

LuxEsto

F A L L 2 0 0 8



THE BEST STUDY
ABROAD PROGRAM
IN THE WORLD
TURNS 50



Fall 08

LuxEsto



From the President

DEAR ALUMNI, FAMILIES OF STUDENTS, AND FRIENDS OF KALAMAZOO COLLEGE

This year Kalamazoo College celebrates 50 years of study abroad, and our current issue of *LuxEsto* focuses on that incredibly transformative aspect of a Kalamazoo College education!

In June 1956, board of trustees chairman Richard Light and his family traveled to France to study the language and culture. The growth he saw in his own children that summer led Dr. Light to propose a similar experience for “K” students.

Fortunately for the College, Dr. Light had the financial means to support a pilot project. Two years later, 25 Kalamazoo College students and young English professor Richard Stavig traveled via ship to Europe for eight weeks of summer study in France, Spain and Germany. Toward the end of their stay, Dr. Stavig reported back to President Weimer Hicks, “The program is succeeding perhaps even beyond our highest hopes. The student morale is sky-high...and individual development in terms of maturity, independence and self-assurance has been a joy to behold.”

This early success led to others, and in 1962—with critical endowment funding from the Light family—study abroad became a signature element of the Kalamazoo College experience. In the 50 years since its inception study abroad at “K” has become the national “gold standard,” the program against which others colleges and universities are measured.

Today, through our Center for International Programs, 85 percent of Kalamazoo students study abroad at one of 50 program sites in 25 countries on six continents. Most students are away for six months, some for nine. The minimum is three months, a provision that works especially well for student athletes.

Kalamazoo students have always lived with host families and studied the language, history, and culture of their host country. But they now also take classes in their major, conduct an Integrative Cultural Research Project, and carry out volunteer work there. Our commitment to sustain this level of immersive study abroad will continue in spite of the fluctuations of the dollar and costs of international air travel.

As part of our plan to enhance the distinctiveness of a Kalamazoo education, we are developing innovative curricular and co-curricular programs that will more fully integrate study abroad into students’ overall liberal arts experience. Among the proposals are:

- Globally focused core seminars designed to foster integration of study abroad with the on-campus curriculum.
- An optional Global Studies minor obtained by taking the core seminars in combination with a foreign language and study abroad.
- Interdisciplinary minors that will allow students to examine a topic of their choosing from multiple disciplinary perspectives.

Although many colleges send their students abroad, no other college in the country offers the program we now have. The features we propose for the future will make our program even more distinctive.

This year, we honor the visionaries behind the Kalamazoo College study abroad program and generous donors such as the Arcus Foundation Gay & Lesbian Fund, the Beeler estate, the McGregor Fund, and trustee emeritus Paul Todd, among many others, who enable us to sustain and enhance that vision.

We also recognize our colleagues in the Center for International Programs who work tirelessly to maintain study abroad excellence at “K.”

Finally, we celebrate more than 10,000 Kalamazoo College students who have journeyed abroad through this unique program. For 50 years you have kept study abroad at the heart of the *Kalamazoo Plan*.

Here’s to all of you...and here’s to 50 years more!

Sincerely,

Eileen B. Wilson-Oyelaran
President, Kalamazoo College

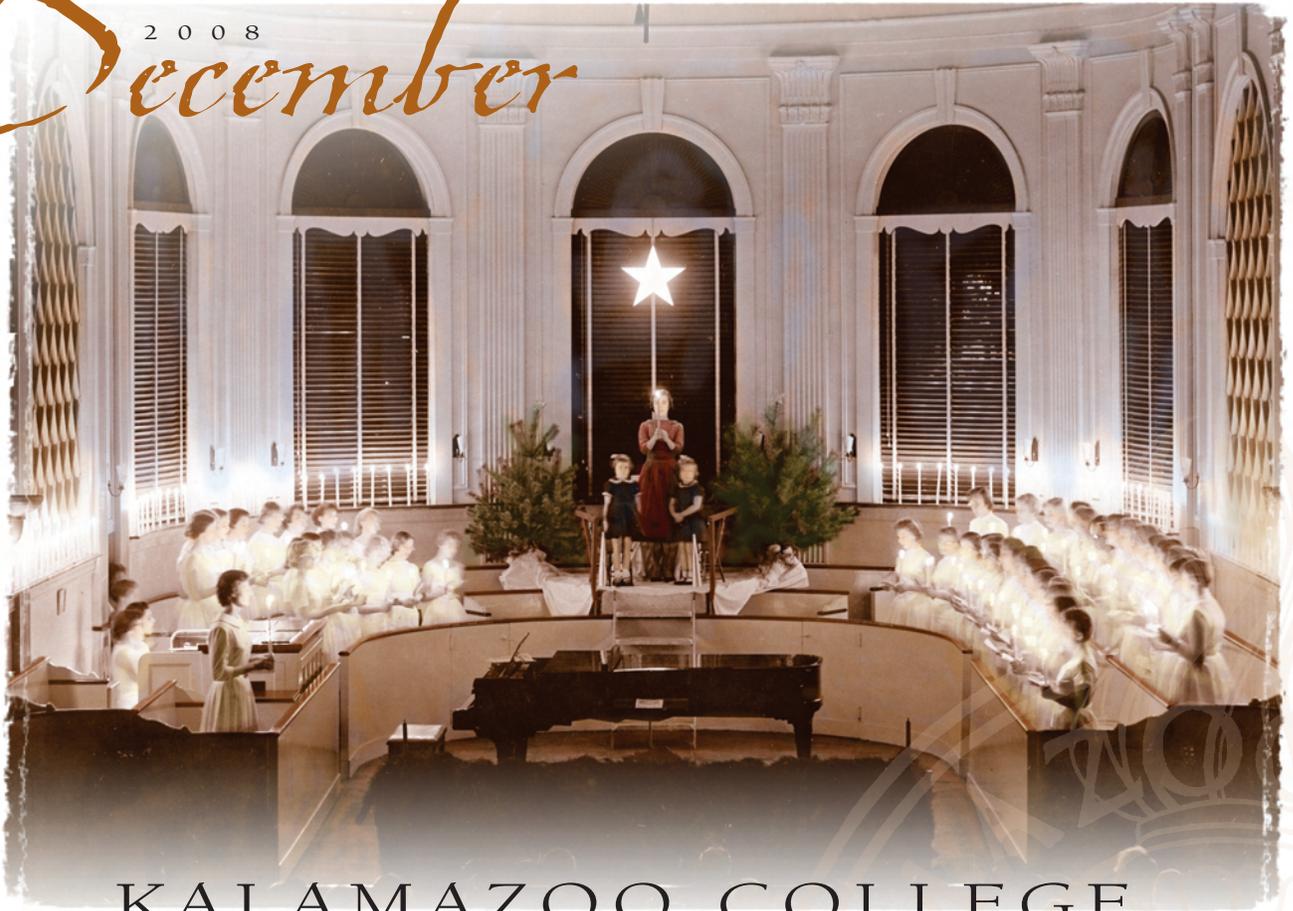
P.S. Learn more about the Kalamazoo College Center for International Programs at www.kzoo.edu/international.



December

2008

Fold on perforation and tear.



KALAMAZOO COLLEGE

celebrating 175 years: 1833-2008

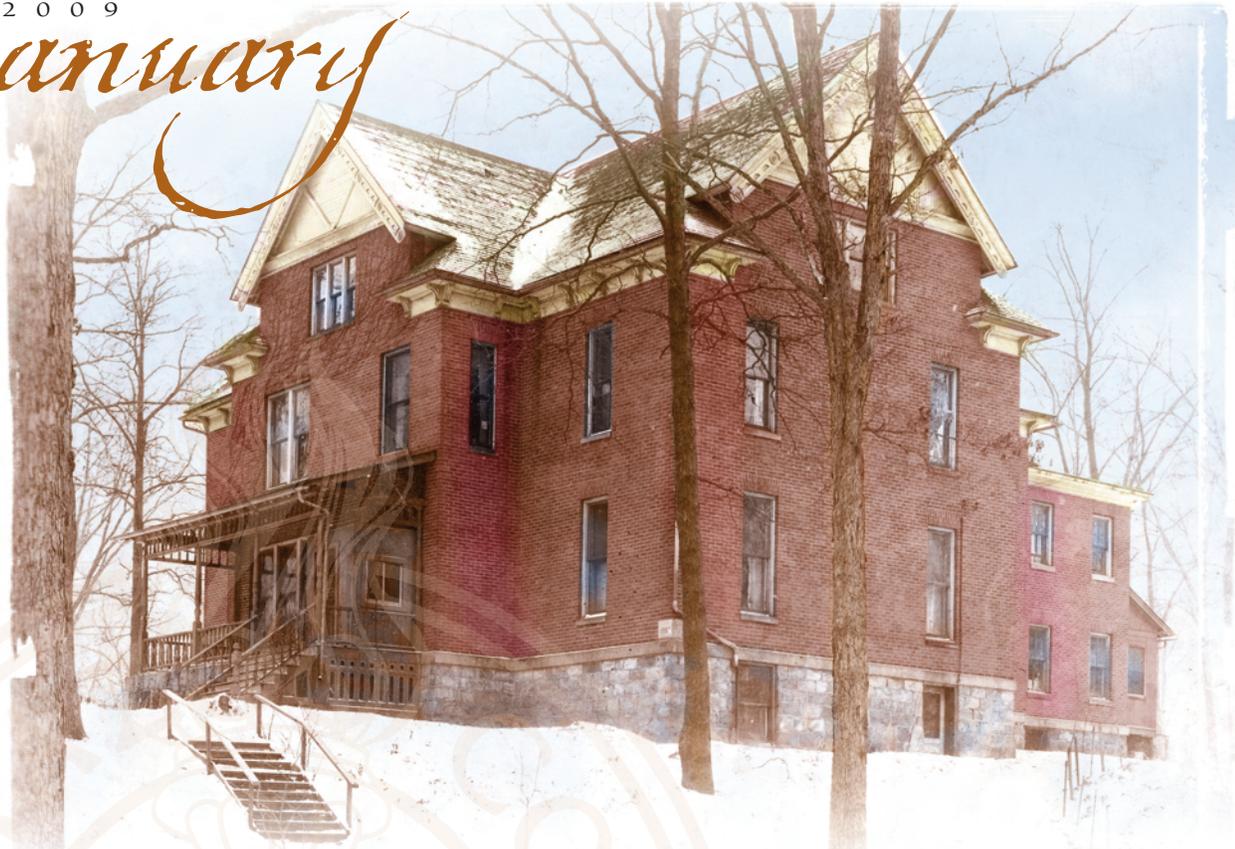
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3	4	5 1910, Faculty adopts the "major" system	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

*Photo above: 1957, Christmas Carol Service
Photo right: 1968, Volunteers for Children's Christmas Party*



2009

January



KALAMAZOO COLLEGE

celebrating 175 years: 1833-2008

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		<i>Photo above: 1887, Ladies Hall</i> <i>Photo left: Trowbridge Dining Hall</i>		1 1954, Weimer K. Hicks becomes 12th president	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20 1937, DeWaters Hall dedicated	21	22	23	24
25	26 1837, Michigan becomes a state	27	28	29	30	31

February

2009

Fold on perforation and tear.



KALAMAZOO COLLEGE

celebrating 175 years: 1833-2008

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9 1855, Full college rights granted	10	11 1860, Ralph Waldo Emerson visits campus	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
		<p><i>Photo above: 1940's, Science Class in Bowen Hall</i> <i>Photo right: "El Grande de Coca Cola" Cast Photo</i></p>				



March

2009



KALAMAZOO COLLEGE

celebrating 175 years: 1833-2008

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 1836, Bronson, Mich., becomes Kalamazoo, Mich.	3	4	5	6 2008, Inaugural Flesche lecture	7
8	9	10	11	12	13	14
15	16	17 1916, Men's dormitory damaged in fire	18	19	20	21
22	23	24	25	26	27	28
29	30	31	<i>Photo above: 1912, Gaynor Club Photo right: 1928, R.E. Olds Science Hall</i>			



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Thom Nelson '09 didn't have to wrestle an alligator to complete his SIP only because the female gator wasn't guarding her nest.

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by Mike Galbreath

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Some young theatre arts graduates are distinguishing themselves in the professional world. A current theatre arts major explains how.

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Science seeks new medicines for devastating diseases. Some experimental compounds work well in test tubes, but how do you deliver them in the body where they're needed? Barbara Waszczak '72 has devoted her career to that question.

Plus, some fascinating **letters from readers**, a Michigan weather welcome for **our new provost**, lots of **class notes**, the **Emeritus Club Citation of Merit Award winners**, and more.

WHAT'S HAPPENING ON CAMPUS?

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

LuxEsto is based on the College's official motto, *Lux esto* "be light"

The study abroad program at Kalamazoo College turns 50. Why does this pioneering program remain special today? Alumni explain (page 24).



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Two Phone Calls

Dear *LuxEsto*:

Not long ago Judy Hehs, who graduated from “K” with me, called to ask if I planned to attend the event for Tish.

Tish Loveless was the woman’s athletic director and the field hockey and tennis coach when I attended Kalamazoo College in the early 1980s. She was a tough and no-nonsense coach who was extremely well respected in the MIAA. In 1985 “K” graduated more than a dozen women who had played field hockey and tennis for Tish. Many more women in our class participated in soccer, swimming, basketball, volleyball and other sports.

On April 21, 2008, the Tish Loveless Athletic Endowment was announced and celebrated at a special campus event [Summer 2008 *LuxEsto*, p. 35]. Tish was honored for her years of achievement and contributions to the College; to women’s athletics; and to the students she coached, taught, and worked with during her many years as a coach and athletic director. Although I graduated nearly 25 years ago and I wasn’t a great hockey player, making the trip back to Kalamazoo to be a part of that event was very important to me—for many reasons. And it all started with a phone call many years ago.

In the summer before my freshman year, my mom and I drove to campus to attend an open house to get an idea of the different student activities. Nothing at the open house appealed to me, but I had an overall impression that lots of kids were involved in campus activities. I was looking forward to leaving high school and, though I was a little anxious about going away to

college, I was excited about the *K-Plan*. I was ready to try some new things.

About a week after that visit, I got a phone call from Tish Loveless. She asked if I wanted to go out for field hockey. I had never played a field hockey game; in fact, I’d never even seen a field hockey game. I knew nothing about the ball or the stick or the rules (or those darn kilt uniforms). But that didn’t matter to Tish; she’d read my application and seen that I had played soccer in high school. Field hockey, Tish told me, “really isn’t that different than soccer.” She didn’t try to cajole me to play. She simply laid out the opportunity: I could come to campus one week before freshman orientation and join the team for the two weeks of two-a-day preseason practices.

I wasn’t sure what to think. A call from a coach to come to campus to play a sport I knew nothing about seemed slightly crazy.

My parents dropped me off on an August afternoon to an atypical freshman welcome—my dorm room in Trowbridge needed to be cleaned, and few people were around. But those who were, all “K” athletes, made me feel at home. I didn’t know where my first class would be, but I was a part of the Kalamazoo College community.

Thanks to Tish and her commitment to strong women’s athletics, I began to understand where I fit in. The phone call Tish made to me that long ago August day encouraged me embrace the *K-Plan* from my first day on campus (and on the hockey field). I told her so last April, and I thanked her.

Because of her I became part of an athletic team and part of a greater Kalamazoo College community. I made great friends and developed the confidence to try new things that was so indispensable to a full immersion into the *K-Plan*. I took that confidence into the world. People like Tish Loveless have made that possible.

Becky MacDonald '85

The College continues to seek gifts to reach \$2 million in the Tish Loveless Endowment. If you are interested in donating, please call Heather Jach at 269.337.7281.

Close friends and fellow athletes, all members of the Class of 1985 and all influenced by Tish Loveless (l-r): Linda McPherson, Karen Allan, Judy Hehs, Becky MacDonald, and Joanna Pratt.



The Pony List

Dear LuxEsto:

When I was a sophomore at “K” in 1996, I lived in a suite with five wonderful friends. At some point, early in our summer quarter (one of the last summer quarters at Kalamazoo College), we attended a chapel given by Jeanne Hess, the wonderful fun-loving coach of the women’s volleyball team. Coach Hess’ message that day struck a chord with my suitemates and me, and I want her to know that it continues to have an impact to this day. Coach Hess told a story about twin boys who were celebrating their birthdays.

One of the boys was a pessimist, always finding something about which to complain. The other was an eternal optimist. In celebration of his sons’ birthdays, the father filled the pessimist’s room with toys. When the pessimist opened his bedroom door, he was excited at first, but soon he began to think about all of the batteries the toys would require and how they would probably break. His smile faded. In the optimist’s room, the father put a pile of horse manure. Upon opening his bedroom door and seeing the manure, the optimist began jumping up and down with joy. His father was puzzled, but the boy exclaimed, “There must be a pony in here somewhere!”

Back in our Severn Suite, we created a “Pony List” and began to take note of the joys—both big and small—in our lives. In the midst of tests, papers, labs, and other challenges, our “Pony List” helped us to see the many ways in which we were blessed. Among the “ponies” listed were: Three-year-olds who remind you about energy, fun, and laughter; late-night suitemate talks; and black cherry ice cream at the Plainwell Ice Cream Company.

We continued this tradition of the “Pony List” throughout the rest of our time at “K.” As some friends went off campus for study abroad or SIPs, the suite welcomed new members and shared the tradition with them. About ten friends contributed to the “Pony List.” Each suitemate has a copy of that list—I’ve kept mine through several moves and bring it out when I’m having trouble seeing the light at the end of the tunnel.

Following graduation, my friends and I have continued to stay in touch. Now, even though we are scattered in seven states from Washington to New Jersey, we remain close. There have been many reasons

to gather and celebrate our friendship—weddings, graduations, reunions, and births. This summer, my wedding to Allen Hedeem was the reason for our gathering, and this occasion reminded me once again just how amazing my friends are and how our friendship was shaped by the “K” experience. Allen and I both had households. We felt that we had all of the typical items that young couples traditionally register for. We decided that if our guests chose to, we would rather have them make a donation to a charity of their choice. For us, it was overwhelming to see how gifts given in celebration of our marriage had such a far-reaching and worldwide impact. Families in Asia received ducks and geese through Heifer International. Girls in Afghanistan received a month’s worth of education. Homeless families in the United States received clothing and food through community clothes closets and food banks.

As for my “K” friends, they got busy creating a new “Pony List.” This time, they took it upon themselves to create joys—both large and small—for others. Even their children got involved, and, all across the nation, these amazing families were serving others and practicing random acts of kindness in the name of me and my husband. They presented me with the “Pony List” at a shower the evening before the wedding. I cried as I read a list of over 100 ways that 21 adults and eight children made our world a better place. I knew that the love celebrated at our wedding had grown exponentially through the generosity of my friends. I was also taken back to my days at “K,” and I realized that this was the promise and potential of the Kalamazoo College community fulfilled.

I would like to say a public thank you to Coach Hess for starting it all. I’m sure she probably didn’t know what the result of her words that day would be, but here are just a few examples:

- Played piano at a local nursing home for one of our church’s services there;
- Bought a share of organic vegetables from a local, organic farm (paid, in advance, for 20 weeks of vegetables);
- Packed food boxes for forty families (Easter dinner plus a month’s worth of meals) at a local food pantry;
- Donated clothing to Community Clothes Closet;
- Picked up a bag of trash in the woods;
- Called a patient with lab results at home because I knew she was worried;
- Loaned little sister my favorite teddy bear (to help make her feel better) when she hurt her arm;

**“The love
had grown
exponentially
... this was
the promise
of ‘K’
fulfilled...”**



Letters



Friends, alumni, and world changers at the wedding of Jane (Woolsey) and Allen Hedeem (l-r): front row—Richard Blake; Becca Flintoff '98; Daniel Lawson '99, holding Amelia Lawson; Cathi (Ebbing) Sander '98, holding Audrey Sander; Jamie Lyman-Gingerich '98, holding Peter Gingerich; Christy (Lynn) Deer '98, holding Daniel Deer; Lillian Deer; Lisa (Denton) Lawson '98, holding Madeleine Lawson; Jessica Weybright '98; back row—Shawn Wiltse '98, Geoff Groff; Arlex Hernandez; Beckie (Craft) Hernandez '98; Jane (Woolsey) Hedeem '98, holding Cristian Samuel Hernandez; Allen Hedeem; Jonathan Sander '98, Derek Gingerich; and David Deer '98.

• Advocated for my patient, got yelled at for doing so, and continued to advocate for my patient anyway.
I'd also like to thank all those who participated: Jamie Lyman Gingerich '98 (who organized it all) and Derek Gingerich, David '98 and Christy (Lynn) Deer '98, Jon '98 and Cathi (Ebbing) Sander '98, Shawn Wiltse '98 and her husband Geoff Groff, Daniel '99 and Lisa (Denton) Lawson '98, Rebecca Flintoff '98, Richard Blake, Arlex and Beckie (Craft) '98 Hernandez, and Jessica Weybright '98.
Since the wedding I have taken a new job at the Indiana Historical Society and we have moved to Indiana. I'd love to hear from "K" classmates or friends. My contact information follows. 131 W. Ulen Dr. # C3, Lebanon, IN 46052 / 920.716.0492 / jjungle76@hotmail.com

Jane (Woolsey) Hedeem '98

Liberal Arts Basics

Dear President Wilson-Oyelaran:

I am an alumnus and proud father of a graduating senior, Emily Harpe '08, and a rising senior, Ben Harpe '09. I remember as if it were yesterday the orientation day for freshman in September 2004, sitting on the Quad under a banner that read "Crossing Borders." Commencement weekend was another border to be crossed. Amazing.

Even more amazing for me is the incredible and wonderful way that these past four years have influenced my daughter and are influencing my son. Thank you, Kalamazoo College.

My father once described great education as "one part training" and "one part teaching." He went on to explain that "training" is giving the student the answers, whereas "teaching" is giving the student the questions. They'll have to figure out the answers. Both are very important. But teaching is the most important because that's how life works: learning to think beyond the obvious.

In the rapidly changing world we live in today, made smaller by unbelievable technology, a great education as defined above is critically important. I am convinced that the liberal arts approach is far superior to any alternative. I am also convinced that Kalamazoo College is as good as the best on that front.

Exposing the mind to different disciplines. Teaching one to think beyond the obvious. To believe that one can make a difference in this world. These are the basics of a liberal arts education. Getting one to learn and believe that he or she can make a difference and that people together can make the earth a better place. How did Robert Kennedy phrase it?...the difference between seeing things as they are and asking why, versus seeing things that never were and asking why not.

I was recently reading the work of Irshad Manji, director of the Moral Courage Project at New York University. She referenced the work of Marianne Williamson, author, lecturer, spiritual activist, and founder of the Peace Alliance. Manji quoted Williamson, "Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness, that most frightens us. We ask ourselves, 'Who am I to be brilliant, gorgeous,

talented, fabulous, significant?” The Kalamazoo College education challenges its beneficiaries (students and alumni) to ask: who are we to NOT be all of those things and more? Hopefully many accept that challenge, and find and do that thing or things for which they have a passion, knowing that they can leave this world a better place because they lived. Kalamazoo College inspires its students to cultivate the confidence to be great, even when we know that none of us are perfect.

I am blessed with Emily and Ben in my life. I have two wonderful children, young adults. I love them dearly and thank Kalamazoo College for being a part of their lives.

Gary Harpe '76

The Bubble, Reputation

“Kalama-what?”

How can I describe those four years? Is it frustrating that, coming from a college where everyone knows your name, no one in the outside world seems to know the college's name? For some people, perhaps. But two years removed from graduation, and having just completed the graduate school interview dance, I have a different perspective.

When I visited graduate schools I was pleasantly surprised to find that the professors I met knew of Kalamazoo College. Their previous experiences with “K” alumni—at conferences, in labs, and in their own studies—produced comments like, “‘K’ produces good scientists” and “I wish all my students worked as hard as that young woman from Kalamazoo did.” And although I didn't know the alum I was asked about, the one who wrote an amazing SIP about starfish in 1973, I did know that she and I shared something more important than an alma mater with a prestigious name.

The value of Kalamazoo College is its professors. Their attitudes and abilities dictate the tone of the academic community. A professor I met with in Oregon pulled me aside and said, “The reason your application stood out was because of what your professors wrote about you. I could tell you were a part of an engaging academic community, and that is what grad school is all about.”

Kalamazoo College does not have an “Ivy League reputation,” and it's not important. Our school's reputation is rooted in an attitude of humble hard work projected between professor and student within a tight-knit community. I haven't truly appreciated that fact until now. We may not have the Nobel Laureates or a billion-dollar endowment but what we do have is transmitted to the world by each individual graduate. At the campuses I visited I was introduced as “Dan

Blustein from Kalamazoo College,” a suffix that made me proud. In fact, I couldn't help myself from smiling every time I heard it.

Dan Blustein '06

Tribute

Dear Alumni Relations:

Thank you for letting us know of Swede Thomas's passing [see obituary on page 51]. I am grateful for what he did to give me the chance to intern for Senator Javits here in Washington in 1969 during my career-service quarter. In fact, he arranged two jobs—the internship and a slot as a normal volunteer patient at NIH that enabled me financially to come to Washington for the internship. The internship was a positive experience in several ways for me. Whether he had any inklings that it would be or not, he worked to give me the chance, and I am thankful for his efforts.

John Parisi '71

For the 50th, Consider Writing

Dear Alumni of Kalamazoo College.

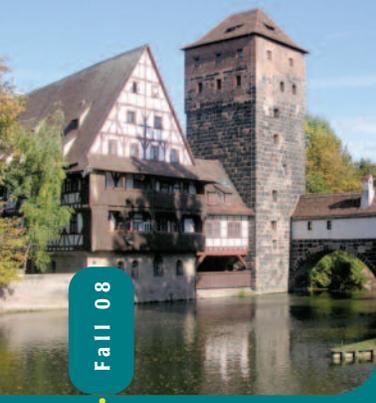
I would love to hear from former students who lived in Caen, in Normandy, between the years 1981 and 1991, through the program of exchange directed by Mr. Heintz, and more particularly those who were in my parents' (Yves and Solange de Sagazan) home near the center of the City at 24 allées du Nice Caennais. My father has passed away and my mother now lives near Bordeaux.

It would please me to have your news. For example, how is Patricia, who offered me my first dollar when 1 dollar was worth 12 Francs, a true fortune for a twelve-year old French kid at the beginning of the 80s. What are you doing now? It would make me so happy to hear from you all! For some of you, I was only a little boy (11 years old), for others I was already a young man.

Do not hesitate to contact me (cyril.desagazan@aliceadsl.fr) or join me on Facebook in order to share our memories, good times, and news.

Cyril de Sagazan





NEW PROVOST WEATHERS EARLY STORMS, ANTICIPATES SMOOTH WATERS

Within days of taking over as new Kalamazoo College provost in July, Michael A. “Mickey” McDonald, Ph.D., was put to the test.

Faculty protest? Student revolt? No, nothing so prosaic.

“It was a severe thunderstorm,” he said. “The rain and hail came down hard, and high winds knocked over at least a dozen trees on my property. I’ve weathered a few storms. But nothing quite like this.”

“I felt like a true Michigander after that.”

That’s *Michigander*, Mickey. And welcome!

McDonald, 43, joined Kalamazoo after 15 years at Occidental College in Los Angeles. Like Kalamazoo, “Oxy” is a highly selective liberal arts college. Founded in 1887, it has 1,825 students from 46 states and 21 countries.

McDonald served in a variety of faculty and administrative roles at Occidental, most recently as associate dean of curriculum and academic affairs. Prior to that, he was interim director of international programs, dean of students, and deputy to the president. He also directed the multicultural summer institute for incoming freshmen.

As a faculty member, McDonald chaired the department of mathematics and taught numerous math and math education courses, as well as a writing-intensive core seminar for first-year students.

His research interests include use of APOS Theory, a constructivist learning theory, to analyze student’s construction of mathematical concepts such as sequences, differential equations, and those related to infinity.

Prior to joining Occidental, McDonald was a graduate instructor at Duke University where he earned his Ph.D. and M.A. in mathematics. His B.S. degree in mathematics came *cum laude* from Davidson College, near Charlotte, N.C.

Born in Taiwan to Presbyterian missionary parents, McDonald was 10 years old when he began to attend public schools in Georgia and Alabama.

McDonald’s partner, Tim Aaron, works for a company that provides enterprise technology solutions to educational institutions.

LuxEsto caught up with Provost McDonald for a Q&A session.

Q: What does a provost do?

A: The central role of a provost is to provide the support that enables faculty to excel in all aspects of their work and that enhances the intellectual and personal experiences of students. That means working with faculty to attract, hire, mentor, and retain a diverse faculty who are committed to the mission of the institution. The provost must remove administrative obstacles and create opportunities so that faculty can focus on excellence in teaching, on scholarly and creative pursuits, and on supporting the intellectual and personal growth of all students.

Much of my time will also be spent on curricular issues, academic programs, and academic support programs. For example, Kalamazoo’s international and experiential learning programs report to the provost, as does the Registrar, Athletics, Institutional Research, and Information Services.

The provost typically doesn’t have much interaction with students, but I hope to have my share. What fun would it be to work around all these terrific students and not get to know them?

Q: What prepares you for the job?

A: For one thing, having a fairly wide breadth of administrative and teaching experience at another highly regarded liberal arts school. I’ve seen much of what goes on here from many different angles.

Beyond that, I believe I have some personal strengths that prepare me. I value my ability to listen to diverse views, to be able to synthesize and summarize, and to be direct and directive in appropriate situations. Possessing the ability to understand and assess the needs of faculty and to help support those needs is essential in the provost role. I believe I have that.

I also strive to be collaborative and inclusive, and to create transparent processes where a diversity of views can be represented.

Finally, I believe I’m especially qualified for this post because Kalamazoo colors are black and orange, just like Occidental. So I actually have a bunch of clothes and other gear that allow me to hit the ground running. I just need to stitch big “K’s” on them.



Q: What are some specific challenges that you will address?

A: Among GLCA [Great Lakes Colleges Association] schools, Kalamazoo ranks lowest in faculty salaries and among the lowest in overall endowment. That's an issue for the entire College community, not just the Provost. But President Wilson-Oyeleran and the board of trustees are committed to strengthening our position with faculty salaries. So am I.

That will take some time and will require growing the endowment, particularly with faculty chairs. The provost can help articulate the need for an endowed chair to donors by helping them understand the excellent work that faculty and students are doing and the boost an endowed chair would give to them and to the entire College.

I'm also committed to promoting multicultural experiences and a diverse educational environment. These shaped my own education, and I'm convinced both through experience and research that all students and faculty can benefit from them. But building a diverse student body and faculty requires explicit and intentional work. Kalamazoo's new partnership with the Posse Foundation is a good example of this work.

Q: What's the buzz about "K" in the higher ed community?

A: Its rich history, now 175 years and counting. Its commitment to the liberal arts. And the centrality of international programs to the mission of the College. Not just the study abroad program that so many other colleges now model, but the international focus in general here.

Of course, Kalamazoo is recognized as being a leader in establishing innovative curricula and programs, starting with the *K-Plan* and now with the Guilds and all the great experiential learning programs like those run by the Mary Jane Underwood Stryker Institute for Service-Learning and the externship program in Career Development.

Kalamazoo students in particular are known for their commitment to understanding and creating a sustainable environment on campus and off.

But anyone who knows anything about Kalamazoo College knows that the real buzz comes from the Hornets' men's tennis team and their amazing winning streak in the MIAA.

Q: You lived 10 years in Taiwan; how's your Chinese?

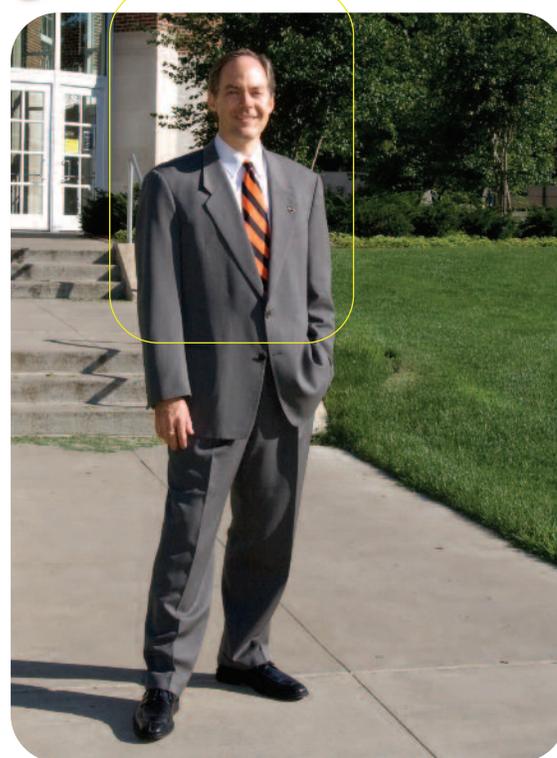
A: Poor. Two years ago, I sat in on a Chinese 101 class to see what I could get back. Some of the grammatical structure was still there and my intonation is close to native. My vocabulary, however, is dismal. But I have to say that growing up in a foreign country sparked a passion for international travel that I still have.

Q: Which is your favorite old game show: *Wheel of Fortune* or *\$25,000 Pyramid*?

A: Definitely *Pyramid*. Growing up, I always wanted to be on the show. Living in LA presented me the opportunity to be on *both* of these shows. Let's just say those opportunities helped Tim and me finance our first house.

Q: Which do you think you'll prefer: Michigan's thunderstorms or blizzards?

A: Probably the thunderstorms, because I can still go kayaking after one blows through. I've never driven in snow, and my car only has rear-wheel drive.



The provost office is a team operation, from left: Administrative Assistant Sue Gibson, Provost Mickey McDonald, and Associate Provost Lanny Potts.

Provost Mickey McDonald



A Great Egg Time

For Thom Nelson '09 the bridge from chickens to alligators was a matter of joy, a distance of 2,700 miles, and an evolutionary time span of, well, eons.

Thank goodness for the integrative power of the Senior Individualized Project!

At the outset of his SIP, Thom, fellow biology major Kevin Groth '09, and Professor of Biology Paul Sotherland took a 2,700-mile round trip road trip in June to collect alligator eggs at the Rockefeller Wildlife Refuge in Louisiana. Thank goodness for strong Kalamazoo College alumni networks—four (years) and forever, indeed! Connections for the productive trip (the two bio majors collected about 250 eggs) came through Ed Dzialowski '93, a biology professor at University of North Texas (Denton) and Sotherland's occasional egg research collaborator, and Ruth Elsey, sister of Angela Elsey '77, a professor of foreign languages and literature at the University of California-Santa Cruz. It pays to be "K."

Turns out that a strong "K" network had long nurtured Thom's biology SIP journey. That journey was in its final sprint when this story was written in the summer (Thom's data and first draft were due by first week of fall quarter), but its genesis occurred nearly two years earlier, in the fall of Thom's sophomore year.

Back then he met with Sotherland to talk about declaring a major (a sophomore rite of passage), postgraduate options for biology undergrads, and, almost as an afterthought, research opportunities for his rising-junior summer. During that meeting Thom referred to a story Sotherland had told in a biology class about undergraduates being employed to do menial tasks as part of a larger project.

"He said," Sotherland recalled, "If you need anyone to pick sea stars off of rocks, I'm interested." And I knew from that allusion and from my experience with Thom in class that I wanted to collaborate with him."

It so happened that Sotherland was conducting research, in collaboration with Dzialowski, on the role of albumen (egg white) on the *in ovo* (in the egg) development of chicken embryos.

That summer Thom had a "great time" developing data for that project in Sotherland's campus lab. He also traveled to Texas to meet and work with Dzialowski, with whom he'd be collaborating in the future. "I

prepared microscope slides, made images, and enjoyed a research apprenticeship both here and there," said Thom. "It was a wonderful way to get a taste of research."

The project showed that at a certain point in the later stages of development of the chick embryo a hole opens in the amniotic sac allowing for the ingestion of albumen. Of course, as with most good science, the end of research is more questions than answers. Thom and Professor Sotherland wondered whether they would find a similar albumen uptake mechanism in the eggs of reptiles.

"Birds evolved from dinosaurs," explains Thom. "The relationship between alligators and dinosaurs is like that between chimpanzees and humans—both with a common ancestor. So we decided to explore whether the amniotic sac of alligator embryos, like that of chickens, develops a hole for albumen uptake."

Thom's hypothesis is that it does not, a contention based on Sotherland's previous research on albumen uptake in leatherback turtle eggs, which is very different from that of birds. At the time this story was written, Thom had not amassed enough data to support or refute his hypothesis. For that result, we'll have to wait for the Spring 2009 Diebold Symposium, at which Thom will present his completed study.

But we don't have to wait for his take on the bridge from birds to gators. "Absolutely fascinating," he said. Thom, Kevin, and Sotherland were in the Rockefeller Wildlife Refuge for a period of 24 hours. They visited six nests (all unguarded by females) to collect the eggs recently laid by female alligators. Alligators are a non-endangered species in southern Louisiana, and the egg research permitted there is part of a comprehensive strategy to keep an optimal and healthy population.

The trio traversed swampland by airboat, and the experience may have reminded Thom of his study abroad in Ecuador, which included weeks-long excursions into the rainforest and to the Galapagos Islands. Kevin's presence collecting alligator eggs was more than coincidence. While Thom studied alligator eggs during the summer, Kevin, who also was writing his SIP this summer, continued Sotherland's project with chicken embryos. And so the cycle continues.

You can't overestimate the importance of the scientific immersion provided by the *K-Plan*. Maybe the SIP is like the hole in the amniotic sac. In rushes all that



**Thom and Kevin
with a healthy
yearling**



Some alligator fun with skulls the wildlife refuge allowed Kevin and Thom to take home to Michigan

energy, and the chick—or undergrad—uses every bit to “bulk up” before hatching.

“I started at ‘K’ convinced I’d follow a pre-med pathway,” said Thom. “I loved Dr. Sotherland’s PhysEco (‘fizz eek-oh,’ Physiology and Ecology with Lab) course. And I’ve found a passion for pure research in evolutionary biology at the organismal level, a path I plan to pursue.”



(Left) A female guards her nest against intrusion. Fortunately for Kevin and Thom, the nests they visited were unguarded.

(Below) Kevin Groth and Thom Nelson collect alligator eggs in Louisiana for Thom’s SIP.

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THE COMMUNITY

Commission Bestows Awards

The Kalamazoo College Student Commission bestowed its annual awards to a special faculty member, student, and staff member. **Deb Pattison**, administrative assistant for the English, religion, and classical studies departments, was awarded the William Crockett Staff Award for outstanding contributions to the community. The Frances Diebold Award, given to a faculty member to recognize outstanding interest and participation in student life, went to **Tim Moffit**, assistant professor of economics and business. **Samantha Weaver '08**



received the Amy Trenkle Campus Leadership Award because of her involvement and leadership in the campus community. Weaver is active in the Sustainability Guild and many other student environmental organizations. The awards were conferred during the Student Commission Jama "Passing the Torch," during which President **Keyontay Humphries '08** made her farewell remarks and President-elect **Patrick Tanis '09** delivered his inaugural address. Pictured are (l-r): Samantha Weaver, Tim Moffit, Deb Pattison, Keyontay Humphries, and Patrick Tanis.

Trustees Honored

Five members of the College's board of trustees were recognized for their years of service during the June board meeting. **Keith Baum '80** and **Matt Bunkowski '00** (left photo, l-r) served two consecutive three-year terms, from 2002 to 2008. They were presented with certificates of appreciation. Three trustees—**Phil Carra '69**, **Mary (Murch) McLean '61**, and **Joyce (Kirk) Coleman '66**—were honored for 18 years of service, six consecutive

three-year terms. They were awarded trustee emeriti status (which, in effect, makes them lifelong non-voting members of the board) and received rocking chairs. Carra and McLean are pictured in the photo above. Coleman was unable to attend the June board meeting in person, but was able to listen to the reading of her citation by phone. Five distinguished individuals joined the board of trustees and attended their first meeting in October. They are: **Helen Etkin '76**, **Richard Yehle '68**, **Alexander Lipsey '72**, **Jeff Hsi '83**, and **Robert Kramer**. A photo of the new board members will appear in the next issue of *LuxEsto*.



Former Kalamazoo College provost and professor of chemistry **Richard Cook** retired as the 20th president of Allegheny College. He had served since 1996. During his tenure the campus grew remarkably. Applications for admissions set records four consecutive years; the college's financial endowment doubled; and the largest fund-raising campaign in the college's history raised more than \$115 million. The college recognized his service in many ways, including naming the Richard J. Cook Center for Environmental Science in his honor.

Philanthropy Award

Kalamazoo College trustee **Ronda Stryker** recently received the Russell G. Mawby Award for Philanthropy from Gov. Jennifer Granholm at the 2008 Governor's Service Awards event held in Detroit. She was nominated for the honor by President Eileen B. Wilson-Oyeleran and shares the award with her husband, William Johnston, president and chair of Greenleaf Companies, and a member of the Western Michigan University board of trustees. Stryker and Johnston, from Portage, Mich., were recognized for "demonstrating a lifelong commitment to encouraging private action for public good," according to the award criteria. Sponsored by the Council of Michigan Foundations and the Michigan Nonprofit Association, the Mawby award was established in 1995 upon the retirement

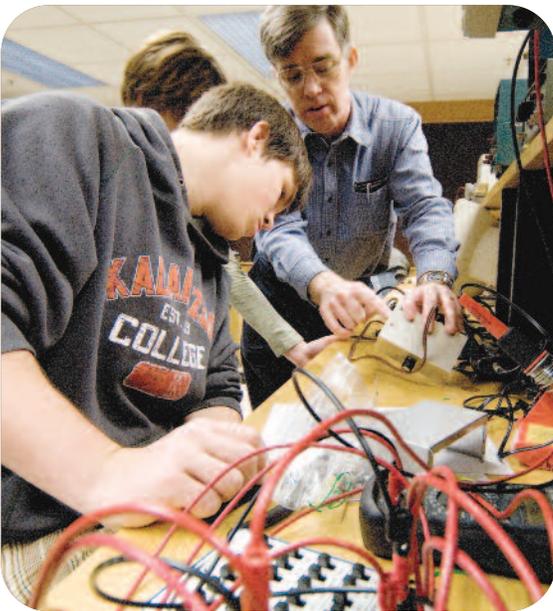


"[A] lifelong commitment to encouraging private action for public good."

of the former chair and CEO of the W.K. Kellogg Foundation. “With a legacy that spans 30 years, this special couple remains committed advocates to making southwest Michigan a region where each citizen’s dreams can be achieved. Their visionary leadership is vital in helping foster hope and promise impacting Michiganders now and for generations to come,” read the award.

The Origin of Scientists

Where do top scientists come from? Of course, the United States government’s National Science Foundation (NSF) would be interested in that question. And one of the ways NSF approaches an answer is to determine which undergraduate institutions produce



the most students who go on to earn a doctorate in the sciences or engineering (S&E). In the new NSF rankings Kalamazoo College is in the top 50 baccalaureate origin institutions of S&E doctorate recipients (1997-2006). We’re number 21 to be exact, nestled between Johns Hopkins University and Cornell. “I’ve encountered a few skeptics until I show them the table,” said Professor of Physics **Tom Askew** (shown in photo, with students). “The non-believers include a high fraction of graduates from large research universities.” And it’s true that, of the top 21 institutions on the list, 10 are “research universities,” defined as “doctorate-granting institutions

with very high research activity.” But that fact makes Kalamazoo College’s achievement more distinctive: it is one of the top 11 S&E Ph.D. producers classified as “baccalaureate institutions” (Carnegie Classification 2005). And of the top 21 schools on the list, “K” is the only one in Michigan. The report notes that even though baccalaureate colleges produce just 13 percent of S&E bachelor’s degrees, they are important contributors to producing future S&E PhDs.”

STUDENTS

Heyl Journeys Begin

Eight students from Kalamazoo public high schools (Loy Norrix and Central) received Heyl Scholarships and began their undergraduate journeys this fall at Kalamazoo College (science and math) or Western Michigan University (nursing). The scholarship comes from a gift made by Dr. Frederick W. Heyl, the Upjohn Company’s first director of research and development, and his wife, Elsie L. Heyl. It covers tuition, book costs, and room charges. Heyl scholars who continue math or science graduate studies at Yale University may be considered for a full scholarship there. Winners of the 2008 Heyl Scholarships are (l-r): front row—**Kelsey Hassevoort**, Kalamazoo College; **Erin Campbell**, Kalamazoo College; **Mimansa Patel**, Kalamazoo College; back row—**Masroor Hossain**, Kalamazoo College; **Obineche Nnebedum**, Kalamazoo College; **Cesar Alvarez-Mares**, Kalamazoo College; **Marielle Robyn**, Western Michigan University; and **Zachary Button**, Kalamazoo College. Hassevoort, Campbell, Patel, and Button attended Loy Norrix. Hossain, Nnebedum, Alvarez-Mares, and Robyn are graduates of Kalamazoo Central. Campbell, Hassevoort, and Nnebedum also attended Kalamazoo Area Mathematics and Science Center.





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By the end of the year, they had hosted concerts filled to capacity.

Dylan Seuss-Brakeman '09 received an honorable mention for his photograph “Day Before Suicide” in the international photography competition, *Prix de la Photographie, Paris*. The shot is part of a show he did for his Photography II class at Kalamazoo College. The show focused on the theme of abandonment.

Lauren Migliore '08 was the second place winner of the 2007-2008 Independent Women’s Forum College Essay Contest. She submitted an essay (750 words or less) that answered the question: What role should “women’s issues” play in the 2008 elections and how do you define women’s issues? She won a \$2,000 prize for her second place finish.

Emma Perry '08 received Kalamazoo College’s 2008 David Strauss Prize in American Studies. Her winning essay was titled “Are We Singular or Plural, Dearest?”: Reframing the Literary Complexities of Nathaniel Hawthorne’s and Sophia Peabody’s Epistolary Courtship.”

Duel in Dallas

In June Kalamazoo College sent six students to the Health Occupations Students of America (HOSA) National Leadership Conference in Dallas, Texas. 2008 marked the fourth year of participation for Hornet HOSA. The conference included some of the most challenging competition to date. First-years **Alyson Rich** and **Amanda Zukoork** represented the College for the first time in the Career Health Display, a judged research and visual presentation on a healthcare profession. Rich and Zukoork presented their display on neonatology and took fifth place! The two-time national champion Hornet HOSA quiz bowl team made its fourth

consecutive finals appearance, and narrowly lost in overtime to Francis Tuttle, an Oklahoma-based technical and nursing academy. This was the final match for Hornet HOSA captain (and two-time national champ) **Jimmy Kelly '08**. The future nevertheless looks bright for Hornet HOSA. Senior **Caesy Buell**, a two-time Hornet HOSA bowler and member of the 2007 championship team, will captain the 2009 team in Nashville. Hornet HOSA is made possible, in part, by support from the Bronson Foundation. Members of the 2008 team at the grand awards ceremony in Dallas include (l-r): standing—Amanda Zukoork '11, Jaideep Karamchandani '09, Rachael Wilsmann '10, Alyson Rich '11, Jimmy Kelly '08, and Michigan HOSA State Director Mark Burley. Kneeling is team member Joey Stempky, Western Michigan University Class of 2011.

Earned URGE

Sarah Arnosky '09 (left) received a \$3,000 grant to conduct research at Pierce Cedar Creek Institute, a biological field station located south of Hastings, Mich. The senior biology major was one of 10 people who received an Undergraduate Research Grant for the Environment (URGE program). In collaboration with her faculty mentor, Associate Professor of Biology Ann Fraser, Arnosky used a variety of methods to collect the various bee species at the Institute. She also created a reference collection of the bee species (estimated to exceed 100) at the Institute. The URGE program is in its fourth year of providing students (more than 60 to date) research opportunities at an independently operated biological field station.



Luminaries



Oh, say can you hear...

Before the Detroit Tigers and Minnesota Twins took the field on Thursday, July 10, for their scheduled 1:05 p.m. game at Comerica Park in Detroit, 14 students from Kalamazoo College stepped up to the plate and belted out a high hard one. In other words, they sang the national anthem—a cappella. **Josh Duchan**, Mellon Post-Doctoral Teaching Fellow in the Kalamazoo music department, joined them. In the fall of 2007, sophomores **Rachel Silander**, **Briana Scales**, and **Clarissa Lindley** approached Duchan about helping them start an a cappella singing group on campus. Auditions produced enough singers for two groups, the all-female “Acabellas” and the coed “Premium Orange.” By the end of the 2007-08 academic year, they had hosted concerts that filled Dalton Theatre and Connable Recital Hall to capacity, and raised \$250 to buy new toys and games—many with a musical note—for the Children’s Hospital at Bronson, the only children’s hospital in southwest Michigan. Meanwhile, singer **Kaitlin Powe ’10**, a Detroit Tigers fan, wondered how she and her fellow singers might get permission to perform the national anthem prior to a Tigers’ home game. Following a series of e-mails she had with Comerica Park and Tigers’ front office personnel, the combined a cappella groups produced an audition recording of the anthem and sent it off to the stadium’s PR office. Shortly thereafter, word came that they were in the July 10 lineup. The star spangled singers from Kalamazoo College included (l-r): front row—Madeleine Kamalay ’10, Caitlin Rider ’10, Kaitlin Powe ’10, Nadita Bhargava ’11, Clarissa Lindley ’10, Briana Scales ’10, Laura Fox ’10, back row—Josh Duchan, Jerrod Howlett ’09, Russell Becker ’09, Brendon Schramm ’10, Mark Morrow ’10, Kevin Dugal

’10, and Rachel Udow ’08. Not pictured is Daniel Tobes ’11. The hats were part of “Christmas in July” day at Tiger Stadium that day.

FACULTY

Bruce Mills, English, had two essays published. The first, “Autism and the Imagination,” appears in *Autism and Representation*, edited by Mark Osteen. The essay reconsiders the DSM-IV notion that those with autism have an impaired imagination and invites a renewed examination of how we define imagination in light of the unique ways in which those on the autism spectrum process the world. The second, a creative non-fiction piece entitled “Sleeping with Jacob,” was published in the winter issue of *New England Review*. It explores Mills’ relationship with his autistic son in the context of the stories and storytelling that arise in response to sleepless nights. As a result of this work, Bruce attended the Bread Loaf Writers’ Conference (August 13-24). Bread Loaf is considered one of the most prestigious writers’ conferences in the country.

Tom Rice, Art, was one of 35 artists featured in the Saginaw Art Museum’s fifth annual Michigan Invitational Art Exhibition: “They Practice What They Teach: A Selection of Recent Paintings by Michigan College and University Faculty.” The exhibition features examples of more than 70 original two-dimensional paintings created within the last five years, representing a variety of traditional and non-traditional media.



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“He has challenged us to examine trust issues...”

Luminaries

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Vivien Pybus, Biology, had an abstract accepted for an oral presentation at the 35th Annual Scientific Meeting of the Infectious Diseases Society for Obstetrics and Gynecology in Seattle, Washington. The abstract represented the work of several Kalamazoo College students who have worked in Pybus’ laboratory the past four summers: **Ben Busman ’05**, **Kelsey Johnson ’06**, **Elizabeth Haworth-Hoeppner ’10**, and **Ethan Rosenblatt ’09**. The work was funded by a grant from the National Institutes of Health.

Siu-Lan Tan, Psychology, gave three presentations at the 20th convention for the Association for Psychological Science. The titles are “Source of Diegetic or Non-Diegetic Film Music Affects Viewers’ Interpretations of Film” (Siu-Lan Tan, Matthew Spackman, and **Elizabeth Wakefield**); “Teaching Innovation: Preparation of a Supplementary Text by a Class for Future Courses” (Siu-Lan Tan and **Clay Garnett**); and “Where do We Go From Here?: Problem-Finding and the Psychology Curriculum” (Paul Jeffries and Siu-Lan Tan). Wakefield and Garnett graduated in June. Tan also gave an invited research paper at the 10th International Conference for Music Perception and Cognition at Hokkaido University (Sapporo, Japan). Her topic was the effects of music in multimedia, a topic about which she is writing a book.

Amy Elman, Political Science, was invited by the Miami European Union Center for Excellence at Florida International University to present her work, “Intersectionality, Inequality, and European Union (EU) Law.” Elman discussed the EU’s expanded definition of illegal discrimination and asked if it confronts the manifold dimensions of inequality that women experience. The assertion that women are not a monolithic group may now be common, but what (if any) are the material implications of this insight? In addition to presenting her own work, Elman also served as a discussant for an international conference panel on “Third Country Migrants in the EU.”

Di Seuss, English, had four new poems taken by *Poemeleon: A Journal of Poetry*, which produced a special issue on the persona poem. The four poems are part of a series of 30 poems Seuss wrote last summer after taking her mother’s oral history about her upbringing in a small village south of Kalamazoo. Seuss also had works published in four magazines. The *North American Review* accepted her poem “I dreamed I was a Madame.” The

Alaska Quarterly Review accepted her poem “The Way a Dog Meets the Day.” *Taiga* featured her poem “my boyfriends.” And *Brevity* published her creative nonfiction piece titled “you like it, don’t you, you like it hard and cold.”

Within the same six months, **Rolla Anderson**, professor emeritus of physical education, was inducted into the Mt. Vernon High School Athletic Hall of Fame and then named as one of the high school’s Distinguished Alumni. Rolla graduated from high school (1938) in the midst of the Great Depression. His family (which included seven children) could not afford to send him to college, and he tried in vain to secure an athletic scholarship at Southeast Missouri University. So for two years after graduating he worked as a carpenter’s helper and did other odd jobs. Then his nephew, who played football and ran track, secured an athletic scholarship to Tulane University. Tulane sent the nephew to Jones County Junior College (Ellisville, Miss.) to get more experience. The nephew invited Rolla for a visit the first fall semester, and Rolla hitchhiked the 600 miles to see him. While he was in Ellisville, JCJC was having a basketball tryout. Rolla was invited to participate, and based on that tryout, he was awarded a scholarship to JCJC. He played on its championship basketball and baseball teams. That was the start of his collegiate experience and he’s indebted to Jones County Junior College and to this nephew for the invitation to visit. Rolla later transferred to Southeast Missouri University. He earned his B.S. and teaching degree at Western Michigan University, and his M.A. from the University of Michigan.

Hardy Fuchs, professor emeritus of German language and literature and longtime men’s soccer coach, was the subject of an interview published in the May/June issue of *Soccer Journal*, the official publication of the National Soccer Coaches Association of America. He is interviewed by Andre Markovits, author of the 2001 book *Offside: Soccer and American Exceptionalism*. The book, which is the subject of the interview, explains why the U.S. is virtually the only country in which soccer is not a major sport. In a previous issue of the magazine, Fuch’s “The Referee’s Best Kept Secret” admonishes FIFA, the world soccer association, for its failure to provide an official visible clock during games. Currently the official game clock is kept by the referee, and no one else knows how much time remains in a game. Fuchs

thinks it's time for FIFA to catch up with other major sports.

ALUMNI



Alumna Meets Venezuelan President

Kalamazoo College trustee **Charlotte (Hauch) Hall '66** (right), the recently elected president of the American Society of Newspaper Editors (ASNE), led a delegation of 20 ASNE members to Venezuela, where they met government and opposition leaders, business people, and members of the mainstream and opposition media. They also visited a barrio and saw some of President Hugo Chavez's social programs. The trip included a briefing and reception at the U.S. ambassador's house. According to Charlotte, an ASNE delegation seeks to travel annually or every two years to a newsworthy area of the world. "We asked for an interview with Chavez as we prepared for the trip, but were told he would not meet with us," she said. "On the last day of our visit, unexpectedly the government told us we could attend a press conference of the international media—but no questions. At the end of the press conference Chavez walked over and invited us to have coffee with him. As head of the delegation, I ended up sitting next to him." Charlotte is pictured with Chavez and his translator.

STAFF

Ponto Honored With First Lux Esto Award of Excellence

The College is celebrating its 175th birthday in many ways. One is with a new award: the Lux Esto Award of Excellence. The award honors a long-standing employee who possesses and promotes good will, exhibits selfless dedication, and exemplifies the spirit of Kalamazoo College. The inaugural recipient, announced during the 2008 Commencement, is Vice President for Business and Finance Tom Ponto. He has served the College for 30 years, most recently as the institution's chief business officer. He has helped guide the College through difficult financial times and has overseen the rebuilding of a significant number of campus buildings, most recently Upjohn Library Commons and the Hicks Center. He works countless hours and contributes wherever help is needed, from stuffing envelopes to shoveling snow. "His real leadership contribution is not

only about rebuilding the physical fiber of the place," said Vice President of Enrollment Joellen Silberman. "His greatest contribution has been to push us to examine the community fiber of the place. [He] has challenged us to examine trust issues because he knows that the resolution of those issues is the key to our long-term success." Tom was

joined by his wife and two of their three daughters after the Commencement ceremony. Pictured are (l-r): Sarah, Tom, Sue, and Kate. Not pictured is daughter Mollie.





Seven Kalamazoo College faculty members have been granted tenure —in essence, provided a lifetime contract to teach here. All are excellent teachers; all are ...

Dedicated to Liberal Arts Inquiry

- Pam Cutter, Ph.D., Assistant Professor of Computer Science;
- Ann Fraser, Ph.D., Herbert H. and Grace A. Dow Assistant Professor of Biology;
- Binney Girdler, Ph.D., Robert F. and Harriet G. Varney Assistant Professor of Biology;
- Amelia Katanski, Marlene Crandell Francis Assistant Professor of English;
- Sarah Lindley, MFA, Assistant Professor of Art;
- Katie MacLean, Ph.D., Assistant Professor of Romance Languages; and
- Amy Smith, Ph.D., Assistant Professor of English

Note that three of the seven hold endowed faculty chairs. Endowed chairs are vital to the College's ability to attract and retain the best teachers in the world. In a variety of other ways, endowed professorships serve as educational tools that help ensure the College's future. LuxEsto talked with the seven for their thoughts on the liberal arts today and on the College's strategic plan's enhancement of the K-Plan.

Pam Cutter

(Cutter came to "K" in 2002. She had previously taught here as a visiting assistant professor, a position she also held at Albion College. In 2000, she received her Ph.D. in mathematics from the University of Georgia, where she won the Outstanding Graduate Teaching Award. She graduated summa cum laude with a B.S. in 1992 from State University of New York-Fredonia. Her research interests include computer science education, computational number theory, prime k-tuplets, and bio-infomatics.)

"The study abroad program at 'K' is a larger component of its liberal arts education than study abroad programs are at other schools," Cutter said. "For many of our students, spending six months more or less independently in a foreign country is a life-changing experience. I've seen this first hand with several advisees and students through the choices they make and the goals they set when they return to campus.

"Some of the proposed curricular changes, such as the junior/senior seminars and the interdisciplinary minor, have the potential to enhance the College's

commitment to the liberal arts. While not necessarily appropriate for all of our students, these new opportunities will give more students a means to integrate their study abroad experiences with what they are learning in the classroom.

"One of the things that attracted me to 'K' was the opportunity to bring both my computer science and mathematical backgrounds into what I teach. One of my favorite special topics courses to teach is 'Cryptography,' an upper level course designed for both CS and Math majors. It is a rewarding experience to see this mix of students share their knowledge and learn from each other.

"I consider Kalamazoo College to be a distinguished leader in higher education," said Cutter, "from its study abroad programs, to the numbers of students that go on to excellent graduate schools, to the impact that its students make in a wide variety of opportunities after graduation. By recognizing that we live in an ever-changing world, and by being willing to adapt our programs to keep them current, I think 'K' will remain a leader for the future."

Ann Fraser

(Prior to coming to the College in 2003, Fraser was a visiting professor at the University of the South in Sewanee, Tenn. She had also been a postdoctoral research associate at The University of Arizona. She earned a Ph.D. in biology from Harvard University in 1997. She received a B.Sc.Hons in biology from Acadia University in Nova Scotia in 1991.)

"My research focuses on the evolutionary ecology of interactions between species, particularly insects and plants. I use chemical, behavioral, physiological, and ecological approaches to elucidate factors that influence the establishment and maintenance of these interactions. I am especially interested in understanding how species-specific interactions evolve and the ecological and evolutionary consequences of specialization. It is thought that specialization may enhance rates of speciation, and thus be an important factor contributing to the origin and maintenance of biological diversity.



The recently tenured at Kalamazoo College include (l-r) Pam Cutter, Computer Science; Amy Smith, English; Amelia Katanski, English; Binney Girdler, Biology; Sarah Lindley, Art; Ann Fraser, Biology; and Katie MacLean, Spanish.

“When I came to interview at ‘K,’” Fraser said, “I was impressed with a number of things that, combined, made accepting the position easy, despite the fact that I had never lived in the Midwest before and had not imagined myself doing so. I was impressed with the excellent laboratory teaching and research facilities in the Dow Science Center, the emphasis Kalamazoo College places on experiential learning through the Senior Individualized Project, and the rigorous way that the Biology Department uses the SIP and the senior seminar as a culminating experience that fully immerses biology majors in the process of science. I think this contributes significantly to the high percentage of students that go on to graduate programs in the sciences, but it also contributes significantly to the personal growth of the students regardless in what direction they go after ‘K.’”

“The extraordinarily high percentage of students that go on study abroad and the fact that science students participate at the same rate as students from other disciplines are also impressive,” said Fraser. “Like the SIP, study abroad is another important experiential learning opportunity for students and one that is multidimensional. The students here are really engaged with their academics, despite being involved in so many extracurriculars. It is a real testimony to their dedication to making the most of their college experience. This really makes teaching here a joy.”

“In my classroom I hope to use my current non-science majors course, called ‘The Darwinian Revolution,’ to make connections across disciplines.

The development and application of the theory of evolution touches most disciplines, and I am considering making it more interdisciplinary and have it serve as a sophomore or junior seminar course.”

Binney Girdler

(Before joining the faculty in 2001, Girdler had been a National Science Foundation post-doctoral fellow at Middlebury College in Vermont. She was also a teaching assistant at both Princeton and Yale. Girdler earned her Ph.D. in ecology and evolutionary biology from Princeton University in 1999. She received an M.E.S from the Yale School of Forestry and Environmental Studies in 1994 and a B.S from the University of Virginia in 1991.)

“My students and I ask questions about the origin and maintenance of patterns of species and distribution in various plant communities. I also have an interest in applied conservation biology, so I develop relationships with area natural resource agencies and nonprofit conservation groups in order to match their research needs with my expertise and access to motivated students.”

“I came to ‘K’ because I was impressed with the students and the way they were ready to look beyond themselves,” Girdler added. “Our applicants come here ready to go out into the world.”

“At ‘K’ the whole curriculum—the whole endeavor—is about producing people who think. If our curricular changes continue to allow students to wrap their minds around real problems and challenges without one-dimensional easy answers, then they will



Pam Cutter



Ann Fraser



Binney Girdler



Amelia Katanski



Sarah Lindley



Katie MacLean



Amy Smith



be consistent with my idea of the liberal arts. In many of my classes I involve my students in partnerships with local agencies to gather biological data that they lack the staff time or expertise to collect; the students learn techniques while helping to solve real problems.

“I was immensely gratified to learn that, over the next five years, the College will be partnering with the Posse Foundation, thanks to a generous Arcus Foundation gift. This is a step forward in transforming our campus into a place that nurtures students from all backgrounds. I hope we can make the most of this opportunity, and all of us can learn to see the world through others’ eyes. Many of our students do this perfectly well in Thailand, Kenya, Ecuador, Germany, but cannot make the same connections across difference in their hometowns.

“We are also beginning to take sustainability seriously on our campus, with the president signing the American College and University Presidents’ Climate Commitment in 2007, and the campus showing lots of support for environmentally responsible projects,” Girdler said. “We’re not out in front on that score, but we are among the leaders, especially in Michigan.”

Amelia Katanski

(Katanski joined the Department of English in 2000. She had earlier been a visiting lecturer at Michigan State University and a graduate student lecturer at Tufts. She received her Ph.D. in English from Tufts in 2000. She also has an M.A. (1998) from the University of California, Los Angeles and an M.A. (1993) from Tufts. She is a 1992 Kalamazoo College graduate. Katanski’s book, Learning to Write “Indian”: The Boarding School Experience and American Indian Literature, was published in 2006. Her teaching interests include American Indian literature, American Indian studies and ethnic studies, world indigenous literature, ethnic American literature and a variety of other interests in literature, law, composition, and rhetoric.)

“As a ‘K’ alum I went off to graduate school knowing that I eventually wanted to teach at a place just like ‘K’—where education is transformative, and where students and faculty build close mentoring relationships. My mind—really my entire world—opened up while I was a student here, and I wanted to be in a place that valued this kind of full-person education, that encouraged students to move beyond the known and comfortable, and that benefited from the dynamic environment produced by extensive study abroad and experiential education programs.

“Kalamazoo College’s practice of liberal arts education is distinctive because students learn how to read all of their experiences through a reflective lens that synthesizes history, context, theory, and observation.

“Curricular changes like the proposed sophomore and senior seminars and the integrated interdisciplinary minors will provide additional space for this kind of

learning to take place and a framework in which to understand their international and other off-campus experiences and to connect them to their on-campus education. I am passionate about the importance of learning to read the world as text, and emphasize this point in all of my classes.

“My service-learning first-year seminar focuses on commitment to place. Through engagement with community and on-campus partners, my classes have worked hard to advocate for local agriculture, and to build relationships between the College and local farmers and fair food advocates with the overall goal of bringing local food into our College cafeteria and supporting the local food system.”

Sarah Lindley

(Lindley joined the faculty in 2001. She teaches all the three-dimensional studio arts classes at Kalamazoo College, including wheel throwing in ceramics, ceramic sculpture, mixed-media sculpture, and mold processes. She earned her MFA in ceramics at the University of Washington in 2001 and a BFA at the New York State College of Ceramics at Alfred University. She taught at both institutions. Lindley’s work has been featured in solo exhibitions in New York City, Chicago, and Seattle. Her upcoming shows include “Next Iconoclasts” in Portland, Ore., a small group show in the Milwaukee Museum of Art, and a solo exhibition at Artspace in Raleigh, N.C. She has also collaborated with students and community partners in the City of Kalamazoo to spearhead a number of community art projects and fund raisers.)

“I was offered my position at Kalamazoo College when I was just completing my graduate degree,” Lindley said. “I applied for the position because the job description seemed well suited to my qualifications—a joint passion for ceramics and mixed-media sculpture.

“I knew about the rigorous academic environment and emphasis on study abroad. I came with the belief that these facets of the Kalamazoo College experience would attract and develop passionate and industrious students with a broad range of interests. I have found that to be true. The breadth of experience of students in my classes adds a lot to their experience and mine. What I did not and could not know before I came to ‘K’ is what great colleagues there are here.

“It is tempting to take credit for all the outstanding students we have had. Especially the ones who have gone on to become nationally or internationally recognized in their fields, but I do not think it is fair to say that we made them who they are. I hope we can say that we are an institution that strives to look at the whole experience in a way that helps each student to reach his or her full learning potential, achieve academic success, and remain flexible and open to multiple solutions to a given question or challenge.

“As a faculty, we take great pains to design our

majors so that study abroad is assumed rather than something individual students squeeze in,” Lindley said. “This may not sound like a big deal, but it is not easy to do. I wonder if its rarity is one of our great successes as a college. We are working even harder to further integrate that and their other experiential endeavors in a way that helps each student connect all the parts of their experience into a greater whole.”

Katie MacLean

(Prior to joining the faculty in 2002, MacLean was an instructor at Duke University for six years and taught in Canada for several years. She earned her doctorate in Spanish/Latin American Studies at Duke University in 2002 after taking a B.A. at Dalhousie University in Halifax and an M.A. from Queen’s University in Ontario. MacLean has many areas of interest, including the Spanish Golden Age, early modern women in Spain and its empire, and the role and future of Spanish studies in a liberal arts education.)

“There are several reasons I came here,” MacLean said, “some having to do with ‘K’ in particular and some not. On the one hand, the job market in the humanities is extremely competitive and I needed a tenure-track job for immigration reasons. On the other hand, after doing a B.A., M.A. and Ph.D. at large research institutions, I wanted to work at a liberal arts college. I find a deep satisfaction in scholarship. And teaching should allow faculty to model and inspire intellectual curiosity and investigation in students.

“The College’s high study abroad participation means that a diverse population of students pursues an interest in the Spanish-speaking world beyond the language requirement. This poses challenges, but many rewards as well. I like seeing upper-level foreign language literature and culture courses—and study abroad programs—populated not just with foreign language majors, but also with biology majors, English majors, sociology majors, and others. Everyone needs this international perspective.

“I like the College’s broad range of requirements across disciplines and skills,” said MacLean. “However, cohesion is not built into the system. My hope is that the junior/senior seminars will provide some much-needed continuity. In upper-level courses, I focus on Spain’s rise and fall as a world power. I would like to have students learn to take the ‘long view,’ to arm themselves with some historical and cultural context when they consider any complex issue. In lower-level courses, I continue to push students to improve their communicative skills and cultural knowledge. After recently reviewing evidence that suggests that competency in a second language improves reading, writing, and critical thinking in the native language, I plan to make a more conscious effort to focus on complex structures and linguistic problem-solving in the classroom.

“I think that the *K-Plan* has been innovative. As we enter this new phase of constructing a different plan for general education, I have to wait and see. We have to reflect on what our ideal ‘K’ grad would need to know, be, and do. I don’t think that this ideal is the same for everyone, and it doesn’t have to be. I do think that we should think about outcomes and work backwards.”

Amy Smith

(Smith came to Kalamazoo College in 2002. She received a Ph.D. in English from the University of Illinois, Urbana-Champaign that year. She had earlier earned an M.A. from the University of Illinois and a B.A. (summa cum laude, Phi Beta Kappa) from Allegheny College. She taught at the University of Illinois from 1993 to 2002 and received the Department of English Outstanding Teaching Award there in 1999. She is the early British literature (Chaucer to the 18th Century) member of the Department of English as well as the Shakespeare and drama expert. She is also a member of the Women’s Studies Department.)

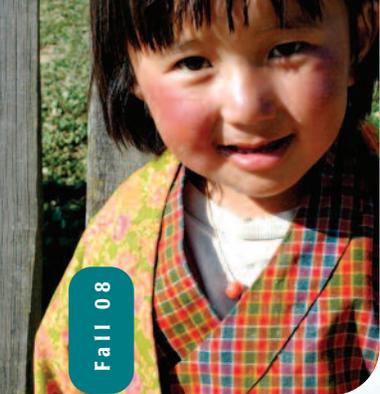
“I wanted to work at a small liberal arts college,” said Smith. “I went to a liberal arts college and had seen what it had done for me; my professors knew me and how I learned best. For example, I had never even considered studying abroad until two professors approached me with the idea. That experience opened me up to worlds—intellectual, social, cultural—that I hadn’t known even existed. I knew I wanted to be a part of an environment like that again. It’s an amazing experience to watch the growth of students from the professor’s perspective. Kalamazoo College really does change students’ lives; when they leave, they are not the same person who stepped on this campus four years earlier.

“‘K’ students are special. Anyone who has taught somewhere else notices the differences. Even the larger Kalamazoo community can recognize a ‘K’ student. Our students are engaged (and that is not a given in university teaching) inside and outside the classroom. That really energizes the whole campus. When you teach a ‘Reading Drama’ class to students who have acted on the ‘K’ College stage or done improv downtown or worked with an elementary school program for the arts, it is simply a richer experience.

“I like to think of myself as a teacher scholar. Keeping active in my field of expertise makes me a better teacher; when I learn and write about veils in the early modern period, for example, I pass that information on to my students in a class on *Twelfth Night*. I also find that my students are a source of inspiration—their constant questions about the material realities of people’s lives in the Renaissance really sparked my most recent research on material culture.”



**“K’ students
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Fall 08

LuxEsto

24

THE BEST STUDY ABROAD PROGRAM IN THE WORLD...

“College students today can study abroad regardless of which school they choose. But ‘K’ is the study abroad institution. It understands the fears and apprehensions students have prior to departure. It prepares students for culture shock and for the moment we realize no amount of preparation would have been enough. And ‘K’ understands that reverse culture shock does exist. Fifty years of study abroad makes Kalamazoo College the ‘old hat’ in this new trend hitting universities and colleges across America, and it was the reason one 17-year-old decided on a school she had never heard of in a state she had never been to.”

— Nicole Finneman '03

... TURNS 50

Happy Birthday Study Abroad!

"We travel, some of us, to slip through the curtain of the ordinary and into the presence of whatever lies just outside our apprehension." – Pico Ayre

"We do not want a college here that is as good as any one of a hundred similar schools; we intend to have a small college that is better than any of them." – Allan Hoben

"The good traveler doesn't know where he's going. The great traveler doesn't know where he's been." – Chuang Tzu

"Leap before you look." – Old Slavonic Maxim

Done right, study abroad is the greatest leap, and Kalamazoo College is the pioneer, having done study abroad right since 1958. Today, "K" has many imitators—but no peer—in this endeavor. What makes Kalamazoo special?

Experience—we've done foreign study the longest.

Variety—what began as a summer study program for a few in three programs at Caen, Bonn, and Madrid has grown to 50 programs in 28 countries on six continents for all.

Participation—more than 80 percent of our students take the leap.

Immersion—the duration (three to nine months or longer) is meaningful; and home stays, the intercultural research project, and programs like the Kalamazoo Project for Intercultural Communication and the special seminars and minors called for in the new strategic plan make the "K" study abroad experience a farther, and more rewarding, journey.

What better way to celebrate this important anniversary than to share the recollections of those who have participated during the last 50 years! We

hope you enjoy them and, through them, recognize the value and distinctiveness of Kalamazoo's program.

Some acknowledgements and a reminder. We thank **Angela (Fuchs) Gross '93**, Center for International Programs. She solicited alumni for their thoughts and memories regarding the value of foreign study. She intended to publish the few she expected to receive in *Passage*, the student study abroad magazine, as a way to mark the program's 50th birthday. But more than 100 alumni sent short essays. *Passage* was able to print about 10, and *LuxEsto* shares another two score. Space precludes our printing them all, and yet every one explicates the meaning of the experience.

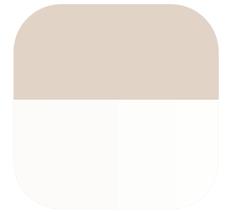
We thank **Emily Homnick '09**, who read every submission and helped select and edit those that appear on the following pages. At the conclusion of her editorial duties we asked her to submit her own short essay, which opens the tribute.

We thank everyone who answered Angela's call, and, again, we're sorry we could not publish all submissions.

And this reminder: 50 years ago the foreign study program was born from the philanthropy of individuals who believed that a powerful education includes living and learning in cultures that differ from one's own. Philanthropy continues to be vital to the program's future. Examples range from the initial Light Endowment, which seeded the current program's summer-study forbear, to the 1999 five million dollar Arcus Gay & Lesbian Fund Study Abroad Endowment. The future of study abroad at Kalamazoo College will rely on its true believers.

"I went to Asia, then, not only to see Asia, but also to see America, from a different vantage point and with new eyes," wrote travel writer Pico Ayre. "I left one kind of home to find another: to discover what resided in me and where I resided most fully, and to better appreciate—in both senses of the word—the home I had left. The point was made best by one great traveler who saw the world without ever leaving home, and, indeed, created a home that was a world within—Thoreau: 'Our journeying is a great-circle sailing.'"

Thoreau and Ayre, ... They would have been great "K" students!



**"Our
journeying is
a great-circle
sailing."**





BOTH SIDES

When I returned from study abroad in Madrid, a fellow “K” student who had been abroad the previous year assured me that I would soon begin to miss the oddest little things from my time overseas. I was doubtful. Overall I enjoyed my time in Madrid, but as the program wrapped up I was more than ready to return home to Kalamazoo.

I recently had the privilege of reading through hundreds of alumni accounts of their study abroad experiences. I enjoyed reading them, but I was struck by the overwhelming optimism that seemed to radiate from each submission. “It was the best time of my life!” read one response, and “I’d do it again in a heartbeat!” said another. It has become clear to me that, with time, our good memories tend to outweigh the bad. But over time, how could “K” alumni forget how challenging study abroad was?

In Madrid I wasn’t initially satisfied with my program. I spent too much time doing worksheets and being scolded with the rest of the group for going out at night too often. My host parents were wonderful, but they were rising young professionals who were barely ever home. I ate most of my meals alone. And going out at night was not an activity I was very interested in, nor could I manage the dollar’s quick descent against the euro.

Three months after my arrival I read a flyer in the Spanish university cafeteria requesting childcare help from a native English speaker. I made the phone call and became an international nanny. Every afternoon I took Iris (9) and Itamar (6) to music lessons, dance classes, and sports practices. After those activities, back at home, I struggled to control the energetic children with my limited vocabulary as I oversaw English homework, baths, and playtime.

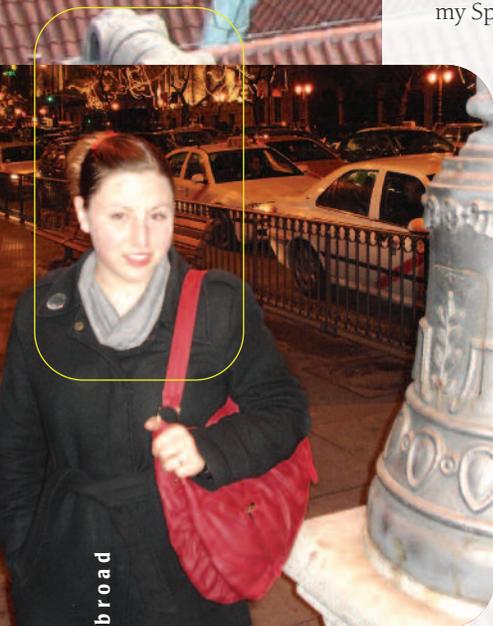
Though I volunteered to nanny in order to help Iris and Ita with their English, my Spanish improved dramatically. Ita knew barely any English, and disciplining the six-year-old boy was extremely stressful at first. Iris, the responsible older sister, helped me practice my Spanish commands, and the three of us learned to communicate efficiently in bits of English and Spanish.

My stay in Madrid definitely wasn’t easy. Even after my classes had finished every day I had private tutoring from a couple of young mentors. I left Madrid feeling exhausted; yet I felt that I made the most of my study abroad. I now realize that my friend was right. I miss the walk from my host parents’ house to the metro every morning in the dark; the sangria made not from fruit juices, but from Rioja wine and Fanta; folding Iris and Itamar’s school uniforms after their baths; and struggling to read Spanish novels in Retiro park. The small good things from my study abroad are so fond in my memory that they instill a little bit of idealism in me also. I, too, would do it again in a heartbeat.

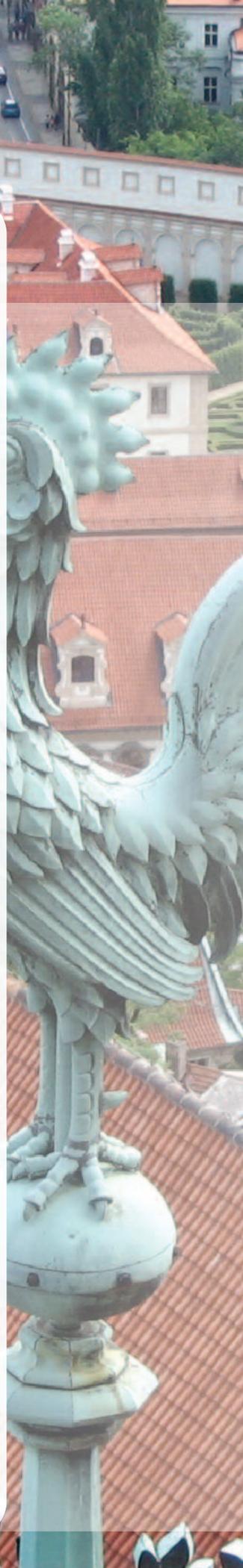
I think the following passages balance romantic reminiscence with some of the great truths about study abroad. For the many alumni who traveled to pursue a different kind of education, there have been disappointments and surprises wrapped in the overall enjoyment of the experience. It is important to remember the fun as well as the uncertainty and trepidation, and ultimately how both determined how glad we are today that we had the privilege of studying abroad.

Emily Homnick '09

Note: Alumni recollections continue throughout the Donor Honor Roll (facing page) and resume on page 27 of LuxEsto.



Emily Homnick
on a night in
Madrid





“YOU’RE THE FIRST”

“You’re the first group to go. It’s up to you to make it work. If you let us down, there will be no more Light Scholars.” Words like these seemed to be repeated over and over in the weeks before the first 25 of us departed on our great adventure to France, Germany, and Spain. Most, if not all, of us were thoroughly intimidated by the time we stepped onto the *Arosa Star*, a rickety ship that seemed to be filled with about 800 students and about 20 non-crew adults. It took nearly 10 stormy days to cross the Atlantic.

Caen still showed many physical signs of World War II, which had ended only 13 years earlier. The wartime experiences told by our home stay families and teachers—five years of occupation and the deaths and deportations of loved ones—remained an open sore that was never far from consciousness.

We grew, learning not only language, culture, and customs, but developing (or not) our taste buds for exotic foods like horse meat, tripe, a multitude of cheeses, wines, Calvados, wonderful breads, pastries, and much more. Our favorite teacher, M. Heintz, we eventually persuaded to come back to Kalamazoo College to share his talents with more “K” College students.

50 years of foreign study! Well, back in 1958 we must have done OK.

Maija Zadins Lillya ’61



DARK ROOM

I lived in the small, dimly lit apartment of Matilde Matesanz y Román and her brother Mariano. We ate our comida and la cena each day in the room that Mariano never left—where he slept, ate, and listened to international broadcasts all day on his radio.

Before the Spanish Civil War, Mariano had been an international coffee merchant. He had traveled throughout Latin America, the United States, and Europe before being jailed as a Monarchist in Republican Madrid. A brain injury left him blind and confined to a wheelchair. A recluse by the time I met him, he focused his social energies by personally administering a Socratic education to the students who came to live in Matilde’s house.

After morning classes it was not unusual for me to stop by the neighborhood café for a couple of stiff brandies to loosen up my Spanish before submitting to his lunchtime interrogation: Where had I been going on my free time? What did I notice? What did I think about it? What questions did I have? What was I reading? Why were they having us read that? Which gallery did we visit at the Prado? Who did I like?

Mariano corrected every mistake I made, and followed that with a lecture and mnemonic device I could use to avoid the error’s recurrence. This went on daily right through siesta. (What siesta?) He sighed heavily and straightened me out when I blurted out feeble truisms about the political landscape of Spain during Franco’s last year. He fascinated me with details of his life during the Civil War. We ate lentils and he reminisced about how he had considered them a luxury during the scarcity of the Madrid Siege, and he commented on the decency of his Republican guards. He made my mealtimes such a trial that sometimes I just didn’t make it home from my mid-day stop at the café where I discovered the comforting (almost medicinal) quality of chicken livers sautéed in sherry for cases of self-pity. But, taking in the city through my eyes, Mariano made sure that I took it in too, even from his little dark room.

Jim Asbel ’75



He had considered lentils a luxury during the siege of Madrid.





BRICK AND BLESSING SONGS

I stare out the window, wondering how much farther down this dirt road we have to travel. We hit another pothole and I instinctively throw my hands above my head, now only inches from the roof of the matatu. Several people swear simultaneously as they retrieve their CD players from under their feet. All we have been told is that we will be spending the day helping a group of women. I have guessed that we would be building something, given the dozen bags of cement that have been loaded into the back of the other matatu in our caravan. However, I am not certain of this; things have been rather unpredictable since my arrival in Kenya.

Up ahead I see a group of 30 women wearing colorful dresses gathered under an acacia tree. As we approach, I hear their song filling the morning air. With a basic knowledge of Kiswahili, I am able to understand a few words of the song, such as *karibuni*, “welcome.” After three or four more songs, the crowd gathers under the shade of the tree. Our accompanying professor explains that these women come together once every month to assist other women in their community. The day will be spent finishing construction on an apartment for a woman who has recently lost her home.

We divide into groups and set to the task of unloading the cement. As we begin to add water, several women start to sing another song. I turn to one of the women. She explains that it is a song to ensure that the cement will stay strong for many years to come. Later, as we lay the bricks, they begin singing a new song. The woman leans in closer and whispers, “This will help protect the house for years to come.” And so the afternoon continues—the mixing of cement and the laying of bricks—with the music of traditional songs blessing our every move.

Our work finishes as the sun sinks low. Two women pour pitchers of water over our hands, and the evidence of a hard day’s work falls into basins waiting below. Several of the women are wearing noise makers (bottle caps attached by string to a piece of fabric resting on their shoulders) and keep a meditative rhythm as they move to the beat of another song. We join in more singing and dancing until, exhausted, we retire under the acacia tree. We marvel at the day’s events, and women emerge with baskets: corn, pineapples, mangos, flour, and bananas piled high. We understand how much work this food represents to these women, who make the equivalent of less than one dollar per day. We watch in disbelief as they hand the baskets to us as a “small” token of appreciation for our day of service. We hesitate. Clearly, the gift is too great. We had noticed their modest attire and we had seen their tiny tin-roofed huts along the unkempt dirt road. We knew that in accepting this gift we would be taking hard-earned food intended for their own families. Nonetheless, the women continued to load the baskets into the back of the matatu, and we let them. Refusing would be an insult. We pile back into the matatu and sit speechless, realizing the great kindness we have been shown. Then we depart, leaving a choir of women singing songs of farewell.

Julia Slocum '02



TALK ABOUT IMMERSION!

I lived as a foreign study student in Strasbourg, France, and I was the only student sent to a university dormitory in a remote part of town, with no host family and no other “K” students. At the time I thought it an utter disaster, but within weeks I realized what I gift I had been given. Talk about immersion! I had no choice but to learn the language, make friends, and locate the student café; in short, I had to adapt and make my way. What I now remember and value most is not the constant travel to other countries and cities—travel that relied upon “Hotel Eurailpass” and a steady cheap diet of beer, bread, and cheese. Instead, I remember and treasure the sense that, for the first time, I was truly on my own. If life is a series of high-wire acts, this was my first. I had stepped off the platform of who I was at home. My safety net was thousands of miles away, and all I had to balance me was an open mind and a tattered plaid jacket that did triple duty as a coat, blanket, and pillow. Over the course of those several months, that high wire ran from Copenhagen to Marrakesh and points in between. I didn’t fall off, at least not hard. And I picked up a real love for that wire.

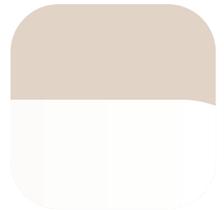
In the summer of 2007 my family and I packed up our Brooklyn home into a moving van and left behind 20 years worth of life, roots, and routine in New York City. We moved clear across the continent to Los Angeles on what (for us) could only be called a bet. My plaid jacket was long gone and wouldn’t have fit me if I had kept it. Instead, I took for balance three children and the woman of my life. She wondered aloud (often and sometimes loudly) where exactly had I gotten this habit of turning my back to the safe steady platform? And why was I grinning as I stepped out onto that wire?

Chris Reynolds '83

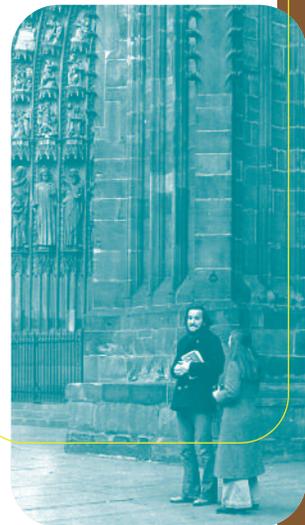
ACROSS A BARBED WIRE BORDER

My year of study at the Chinese University in Hong Kong (1975-1976) was perhaps the most pivotal of my life. At that time U.S. students were barred from study on the Chinese mainland, and so I tried to get as close as possible geographically to a country that fascinated me. I approached Joe Fugate with my plan and he graciously helped me to study Chinese through a correspondence program with the University of Michigan. In Hong Kong I roomed in a Chinese dorm with a fellow swimmer for the Chinese University, Au Yang, whose brothers were members of the Red Guard in Guangzhou. During the Chinese New Year, Au Yang smuggled radio parts across the border so his family could find out what was happening in the outside world. It was the year that both Mao Zedong and Zhou Enlai died, and China was in turmoil. No one then knew that in a few short years Deng Xiaoping would alter the course of history and open China to the world. My foreign study experience led me to a lifelong dedication to building U.S. relations with the country that, in 1975, I could only view from a distance—across a barbed wire border fence.

Dennis C. Wilder '77

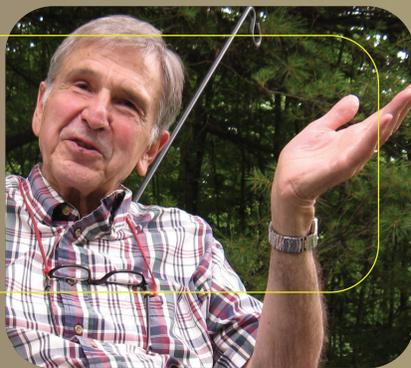


“All I had to balance me was an open mind and a tattered plaid jacket that did triple duty...”





**"I'm happy.
But I'm
searching for
what I
should
believe in."**



FULL CIRCLE

You might say that Phil Thomas has come full circle.

After a professional life that had him criss-crossing the globe to far-flung countries in Africa, Asia, and the Middle East, the retired popular Kalamazoo College economics professor has returned to the tiny corner of the world first settled by his grandparents more than 150 years ago.

Thomas, who has been to six of the seven continents, now calls the tiny town of Northport, Mich.—tucked near the tip of the Leelanau Peninsula—his home. His great-grandparents first settled in the area in 1854, and they are buried in a cemetery not far from his home.

But Thomas, 79, is still very much alive. If he told strangers he was 69, they wouldn't question him. Albeit gray, nary a hair has left his head. Heck, how about 59?

On a recent summer afternoon, Thomas sat at his kitchen table, a turkey and ham sandwich and small salad in front of him. He toyed with the salad with his fork, moving the vegetables around the bowl. The sandwich didn't get much attention, with only a few bites taken. The meal seemed more like a novelty to him, a prop used in a discussion.

You see, when a man has had a life so rich and full as Thomas has, sometimes hands are best used for explaining stories instead of eating food.

And explain he did.

He spun stories about working on budget policy for the Ministries of Finance in both Swaziland and Kenya and helping to develop monetary policy as a research manager for the Central Bank of Swaziland and advising in the Reserve Bank of Malawi.

He has lived for three months or longer in India, Kenya, Malawi, Pakistan, Sri Lanka, and Swaziland. All told, he has visited or worked in 64 countries over the past 50-plus years.

"It's the boy scout in me. I've always wanted to help," he said of his experiences overseas.

But for all the work he's done to improve the lives of people living in the developing world, his true love is—and always has been—teaching.

And that's why he holds Kalamazoo College in such high esteem.

Fresh from receiving his doctorate in economics from the University of Michigan, Thomas started teaching in the College's department of economics in 1965. And during the next 29 years, until his retirement in 1994, he became many students' favorite and most influential professor.

He was funny and inspiring, and he saw (and cared about) each student as an individual with talents unique to him or her alone.

"And I was a missionary," he said. "I thought that any student that showed promise in economics should consider it as a career and I talked with them personally."

Many of his students—some of whom are retired themselves—have had influential careers with organizations such as the World Bank, the International Monetary Fund, and the U.S. Department of Commerce, among several others.

"I just hit it off at 'K' College," he said. "I loved it there. They treated me wonderfully."

He loves it here, too.

The interior of Thomas' chalet-style home is rich with warmth, from the deep brown wooden beams to the vintage television in the corner of the living room, to the books—literally hundreds of them—lining the walls, laying on furniture, and scattered on tables.

But his home is just one of four structures that sit on his beautifully wooded four acres. This is no retirement village, it's more like a pioneer homestead.

Yes, Thomas is 79 years old, but, no, he doesn't act like it. Making his way down a heavily forested hill in his backyard, Thomas reaches a clearing. In the near distance, the turquoise water of Grand Traverse Bay glimmers in the hazy sun of a thick summer afternoon. He jumps over a four-foot wide watery area and walks over to a beached raft where he takes a seat.

This is where he swam as a young man. This is where he relaxes as an old man.

Later in the day Thomas plops down in a chair on a deck overlooking his backyard. A bronze plaque bearing his name in Arabic, which used to hang on his office door in Karachi, Pakistan, now hangs on the outside wall nearby.

He's animated, his hands a whirl of action as he talks about his favorite economic policies. He shakes his fist in the air as he describes the law of supply and demand, which he considers to be the most important of all the laws that govern this often obscure and confusing subject.

In fact, Thomas said matter-of-factly, "Most intelligent and influential people know nothing about economics."

He talks about the current state of the economy, "not good, but not as bad as it's been portrayed," but also takes time to discuss what he's learned in his life.



Phil Thomas

These days, Thomas says, he's satisfied, but adds that he's constantly on a quest for more information to provide context to the complicated world we live in.

"I'm happy," he said. "But I'm searching for what I should believe in."

This from a man who's lived the life of three men. A true intellectual.

He's happy, he says, but feels incomplete at times. Thomas lost his wife of 57 years, Carol, last summer. They complemented each other, the two of them often traveling together. But she was also able to ground a man who was so often looking toward the horizon for opportunities untapped.

"She was my best friend. She was a wonderful woman, a beautiful woman inside and outside," he said. "She made me a better man. Love is a very rich word that has connotations I'm still learning about."

Thomas is alone now, but he still makes trips across the country to visit his four children, seven grandchildren, and former colleagues, acquaintances, and students.

He still works from a small office located in a cottage adjacent to his home. It's clear that his curiosity cannot be contained. He wonders if the demand for people who can make sense of this increasingly complicated planet is outpacing the supply. But Thomas wants to try to be one of them.

"The world needs people like us," he said. "My caste is the caste of a professor. It's who I am."



GREAT TEACHER

One measure of a professor is the enduring influence he or she has on the lives of students. By that measure Phil Thomas was indeed a great teacher. A sampling of comments follow. Tom Ticknor is a self-employed economic development consultant for clients across North America. Carol Kirkman worked for the U.S. Commerce Department and for Chemical Bank. She is currently an economist with JP Morgan and focuses her work on exchange exposure, foreign exchange, and derivative sales. Tom Hoopengardner retired from the World Bank.

"I thought [Professor Thomas] was an inspiration. He was passionate and committed. And, obviously, the work he did around the world proved that. He went beyond the classroom to show his commitment to economic development and to helping people.

– Tom Ticknor '67

"I was a math major and took an introductory economics class with Dr. Thomas my freshman year. He was lecturing about how some saw John Maynard Keynes as the enemy of American capitalism when, all of a sudden, he started waving an American flag while proclaiming, 'Keynes was the savior of American capitalism!' That's how he was. He had an amazing sense of humor. My life would have been much different if not for him."

– Carol Kirkman '72

"I sort of lost my way when I was a sophomore. Instead of going to Germany to study abroad, I went to Sierra Leone, where I became interested in international economic development. When I returned to campus, Dr. Thomas had just arrived. He was so enthusiastic, so interested in each individual student. He nurtured the spark that had ignited while I was in Sierra Leone."

– Tom Hoopengardner '67



Kalamazoo College stands for the liberal arts at a time when more and more forces seemed aligned for greater undergraduate specialization. “K” has insisted its students explore disciplines—science majors take a religion class, and vice versa. Last spring unveiled a new experiment in which the two disciplines are combined into a single class. Turns out it was a...

(Not-so-)Odd Couple

When first-year Kalamazoo College instructors Shreena Gandhi and Matt Benoit met at a faculty workshop last fall, neither knew much about the other’s discipline. Gandhi is a religion instructor and Benoit, a paleontologist, teaches biology.

But by the end of the five-day workshop, they were enthusiastically making plans to combine their disciplines into a single course.

Drawing upon each other’s expertise, the two instructors, both doctoral candidates, developed “Religion and Science” (Biology/Religion 195) to encourage students to stretch their minds beyond disciplinary boundaries. Cross-disciplinary instruction, they agreed, helps students think critically about connections in the real world and better understand life’s complexities.

“As a student, you can’t concentrate on a single subject and think you know everything,” said Gandhi, an assistant professor specializing in religions of the Americas. “Things are always interdependent.”

The team-taught course was developed as an interdisciplinary experiment between the biology and religion departments and offered in the spring term. It created a surge of interest: nearly 130 students registered for the class. The instructors, however, chose to limit class size to 40.

“We wanted to include more students, but we knew the course could only work as a discussion and debate class,” said Benoit, a visiting instructor in biology who has since relocated to California to teach at the Claremont College Consortium. Of those students admitted, roughly half were seniors, with the other half equal parts juniors, sophomores, and freshmen. The class was evenly split between science majors and

students in the humanities.

Senior Emily Dayton said she was intrigued by the idea of two disciplines in the same classroom.

“One thing that has frustrated me in academics is the division of subjects,” said Dayton, who graduated in June with bachelor’s degree in psychology and sociology. “There’s not a lot of discourse about how any of the disciplines intersect, which of course they do in everyday life.”

Through a mix of instruction, debate, small-group discussion, role-playing, and guest speakers, Gandhi and Benoit challenged students to explore past and current relationships between scientific and religious viewpoints. Discussion topics ranged from miracles, Darwin, and pseudoscience to the often-contentious controversies surrounding intelligent design, stem-cell research, and human cloning.

Both students and instructors were somewhat apprehensive at the start. Asked early in the term if they had concerns, “many students responded with the same things we were worried about: people being disrespectful, unproductive arguing, yelling, things like that,” Gandhi said.

None of those concerns came to pass, however, in part because students often were instructed to argue viewpoints other than their own—a strategy that forced them to step outside of themselves and into the shoes of another person.

Dayton saw both a positive and a negative in that approach: “You got to learn and understand the opposite argument, but at the same time it was frustrating because the debate lacked the passion that comes from arguing for what you really believe.”

The instructors concurred that forcing students to argue an opposing viewpoint tempered the debates but



noted it was a small price to pay to achieve a primary course goal: to impress upon students that the issues are very complex and that there are no simple explanations or answers.

“We wanted them to see that there is reason on both sides,” explained Benoit.

Also critical to reaching that goal was giving students a solid, balanced background in both science and religion—made possible by having the course co-taught by an instructor from each discipline. Rather than getting a cursory lesson on evolution from a religion professor, for example, Kalamazoo students learned directly from an evolutionary biologist about Darwin’s research, what evidence he examined, what fossils can reveal about species, and so on, while learning from a religion expert about creation myths, miracles, religious practices, the afterlife, and other

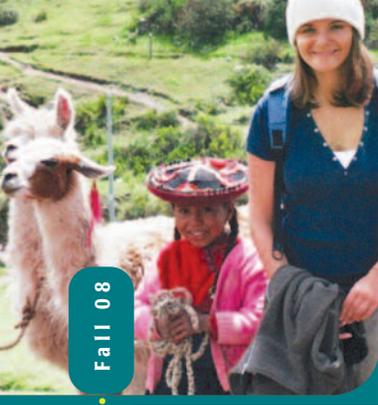
relevant topics.

That advantage was not lost on Dayton. “We got truly valuable information from both sides in the way it would be presented in a dedicated religion or biology class,” she said. “I really liked that.”

Teaching students the science and religion behind the issues was an essential element for Benoit. “I’ve heard way too many conversations where people were trying to defend evolution but didn’t have a clue about how it works,” he said. “I wanted our students to be able to go out into the world and engage in a pleasant dinner conversation about these issues in an informed way.”

Yet despite the lessons from experts, small-group discussions, and structured debates, at the conclusion of the course a number of students walked away feeling confused. They had more questions at the end of the

After breaking into smaller groups, students debate in four rounds. Except for the group moderator and recorder, each student makes either a statement or a rebuttal. Gandhi (center) monitors this group behind Stetson Chapel.



Matt Benoit and Shreena Gandhi prepare students for the day's debate. The topic: When does human life begin and end?

course, they said, than at the beginning.

Gandhi and Benoit were not surprised.

"We weren't expecting anyone to walk away with answers," Benoit said. "We walked away more confused too. But it's a good kind of confusion. Because if you're confused, it means you're picking through the subtleties and complexities. It means you're not making overarching assumptions and generalizations."

"And that your mind is open to learning," Gandhi added.

One student told Gandhi that he had hoped to find more answers and to synthesize his two selves—his scientist self and his spiritual/religious self. Gandhi told him that his quest is a lifelong journey, that finding answers doesn't come from one science class, or one religion class, or one philosophy class. "After all," she said, "it took the Buddha seven years and 49 days to reach enlightenment, and he was a very special man."

That students were thinking about what they

learned, rethinking their own viewpoints, and exploring further possibilities was evident in many of their term papers. Giving them great latitude with their final assignment, Gandhi and Benoit simply asked students to explore some aspect of the interaction between science and religion. One student wrote about Buddhism and quantum physics. Another researched Internet phenomenon with regard to eating disorders. Other students reflected personal journeys in which they were trying to reconcile their long-standing beliefs with the possibility that alternative explanations are more plausible.

The frustration and confusion that comes from considering other viewpoints can be difficult to deal with, Benoit said, especially if the viewpoint is a scientific explanation for something previously believed to be supernatural. For example, someone who feels the presence of his deceased dog by his side, who even feels her breath on his leg, could be disheartened to be told



that the air he feels is coming from an air duct.

“We had a few papers where students came to terms with situations like that,” Benoit said. “In the end they realized that even if there’s a non-supernatural explanation, it doesn’t change the experience they had. They can still hold onto what was important to them about the experience.”

Science-leaning students also opened their minds to possibilities. In fact, Gandhi said she was impressed by how willingly science students considered the God factor.

“They were asking questions and probing with a very phenomenological take on things,” she said. “They were willing to say, ‘I never thought about this. This is something I can explore.’”

Several students from both disciplines expressed interest in meshing science and religion in their careers. One religion major, for instance, talked about doing research on evolution vs. creationism. Gandhi said she would love to see students consider a career in neurotheology, an emerging field in which psychologists and neurologists seek to establish what happens in the human brain during spiritual and mystical experiences.

Gandhi and Benoit agreed that teaching the “Religion and Science” course was both enjoyable and difficult. Both instructors had prior experience with team-teaching but not in a multi-disciplinary classroom. Like their students, they were challenged to step into each other’s shoes and reconcile their own perspectives and philosophies with those of the other.

“This course was huge in terms of an experience for me,” Benoit said. “I never learned so much in such a short period of time, both in terms of teaching and material. I had to step outside of my realm and interact with someone who teaches a completely different field. Team teaching is one thing when you’re covering the same topic; it’s very different when there are different perspectives held by you and the other professor.”

Sharing any classroom requires mutual trust and open communication, but Benoit and Gandhi also needed to feel free to challenge each other, especially in front of their class. Sometimes doing that successfully called for the use of humor and good-natured bantering, both of which came easily to them.

Dayton recalled an afternoon when the class was discussing the mysterious collapse of Mayan civilization.

Gandhi was explaining several religious theories for the Mayans’ demise, noting that no one knows for certain the cause, when Benoit interrupted to say, “Well, actually, they do.”

“He goes on to explain that rock formations show there were droughts that happened around the time the cities were abandoned,” Dayton said, “and Professor Gandhi just starts rolling her eyes and says, ‘Whatever.’”

“They both have a great sense of humor and would tease each other about the other’s discipline. I really enjoyed having them teach together.”

Now keener than ever on the concept of interdisciplinary instruction, Gandhi is looking for opportunities to blend religion with other disciplines, perhaps psychology, politics, or art history.

“The College is really committed to integrative education, so I’m committed to it too,” she said. “I feel very lucky to be in a field where I can do interesting cross-cultural and cross-disciplinary work and to have a department chair, a provost, and a president that support and encourages that.”

Courses like “Religion and Science”—those that encourage students to think critically about the world from multiple perspectives—are right at home on a liberal arts campus, especially at Kalamazoo College, where integrative study and experience is a cornerstone of the *K-Plan*. Dayton said the “Religion and Science” course epitomized her education at Kalamazoo.

“We all come from high school thinking we have great knowledge of the world, and then we get to ‘K’ and suddenly we have to start questioning everything,” she said. “You start breaking ideas down, things you never really thought about before. You learn to look at things from different perspectives.

“This class was a great example of that. I’m not surprised ‘K’ would offer a class like this.”

According to Benoit, it was Dayton and the other 39 students in the class that made the course successful.

“It was up to the students to make the course work,” he said. “I knew that Kalamazoo students have very strong ideas and are very motivated, but this went way beyond anything I could have expected. Everyone was thinking and taking the course seriously. I already had high opinions of students on this campus, and I was still blown away.”





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Emilia LaPenta, junior theatre major at 'K' and author of the article, played Ophelia (photo, page 37) in Festival Playhouse's Fall 2008 performance of Hamlet.

Phenomenal Collaboration

A conversation with Tyler Greene and Joe Tracz—on any subject—is like downing a shot of espresso, then hanging on to a bullet train of ideas. But if the subject is theatre, then double both—the espresso and the speed of the train!

Keeping up is precisely what I was worried about when I spent 48 hours with these two Kalamazoo alums (Tyler is class of 2007; Joe, class of 2004) at the end of April during what was a monumental weekend for Kalamazoo College Theatre. Across the Atlantic in Cáceres, Spain, Director of Theatre Ed Menta presented the European premiere (and Kalamazoo College production) of *Well* by Kalamazoo College alumna Lisa Kron '83. A few hours later, I arrived at the nationally renown Long Wharf Theatre in New Haven, Connecticut, to watch the professional premiere of Joe's

play *Phenomenon of Decline* directed by Tyler. *Phenomenon* was impressive and incredibly well received. I spent the weekend watching three performances and two talkbacks, interviewing, traveling, and I couldn't help but think: something wonderful is happening in Kalamazoo's theatre department.

The Journeys

My Connecticut weekend marked the intersection of three paths: Joe's, Tyler's, and my own. Joe and Tyler have a relationship that dates back five years and I've been lucky to hop on the tail end. When Joe was a senior at "K," Tyler was a freshman, and as Tyler got ready to graduate and take the reins of the department I arrived on campus as a wide-eyed freshman almost certain that I was going to keep far away from the stage. But the support and enthusiasm of seniors like Tyler

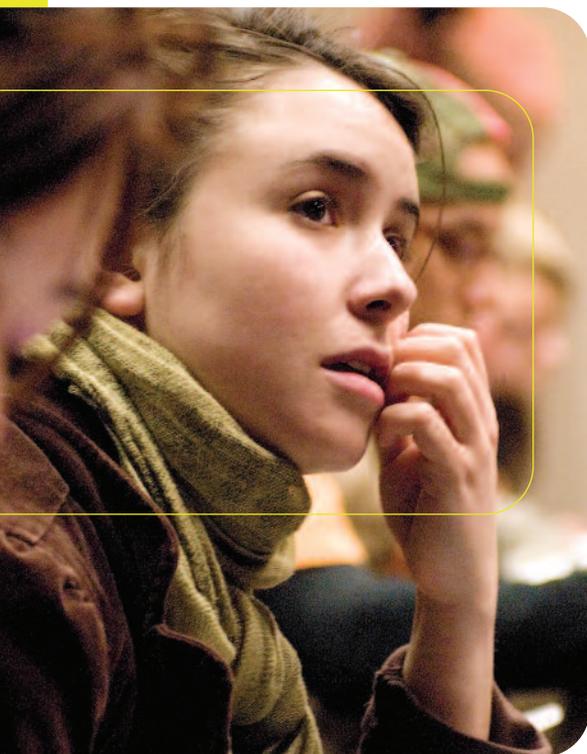
drew me to theatre and kindled my excitement to be there. Trace our stories, which are hardly unique among the department, and one sees how the department has changed and the special opportunities it provides its students.

Joe won the theatre arts competitive scholarship as an incoming freshman but chose to major in English. He acted in some main stage productions and wrote a full-length play for his Senior Individualized Project. His senior-year playwriting class was the first taught by Ed Menta and the first to be offered on an annual basis.

"Playwriting is something we should be doing really well and every year," said Ed. The class is supported by other opportunities such as the Student Playwriting Festival and Theatre Kalamazoo! Staged Readings. Joe and Tyler were there at the beginning, in that first playwriting class of Ed's. It was there that Joe wrote the first two drafts of *Phenomenon of Decline*, and it was there that Tyler first read them. The play that began as a final assignment for class grew to have an impressive life. In 2005 it was read at the American College Theatre Festival. It won a regional prize and was brought back the next year as a full production that was first premiered by the Festival Playhouse at Kalamazoo College.

Tyler took advantage of opportunities in cities with rich theatrical traditions. He spent a semester in New York in the Great Lakes Colleges Association New York Arts Program, a summer in Chicago at Steppenwolf Theatre Company, and he studied abroad in London. At Kalamazoo College he acted, stage managed, and eventually discovered directing. His SIP focused on the challenges of starting a theatre company, and, after helping direct a play at the Whole Art Theatre in downtown Kalamazoo, he headed to New Haven as an Artistic/Directing Resident Intern. As part of Long Wharf's "Next Stage" program he was given the opportunity to direct a full production. Interns play an active role in the selection of the piece they produce, and Tyler's suggestion was none other than Joe's *Phenomenon of Decline*, a good fit for a program focused on supporting young active artists.

Then followed discussions with the dramaturg, extensive rewrites, rehearsals, and design, all culminating in an April weekend showcase and a write up in the *New York Times*. After 11 hours of travel I made it to the theatre just in time for curtain on Friday night, greeted by a pacing Tyler and an ecstatic Joe. Their names were on the programs and poster; they led a post-show discussion; business cards were exchanged—I wasn't in the Nelda K. Balch Playhouse anymore. This was the world of professional theatre where Joe and Tyler are making names for themselves, and they are not going about it quietly (which, after all, would be out of character).



Theatre



Kalamazoo College alumni Tyler Greene and Joe Tracz take questions from the audience after the production of Joe's play, *Phenomenon of Decline*, at the Long Wharf Theatre in New Haven, Conn. The performance was directed by Tyler.

Foundations

Joe and Tyler spoke to me about the importance of collaboration and the liberal arts. Joe compared his research-heavy approach to writing to the college education he received. "I think of it as a liberal arts approach to writing a play," he explained, "which is taking all of these disparate elements to find the way that they connect together to tell one story."

Tyler had explored themes of grief in poetry classes with Writer in Residence Di Seuss. At that time he was dealing with the loss of his grandmother, and later he was able to apply this exploration in his direction of Joe's play (the main character, Randolph, is experiencing, in Joe's words, "a perverted form of grieving"). Tyler explained to me that "a lot of things at Kalamazoo College have a domino effect. I would not have been able to come to those realizations and find that definition [of grief] without all the stuff that came before," including internships, poetry classes, and advising.

After my two years at "K" I would agree that something wonderful happens here. It starts at the very beginning of the college search with personal attention from faculty and admission staff (both Ed and Tyler recounted stories to me about how they exchanged *many* e-mails before Tyler even got on campus). The support continues, and the opportunities are plentiful. I have already had the chance to act, direct, write, and serve as a dramaturg and house manager. I have had two externships with Kalamazoo alumnae and spent a quarter in New York in the GLCA program.

So, where is this heading? Anyone can read on our website about the *K-Plan* or our focus on experiential education. The point is, as Tyler eloquently put it, Kalamazoo "demands that you understand the responsibility you have in the world today." The result is a group of alumni who are *citizen artists*, a term Tyler borrows from Anna Deveare Smith, a Tony Award and Pulitzer Prize nominated African-American actress, playwright, and professor, with whom Tyler has worked. Graduates leave "K" with a solid foundation for putting citizenship into action. When I spoke with Ed Menta about the recent accomplishments of these two graduates he said that what pleased him most was their collaborative relationship. "Collaboration is the thread that connects our theatre students; they help each other out!" I couldn't agree more.

What's Next

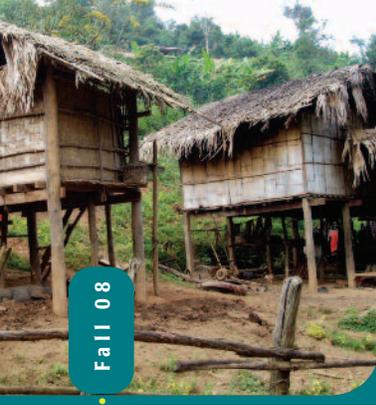
Joe lives in Brooklyn and is a graduate student in the playwriting program at New York University. It is no surprise that he has received much attention already; his writing is fresh and smart, and the passion that drives him is contagious. Over the summer he pursued another passion: comics. He interned with Teenage Mutant Ninja Turtles and took a class on writing graphic novels. Next year he will work on his playwriting thesis with Marsha Norman, the Pulitzer Prize winning playwright, screenwriter, and novelist.

Tyler was the theatre director at Camp Chipinaw this past summer and recently embarked for South Korea to teach English for a year. He also plans on doing some initial work on an Internet space for a theatre collective. The primary idea for this space is to connect young artists throughout the world and eventually establish a physical spot to bring them together and showcase art of all kinds. The best part of hearing about Tyler's plans is the energy he radiates when he talks about them. After a weekend with Tyler I *know* changes are going to take place; I know that young artists have something to say, and that Tyler will be on the front line, fearlessly charging forward.

For inspiration (as well as networking) I hope to stay in close contact with these two men as I launch into the second half of my time at Kalamazoo College. After a summer working at Weston Playhouse I fly to Kenya where I will spend six months on study abroad. Come November, when the department undertakes an ambitious production of Nobel Laureate Wole Soyinka's *Death and King's Horseman*, I will be focusing on my Intercultural Research Project on art in Nairobi.

And the theatre department is changing, too. It's growing—"We could have as many as four playwriting SIPs this year," said Ed—but perhaps the word "adapting" is more accurate. The department continually shape-shifts to include, challenge, and stretch every student-artist that crosses its path. In return, its graduates stand out because of their passion and dedication and because they come from a liberal arts tradition that helps you make the connection between seemingly dissimilar explorations.





Special Delivery

Parkinson's Researcher Barbara Waszczak Leads Effort To Send Healing Protein Directly Into Brain

It took several years of continuing daily effort, but one morning last February, Barbara Waszczak '72 and her team of Parkinson's disease researchers at Northeastern University finally got the kind of breakthrough they'd been hoping for.

"There were no fireworks and nobody shouted 'Eureka!'" says the veteran neuroscientist, recalling the moment when her graduate student Mattia Migliore reported the presence of a "deepening brown stain" on a microscope slide covered with "midbrain sections" taken from the brain of a lab rat. "What we saw in these sections was a very subtle, very slight indication that the rat's substantia nigra had been protected from damage

caused by a neurotoxin (a chemical that harms nerve cells) that mimics in animals the brain cell damage caused by Parkinson's disease in humans. But that finding was quite preliminary—and it will have to be confirmed with many additional experiments before it could ever be tested in humans with the disease.

"Still, there's no denying that the brown stain on the microscope slide was real. And it *did* appear to indicate that we'd finally managed to get the neuroprotective protein into the animal's basal ganglia—without having to inject it into the bloodstream or into the brain. Instead, we had apparently succeeded in delivering the compound into the substantia nigra [an area of the brain in which reside the dopamine neurons which die in Parkinson's disease] by transporting it through the nose and then across the nasal epithelium.

"And because there is no blood-brain barrier [BBB]

Barbara is pictured at the "HM 550" cryostat, which allows researchers to slice thin sections of animal brain tissue. Technology like this is used to help uncover the complex biochemistry that triggers Parkinson's disease.



at the interface between the brain and the nasal epithelium, we were able to move it directly to the brain cells we had targeted.”

(Translation for laypersons like me: Barbara Waszczak and her fellow-researchers had just accomplished an extraordinary feat. They had created a pharmaceutical formulation—think of a “special delivery envelope”—that might one day allow physicians to “mail” a therapeutic protein for Parkinson’s—in other words, the “envelope” would contain a potentially effective medicine—directly into the brain simply by squirting it into the patient’s nose.)

Although Waszczak (pronounced WAZZ-ack] cautions that it’s far too early to know whether this strategy might be successful in patients, the implications of the pharmacological breakthrough are potentially huge for Parkinson’s disease, which currently affects more than 500,000 Americans and about six million other victims around the world.

If Waszczak and her Boston-based colleagues have indeed found a way to get their key disease-fighting protein to its target through the nasal passages instead of through the bloodstream, they’ll have overcome a major obstacle that impedes the use of many different kinds of potential medicines.

That obstacle, the “blood-brain barrier,” prevents the passage of many large molecules (such as proteins and growth factors) from entering the brain. By circumventing the BBB, the nasal route of administration not only delivers the molecule to the intended target, but also avoids causing side effects that can occur whenever a compound is carried throughout the body by the blood. Parkinson’s researchers have been trying for years to get neuroprotective proteins directly into the brain, without having to transport them there via the bloodstream.

Waszczak’s laboratory’s “brown stain on the slide” showed that their “liposomal formulation” of a growth factor, administered through the nose, had crossed the rat’s BBB and reached the Parkinson’s disease target-site.

Recognizing the huge potential in her quest to deliver a knockout blow to Parkinson’s via this novel approach, the Michael J. Fox Foundation for Parkinson’s Research last fall presented Waszczak’s research team with a coveted \$75,000 “Rapid Response Innovation Award” to test the feasibility of an “intranasal treatment” for this progressive and disabling neurodegenerative brain disorder.

What was it like to peer into the eyepiece of a microscope and observe the deep brown stain?

The former Kalamazoo College biology and chemistry major chooses her words carefully, emphasizing the need to review and reproduce the results. “We’re still a long way from moving toward clinical trials that will involve human subjects.”

But a moment later, as she imagines the potential benefits of the new approach to Parkinson’s, her face lights up. “I do think we’re looking at a potential

breakthrough somewhere down the road,” says the 58-year-old, widely published neuroscientist. “An intranasal formulation of this protein could eventually prove to be quite effective against the illness.

“Up until now, no one has attempted to get this growth factor directly into the brain by the intranasal route. And that’s a big part of the reason why we don’t yet have a drug therapy that has proved effective at arresting the early stages of Parkinson’s.

“To play a part in helping to develop such a therapy... well, that’s why I went into biomedical sciences and pharmacology in the first place—and it’s also why I can’t tear myself away to go home at night!”

Studying “An Obscure Mushroom” At Kalamazoo College

She grew up in Pittsburgh the daughter of two hard-working parents, both of whom had been forced to quit school after the eighth grade in order to help support their families. Her father, John Henry Waszczak (the son of Polish immigrants) worked in a factory that made equipment for the local steel mills, and his wife Elizabeth Barbara Slanina (whose parents had journeyed to America from Czechoslovakia) worked as a cook in a grade school cafeteria.

The Waszczaks struggled to make ends meet—but they also made certain that their three kids (Waszczak has two brothers) were allowed to take advantage of “every educational opportunity that came our way,” Waszczak recalls today. “Our parents never stopped urging us to learn everything we could in school. They were both very intelligent people, but they lacked the resources and support to get an education. Right from day one it was assumed that we would all be going to college, and when I showed some aptitude for science and got good grades in high school, they agreed to let me take the unheard of step of leaving Pittsburgh to head off to Kalamazoo College!”

After arriving at Kalamazoo in September of 1968, Waszczak endured several months of painful homesickness, while also struggling to “adjust to the fact that I wasn’t the smartest kid in my school anymore!

“These were the late ‘60s,” she remembers, “and of course everybody on campus was cool and had this sort of ‘hippie style’ about them. And here I was, this kid from Pittsburgh who wasn’t cool at all. I was shy and rather worried about succeeding in a rigorous academic climate, and so I struggled for a few months. But things started to get better by the second quarter. To my surprise, I discovered that I hadn’t failed out—and pretty soon, I realized that Kalamazoo was actually a golden opportunity for me.

“I had an awakening of my interest in neuroscience when I took a course in physiological psychology at the end of my freshman year. It was very difficult—but it was also the most exciting course I’ve ever taken. And I

“Pretty soon
I realized
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Kalamazoo
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suddenly found that I was absolutely fascinated about what went on in the brain, in the communication between neurons at synapses, and I really started considering a career as a researcher. And that's when I began to realize: I'm gonna get a great education here—I'm gonna become a scientist!"

By the time she began work on her Senior Independent Project—with “a terrific biology professor, Paul Olexia, who had me doing chromatographic analysis of an orange pigment in an obscure species of mushroom”—Waszczak was “completely hooked” on laboratory research. She did her study abroad in Germany, graduated in 1972, and then moved a hundred miles to Ann Arbor, where she would earn her Ph.D. in pharmacology in 1978 from the University of Michigan.

A five-year stint as a post-doctoral researcher at the National Institutes of Health followed, during which the Pittsburgh native concentrated heavily on electrophysiological studies of the brain areas involved in basal ganglia disorders (including Parkinson's, Huntington's disease, and drug addiction), all of which are marked by dysfunctions within this complex circuitry. She later specialized in investigating the functions of the neurotransmitter dopamine—a key substance required for control of movement.

She was recruited by the Department of Pharmaceutical Sciences at Northeastern University in Boston, signed on as an assistant professor of pharmacology and researcher in 1983, and never looked back. She was promoted to associate professor with tenure in 1989 and to full professor in 2003. During the past two and a half decades, she's earned a national reputation as a frequently published

investigator whose primary focus has been on understanding the expression and function of dopamine “receptors.”

Starting about five years ago, Waszczak and several colleagues in pharmaceutical sciences at Northeastern began to explore the possibility of finding a way to apply the department's strengths in drug formulation and delivery systems to solving a problem in neuroscience. The Northeastern group, which includes Professor Mansoor Amiji and Assistant Professor Robert Campbell, sought a way to deliver a protein known as “glial cell line-derived neurotrophic factor” (or GDNF) directly into the area of the brain that is most affected by the dopamine shortage which defines Parkinson's disease.

To accomplish their goal, Waszczak and her

collaborators created a “liposomal” (or fatty) formulation that they hoped would promote the passage of encapsulated GDNF molecules through intercellular pores in the animals' nasal epithelium directly to the brain cells in order to protect them from neurotoxin they used to mimic the effects of Parkinson's.

They found that a single treatment with the nasally administered GDNF showed a “neuroprotective” effect in this rat model of Parkinson's disease, and they saw the same effect in *all* the GDNF treatment groups, strongly suggesting that the “medicine” was getting through to the brains of the rats.

“The thing about Barbara is that she's extremely tough,” says Dr. Mansoor Amiji, Professor of Pharmaceutical Sciences and a longtime colleague in Waszczak's Department. “She's been a continuing inspiration for all of us, and I wasn't at all surprised when we received the Michael J. Fox research grant or when we finally managed to come up with the correct formulation that was required to get the GDNF past the nasal epithelium and into the midbrain.”

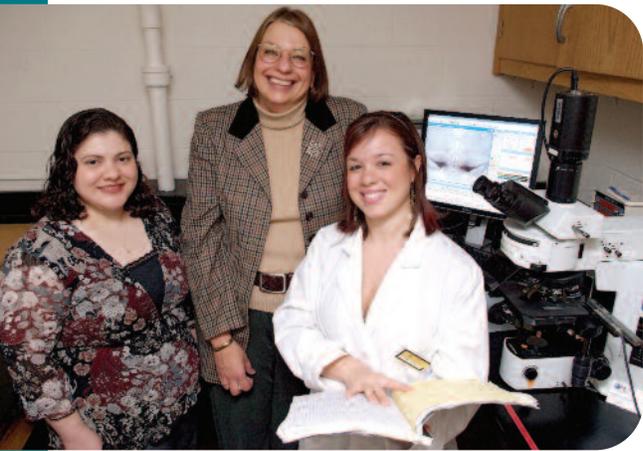
Adds graduate student Mattia Migliore: “Barbara is an extremely effective researcher and mentor. She leaves you alone to do your research, but at the same time, you know she's always waiting in the background, ready to help if you should need her.

“Without her strong leadership, we couldn't have found the sheer endurance required for a project of this size and scope.” Migliore recently earned her Ph.D. in pharmaceutical sciences in Waszczak's lab, and she played a major role in testing and analyzing the nasally-administered experimental compound.

Waszczak has been married for many years to Boston-based healthcare statistician and epidemiologist Arthur Ensroth (“whose interest in nature, music, chess, exercise, and all manner of intellectual pursuits keeps me grounded, so I don't focus exclusively on this research!”). Waszczak unwinds from the pressures of academic life and science by attending classical music concerts in Boston and spending time with friends and family.

“I haven't really *thought* about retirement,” she will tell you with a mischievous chuckle, if you dare to pose the subject. “The way I see it right now, we're probably at least 10 years away from clinical trials on this new approach to delivering GDNF to the brains of Parkinson's patients.

“Really, the battle to find a way to arrest Parkinson's disease in its early stages is only *beginning*—and I'm determined to remain in the fight as long as I possibly can!”



Good science and good teaching are collaborative arts.

Pictured are (l-r): Mattia Migliore, Ph.D., Barbara Waszczak, Ph.D., and Robin Ortiz, a behavioral neuroscience undergraduate.

They worked together on a new drug-delivery system for treating Parkinson's disease.

Waszczak

More Than a Runner

When she was in early elementary school Jillian McLaughlin '10 participated in her school's field day race and finished near the back of the pack. She didn't enjoy running. Today she's an accomplished cross-country runner at Kalamazoo College, and injury has made her road time precious.

McLaughlin got a different taste of running when she was required to run the mile in the fifth grade and finished first. She participated in middle school track and five-mile runs, and she earned a place for herself on her high school cross-country team as an eighth-grader!

From that point on she ran every day—every day!—until that streak was interrupted one week before a big track meet her high school senior year when she hurt her back playing rugby with a friend. That year was the first she *didn't* qualify for state in the two-mile, and she's been battling back issues ever since.

"Coping with the injury is hard because I have a really big competitive streak," McLaughlin said. "But I might not be able to run at some point, so I am making the most of my time now."

The injury has forced changes in her college training regimen. It isn't possible for her to participate in the same workouts as the rest of her team; as a result she spends a large portion of her time in the pool. Her off-season training has been reduced from 70 miles/week (at peak) to 45.

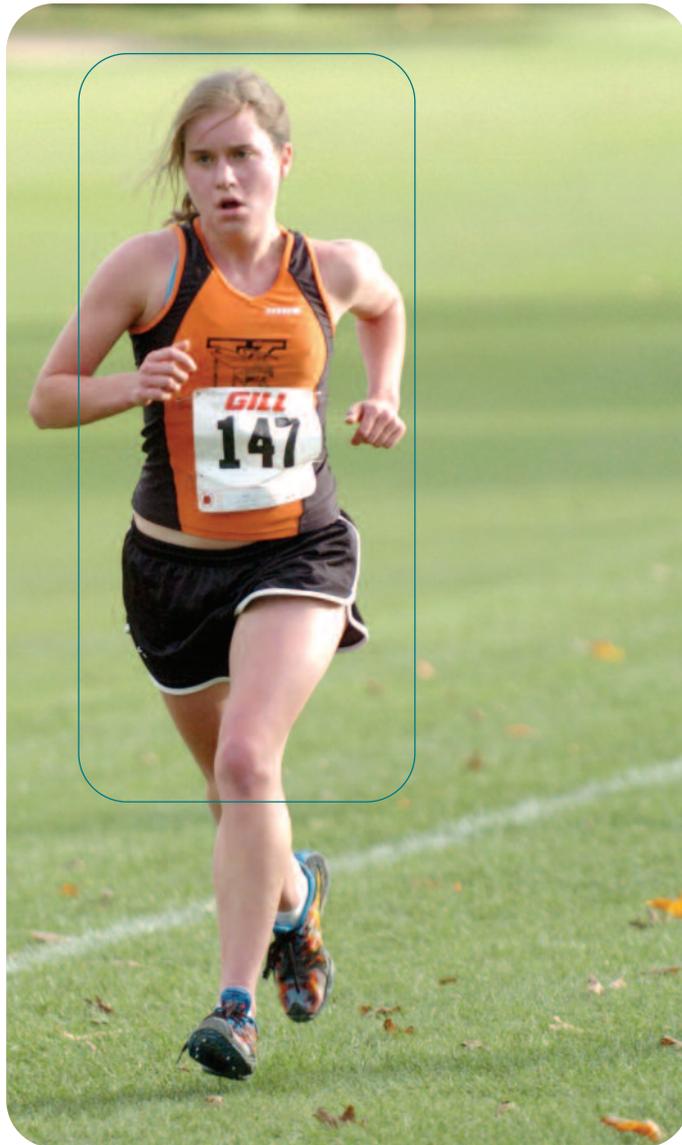
"Perhaps it's been a blessing in some ways," she said. "It makes me appreciate running more, and it has prompted me to define myself beyond running."

Despite her injury, McLaughlin has been a very successful runner at Kalamazoo College. In her freshman year she earned All-MIAA First Team honors and won the GLCA Championship with a time of 19:29. She also finished fifth at the MIAA Jamboree. In her sophomore year she finished ninth at the MIAA Championships, with a time of 23:27, and was named to the All-MIAA Second Team.

McLaughlin chose Kalamazoo College over her Division I options because the "K" cross-country coach described the rich academic-athletic-extracurricular lives of Kalamazoo College student athletes.

McLaughlin's been able to share in that. The political science major is involved with the *Index*, the College's student newspaper. She coached a *Girls on the Run* team last spring, and she's involved in several other community service projects.

McLaughlin is glad that she came to Kalamazoo College. "I'm more than a runner here."



Jillian
McLaughlin





Greetings to All Kalamazoo College Alumni...

...from your Alumni Association Executive Board (AAEB):

Pause for a moment and think about your time in Kalamazoo College's foreign study program—an experience that historically has set the college and its students apart. I cannot think of another institution where participation in the program is so high and where foreign study has become such an integral part of the academic experience.

Of course, going into it, we all experienced some form of fear and trepidation about what would happen once we got there—whether we would adjust to our new surroundings and culture, and whether we would actually learn anything (let alone whether we would enjoy it!).

I remember the exhausting trip to Bonn, where I studied. We flew from Chicago to Montreal, Montreal to Zurich, and then Zurich to Geneva. After a very short night, we boarded a train and arrived in Bonn 10 hours later. I remember meeting my German host family. On the ride to what would be my home for the next six months, I remember my German “father” turning to me and saying in very broken English, “We can speak *some* English.” My instant reaction was, “I am in so much trouble!” Despite being thoroughly exhausted, I remember setting the alarm for 4 a.m. so I could madly go through my German/English dictionary and somehow navigate through breakfast the next morning.

Surprisingly, I survived the next morning, the entrance exam to Friedrich Wilhelm Universitat Bonn, the classes that I took (some of which I actually liked!), and the whole concept of fending for myself in a new environment where few spoke my native language. Like many of you, I traveled across Europe on a Eurail pass with some of my classmates and met other classmates who were on foreign study in France and Spain (most notably Madrid). The trip to Madrid, as well as the side trip to Alicante (that included a couple of interesting encounters with members of the Spanish Army “Guardia Civil”) are stories for another day!

Most importantly, I learned that the United States was not the center of the universe, that there were many other cultures, the majority of which were far older than ours, with people who were anxious to express their views on the world stage and be heard. The fact that I still vividly remember these experiences after more than 30 years demonstrates the true value of the College's foreign study experience. Not only did I gain academic knowledge, but I also became far more aware of my surroundings and the views of others. So here's to the 50th anniversary of foreign study! And good wishes for another 50!

As always, your Alumni Association Executive Board wants to hear from you. You can reach us easily from the Alumni Relations web site. We look forward to hearing from you.

Sincerely
Chris Bussert '78

Chris Bussert,
back, with his
German family



EMERITUS CLUB HONORS TWO



During last June's Commencement weekend, The Kalamazoo College Emeritus Club conferred the 2008 Citation of Merit Award on Marian (Hall) Starbuck '45 and Eleanor (Humphrey) Pinkham '48. The Citation of Merit Award honors Emeritus Club alumni who have demonstrated loyalty and involvement in activities and programs of the College and whose civic and community activities have brought honor to their *alma mater*.

A native of South Bend, Ind., Marian majored in sociology and psychology and was influenced by faculty member Dr. Raymond Hightower to pursue her interest in social work. During her undergraduate years, Marian was a member of Student Senate, the Women's Athletic Association, the Trowbridge House Council, the French Club, and the Alpha Sigma Delta Literary Society. She wrote for the *Index* all four years and served as the paper's editor during her senior year. She met Charles "Bud" Starbuck, Class of 1948, and they married in 1946.

After graduation, Marian worked for the Department of Public Welfare in South Bend, for the Probation Office of the Kalamazoo County Juvenile Court, and for the Michigan Children's Institute. After the birth of her two sons, Jeffrey (1952) and John (1955), Marian became a stay-at-home mother but continued extensive volunteer work within the world of social work and in her community.

She and her family have lived in Kalamazoo for 56 years, and during that time she has been an active member of the First United Methodist Church. She has been a member of the Ladies Library Association for more than 25 years. She has been a volunteer at Bronson Hospital (28 years) and has served as a board member for the Family and Children Services Agency of Michigan.

Marian also has served her *alma mater*. She has been a member of the Alumni Association Executive Board, the board of trustees, the alumni awards committee, and various annual fund drives. She received the Distinguished Service Award in 1982. In 1998 she and Bud established the Charles and Marian Starbuck Scholarship to help support deserving Kalamazoo College students. More recently she served a term as president of the Kalamazoo College Women's Council and two terms as president of the Emeritus Club board of directors. Marian has been a longtime member of the 1833 Society and the Stetson Society. In addition to her volunteer work, she enjoys reading, playing bridge and tennis, doing crossword and jigsaw

puzzles, and attending movies and plays.

Eleanor came to Kalamazoo College from the Parker School in Chicago. She earned her degree in sociology and completed minors in music and French. She was a member of the Eurodelphian Society, College Singers, and the Gaynor Club. She also performed in a pops trio (with Jane Richardson Morgan '47 and Ardith Quigley Charleston '48) best known for its rendition of "The Fireman's Bride."

Like Marian, Eleanor met her husband at Kalamazoo College. She and classmate Jim Pinkham were married shortly after their graduation in 1948. After the birth of their two daughters—Laurie (1952) and Carol (1954)—Eleanor returned to school and completed a Master of Library Science degree at Western Michigan University. During her studies there she began working in Kalamazoo College's library and in 1970 was named its director. For nearly 30 years Eleanor was known and beloved by students and faculty alike. She retired as director of library and media services in 1993.

In 1993 the College honored her decades of dedicated service as an employee with the Weimer K. Hicks Award. She's been active as a volunteer, serving the College through the Alumni Association and the Women's Council. She served as secretary on the Emeritus Club board of directors, has been a longtime member of the 1833 Society, and has supported the Pinkham Family Memorial Book Fund since its inception in 1994.

Her career in library science has been exceptional. She was president of the Michigan Library Association, chair of the Michigan Library Consortium (MLC), and president of the college library section of the National Association of College and Research Libraries. She was awarded the MLC Distinguished Service Award and in 1986 was named Michigan Librarian of the Year.

Her civic commitments are legion and include volunteer work for the Kalamazoo Network, the Kalamazoo Art League, the First Presbyterian Church of Kalamazoo, Senior Services of Kalamazoo County, Kalamazoo Civic Theatre, the Kalamazoo Conservancy for the Preservation of Art, and the Kalamazoo Institute of Art. In addition to her volunteer work, she enjoys belonging to the Kalamazoo Rotary Club and two stimulating discussion groups, chairing the landscape committee at her condominium association, and traveling frequently.



Citation of Merit Award winners Eleanor Pinkham '48 (second from left) and Marian Starbuck '45 are flanked by President Eileen B. Wilson-Oyelaran and Alumni Association Executive Board President David Easterbrook '69.



Claire Riser '67
and her host
mother Suzanne
Fungère



THE BEST STUDY ABROAD PROGRAM IN THE WORLD TURNS 50

RETOUVAILLES

"Retrouvailles"—not my word, but Mme Fungère's. It is the word that she wrote on the back of a photo of herself that she gave me last April, more than 42 years after we had said good-bye in March of 1966 in Caen. "Retrouvailles" is not a word that I have been able to find in a dictionary. I know, however, that the verb "retrouver" means to find again or to meet again, and that is precisely what occurred on 24 April 2008, for I had lost touch with Monsieur and Madame Fungère, my French host parents, when I moved to Puerto Rico more than 35 years ago.

Last April my daughter Lenora—who lives in England—and I visited Normandy, my first trip back to that region of France. I had no illusions that I would find my French family from Caen. When I lived with the Fungère family in the fall and winter of 1965 and '66 they were in their fifties. I thought it unlikely they were alive or, if so, still residing at the home address I'd never forgotten.

There were three places in Caen that I wanted to see again and show to Lenora: the campus of the Université de Caen, the Château of William the Conqueror, and the home of my French family. After visiting the first two sites we set out in search of the house. I left eight-months-pregnant Lenora in the car while I checked to be certain that we had found the right house. As I was about to ring the bell to ask the current owner whether I could take pictures of the outside, I spotted the name Suzanne Fungère written on a small plaque beside the front gate. The moment was indescribable. I ran to let Lenora know that Mme might still be alive and at her old address. Together Lenora and I stood at the gate and rang the bell. After a bit the front windows opened, and a small white-haired woman I did not recognize looked out. She was clearly confused by the two strangers. Filled with a mixture of joy and disbelief, I shouted hopefully, "Madame, Madame Fungère, je suis Claire, l'Américaine de mil neuf cent soixante-cinq à soixante-six!" The woman continued to hesitate. Then she suddenly responded, "Claire, Claire, entrez!" When I reached the front door, Mme greeted me with an enormous embrace. We both had tears in our eyes as I introduced her to Lenora.

Mme invited us into the house. The front hall, staircase, kitchen, and living room were, for the most part, as I had remembered them. Mme and I talked in French for perhaps four hours, with translations here and there for Lenora. As we talked, rediscovering each other's lives—our children, her grandchildren and great-grandchildren—she frequently grasped my hand tightly as if to make certain that what we were experiencing was real. At one point she asked me, "How old do you think I am?" I replied that I thought she was about my mother's age, 88. "No, I'm 96," she replied. At that moment I was able to fully appreciate the rare gift that the three of us had experienced that April day of our "retrouvailles" (finding each other again).

Claire Riser '67





STUDY ABROAD
PHOTO
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- Sarah Nicholas '08
- Caitlin Paul '08
- Fiorella Pimentel '06
- Andrea Price '05
- Katie (Aranson) Purk '05
- Nora Seilheimer '08
- Tom Taylor '75
- Josh Vandeburgh '05
- Amber Whittington '08
- Caleb J.C. York '06

GLOBAL GATHERING

This summer the campus hosted its fifth meeting of study abroad resident directors. The 20 individuals met with Center for International Programs personnel for a week in order to discuss best practices in study abroad and to get to know and further understand Kalamazoo College as an educational institution dedicated to the liberal arts. The latter effort included meetings and meals with faculty and staff. The event also is an opportunity for resident directors to learn from their fellow colleagues around the world. This year marked the 50th anniversary of the College's study abroad program and during fall homecoming

11 retired resident directors (including Andre Heintz, who was involved with "K's" study abroad program from the very beginning in 1958) traveled

to campus to visit with returning alumni. Current resident directors, pictured above, are (l-r): front row—Lillian Owiti, Kenya; Sandra Roopchand-Khan, Trinidad; Subongkoch Krueangkham, Thailand; Paula Barbado, Spain; Isabel Castro de Sanchez, Mexico; Victoria Pineda Gonzalez, Spain; Hamid Ghany, Trinidad; second row—Denise Elekes, Spain; Sokhna Sane, Senegal; Ayumi Takata, Japan; Karla Giuliano Sarr, Senegal; Joelle Caron, France; Christina Hein, Germany; back row—Terri Morales, Mexico; Mark Ritchie, Thailand; Dana Ritchie, Thailand; Helen Fairnie, Australia; Natalie Pernas, Ecuador; and Jorge Nowalski, Costa Rica. Not pictured is Beth Zehr, France. A photo of the retired directors who returned for the 50th Anniversary Celebration of Study Abroad will appear in the January issue of the e-mail newsletter, *BeLight*.



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