Town Meeting topics included: deeper integration of the arts in teaching and scholarship, and multiculturalism. The group discussed how to define and measure diversity and how to incorporate it into the curriculum. The group also considered interdisciplinary education and the integration of the arts into the curriculum. Town Meeting participants also discussed what diversity might mean in 2010 and considered how Oberlin might achieve a diverse and multicultural community.

The campus space and the Oberlin Community were discussed. The group considered what faculty could better use our existing spaces and develop new spaces to create a sense of community on campus. The arts learning community, this team would rather form an identification with practicing artists than aspire only to discriminating but passive audience membership. Town Meeting topics included deeper integration of the arts through collaborative projects, collegiality among faculty, an integrated curriculum—perhaps a single introductory course, and a common space.

Building the Faculty of the Future. Town Meeting participants questioned the proper mix of activities between teaching, scholarship, and service and considered the complicating notion that the faculty may have too much to do.

Building the Science Community of the Future. Questions included how Oberlin could continue to support a research-oriented science faculty into the future? Does the science division need more autonomy to deal more effectively with its problems? What is science literacy, and is the college helping students achieve it? How can we use space and facilities to build community with diversity? How can we use space and facilities to encourage interdisciplinary study and activity?

Community. Questions the team posed were: What does the internationalization of Oberlin mean? Does internationalization of the curriculum mean a major or concentration, or a general change in the whole curriculum? And how should "study away" be similar to and/or different from study at Oberlin?

Oberlin and New Educational and Informational Technologies. Discussion centered on budget planning.
Faculty and Staff Notes

J. Anne Ervin, assistant professor of English, gave a presentation, “Integrating Kodaly Principles into Beginning String Instruction” at the Eastern Division meeting of the Music Educators National Conference in Baltimore March 1. She will give the same presentation an educational position for Young String Players,” in Pasadena at the California Music Educators Convention, to be held April 4 and 5. • Scott McMillin, assistant professor of English, presented a paper at the recent 20th-21st Century Literature Conference, hosted by the University of Louisville/Theapper, “Reading J. G. Ballard’s ‘Chronopolis.’” was part of a panel on literary theory and aesthetics. • Another of Scott’s essays, “The Best Read Naturalist,” will appear in an upcoming volume being brought out by Peter Lang Publishing. • Sharp Eyes: John Burroughs and American Nature Writing.” • Leonard Podles, professor of expository writing and English department cochair, presented a session at Committees at Cultures of Writing: Places, Spaces, and Interfaces of Writing and Technologies, a national conference of English faculty held on the campus of Case Western Reserve University (CWRU). The conference, February 28 through March 1, was sponsored by the Society for Critical Exchange. • The overall title for the talk that Len and his copresenters gave was “Peer Tutoring as Alternative Culture of Writing.” Len’s copresenters—peer tutors in Oberlin’s Expository Writing Program—were seniors Jeremy Dhyeoue and Joshua Kizer and junior Virginia Pryor. With the exception of a few CWRU graduate students, “apparently no other students attended” the conference, says Len. “While a bit of a bind, I am assured, ‘It’s fair to say that our students stole the show.’” Many members of the audience went out of their way to offer enthusiastic praise for the students’ insights, thoughtfulness, and articulation of presentation material.” Also on the program from the Oberlin faculty were Anuradha Needham, associate professor of English, and Anna and Anthony Agathanghelou, visiting instructor of women’s studies. • Rhys Price Jones and Richard Salter, professor and associate professor, respectively, of computer science, spent the week of February 27 in San José at the 28th meeting of the Association of Computer Machinery’s Special Interest Group on Computer Science Education. For the meeting, Rhys organized a session about developing large quantities of heavily interconnected materials (see the CS275 and CS280 links at http://www.cs.oberlin.edu for Oberlin’s example). During the session Rich demonstrated HIX, the HyperText Markup Language formatting system that he, Rhys, and Fritz Ruther, visiting assistant professor of computer science, have developed. Several universities and colleges, including Indiana University and Rice University, already use HIX, and 18 conference participants said they were interested in using it to develop their own web materials. Rich invites potential Oberlin users of HTX to send E-mail to him at rns@cs.oberlin.edu. • The Wellington Enterprise interviewed institutional development officer Richard Snodgrass for a story about his daughter Martha that appeared in the paper’s February 4 edition. A foreign trade mar- thor, Martha was recently selected as a member of the Ohio Music Educators Association State All-Band for the second time. Rick, a percussionist who has been a music major at Baldwin-Wallace College, was a member of the All-State Orchestra when he was a Brecksville (Ohio) High School senior, the paper reported. “I have a feel for what Martha has gone through and for what lies ahead,” he told the Enterprise. • Donald Walden, teacher of jazz saxophone, has been se- lected one of three 1996 Jazz Masters by Arts Midwest, an arts organi- zation based in Minneapolis. The honor carries a $5000 award and is given on the basis of the recipient’s community leadership and innova- tion in the field of jazz.

Important Archives Collection Now Available to Scholars

By Roland Baumann

Two great-grandchildren of Charles Grandison Finney and George Nelson Allen recently donated two collections of 19th- and 20th-century documents to the Oberlin College Archives. Ellen Woodbury MacDaniels Spears, 82, and Carolyn Rudd MacDaniels Miller ’47 (b.1949) gave the collections to the archives between 1992 and 1996, and they are now ready for use by Oberlin students and research scholars interested in social and political history of the U.S. The gift is one of the most important acquisitions to come to the archives over the last 25 years. The more than 3500 items, dating from 1804 to 1982, include historical materials spanning five generations of families intimately connected with the history of Oberlin College, the Alens, Finneys, Connors, and MacDaniels. The correspondence between family members illustrates intricate family connections, and we have here, for the first time—a collective portrait of the main families of Oberlin’s 19th-century histo- ry. We also have documentation that transcribes Oberlin by reporting on im- portant events in American history, includ- ing the Civil War. Many of the correspondences discuss life at Oberlin College and in the com- munity. The papers shed new light on Oberlin College in the 19th century and right before and after World War I, when the institution was going through considerable change. The col- lections portray Oberlin’s students as adaptive well-rounded, and committed to service and learning. They also un- underscore the significance of individual students, the noblesse as well as better-known Oberlinians.

In illuminating the intersections of individuals, families, and society 19th- and early 20th-century America the letters also tell why women wanted to be educated, what it was like to be engaged in reading, and what it was like to be a member of an informed citizenry. The docu- meiner and right before and after World War I, when the institution was going through considerable change. The collections portray Oberlin’s students as adaptive well-rounded, and committed to service and learning. They also underscore the significance of individual students, the noblesse as well as better-known Oberlinians.

In illuminating the intersections of individuals, families, and society 19th- and early 20th-century America the letters also tell why women wanted to be educated, what it was like to be engaged in reading, and what it was like to be a member of an informed citizenry. The docu- ments show what life was like for families that had been reared as revivalist, Victorian, and midwest- ern values. Besides letters and diaries, users will find postcards, pho- tographs, and family objects. The Allen family includes Caroline Mary Rudd Allen, class of 1841, one of the first three women in the United States to receive a college degree. The Finney family includes charismatic Charles Finney and Grandson Finney, Oberlin’s second president (1853-61) and a nationally renowned evangelist. The Cox family includes Jacob Dolson Cox, Class of 1851, College trustee from 1876 to 1900, and secretary of the interior under Ulysses S. Grant. The Cochran family includes William Cox Cochran, Class of 1869, College trustee and treasurer of the College from 1890 to 1904, and son of Helen Finney Cochran Cox—the daughter of Charles Finney—and step- son of Jacob Dolson Cox. The Mac- Daniels family includes Laurence How- land MacDaniels 12, horticulture professor at Cornell University, direc- tor of agriculture for the United Na- tions Relief and Rehabilitation Agency in Lebanon, Syria, and Albania, and husband of Frances Ermina Cochran MacDaniels, a volunteer for many so- cial causes.

Roland Baumann is College archivist. A document describing the Cochran and MacDaniels collections in more de- tail is available at http:// www.oberlin.edu/~archive/WWW_files/ cochran_macdaneht.html.
Hi-Tech, Hi-Touch in the Office of Career Services

"I actually have a lot of fun in what I do," says Lanna Hagge, director of the Office of Career Services for 21 years. What she does involves a group of regular staff members, students, and many other individuals.

"I enjoy all aspects of my job, the people working with me, and the ability to see students grow and change as they are exposed to various career options," says Hagge. She reports that she enjoys the flexibility of her position and the ability to work with students, "more like a coach than a career counselor." Hagge is also pleased with the diversity of her students and how they engage with the office.

"I have enjoyed working with students from many different backgrounds and have seen the impact of the office on their lives," she says. "The office provides resources and support to help students make informed decisions about their future careers."

"I enjoy working with students to guide them in their career exploration and decision-making process," says Hagge. "I love seeing students grow and develop professionally and personally." Hagge is passionate about her work and the impact it has on students.

"I am proud of the accomplishments of the office over the years," she says. "We have provided resources and support to many students, and it is rewarding to see the positive impact it has had on their lives." Hagge is looking forward to continuing her work with students and contributing to the success of the Office of Career Services.

R&D Grants . . .

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Observations

Keeping Us Warm

The occasional student may wear shorts and go barefoot outdoors during surprise days of warmth in February and March, but as we move into the last week of official winter, most of us older folks are still happy for the shelter and heat we find after our walk to work, whether from home or the parking lot.

Keeping us warm is the job of eight Oberlin College stationary engineers and a trainee. From November to Commencement, two of them are on duty 24 hours a day, seven days a week, making sure the boilers do their jobs and knowing what to do in case they don't.

The main heating plant, in the Service Building, is not a space in which other campus employees spend much time. On this page photographer John Seyfried reveals some of the sites in the plant and introduces three of the people and some of the machines and equipment we have to thank for making us toasty.

Photographs by John Seyfried

We use two semi-trucks of coal a day to heat our buildings during the winter. The unloading of coal hoppers feeds into a conveyor. The coal that fuels the fires that heat the steam that warms our buildings comes from low-sulfur coal strip mines in southern Ohio.

Immediate left: Running mechanically and by air pressure, Oberlin's control board has an advantage over electronic readouts: It keeps working through electrical-power failures. Above: Many of the tools the stationary engineers use to maintain and repair the boilers and other machinery date from the late 1940s and early 1950s. "They still work because all the people who've worked here over the years have taken good care of them," says Pflaum.

Left: The onsite machine shop can be seen past the railings. Here is where the engineers can make small machine parts they need in their work.

Right: Inside the boiler furnace, temperatures can reach 2500 degrees Fahrenheit. Even though gauges tell them the state of the furnace, our engineers still look inside as often as 15 times an hour for a more immediate assessment of whether combustion is complete, checking the shape and density of the flame, fire height, and fire hue.

Above: College heating-plant workers not only do all the maintenance and repair on the plant's machinery and equipment, but they occasionally build equipment specific to a task. They designed and built this rolling coal-scale table to be able to service the machinery inside this cabinet more easily. Ronald Pflaum, manager of the central heating plant, shows how the table moves into place. Right: A piece of sculpture in the heating plant? Not exactly; it's an access hole to part of the Number 3 gas boiler. (The College also burns gas—see the Observer of February 16, 1996, for related story). Bottom right: The steam we create in the heating plant doesn't only heat our buildings. Since 1983 it generates electricity, too. Behind these pipes are the Terry turbine and the Westinghouse generator that make electricity and at the same time step down the steam pressure from 125 pounds per square inch (psi) to 10 or 15 psi, making it suitable for routing to campus buildings.

After the coal is reduced to ash in the furnaces, it travels by College truck to a storage spot near the athletic fields, where it is periodically hauled away by nearby cities and townships to put on roads in the winter.