There is much more to learn.

The word “protein” comes from a Greek word meaning “prime” or “primary” and, according to the Oxford English Dictionary, is so named because a protein is “a primary substance or fundamental material of the bodies of animals and plants.”

“Proteins are amazing machines that take care of most of the business of life,” says DeGrado. Life is an assembly of proteins. The human body is composed of some 100 billion cells, and each cell contains about a billion proteins. Structural proteins make up the framework of cells, and regulatory proteins guide the cell processes that collectively make life possible.

Proteins are large molecules formed from smaller components (peptides) made of still smaller parts (amino acids) in specific arrangements. Genes are the blueprints for the arrangements. Even small proteins are big and complex molecules, and large proteins are huge, so the possibilities of varied arrangements of amino acids are nearly infinite.

Only recently have scientists been routinely able to determine the atomic structure of these complex molecules. When DeGrado was a student at Kalamazoo (1975-77), the structures of only four proteins had been determined through a process called x-ray crystallography, during which protein molecules are bombarded with x-rays. At that time, protein structure determination was the new thing.

“Life, after all, is the proper functioning of proteins, and it was becoming apparent that many diseases involved the malfunctioning of proteins,” said DeGrado. “So understanding what these important molecules were made of would inform our understanding of life itself and yield knowledge that could possibly be used to develop treatments (maybe even cures) for diseases.”

But scientists discovered that protein function involved more than the sequence of its structural components. Proteins “fold” into a specific three-dimensional shape (called its conformation), and that shape determines the protein’s activity—what it will (or will not) do. And just as there are many possible alternatives to the sequence of protein structural components (imagine the many possible colors, weights, and textures of a 5 square inch piece of paper), so are there also many different shapes into which a protein molecule might fold (imagine the multitude of origami animals into which that piece of paper might be made). And only one of the conformations will be “right” in the sense of facilitating what the protein is supposed to do. An origami frog which provokes in a perceiver the thought, “That’s a frog,” has a different activity than, say, an origami crane that “catalyzes” the perception, “That’s a bird.”
Indeed, a more appropriate etymological derivation for the word “protein” might be Proteus, the prophet in Greek legend famous for his power of assuming different shapes. Had there been a god of proteins with whom DeGrado discoursed on the Dalton stage, Proteus would be fitting. Legend tells that the only way to catch Proteus was by sneaking up on him during his nap and binding him; otherwise he would elude anyone with a rapid change of shape.

In a sense, DeGrado’s work is akin to catching Proteus, only in the case of proteins, rather than binding, the quest meant building one from scratch. DeGrado’s mantra for the quest was a quote by physicist and Nobel Prize winner (1965) Richard Phillips Feynman, “What I cannot create, I do not understand.”

Proteins are too important not to understand. And they are too complex to understand without making one from scratch (de novo). The many possible arrangements of protein component parts AND the multitude of conceivable protein conformations meant endless possibilities for something to go wrong during the process of making a protein from scratch.

“Imagine providing directions for a road trip from downtown Detroit to downtown Chicago,” says DeGrado. “The simplest directions carry some possibility of error. But imagine having to include in those directions an admonition not to follow every possible turn that presents itself along each road specified in the directions, and you will have a sense of the difficulty of making a protein. You must not only focus on what can go right, but also on everything that could go wrong.”

DeGrado became the first scientist to successfully design, construct, and convincingly characterize a protein from scratch. Although this was a formidable problem, DeGrado was not satisfied: he wanted to design a protein that did something. “Remember, it’s mainly proteins arranged and folded in a way to induce some kind of biological activity that are of most interest to researchers,” says DeGrado. Nature and evolution have created just such proteins over eons. DeGrado didn’t have that much time, and it turned out he didn’t need it. He has successfully designed proteins that bind specific sequences of DNA, that form channels in membranes, and that bind pairs of metal ions. The last application is a research interest shared by Kalamazoo College chemistry professor Thomas Smith, who has introduced many “K” students to the role of metal ions in biology.

The task of making proteins with biological activity from scratch wasn’t easy. He and his research team began to make the “simple ancestor” of a “simple protein” (both oxymorons). He used algorithms and computers to narrow the range of possibilities (sequences and shapes) and slowly built up what his team hoped was a viable protein. The team next would test the creation for activity—its ability to catalyze, or cause, a reaction.

“A protein chemist sails a narrow strait between Scylla and Charybdis,” says DeGrado. Scylla being an active but unstable protein, and Charybdis a stable molecule with no activity.

Since his initial success in the de novo design of proteins, DeGrado and his students (he is currently a professor in the department of biochemistry and biophysics at the University of Pennsylvania) have created libraries of de novo proteins and studied their catalytic actions.

More recently, his lab has applied the lessons of de novo design to explore with ultimate precision the structures and processes that give certain proteins called antimicrobials their activity against bacteria. And his lab has designed smaller, more rugged molecules that mimic the antibacterial activity of these antimicrobial proteins.

Eventually, the technology pioneered by DeGrado and others may be applied to the design of new antibiotics that would be cheaper, easier to manufacture, and effective against bacteria that have developed resistance to current antibiotics.

Far as he may have come from his days at “K”, DeGrado could still recall, he told the audience, lectures similar in nature to the Tourtellotte talk he was at that moment presenting. He enjoyed (or sometimes endured) these lectures as an undergraduate chemistry major. He also remembered the more informal discussions with the guest speaker that followed, often at the Hi-Lo, a tavern famous for the proteins that made up its ham sandwiches and onion rings.

DeGrado transferred to Kalamazoo College (from North Central College in Napierville, Ill.) in 1975, seeking a “more serious academic environment away from home.

“Few undergraduate institutions have integrated research into their degree programs as effectively as Kalamazoo College.”
DeGrado teaches an “approach to science.” Its most important component is the discovery of one’s passion—that area of scientific inquiry in which a student most desires to work and for which he or she is ready to go out and find funding. The approach also includes a flexibility to change as new ideas come and an ability “to look at data that seem uninteresting and find the unexpected.”

At Kalamazoo College, the source of DeGrado’s passion turned out to be an interdisciplinary mixture of physical chemistry (taught by Ralph Deal), organic chemistry (taught by Kurt Kaufman), and a biochemistry course that he took only to satisfy a course requirement. DeGrado says, “At the time I never imagined that one could follow a research path that would combine these various disciplines.

“The biochemistry course was a four-week lab independent study,” he recalls. “At about that time a new technique called solid phase peptide synthesis had been described in the literature. It was exciting science, and my roommate Eric Martin and I wanted to make peptides for our project.”

“The professor pointed out that we didn’t have the right equipment, but Eric and I scoured catalogs, found what we needed, and presented our proposal. Our professor convinced us that making peptides was more a matter of organic chemistry than biochemistry, and we ended up doing something we found less exciting—determining the weight of a macromolecule, if my memory serves. Nevertheless, we wrote up a lab report on how we would have made those peptides. And I still have that report.”

The value of that distant biochemistry class stems in part from the power of intimate conversations between students and teachers and students and fellow students. The small liberal arts residential college is “conformed,” if you will, in such a way to encourage those conversations.

According to DeGrado, the next most exciting new thing in science is likely to come in the area of neurobiology. “I’m intrigued by the chemistry of processes like memory and cognition,” he says. He also is fascinated by new science (much of it informed by what is being learned from the de novo design of proteins) elucidating the fundamental “what happens” in diseases such as arthritis and fibromyalgia, a recently described muscular syndrome characterized by pain and depressive symptoms.

His work, combined with the gene-identification outcomes of the Human Genome Project, has opened the mysterious and complex realm of protein interactions.
“How do proteins physically touch one another? How do they biochemically modify each other? And what effect on life processes is exerted by these interactions?” he wonders.

DeGrado also expressed concern about the state of science today. “The downside of science and technology often is its effect on the environment,” he says. “We must strengthen our commitment to the long-term study of those effects.

“And scientists too often are complacent about taking a stand on scientific-social issues,” adds DeGrado. “More scientists must speak up on issues like the depletion of the ozone layer or the development of nuclear weapons. There have been exceptions to the silence—notably Linus Pauling. But the fact they are exceptions is the problem.”

Linus Pauling is the only scientist who (for a time) resigned his membership in the National Academy of Sciences. He did so to protest nuclear weapons testing (he rejoined the NAS when a test ban treaty was signed by the nuclear powers). DeGrado was elected to the NAS in 1999. Election to this body is one of the highest forms of recognition a scientist can achieve. The NAS elects 60 new members for life each year from the thousands of practicing scientists and mathematicians around the world. Current membership totals a little more than 1,000.

DeGrado also recently completed a year as President of the Protein Society. One aspect of his legacy in that office was holding Protein Society meetings in venues other than the United States, reducing the difficulty of attending for scientists in many parts of the world. The two most recent meetings occurred in India and Argentina. Other relevant accomplishments in his two-year term as president were the formation of an Education Committee, which focuses primarily on undergraduate education, and the Young Protein Scientists Committee, which facilitates interactions between young scientists (primarily undergraduates, graduate students, and postdoctoral associates) and senior scientists.

DeGrado’s November visit was his first return to Kalamazoo College in more than a decade, and he was hardly prepared for the changes.

“Even though I remembered ‘K’ as a place where the professors were committed to classroom teaching at a very high level, I was not prepared for the vitality of the current faculty and the extent to which they have active, competitive research programs.” The chemistry faculty has greatly expanded since DeGrado was a student, and he was impressed with the newly hired assistant professors, Laura Furge, Joan Esson, and Regina Stevens-Truss.

“Few undergraduate institutions have integrated research into their degree programs as effectively as Kalamazoo College,” says DeGrado. “Places like Haverford, Swarthmore, and Mount Holyoke come to mind, but they are few and far between.

“I have a daughter who wants to go to medical school, major in French, and play music,” says DeGrado with a smile. “She sounds perfect for the liberal arts, and vice versa.”

The Dee and Helen Tourtellotte Lectureship

After graduating from Kalamazoo College in 1925, Dee Tourtellotte continued his studies with Frederick Heyl, the Upjohn Company’s first research scientist. Tourtellotte earned a Master’s degree from Kalamazoo College in 1926 and a doctorate from Johns Hopkins University in 1930.

He enjoyed a long career in industrial scientific research and published extensively. His scientific interests included biochemistry, spectrography, nutrition, physiology, and blood plasma substitutes.

A generous and loyal alumnus, he served as chairman of the Philadelphia Area Alumni Club of Kalamazoo College for many years. He and his wife Helen Lotz ’26 endowed the lectureship in 1980, and the program has connected Kalamazoo College students with outstanding researchers and teachers in the scientific community, including chemists Harry Gray, Malcolm Chisholm, Richard Holm, and Louis Hegedus; biologists Stephen Jay Gould, Norman Myers, and William Provine; and physicists Lucienne Couture, William Kuhn, and Sidney Nagel.

The Inaugural Lecture of the Herbert H. and Grace A. Dow Professor in the Natural Sciences

In Laura Furge’s world, science is the next unanswered question. That definition of science in no way minimizes the importance of the body of scientific knowledge that has come before the next unanswered question—scientists standing on the shoulders of other scientists, so to speak. Nor does it minimize the need for good scientists and science students to expand their knowledge of that body of work, for one must be conversant in scientific work that has come before in order to frame the unanswered question and the journey to an answer.

Research is the journey to answer the next mystery. The most important outcome of the journey often is more questions, starting points for new journeys. Furge embarks on these journeys and she takes along her students as active participants. Both of those actions make her the kind of teacher that makes Kalamazoo College an excellent learning experience in science.

In January 2002, Assistant Professor of Chemistry Laura Furge was named Kalamazoo College’s first Herbert H. and Grace A. Dow Assistant Professor in the Natural Sciences. On November 13, 2002, she delivered the inaugural lecture of that professorship. Titled “Cancer and Cancer Prevention: Roles of Cytochrome P450 Enzymes,” her talk described the research she and her students have completed (or are planning) on the role of a family of liver proteins in the development of cancer.

Furge’s excellence as a teacher was evident in her sensitivity to the varied degree of scientific backgrounds of her audience—a true liberal arts collection, including professors of history, art, and literature; sundry administrators; as well as her scientific colleagues from the chemistry, biology, and physics departments.

Like a poet, Furge enlisted metaphors to help explain what she and her students had accomplished in the laboratory. A catalyst became a car, and the reaction and changes a catalyst causes is similar to the car making a trip. A “competitive inhibitor” locks up the car, preventing any trips; a “noncompetitive inhibitor” achieves the same end by a different means, sort of lying down in front of the car to prevent its movement.

The poetic devices enabled the more nonscientific in the audience to gain a rudimentary (albeit imperfect) understanding of Furge’s research journey. That journey involves elucidating links between cancer and several members of a large family (52 members discovered in humans to date) of proteins called cytochrome P450s.

Cytochrome P450s are found in nearly all kinds of cells but are concentrated in the liver. There they perform the important function of eliminating from the body foreign (and potentially harmful) molecules. The sources of these foreign molecules include medicines, illegal drugs, smoke and other pollutants, and natural and man-made pesticides. Cytochrome P450s perform their elimination role chemically, adding an oxygen atom to the foreign molecule. This increases the molecule’s water solubility, and water-soluble molecules are more easily removed in the urine.

A lot of chemistry is going on in the liver, and most of it is good for you. The family of cytochrome P450
proteins helps detoxify or clear more than 200,000 different kinds of chemicals. But in the course of the clearance work, some P-450s may convert some foreign molecules into cancer-causing (carcinogenic) molecules. These carcinogenic byproducts of reactions involving certain P450s damage DNA (a cell’s blueprint for its accurate reproduction) in ways that, if the cell fails to repair the damage, cause a cell to reproduce in a mutated form. After many reproduction cycles, these mutations accumulate and become a tumor.

Furge and her student research team wondered whether blocking the action of a particular P450—interfering with that step in a complex process—would reduce cancer malignancies. To prove this concept, one would have to show that inhibiting a specific P450 reaction with a foreign molecule reduced the creation of a carcinogenic byproduct and that the reduction of the carcinogenic byproduct meant less DNA damage and fewer or no mutated cells.

She and her students designed and completed a series of experiments. They showed that a chemical called oltipraz blocked the action of cytochrome P450 1A2 on a molecule called aflatoxin and as a result prevented the creation of a powerful liver carcinogen known to be a byproduct of the reaction between P450 1A2 and aflatoxin.

Their experiments showed that oltipraz was a competitive inhibitor of the aflatoxin-P450 reaction, locking itself in the “car” of P450 1A2. And their experiments showed that oltipraz is an irreversible inhibitor of CP450-1A2, meaning that it does not just sit in the driver’s seat and lock all the doors, but instead changes the nature of the car so that it could no longer be driven.

Finally, in collaboration with her colleague, assistant professor of chemistry Regina Stevens-Truss, Furge and her students conducted experiments that suggest oltipraz inhibits other P450 “cousins” of P450 1A2. These “cousins” play a role in the activity of a group of proteins called nitric oxide synthases, and these NOS proteins are believed to be associated with diseases characterized by the slow degeneration of brain cells. Alzheimer’s Disease is an example. In other words, the concept of interfering with the action of a specific cytochrome P450 protein as a way to prevent a disease may have relevance in areas other than cancer.

Furge will present some of this work at the 13th International Cytochrome P450 Meeting in Prague this year. The P450s are an important scientific topic. More than 1,000 scientific papers on them have been published each year for the last 10 years.

At the end of her lecture, Furge described future studies she hopes to undertake. She would like to identify the specific site on P450 1A2 where oltipraz attaches. Are there other chemicals that could be discovered or made that would interact at this site? She also would like to look for proteins and genes affected by oltipraz treatment. She intends to do more work (with Regina Stevens-Truss) exploring the links between P450s and NOS. And she will look for other inhibitors of P450 1A2.

It is an ambitious research agenda. All of these journeys promise excitement and learning, and Kalamazoo College students will be part of every one.
THESE CHAMPIONSHIP SEASONS

Angell Field. November 17, 1962. The Kalamazoo College Football Hornets, unbeaten in 11 consecutive games spanning two seasons, face the physical and always-tough small-college football power, Augustana College (who had beaten “K” the year previous, 21-7). On the line were a most-consecutive-wins streak, a single-season victory record, and a perfect season. The win streak belonged to this 1962 team; they had tied the old record (9 wins) with their 39-0 drubbing of Alma in Week Five of the season and had reset their record every game since.

The perfect season would be Kalamazoo College’s first since 1916 and only the third in its history. The 1998 squad also went undefeated. But neither of the 1898 or 1916 teams had played a season of eight games. Single-season record, consecutive wins, perfect season—all to be decided in this final game.

A game, any game, is composed of its many millions of single moments, and each one has as many variations as there are players and spectators who live or see the moments. Here’s just one, recalled and written 40 years later by one of the members of that championship team:

“I can still vividly see Jim Harkema’s perfect pass spiraling just over a defender’s head into my hands for a touchdown. It must have made a strong impression on me at the time because I have never forgotten that play.”

Those 1962 Football Hornets had already clinched the undisputed MIAA title. And that Saturday, their final game of the season, they beat Augustana (21-7), notched the undefeated season (the last one in the College’s history), and established the record for consecutive wins at 12. The 1963 season opened with a 13-6 win over Eastern Michigan, followed by white-knuckler against Ferris State decided by a last-second 24-yard field goal by Jim Smith. The team next thrashed Hope (41-22) and then throttled Albion’s 14-game win streak with a 19-12 beating. For many of the players that returned this fall, that Albion game (with Augustana a close second) was the highlight of the season. In the three games following Albion (MIAA contests and victories all, against Alma, Adrian, and Olivet) the Hornets scored 112 points and gave up 6. And then came Augustana, last obstacle to an undefeated season.

The keys to these two seasons were many, according to Anderson. “We had individuals who took on roles they may not have wanted or with which they may have been unfamiliar in order to make the team better,” says Anderson. “Just one example of this characteristic was Bruce Korzilius moving from fullback to guard.”

“In addition, the teams presented opponents with a very unorthodox defense.

“We more or less created the defense from a very old scheme called the 7-Diamond,” says George Acker, professor emeritus of physical education and the second member of the coaching brain trust (he also coached wrestling, cross-country, and tennis at Kalamazoo College). “We called our defense the ‘SOS’ and it had many creative options that we based on the excellent scouting reports we got from [the late] Ray [Steffen, the College’s head men’s basketball coach for 32 seasons].

“We could run these options—which thoroughly confused our opponents—only because our players were so smart,” adds Acker.

Many players were capable of playing and did play both offense and defense. Players had a primary and secondary position defined by the coaches (in some cases on both offense and defense), which allowed the coaches to conserve the team’s energy depending on field position and the situation.

“We tried to fit our defensive and offensive schemes to our personnel rather than personnel to certain schemes,” says Acker. “It worked because these guys looked out for one another. They weren’t choirboys, and I remember many times getting between two teammates fighting on the practice field. But come game time, or even the night before, they set aside differences to become a single determined unit.”

The greatest source of pride in these teams for Anderson and Acker has little to do with football.

“What these young men did with their lives after football and college makes George and me very proud,” says Anderson. “They distinguished themselves in their varied careers—in
medicine, educational administration, commercial business, social services, and the military, to mention just a few. And they raised healthy families.”

“These two football teams are very special,” says Acker.

The coaches asked team members to send in their recollections of the key moments of those seasons, and we share some of those below, unattributed, which seems fitting for this group of individuals who made themselves into such great teams.

...“The 7-man defensive alignment we had, I believe, was the secret to our success. The opposition never really ‘understood’ what they were up against—never really figured us out.”

...‘Rolla, I really don’t remember too much about any of the games. I just enjoyed playing football (Shoot, I even enjoyed practice!). I really never thought about ‘me’ or ‘team.’ I’ve always played all out; that made it fun, and I really never thought about the clock, winning, or losing. When the game was over, it was over. And that was that. I really enjoyed playing football at ‘K’. And more importantly, with you Rolla it was fun. It was a great experience, and sure it was nice that we won, that we were undefeated. But playing was what it was all about.”

...“The scouting report on Augustana included the coach’s offensive play signals. Before every defensive huddle, we first looked at the Augustana sideline for its next call. We stymied nearly every play. By halftime, Augustana realized the situation (11 Kalamazoo players looking at its coach simultaneously). Nonetheless, in the second half, we pretty much shut down their offense anyway.”

...“In college I was desperate for recognition. I still am for that matter. Yet, on the field, I was able to play a position where my job was to make a mess of the opponents’ blocking schemes and let someone else get the tackle.”

...“Nearly all the football players from other colleges with whom I’ve spoken over the years played for coaches who yelled at and demeaned them— I don’t recall you, George, or Ray ever showing anything but the highest respect for every individual on the team—and you were successful!”

...The notion that if we worked together we could accomplish anything, an attitude you and George helped create, kicked in when we went on the field at Eastern Michigan. That was a bigger crowd than any of us had ever seen, and it sure made me nervous and I’m sure others as well. [Eastern Michigan] was bigger in all ways, but we had that attitude. ...I know some people can still do a play-by-play of those games. I couldn’t then and I can’t now. I just remember the attitude and the guts and work ethic. We worked hard; we worked together; and we supported one another. It was always positive and constructive. It was a great work environment. When you think about it, something we should all strive to duplicate today.”

...“What makes this 40th year so special is that we are all still able to celebrate it with one another.”

Homecoming 2002 brought home members of the 1962 (MIAA champion and undefeated) and 1963 (MIAA co-champion) football teams. Pictured are (l-r): front row (kneeling)-Ray Comeau; Jim Harkema; Tom Hayward; Ed Lauermann; Bob Woodruff; Paul Lauren; second row-Bob Peters; Kathy Creager, wife of the late Ron Creager; Doug Blagdon; Rolla Anderson; George Acker; Don LeDuc; Walt Hall; Loren Campbell; Fred Reuer; third row-John Persons; Tim Hipple; Eglis Lode; Bob Purcell; Dennis Steele; George Lindenberg; Bob Phillips; Tom VanderMolen; Bob Sibilsky; Mike Ash; Tom DeVries; Danny Austin; and Don Waller.
Three Earn Honors

Kalamazoo College student-athletes excel academically and athletically. Three students from fall sports teams have earned honors through the Verizon Academic All-America program.

• Women’s soccer player Kim Hartman ’03 was selected to the 2002-03 Verizon College Division Women’s Soccer Academic All-America First Team. A senior defender from Shelby Township (Eisenhower High School), Hartman was an All-MIAA first team selection this season. Hartman set a new record for career assists in the MIAA (41). She scored 10 goals and added seven assists on the season. Hartman is majoring in health sciences and psychology, and maintained a 3.875 cumulative grade point average.

• Men’s soccer player Jonathan Hughes ’03 was selected to the 2002-03 Verizon College Division Men’s Soccer Academic All-America Second Team. A senior defender from Paw Paw (Paw Paw High School), Hughes earned All-MIAA second team honors this season. He helped lead a Hornet defense that recorded eight shutouts in its final 10 contests. Hughes scored four goals and had five assists on the season. Hughes is majoring in health sciences and maintained a 3.958 cumulative grade point average. Hughes was also selected to the Academic All-America team in 2001.

• Football player Bryan Gnyp ’04 was selected to the 2002 Verizon Academic All-District IV First Team. A junior quarterback from Shelby Township (Eisenhower High School), Gnyp passed for 2,867 yards on the season, with 28 touchdowns and 16 interceptions and a 62.3 completion percentage. Gnyp set several school records, including touchdown passes in a game, season, and career. Gnyp is an economics major with a 3.632 cumulative grade point average.

The College Division of the Verizon Academic All-America program includes all NCAA Division II, III, and NAIA colleges in the country.

Fuchs Retires From Soccer

Hardy Fuchs, one of the winningest men’s soccer coaches in NCAA III history, announced his retirement as head coach of the Kalamazoo College men’s soccer team following the 2002 season. Fuchs will remain in his current position at the College as professor of German.

“There is a time for everything,” Fuchs said. “After more than 30 years, it is time for me to step aside and allow someone new to carry on the winning tradition of Kalamazoo College men’s soccer.”

Fuchs has mixed feelings about retiring after a third consecutive league championship in 2002. “Winning another championship made the decision to retire more difficult,” Fuchs said. “But, it also allows me to call it quits on a high note.”

Fuchs’ team earned its third consecutive Michigan Intercollegiate Athletic Association championship with a 10-2 league record. The Hornets (13-5-1 overall) finished the season with 11 consecutive wins, including eight shutouts during that span.

Fuchs has been the head coach at Kalamazoo College for 32 of the program’s 35 years of existence. He owns a career record of 343-137-36 (.700), and an MIAA record of 254-70-21 (.767). Fuchs has led the Hornets to 12 MIAA championships, including 11 in the last 18 seasons. The Hornets have made six NCAA III Tournament appearances. Fuchs has coached eight MIAA MVP’s, nine All-Americans, and one NCAA Postgraduate Scholarship recipient. His accolades also include a 1988 NCAA Great Lakes Regional Coach of the Year award.

Fuchs entered the 2002 season as the 29th winningest active men’s soccer coach in NCAA Division III with a .699 winning percentage (330-132-35), and 30th all-time in Division III (active and retired). He ranked 11th in terms of overall victories (330) among active coaches, and 14th all-time (active and retired). He ends his career with 343 career victories, moving him ahead of Calvin College men’s soccer coaching legend Marv Zuidema who ranked 12th all-time with 341 career victories. Fuchs’ 12 MIAA men’s soccer championships ranks second behind Zuidema’s 14 league titles.

“Kalamazoo College is an incredible place to teach and coach,” Fuchs said. He will continue to recruit and assist throughout the transition process.
Stars Shine, Records Fall

Women's Basketball
Amanda Weishuhn '03 became just the third player in school history to reach 1,000 career points and 500 career rebounds, and both milestones were surpassed in less than five days. Weishuhn scored her 1,000th point at Alma College on Jan. 11. She grabbed her 500th career rebound on Jan. 15 at Saint Mary's College (Ind.). Weishuhn joins Sara Musser '96 and Mary Jane Valade '01 as the only members of the College's 1,000 point/500 rebound club.

Vanessa Larkin '03 became the school record holder for career assists in the Hornets' win at Claremont-Mudd-Scripps on Dec. 12, 2002. Larkin surpassed the previous record of 289 held by Heather Ramsey '90.

Coach Michelle Fortier earned her 100th career win when her team beat Saint Mary's on Jan. 15. Fortier, now in her ninth season, has more wins than any other women's basketball coach in school history.

Men's Basketball
Dirk Rhinehart '03 became the 18th player in school history to reach the 1,000 career point mark in the Hornets' season-opening win at Lake Forest College.

Volleyball
The volleyball team made a strong run down the stretch and won the MIAA Tournament at Alma to gain the league's automatic berth into the NCAA Division III Tournament, the team's sixth appearance under Head Coach Jeanne Hess. The Hornets carried that momentum into the tournament opener where the sixth-seeded Hornets defeated third-seeded Muskingum College, 3-2. The Hornets were then eliminated from the tournament by second-seeded College of Mount St. Joseph. Kalamazoo ended the season with a record of 27-11, the program's most wins since 1995.

Emily Trahan '03 was selected as the MIAA Most Valuable Player and also made the AVCA (American Volleyball Coaches Association) All-Great Lakes Region Team. Trahan set the school single-season assist record in 1999, and broke the career assist mark this season.

Football
The football team set new school records for most points scored in a season (335) and total offensive yards in a season (4,203).

Quarterback Bryan Gnyp '04 set single game records in the game at Hope for total offensive yards (464), passing yards (437), and touchdown passes (5). Gnyp also broke the single season record with 28 touchdown passes and the career mark with 52 touchdown passes.

Receiver T.J. Thayer '03 ended his career with school records for receptions (211) and receiving yards (2,623).

Men's Soccer
The men's soccer team claimed its third consecutive MIAA championship with a 13-5-1 (10-2 MIAA) record. Ross Bower '03 and Brett Stinar '04 were selected to the NSCAA (National Soccer Coaches Association of America) Division III All-Region Team. Bower was selected for the third consecutive year.

Women's Soccer
Kim Hartman '03 was selected to the NSCAA Division III All-Region Team for the second consecutive year.

2003 Hornet Golf Outing
Kalamazoo College will hold its annual golf outing June 23 at Wilderness Hills Golf Club (formerly Shagbark Golf Club) in Plainwell, just north of Kalamazoo.

Golfers will play 18 holes and enjoy dinner afterwards. Participants will also have the opportunity to meet and mingle with friends from the Kalamazoo College community.

For more information or to sign up yourself or a group, contact Kristi Ransbottom in the athletics office at 269.337.7082, or e-mail krans@kzoo.edu

T.J. Thayer '03 (top) set school records for career receptions and career receiving yards.

Emily Trahan '03 (middle) was the MIAA Volleyball MVP in 2003.

Amanda Weishuhn '03 (bottom) became the third player in school history to score 1,000 points and pull down 500 rebounds.
**Notables**

In recent months, Gary Dorrien, Religion, has delivered lectures at the American Academy of Religion, the Midwest American Academy of Religion, the American Theological Society, the Center for Process Studies/Claremont Graduate School, the Evangelical Lutheran Church of America Institute for Mission Conference, the Highlands Institute for Religious and Philosophical Thought, Kalamazoo College, the Lutheran Church-Missouri Synod Circuit Pastor’s Conference, Luther Seminary, North Park University, Pacific School of Religion, and the Res Publica Institute on Religion and Public Life. He gave two of the keynote lectures at the 2002 American Theological Society Conference and presented the 2003 Earl Lectures at Pacific School of Religion in Berkeley, Calif. His recent publications include articles in *The American Journal of Theology and Philosophy*, *Pro Ecclesia*, and *The Christian Century*; reviews in various journals; and his tenth book, *The Making of American Liberal Theology: Idealism, Realism, and Modernity, 1900-1950*.

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**Billie Fischer**, Art, gave the “ArtBreak” talk at the Kalamazoo Institute of Arts. The title of her presentation was “The Medici and Renaissance Art,” and it was related in part to an exhibition that recently appeared in Chicago and Detroit.

**Jennifer Redmann**, German, has been selected to participate in a leadership program in the field of German language education. The American Association of Teachers of German (AATG) in cooperation with the Goethe-Institut established the program, which is funded by the German government. Participants strengthen their leadership skills, develop strategies for advocating German at all levels of instruction, and deepen their understanding of Germany and the European Union. Participants also learn more about the activities of the AATG and the broader field of world languages. Jennifer will attend an orientation meeting in Washington D.C. this month, take part in summer seminars in Germany, and attend the AATG Annual Meeting in Philadelphia in November.

Last summer, Vivien Pybus, Biology, presented a poster titled “Production of a Bacteriocin-like inhibitor by Enterococcus faecium strains 62-6 antagonistic to the growth of vaginal lactobacilli: Potential significance to the growth of bacterial vaginosis” at the annual scientific meeting of the Infectious Diseases Society of America: Obstetrics and Gynecology, in Banff, Canada. The work was carried out in collaboration with Maureen Kelly ’02 and was the product of a new research program Pybus initiated with support from the faculty development fund at Kalamazoo College.

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**Leslie Tung**, Music, was Distinguished Guest Artist at the University of Memphis School of Music in November 2002, where he presented a recital and two master classes for undergraduate and graduate piano majors. He was also guest artist at the Illinois State University School of Music, presenting a recital and master class. He and his student, Pierre Miller ’03, won the Michigan Music Teachers Association Collegiate Composition Competition. Pierre was invited to play at the MMTA state convention in Midland, Mich.

**Sarah Lindley**, Art, has received a prestigious residency for summer 2003 in the Arts/Industry Residency Program for Visual Artists at the John Michael Kohler Arts Center in Sheboygan, Wisconsin. Artists at the center create works using industrial equipment and ceramics. Sarah’s work was also featured in a group exhibition in Cleveland at the Spaces Gallery.

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**Wanda Viento**, Counseling Center, presented at the 50th anniversary conference for the Michigan College Personnel Association held in Grand Rapids (Mich.). She and Andrew Howe from DePaul University presented research titled “Collaboration Efforts of Diversity-Related Programs of Four-Year Universities in Michigan.”

**Lynn Jackson**, Major Gifts Office, was recently asked to collaborate on an article in *The Major Gifts Report*. The article along with the College’s job description for a major gift officer was published in the October 2002 issue. The job description earned high praise from the Report for its high (and helpful) degree of specificity. In other news, Lynn was recently elected to the board of directors of the Association of Fundraising Professionals-West Michigan Chapter. She will serve a two-year term.

**Tom Evans**, Music, was the guest conductor of the Brass Band of Battle Creek for its Holiday Concert in December. The Brass Band of Battle Creek is composed of some of the best brass players in the U.S., Canada, and Great Britain. Evans will conduct the ensemble next year.

In other news, Evans was appointed the new director of the Kalamazoo Concert Band. This organization includes more than 100 community musicians from the Southwest region of Michigan. Tom assumed the responsibilities of conducting the ensemble last June.

**Robert Stouffer**, Sociology, and Jan
Solberg, Romance Languages, are also members of the Kalamazoo Concert Band.

The Maestro of the Kalamazoo Symphony Orchestra, Raymond Harvey, invited Tom to collaborate with him in the symphony’s semi-staged opera production of Puccini’s La Bohem. This involved Tom rehearsing and leading members of the Kalamazoo Concert Band in that production last October.

Tom was invited to serve as the chair and commentator for a session titled: “Musical Pedagogy and Public Performance” during the Twenty-Seventh Annual Great Lakes History Conference held in Grand Rapids (Mich).

Joe Brockington, Center for International Programs, notes that the NAFA Association of International Educators has honored Kalamazoo College as one of 10 institutions in the country with a specific and exemplary aspect of internationalization. As a result of the honor, Kalamazoo College will be highlighted in NAFA’s Internationalizing the Campus Report 2003. Kalamazoo College was selected based on its outstanding study abroad programs and the percentage of participation among its students.

Jeanne Hess, Physical Education, was elected to the American Volleyball Coaches Association (AVCA) Board of Directors and took office on Jan. 1, 2003, as the organization’s NCAA Division III representative.

Professor of Economics Ahmed Hussen’s book Principles of Environmental Economics: Economics, Ecology and Public Policy has been translated into Chinese for use in that country’s colleges and universities. It is a rare honor. The translator, Professor Kelly Chen (the National Yilan College of Technology in Taiwan), serves as the chair of the department of economics at Yilan. She earned her Ph.D. from the University of Minnesota in agricultural and applied economics. In her preface she writes, “For the last nine years I have tried to find a suitable textbook for my course on environmental economics. The book should both satisfy college students’ taste and cover key issues on contemporary environmental issues from broad perspectives. I was thrilled when I read Hussen’s text. I have finally found my dream textbook and immediately chose it as the principal required reading for my class.”

The Adventure Centre at Pretty Lake elected Kristen Smith, Athletics, to a two-year term as vice president of its board of directors. The Centre is a nonprofit education and training facility for public and private school systems, colleges and universities, treatment centers and court systems throughout the Midwest. It serves more than 5,000 people annually.

Dhara Strauss, Information Services and Art, placed second in a national juried art exhibit sponsored by the Battle Creek Art Institute to commemorate the events of September 11, 2001. Dhara created a three-minute video set to Aaron Copland’s “Appalachian Spring.” The video also aired over WGVU-TV, won special recognition during the Kalamazoo Animation Festival International, and gained entry into the juried West Michigan Art Show by the Kalamazoo Institute of Art.

Richard Berman, Experiential Education, is one of six invited participants in a national forum on “Inquiry on Residential Settings and Off-Campus Study.” The forum will occur at the Center for Inquiry in the Liberal Arts, a Lilly Foundation funded institute on the Wabash College campus.

Péter Érdi, the Henry R. Luce Professor of Complex Systems Studies, gave two lectures in October. The first, “Variations on a Theme: Hippocampal Theta Rhythms” was delivered within the framework of the Committee on Computational Neuroscience Seminar Series at the University of Chicago. Hippocampus is the brain structure strongly involved in memory and learning. Its impairment may lead to a variety of neurological disorders, such as epilepsy, Alzheimer’s disease, anxiety, and depression. The second lecture, titled “Computational Neuroscience: Towards Neuropharmacological Applications” was held at the Pharmacia Corporation, a pharmaceutical company with a research and development operation in Kalamazoo. In the roundtable discussion that followed that lecture, the outlines of a common project were analyzed.

Earlier in the year, Érdi gave a tutorial with the title “Complex (not only neural) networks” at the International Conference on Artificial Neural Networks in Madrid. He also attended the meeting of the Executive Committee of the European Neural Network Society, of which he is member; Péter also organized the 7th Tamagawa Dynamic Brain Forum. Jan Tchobanik, Physics, attended that meeting.

Elizabeth Start, Music, has been awarded a Creative Artist Grant from ArtServe Michigan. Her composition and performance project will include children and adults, vocal and instrumental elements, indoor and outdoor performances, educational outreach, and some of Professor Emeritus of English Conrad Hilberry’s insect and small animal poems.

Elizabeth published an article in the October edition of the International Musician, the monthly publication of the American Federation of Musicians. She played solo recitals as an invited guest artist at Oberlin and New England Conservatories in September. Those recitals included works by J.S.Bach, Pozzi Escot, Ralph Shapey, and herself. During the summer, Elizabeth played a recital with Phyllis Rappeport on the Music for Summer Nights Series at First Baptist Church of Kalamazoo. She also played four concerts with the Ravinia Festival Orchestra and served as coach for cello sectionals for the Kalamazoo Junior Symphony. She attended the Unity 2 Conference in Ottawa, Canada, as national secretary for the Regional Orchestra Players’ Association (ROPA).

Elizabeth will be “Composer-in-Residence” for the Chicago-based new music ensemble CUBE in their 25th season this year. That position involved writing a large work for their March concert. Elizabeth will also be featured with a program of her works at the Chicago Musical Institute this month.

The American Association for Higher Education invited Zaide Pixley, First Year Experience, to the national meeting of electronic portfolio leaders. The Washington, D.C. meeting focused on furthering the practice of electronic portfolio use in student, faculty, and institutional learning. Kalamazoo College is considered a pioneer in this field.

Bob Batsell, Psychology, published an article titled “You Will Eat All of That: A retrospective analysis of forced consumption episodes” in the research journal Appetite (2002) 38 211-219. The article is based on research Batsell conducted on the effect of parents forcing children to eat certain foods. His research, which involved the assistance of a Kalamazoo College student, was described in the Spring 2001 issue of Lux Esta.
**Senior Profiles**

**Andrew L. Lafrate**
M/C: Chemistry/German  
CD/PPE: Research Assistant in Organic Lab at Western Michigan University; Pfizer Summer Chemistry Internship  
SA: Erfurt, Germany  
SIP: “Synthesis of 8B Modified C8-Adenine Adducts of Arylamines Using Palladium Catalysis”  
SEEKS: PhD in Organic Chemistry, then research in industry, specifically pharmaceuticals and drug development

**Rhea Young**
M/C: French/Spanish/Asian Studies  
CD/PPE: Hotel receptionist in Tahiti, French Polynesia  
SA: Caceres, Spain  
SIP: Fieldwork in Tahiti, French Polynesia, researching history, demographics, and interactions between various ethnic groups  
SEEKS: ESL instructor in Japan

**Milad Majdab**
M/C: Economics and Business/Spanish  
CD/PPE: Translations.com and New York Life Insurance  
SA: Caceres, Spain  
SIP: “Marketing to Hispanics in the United States”  
SEEKS: International marketing position, more specifically directed towards the Hispanic market

**Anna Louise Ward**
M/C: Foreign/Political Science  
CD/PPE: Firearm Injury Center at the Medical College of Wisconsin  
SA: Clermont-Ferrand, France  
SIP: Analysis of federal firearm possession law using year 2000 violent death data from Wisconsin  
SEEKS: Public health or health policy

**Devin Williams**
M/C: Psychology  
CD/PPE: Service-learning externship with Austin Community College, Austin, Texas  
SA: San Jose, Costa Rica  
SIP: Second language acquisition  
SEEKS: Elementary education

**Jean Lelieuvre**
M/C: English  
CD/PPE: Student athlete trainer and college newspaper journalist  
SA: Rome, Italy  
SIP: Creative non-fiction account of experiences in Italy  
SEEKS: Journalism or TV broadcasting as well as physical therapy and nutrition related fields

**Bryan Shields**
M/C: Psychology  
CD/PPE: Michigan State University Dept. of Kinesiology; Digitron Packaging Inc.  
SA: Madrid, Spain  
SIP: “Predictors and Outcomes of Coaching Efficacy in Division II and III Collegiate Coaches”  
SEEKS: Human resources

**Kristin Alt**
M/C: Art/Psychology  
CD/PPE: Adams Outdoor Advertising; G.L.C.A. New York Arts Program; Federated Merchandising Group  
SIP: Gallery Installation “Urban Faces” (combining advertising, graphic design, and photography)  
SEEKS: Advertising/graphic design

**Christopher Hupp**
M/C: Chemistry/Latin  
SA: Rome, Italy  
SIP: Chemistry research  
SEEKS: Organic/Forensic chemistry graduate training leading towards a career in the pharmaceutical industry or an organic chemical company

**Rhea Young**
M/C: French/Spanish/Asian Studies  
CD/PPE: Hotel receptionist in Tahiti, French Polynesia  
SA: Caceres, Spain  
SIP: Fieldwork in Tahiti, French Polynesia, researching history, demographics, and interactions between various ethnic groups  
SEEKS: ESL instructor in Japan

**Amber Hodges**
M/C: Sociology/Anthropology/ Psychology  
CD/PPE: Health and Safety Instructor for the American Red Cross; classroom assistant in an elementary school; English tutor and mentor at the New Life Center; Chiang Mai, Thailand; student office worker at Center for Career Development and Teaching Assistant for Developmental Psychology  
SA: Chiang Mai, Thailand  
SIP: Ethnic group segregation  
SEEKS: Education and/or educational research; urban sociology

**Evan Daniel Ho**
M/C: Economics and Business/Spanish/Music  
CD/PPE: PaineWebber  
SA: Caceres, Spain  
SIP: “Principles of Life and Health Insurance and Sales with New York Life”  
SEEKS: Internship position in banking, finance, or public relations

**Lynn Larsen**
M/C: Psychology/Fine Arts  
CD/PPE: Washburn Child Guidance Center; Friends of the Boundary Waters Wilderness  
SA: Chiang Mai, Thailand  
SIP: “Evaluation of Day Treatment Services for Children: An Examination of Outcome by DSM-IV Diagnosis”  
SEEKS: Counseling; clinical, educational or developmental psychology; working with children

**Heather Haines**
M/C: Sociology/Economics/Public Policy and Urban Affairs  
CD/PPE: management intern at Congresso de Latinos Unidos, Philadelphia  
SA: Quito, Ecuador  
SIP: Community development strategy known as asset building, with model applied to the Kalamazoo Hispanic Community

**Kistine Kimberley Anne Carolan**
M/C: Psychology/Religion  
CD/PPE: Kalamazoo College Center for Career Development Career Advisor  
SA: Strasbourg, France  
SIP: “Identity Formation through Ideological Commitments as Motivated by Anxiety”  
SEEKS: Psychology/social work/research in the philosophy of religion

**Jenny Sullivan**
M/C: Sociology  
CD/PPE: Michigan Health & Hospital Association; Policy Division Healthy Cities Initiative (Wollongong, Australia); Michigan Department of Agriculture’s Encephalitis Surveillance Program  
SA: Wollongong, Australia  
SEEKS: Public health, international health or health policy

**Matthew Rossana**
M/C: Studio Art  
SIP: Art gallery project  
SEEKS: Graphic and Web Design

**Clara Berridge**
M/C: Sociology  
CD/PPE: Poetry immersion intern at Seattle Senior Center; Research assistant for environmental psychologist/behaviors in Philadelphia  
SA: Dakar, Senegal  
SIP: Qualitative study of experiences and perspectives of American Muslims  
SEEKS: Publishing

**Adrienne Field**
M/C: Human Development and Social Relations  
CD/PPE: The Children’s Museum in Boston; The Museum of Contemporary Art in Chicago  
SA: Strasbourg, France  
SIP: “Anyone can do that! Increasing Attendance at Chicago’s Museum of Contemporary Art Using Falk’s Interactive Experience Models”  
SEEKS: Museum administration with particular interest in educational program development

**Devan Popat**
M/C: Political Science/Economics/Public Policy and Urban Affairs  
SIP: “An Analysis of the U.S.A. PATRIOT Act”  
SEEKS: Advice pertinent to law school and the legal profession, with particular interest in immigration, civil liberties and international issues

**Sara Wiener**
M/C: English  
CD/PPE: Women’s Studies  
SA: Nairobi, Kenya  
SIP: Creative writing about rape, race, the body, and my mother  
SEEKS: Alternative education programs for youth, such as bringing creative writing and arts into schools; publishing/editing opportunities; work with a feminist organization or women-centered facility (YWCA, Planned Parenthood, etc.)

**Samir Gokhale**
M/C: Economics and Business/English  
CD/PPE: Conway MacKenzie & Dunleavy; O’Keefe & Associates Consulting; Kalamazoo College Stryker Consulting Center  
SA: Clermont-Ferrand, France  
SIP: “The Relationship between Consumer Confidence and the Strength of the American Economy”  
SEEKS: Marketing or finance

**Emily Durham**
M/C: English  
CD/PPE: Law firm  
SIP: Research-based creative book about the changes that have occurred over the last thirty years on Kalamazoo College’s campus  
SEEKS: Employment or internship opportunities with European automakers (Jaguar, Ferrari, Aston Martin, Porsche, etc.) in fields of general legal counsel, management, or marketing
Amber M. Terry
M/C: Chemistry/Math
CD/PPE: Summer lifeguard work
SA: Bonn, Germany
SIP: "Deuteration of Androstenedione by Use of Kato-Enol Tautomerization at Bridge Organics Company"
SEEKS: Forensic Chemistry

Brett Eilander
M/C: Psychology/Classical Studies-Latin/Business
SA: Rome, Italy
SEEKS: Law school and any law-related internships

R. Michael Govin
M/C: English/Writing
CD/PPE: Kalamazoo College Academic Resource Center; Kalamazoo College Literary Magazine Cauldron; Kalamazoo College Teaching Assistant; Kalamazoo Valley Community College Teaching Assistant, Boise-Cascade Office Products; Oakwood Animal Hospital; Gillette Canine Obedience Training; Kalamazoo Public Schools; Kalamazoo Humane Society Shelter
SA: Strasbourg, France
SIP: Creative writing, novel
SEEKS: Writing/editing/publishing

Megan Morehead
M/C: Psychology/Spanish
CD/PPE: The Police Foundation; American University Washington Semester Program; Kalamazoo College Department of Psychology Teaching Assistant; The Ohio State University Department of Psychology
SA: Caceres, Spain
SIP: "General and Specific Attitudes Toward the Police: Measuring Blacks' Perceptions to Determine Biased Police Practices"
SEEKS: Research position in the field of criminal justice, forensic psychology, clinical psychology, or criminology

Abbe H. Will
M/C: Economics/International Commerce/German/Psychology
CD/PPE: U.S. Department of Commerce
SA: Erlangen, Germany
SIP: "Policy Analysis on International Trade and the Environment"
SEEKS: Applied/Agricultural Economics, International Trade, Development, Organizational Behavior

Jon Buda
M/C: Computer Science/Art
CD/PPE: Nucleus Communications Web Developer (Perl and MySOL); Motorola Semiconductor Products Sector
SA: Madrid, Spain
SIP: An evaluation of current options for Web application development methodologies based upon observations from previous experience in the industry
SEEKS: Web applications development or web development with the option of gaining skills in the digital arts/animation

Katie Bassity
M/C: International Areas Studies-Africa/French
CD/PPE: Refugee Immigration Ministry; Kalamazoo College Center for International Programs
SA: Dakar, Senegal
SIP: "The Double Trauma of Seeking Asylum"
SEEKS: Refugee/asylum work; work in a study abroad office

Ryan Bizorek
M/C: Physics/Economics/Math
CD/PPE: Kirkgard Associates & Bose Corporation
SIP: "Transducer Characterization - How Can Speakers Be Modeled with Great Accuracy?"
SEEKS: Acoustics, architectural acoustics; engineering management or a consultant position

Ross K. Bower II
M/C: Anthropology
CD/PPE: President/co-founder of local promotional company
SA: Bonn, Germany
SEEKS: Sales, planning on attending law school after working for a few years

James Goodwin
M/C: Political Science/History
CD/PPE: A number of positions in the customer service field
SA: Madrid, Spain
SIP: The incompatibilities between national security policy and the supply-side war on drugs
SEEKS: Legal internship

T. J. Thayer
M/C: Economics and Business
CD/PPE: Marketing intern
SA: Oaxaca, Mexico
SIP: Internet marketing success

Elizabeth Davis-Mintun
M/C: Sociology/Anthropology/Spanish
SA: Caceres, Spain
SIP: "Vashana": a creative non-fiction piece based on my experience in a Buddhist Monastery
SEEKS: International peace and reconciliation studies/international relations

Nania Lee
M/C: English/Creative Writing
SA: Madrid, Spain
SIP: Cross-cultural identity and crossing barriers
SEEKS: Publishing, editing, or any work that involves writing as an informative or creative endeavor

Corinna S. Verdugo
M/C: Philosophy/Chinese
CD/PPE: Teacher's Assistant for first year Chinese; English tutor in Beijing, PRC; English teacher in Qinhai, PRC; First Presbyterian Health Clinic
SA: Beijing, PRC
SIP: Philosophy project examining formation and development of Creole and Pidgin languages.
SEEKS: Public health

Jessica Kiesel
M/C: Sociology/Anthropology
CD/PPE: Experiential education program for inner-city children from New York City; community based organizations in Nairobi, Kenya
SA: Nairobi, Kenya
SIP: An analysis of a non-profit organization using theories of social and cultural capital
SEEKS: International development

Benjamin J. Wolf
M/C: Computer Science
CD/PPE: Program designer at CNC Connection Corporation
SA: Bonn, Germany
SIP: Analysis of the design of an online content management system that was developed during my employment at CNC Connection Corporation
SEEKS: Software engineering and programming

Richard Ragains
M/C: English/Creative Writing
CD/PPE: Assistant Manager at Lake Doster Country Club
SIP: "World Traveler Comes Home": a creative writing project
SEEKS: Restaurant management/hotel management position anywhere in the world

Theresa Radike
M/C: Biology/Environmental Studies
CD/PPE: State park nature interpreter; veterinary assistant; supplemental instruction leader in the College's biology department
SA: Quito, Ecuador
SIP: The population structure of black bears in Glacier National Park using mitochondrial DNA analysis at University of Idaho
SEEKS: Environmental/conservation research, environmental education, and other opportunities with environmental organizations

Jeremy Burton
M/C: French/History/International Commerce
SA: Clermont-Ferrand, France
SIP: French literature
SEEKS: Education or international business/international affairs

Elizabeth Eule
M/C: German/English/Education Certification
CD/PPE: Student teacher at Portage Central High School; German I and German II part-time permanent substitute teacher
SA: Erlangen, Germany
SIP: "Teaching to the Multiple Intelligences in the Foreign Language Classroom"
SEEKS: German/English high school teaching position

Sue Semaan
M/C: Theatre Arts/French
CD/PPE: Hope Summer Repertory Theatre; The New Group (NYC off-Broadway theatre); Actors Theatre of Louisville, Kentucky
SA: Dakar, Senegal
SIP: "What's Being Born: A Personal and Professional Experience at Actors Theatre of Louisville"
SEEKS: Theatre/Arts management, artistic directing, international NGO positions, social outreach programs

Adrienne Goloda
M/C: English
SA: Dakar, Senegal
SIP: "Space and Sexuality in the Creative (Non)Fiction of Contemporary Muslim Feminists"
SEEKS: Arts and entertainment: publishing/writing/public relations/advertising

Christine M. Ritok
M/C: History/Art/History
CD/PPE: Bodleian Library in Oxford, England
SA: Strasbourg, France
SIP: "Rise of the Gentry in Jacobean England"
SEEKS: Planning on entering an arts administration degree program in the Fall of 2004, currently interested in museum internships or positions concerning any aspect of the arts to gain experience in the field

Sean Mann
M/C: History/Physics
SA: Athens, Greece
SIP: "A Thorn in Washington's Side: The Impact of Cyprus on United States relations with Greece and Turkey during the Cold War"
SEEKS: Pursuing a career in international relations, seeking entry level research positions at think tanks before moving onto grad school in international relations and eventually trying to enter the Foreign Service
Ashley L. Thompson  
M/C: Psychology/Spanish/Latin American Studies  
CD/PPE: Northwest Michigan Migrant Program;  
Family Independence Agency, Child Protection Services; Office of Senator Carl Levin  
SA: Valparaiso, Chile  
SIP: “Sibling Relationships in Young Adults Raised in Adoptive and Foster Care Households”  
SEEKS: International opportunities, especially teaching; social work; law; public policy

Elizabeth Weakland  
M/C: Political Science/Chinese  
SA: Beijing, China  
SIP: Case study of Chinese foreign policy changes from 1980-2002  
SEEKS: Foreign policy/diplomatic relations between the United States and China (including work with international corporations or governmental agencies)

Sonya Chapa  
M/C: Human Development and Social Relations/Art  
SA: Oaxaca, Mexico  
SIP: Art project  
SEEKS: Social work

Laura Nixon  
M/C: Human Development and Social Relations/Women’s Studies  
CD/PPE: Philadelphia Office of the District Attorney Sexual Assault Unit; Thailand Office of International Justice Mission in Chiang Mai  
SA: Chiang Mai, Thailand  
SIP: The Ethics of Empowerment Between Women’s Studies Programs and Consciousness-Raising Groups Within the Politics of Race and Class”  
SEEKS: Women’s policy-making in law; international development; poverty issues

Gillian Ream  
M/C: Political Science/Theatre Arts/Southeast Asian Studies  
CD/PPE: Food First intern  
SA: Chiang Mai, Thailand  
SIP: Economic liberalization policies and their effects on living conditions in the United States  
SEEKS: Nonprofit policy/research institute; education work about environmental sustainability

Mollie Ann Douglas  
M/C: Art History/Studio Art/French  
SA: Strasbourg, France  
SIP: Oil Painting/acrylic painting  
SEEKS: Museum work (organizational, administrative), painting or antique restoration, gallery work, teaching, advertising

Geoffrey T. LaFlair  
M/C: French Language and Literature/Political Science  
CD/PPE: Electrician’s apprentice; soccer referee for Saginaw Township Soccer Association  
SA: Clermont-Ferrand, France  
SIP: French Literature  
SEEKS: Anything in which I can use my language skills

Amy Johnson  
M/C: Psychology  
SA: Kenya, Africa  
SIP: Photography: documentary on life in Nairobi, Kenya  
SEEKS: Photography; other cultures and peoples; observation and documentation of animals

Katie Harms  
M/C: Economics and Business/Psychology  
CD/PPE: L. Lee Stryker Center for Management Studies; National City Bank of Michigan  
SA: Wollongong, Australia  
SEEKS: Marketing, marketing research, advertising, or business/management consulting

Ben Szegi  
M/C: Economics and Business  
CD/PPE: Smith Barney; Small Business Development Center; Southwest Michigan First  
SA: University of the West Indies, Trinidad  
SIP: “Small Business Optimism, Education and Failure”  
SEEKS: Business/Financial advice or employment

Nathan C. Michon  
M/C: Religion/Japanese  
SA: Japan  
SIP: Internal dialogue and reflection on the development of my religious and philosophical thought  
SEEKS: International studies, languages

Benjamin B. Rosenberg  
M/C: English/Japanese  
CD/PPE: Filming and compiling patient data for Alzheimer’s Association Counselor; Willoway Day Camp English tutor to Japanese children; Kyoto, Japan  
SA: Hiroshima, Japan  
SIP: Culture as treated in travel literature focusing on two author’s travels in Japan  
SEEKS: Translation (Hebrew, Spanish, Japanese) of instruction manuals for manufactured products or foreign publications; editing work for newspapers; NGO pamphlets

Leslie G. Andrus  
M/C: Economics and Business/Religion  
SA: Lancaster University, Lancaster, England  
SIP: “Economics of War and the Oil Industry: A Look At the Effects of War on Oil Prices”  
SEEKS: City planning/business development; human resources; public relations

Kristen J. Engeld  
M/C: Political Science  
CD/PPE: Investigator for the DC Public Defenders Office  
SA: Quito, Ecuador  
SIP: American foreign policy towards the ICC  
SEEKS: Public policy and publishing

Stephen Haedicke  
M/C: Psychology  
CD/PPE: Hotel Embassy, Quito, Ecuador; Carey International, Inc., Washington D.C.  
SA: Quito, Ecuador  
SEEKS: Finance, banking or counseling psychology

Wendy C. Miller  
M/C: Human Development and Social Relations/Japanese  
CD/PPE: Senior counselor (Spanish Village) at Concordia Language Villages  
SA: Japan  
SIP: “Transnational Migration: The Japan-Brazil Phenomenon”  
SEEKS: Active position in community organizing, health services, public housing, women’s services, human relations; nontraditional teaching positions (including bilingual education); translation

Noah C. Heilbrun  
M/C: Health Sciences/Environmental Studies  
CD/PPE: Intern in a neuro oncology lab at the Karmanos Cancer Institute  
SA: Chiang Mai, Thailand  
SIP: “Verification of Potential Glioma-Associated Antigens by Quantitative RT-PCR”  
SEEKS: Medical school advice; clinical internships; opportunities abroad

Hamo Field  
M/C: International and Area Studies/Asian/Japanese  
CD/PPE: Kalamazoo College Center for International Programs  
SA: Kyoto, Japan  
SIP: Japanese baseball and how it is a reflection of Japanese culture  
SEEKS: Internships and employment-related advice on international relations, public relations, or human resources. Also interested in opportunities in the automotive industry and in art history, particularly in the Boston area

Elisabeth Bothell  
M/C: Computer Science/Art  
SA: Wollongong, Australia  
SIP: Photography  
SEEKS: Computer graphics design or related field

Paul Natonek  
M/C: Psychology  
SA: Madrid, Spain  
SIP: Leading a group of high school students in activating theatre for the community  
SEEKS: Professional actor (stage or screen), commercial advertising, entertainment industry

Sharri Elam  
M/C: Psychology/Spanish/Secondary Education  
SA: Valparaiso, Chile  
SEEKS: Seeking an internship working with English and/or Spanish speaking adolescents. My long-term career goal is to become a counseling psychologist with a focus on adolescence

Lauren Bogart  
M/C: Psychology  
SA: Quito, Ecuador  
SIP: Attachment bonds between mothers and their disabled children with the Child and Family Studies Group at Wayne State University  
SEEKS: Clinical Psychology/Forensic Psychology

Amanda S. Weishuhn  
M/C: Psychology/French  
SA: Strasbourg, France  
SIP: Original study of the effects of frustration on problem solving  
SEEKS: Opportunities abroad, preferably in France

Kathryn Moore  
M/C: Psychology/Philosophy  
CD/PPE: Laine Meyers Incorporated; The Building Industry Association Publication and Corp/Magazine; Eisenberg & Bogas, P.C.  
Imagine explorers receiving new maps of “parts unknown” and you’ll get a sense of students’ excitement when they received the Center for Career Development’s Discovery Externship Program Catalogue. The 65 externships described therein offer students a new option, mostly applicable in the summer preceding junior-year study abroad but flexible enough for alternate timeframes as well. Externships range from one to four weeks, and most are sponsored by “K” alumnæ or alumni. Summer 2003 marks the formal launch of the new program and concludes a pilot phase during which 20 students successfully completed externships in a variety of fields and venues.

Not long ago two members of the “K” community wrote about the externship model (LuxEsto, Fall 2002). John W. (Jack) Lundeen ’69 described the importance and mutual benefits of hosting “K” student externs. He should know. He’s hosted seven (and counting). Director of Career Development Richard Berman outlined the specifics of the externship model.

Since the publication of these articles, teams of “K” staff and students made hundreds of calls on graduates in order to create 65 externships for this summer’s launch. Below we share the five questions most frequently asked by prospective externship sponsors. Students and sponsors—our pioneers in the program’s pilot phase—answer them. They have, after all, “been there” and are the most credible sources.

1. How could such a short experience be valuable?

“The externship concept was new to me, and I was a little surprised by the idea of sending students somewhere to work for only two weeks. But Katie (Phelan ’04) and Eli (Savit ’04) quickly dove into their work. I was pleasantly surprised by the breadth of tasks that they were able to tackle in such a short period, and they really seemed to get a good introduction to the work that Congressional staff do. They were both jazzed by their work—and a little annoyed at some of the tedious aspects. This experience will stick with them and will help them shape their choices for the future.”

—Veronica Hubbard ’82

“My two weeks (at the Seattle Aquarium) further aroused my interest in this career path. I gained a lot more confidence before heading to study abroad and being in a foreign land away from my friends and family. I also have a better idea of how life will be after I graduate, when I have a career and live on my own. The most unforgettable experience was accompanying one of the naturalists on a whale-watching excursion. I saw bald eagles, a minke whale, eight Dall’s porpoises, a half pod of orca whales, a slew of puffins, and hundreds of harbor seals (even one that was nursing)!”

—Alexis Bowman ’04

“We enjoyed the opportunity to keep up our relationship with Kalamazoo College by helping Angela (McClure ’05) experience a real-world view of dentistry before she makes a decision about her future career choice. We felt we were contributing something positive to the profession by showing such a bright and capable student how rewarding a career in dentistry can be.”

—Dr. Mark Bachman ’95

“My time at Valassis was my first experience working in a fast-paced environment that focused on cutting edge technology. It confirmed that that was the type of environment in which I would like to spend my professional career.”

—Jude Vanover ’03

“I chose an externship program rather than longer, traditional internship for several reasons. Housing was easier to arrange, the cost of living was more manageable, and the timing (just prior to my study abroad in France) allowed me to spend more time with my friends and family before going overseas.”

—Eric Venner ’04

“Before the externship, my knowledge of politics was extremely limited. My two weeks in Washington, D.C. introduced me to the nitty-gritty of politics and heightened my awareness of the concerns of the everyday American citizen.”

—Kate Phelan ’04

2. What are the benefits for sponsors?

“I asked lots of questions about life at ‘K’ and learned a great deal about the very different experiences of Katie (a rising senior) and Eli (a rising sophomore). I also enjoyed listening to them talk to each other. Their conversations were animated and thought-provoking because they were both passionate about their goals and ideals. I found myself considering and discussing many issues that I usually ignore. Their energy and perspectives forced me out of my own complacency and encouraged me to be more involved in the world around me.”

—Veronica Hubbard ’82

“Devon’s (Williams ’03) concerns are very much the same as mine were when I graduated, though the details of daily life at ‘K’ have changed dramatically. She was curious about what I did at ‘K,’ my involvement in the Alumni Association, and how I made decisions after graduating. It was wonderful to discuss and compare and to remember and relive special moments with a current student.”

—Robin Lake ’90

“The Discovery Externship program provided a connection for me back to the College, a non-financial way to give back to Kalamazoo. The experience provided me with more personal satisfaction than I expected.”

—Mike Nelson ’89

(continued on page 52)
3. What kinds of projects can be completed?

"[At the Seattle Aquarium] I cleaned out tanks and chopped up animals such as squid, herring, and krill to feed the salmon. I released some salmon into Puget Sound and caught and transported some of the older and bigger salmon to different locations around the aquarium. In the afternoons I worked on my focus project, which included making two identical binders of information to aid in the training of new staff on an exhibit called “Life On The Edge.” I found as much information as I could on the size, life expectancy, food, predators, feeding times, phyllum, and reproduction processes of more than 100 animals native to Puget Sound and incorporated this research into the binders."

—Alexis Bowman ’04

"Angela [McCullor] was able to compile some production statistics and helped us learn more about our own practice management software in the process."

—Dr. Mark Bachman ’95

"Amy [Courter ’83, Vice President, Information Technology, Valassis] was looking to bring together several very different systems of operations which dealt with specific product lines in order to provide sales representatives access to an incredible amount of company and customer information. My focus project was to assemble information about technology she could use to implement her change. I called software vendors and consultants in to talk to Valassis’ IT staff about different products they felt Amy could use. To be able to lead a meeting with very established and respected IT employees as well as professional vendors was quite an experience for me."

—Jude Vanover ’03

"I worked in the information services department of Carolinas Healthcare Systems, one of the largest healthcare providers in the country. I provided information to people who were making the final decisions on software that automates the distribution of information in a company. I researched different software options, document imaging, and different methods of creating an interface between document imaging and workflow. I attended meetings with vice presidents and directors, took a tour of the raised floor room (where all the servers for the healthcare system are kept), and learned how the many components of an information services department work together."

—Eric Venner ’04

"Eric Venner worked on our project [evaluation of IS workflow vendors and applications] for approximately four weeks, closely supervised by one of our managers. The financial investment that CHS made in Eric was returned in his work. He helped to define business requirements, conduct vendor research, and evaluate products. Eric’s work was a valuable contribution. He was able to learn quickly and work in a team environment. His excitement for the project added to the enthusiasm of the team."

—Mike Nelson ’89

"I completed a project that examined the benefits of several different welfare programs throughout the United States. Using research tools such as online journals articles, newspapers, general Internet searches, and House and Senate hearings, I compiled information pertinent to the research I was conducting. Welfare is a social issue I find interesting, so this project was ideal."

—Kate Phelan ’04

"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."

—Jack Lundeen ’69

5. Is there anything else to know or think about?

"We have temporarily relocated to Singapore. I’m on a leave of absence from my employer and look forward to the next opportunity I have to be of service to the Discovery Externship Program. Let us know if any students on study abroad in China or Thailand would like to do an externship at Dell Computers in Singapore, where my husband Rich now works."

—Robin Lake ’90

"After I had offered to provide a discovery externship, the Center for Career Development (CCD) connected me with Jude Vanover. We held a telephone interview and discussed his interests and abilities, and I shared information about Valassis and some short-term needs we were experiencing. The CCD had matched us well. I enjoyed having Jude join my team. Adding a team member is always a good way to see how the team functions, and Jude fit in well."

—Amy Courter ’83

Many Kalamazoo College students still complete a traditional 10-week internship; the Discovery Externship Program does not take the place of its predecessor. In fact, 71 percent of the Class of 2002 engaged in a traditional internship, compared to 79 percent of the Class of 2001. Most of our students also participate in study abroad in the junior year, and 75 percent of those students depart for global destinations prior to Labor Day, some as soon as early July. A summer so truncated can preclude a long internship. The Discovery Externship Program offers students an alternative—one that provides an opportunity to explore a career direction, connect with alumni, and still participate in all the K-Plan has to offer."
“On Whose Shoulders are you standing” was the theme of the 2003 Kalamazoo College Martin Luther King, Jr., Celebration. Events included the reading of the names on the Birmingham (Ala.) Civil Rights Memorial; a gallery of photographs from the civil rights movement; an essay contest; much sharing of thoughts and music; and a keynote address by Joshua Sledge, a student at the University of Michigan and the son of Kalamazoo College Dean of Students Danny Sledge.

Figuratively speaking, this fall the starter pistol fired, stopwatches were activated, and a “race,” or, more accurately, a journey—and one indispensable to the farther journey—began.

At its October meeting, the Kalamazoo College Board of Trustees launched—from the concept to the creation phases—the project that will result in a major renovation and expansion of Kalamazoo College’s Upjohn Library. Additional fund raising for the project must continue, but the final architectural design phase begins this month. More information on the project’s timetable will be shared in a future issue of LuxEsto.

Members of the information services staff surround a preliminary model of the new library, and some hold preliminary drawings and floor plans. Wide exploration and intimate conversation always have been the heart and soul of liberal education. Central to that heart and soul is an effective library. In today’s world, an excellent liberal arts education requires a library with excellent information technology. Upcoming issues of LuxEsto will include stories on the importance of the new library to the College’s future. In the meantime, celebrating the official start of the project are (l-r): first row—Russell Cooper; Robin Rank; second row—Linda Schubel, Lisa Palchick, Mary Griswold, Dhera Strauss; third row—Susan Bos, Ann Haight, Jeff Dancer, Scott Ryder, Julie Hartenberger, Ken Arthur, Kathryn Lightcap, Lisa Sisley-Blinn, Sean Lancaster, Jim Vermeulen, Mark Fedak, Dave Van Sweden, Peter Zilman, Stacey Nowicki, Paul Smithson, and Wilfred Lim.
Judith (Lindberg) Shoolery ’57 (center) and her husband Jim have always wanted to do something for the College from which Judy graduated. By means of a six-figure charitable remainder unitrust, Judy and Jim will endow a scholarship to help future students attend Kalamazoo College. The scholarship is their gift to the College’s campaign, Enlightened Leadership: Kalamazoo College in the 21st Century. Lynn Jackson, director of major gifts, worked with Judy and Jim on their gift.

“The College is very important to me,” says Judy. “After I graduated, I entered the world a bit intimidated. Everyone seemed so competent and capable. But I soon learned that the College had prepared me well.”

It’s possible the breadth of the liberal arts curriculum inspires some post-commencement trepidation. “We leave unspecialized and not pigeon-holed for a specific job,” says Judy. “At least that is how it may feel.”

But Kalamazoo College graduates soon discover, she adds, that liberal arts may be the best preparation. Why? “Perhaps our liberal arts model better teaches students how to think. Or perhaps it reminds us that there is always more to learn. Both lessons are invaluable in personal and professional life,” says Judy.

If you would like to learn more about making a gift to Kalamazoo College through a charitable remainder trust, please contact the Office of Gift Planning at 269.337.7247 to request the Keystone series booklet titled Charitable Remainder Trusts: Gift Plans of Choice.