Amnesty International Director William Schulz ’71 Will Give Baccalaureate Address

About 30 coworkers, friends, and family members gathered last Saturday to remember the late Joseph Emma and to dedicate two benches in front of Bosworth Hall to her memory. Joseph was an administrative assistant for the College for more than 30 years and had worked in the Office of Development and Alumni Affairs, housed in Bosworth, for 24 of them. She died of cancer January 17 at age 57.

In his dedication remarks Vice President for Development and Alumni Affairs Young Dawsink said the benches “signify the grace and dignity and care that Emma brought to the building and the College.” Assistant Director of Gift Planning Jamie Jurado, who also spoke, called Emma as someone who was “a friend to everyone she met.” Former major gift officer Mike Magoun, in a letter Jurado read at the ceremony, praised Joseph for her extraordinary “institutional memory” and her willingness to go the “extra mile.” Jurado also read comments from former endowed fund director Ed Tobias ’52. David Clark ’55, former vice president for development, the third speaker at the dedication, called Joseph “a steady source through many changes of the College” and said her commitment was “a precious, precious asset of the College.”

Emma Joseph Remembered at Bosworth

Young Dawsink, Jamie Jurado, and David Clark were the first to sit on one of “Emma’s benches” following the dedication ceremony.

Emma Joseph Remembered at Bosworth

Junior Rebecca Renard Receives Rockefeller Fellowship

The Rockefeller Brothers Foundation has chosen junior Rebecca Renard to receive one of the 25 fellowships it awarded this year nationwide to minority students entering the teaching profession. As a young student Renard often found herself bored but knew it was not the subjects but the teaching that bored her. Her parents, both former teachers, had taught her the joy of learning; she says. Seventh and eighth grades were the “hardest time” for her. Now Renard, an African-American-studies major, plans to teach seventh and eighth grades and hopes someday to establish an arts-based school for low-income students. “Art is just another way of thinking,” she says, “an alternative to mathematical or abstract thinking. She especially enjoys sculpture, drawing, making masks, and writing stories.”


Renard had a taste of helping seventh and eighth graders see what’s good in the world this past Winter Term, when she did a stint at the Ruth K. Webb Elementary School, an Afrocentric public school in Washington, D.C., her hometown. Last summer she took groups of 5- to 13-year-olds on field trips and did other activities with them at the Bald Eagle Day Camp, also in Washington.

As a Rockefeller fellow this summer Renard will work on exhibits at Washington’s Capital Children’s Museum. She wants to know more about experiential learning and what pedagogies best engage various age groups. She will be keeping a journal of her experiences and writing what she calls a reflection paper. Her mentor, Visiting Assistant Professor of Expository Writing and English Wendy Hesford, helped Renard formulate the summer project and is helping her identify graduate schools that could help her toward her goal. Hesford will join Renard in Washington for an August conference of Rockefeller fellows and fellows.

Oberlin is one of 25 colleges and universities chosen to participate in the fellowship program. The Rockefeller Brothers Foundation identifies the 25 institutions as those that show “a record of commitment to the education of minorities and have as a stated goal the improvement of teaching in the public schools.” Fellows receive up to $18,100 beginning in their junior year and continuing until they begin public-school teaching. They receive $2,500 stipends for the summer between their junior and senior years and stipends of between $9000 and $12,000 while in graduate school. They may also receive $200 annual during their first three years of teaching to offset education-related loan repayments.
3 Faculty Members Receive Ohio Arts Council Fellowships

Assistant Professor of Art Johnny Coleman, Associate Professor of Dance Nusha Martynuk and Professor of Politics Ben Schiff have won Ohio Arts Council (OAC) Individual Artist Fellowships this year.

“Now that the National Endowment for the Arts is no longer supporting individual artists, and funds are tighter everywhere, these OAC awards are quite important,” says Federal Grants Officer Barbara Fuchsmann.

The OAC funds are awarded on the recommendation of the artistic community, but all are intended to foster and support the artists’ continued production in the arts.

With his $5000 fellowship, media-installations artist Johnny Coleman plans to develop his ongoing multimedia narrative “Song for Ayo,” an ongoing work he has included— with material about his performance piece “Crossroads”— among his submissions for the competition. He will gather stories about fathers and sons for inclusion in “Song for Ayo,” and use the money partly to pay for advertising, digital tape, and travel.

With her $10,000 cho- reography-fellowship award Martynuk would like to begin work, she says, on some new choreography in collaboration with Associate Professor of Dance Carter McAdams and dancer—choreographer Adam Ballentine, with whom she has worked previously.

Ben Schiff’s $5000 nonfiction-writing fellowship will go toward organizing a new publication for the general audience, he says. Schiff’s OAC submissions were two of the chapters he wrote for the book he coauthored with June Goodwin, Hebrew Scholars in the Africanans Face Black Race in the New South Africa (Scribner, 1995).
Letters

We thank director of human resources Ruth Spencer for her candor and willingness to answer tough questions about Administrativa and Professional Staff (A&PS) employ- ment (Observer April 12). Ms. Spencer made several statements that warrant response.

Students and Faculty Pair Up for McNair and Mellon Projects

The College has awarded 18 internships to Oberlin students under the first year of the three-year Ronald E. McNair Post-Baccalaureate Achievement Program, and four fellow- ships to students under the seventh and final year of the Mellon Minority Undergraduate Fellowship Program. Both programs sponsor summer research collaborations be- tween students and faculty and aim to en- courage the students’ later enrolling in Ph.D. programs and then entering research, teach- ing, or other careers that require the doctorate. (See Observers of September 28, 1995, and February 2, 1989.) McNair collabora- tion emphasizes the student as an intern with a faculty researcher while the Mellon stress graduate Fellowship Program. Both programs include and professional staff is any

Many of us have been employed as librarians for longer than a decade, during a time of significant changes in the library and in information technology. The knowledge re- quirement for our jobs has changed continually and initiating new programs and services in the library has become the norm. Based on our experience, we maintain that a successful assertion: “The College needs the full-time of the Administrative and Professional Staff to make changes work.” To see valid. Long-term employment of librarians is no less valuable for the College than long-term employment of faculty and other staff. Our collective experience and knowledge has been immea- surably useful during periods of rapid change. We do not agree with the assumption that the quality of administrative and professional staff is irrelevant to students. Ms. Spencer’s statement: “The faculty is part of our ‘advertisement’” is telling. We suggest that the other part of Oberlin’s appeal to students depends very much on the abilities of librarians and other A&PS to teach, de- velop, and provide essential services and programs, as acts mentors and counselors, and facilitate personal and educational growth in our students. Students are interested in aca- demic and the demands of campus life. We maintain that the experience of dedicated professionals and employees at all levels helps insure the success of those programs.

We have chosen our profession because we value higher education. Many of us have purposely rejected the corporate model that Ms. Spencer describes as the norm. Further, we wish to extend our gratitude because we support its particular mission as a liberal arts institu- tion. It is, therefore, disheartening to realize that A&PS positions and compensation lev- els are especially vulnerable during periods of budgetary stress. Some perceive that the many contributions we make are often taken for granted and undervalued.

Finally, we question the accuracy of the statement “our salaries are competitive, or we wouldn’t be seeing the large and qualified pool of applicants we see for open A&PS positions.” We believe that the diversity of our university has purposely rejected the corporate model that Ms. Spencer describes as the norm. Further, we wish to extend our gratitude because we support its particular mission as a liberal arts institu- tion. It is, therefore, disheartening to realize that A&PS positions and compensation lev- els are especially vulnerable during periods of budgetary stress. Some perceive that the many contributions we make are often taken for granted and undervalued.

We have chosen our profession because we value higher education. Many of us have purposely rejected the corporate model that Ms. Spencer describes as the norm. Further, we wish to extend our gratitude because we support its particular mission as a liberal arts institu- tion. It is, therefore, disheartening to realize that A&PS positions and compensation lev- els are especially vulnerable during periods of budgetary stress. Some perceive that the many contributions we make are often taken for granted and undervalued.

Finally, we question the accuracy of the statement “our salaries are competitive, or we wouldn’t be seeing the large and qualified pool of applicants we see for open A&PS positions.” We believe that the diversity of our university has purposely rejected the corporate model that Ms. Spencer describes as the norm. Further, we wish to extend our gratitude because we support its particular mission as a liberal arts institu- tion. It is, therefore, disheartening to realize that A&PS positions and compensation lev- els are especially vulnerable during periods of budgetary stress. Some perceive that the many contributions we make are often taken for granted and undervalued.

Fund-Sponsorship Correction

The Williams-Smith Lectureship Fund spon- sored the April 19-20 conference Takings, The Knowledge of the Citizen: A Study of the State as a Citizen. An incorrect name for the fund was supplied to the Office of Communications and published in the April 26 Observer.
Children are born curious about the world. The study of science and mathematics can channel and nurture children’s imagination and imagination, but because the natural world is complex and science and math are not easy to understand, children too often lose interest. When this happens, fewer bright minds are available to make the next scientific discovery, and the public gives less support to science—because people who don’t understand science are less likely to value it.

As researchers and teachers, scientists hold the light that can show children the way to a lifelong adventure. But as scientists, how do we capture children’s imagination and pass the torch?

During the last two and a half years, I, along with several other science-faculty members (Danforth Professor of Biology David Benzing, Associate Professor of Biology Roger Landshoff, Associate Professor of Chemistry Michael Nee, Professor of Geology Bruce Simonson, and Associate Professor of Physics Dan Stinebring) and science majors at the College have been privileged to participate in the Oberlin College–Howard Hughes Medical Institute Precollege Teaching Program. The Howard Hughes Medical Institute (HHMI) initiated the program to foster science-teaching partnerships between institutes of higher education and primary and secondary schools. Oberlin applied for the HHMI grant because we needed to learn more about the HHMI program and its impact on the Oberlin schools. When this happens, fewer bright minds are available to make the next scientific discovery, and the public gives less support to science—because people who don’t understand science are less likely to value it.

By the end of next school year 40 College students will have worked with 25 public-school teachers, and their work will have had a positive effect on the education of hundreds of public-school children.

Participants’ Reactions

Reactions of the College students who have participated in the program have been favorable. “I think this is an excellent program,” one student has said. “I’ve gotten a lot out of it—more than [from] just tutoring, which I’ve done in the past. The teachers allowed me to work with small groups (three to five [students]), which is more challenging than working one on one. I learned a lot, and because of the experience I became more effective.”

“I really liked my experience with the HHMI teaching program,” another has said. “The students benefited from the many hands-on experiments. From what I observed, the students easily absorbed the material. The program demonstrated that hands-on science is a great way to get students involved in learning. They loved it. I’d participate again.”

The teachers also use the computer to connect to the Internet. “With the help of a College student, all the students in Blcher and Jaffe’s class have created their own World Wide Web homepages,” late they’ll learn to access Internet resources for school work.

Other Laboratory Resources

Elementary-school teachers Gail Burton, Nancy Monaghan, Rachael Koch, Sara Lee, Phyllis Baumann, and Virginia Roger have used HHMI money to build laboratory resources for their classrooms. The first year of the grant had some of the teachers building an indoor greenhouse that enabled students to study the growth of seeds and plants. During the second year they showed the grant’s impact on the teachers as an opportunity to work with the computer equipment. The sensors for the system, located outside the building, fed information to instruments in the classroom. Students use the system to learn about collecting, analyzing, and graphing data. Next year one group plans to build a small vivarium that will house a variety of animals and allow students to observe their behavior.

Hughes funds have facilitated science teaching of special-needs students, too. JornMennott teaches classes for gifted and talented fourth- and fifth-graders. He has used computer equipment bought through the grant to help his class gather and present material for presentations at a local science fair. Oberlin College students—the teachers’ advisors, mentors, motivators, and assistants—help Mennott’s students learn how to use computers, the Internet, and library resources to research topics of interest.

HHMI funds have helped students with learning disabilities as well. Sue McDaniel uses a computer and software to teach disabled students scientific concepts. In a project planned for next year two teachers at Prospect School, Craig Eash and Elaine Clark, will maintain an educational website and a chat room for students with other students. With Oberlin College students’ help a same-age nonhandicapped students will help teach science to the handicapped students, in part by developing computer exercises and hands-on material for topics such as health, geology, and ecology.

One of the most successful ways in which the Hughes money has been used is to fund field trips and other opportunities beyond the public schools’ budget. Cheryl Kruger, a teacher at Langston Middle School, has taken 80 students to Kelley’s Island so far, and plans more trips there this year and next. The trips focus on science. On the island, students visit a fish hatchery; explore the island's caves and geology; and use chemical kits to gather water samples that are analyzed as part of a water-quality and ecology experiment. A trip planned for next year will focus on part of the third-grade curriculum: inventors and inventions. Jan Demarinas and Jean Eshoh, the teachers involved in this project, will work with a College science student to develop material on inventors who have lived in Oberlin (including Charles Martin Hall, Philo Stewart, Moses Fleetwood Walker, and Philo OEE) and part of the project; first- and fourth-graders will visit Inventure Place, the newly opened science museum in Akron.

High-School Computer Lab

One of the most interesting projects funded by the grant involves collaboration between a parent and several teachers in the high school. Noting the lack of a modern computer laboratory and a lack of funds, parent Steve Douglass is using the recycled, functional parts of used computers donated by community members to construct ten 386s or later IBM-clone computers. HHMI funds will purchase VGA monitors, additional memory chips, and motherboards. High-school students will help build and install the computers in the classroom. (By the way, if you have an old computer—a computer—donating even the desk you’re using could be a good start. Douglass would be happy to hear from you. He lives in Oberlin and can be reached by phone.)

High-school physics teacher Gary Kaminski has worked with Douglass and will receive HHMI grants to buy new equipment for his physics lab. Some of it will interface with High-school physics student Craig Enos and Elaine Clark, will maintain an educational website and a chat room for students with other students. With Oberlin College students’ help a same-age nonhandicapped students will help teach science to the handicapped students, in part by developing computer exercises and hands-on material for topics such as health, geology, and ecology.

One of the most successful ways in which the Hughes money has been used is to fund field trips and other opportunities beyond the public schools’ budget. Cheryl Kruger, a teacher at Langston Middle School, has taken 80 students to Kelley’s Island so far, and plans more trips there this year and next. The trips focus on science. On the island, students visit a fish hatchery; explore the island’s caves and geology; and use chemical kits to gather water samples that are analyzed as part of a water-quality and ecology experiment. A trip planned for next year will focus on part of the third-grade curriculum: inventors and inventions. Jan Demarinas and Jean Eshoh, the teachers involved in this project, will work with a College science student to develop material on inventors who have lived in Oberlin (including Charles Martin Hall, Philo Stewart, Moses Fleetwood Walker, and Philo OEE) and part of the project; first- and fourth-graders will visit Inventure Place, the newly opened science museum in Akron.
Tribute to retiring faculty members in the College of Arts and Sciences
by James J. Helm, 5/7/96

Since this is the last meeting of the College of Arts and Sciences this academic year, I thought it would be appropriate to pause for a moment and recognize three members of the faculty who are retiring.

Carl A. Peterson received his undergraduate and masters level degrees from Pennsylvania State University and then took the PhD in English at the University of Wisconsin, with a dissertation on "The Poetry and Painting of D.G. Rossetti". His entire scholarly career was devoted to Oberlin College and its students, and to 18th Century English literature and the English novel, with appropriate time off for good behavior to study and write on that literature, on literary illustration, and on the English country house and landscape. His publications concern various works of Rossetti, both textual and visual, and include among other things a study of Rosetti's sources in Homer's *Iliad* (to mention my own field). For many years he was a stalwart of *Choice*, writing for that service numerous reviews on English literature and criticism, before turning his attention once more to the intersection of literature and art in book illustration, with several publications on illustrations of Kent, Vanderbank, and Hogarth, as well as the general picture of book illustration in Hanoverian Britain, from 1714-1837. This interdisciplinary interest in the intersection of literature and visual art (and landscaping, too) provided the impetus for a number of new courses, as well as a refocusing of several of his old standards within the curriculum. Students have appreciated the very large amount of knowledge and intellectual challenge Carl's class presentations have to offer, and of course have profited enormously from the energy Carl regularly expends on the Fellowships Committee. His colleagues praise his scholarly expertise, his intellectual and pedagogical enterprise in branching out into new interdisciplinary territory, and we are all well aware of his bright smile, his deep intellect, and his unfailing courtesy towards all.

Thomas Fairchild Sherman was born in Ithaca, New York, came to Oberlin as a George F. Baker Scholar and graduated Phi Beta Kappa with a BA in Chemistry. After a DPhil in Biochemistry as a Rhodes Scholar at Oxford he returned to Oberlin as a Visiting Assistant Professor of Zoology for a year. Postdocs at Yale and Harvard bracketed three years as Visiting Assistant Professor of Zoology at Pomona College, and then back to Oberlin for a remarkable 30-year career in the Biology Department. Subsequent sabbaticals at Oxford as an NSF Fellow in Physiology, and at the Johns Hopkins University School of Medicine in Biomedical Engineering gives a sense of the breadth of scholarship Tom brought to his teaching here at his alma mater. He has co-authored an introductory Biology textbook, entitled *Biology: The Integrity of Organisms* and published papers in a variety of areas, including organic chemistry, the branching of blood vessels, respiratory physiology and lung mechanics, as well as several historical and biographical studies on major figures in science. A list of courses which he introduced to the curriculum gives concreteness to that breadth: Science in Historical Perspective, The Natural History of North America, The World in Winter, Wilderness Studies, Biogeography and Natural History of Britain, Mathematical Biology, On Size and Form in Nature, and The Architecture of Life. I got some sense of that breadth and enthusiasm last week when Tom based his Sigma Xi lecture on the topic of his most recent book, due out from Oxford in the Fall, *A Place on the Glacial Till*, a geological, botanical, zoological, and anthropological history of Northern Ohio. As his colleagues in the Biology Department have said, Tom "employs his mathematical skills, his abiding interest in the history of science, and a certain philosophical frame of mind in his teaching that provides students with a perspective on biology they can obtain from no one else. He develops a remarkable level of enthusiasm, respect, and rapport with his students.” He is a person who regularly makes perceptive observations, asks astute questions, and generally helps us all take a longer and deeper view of the issues of the day.

Diane Vreuls took two BA's with honors, one at the University of Wisconsin, and one at St. Hilda's College, Oxford, where she also received the MA. A Phi Beta Kappa graduate, her advanced work was supported by both a Woodrow Wilson Fellowship and a Marshall Scholarship. In addition to various writing and editing jobs early in her career, she has been a Guest Writer in Residence at Wells College, and also at Pitzer College in Claremont. Her writings include poetry ("Three Oberlin Postcards" and a collection entitled, *Instructions*), a novel with the intriguing title, *Are We There Yet?*, a children's book (*Sums: A Looking Game*), and her particular forte, the short story, with such titles as "The Alice P. Gamboe Strip", "Facing the Cold", "A
Town Like Kansas", "Stoke Sobel in Polk", "The Mary Mystery", "Four Bean Stores", and "Beebee", which were published in important journals such as the Iowa Review, the Paris Review, Prairie Schooner, Shenandoah, the Michigan Quarterly Review, and the New Yorker. A number of these stories have been collected in her book, Let Us Know. Diane became a member of the Creative Writing faculty here at Oberlin in 1977, and has helped mold generations of writing students since then. One of her salutary projects was to compile a bibliography of contemporary "minority" literatures in Asian-American, Hispanic-American, African-American, Native American, and gay prose, poetry and drama for the library, and to try to work them into the basic courses in the Creative Writing Program. In her own courses she combines rigor with tact and seems to be able to put her finger on the problems of a student story in a way that students find immensely helpful and appreciate greatly. Recognized by her program as a superb and natural teacher, she has brought prose fiction writing at Oberlin to new heights of excellence.

These are three colleagues whose enormous contributions to the life of Oberlin College over two and three decades we -- and our students -- shall surely miss. We wish them well as they begin a whole new stage of development and at last gain control of their own time. Please join me in the reception which we have organized over in the Rice Faculty Lounge, but first a round of applause for their wonderfully effective efforts on behalf of this vital community.