A $1 million campaign gift from the John W. and Rosemary K. Brown Family Foundation will fund the Rosemary K. Brown Endowed Professorship in Mathematics and Computer Science at Kalamazoo College. The gift to Enlightened Leadership: Kalamazoo College in the 21st Century was celebrated during a signing ceremony at Hodge House this summer. Rosemary is a lifelong educator. She taught mathematics at various high schools in New Jersey and Michigan and recently retired from the Kalamazoo Area Mathematics and Science Center. John is chairman of the Stryker Corporation. Rosemary currently serves on the College’s Board of Trustees; John is a former member.
Donald Van Liere's Many Gifts
To the Liberal Arts at Kalamazoo College

Donald W. Van Liere, a professor of psychology at Kalamazoo College for 32 years, died on October 6, 2002. Shortly before his death, he established the Donald Van Liere Endowed Fund for Enlightened Leadership: Kalamazoo College in the 21st Century.

In addition to his duties at Kalamazoo College, Van Liere pursued a number of community interests. He was instrumental in creating the special diagnostics department at Bronson Hospital, which brought electroencephalographic testing to Kalamazoo. In 1956 he was a valuable part of the first heart catheterization team at Bronson, a procedure that was undertaken in only four locations in Michigan in those years. He and his wife had six children, and one of their grandchildren, Timothy Halloran ’92, attended the College as a Hejl Scholar.

“...the laboratory had become a central feature of the department,” wrote Jacobs. “Van Liere had brought psychology at Kalamazoo College into the mainstream of twentieth century academic psychology.”

The attitude that pervaded the lab in those days was—if you need it, build it. When I first had the chance to observe this construction phenomenon, Don and his students were dismantling pinball machines for the electromagnetic relays that could be used to control the presentation of stimuli and rewards to animal subjects.” In 1981 the psychology laboratory at Kalamazoo College was named for Van Liere.

On the occasion of his retirement in 1981, Berne Jacobs, professor emeritus of psychology, wrote, “Don demonstrated the scientific dimensions of psychology to students and faculty by furnishing a laboratory with home-made apparatus. Don made memory drums and mirror-tracing apparatus for human learners, and those experimental chambers we now call Skinner boxes for pigeons and rats.

Income from the gift will support Kalamazoo College students with cash awards based on recipients’ overall academic excellence, improvement in their senior year, and/or excellence in research. The gift complements a previous gift Van Liere made in 1991—the Donald Van Liere Prize for Excellence in Research.

Van Liere was the shaping force in psychology at Kalamazoo College in the 1950’s and early 1960’s. He graduated from Hope College and completed his advanced training at Indiana University, where he studied under renowned teachers in a variety of areas of psychology, including behaviorism, theoretical psychology, psychophysiology, and experimental psychology. To these perspectives he added his own interest in the philosophical background and history of psychology. For 20 years he served as chairman of the College’s psychology department and ensured that its perspective remained broad and appropriate to a liberal arts education.

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To Socrates
by Lester Start

Had I lived in your time, how joyously
I should have knelt before you, listened to
Your thoughtful words about the good, the true,
The beautiful; from your nobility
Of intellect, there glowed resplendently
Within your mind the light of wisdom. You,
Greatest philosopher, attempted to
Reveal this light to dull humanity
To free it from its darkness; that is why
The multitude of fools forced you to die,
That ignorance might thrive. Guide of the youth,
Christ of another age! Come back, and give
Of your great light once more; help us to live
For beauty, wisdom, dignity, and truth.

Lester Start's Legacy

With a $10,000 campaign gift, the family and friends of the late Lester J. Start, Ph.D., have endowed a fund to provide travel grants for Kalamazoo College students to present their research at professional conferences. The fund will be called the Lester J. Start Student Travel Fund in Philosophy. Faculty members of the philosophy department will select travel recipients.

Philosophy majors will receive first preference, but if additional endowed income is available, students in the religion department will be considered for awards. Dr. Start joined the faculty of Kalamazoo College in 1958 as a professor of philosophy. His interests in addition to all branches of philosophy included religion, music, and languages. He was an accomplished cellist who performed with the Bach Festival Society, Fieri Musicali, and the Kalamazoo Symphony Orchestra. Ancient philosophy was one of Dr. Start’s specialties, and his personal admiration for the philosopher Socrates is evident in a sonnet he wrote about the man and which we reprint (left). Friends, family, and faculty recently gathered to celebrate the gift and the man the gift honors.

Pictured are (l-r): front row—Carol Dombrowski, director of alumni relations and the Kalamazoo College Fund; Clare Start; Jeremy Start; second row—Michael Wolf, visiting assistant professor of philosophy, Elizabeth Start, visiting assistant professor of music; David Scarrow, professor emeritus of philosophy, third row—Jonathan Start and Chris Latolias, associate professor of philosophy.

The author Garry Wills in his book Certain Trumpets wrote that “Socrates is the archetype of all those who learn by teaching, who keep up the energy, curiosity, and intellectual freshness to ask the basic questions all over again, not merely as a pedagogical technique, but as a genuine way of advancing their own moral understanding.” A fitting description of Lester Start, whose tribute to the Greek philosopher we share with our readers.
Kalamazoo College was founded in 1833, so none of its graduates participated in the Constitutional Convention of 1787 in Philadelphia. However, Suanne Martin, Class of 1984, may feel as if she had been there. For the story, see page 18

**FEATURES**

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Author Ha Jin came to Kalamazoo College to speak with the first-year students who had read his novel *Waiting* during the summer. Kalamazoo College's Ann You, who, like Ha Jin, lived for many years in the northeast of China, interviewed the writer.

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English major Emily Crawford '99 has experienced some lean and interesting years since graduating from Kalamazoo College. She wouldn't trade them for anything.

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**PLUS...**

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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

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Heritage Paper
Dear Editor:
I read with delight the article about Prof. Bosker’s long, distinguished career at “K.” Sorry to use “Bosker”, but that’s who she is to me. I really appreciated Prof. Bosker’s support of my interest and enthusiasm for German language and literature. I am proud to say I live and work in Germany now—accomplishing this goal did not come easily to me. It took the kind of perseverance one learns when one is a “K” student trying to survive on foreign study.

One of the aspects I love about German life is the number of friends I find here who also love literature. Prof. Bosker would have loved, I’m sure, the birthday dinner we were invited to just this past week, where our lawyer friend asked the guests to bring a poem or other reading about summer to be read aloud. So there we were, enjoying conversation and German poetry by Taekl and others by candlelight. I was, of course, delighted that I could provide exemplary selections of poetry from my collections gathered while I was a student at Kalamazoo College.

I will always remember Prof. Bosker for her support of my SIP project: The Literary and Folkloric Content of the Grimm’s Fairy Tales. Not the type of thing every senior marketing manager in a multinational company has done, but something I’m still very proud of.

Schoene Gruesses, Prof. Bosker, als Sie jetzt in vielleicht nicht-so-sehr “Ruhe” stand gehen!*  
*Best wishes, Prof. Bosker, on your perhaps not-so-retiring retirement.

Ruth Ann Church ’86

Dear Dr. Haeckl,
It was with great interest that I read the article on Kelly Jones in the summer 2002 LuxEsto and noted the Classical Studies program at “K”. I graduated from the history department and though I spent much time with David Strauss in American Studies, I was, and remain, more interested in the ancient world. While I am glad for the broad history education I received at “K” (especially so for my time with Dr. Strauss since now, as a one-person history department, I have to teach a one semester survey of American history!) I was envious of what I could take if I were a “K” student now. Though I went on to pursue a MA and PhD in Roman studies at the University of Chicago, I wish I could have had more classical studies as an undergrad, which is why I was so glad to see the program now in place. Bene, bene, bene! Keep lighting the fire of classical studies in “K” students, and best of luck with the plan to establish a dig outside of Rome; what a wonderful opportunity for “K” students.

Brian Messner ’87

Dear Dr. Strauss:
[I heard] you were retiring this year, and I’ve been meaning to write and congratulate you. You’ve undoubt- edly affected the intellectual growth of hundreds of students, my own included. You are the only professor with whom I took four classes, and I recall very fondly the amazing depth and perspective that you offered us with history, society, and politics. I will never forget some of those ongoing debates and discussions our classes would have, especially the 60's class and the senior seminar. Wow! You are a master facilitator, probing and prodding, encouraging and criticizing, and bringing out the best in your students. I put you at the top of my list of most influential teachers at Kalamazoo College.

Thank you very much, Dr. Strauss; [Perhaps you wonder how] a political science major ended up working in the business world, especially out here in Silicon Valley during one of the most destructive bubble-popping episodes in history. It was a round-about journey. Sometimes I tell people affiliated with “K” that I’ve never really left the K-Plan. After graduation I worked cement construction for about three months in order to pay for a six-month return to Oaxaca, Mexico, where I had studied the year previous. I taught English in the local language institute, studied salsa, music, art, and Spanish, disk-jockeyed at a nearby bar, traveled extensively, and even learned to surf. Call it my post-“K” rebound experience; it gave me perspective on life and helped me prioritize the kind of choices I was facing. The political gods came calling, and soon after my second sojourn in Oaxaca I was working on Congressional campaigns in San Antonio, Texas, and Flint, Michigan. In 1999 I joined U.S. Representative Debbie Stabenow’s staff, and then she proceeded to run for (and eventually win) the U.S. Senate seat. My life was literally a road show for two years—80,000 miles on my truck in just 18 months. After that experience, I decided to begin anew in San Francisco.

Like many millions of migrants before me, I made the journey west looking for new opportunities. This was at the peak of the bubble in late ’99, so jobs were falling off trees. I arrived and secured a job before I found a place to live. I worked for a customer-marketing firm in a variety of positions: account services, account services management, marketing, and eventually sales. Today I tell people that I obtained a hands-on MBA because I learned on the job so much about capital, finances, business
Politics may not be the route I eventually take—there are so many other ways to give back to humanity—but I have such a strong faith and optimism in our unique democratic experiment, that to pass up the opportunity to participate in it would be contrary to everything I value the most. My short-term plan now is to work for about three to five more years, and then go back to school—either to get a J.D. or graduate degree in political science/public policy.

Of the many, many students you taught at ‘K’, this one still carries a torch of optimism and faith in this unique experiment called American life. I studied it under you, and now I’m living it. I’m grateful for the insight, the perspective, and the wisdom you imparted. It’s not so much what you and others like Dr. Flesche, Dr. Cummings, Dr. Struening, or Dr. Mills taught me per se. Rather, you taught me to keep on learning. And it is the act of learning that connects me with all persons in the arduous, ongoing struggle of defining the truth and what things like community, government, business, and family really are. September 11 forced me to confront some of these questions, and the events of that day undoubtedly will remain one of the defining events of my generation. Among other thoughts, those events (and some of the reactions to them) recalled for me a quote from Samuel Huntington: “Critics say that America is a lie because its reality falls so far short of its ideals. They are wrong. America is not a lie; it is a disappointment. But it can be a disappointment only because it is also a hope.”

Jeff Hotchkiss ’97

To the Editor:
I have read, many times, President Jones’ July letter to alumni and friends of Kalamazoo College. I strongly urge that all individuals associated with ‘K’ read this letter carefully and frequently, for it is well reasoned, thoughtful, and articulate in discussing the immediate future of the College.

I graduated from Kalamazoo College in the early 1960’s. I felt my experience there prepared me well for my future success with a Master’s program at Oberlin College, and later the completion of a doctoral program at Michigan State University. In my mind, both Kalamazoo and Oberlin are “great” liberal arts colleges, not just “very good”. My professional experiences over the last 35 years with many liberal arts colleges in Michigan, Ohio, and Pennsylvania only reinforce my early impressions of Kalamazoo and Oberlin. Apparently some external “accrediting agency” has deemed Kalamazoo College to be a second-tier liberal arts college. I have never felt that my educational experiences, either at Kalamazoo or Oberlin, were from second-tier institutions.

President Jones states that “it will take decades to build our endowment into an engine for greatness.” My contention is that Kalamazoo College is already great; what we, as alumni and friends, need to do is to increase and strengthen our collective efforts to maintain this greatness that was so forcefully stated in President Jones’ letter.

Thomas C. Moon, Ph.D., ’62

Dear President Jones:
I was quite taken with your July letter to alumni and friends of Kalamazoo College about making Kalamazoo College “great” in order for its liberal arts mission to survive in coming years. If nothing else, I am proud to have gone to a school whose president could write such a forceful, heartfelt letter. I have been in the “education business” (a term you won’t consider oxymoronic) most of my adult years, and I care deeply about liberal arts learning. That I could major in chemistry at ‘K’ and then become a student of Renaissance humanism demonstrates the success and value of liberal arts learning. Nevertheless, my experiences as a teacher have pointed up some peril of corporate-model thinking applied to higher education. Most recently I taught at a Midwestern college supposedly similar to ‘K’, and the clash between its ideal liberal arts aspirations and the de facto “market-driven” indulgence of its customer base created an institutional “split personality” that was disappointing both professionally and personally. The idealism and love of learning fostered in me during my undergraduate years may have spoiled me—in ways I do not wish expunged from my pedagogical toolkit.

I wish you and Kalamazoo College good fortune in the struggle to continue to provide our special brand of learning.

Michael Winkelman ’91

To the Editor:
I have enjoyed and appreciated the first two installments of Dr. Allan Hoben’s memoirs. My father, Charles T. Goodsell, counted Dr. Hoben as his best friend, having served under him in the Fifth Division’s YMCA unit in France in 1917-1918. Among other things they had in common were Baptist ministries and early years at the University of Chicago.

In 1928, President Hoben invited my father to join the History faculty at Kalamazoo College, on which he served until his death in 1941. Following Dr. Hoben’s death (continued on page 4)...
in 1935, my father served as acting President of the College for one year. The memoirs and accompanying editorial comments on Dr. Hoben have allowed me to know better this fine individual. I understand now why my father loved him so.

Charles T. Goodsell, Jr. '54

Dear Editor:

Reading of the death of Dr. Laurence Barrett in LuxEsto brought back many memories of "K" College. Professor Sherrill Cleland, my economics professor, had the greatest influence upon me. But I was placed in Dr. Barrett's English class my first day at "K" College. Having been a "shop major" at Kalamazoo Central High School, I had little idea what a college-level English class would be like.

To my surprise, our assignment was to write an essay on "anticipation." I don't think I was the only person in the class who puzzled over how to do this. I worked hard, though not thoughtfully, on the task. Then, to my surprise, Dr. Barrett worked thoughtfully on my draft—offering me comments that showed he was serious about introducing me to the craft of writing—even though I was a "tough sell" (since I had gone to "K" primarily to play tennis and later get a job in the sporting goods industry).

Dr. Barrett's zeal to teach, to chide, to prod, to surprise—even students like me—reminds me what a "dangerous place" Kalamazoo College was. Thanks for informing later generations of students what a remarkable professor Dr. Barrett was.

Kenneth G. Elzinga
Professor of Economics,
University of Virginia

To the Editor:

What a wonderful article honoring one of the greatest men I have had the privilege of knowing, Larry Barrett. I met Larry at the start of my freshman year in September 1971.

He had some students meet to work on a project to study how the College could greet and help new students more effectively. We met for six weeks and produced a 128-page document. I recall using my father's print shop to make 50 copies to present to administration. Throughout the years, I met with Larry often to talk about anything that bothered me, and he counseled me, and I learned how to grow up. Larry even had me watch his farm one time when the family went on vacation.

In 1989, when I returned to campus to receive the Distinguished Alumni Award, I asked Larry for a few minutes of his time to photograph him. Lots of talk and a few frames of film, and once again he helped me in the process of growing up. I was very honored that you chose to use my photo in the article [see LuxEsto, Summer 2002, page 58] and that the family feels that we captured something special that day.

Craig Wells '75

To the Editor:

I am writing in response to David Martin's letter regarding September 11 (LuxEsto, Summer 2002). That an individual or group considers a particular lifestyle offensive does not and cannot ever justify mass murder of innocent people—not here or anywhere.

I realize that the U.S. is not a perfect place. We have many problems of our own to solve. I do not always agree with the U.S. approach to foreign policy, nor with our often well-intended but misguided desire to impose our economic model on the rest of the world. Nevertheless, throughout history, the United States has done more for the betterment of many people around the world than any other country. I would rather live here—and work in my own small way to improve the plight of others—than anywhere else on earth.

Amy Pellettiere '81

To the Editor:

I would like to respond to the letter written by David Martin '85, wherein he rails about the offensiveness of the American lifestyle in regard to the Islamic religion. This is not the place to debate the morality of our government's response to last year's attack. I do not know where Mr. Martin lives, but if he had seen what I did when I came out of the subway that morning, he would have a clearer understanding of the word "offensive", and he might have a different opinion.

It is likely that the very American lifestyle that Mr. Martin broadly and inaccurately claims to be offensive to all Islamic nations of the world and the Islamic religion generally has in fact enabled him to achieve everything he has today. It is certain that that lifestyle provides him the right to express his dissatisfaction with our government. And it provides me the right to strongly disagree with him, for I can think of no justifiable "wake up call" that requires such a high cost in human life.

And we have learned a great deal from the attacks. From those whose lives were sacrificed and from those whose lives were taken in an effort to rescue and comfort others, we have learned about the extraordinary strength of the human spirit.

I assume Mr. Martin refers to the book The Ugly American by William J. Lederer and Eugene Burdick, 1958, W.W. Norton? If so, that book dealt more with the corruption in Southeast Asia in the middle of the 20th century than it does with the theological fundamentalism that was the foundation of the attack last year. Criticism is always more cogent when coupled with accuracy.

I hope that Mr. Martin is not defending those terrorists who took all those lives. Whether or not the American way of life is offensive to some, the true message of Islam is one of peace. Those who attacked us were not and are not admirable practitioners of Islam.

Finally, it is terribly easy to point out what the problem might be. As an African-American male who has been subjected to the offensiveness of racial profiling, I have not felt a need to institute mass destruction as a means of expressing my displeasure. Two wrong acts do not beget a right one. In the back and forth of an eye for an eye, you end up with a large number of blind people stumbling around. Instead, I would challenge Mr. Martin to suggest ways in which we can all live more peacefully in this ever-shrinking
world. What exactly is he doing to affect U.S. foreign policy? What is he doing on a local level? We will always have differences. It is those differences that make life so interesting. The goal, then, would seem to be for each of us to appreciate those differences within our neighbors. There is an old adage that says if one is not part of the solution, then one is part of the problem. Given those parameters, where does Mr. Martin fail?

L. West Nelson '81

To the Editor:

If there was one thing that I took away from my four years at "K", it was most certainly the ability to see the world from a different perspective than just that of an American. Thus it was with great dismay and anger that I read David Martin's letter to the editor regarding September 11. To imply that because the American lifestyle is offensive to other nations/religions, the attacks on the WTC and the Pentagon were warranted is truly offensive. I'd like Mr. Martin to walk around the corner and tell my neighbor and her two daughters who lost their husband/father in one of the elevators in the WTC that this was a "wake up call." Absolutely NOTHING justifies what happened on September 11. Yes, we should open our eyes and take a look at what causes people to feel such hatred towards America—but never, ever will there be any justification for what happened. It is and will be one of the saddest days in our history.

Julie Arnold Fitzgerald '83

To the Editor:

I was appalled by David Martin's letter. Mr. Martin asserts, "The American lifestyle is offensive to the Islamic nations of the world and the Islamic religion." Even if that were true, it is not justification for Al Qaeda or anyone else to hijack airplanes and fly them into buildings, killing thousands. I am personally highly offended that many Islamic women are required to cover themselves from head to toe, because the men of their societies presumably cannot control their desires in the presence of a beautiful woman. I also find it abhorrent that in many Islamic regions of the world, people are encouraged to perform female genital mutilation on their little girls so they won't dishonor their families when they reach sexual maturity. These facts do not, however, give me the right to attack innocent civilians in various Islamic nations of the world.

There is no doubt that we, as a nation, have many faults. I am certain though that we would no longer truly be Americans if we were to change our society in order not to be offensive to the Islamic extremists who plotted against us. The attacks of September 11 underscored for me the danger of extremism and the importance of tolerance.

Susie Webb Nielsen '88

To the Editor:

David Martin's letter to the editor took my breath away.

Mr. Martin states that the American lifestyle is "basically offensive to the Islamic nations of the world and the Islamic religion". Perhaps it is, but such an opinion can in no way justify the slaughter of thousands of people. Martin also stated that September 11 was "a reaction, a payback, a statement of rejection of American life". No, September 11 was an unprovoked, criminal act—just ask the families and friends of those murdered at the World Trade Center, the Pentagon, or on Flight 93. Ask those of us who live in New York or in the Washington, D.C., area if the events of September 11 were merely a "wake-up call".

Mr. Martin states Americans are offensive to many people in the world today. He is entitled to his opinion and should be glad that he lives in the United States where we enjoy freedom of speech. I ask him to consider that many of us are still living every day with the effects of September 11. By trivializing the events and apparently justifying the attack, Mr. Martin ignores its victims. Intended or not, this effect of his letter is shameful.

Kate Bannan '81

Dear Editor:

David Martin '65 maintains that 'Islamic nations of the world and the Islamic religion' find the so-called "American lifestyle" offensive, and he apparently feels this justifies murdering thousands of innocent civilians and hundreds of rescue workers.

Just what does Mr. Martin see as the monolithic American lifestyle? Is it our free elections that bother him? Perhaps it's our ability to speak against our own government without fear of reprisal. Perhaps he hasn't seen enough of this country to realize that we are not all the same, that our lifestyles vary from person to person and community to community, that our government has surely made its share of mistakes, but that we don't make a habit of murdering civilians to make a point. Whatever foreign policy mistakes our government may have made over the years do not justify the attacks of September 11, and the use of the metaphor of a "wake up call" to describe those attacks is obscene.

I hope my lifestyle is offensive to people who would stone women for seeking an education, to those who would teach children that their lives mean nothing unless they serve a twisted ideology that advocates or excuses suicide bombing. I want to offend people who envy my freedom but lack the courage or humanity to offer that freedom to their own people. No other country in the world has served as a beacon of hope for people of all nations and religions in the way that the U.S. has.

I learned how to be tolerant in my years at "K." I learned that violence should be the last resort of the just, not a tool to inspire terror to gain power and influence. I find it surprising that Mr. Martin attended the same school.

Lynn M. Staley '86, Ph.D.
When writer Ha Jin learned from his excited editor that his novel *Waiting* had been "short listed for the NBA!" he was confused. For a brief moment he wondered what his novel—the story of a Chinese doctor who wants to end his arranged marriage so that he can marry a nurse with whom he has fallen in love—could possibly have to do with professional basketball games. That's how remote were any thoughts he might have had about the National Book Award, that other "NBA."

*Waiting* did earn the National Book Award in 1999, and in 2002 became the focus of Kalamazoo College's Summer Common Reading Program, part of the orientation program for first-year students. Each member of the incoming Class of 2006 read *Waiting* during the summer. During orientation week, the students participated in small group discussions about the novel led by faculty and staff. They also met with and questioned Ha Jin, who visited Kalamazoo College for the occasion. Ann You, who works in the College's business office, interviewed him, and that interview became the basis for the article she wrote. Like Ha Jin, she writes in her second language, English.

**Ha Jin Follows His Own Heart**

*An Interview with the Author of *Waiting* by Ann You*

Ha Jin was born Xuefei ("snow flying") Jin in Liaoning province in northeast China in 1956. He came to the United States in 1985, began writing in English in 1987, and has since published more than half a dozen books, including three volumes of poetry, three collections of short stories, and two novels. In addition to the 1999 National Book Award, his novel *Waiting* won the 2000 PEN/Faulkner Award for Fiction.

I met the soft-spoken writer on campus on a rainy September day. We began our conversation discussing his background.

"My father was a military officer, so we moved around within the northeast part of China," says Ha Jin. "When I was a young student I often dreamed of going to Russia to study science. I wasn't old enough to read books when the Cultural Revolution [which discouraged learning and intellectual improvement as counter-revolutionary] broke out. Then I went into the army and served for five and a half years. I was almost illiterate during my first two years in the army, but I began to teach myself and pored over middle school textbooks. When the entrance exams were reinstated, I went to Heilongjiang University to major in English."

Colleges and universities reopened in 1977 after 10 years of the Cultural Revolution. Hundreds of thousands of young people took the entrance exams hoping for the opportunity to have a higher education. Many had been sent to the countryside during their teenage years to farm with peasants in order to be "reeducated." Admission to an educational institution would allow them to go back to the cities and their families. Since political turmoil had kept them away from books for years, many of them had to study hard at the last minute.

Ha Jin had started studying on his own when he was in the Army as a teenager, and he kept reading books while he worked for a railroad company. Thus he was able to compete with thousands of other aspiring students, and he passed the multiple exams. About 350 people from the
a railroad company took the exams; Ha Jin was one of 16 who qualified to take the final tests. He hoped to study Chinese literature, history, or library science. The latter involved the study of ancient Chinese archives. He listed these subjects as his first choices for study. English was the last choice on his application form.

At that time, anyone who listed English as a possible choice of major was required to take a language test. For about a year Ha Jin had been listening to a half-hour morning English teaching program on the radio, and so he did pretty well on the test compared with others who failed to recognize a single alphabetic word.

"One of my coworkers didn’t know any English," Ha Jin recalls. "But he chose it as one of the majors he intended to study anyway and took the test. Obviously he couldn’t understand and answer any of the questions. After the test, he was so angry at himself that he sat in the office for two hours without talking to anyone."

Chinese literature was a very popular major and Ha Jin did not get his first choice. Instead, he was assigned to Heilongjiang University as an English major. He accepted this opportunity and went to Harbin (a city in northeast China from which Ha Jin chose his pen name) to start a new campus life.

"There were advanced, mid-level, and beginners’ classes in the English department," recalls Ha Jin. "And the students were assigned to classes according to their level of ability. For all four years, I was in the beginners’ class. While the advanced class studied under a foreign instructor and read Charles Dickens’ novels, we were 'biting' the language little by little from Chinese teachers whose previous specialty had been the Russian language.

(For years, schools had offered only Russian in northeast China, and English was added only after the Cultural Revolution.)

"After graduation I went to Shandong University to study American literature. I came to the States in 1985 and planned to return to China when I finished my doctorate in English at Brandeis. During my study there, my teachers Allen Grossman and Frank Bidart encouraged me to write. They thought I could write poetry, and I wrote a book of poems in the summer of 1988. Later the book was published as Between Silences."

Nevertheless, Ha Jin initially wrote in English "half-heartedly", because he fully intended to go back to China, where he had a secured teaching and research job at the university and his family waiting for him. Comparative literature is a popular topic in China, and Ha Jin’s dissertation focused on a comparison of the poetry of Ezra Pound and W.H. Auden, both of whom had written poems about China. Then came the Tiananmen Square uprising. In May of 1989 thousands of students in China demonstrated in Beijing’s Tiananmen Square.
Square to show their desire for more freedom of speech and information. The government answered with tear gas and tanks, killing hundreds.

"It changed my life," he says. "I knew I would not serve a government like this, and so I decided to stay in the United States.

"It was not easy to start all over again," recalls Ha Jin, "since my dissertation was not targeted at the American job market. I couldn't find work. So I went to Boston University to study fiction writing as a way to get medical insurance for my family and also to gain some time for me to learn the writing craft."

He shouldered the pressure of supporting a family after his wife and son joined him in the States. To cover the family's living expenses, he worked as a busboy, a waiter, and a night watchman before finding a job in academia. In 1993, after three years of job hunting, he was hired by Emory University. Once he started teaching at Emory, Ha Jin began to work more seriously on mastering written English.

Patience is one secret of his success. He wrote everyday and had to edit and revise his work again and again.

"I once wrote 18 pages before realizing it was terrible, and so I threw it all away and started again," he says.

An old Chinese proverb states that "One penny of work bears one penny of harvest," and Ha Jin's perseverance eventually paid off. In 1997, he won the Ernest Hemingway/pen Award for First Fiction for his collection of short stories Ocean of Words. His second volume, Under the Red Flag, won the Flannery O'Connor Award for Short Fiction from the University of Georgia Press. Then came Waiting, which is based on a true story.

"I heard the story in 1982. In fact my in-laws knew the man on whom the protagonist Lin Kong is based. I saw the man from a distance as well, but I didn't think I would write a novel based on his story. I was not that interested in writing novels." Not until he started teaching at Emory University did Ha Jin start to work on the story seriously. "Because I had to publish to keep my job, I began to work on the story. It took me four years to finish."

About the book, novelist and critic Francine Prose wrote, "Waiting has the sort of first sentence ('Every summer Lin Kong returned to Goose Village to divorce his wife, Shuyu') that commands us to read the second, which makes us read the third, and so on until we're too caught up in the novel to marvel that its plot—the story of a couple waiting chastely and more or less patiently for 18 years until they can get married—should seem so suspenseful. Waiting generously provides a dual education: a crash course in Chinese society during and since the Cultural Revolution, and a more leisurely but nonetheless compelling exploration of the less exotic terrain that is the human heart."

It is the exploration of that terrain that allows readers to engage with and understand the novel, regardless of their cultural background.

"Although I wrote the novel in English, I didn't have American readers in mind," explains Ha Jin. "I just wanted to write a piece of literature, which, if good enough, should be communicable to anyone. The most difficult part was my uncertainty about the meaning of the book. Later I realized that there are men like Lin Kong everywhere, even in the States. So I regained my confidence.

"Lin Kong is a good man," continues Ha Jin. "But emotionally he hasn't grown up. He has a blind spot in his mind and he cannot love anyone devotedly. Given normal circumstances, he could develop into a normal man, but the environment is so harsh that the defect in him deteriorates, and gradually he has lost the instinct for love."

The harsh environment in Waiting is basically political. But the emotional damage could result from any harsh environment, like a broken family, or a break with or loss of one's first love.

Ha Jin has received letters from American readers telling him that they could relate with Lin Kong. The story could happen anywhere in a different form, but the basis for the story would be the same, Ha Jin says. "As human beings on earth, we have a lot in common. Emotionally we are the same. We have the same desire for happiness, and experience the same sadness over loss. If we keep in mind the common ground for all of us, it would be much easier to arrive at intercultural understanding."

How have other writers influenced Ha Jin's work? "I like ancient Chinese poets greatly, such as Tu Fu, Li Bai, and Bai Juyi (the three greatest poets from the Tang dynasty). But for fiction, the greatest influences on my work are the great Russians—Chekhov, Tolstoy, Dostoevsky, and Gogol."

Ha Jin rearranged his schedule in order to travel to Kalamazoo College for the Summer Common Reading Program. He canceled other travel engagements, including a book tour for his new novel The Crazed. "I needed the time to prepare for my new teaching duties at Boston University as well as for the students at Kalamazoo College. At Emory I was hired as a poet; Boston University hired me as a fiction writer." But the trip to Michigan was worth the hectic prelude. "I love the Midwest," says Ha Jin, "which in many ways resembles the northeastern part of China."
Ha Jin thinks the "K" students understood his book very well. He praises their "intellectual curiosity". "Sometimes we underestimate our students," he says. "Intellectually, they are just as good as their teachers. They are quick learners, not as slow as teachers sometimes fear."

Does Ha Jin enjoy teaching?
"I enjoy teaching if I have good books and good students," he says. The traditional Chinese concept of "good students" means students that work hard and study seriously. Teachers are the door openers and students need to keep moving forward on their own afterwards. "The students here in the States tend to view their four years as an investment, as do most Chinese. But we should keep in mind that this is just a beginning. In fact, college just teaches you how to continue to educate yourself. Teaching also supports me and my family so that I can avoid the tyranny of the book market."

Ha Jin is currently working on a novel about the Korean War as a transitional step to an American subject matter for a novel. "Eventually," he says, "I will have to write about the immigrant experience, since I don't know much about current China anymore."

Ha Jin and his wife just moved to Boston. Their son is a sophomore majoring in history at Princeton University. Although an accomplished poet, novelist, short story writer, and professor, Ha Jin doesn't give "success" too much thought.

"I don't know anything about success," he says, with a genuine and remarkably modest attitude towards success that is deeply rooted in the Chinese intellectual tradition. "All I can say is, follow your own heart, including the aspiration to fail."

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Small World—From China to Kalamazoo

When Ann You met Ha Jin on the Kalamazoo College campus, the two of them found themselves remarking on the shrinking of the world and the effects of globalization. Ann, who wrote the accompanying article on Ha Jin, had made a similar long trip from mainland China to Kalamazoo.

"I was born and raised in China," Ann says, "and lived there until 1992, when I joined my husband, Guoqi Xu [assistant professor of history at Kalamazoo College] in the United States. We lived in Boston, and while there, I took accounting classes."

Ann has a Master's in Chinese history, and she had worked as a lecturer in China, teaching college freshmen modern Chinese history and writing articles for various publications, but she soon realized that accounting would be a more practical choice for work while raising three children, ages 11, 6, and 4.

"My husband was hired to teach history at Kalamazoo College in 1999, and we brought our family to Kalamazoo to begin a new life. I loved the academic atmosphere of the College, and I enjoy being a part of a place that encourages exploring and understanding the world around us."

Ann has put her accounting skills to use, and in February of 2002, took a position in finance and accounting in the Kalamazoo College business office. When not calculating numbers, however, she still enjoys exploring all that the College has to offer, attending after hours events, and acquainting herself with her new College "family."

"Of course I felt a culture shock when I came to the United States," she nods. "Language was especially a challenge. When I was a child, I had little knowledge of America. I lived in northern China, close to what was then the Soviet Union, and for the first two years in middle school I studied Russian since there was no English class offered at the time."

Ann You blends her Chinese background with her current American lifestyle. At home, her family primarily enjoys Chinese cooking, rarely eating fast food. On Friday nights, she teaches Chinese language classes to kids in the area. She has found a local community of about 4000 Chinese to keep her own language skills polished and her cultural background vital. She and her husband are raising their children in a bilingual home, and whenever possible, the family travels back to China, where they have relatives and friends.

"I enjoy being a part of Kalamazoo College, where study abroad is encouraged, and students learn about other cultures," she says. "To know other cultures and to understand them builds harmony among all peoples. As Ha Jin and I have both found, the world is quickly becoming smaller, and it is important to allow room for varied perspectives and an understanding of how our cultures differ and how they are the same."
The Road to Wall Street
by Antonie Boessenkool ’99

Aaron Elstein’s road to Wall Street passed through Wrigley Field and Spain, which makes sense because part of being a journalist (Elstein, Class of 1991), is an award winning staff writer for the Wall Street Journal is a ready openness to a variety of new experiences, situations, cultures, and people. Of course that openness means putting up with occasional discomforts, inconveniences, and even boredom, but according to Elstein, the Kalamazoo College learning experience provided excellent preparation for all of that. “The outcomes of ‘K’—flexibility, resourcefulness, and a thirst for knowledge and experience—have served me well,” he says.

Elstein didn’t look for a newspaper job to serve as his career development internship at Kalamazoo College. Instead he sold hotdogs at Wrigley Field, as he had done for several previous summers. “I couldn’t think of an office job that would be nearly that good,” says Elstein. “Plus, I got to watch baseball games and get paid for it.”

Elstein’s unique Senior Individualized Project gave him a chance to return to the country where he had studied abroad. Though a history major, Elstein mixed disciplines and incorporated journalism into a project that involved hitchhiking the medieval road in Spain on which Catholics used to make their pilgrimage to Santiago. “Walking was a great way to meet people,” Elstein says. “It was a chance to see Spanish women and eat Spanish food and be social. I’ve been looking for a project as outstanding as that SIP ever since.”

Out-of-the-ordinary SIPs often require extraordinary will, and for his determination Elstein credits the support of one of his advisors, English professor Ellen Caldwell. “She understood that my interests were not the same as most English majors,” he says. “That’s what I appreciated about her. I probably wouldn’t have undertaken that SIP without her encouragement.”

Elstein published his first stories for the College’s Index, for which Caldwell served as advisor. In his senior year he took the job that no one wanted—editor. “I found out that I don’t like telling other people what to do,” says Elstein with a sly smile. “So it was a learning experience.”

Like many college graduates, Elstein’s post-commencement compass seemed unable to lock in a specific direction. But unlike most, Elstein had anticipated this likelihood and had devised a default decision—a return to Europe. He went to Prague and took a job “teaching English badly,” he says with a chuckle. But the move provided Elstein his first break in what would be his future career. He became a writer for a fledgling English-language paper published for the large expatriate community in Prague. “After four or five months, I got the clips I wanted,” Elstein remembers. “But they weren’t paying me well or on time, so I came back to the U.S.”

He helped a friend in Chicago who was directing a magazine for runners. Though Elstein was not a runner himself, he wrote features about marathon racers and races, and “people who run 10 kilometers in the morning before they have a cup of coffee,” he says.

Elstein returned to school, earning his Master’s degree in journalism at the University of Illinois. He went to work for the Illinois Times, a weekly published in Springfield, the state capital. There he learned, among other things, the journalist’s knack of enduring boredom.

“Springfield was a great place to start,” Elstein recalls. “The Illinois Times was a really good hard-hitting paper. The guy who ran it, Bud Ferrar, was a long-time reporter who had some money and liked seeing this weekly paper come out and remind everyone of how everything wasn’t wonderful in suburban Springfield. We were his young troops, a staff of three, wretchedly overworked and underpaid, but charged by Bud to: ‘Jump off the sides and see how far you can swim.’ My beat was the Capitol and the state government. It was a good way to learn a lot fast.”

Elstein wrote his first in-depth series at the Illinois Times. It focused on the local public mental health system. When the American Civil Liberties Union sued the state over the mental health system standards, Elstein decided to take a closer look. “People with mental health disorders were being placed in nursing homes whether they were 20 or 80,” Elstein says. “Young people were there for years because their parents were burned out. The state was not prepared to take care of them because it cost too much to put them in hospitals, so their primary caregiver was someone who may have been clerking at a 7-11 the previous week.” The judge in the case ruled that these practices were not illegal, but Elstein hopes his story made some impact. “At least the story gained attention for an important cause.”

Shortly thereafter, Elstein moved to New York City. “I wanted to be in a place like Europe, and New York City is the closest thing. You don’t need a car, there’s nightlife, and it’s small and compact. New York was a very welcome shock. I was totally in love with the place. I sold my car and never looked back.”

Like many new arrivals in the Big Apple, Elstein found that “getting a job was the easy part; getting an apartment was hard.” Three weeks after moving to town, Elstein got a job at the American Banker, a daily paper about banks. “I’d never heard about it before, and it didn’t sound very interesting.” But Elstein, whose experience had taught that the future is difficult to predict, gave it a shot. “Business, it turns out, is very interesting when you know who’s who and what’s going on,” Elstein
discovered. "There were lots of mergers going on, and it was like watching a big chess game on Wall Street."

Elstein had a friend at the Wall Street Journal. They met on a street corner one afternoon, and Elstein passed his resume in a folder to the friend, "very cloak and dagger," Elstein jokes. Elstein's resume reached an editor at the paper, and the editor called and said he wanted to meet. Two months later, Elstein had a job as a staff writer.

In addition to his regular writing duties at the paper, Elstein shares responsibility for the column called "Heard on the Street." The Wall Street Journal is like the difference between playing baseball in the minor leagues and playing in a place where they throw the ball very very hard," says Elstein. "At a local paper, they need to fill up the space. But at the Wall Street Journal, they'll fill up the space no matter what, and it's a matter of getting in there. It makes it a competitive place to work and keeps the hours long."

In the fall of 2000, Elstein received an award from the Society of American Business Editors and Writers for a story that appeared on the front page of the second section of the paper. The story focused on a loophole in the legal system Elstein had learned about on the Internet. Companies were taking people to court for making insulting comments about the companies in Internet chat rooms.

"Someone would say, 'The CEO's an idiot.' And maybe the CEO doesn't like being called an idiot," explains Elstein. "Some of the more unscrupulous CEOs would file a lawsuit naming 'John Doe' and promise the court to later discover and provide 'Doe's' identity. The suit accused 'Doe' of all sorts of terrible things—conspiring to drive the company's stock price down, trying to humiliate the boss, or spreading false information. With the lawsuit, the company acquired the power to subpoena, which a judge wouldn't normally grant. The companies would then approach Yahoo or AOL, for example, and demand to know to whom the password of the unknown offender was registered. Compelled by the subpoena, Yahoo or AOL would have to divulge to the companies the identity of the person to whom the password was registered. Then the companies would fill in the name and sue the person. Most people are ill-prepared to fight any type of corporate lawsuit; they don't have the money and are scared. The entire exercise was really a way of shutting people up."

"And a very clever silencing device it was, which is why the story was good," adds Elstein. "The hardest part was explaining it to editors, because in the beginning I didn't really understand it. Editors were skeptical because they hadn't seen any stories like this." In fact, the story languished for many weeks on his editor's desk before a San Francisco editor came to fill in and recognized the story's significance. The day after it ran, Elstein took a well-deserved vacation.

For Elstein, there is no telling what the future holds. Going back to Europe may be a possibility, or a return to teaching. He has the pedigree for the latter; both his parents are college professors.

"The sheer adrenaline of the Wall Street Journal may get to me eventually," Elstein says. "The hours are long and irregular. But none of that is terribly important to me right now."

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Center for Asian Studies

2002 Program Highlights

by Jennifer White-Redman, Center for Asian Studies

The Center for Asian Studies, funded by a generous grant from the Freeman Foundation, began a series of outreach programs this summer designed to enhance the understanding of Asia among students and their instructors.

In June, Guoqi Xu, history, taught a weeklong seminar for high school teachers on "Modern China in Transition." As a result the teachers will be able to help their students learn more effectively about China. These seminars, part of the Center's Teach Asia project, will establish a network for Asian studies in secondary schools throughout Michigan and surrounding states in the Midwest.

Another of the Center's programs, Study Asia, provided 15 high school sophomores and juniors the opportunity to learn about China's history and society in China. The students studied the history of sites such as the Forbidden City and the Great Wall and then explored those sites with their American group leaders and Chinese teachers. The students also visited the ancient capital Xi'an and learned about Chinese martial arts at the Shao Lin temple outside Luoyang.

In the Center's Term-in-Asia program, a group of 11 Kalamazoo College students, led by Professor of Religion Carol Anderson, explored Buddhist temples, including the Lama Temple in Beijing and the Hanging Temple outside Datong, and the Mogao caves near Dunhuang in Gansu Province.

"We could have easily just stayed on the normal tourist path and been shielded from the 'real China,'" said one student, "but the Center did an excellent job of allowing us to get more out of this trip than just learning about a specific religion. Meeting local people—from beggars on the street to our highly educated guides—was the most meaningful part of the trip to me."

During a visit to the pilgrimage site Wutaishan, the group woke at 3 A.M. for a mountain-top sunrise and had the opportunity to talk with the Abbess at the Cifu Nunnery.

"Nothing can compare to this type of hands-on and on-site learning," said one student. "We learned so much during this three-week seminar. There is nothing like being there in person to see with your own eyes. This type of experience makes learning fun!"

The Center plans to offer similar programs in 2003. For more details, please visit www.kzoo.edu/asia/
Putting out the Trash With Recycle Rob

by Zinta Aistars

Hook shot or fade-away jumper, the wadded up piece of paper lands neatly in its blue wastebasket. Two points! And the waste is forgotten. Gone.

Or is it? Somewhere it accumulates. Landfills fill and spread, the earth belches its overfull stomach of polluted soil, streams foam a suspicious stench. Kalamazoo College recycling coordinator Rob Townsend couldn’t bear it. Something had to be done. He is a man who loves the beauty of the natural world. For more than two decades, he has been the man who plants flowers and shrubs around the Quad. ‘The Quad Man’ has hedged edges along sidewalks, filled flowerbeds to spilling with outrageous color, clipped lush green grass to perfect height. And trash simply did not belong in this beautifully landscaped campus! Nor did it belong elsewhere in the community, or on any campus, or anywhere on this blue marble of a planet.

Rob Townsend is on a mission. “My goal,” he smiles, “is for zero waste on the Kalamazoo College campus.” Realistic? Probably not, he admits. But that ambitious goal is important, Rob says, for a campus housing students that are learning to see the world as a global village in which every inhabitant is in some measure responsible for every other.

Rob employs about 11 students per academic quarter to help him work towards this goal. He has established a program that is now recycling approximately 100 tons of office paper (in addition to other recyclable items) per year.

“When I was hired at Kalamazoo College,” he says, “it was as a custodian. I had been taking art classes at Western Michigan University and Kalamazoo Valley Community College, but I was not the sort to sit in a classroom, and I knew that art was probably not going to support my family. I was looking for a steady, dependable job, and if I could do it outdoors, all the better.”

After six months of custodial work, Rob was promoted to oversee the campus grounds. It was then that he became known as “The Quad Man.” Students seemed to notice Rob everywhere on campus, always planting, weeding, trimming, but also always offering a friendly greeting as they crossed the campus to their classes.

“Working in such a central location as the Quad,” Rob says, “put me in the perfect location to meet students. It gave me an opportunity to meet kids from all sorts of backgrounds and with all sorts of interests. They would stop to talk to me, and I was always interested in what they had to say.”

Kalamazoo College administrators noticed the strong relationships ‘The Quad Man’ was developing with students, and when a recycling program coordinator was needed who could work with student employees, Rob was the logical choice. From being known as ‘The Quad Man,” he soon was redubbed ‘Recycle Rob.’ The recycling program he established qualified Kalamazoo College for memberships in the Michigan Recycling Coalition, the National Recycling Council, and the College and University Recycling Council. He organized campus-wide environmental awareness programs like the popular ‘Trash Bash’ and annual Earth Day activities.

“One of the activities at the ‘Trash Bash’ was to exhibit the results of ‘dumpster-diving,’” Rob says. “Students were amazed to see what kinds of things are ending up in dumpsters and how much waste we produce.” In an hour of sorting, more than 200 pounds of recyclable waste had been recovered. Some of that waste could then be exchanged for funds to purchase more recycling equipment, other portions could be refurbished and donated to charities. Under the reign of ‘Recycle Rob,’ many such refurbished items have been donated to the YMCA, the Salvation Army, homeless shelters, and other charities. Electronic materials and old computers are recycled or dismantled for reusable parts, and toxic elements are properly disposed. Abandoned bicycles, commonly left behind by graduating students or those leaving on study abroad, are kept for a year. If not reclaimed, they are cleaned, repaired, and donated to charities or sold for funds to purchase recycling equipment.

The same is done with old furniture that students leave behind in residence halls.

“I have visited other colleges and universities to see what kinds of recycling programs they are using on their campuses,” Rob says. “And I have been asked to help other colleges establish programs like ours on their campuses. Kalamazoo College has one of the best recycling programs in the country.”

In 1996, Kalamazoo College students and administrators let Rob know they agreed with that assessment. He was awarded the Frances Diebold award, an award given annually by the students of Kalamazoo College for excellence in service to students.

Rob’s recycling program philosophically fits with his avocation: wilderness exploration. An experienced hiker and camper, Rob loves nothing more than tramping about in the wilds. So when the College needed an assistant director for the LandSea program, once again Rob Townsend was the logical choice.

The LandSea program provides an opportunity for incoming students to bond strongly with each other through a shared wilderness experience. Established in 1973 by Paul Olexia, professor emeritus of environmental sciences, the program began as a trip to Michigan’s Upper Peninsula. A one-week experiential learning program, it built leadership skills while creating lifelong friendships. Today’s LandSea Program is directed by Tom Breznau, and the College president along with several faculty and staff members from various departments frequently accompany the approximately 75 students or so that make the annual trek to Killarney Provincial Park near Sudbury, Canada.

“I have been a part of LandSea for 11 years,” Rob says, “and it is one of the most remarkable experiences a student can have. It was, in fact, a
student named Chris Hall that first approached me on campus to tell me about this program and how I should get involved. He told me there was a position open and that I was the perfect candidate. I love the outdoors and I love the students on this campus; this was an opportunity I didn't want to miss.

Rob's list of names expanded. “The Quad Man” alias “Recycle Rob” was now dubbed “The Gear Man” as he oversaw gear and equipment for the wilderness excursions. Sitting next to a campfire in the northern wilderness after a day of hiking, mountain climbing, and even an encounter with a hungry black bear, fellow mountain-climber President Jones dubbed him "The Quartermaster." Rob smiles: “In the wilderness, there are no titles. Everyone is equal. A recycling coordinator can warm his tired muscles beside a college president and talk about the day’s adventures. A professor chats with an incoming student.”

In 2001, Rob Townsend received another award for his remarkable contributions to the Kalamazoo College community. He was presented with the Presidential Award of Excellence in recognition of his work in recycling, in student relations, and for his long-term involvement in LandSea. His influence on student workers in his employ has also been far reaching, with several remaining in environmental sciences and a few even in recycling programs at other institutions. At least one student, Meghan Keeler '02, has remained at the College after graduation to continue working with Rob. She established a “Reuse Exchange Program” to redistribute unused office supplies, a project she had outlined as part of her Senior Individualized Project.

“Reduce, reduce, recycle,” Rob repeats his mantra. Whatever one takes, one returns something of even greater value. Rob grins and nods cheerily as another student passes him, wading, on the Quad, then stoops to pull up a weed.

For more information on Rob Townsend’s recycling program, see www.kzoo.edu/recycle
For information on Kalamazoo College’s LandSea program, see www.kzoo.edu/landsea

Rob on “paddle guitar”.

The newest “kid on the block” in Kalamazoo College’s advancement “neighborhood”—Major Gift Officer Fred Jackson ’60—likes to invoke a namesake famous for another neighborhood.

“in my new (and second) K role, I often quote Mr. Rogers,” says Jackson. “Yes, the Fred Rogers of Mr. Rogers Neighborhood.” In his new book The Giving Box, Rogers writes that ‘being a giver grows out of the experience of being a receiver, a receiver who was lovingly given to.’

“That quote explains why I’m back at Kalamazoo College and the nature of my appeal to fellow members of the ‘K’ community,” says Jackson.

Jackson’s first job with the College was in its admission office from 1962 until 1969. He enjoyed working with high school students, and even though he had not participated in study abroad as a student here (the program was in a pilot phase at that time), as an admission officer he could see the value students derived from the College’s fledgling and innovative foreign study program in the early 60’s.

Jackson left the Kalamazoo College admission office to work with the Foreign Study League in Salt Lake City, Utah. In his new position he continued to work with high school students and develop overseas programs at the high school level.

Frequently, that involved traveling overseas himself.

“My good friend, Bill Barrett, who is an alumni of Kalamazoo College himself [class of 1966], as well as a member of our Board of Trustees, was the reason why I went to work for the Foreign Study League. He told me about that position—and it seemed a perfect fit. I knew I liked working with kids, and I loved to travel. It was a great opportunity. And I knew Bill well enough to trust his judgment. If he says a job is right for me—it is right for me.”

Much later, those words would come back to haunt Jackson, and it would be a good haunting.

After several years of service with the Foreign Study League, Fred launched a new career in the sales division of a major office furniture company. He made a comfortable home for himself, and retired four years ago.

“Then Bill called. He left me a message to check out a job description and directed me to the Kalamazoo College website. I downloaded the job description for major gift officer, read the requirements, and—ba da bing, ba da boom!”

The job was such a perfect fit for Jackson that he never thought twice about coming out of retirement. Not only would he be working in the College he loved, he would also once again have a chance to travel and meet fellow Kalamazoo College community members, some of whom were once the prospective students he brought to Kalamazoo in the 1960’s.

“It is gratifying in my work today,” Fred says, “to see familiar names pop up. These are some of the same students I met as high school seniors and incoming freshmen when I was in (continued on page 14)
admission. They were just beginning their adult lives then, and now I meet them again, and they are the success stories of Kalamazoo College. They have put that education to use, they have traveled, they have developed businesses, and they have risen in the ranks of their chosen careers. Roger Briner, Liz Gant-Britton, Jan Simek, Tom Crawford, Jeanne Sigler, and many more come to mind. To be able to call on some of the same people today that I called upon so many years ago is a special and unique opportunity!"

Jackson recalls talking to one such prospective student forty years ago and working hard to put together a financial aid package for her to attend Kalamazoo College. "This was a student who had no chance of attending our College without a financial package to open the door for her. Today, I am calling on her again. She is a successful English professor at another fine institution."

Her story, Jackson explains, is what makes his work so important. He understands the correlation between such financial packages and the gifts to the College from people dedicated to its practice of liberal arts learning.

"When I returned to Kalamazoo College after all these years, and I met President Jones, I was very impressed," says Jackson. "He talked about the spirit of philanthropy that we must inspire in our alumni. How important it is for us to understand that vital connection between our past and our future. The future cannot happen without help from our past. It is up to us to be the legacy for tomorrow."

There is a "gap", Jackson explains, between what it costs the student who comes to Kalamazoo College and what it costs the College to educate and house the student. That "gap" must be filled with gifts, endowment, bequests, annuities, and scholarship funds.

"When each of us was a student at Kalamazoo College," Jackson says, "someone else, someone in the past, had made Kalamazoo College's particular practice of liberal arts possible for us by bridging the gap. Today we must pay back what was given to us. Those gifts recognize a way of learning that must endure as well as those persons who taught us, who molded us, and who helped make our own educations possible."

Searching for a job as a professor of U.S. history was tough in 1974. Applicants were plentiful, open posts were few, and David Strauss was not hopeful when he applied for a post at Kalamazoo College. Working in his favor were a B.A. degree from Amherst University and M.A. and Ph.D. degrees from Columbia University. But Strauss had an unusual résumé for someone seeking a career in U.S. history in that he'd spent four years in France.

"I was fortunate," said Strauss recently from his home near the College. "Because of the foreign study program at the College, the history department viewed my overseas experience as an asset. They thought having an international perspective would be advantageous for my teaching."

They were right. David Strauss, who recently retired from that history post, helped his students look at American history with the eyes of an international observer for 28 years.

According to Strauss, history is a form of time travel that takes us to other countries and other societies both in the present and the past. Such travel is not only "amusing in its own right," he said, it also offers the traveler an opportunity to view societies that behave differently from ours and to see the roots of U.S. society. This last point is especially important to him.

"People who live in the United States ought to know something about this country and how it got to be the way it is. That's particularly true in the period during which I've been teaching. Over the past three decades, America has been the greatest power on the globe. Understanding how this happened is something that almost everyone should try to do."

Partly because he's spent so much time in France and Japan, Strauss says he's tried to understand the United States in relation to the rest of the world, rather than in a vacuum.

"When you do that, you begin to understand the things that we share with other cultures, as well as the things that make us distinctive."

It's an approach, says Strauss, that resonates with both history and non-history majors at Kalamazoo College, and one that the College's study abroad experience amplifies. "As soon as students go abroad they recognize through the presence of old buildings and other cultural icons that the past impinges greatly on the present. This leads directly to a greater interest in history. We've had many students come back from study abroad and become history majors—even U.S. history majors—precisely because they see clearly how relevant the past continues to be to us," he said.

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Lowell was a descendant of a wealthy family that was part of the New England social and cultural elite, a so-called "Boston Brahmin." His brother was a president of Harvard, his sister a poet. He was a popular travel writer and public speaker, a skilled photographer and

on the quad

David Strauss:
A Time Traveler Offers Proof of Intelligent Life on Earth

Searching for a job as a professor of U.S. history was tough in 1974. Applicants were plentiful, open posts were few, and David Strauss was not hopeful when he applied for a post at Kalamazoo College. Working in his favor were a B.A. degree from Amherst University and M.A. and Ph.D. degrees from Columbia University. But Strauss had an unusual résumé for someone seeking a career in U.S. history in that he'd spent four years in France.

"I was fortunate," said Strauss recently from his home near the College. "Because of the foreign study program at the College, the history department viewed my overseas experience as an asset. They thought having an international perspective would be advantageous for my teaching."

They were right. David Strauss, who recently retired from that history post, helped his students look at American history with the eyes of an international observer for 28 years.

According to Strauss, history is a form of time travel that takes us to other countries and other societies both in the present and the past. Such travel is not only "amusing in its own right," he said, it also offers the traveler an opportunity to view societies that behave differently from ours and to see the roots of U.S. society. This last point is especially important to him.

"People who live in the United States ought to know something about this country and how it got to be the way it is. That's particularly true in the period during which I've been teaching. Over the past three decades, America has been the greatest power on the globe. Understanding how this happened is something that almost everyone should try to do."

Partly because he's spent so much time in France and Japan, Strauss says he's tried to understand the United States in relation to the rest of the world, rather than in a vacuum.

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successful financier, and a leading disciple of philosopher Herbert Spencer. He was also an astronomer who founded the Lowell Observatory in Arizona and claimed that intelligent beings living on Mars had built the planet's famous network of canals.

Strauss likens Lowell, who died in 1916 at age 61, to the late Carl Sagan, another trained academic and a professional astronomer who was very interested in reaching the general public.

"I first discovered Lowell as someone who traveled to Japan and wrote about it in interesting ways. It was only after I got into the topic that I found out that he was an astronomer of some renown and a controversial figure in American culture and among professional astronomers. I admired his adventurous spirit and his willingness to take on new projects and to cut across disciplinary lines. I wondered how he did it all."

Strauss followed Lowell's life and career in Boston, Arizona, Japan, and into several unfamiliar academia areas. "It was daunting because I not only had to learn about Japanese-American relations, but also about the history of science and astronomy."

His research and writing odyssey culminated in Percival Lowell: The Culture and Science of a Boston Brahmin, (Cambridge: Harvard University Press. 2001), a 332-page biography that prompted one reviewer to remark: "Lowell failed to produce much evidence for intelligent beings on Mars. Strauss is incontrovertible proof of highly intelligent life on earth."

Strauss dedicated his book to wife Dhera (Donovan) Strauss, known to the College community as the campus video specialist. He said that he intends to dedicate much of his retirement time to her as well. But at least one more book project is in the offing that again explores the theme of looking at America through the experience of other cultures.

This time around, it's going to be a gastronomic experience. "I'm fascinated with the internationalization of American cuisine after World War II," said Strauss. "I hope to learn the factors that drew Americans increasingly to different ethnic cuisine, beginning, I believe, with French cooking and continuing with northern Italian, Szechwan, Mexican, and others."

Strauss said he doesn't expect to cover in detail all of the world's different cuisines, but he is looking forward to the fieldwork. "I love to eat," he said.

By immersing himself in this and other retirement ventures (learning Spanish, for example) Strauss says he hopes to survive the loss of the classroom experience. "Interchanges that take place in the classroom and in the office are irreplaceable. I worry about not having that anymore."

Thus, he says he will not be a stranger to the College campus and its many activities. And he encourages former students and colleagues to keep in touch with him via the campus email and postal addresses that he will keep.

Jeff Hotchkiss '97, a technology business consultant now living in San Francisco, is one former student who wrote to Strauss recently following news of his retirement (see Letters, page 2). Hotchkiss wrote: "Of the many, many students you had at 'K', there is at least one that is still carrying that torch of optimism and faith in this unique experiment called American life. I studied it under you, and now I'm living it. I'm grateful for the insight, the perspective, and the wisdom you granted me."

Reach David Strauss at strauss@kzoo.edu or write to him in care of Kalamazoo College.
A required component of most long-term and extended term College-sponsored study abroad programs, the Integrative Cultural Research Project (ICRP) can take a number of shapes. Many are small field studies based on service or volunteer activities. Others involve participation in a local cultural activity (a sports team, for example, or choir, or religious or civic organization). In some, students collect life histories of a group of individuals, which can integrate the students more fully into the daily life of the countries in which they are studying and increase the opportunities to use the local language outside the classroom. Students write a final paper to complete the ICRP, and LuxEsto has published below excerpts from the ICRP of Clara Berridge ’03. She lived her junior year in Senegal, where with her hands she earned the words “Teug Laa”.

Most people in the world make a living by working with their hands, though not so much any more in my country, where most of us are or will be knowledge workers. In my country the number of handmade goods seems to be shrinking, replaced by large quantities of mass produced and machine uniform goods. Or goods made by hand in large quantities by people in countries other than our own. The ICRP requirement for my study abroad program in Senegal provided the ideal opportunity for me to experience a trade that has been long and deeply entwined with the Senegalese culture. In Senegal, the woman’s role with respect to the craft of jewelry making is confined to selling the finished pieces. Men are born to and trained in the craft itself. I asked to observe the jewelry workshop of a family operation in the artisan village of Dakar. I believed my gender would preclude much else, but I was warmly welcomed and encouraged to become an apprentice. In the back of the small cone-shaped shop run by the jewelers of the Sow family I became a teug (the Wolof word for jeweler) in my own, albeit neophyte, right.

The second day of my ‘apprenticeship’ started with a roll call. ‘Khady Gueye!’ shouted Sanga Gueye, a cousin to the Sow family. What did Khady mean, I wondered, and quickly did a mental sort through the vast number of names and nicknames that had been used to designate me by my various host family members and Senegalese friends. No Khady in that file. I hesitated. Was he calling me? Giving to me his family’s surname? Half boldy and half tentatively, with eyes averted to the display case, the province of the women, I yelled, ’Naam (here).’ Amused, the five men sitting around the worktable glanced up from their razors and silver chains and torches to see what the toubab (foreign and white) girl was doing. The toubab was smiling, a look both naive and anxious on her face. I could guess what they were thinking. “This is the strangest American I have ever seen.” “What does she think she’s doing here?” “How long will she last?” “Her French is weak and her Wolof hilarious.” “This will be entertaining.”

After enduring endless jokes in Wolof (I understood the word “American” every now and then) I yelled a few general questions over the grating noise of machinery to Ibrahima Sow, the eldest brother in the shop and the person who had consented to my ’apprenticeship.’ At the end of the day I thanked everyone profusely and left the shop and the artisan village to catch a bus home. I felt a sense of relief. The setting sun directed its last rays onto my face and warmed it like the heat from the jewelers’ torches in the cool workshop. I waited at the bus stop located across from the fish market, called the Soumbedoune, where women in vibrant bou-bous were setting up their produce for the late afternoon rush. Beyond the soumbedoune, the ocean gleamed like freshly polished silver, and the air relaxed from the daytime heat.

I stood for 45 minutes and through the passing of several Number 10 buses, each one full to bursting, when I heard a man’s voice behind me: “Toubab, kaay togg fi.” I turned and saw a man in large blue sunglasses and a French soccer jersey. He gestured to a wooden bench and I understood his suggestion to come and sit. Soon we were friends. His name was Fali and he owned a shop where he made and sold mud cloths (a type of decoration) and other goods for tourists. Our circle quickly grew to four friends, including Mamadou, an older man who always waited out his days at Fali’s shop, and a one-eyed taxidermist. We shared no more than the long rush-hour wait for a Number 10 bus with room for more passengers. But that was enough, and I wondered whether friendship bloomed more readily among people whose livelihoods depend on what they can do with their hands.

My next scheduled day at the jewelry makers’ shop came around all too quickly. On this occasion I was given a job. It seemed like it would be simple enough. I watched as my assigned teacher, Ibrahima’s cousin
Omar, balanced a metal tool with little holes of different sizes between his feet on a bench and stretched a line of silver by pulling it through the holes with pliers. I accepted the job and was performing it as well as could be expected until, in an attempt to dismount the bench that stood on uneven ground, I lost my balance. I heard a collective intake of breath and saw each worker look up at me with horror and fear as the legs of the bench careened left—then right—as I tried to stand on one foot. If I fell I would scatter all of their tools and dismantle the entire cramped workshop in a single ungainly swoop. An exhausted *Alhumdulilah* (Thanks be to God) was exhaled by Ibrahima when I regained balance and cast my apologetic self-chastened look at their worried faces. Polite laughter replaced the uncomfortable aftermath, and my face tried to return to a normal color for a white girl.

Later that month I unknowingly placed my hand directly on the blackened head of a recently extinguished torch. I quickly withdrew it and, ashamed of my carelessness and blinking back sudden tears, smiled at Omar’s explanation of how to form a type of chain called an *une-a-une*. This was to be my first complete piece. Long ago it had been then-apprentice Omar’s first piece, as it had been his father’s in his time, his grandfather’s, and that of every jeweler who had come before. Most of those apprentices had been boys no older than 12 when they learned. Almost twice that age, it nevertheless took me one month to create a silver chain the length of a matchbox. What I ended up finishing was too short for a necklace and too long for a bracelet. When I asked Ibrahima how much it took me half a month to create a silver chain the length of a matchbox. What I ended up finishing was too short for a necklace and too long for a bracelet. When I asked Ibrahima how much it took me half a month to create a silver chain the length of a matchbox. What I ended up finishing was too short for a necklace and too long for a bracelet.

I spent four months with the Sow family learning about the myths, traditions, and skills involved in jewelry making. In the tiny workshop I ate with the family and enjoyed work breaks during which we shared *lait cailler*, a refreshing yoghurt drink, and discussed everything from religion to wrestling.

A *gris-gris* ring appears large and obtrusive because it is stuffed with a passage from the Qu’ran written by a Marabout to act as a religious charm. I had received so much more from my apprenticeship than I had expected—perhaps a sort of gris-gris of the spirit. That image seems appropriate because the value of my ICRP involved something made with the hands, something that would be part of my life long after (to be worn, so to speak), something certainly about charm. I had acquired a family who were as excited as I was when my biological father came for a visit. A family that gave freely and was delighted by my genuine interest in their art.

The day before my last day, Omar looked up from his work and whispered, “You know, my wife is pregnant.”

“That’s great,” I replied. He was smiling from ear to ear, but trying to conceal it. The baby will be Omar’s first child.

“We’re not telling anyone because it’s bad luck,” he said. “But I wanted you to know, so don’t tell anyone.”

“OK,” I said. “When is the baby’s due date?”

I have returned to the United States. Today I am alone, relaxing in my father’s spacious air conditioned home. I listen to a Senegalese song and the familiar rhythm takes me back to La Village Artisanal and the Sow Family shop. And I am shaking my head to the music the same way Ibrahima did while his hands fashioned a piece of gold into art and wondering about the connection of hands and art and the amazing hospitality that was offered me, the way a family so easily reshaped the notion of that word to include a white girl who lives half a world away. I am forever stupefied by the complexity of work in a simple gold chain. I will never lose appreciation for the making of beautiful objects by hand. More importantly, I always will appreciate the art of opening one’s hands to strangers and sharing everything, beginning with a name.

And that reminds me. I need to buy a card for Omar. His baby was due last month. Better yet, I’ll make the card by hand.
If you're in Philadelphia this summer, be sure to visit the National Constitution Center, set to open July 4, 2003, where you'll be able to walk among the more than 40 bronze statues of delegates who attended the Constitutional Convention of 1787, 39 of whom ultimately signed the U.S. Constitution. The statues were done in informal poses—walking, arguing, talking, sitting, and pondering—and the lifelike vitality of their mannerisms as well as the detail of their facial expressions bring the historic occasion to life.

Many visitors may be drawn first to the figures of the more famous delegates, George Washington and Benjamin Franklin for example, but Kalamazoo College graduates may...
want to note in particular the statues of Pierce Butler of South Carolina, Jared Ingersoll of Pennsylvania, William Samuel Johnson of Connecticut, William Few of Georgia, and Hugh Williamson of North Carolina. The heads of these statues were done by Su Anne Martin 84, a sculptor for StudioEIS (pronounced "studio ice"), which was commissioned by the National Constitution Center for the project.

Two of my Kalamazoo College classmates (Amy Carr Oberholzer and Annette Nickel) and I experienced the powerful presence of these statues firsthand when we visited Su Anne in New York City last May. The project was wrapping up by then, but there were still a few casts of the figures standing about the studio, and an unexpected vitality emanated from these clay versions of the bronze statues.

According to Su Anne, a phenomenal amount of research went into the project. Details of period dress (down to the look of buttonholes), paintings and sketches of the delegates, information on body types, life histories, and personalities all shaped decisions about the figures' poses and facial expressions.

"The project was challenging," says Su Anne. "We had to work from sketches and paintings, which were often embellished or done in old age, and the proportions were usually distorted. We took information on personality into account too." For example, if someone had a reputation for arrogance, that was reflected in posture and facial expression.

Su Anne, who has been affiliated with StudioEIS for more than ten years, does mostly head sculpting, specializing in hair, which was a research challenge unto itself for the Constitution project. Details were needed about hair length and how it was braided as well as on the types of bows used to hold the queues in place. Besides her work on the heads of five of the delegates, Su Anne sculpted the hair for almost all the figures.

Su Anne's evolution as a sculptor began at Kalamazoo College in the early 1980's. Attracked by the College's study abroad program and reputation for academic excellence, she came to Kalamazoo from Saline, Mich., with the goal of majoring in either English or art. She chose a liberal arts education (as opposed to a professional school for art) so that she could "stretch [her] mind in different ways."

The College, she feels, demanded such stretching. She appreciates the strong connections she was able to make among the various academic disciplines. "The intensity was so overwhelming—in a good way," recalls Su Anne. "You bounced among your courses and made threads, both between your courses and with other aspects of life."

She also cites the importance to her life after "K" of "learning to live with uncertainty," the mantra of then Foreign Study Director Joe Fugate during summer pre-departure sessions in Stetson Chapel. "It has helped me deal with the way I live now as a freelance artist in New York," says Su Anne.

Su Anne spent six months studying in Muenster, Germany, and traveling through Europe. "From an artist's standpoint, the museums were amazing, but the experience was more important psychologically in terms of broadening and opening one's mind. Traveling through foreign countries helped me learn how to maintain a steady keel in an uncertain sea."

Su Anne began her artistic training in painting, but Professor of Art Marcia Wood soon encouraged her to try sculpture because her paintings consistently had a three-dimensional quality. "At first I was terrified by the idea of changing mediums," she says, "sculpture was totally foreign to me."

Her first sculpture course was with then Professor of Art (and currently Vice President of Advancement) Bernard Palchick, who was very enthusiastic and encouraging. "It was a magical time," says Su Anne. "I felt that I had finally found an outlet for my passions. I saw that I had been frustrated with the limitations of painting."

During her time at Kalamazoo College, Su Anne worked mostly with form and space, creating abstract pieces but doing some figurative work as well. After graduation, however, she felt lost. Though she had learned much during her undergraduate years, there hadn't been enough time to develop as strong a base in art as she had wanted. She moved to Ann Arbor where she began attending open life drawing sessions, which sparked in her a desire to do more figurative sculpture.

After a short time, Su Anne left Ann Arbor to study under Jay Holland, a sculptor at the Center for Creative Studies in downtown Detroit. Holland was from the "old school," which meant working strictly from models for the various pieces are worked on separately and assembled after they are mostly complete.

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The urethane foam used for the body is cleaned up and coated with plaster and reshapened and smoothed again. Then the figures are dressed and painted with liquid epoxy, which dries rock hard and is sanded down smooth.

Clay is applied over the entire figure for a sculptural, uniform appearance. Curves and folds are enhanced, rounded out, and styled. Textures are added and details, such as hair, are completed.

The figures are then spray-painted, photographed, and shipped to the foundry where they are cast in bronze.

At the foundry, strong rubber molds are made from the figures and filled with wax. The wax positives are cleaned up and sprayed with a fire-proof ceramic shell. The wax is then melted out so that the shell can be filled with bronze.

hours at a time. To make ends meet, Suanne received some grants and financial aid from the Center and did part-time museum and gallery work.

During the three years studying under Holland, she grew tremendously as an artist and developed an abiding passion for figurative sculpture. Her living situation, however, was less than ideal. Money was tight, and she lived very cheaply, paying under $200 a month for an apartment one block east of a group of crack houses.

It was a dangerous neighborhood, and Suanne was mugged three times. The third time, anger made her refuse to let go of her bag, and the mugger kicked her and cracked a rib before running off with her purse (which, of course, had no money in it).

During a visit from classmate Amy Carr, Suanne, thinking it too dangerous to be outside in her neighborhood at night, decided to barbecue inside instead. She and Amy opened all the windows in the kitchen and brought the grill inside. The apartment quickly filled with smoke, which brought fire engines screaming to her door.

After studying with Holland, Suanne entered an MFA program at the Pratt Institute in New York. While a student at Pratt, she freelanced making action figures for Hasbro and Marvel Comics, mostly warriors and World Wrestling Federation figures. “Once I understood anatomy, it was easy to make the figures; I just exaggerated the muscles.”

Suanne would make the toys two sizes bigger than their final size and videotape the figures from all angles, rotating the arms and demonstrating the kicks. She would then send the videotape to the toy company, and the company would send back another videotape with comments and corrections. The models were then sent to Asia for manufacturing.

For a time, Suanne considered toy-making as a career. But the work was inconsistent, and when she graduated from Pratt, business in the toy industry was slow. It was then that she saw an ad for sculptors at StudioEIS.

During her ten years with StudioEIS, Suanne has worked on a wide variety of projects, ranging from sculptures of famous sports figures to one that required 300 statues of Pequot Indians in natural settings. The client for that project was a museum in Connecticut. Though most of the studio’s work is figurative, there are occasionally more object-oriented projects. An example of the latter was the Christmas window project for the Sony Corporation, which carried the theme “A Martha Stewart Christmas” and involved intricate sculptures of little houses, ornaments, and wintry small town scenes.

Suanne does other freelance work during the studio’s inevitable down times, such as a doll’s head for a movie, and, more recently, a small relief portrait of a fire chief killed at the World Trade Center on September 11th. The portrait was commissioned by his girlfriend for a memorial plaque to be mounted in the firehouse. “It was difficult working with someone on such an emotionally charged project,” says Suanne.

Suanne lives in Midtown Manhattan, and StudioEIS is located just across from the Brooklyn Bridge, so the events of September 11, 2001, have had a profound effect on her. Ironically, it was during the Constitution project that Suanne and her co-workers watched through the studio window that looks across the Brooklyn Bridge towards lower Manhattan to see the second plane crash into the south tower.

“The experience of that day is always with me, imprinted on my psyche,” she says. Lately, Suanne has focused more on the work she does outside of StudioEIS with the aim of developing a consistent clientele among “recession-proof people.” In addition to doing bronze castings, she has begun making high-end sterling silver castings of small desktop figures inspired by her favorite model, six-year-old Luke, a devoted black lab with whom she shares her very small and very narrow apartment in Hell’s Kitchen and who accompanies her to work every day at StudioEIS.

She has done small silver casts of a series of labs, as well as a boxer and a pug, and has developed contacts with several clients interested in dog portraiture. Through her mold maker, she recently met someone with a web site featuring high-end gifts. Eventually, Suanne hopes to have her own web site for marketing and selling her work.

“Artists are always pulling ideas from everywhere,” says Suanne. “Freelancing in New York, there’s no generally accepted career path to follow. I have to draw on my business and imaginative resources and always reevaluate what I’m doing in my work and the progress I’m making.”

The ability to live and think in such a way, according to Suanne, is the value of a liberal arts education and exactly what Kalamazoo College taught her to do. [1]
Call it “the snaking Thought.”

It is what I remember the most about my Commencement ceremony. On what seemed like the hottest summer day of 1999, “the Thought” kept sneaking into my head whenever my attention turned elsewhere—turned upon the blue of the sky, the black of our robes, the emerald green of the Quad, the orange of the squirt guns that some of my best friends were carrying for comic (and heat) relief. A twisting thought that I didn’t want to acknowledge, akin as it was to a devilish Iago hissing in my ear, coaxing me to listen, and to fear.

“What are you going to do?” whispered this voice. “Where are you going to go? Who do you think you are? What is an English degree going to do for you? Don’t you know that no one cares about the personal essay anymore, much less about how much you like to read? You don’t have a job. You’re going to sink. You’re broke. Congratulations, graduate, welcome to the real world.”

What an insidious voice invading my graduation. And I challenged it. After three wonderful years at Kalamazoo College (I had transferred to “K” following my freshman year at Michigan State), I was successful. Wasn’t I? I had won awards in my department, traveled to Kenya for study abroad, worked for a magazine during my sophomore internship, honed my leadership skills in the LandSea program, and lived in the Women’s Resource Center.

“Sssso what?” skewered “the Thought”. “What do those accomplishments and experiences matter to anyone ‘outside.’”

And sitting on the Quad on what should have been a day unalloyed with doubt, I felt my confidence waver. Had I acquired skills that could translate into a career or a degree that would prompt an interviewer to look at my resume and say, “You’re hired”? Would I ever find work that I would enjoy as much as I had enjoyed being a student?

Looking around at a sea of black caps and gowns, I surreptitiously tried to spot the science majors by their confident and comfortable demeanor. No look of tortured doubt in a science major’s mien, I thought ruefully. But at least I could use the word “mien” in a sentence. “So what?” persisted “the Thought.”

I felt jealous of the students in the sciences. They had it so much easier than those of us who had studied fine art, photography, literature, or history—at least according to my inaccurate perceptions at the time. The science majors were no doubt afloat in offers from pharmaceutical companies or safe in the safari camps of excellent graduate schools. And so I felt a little upset with them. No, not with them. With me, with “K”, and with the lack of sufficient focus (alleged “the Thought”) in English classes on what to do with my education after graduation. Thus “the Thought” that June afternoon devoured the (too) short thrill of Commencement. And the summer (and life!) yawned in front of me like a lion’s gape or an angry empty ocean surrounding my tiny treading head, going under.

Earlier that day friends, relatives, family, (even strangers!) had asked what jobs I had lined up, how many interviews I had been on and what graduate schools I had applied to.

“Um, well, I, I... I can mix metaphors with the best of them!” And perhaps I would have to, for food. But in my defense (I suddenly saw myself the accused at the bar, in a scene straight from Dickens) what time had I had to look for jobs, I pleaded. There had

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been classes—tough ones—and a double SIP, and comprehensive examinations. The seemingly endless course of hoops through which I'd jumped to reach the goal of graduation had exhausted me, and only now, after the last hoop, did I discover that I had no fuel left for the rest of the race. But my querulous plea went for naught.

"GUILTY," pronounced "the Thought" at about the same time President Jones delivered his charge to the Class of 1999. I didn't hear the president; instead I heard "the Thought" intone: "Guilty of a most heinous crime against her parents and society: the crime of earning a bachelor's degree in the humanities from a liberal arts college." Sentencing was immediate: "Life after college!"

Three years have passed since that summer. I have lived in two states, on one island, in four cities. I have traveled to Italy, to Alaska, and the Dominican Republic. My record for the longest time in one job: eight months; and the longest I have lived in one residence: one year. My lifestyle causes people to either turn green with envy (due to an outward appearance of freedom and irresponsibility) or shudder with horror (over the apparent and very real lack of security). Sound like a penal sentence? It is not.

In fact, I have come to appreciate the meaning of the Kalamazoo College learning experience. It allowed me to explore my wide-ranging interests, develop and test my self-confidence, and discover an inner wellspring of resourcefulness. These outcomes may not translate neatly into a resume, nor were they evident to me on the day I graduated, but they make up the components for a rich and rewarding life. My last three years were not planned in advance and lacked a safety net of advisors, counselors, professors, and classmates. But these years have shown me that I did learn valuable skills and lessons at Kalamazoo College that will help me succeed, no matter what path I choose to follow.

I moved from Kalamazoo to Seattle in the fall of 1999 and lived there (with a fellow English major and Kalamazoo College graduate) for six months. I worked for the Mountaineers Club, one of the oldest outdoor recreation clubs in the country, and then left the city to take a position as a kayak guide in Washington's San Juan Islands. I had never kayaked before. That apparent deficiency didn't stop me from convincing the director during a phone interview that I was perfect for the job. My flat water canoeing skills, I reasoned, could easily transfer to the seas of the Puget Sound. And I figured if I could be a leader on LandSea, Kalamazoo College's three-week wilderness program for first-year students, I could manage a few Seattle teenagers around the islands for the summer.

The four months I paddled in the San Juan Islands gave me a new perspective on the concepts of cooperation, resourcefulness, and risk management. I joined two other co-instructors on 12-day expeditions, struggled with a shortage of equipment and an overabundance of white bread, and made quick decisions in response to the occasional sudden storm or dangerous current. My Kalamazoo College experience as a LandSea leader was crucial. Those days spent as a member of a patrol (sophomore year) and as a leader of five first-year students (senior year) gave me the confidence and skills to be a competent guide, and allowed me to further explore one of my enduring interests, the outdoors.

In my "K" literature classes I had read and dreamed about the characters that we studied. I wished to have adventures like those of Janie from Their Eyes Were Watching God or Edna (minus her final swim) from The Awakening. This desire for adventure had prompted me to choose Nairobi, Kenya, for my study abroad experience and, two years later, to pack my belongings in my '89 Caprice Classic and head west. The former gave me the gumption for the latter, for Nairobi was by far the most challenging place I have ever lived. I knew that if I could survive and thrive in Nairobi, where few things come easy, I could make a life in Seattle.

I didn't remain in Seattle long because I was thirsty to see more places, meet more people, and discover other environments, a wanderlust courtesy of, in part, my stay in Kenya. And so I began a further exploration of Washington State.

After my stint as a guide in the San Juan Islands I settled in Bellingham, Washington, a college town about the size of Kalamazoo that boasted a good bagel joint and a prize-winning brewery. The city sounded perfect, and a lot like my former home. I found a job at REI, a large outdoor equipment retailer and co-op, and served as an outdoor guide on the side. Bellingham became my job-seeking base, and in that area the first winter was tough. No matter how many resumes and applications I sent out, I received only a "no thank you" from potential employers. I felt isolated from my friends and family, unchallenged at work. What had happened to all of my dreams of writing, traveling, and a successful career in the publishing industry? I thought I knew my destination, but was at a loss as to how to get there. I wondered how I could have completed three years at "K" without learning how to get a job.

That's when I thought of my advisor and mentor, Gail Griffin, professor of English at Kalamazoo College. In my senior spring when
we met for one of our last talks, I had confided somewhat shamefully that I wasn’t sure what to do after graduation. She told me that many English majors drifted for two years or so before discovering what path to take, that I shouldn’t worry about finding the right job right away. I held onto her words like they were prayer beads, but I was still worried. Perhaps I didn’t have enough skills to make it. Maybe I should go back to school.

One dreary Northwest evening I called my best friend from College. She lived on the Olympic Peninsula, just a short three hours away by ferry. We talked about where our various journeys had led us. I told her I felt stuck, and that I didn’t know what to do about getting to where I wanted to go in the publishing world. She suggested an internship. The internship she had completed in New York City, through Kalamazoo College, assisted her in securing first a postgraduate internship and then a job with Copper Canyon Press, a small but well-known publishing house in Port Townsend, Washington.

Good advice. The next day I searched the Internet. Maybe it was time to look a little farther afield than my then-current backyard. By afternoon I had found what I was looking for: an internship with Outside magazine designed for college graduates interested in a career in magazine publishing. It was perfect, albeit very competitive. I could combine my love for writing and reading with my interest in the outdoors, travel, and adventure. It took most of the next year, but I persevered and was accepted for the next opening in the program in November 2001. At the end of October I packed my bags, kissed my loved ones goodbye (again), and headed south to Santa Fe, New Mexico.

By a stroke of luck, just before I struck out from the Southwest, I had received a newsletter from the College’s alumni department filled with short biographies about my former classmates. I discovered that two friends from “K” were living in Albuquerque.

One was a fellow English major; the other a traveling companion during study abroad in Kenya. What a blessing to see familiar faces in an environment so different from the one I had just left. I didn’t think I had ever seen such a strange landscape (there was hardly any green anywhere!) With my friends I enjoyed several nights of laughter, tears, storytelling, and a Halloween party at which I dressed up as one of my favorite characters in Roman mythology, Medusa. And they helped me move into my new residence in Santa Fe.

Santa Fe, like every stop in my journeys, soon came to feel like home. I enjoyed the quick pace of putting together an issue of Outside on deadline and the camaraderie between myself and the other interns. I also met a community of rock climbers (a sport I had picked up in Washington) and soon became a part of their family both on and off the rock. The daily work at Outside challenged me, and I learned new skills. I also relied very much on skills I had acquired at my sophomore-year internship with HOUR Detroit Magazine and as a staff writer for LuxEsto during the summer after I graduated. Those experiences helped me secure the internship at Outside and helped me do the work well when I got there. Once again I realized that my time at “K” had been well spent. Where was “The Thought,” that old graduation poacher, now?

After three years of searching, taking risks, and wandering, I feel as though I have begun to discover how I can combine my experiences and skills gathered at “K” with my desire to lead an unconventional but nevertheless successful and rich life—one that does not involve a whole lot of office time. I left Outside last April and launched my freelance writing career, focusing on travel and outdoor writing. In May, I traveled to Italy for a story and then went to Alaska on assignment for a popular paddling magazine to write about remote kayaking destinations. For the time being, I am working for myself and doing what I love: traveling, writing, reading, and getting to know new faces, environments, and customs. The irony is that new discovery means returning to my “K” roots. In Alaska, for example, I stayed with two College friends when I wasn’t in the bush. One was in my LandSea patrol, and we are still very close.

The freelance writing life does not provide a lot of security. I have no address, the trunk of my car serves as my closet, and the passenger seat doubles as an office. I rely on the kindness of friends and family to give me a place to stay when I am in town and try to return the favor by leaving the place cleaner than it was when I arrived.

When I returned from Italy I broke down and bought a cell phone. I swear the purchase was for business reasons only, but it’s nice to keep in touch with loved ones as I continue traveling and exploring. I often think back to my days at “K,” the beauty of the campus, the excitement I felt at the start of a new quarter, the serenity of being in the company of good friends, the thrill of learning a new concept, or reading a new book. I think of how Kenya expanded my sense of who I was and my possibilities. I recall my internship, writing my SIP, working on campus at the Stryker Center. I look at my life now, and it seems adventure never ends. Each place and community I become a part of builds upon a foundation I made with the help of Kalamazoo College.

In August, I returned to Michigan to attend the weddings of two of my friends and classmates. It was the first time since graduation day that we were together. No black caps and gowns for these festivities, though on these occasions, like the last time we were together, we celebrated another new beginning and looked ahead into the unknown future. And there was no lago in my ear, no voice taunting “what now?” I still don’t know the answers or my final destination, but I have become more comfortable with questions that have no immediate answer. I think of Ionesco, who wrote that it is the question more than the answer that enlightens, and I realize that not knowing is part of the answer. And then I think of Emerson who said that too often we shun the rugged battle of fate, where strength is born, and I know that the rest of the answer for me lies in adventure, community, and writing. My August trip feels like a full circle, one that spanned one continent’s two coasts and stretched across an ocean. But I won’t stay here long. I have a plane to catch.
Not long before Commencement 2002, Dave Evans asked Dave Meek for a job recommendation, a simple fact that brings to mind the quality of student-professor conversations at Kalamazoo College.

Dave Evans is a chair of the biology department at Kalamazoo College; Dave Meek is a biology student who graduated in June 2002. Maybe a professor asking a student for a job recommendation isn’t so odd at Kalamazoo College. In fact, because of its K-Plan, Kalamazoo College may be the only undergraduate institution where such a request makes sense.

Evans sought a post-retirement position (he will leave Kalamazoo College after a long and distinguished career at the end of the 2002-03 academic year) as a global ecology professor in a semester-at-sea program. And Meek’s four-year “K” resume did qualify him as a good reference. His undergraduate education involved him in a wide range of academic work and ecological field experiences. And those years included many excellent student-professor conversations about classes, about career internships focusing on damselflies, about study abroad in Africa, and about a biology senior individualized project with immediate practical application for farmers. At the end of four years of conversations like these, professors and students are colleagues. And colleagues provide each other job recommendations all the time.

Kalamazoo College provided, and Dave Meek shaped, an undergraduate experience in which Dave Evans and Dave Meek came to know each other very well (some would argue that they became so close they grew to resemble one another, see photo, page 27). At Commencement, the biology department faculty honored Meek with the 2002 H. Lewis Batts Prize. They give that award to the senior who does the most to support biology department activities and who does the most to make students and faculty more like colleagues.

Four years earlier, David Meek had journeyed to Kalamazoo College intending to major in health science and study abroad in Germany. Then came an epiphany. He felt at home in biology, and he had recently experienced Evans’...
class Ecology of Africa.

“I remember the exact time and venue of my epiphany,” says Meek. “I was in a psychology class, my mind newly intrigued by ecology but also wondering how I could combine that interest with my desire to do something, maybe in a medically-related field, that would bring about positive change.” Applied biology was the lightning flash of inspiration. Meek defines that as science applied for a practical outcome, or doing something with biology that helps humanity.

His senior individualized project is an example. Working with an advisor from Michigan State University, Meek compared the population dynamics of western corn rootworm adult beetles in two different types of cornfields—rotated versus continuous. He discovered that crop rotation helped reduce the population of the western corn rootworm, which is a serious threat to corn growers. In other words, the science had an immediate practical effect for the Southwest Michigan and Northern Indiana farmers with whom Meek worked. He shared the data with those farmers (“a true case of ’researcher meets farmer’ or ’academia benefits salt of the earth’,,” says Meek). For this reason, he insisted in wearing coveralls with his tie when he presented his research at the Diebold Symposium, the College’s scientific meeting during which biology majors present SIP findings.

Meek’s SIP was a case of integrated pest management or IPM. IPM explores the biology or life cycles of pests in hopes of modifying either in order to keep pest population levels below a threshold harmful to farming. According to Meek, IPM uses chemicals as a secondary or tertiary strategy, which benefits the environment. “Applied biology pays ecological and economic dividends,” says Meek.

Applied biology also will play a key role in Meek’s life after graduation. He was accepted into the Peace Corps and last fall was posted to Tanzania, where he will work for two years as a
According to Tanzanian government authorities, students lack enthusiasm for biology, and test scores are very low,” says Meek. “A student develops enthusiasm for a subject when he or she begins to discover its relevance to the things about which he or she most cares,” he adds. "Because ecology and the environment connect so directly to basic human struggles, I believe I can relate biology to the things that most matter to my Tanzanian students or any students."

Meek couldn’t wait until after graduation to begin developing his pedagogical skills. So during his senior year he volunteered as a science mentor at the Woodward School for Science and Technology, located several blocks from the Kalamazoo College campus. He developed programs for elementary school-aged children in gardening, decomposition, and ecosystem preservation. The students definitely got their hands dirty. And Meek did more than learn about teaching techniques. He also gained perspective. “My preoccupations and problems seem so trivial after just a few hours working with the kids,” he says.

Meek also served as a teacher’s aide for Assistant Professor of Biology Binney Girdler’s General Ecology class. He helped her set up labs at the Lillian Anderson Arboretum. The labs focused on a variety of subjects including ecosystem preservation and the effect of invasive species on native species.

Meek will make an excellent teacher, according to his mentor Dave Evans. “His combination of enthusiasm and creative hands-on approaches will be very effective,” says Evans. The hands-on approach stems, in part, from Meek’s sophomore summer career development internship with Dr. Thomas Getty at the Kellogg Biological Station in Augusta, Mich. Former biology faculty member Heather Reynolds helped Meek secure the internship, further proof of the importance and value of student-professor relationships at “K”.

“At Kellogg I studied the mating behaviors of damselflies,” says Meek. “I stood in a creek eight hours a day, tagging and monitoring damsel flies, and I loved it.” In essence, he adds, his work sought to elucidate what makes certain male damselflies, well, studs.

“The damselfly is territorial, and its mating rituals involve male flight combat,” Meek explains. “We wanted to know what factors determined the winner of these fights, and we looked at characteristics such as color, pattern, weight, fat reserves, and parasite infestation. It was fascinating.”

Meek cites three qualities that make Kalamazoo College excellent. “Great professors,” he says. “You can get to know them well, and they care, and they push.” The second “quality” was a place: Africa.

“You either fall in love with Africa or you flee it,” he says. “With me it was the former, which is why I long to return. And it was Dr. Evans’ Ecology of Africa course that determined my study abroad choice.”

Third is the flexibility and demand of the K-Plan. “In many ways you are our own agent for educational excellence here,” says Meek. “I made my Kalamazoo College experience something that worked for me.”

For example, although a biology major with an African studies concentration, Meek has a strong interest in Christianity. He was able to pursue that interest in a number of ways. He joined an extracurricular student organization called the InterVarsity Christian Fellowship, and during study abroad in Africa he focused his Integrative Cultural Research Project (a study abroad requirement, see article page 16) on the inculcation of the Catholic Church in Kenya. “Inculcation refers to the quite fascinating process by which Christianity and the African culture continue to meld together.”

Today Dave Meek lives and works in Tanzania (davetanzania@africamail.com) helping people apply biology to what matters to them.

Dave Evans continues his work as one of the great professors at Kalamazoo College. Oh, and by the way, he got the semester-at-sea job as a global ecology professor. He starts in the fall of 2003.
Brother Ball Comes to “K”
by Steve Wideen

Opening Tip

Playing one-on-one basketball in the driveway of their home in Westville, Ind., Dirk and Erik Rhinehart were always on opposing teams. With a two-year age difference between them, the two quiet, dark-haired boys never had a chance to play for the same team. Even at Valparaiso (Ind.) high school Dirk played on the varsity team while Erik developed through the junior varsity program. Competing against each other in the driveway helped develop their individual skills, but could not quench their desire to play together.

"We were and are the best of friends," Erik said. "It was tough always being on the other team."

Wanting so badly to play on the same team, Dirk and Erik would occasionally switch from their conventional one-on-one game to a more unconventional two-on-one game.

"Dirk would get tired of beating me," Erik said with a smirk, "so once in a while we would create imaginary opponents and play against them. Our team always won, of course."

As difficult as it was for Erik to admit, both agreed that the elder Dirk held the upper hand in those backyard contests for many years. Erik is quick to point out, however, that the tide has turned over the last few years and the current battles are much more competitive.

Dirk Paves the Way

Dirk, pronounced DEE-rk, enrolled at Kalamazoo College in the fall of 1999 looking for a combination of excellent academics and an opportunity to further his basketball career.

"Kalamazoo College offered the perfect combination of academics and competitive athletics," Dirk said. "Like any young athlete I had the dream of playing basketball at a major Division One program. As things progressed and I evaluated different schools, I was impressed by the way Kalamazoo College basketball players played together as a team. Each player was giving everything he had for the program simply because he loved the game. It is something special when that takes place, and it is something people want to take part in to continue that tradition."
The study abroad program was also a major factor in Dirk’s decision to attend Kalamazoo College. His family heritage is German, and Dirk looked forward to an opportunity to spend three months in Bonn, Germany, during the spring of his sophomore year.

"Becoming immersed in the German culture was incredible," Dirk said. "I was able to learn about our family history, travel, and directly experience a culture and situations you only read about in history books. You cannot get a feel for what another country or culture is like until you go there and live their way of life and see things from their perspective."

An economics major, Dirk took advantage of the internship program by working in the audit department of a bank in his hometown last summer. The internship led him to his Senior Individualized Project, a paper about his experiences along with trends in auditing and current financial reporting issues and crises.

Following graduation from Kalamazoo College, Dirk plans on securing a job in finance, accounting, or marketing and eventually pursuing an MBA. Dirk’s immediate goal, however, will be to pursue a professional basketball career overseas.

“I would love the opportunity to continue playing basketball after college,” Dirk said. "But regardless of what happens I know that I will be fully prepared and ready for a career in the business world."

**The Dream Fulfilled**

Two years after Dirk began his journey to Kalamazoo College, it was Erik’s turn to make a college decision.

I knew I wanted to attend a small school because of the individual attention that each student receives, and I wanted a first rate education as well as an opportunity to continue playing basketball," Erik said. "I found all of those things and more at Kalamazoo College, but the primary selling point was the opportunity to fulfill that lifelong dream of playing basketball on the same team with Dirk."

**On and Off the Court**

Dirk has been the Hornets’ leading scorer each of the past two seasons. He entered his senior season needing only 13 points to reach the 1,000 mark for his career, and he already holds the school record for most three-point baskets in a career. He has been selected to the All-Michigan Intercollegiate Athletic Association (MIAA) first team twice, and was a pre-season All-American prior to his junior year.

Erik saw action in every game during his freshman season except for one due to an injury. He averaged 7.3 points per game in a reserve role and shot 50 percent from the field. Erik hopes to continue to see increased playing time as he develops his inside game to become a more versatile player.

Despite their credentials (and height), if you were to meet either of the Rhineharts on the quad or away from campus you would have no idea that they play college basketball. They both have a down-to-earth personality and are quiet, humble individuals. While each is very competitive on the basketball court, off the court they are grateful for the opportunities and abilities they have been given.

"Erik and I are both committed to our faith in God," Dirk said. "We are just trying to do the best with the talents He has given us. Any success we have is a blessing and nothing that we should take credit for."

**Erik Explores His Future**

As a sophomore, Erik continues to take advantage of the variety of opportunities available at Kalamazoo College while he evaluates his future. He is currently undecided on a major, but is taking an interest in computer science and education.

"Kalamazoo allows you the opportunity to explore your interests and determine the best fit for you," Erik said. "Computer science is a growing field so that is an option. As a son of two teachers, however, I see the important role that caring and dedicated teachers play in the lives of children, and I think that might be something I would enjoy as well."

Erik appreciates the numerous individuals, ranging from advisors to coaches to professors, ready to help with the decisions he will make.

He also looks forward to his opportunity to study abroad.

"I too will be going to Germany," Erik said. "Study abroad is a great opportunity, especially since it is already factored into the program. Coming from a small town and having a chance to travel all over Europe while furthering my education will give me a tremendous advantage in whatever I choose to do after graduation."

Like his brother, Erik also has aspirations of continuing his basketball career in the professional ranks overseas.

**At the Buzzer**

As the basketball season heats up in January and February, keep an eye on the two brothers from Indiana. At the outset you may only see skilful basketball players working with their teammates to help the Hornets win a basketball game. After the final buzzer sounds, however, take a moment to talk with them about the value of the Kalamazoo College experience, one that has been shaped and measured not only by wins and losses on the basketball court, but also by a combination of all the opportunities that make Kalamazoo College the most unique and rewarding higher educational experience in the country.
Number 65 in Sight

The Kalamazoo College men’s tennis team seeks its 65th consecutive MIAA championship in 2003. “The Streak” continues to be the longest conference championship streak in any sport at any level.

Top returning players include senior Kent Dolbee and sophomores Matt Harding and Michael Malvitz.

Dolbee owns a career singles record of 42-26, including 8-0 in the MIAA and 5-2 in NCAA postseason play. He is 26-10 overall in doubles, 8-0 in the MIAA, and 2-1 in the NCAA postseason. Dolbee was the MIAA number five singles flight champion last year and is a three-time All-MIAA second team selection.

Matt Harding was 14-11 in singles matches last season. That stat includes his 2-0 record in the MIAA and his 2-1 effort in the NCAA postseason. He and Michael Malvitz were 17-10 in doubles (3-0 in MIAA play and 2-1 in the NCAA’s). Harding and Malvitz were the MIAA number two doubles flight champion. Harding was runner-up at number six singles.

Malvitz was 16-10 overall in singles, with a 2-1 record in the MIAA and a 1-2 mark in NCAA postseason play. He was the MIAA runner-up at number four singles, and an All-MIAA second team selection.

The Hornets look to win their fifth straight Great Lakes Colleges Association title and carry that over into a bid and strong showing at the NCAA Championships.

All-American Leads Women’s Tennis Team

The Kalamazoo College women’s tennis team is looking forward to an exciting season. With the loss of only one player to graduation, the team has good depth and experience.

Sophomore Meaghan Clark returns after earning All-American honors during her freshman year. She ended last season ranked 12th nationally and first in the Central Region in singles, as well as sixth in the region in doubles with fellow sophomore Caitlin Kelly. Clark was 21-3 overall in singles last season with a 5-0 mark in the MIAA. She finished with a record of 29-4 in doubles, including a mark of 5-0 in MIAA play. Clark was the number one singles and number one doubles flight champion at the MIAA Tournament and was selected as the MIAA Most Valuable Player. She was also named Rookie of the Year by the International Tennis Association Central Region.

Caitlin Kelly returns at number three singles and number one doubles. She was 14-8 overall in singles and 4-2 in the MIAA. She joined Meaghan Clark to finish 20-3 overall and 5-0 in the league at one doubles. They won the MIAA one doubles flight championship.

Kara Hoor leads a strong junior class. Hoor was an All-MIAA first team selection and finished second at number two singles at the MIAA Tournament. Hoor was 14-7 overall in singles and 3-2 in the league. She also finished with an overall record of 14-9 playing primarily at number two doubles.

Junior Kristin Hirth won the number six singles flight championship at last year’s MIAA Tournament. Hirth finished the season 17-6 overall in singles and was 6-0 in league competition.

The team enters the season ranked 10th in the region, and Coach Alison Frye is optimistic about her team’s experience. The schedule includes the annual spring trip to Hilton Head, S.C., as well as early-season matches with nationally-ranked opponents.

Softball Diamonds

The Kalamazoo College softball team looks to take another step forward under second-year head coach Tracy Ciucci.

The Hornets graduated four starters last summer, including two outfielders and both middle infielders. Replacing them will be a challenge, but a host of veterans returns and several promising newcomers will compete for playing time.

(continued on page 30)
Seniors Emery Engers, Shauna Sage, and Sarah Martyn will lead the team. Engers led the pitching staff with five wins (5-9) last season and earned MIAA coaches’ honorable mention honors. She struck out 52 batters in 88 innings and held opponents to a .255 batting average. Engers’ earned run average was 1.99, just off her career 1.96 ERA.

Sage also made the MIAA coaches’ honorable mention squad. She started all 30 games last season after making the transition to catcher. She was second on the team in doubles (4) last season and owns a career .285 batting average.

Martyn returns to the pitching staff after earning two wins (2-5) in 10 appearances last season.

Deanna Werner highlights a strong junior class including Jill Sakolove, Eli Toskey, and Nena Wendzel. Werner played first base and hit .303 last season and earned All-MIAA second team honors.

Sakolove started 29 games, hit .269 on the season, and was second on the team in RBIs (12) and slugging percentage (.366).

Toskey led the pitching staff with a 1.82 ERA and was 3-6 in 23 appearances. Toskey struck out 40 batters in 88 innings of work.

Sakolove and Toskey were also selected to the MIAA coaches’ honorable mention squad.

Wendzel will compete for a starting spot in the outfield. Leading the sophomore class are Katie Lee, Angie Neu, and Sarah Mohler.

Lee platooned in the outfield and hit .255 last season. Neu started 25 games around the infield last season and looks to fill one of the open positions. Mohler rehabbed an arm injury last season, but returns to compete for a spot in the middle infield.

January
24 MT vs. Dayton........................................... 5:00
25 MT vs. Western Michigan........................ 3:00
31 MT at Toledo............................................. 7:00

February
4 WT vs. Detroit-Mercy................................... 4:00
22 MT vs. Carthage........................................ 3:00
23 WT vs. Tri-State........................................ 11 a.m.
28 WT vs. Wheaton (at Hope)........................... 6:00

March
7 WT at Carthage, Wis..................................... 7:00
8 MT at Alma*................................................ 1:00
9 MT vs. DePauw.......................................... 10 a.m.
BB at Manchester, Ind. (DH).............................. 1:00
11 BB vs. Grace (DH)...................................... 2:00
13 SB at Goshen, Ind..................................... 3:00
14 BB vs. Concordia (9)................................ 4:00
15 WT vs. Alma*............................................ 2:00
SB at Bluffton, Ohio..................................... 1:00
20-27 SB Spring Trip
23 WT vs. Meddleburt, Vt. (at Hilton Head, SC)... 9 a.m.
MT at Webber (Babson Park, Fla.)................... 10 a.m.
24 WT vs. Carnegie Mellon, Pa. (at Hilton Head)... 8 a.m.
MT at Florida Southern (Lakeland).................... 2:30
25 WT vs. WI-Whitewater (at Hilton Head)... 12:00
MT at Rollins (Winter Park, Fla.)..................... 2:30
26 WT at Rollins (Winter Park, Fla.)................ 2:30
27 WT vs. Carleton, Minn. (at Hilton Head).. 12:00
MT at Emory (Decatur, Ga.)........................... 2:30
28 MT at South (Sewanee, Tenn.)..................... 2:00
29 SB vs. Alma*............................. 1:00
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<td></td>
<td>MT at GLCA Tournament</td>
</tr>
<tr>
<td></td>
<td>(at Hope) ... TBA</td>
</tr>
<tr>
<td>14</td>
<td>SB at St. Francis ... 3:30</td>
</tr>
<tr>
<td></td>
<td>WT at Olivet* ... 3:00</td>
</tr>
<tr>
<td>15</td>
<td>MT vs. Hope* ... 3:00</td>
</tr>
<tr>
<td>16</td>
<td>SB vs. Adrian* ... 3:30</td>
</tr>
<tr>
<td></td>
<td>WT vs. Adrian* ... 3:00</td>
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<tr>
<td></td>
<td>MT vs. Valparaiso ... 3:00</td>
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<tr>
<td></td>
<td>MT at Adrian* ... 3:00</td>
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<tr>
<td></td>
<td>BB at Concordia (9) ... 4:00</td>
</tr>
<tr>
<td>17</td>
<td>WT at Hope* ... 3:00</td>
</tr>
<tr>
<td>18</td>
<td>BB at Hope* (9) ... 4:00</td>
</tr>
<tr>
<td>19</td>
<td>BB at Hope* (DH) ... 1:00</td>
</tr>
<tr>
<td></td>
<td>SB at Hope* ... 1:00</td>
</tr>
<tr>
<td></td>
<td>MT vs. Gustavus Adolphus</td>
</tr>
<tr>
<td></td>
<td>(Milwaukee, Wis.) ... 10 a.m.</td>
</tr>
<tr>
<td>21</td>
<td>BB vs. Spring Arbor (9) ... 4:00</td>
</tr>
<tr>
<td>22</td>
<td>SB vs. Manchester ... 3:30</td>
</tr>
<tr>
<td></td>
<td>MT vs. Ferris State ... 3:00</td>
</tr>
<tr>
<td></td>
<td>WT at Albion* ... 3:00</td>
</tr>
<tr>
<td>24</td>
<td>SB at Hillsdale ... 3:00</td>
</tr>
<tr>
<td>25</td>
<td>BB vs. Olivet* (9) ... 4:00</td>
</tr>
<tr>
<td></td>
<td>SB vs. Aquinas ... 3:30</td>
</tr>
<tr>
<td>26</td>
<td>WT MIAA Tournament</td>
</tr>
<tr>
<td></td>
<td>(Kalamazoo) ... TBA</td>
</tr>
<tr>
<td></td>
<td>MT MIAA Tournament (Albion) ... TBA</td>
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<tr>
<td></td>
<td>BB at Spring Arbor (9) ... 4:00</td>
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<tr>
<td>May</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>BB at Alma* (9) ... 4:00</td>
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<tr>
<td>3</td>
<td>BB at Alma* (DH) ... 1:00</td>
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<tr>
<td></td>
<td>MT NCAA Regionals (TBD) ... TBA</td>
</tr>
<tr>
<td></td>
<td>WT NCAA Regionals (TBD) ... TBA</td>
</tr>
<tr>
<td>4</td>
<td>MT NCAA Regionals (TBD) ... TBA</td>
</tr>
<tr>
<td></td>
<td>WT NCAA Regionals (TBD) ... TBA</td>
</tr>
<tr>
<td>9</td>
<td>BB vs. Calvin* (9) ... 4:00</td>
</tr>
<tr>
<td>10</td>
<td>BB vs. Calvin* (DH) ... 1:00</td>
</tr>
<tr>
<td>14-19</td>
<td>MT NCAA Championships</td>
</tr>
<tr>
<td></td>
<td>(Gustavus Adolphus) ... TBA</td>
</tr>
<tr>
<td>17-19</td>
<td>WT NCAA Championships</td>
</tr>
<tr>
<td></td>
<td>(Redlands, Calif.) ... TBA</td>
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Dates and times subject to change. BB - Baseball; SB - Softball; MT - Men’s Tennis; WT - Women’s Tennis
Ronald Sharp '67, Distinguished Achievement Award

Ron Sharp’s farther journey at Kalamazoo College included study in Madrid, Spain, an internship as a sports reporter for the Cleveland Plain Dealer, and a senior individualized project on the early love poetry of Theodore Roethke. He wrote for the Kalamazoo College student newspaper Index and served as the editor of the College literary magazine, Cauldron.

After graduating from Kalamazoo College, Sharp earned his Master’s in English from the University of Michigan in 1968, and a Ph.D. in English from the University of Virginia in 1974. In 1971, he began a long and successful career as an English professor at Kenyon College. From 1978 to 1981, he served as editor of the prestigious Kenyon Review. Sharp has written and edited five books, published numerous articles and reviews, presented lectures and papers at many professional meetings, and recorded several programs on National Public Radio’s Soundings.

In 1998, Sharp was named associate provost at Kenyon College, and in 2000 he was named provost. He is currently acting president of Kenyon College.

A renowned expert on John Keats, Sharp has received many honors, including fellowships from the National Endowment for the Humanities, the National Humanities Center, and the American Council of Learned Societies. He is editing a book of poetry by Michael Harper and co-editing a translation of Virgil's Eclogues.

Sharp is married to Inese Brutans Sharp '70, director of the Kenyon Brown Family Environmental Center. They have two sons, Andy, assistant director of development at the Stanford Graduate School of Business, and Jimmy, a sophomore at the College of Wooster.

John Honell '66, Distinguished Service Award

Honell's work on behalf of Kalamazoo College began in 1982, when he started to recruit students and help career development interns find housing and transportation in the Los Angeles area. In 1990, he was appointed to the Alumni Executive Board, on which he served for six years. Since 1992, he has served as the Class of 1966 class agent. During his tenure in that position, the Class of 1966 has won the Paul Lamont Thompson Award on eight occasions. The award recognizes outstanding participation in the Kalamazoo College Fund.

Honell has been an active member in the Greater Los Angeles Alumni Chapter, serving as the Chapter's director from 1992 to 1999, and he has advised the College during two of its capital campaigns.

Honell's eclectic employment history includes experience as bartender, switchboard operator, desk clerk, hotel manager, professional gambler, truck driver, salesman, operations manager, sports reporter and editor, husband, and father.

"The last two experiences are my favorites," Honell says, "and the only ones that really have any lasting meaning."

Honell is currently transportation manager for United Welding Supply of Los Angeles and sports editor for West Covina Weekly. His wife, Judy, is a flight attendant for American Airlines, and his daughter, Kelly, lives and works in Burbank, California.

Babette Trader, Weimer K. Hicks Award

Babette Trader served in the administrations of three Kalamazoo College presidents—Weimer Hicks, George Rainsford, and David Breneman—saw the construction of many campus buildings, and congratulated the first classes to complete the K-Plan.

During her 21-year tenure, she was assistant dean of students for women (1963-66), assistant dean of students (1966-68), associate dean of student affairs (1968-73), associate dean of student services (1973-75), dean of students (1975-77), coordinator of academic advising (1976-78), and dean of academic advising (1978-84). Trader was involved in many areas of the campus community, including the judicial council, admission and personnel committees, parents council, Alpha Lambda Delta, and the women's council.

In addition to her College responsibilities, Trader has been a long-time member and campus liaison to the Michigan Association of Women Deans, Counselors and Administrators, serving as the group's secretary, membership chairman, and president. She has been a charter member of the National
Academic Advising Association and for many years volunteered at the National Boys 16 and 18 Tennis Tournament.

In 1986, the Michigan Association of Women Deans, Counselors, and Administrators awarded Trader the Harriet Myer Memorial Service Award for her outstanding contributions to education. She has been inducted into several honorary societies for women educators. In 1984, the Campus Citizenship and Leadership Certificate Award was renamed The Babette Trader Campus Citizenship and Leadership Award. Shortly before Trader's retirement, the faculty voted to grant her emerita status, an honor usually reserved for faculty members.

**Letitia "Tish" Loveless, Weimer K. Hicks Award**

When Tish Loveless joined Kalamazoo College's faculty as the director of women's athletics in 1953, she may well have wondered what exactly it was she was supposed to be directing. At that time, the women of Kalamazoo College played on intramural teams in several sports, but there were no intercollegiate women's teams. Loveless quickly changed that. She established women's intercollegiate teams in tennis, field hockey, archery, swimming, basketball, volleyball, soccer, and cross country. She directed the Hornets to 23 titles in women's tennis, four championships in archery, and one in field hockey. Her last team, the 1986 Hornet women's tennis squad, finished third in the nation in NCAA Division III. A total of 28 championships made Loveless the most successful women's coach in MIAA history and earned her the number two spot on the MIAA Coaches of Distinction.

Off the field, Loveless was an active member of the College community. She served on a variety of faculty committees; instituted classes in downhill skiing, crosscountry skiing, and lacrosse; encouraged the establishment of a fencing club; and promoted the inclusion of contemporary dance in the curriculum. She helped with the annual United Way campaign, participated in Faculty Readers’ Theatre and the Bach Festival Chorus, and led various LandSea groups.

Loveless was inducted into the National Association of Collegiate Directors of Athletics Hall of Fame in 1998, and the Kalamazoo College Athletic Hall of Fame in 1992.

**Four Inducted Into Hall of Fame**

New inductees into the Kalamazoo College Athletic Hall of Fame include (l-r): Rebecca Rifenberg Green ’92; Don Flesche, professor emeritus of political science; Greg McDonald ’97; and Rene "Kip" Adrian ’97. Green earned team MVP and All-MIAA honors in three of her four seasons in Hornet softball. She holds seven school records in the sport—single season batting average, career batting average, single season runs scored, single season doubles, single season home runs, career doubles, and career home runs. In his role as public address announcer for athletic events, Flesche was the "voice of the Hornets" for 37 years. He announced football, men’s and women’s basketball, volleyball, men’s and women’s soccer, baseball, softball, and tennis. Considered by some the most prolific passer in Kalamazoo College history, McDonald earned numerous gridiron honors, including two most valuable player (MVP) awards from his team, two all-MIAA quarterback honors, and the Burger King National Scholar Athlete Award. Adrian’s four-year soccer achievements include two team MVP awards, one league MVP award, two All-Region and All-MIAA honors, selection to the GTE Academic All-American First Team, and receipt of an NCAA Postgraduate Scholarship Award.
Volleyball won! So did men’s soccer! Football almost won. More importantly, some 500 alumni and alumnae came home to connect with friends and former teachers.
The roar of the crowd, the smell of the grease paint!

Meeting an old teacher, an old coach, an old friend

Fun for young and younger

“Cool place, dad”

Friends now

Snack time

Friends always
Donald W. Van Liere, a professor of psychology at Kalamazoo College for 32 years, died on October 6, 2002. Shortly before his death, he established the Donald Van Liere Endowed Fund for Awards in Psychology with a $10,000 gift to the College's campaign, Enlightened Leadership: Kalamazoo College in the 21st Century.

Income from the gift will support Kalamazoo College students with cash awards based on recipients’ overall academic excellence, improvement in their senior year, and/or excellence in research. The gift complements a previous gift Van Liere made in 1991—the Donald Van Liere Prize for Excellence in Research.

Van Liere was the shaping force in psychology at Kalamazoo College in the 1950’s and early 1960’s. He graduated from Hope College and completed his advanced training at Indiana University, where he studied under renowned teachers in a variety of areas of psychology, including behaviorism, theoretical psychology, psychophysiology, and experimental psychology. To these perspectives he added his own interest in the philosophical background and history of psychology. For 20 years he served as chairman of the College’s psychology department and ensured that its perspective remained broad and appropriate to a liberal arts education.

On the occasion of his retirement in 1981, Berne Jacobs, professor emeritus of liberal arts education, wrote, “Van Liere pursued a number of community interests. He was instrumental in creating the special diagnostics department at Bronson Hospital, which brought electroencephalographic testing to Kalamazoo. In 1956 he was a valuable part of the first heart catheterization team at Bronson, a procedure that was undertaken in only four locations in Michigan in those years. He and his wife had six children, and one of their grandchildren, Timothy Halloran ’92, attended the College as a Heyl Scholar.

“In the 15-year period from 1950 to 1965, experimental psychology had taken an important place in the [Kalamazoo College] curriculum, and the laboratory had become a central feature of the department,” wrote Jacobs. “Van Liere had brought psychology at Kalamazoo College into the mainstream of twentieth century academic psychology.”

The attitude that pervaded the lab in those days was—if you need it, build it. When I first had the chance to observe this construction phenomenon, Don and his students were dismantling pinball machines for the electromagnetic relays that could be used to control the presentation of stimuli and rewards to animal subjects.” In 1981 the psychology laboratory at Kalamazoo College was named for Van Liere.

In addition to his duties at Kalamazoo College, Van Liere pursued a number of community interests. He was instrumental in creating the special diagnostics department at Bronson Hospital, which brought electroencephalographic testing to Kalamazoo. In 1956 he was a valuable part of the first heart catheterization team at Bronson, a procedure that was undertaken in only four locations in Michigan in those years. He and his wife had six children, and one of their grandchildren, Timothy Halloran ’92, attended the College as a Heyl Scholar.

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The multitude of fools forced you to die, That ignorance might thrive. Guide of the youth, Christ of another age! Come back, and give Of your great light once more; help us to live For beauty, wisdom, dignity, and truth.

To Socrates by Lester Start

Had I lived in your time, how joyously I should have knelt before you, listened to Your thoughtful words about the good, the true, The beautiful; from your nobility Of intellect, there glowed resplendently Within your mind the light of wisdom. You, Greatest philosopher, attempted to Reveal this light to dull humanity To free it from its darkness; that is why The multitude of fools forced you to die, That ignorance might thrive. Guide of the youth, Christ of another age! Come back, and give Of your great light once more; help us to live For beauty, wisdom, dignity, and truth.

Lester Start’s Legacy

With a $10,000 campaign gift, the family and friends of the late Lester J. Start, Ph.D., have endowed a fund to provide travel grants for Kalamazoo College students to present their research at professional conferences. The fund will be called the Lester J. Start Student Travel Fund in Philosophy. Faculty members of the philosophy department will select travel recipients. Philosophy majors will receive first preference, but if additional endowed income is available, students in the religion department will be considered for awards. Dr. Start joined the faculty of Kalamazoo College in 1958 as a professor of philosophy. His interests in addition to all branches of philosophy included religion, music, and languages. He was an accomplished cellist who performed with the Bach Festival Society, Fieri Musicali, and the Kalamazoo Symphony Orchestra. Ancient philosophy was one of Dr. Start’s specialties, and his personal admiration for the philosopher Socrates is evident in a sonnet he wrote about the man and which we reprint (left). Friends, family, and faculty recently gathered to celebrate the gift and the man the gift honors. Pictured are (l-r): front row—Carol Dombrowski, director of alumni relations and the Kalamazoo College Fund; Clare Start; Jeremy Start; second row—Michael Wolf, visiting assistant professor of philosophy, Elizabeth Start, visiting assistant professor of music; David Scarrow, professor emeritus of philosophy, third row—Jonathan Start and Chris Latilios, associate professor of philosophy.

The author Garry Wills in his book Certain Trumpets wrote that “Socrates is the archetype of all those who learn by teaching, who keep up the energy, curiosity, and intellectual freshness to ask the basic questions all over again, not merely as a pedagogical technique, but as a genuine way of advancing their own moral understanding.” A fitting description of Lester Start, whose tribute to the Greek philosopher we share with our readers.
Campaign Gift Will Establish Professorship

A $1 million campaign gift from the John W. and Rosemary K. Brown Family Foundation will fund the Rosemary K. Brown Endowed Professorship in Mathematics and Computer Science at Kalamazoo College. The gift to Enlightened Leadership: Kalamazoo College in the 21st Century was celebrated during a signing ceremony at Hodge House this summer. Rosemary is a lifelong educator. She taught mathematics at various high schools in New Jersey and Michigan and recently retired from the Kalamazoo Area Mathematics and Science Center. John is chairman of the Stryker Corporation. Rosemary currently serves on the College’s Board of Trustees; John is a former member.