The Mellon Grant to Bring Postdoc Fellows to Campus and Expand Emphasis on International and U.S. Ethnic Studies

The Andrew W. Mellon Foundation has awarded Oberlin $380,000 for a new postdoctoral-fellowship program in the humanities and social sciences. The program has two goals. One is to give recent Ph.D. recipients in the humanities and social sciences significant teaching experience and research opportunities that will help prepare them for regular faculty appointments. The other is to release Oberlin faculty from some of their teaching responsibilities so that they can spend time developing courses that emphasize U.S. ethnic minority experience or international content. The project will bring four postdoc fellows to Oberlin for two-year positions over the next five years.

Clayton Koppes, dean of the College of Arts and Sciences, will direct the project with advice from the College Faculty Council and the college Educational Plans and Policies Committee. "International subjects and ethnic minority issues—and, potentially, the relationship of these two areas—are central to higher education today," says Koppes. "The presence of Mellon postdocs [at Oberlin] will enable us to enhance significantly our treatment of these areas. I think new Ph.D.s will also benefit greatly from their involvement with their Oberlin colleagues.

"The Mellon Foundation has had a unique impact on liberal arts education in the United States by targeting much of its grant-making to support innovation at colleges," says David Love, associate vice president for research and development, whose office prepared the grant proposal with Koppes and other members of the faculty. "The postdoc program will help broaden the curriculum in areas that are of great interest both to students and faculty.

The program is open to several departments and programs in the humanities and social sciences, including those in African-American studies, anthropology, art history, East Asian studies, English, German and Russian, history, philosophy, politics, religion, Romance languages, sociology, and legal studies."

Class of 1997 Includes Peggi Ignagni

By Carol Ganzel

"I have no plans about children's tuition," says Peggi Ignagni, "but I wanted it for myself." Oberlin College offers tuition-remission scholarship aid to children of employees—and a free course every semester to full-time employees. Ignagni, who is circulation desk supervisor in Mudd, has used the second of these benefits to take a course every semester since fall 1988. She will graduate with the Class of 1997 and plans to march in Monday's commencement.

"You might see me doing cartwheels," she says. Unlike some of the student workers at the circulation desk who are her classmates, she notes, she does not have student loans to repay. Ignagni came to Oberlin with an Associate Science degree from Oakland Community College in Michigan—46 credit hours toward the 112 Oberlin requires for graduation. The tuition benefit attracted her here; she read the catalog before she applied for a job. In April 1988 she took student proposal could save the college money and reduce paper use

A student initiative could save the College $133,000 worth of paper and more than $10,000 next year.

Senior Devin Theriot-Orr, an organizational senor from the Oberlin Student Cooperative Association to the Student Senate, and sophomore Sadhu J. Chonson, recycling assistant in the Office of Environmental Health and Safety, are leading a drive to reduce the daily flood of paper in students' mailboxes by implementing a weekly student mailing. The mailing, to be called Oberlin Shorts, would be the job of a student worker, who would compile and abbreiviate messages from submitted announcements. Oberlin Shorts would also exist as a web page on Oberlin Online. The complete announcements would be available in Wilder Hall and electronically.

The plan would have no effect on faculty and staff mailings, and certain exceptions to the restrictions on student mailings would be allowed: security alerts, Fussers, and schedules for the Oberlin Film Series, WORC, and conservatory concerts would still go through.

The purposes of the plan, according to Theriot-Orr and Chonson's Proposal to Reduce Waste and Create a More Informed Student Body, are to create a more informed student body by developing a vehicle for the efficient distribution of information to students and "to push for the continuing realization of Oberlin College's commitment to environmental responsibility."

The students estimate that if their plan had been in place this year, 133,000 sheets of paper would have been eliminated from student mailboxes, and College departments and student organizations—which initiated the 72 mass student mailings of the year—would have collectively saved $10,380. An average all-senior mailing costs College administrative—and student organizations $1.30.

The proposal calls for a summer student worker in the Office of Environmental Health and Safety to work out details of the plan, including an educational program for the beginning of next school year.

Student Proposal Could Save the College Money and Reduce Paper Use

By Larry Herman

Graduating seniors Amy Durica, a double-degree voice and German-studies major from Norfolk, Virginia, and Jennifer Novak, a piano major from Omaha, have been awarded Fulbright scholarships for next year. Durica will teach English and American studies at the Voltaire Gesamtschule in Potsdam, Germany, starting in September. She will also enroll in the Berlin Musik Hochschule to study piano privately. Novak will study German piano repertoire at the Wurzburg Musik Hochschule and participate March 1998 in the International Bach Piano Competition in Sarajevo.

After her year in Germany Novak will study collaborative piano and chamber music with Samuel Sanders at the Juilliard School.

Larry Herman is director of public relations and career development in the conservatory.

With the General Faculty discussion and acceptance of the College's final long-range planning report on Tuesday (see "Faculty Meetings" inside), only two official discussions of the report remain on the docket: one with the Board of Trustees during its June 12-14 meeting and one with the Alumni Council Executive Board at its June 20-22 meeting. In the fall faculty and administrative committees will take up specific ideas in the report for further discussion and action.
The work had been performed once in 1985, then lost. Paul was instrumental in bringing it back to life. A performance of the work, conducted by Robert Spano, was included in Concert 1: "Taking the Stage" at the Music from the Americas Festival in但是, no further information is provided on the page.
New Employees

Ralph Francis (Lorain County Community College A.A.) is an officer with the department of safety and security. From 1974 to 1978 he was in the U.S. Air Force, where he officer with the department of safety and retired to Hilton Head in 1985. He graduated from Oberlin in 1963 as an assistant professor of philosophy and literature. The essay, “Interpretation in the Margins of thebang of 1990” he dealt with problems of time and the nature of reading.

Changes in Title and Appointment

On April 24 Wendy Smith Huen's title changed from career advisor to assistant director of career services. She was at Oberlin since September 1992. Secretary IV Sandra Kolek transferred from the economics department to the main library April 28. She started her College employment in the economics department in September. On May 5 Rhonda Holder joined Development Resources as a departmental assistant. She had been an administrative assistant in the Office of Mail Service since 1987. Gail J ohns transferred May 21 from the registrar's office, where she had been a administrative assistant in the registrar's office to the Office of Student Accounts, where she is a loan clerk. Johns started working for the College in the development office in 1985 and spent almost a year with the student union beginning in August 1995. On July 1 Wendy Kowall will become assistant professor of women's studies and history. She had been a visiting assistant professor of history from 1992-93 through this school year.

Departures

Client support analyst Don Hilton left the Houd Computing Center April 27; he started at the center in 1992. May 13 was Kathy Mead's last day as director of the Oberlin Fund. She joined Development and Alumni Affairs in 1994, when the Oberlin Fund was called the annual fund. On May 13 Christine Krety, sports medicine intern, left the College, and on June 15 Miguel Curi, head basketball coach and assistant soccer coach, will leave Krety and Curi had worked for the College since 1989. The end of the job assignment is coming up for these people on June 30: Hiroko Hirakawa, visiting instructor of Japanese; David Strading, visiting assistant professor of history; Jyotika Viridi, visiting assistant professor of women's studies; and Amy Wordelman, visiting assistant professor of religion. Hirakawa and Strading were in their positions a year; Viridi this semester; and Wordelman was a visiting instructor in religion the first semester of 1992-93 and a research associate in 1991-92 before returning to teach this school year.

Faculty & Staff...

Continued from page 2

A professor of theater and dance, has each received 50 of the 350 fellowship awards. They are: Ralph Francis (Lorain County Community College A.A.), is an officer with the department of safety and security. From 1974 to 1978 he was in the U.S. Air Force, where he officer with the department of safety and retired to Hilton Head in 1985. He graduated from Oberlin in 1963 as an assistant professor of philosophy and literature. The essay, “Interpretation in the Margins of thebang of 1990” he dealt with problems of time and the nature of reading.

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Spring R&D Grants Fund Research on Worker’s Love, Poetry, Rock Powders, and Explosives Residues

The College Faculty Research and Development Committee has funded all 11 initial requests received for spring grants, with a total of $5,112,670.27 in-aid. Grants ranged from $1,200 to $78,600. Given the strong interest in the program, eligible departments and programs will specify the dates or range of dates for their projects to begin before they may apply for further funding to continue them; the faculty members to be partially released from their regular teaching responsibilities by their departments will be primarily minority or international-content curriculum-development projects they will undertake.

Students will be taught one course each semester and devote the remainder of their time to research. They will teach introductory, intermediate, and advanced classes to gain experience with various levels of learners, enrollments, and curricula. Each fellow will be paired with a faculty mentor of the host department.

Applications to host a postdoctoral fellow beginning fall 1996 will be available at the Office of Sponsored Programs by late spring.

Postdocs... Continued from page 1

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Marxism... Continued from page 12

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Looking Back and Looking Ahead

By Joseph Snider

The measurement of the shift in frequency of electromagnetic radiation that is produced by the earth and sun's gravity was a central preoccupation of my life both before and during my time at Oberlin. It gave me great satisfaction to be able to build a solar telescope and associated apparatus here, with the help of students, to test one of the three original predictions of Einstein's theory of general relativity. Out of that came a unique portable spectrometer, which students helped me build and transport to Kitt Peak and Mount Wilson Observatories. With it we were able to measure the solar rotation rate and study oscillations of small areas of the sun's surface.

My greatest enjoyment in research has come from making apparatus I can understand and control, then using it to measure something about that is independent of us and valid for all time. How exciting it is to be the first person in the world to know something about that.

Yet I have gradually realized that my most significant contribution at Oberlin was to help students understand what is knowable, rather than to discover new things. From the start of an academic career there is constant tension between the demands of making original contributions to one's field, whose quantity rather than quality often carries most weight, and the equally insistent demands of preparation and presentation associated with teaching. Perhaps our competitive, publicity-driven, commercial society is responsible for this atmosphere, or perhaps it is intrinsic in each of us. One consequence of such a dilemma is that, without realizing it, we deny ourselves and our colleagues much of the sense of achievement that is rightfully ours as we engage in our classroom teaching.

I look back with great pleasure on the long years of teaching high school science teachers to privilege introducing others to beautiful, powerful concepts as well as to experimental apparatus and techniques. In those years my interests and outlook have been changing. The history and philosophy of science have become more and more attractive to me in another direction. I have become increasingly interested in contributing to the improvement of precollege science education. Some of my efforts so far have been teaching in a National Science Foundation (NSF) program held at Mills College for people who had given up their former careers to become high school science teachers, inventing a simple device that shows how the sun appears to move across the sky at any time of year, now being produced commercially for use in the classroom and teaching a two-week summer course in astronomy for high-school teachers adjacent offices on the second floor of Andrews Hall. There was pride in George's bearing and a smile on George's face as he stepped down the hall. With a smile of Christian charity George Andrews said.

Looking Back and Looking Ahead.

"Probably the friends I made soon after college I value most happily were "too many to name," then added, "just the privilege it's been—how lucky we are to have this life and all the dear people—what a place." The Oberlin students, who made my work easy, and my colleagues, who made it fun, was the response from Dewy Ganzel, professor of English. First answering, "No one particular thing." Nathan Greenberg, professor of classics, had a second thought. "What I liked was the first day of class—when you still had all your illusions. I will remember most happily," said Joseph Snider, professor of physics. "Three things: first, my sharing with students a sense of the beauty and mystery of the universe and how its underlying structure can be at least partially understood through the concepts, apparatus, and techniques of physics, second, the particular occasion in offices, labs, and observatory when together we learned something new about the universe and third, the changes in myself that the process and challenge of these years at Oberlin have brought about." (See "Looking Back and Looking Ahead").

Several of these Long-time professors stayed in the faculty lounge after the photo had been taken, and reminisced. Ganzel and Greenberg remembered teaching eight classes a year when they first arrived. Steinberg said the course load had dropped too quickly to the time hestanted.

Ganzel drew sympathy from the others when he asked about eight-classes days six a week for five years. The group seemed to temper its commiseration, though, when many realized the grind old days of students "showing up for eight old classes days six a week for five years. Now nine o'clock is a problem." They said, shaking their heads, at least figuratively.

They remembered when the mathematics department was in Peters Hall, and when Steinberg's office was where the biology department is now, and recalled when classes met in College houses, Ganzel recalling Gone with the Wind walnut floors an inch and a half thick. They remembered the stir on campus in 1964, when Leadership in a Small Town, by former Oberlin professor Aaron Wildavsky (now deceased), was published—naming names.

When Ganzel remembered he still had papers to grade, the group broke up. Its membership is declining fast that he had another chance to congratulate as professors, but eager to move on.

Andrews at the Board

By Susan Colley

(and with gratitude and profuse apologies to Ernest Lawrence Thayer)

They have taught their last classes, and soon they will have graded their last exams and read their last student papers. Eight members of the College of Arts and Sciences are retiring this year. Last week the Observer asked seven of them—the eighth, Fernando Arrojo, is in Spain—to come together for a photograph in Rice Faculty Lounge and to answer one question: This situation, what will you remember most happily about your time at Oberlin?

"If you had asked me that question before May 12, I would have responded, the academic year 1992-93, when both Chris (our son) and I were members of the Department of Mathematics and occupied adjacent offices on the second floor of King," answered George Andrews, Delaney Professor of Mathematics. "However, now I must report that the event I will remember most happily about my years here is the wonderful retirement dinner arranged for me by my department colleagues. The warmth and thrill felt that evening, May 12, will always be an extremely happy memory. "(See "Andrews at the Board").

"I think the time I will remember most happily," said Jere Bruner, associate professor of politics, "is when my wife, Katharina, and I and our daughter, Ziska, lived in Hardness. We lived there for 11 years and made some wonderful friends. That was from 1972 to 1983." Stuart Frietbriet, professor of creative writing, said the things he would remember most happily were "too many to name," then added, "just the privilege it's been—how lucky we are to have this life and all the dear people—what a place." The Oberlin students, who made my work easy, and my colleagues, who made it fun, was the response from Dewy Ganzel, professor of English.

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8 Members of the A&S Faculty End Their Teaching Careers

Looking Ahead

May 23, 1997
The Observer

PHOTOGRAPH BY JOHN SEYFRIED

Andrews at the Board by for-
Anticipating the September rededication of Peters Hall—and extra College visitors at commencement time—College Archives has put together in the first-floor open area of the main library an exhibition to commemorate the 1887 dedication of the landmark building. Items on display show the varied uses of Peters Hall as campus space between 1900 and 1990. They also show the prolonged struggle to save Peters Hall as a central campus building and the enduring presence of Peters Hall as an image and symbol of Oberlin College.

"This is an Oberlin story of many friends coming together and of an institution preventing the vandalization of its own history," says Archivist Roland Baumann, who directed the exhibition project with staff support from Assistant Archivist Ken Grois, secretary Terri Martin, and junior Sarah Williams.

Most of the documents and objects in the exhibit are from the holdings of the Oberlin College Archives, but several College departments and individuals as well as outside organizations contributed objects, and several others helped mount the exhibit.

Staff and faculty who collaborated on the work in some way include Midge Brittingham, executive director of the Alumni Association; Geoffrey Blodgett, Danforth Professor of History; Sam Carrier, associate professor of psychology; Jane Dawkins, director of public relations; Leo Evans, assistant director of facilities planning; Joseph Gargace, assistant preparator at the Allen Memorial Art Museum; Michael Holubar, preparator at the Allen Memorial Art Museum; Rick Sheridan, art director in the Office of Communications; Joseph Snider, professor of physics; Betty Walden, administrative assistant in the Office of Communications; and Betsy Wieseman, acting director of the Allen Memorial Art Museum.

Exhibit about Peters Hall Celebrates 110 Years of the Building’s History

Commencement 1997: Here Are the Facts and Figures

By Betty Gabrielli

Some 600 students are expected to participate in Oberlin’s 1997 commencement ceremony, which will feature an address by Minnesota State Senator Allan Spear ’56, at 9 a.m. Monday, May 26, on Tappan Square. The ceremony will be held in the Heisman Field House if rain; tickets will not be required.

Of those graduating, 504 will receive the B.A. degree; 34 both the B.A. and B.Mus. degrees; one an M.A. degree; 76 a B.Mus. degree; one an M.M. degree; one an M.M.T. degree, one an M.M. in Historical Performance degree, and four an M.M. in Opera Theater degree. Three will receive Performance Diplomas, and six will receive Artist Diplomas.

Among the students marching in the procession will be Clevelander Edward Biatos. His family tree includes 26 Oberlin graduates whose matriculation spans the generations dating back to the Civil War. His great-great-grandfathers are J. oil Partridge, Class of 1894, and Aurelia Chapman, Class of 1885.

Honorary degree recipients include molecular biologist and biochemist Philip Hanawalt ’54 and Canadian soprano Edith Wiens ’75. Oberlin Chief of Police Robert "BJ" Jones will receive the Award for Distinguished Community Service. Journalist Carl Rowan ’47 will receive the Alumni Medal during the weekend.

Some 5000 visitors will converge on Oberlin during the commencement and reunion weekend, Friday, May 23 through Sunday, May 26. Highlights include a 100th-anniversary gala of the Grand Piano Extravaganza at 8 p.m. Friday; a three-evening performance of Show Stoppers—A Broadway Revue at 8:00 p.m. Friday, Saturday, and Sunday; music from all eras performed by Oberlin’s renowned a cappella groups at 9 p.m. Saturday; a tribute to 1996 Pulitzer Prize-winning composer George Walker ’41 at 4 p.m. Sunday; and the Campus Illumination and Band Concert at 9 p.m. Sunday.

Other activities include symposia, demonstrations, and concerts. Tours will begin with the films at French House.

A complete schedule and ticket information may be obtained from the offices of the Oberlin Alumni Association.

Betty Gabrielli is senior staff writer in the Office of Communications.

Peggi Ignagni... (Continued from page 1)

a big pay cut" from the paralegal position she held in Cleveland and to become an administrative assistant in the career development office. The following September she enrolled as a special student in a French course taught by Associate Professor Nelson de J eus. After assuring herself that she could do both course and job work, she applied for admission to the College and was accepted. De J eus was a "huge help," she says, in figuring out a schedule for filling the requirements both for her French major and for graduation, one course at a time.

All her courses taught "stuff I’m interested in—nothing painful," she says. Otherwise, she might not have persisted through the nine years it took to earn her degree. Lunch hours are supposed to be a break from work, but she often spent them in classes that were "much more intense" than her paid work. Preparing for classes was intense, also, for some she read a novel a week—in French—and wrote papers. She also attended evening study groups.

"It really makes you manage your time," and she says it took two years before she learned to do that. "I tried to do everything at first—to read all the books on reserve and see all the films at French House."

Ignagni earned her three winter- term credits in five j uneauays, studying saxophone and fending, among other subjects. To meet the quanti- tative-proficiency requirement, she took statistics, where some of her fellow students admitted to not having studied mathematics in three or four years. For her, it was more like 15 years, but she ended up liking the course. Her other courses included Italian and psychology. Ignagni ma- triculated before the College established its present distribution re- quirement—nine hours in each of the three divisions—but she’s come close to meeting it. She found she gained confidence with each suc- cessfully completed course, so that this semester she ventured to take geology, a heretofore "unknown in- terest." Her confidence carried over to her library job, encouraging her "to investigate things I don’t know about."

She’ll use her geology on her next trip to a national park, she says, and she’s already used her Italian: last summer she and her husband, An- thony, visited his relatives in a re- mote Italian village. Utility, how- ever, is not the chief value of her studies. Rather, it is "personal en- richment," she says. Earning her

Oberlin degree has “made me an interesting person to myself.”

Carol Ganzel is emerita editor of the Observer.

Relative Degrees

Graduating Monday with circula- tion-desk supervisor Peggi Ignagni are two children of em- ployees: Maria Black, daughter of reference assistant Helen Black, and Matthew Losned, son of secretary to the president Linda Losned. Sarah Nelson, daughter of Professor of Elec- tronic and Computer Music Gary Lee Nelson, graduated in December. — CG
Carol Lasser Goes to the White House; Shakes First Lady’s Hand

By Carol Lasser

On April 29 I attended, by invitation from the First Lady, a lecture at the White House on the theme of “The General Faculty of Oberlin: Change Procedures.”

The lecture was followed by a reception in the State Dining Room, where about 150 guests had the opportunity to speak with the First Lady and Anthony. I shook the First Lady’s hand, and thanked her for the public visibility she had brought to the First Ladies and American history.

I noted that while I had the opportunity to speak with her, I did not ask Mrs. Clinton to help restore funding levels for the National Endowment for the Humanities to demonstrate her love of history. I also regret that I did not ask the First Lady what she thought of her husband’s signing the Welfare Reform Act, which, I think, was a victory for the working poor, who suffer through this bill, against and present welfare recipients (adults, and particularly children) who will be substantially hurt by this new approach to ending welfare without ending poverty.

Indeed, at the closed meeting as the string quartet of the Marine Band played a medley from Les Misérables, I thought of the contradictions of history and politics.

Carol Lasser is associate professor of history.

Faculty Meetings

Poetry and Debate Mark the Last Faculty Meetings of the Year; General Faculty Accepts Long-Range-Planning Document

By curator Janet Reynolds in the College Librarian

Ending with her poem “Stopping by Willow Point,” the conservatory director, David Backlund, delivered a farewell address to the faculty. He reminded the faculty that the college could not exist without the support of the faculty, and thanked the faculty for their participation in the admissions process.

Many of you have taken time out of your schedules to work with families in our lobby, write letters, phone calls, and even travel to a variety of admitted student events around the country,” she said. “Your support has been saving from British destruction by Dolly Madison (who, she said, had also been investigated by Congress).

Anthony, who has written two books on First Ladies, praised Mrs. Clinton’s approach to her public role before turning to his main topic. His book on Jacqueline Kennedy Onassis, As We Remember Her, a collection of appreciative memories of the former First Lady, was just released.

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The EPPC will review the international-studies concentration at the end of three years.

The Conservatory Faculty Change Procedures

The Conservatory Faculty also met May 13 for its last meeting of the year. Michael Manderen, director of the conservatory, delivered a farewell address to the faculty.

“many of you have taken time out of your schedules to work with families, to the eight members of the arts and sciences faculty who taught their last classes during the 1996-97 academic year, students Claiborne Pell...and politics. And if you’re still wondering whether to advance international students in honor of their retiring colleagues.”

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Carol Lasser is associate professor of history.
12 Faculty Members Receive Support from McGregor-Oresman Scholar Program for Student Researchers and Teaching Assistants

With $75,000 received in a grant from the McGregor Fund, matched by Donald and Margaret Oresman '46, the College has created a new program to promote close intellectual collaboration between faculty and students. During the fall, entering and second-year students and faculty will work on projects requiring the doctorate that require the doctorate. (See the chart below for who's working with whom.

Both programs sponsor summer-research collaboration between students and faculty and aim to encourage the students' later enrolling in international politics of the environment. Anne Cooper Albright, assistant professor of theater and dance, will have a teaching assistant this summer to help develop a new course on queer theory and performance. Albright will introduce the course, which will be cross-listed in women's studies and theater and dance, in the fall.

A fall teaching assistant will help Daniel Seyer, associate professor of physics, lead discussions and review problem sets and other assignments; two single-credit classes for general audiences, Einstein and Relativity and The Strange World of Quantum Mechanics.

The next McGregor-Oresman program application deadline—due in spring 1998—will be fall 1997. Applications will be due in spring 1998 for student researchers and teaching assistants for summer 1998 and academic years 1998-99. Awards are open to faculty in the conservatory and the college. A full-time undergraduate student is eligible for selection in the program; faculty applicants identify their own suitably qualified student assistants. While the research or teaching projects receiving awards are of central interest to the faculty mentor, they also meet the intellectual needs of the student.

For more information on Oresman's gift, see the Observer of May 25, 1995.

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Students and Faculty Pair Up for McNair and Mellon Summer Projects

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Percussion and Organ Students Recognized

David Schotzko, a first-year percussion student, has been named an Avedis Zildjian Percussion Scholar by the Avedis Zildjian Company. The award is given to a promising fledgling percussionist based on the recommendations of percussion teachers and ensemble conductors at leading music schools. He received a $1000 check from the Zildjian Company and a pair of Zildjian cymbals. Schotzko, from Akron, Minnesotta, is a student of Michael Rosen, professor of percussion. Schotzko performs with the Oberlin Orchestra and Wind Ensemble, and has performed frequently with the Heartland Symphony Orchestra in Brainerd, Minnesota. He is also an accomplished set drummer and has performed as a freelance musician throughout northern Minnesota.

Darin Spritzer, a senior organ major from LaCenter, Washington, won first prize in the local American Guild of Organists (AGO) Young Artists Competition. The competition was sponsored by the Cleveland Chapter of the AGO April 12. She studies with Professor of Organ Haskell Hatheway, Visiting Assistant Professor of Composition and Music Theory Pieter Snapper, Thomas Albert, and Alan Tormey. Future plans include a graduate residency in chamber music for the fall and a recording for the CRS label. Eighth blackbird won the Coleman competition and was given to a promising freshman percussionist throughout the nation.

OJE Makes ‘Outstanding’ Impression

The Oberlin Jazz Ensemble (OJE), directed by Wendell Logan, professor of percussion, was awarded 1st place at the Cleveland Chapter of the AGO April 12. OJE was named Outstanding Band, and Logan Outstanding Director. The ensemble members were also given Outstanding Soloist and Outstanding Instrumentalist awards; they were first-year student Allan Baker, piano; second-year student Greg Glassman and sophomores Kevin Louis and Farnell Lockhart, and sophomore Burny Pris- major, saxophone; junior Jonathan Arons and sophomore Andy Chappell, trombone; first-year student Jason Brown, drums; sophomore Zack Pride, bass; and junior John Frederick, guitar. OJE also participated in the April 12 (OSee State) Jazz Festival, where the band received another Outstanding rating from the judges.—L.H.

Junior Claudia von Vacano Awarded Rockefeller Fellowship

Claudia von Vacano, a junior from Alexandria, Virginia, has received one of the 25 fellowships awarded this year by the Rockefeller Brothers Fund to minority students seeking to enter the teaching profession. Fellows receive up to $18,000 beginning in their junior year and continuing until they begin public-school teaching. They receive $2500 stipends for the summer between their junior and senior years and stipends of between $6800 and $12,000 while in graduate school. They may re-ceive $1200 annually during their first three years of teaching to offset education-related loan repayments. Oberlin is one of 25 schools chosen by the foundation to participate in the program. Choices were based, according to a foundation press release, on the schools 'record of commitment to the education of minorities' and their 'statistical efforts to improve teaching in the public schools.' This summer von Vacano will work on two projects related to her Rockefeller fellowship. With Lorain County public-school children in the ARIK Academic Program coordinated by Boker, a professor of African-American studies, she will tutor students and, if funding is avail-able, take them on field trips. Through the Center for Service and Learning she will help adults who are learning English as a second language work toward their General Education Diploma (GED). The GED class meets in an Elyria factory.

Eighth Blackbird Wins Coleman Competition

By Larry Herman

The mixed chamber ensemble eighth blackbird, whose members are recent graduates and a current student of the conservatory, has been awarded top honors in the 51st Annual Coleman Chamber Ensemble Competition, held in Pasadena April 26. Eighth blackbird took the Coleman-Barstow Award for Woodwinds and Brass, which carries a $3500 cash award.

Members of eighth blackbird are Molly Barth ‘96, flute; Michael Maca- ferri ‘95, clarinet; Matthew Albert ‘96, violin; Nicholas Photinos ‘96, cello; Lisa Kaplan ‘97, piano, and Matthew Duvall ‘96, percussion. Their coaches have been Timothy Weiss, assistant professor of wind conducting, and Gene Young, Edgar Distinguished Visiting Artist in Con- ducting.

The nation’s major chamber ensemble competitions, the Coleman Competition is open nationally to chamber ensembles whose average age does not exceed 25. Fourteen ensembles from throughout the U.S. were invited to compete in the finals for a total of $11,200 in prizes. The Los Angeles Times review of eighth blackbird's performance of Schönberg’s Chamber Symphony in the April 27 Winners Concert said, these players showed an unmitting intensity in the intricate kinetic landscape and a professionally as-sured technique in the most demanding situations.

Oberlin’s Die Räuber Trombone Quartet was also invited to play in this year’s Coleman Competition. Members of the quartet are C. Michael Palmer ‘97, bass trombone; Philip Brown ‘97, tenor trombone; Paul Frieschman ‘96, trom- bone; and Ka-Yiu Ho ‘99, bass trom- bone. Their trip to Pasadena was funded in part by the Getzen Compa- ny and by Milton Stevens ‘94, principal trombonist of the National Sym- phony.

Last year the conservatory’s Mirò Quartet took the Coleman’s top prize for strings, the Coleman-Barstow Award. Mirò and eighth blackbird were among the top prizes in last year’s Fischoff National Chamber Music Competition. It was the first time in the history of the Fischoff that the two top winning ensembles were based at the same school.

Eighth blackbird is an instrumen- tal sextet that specializes in perform- ing works written in the 20th centu- ry. Their uncommon grouping of instruments is known as a Pierrot Sextet, referring to Arnold Schön- berg’s suite for chamber ensemble and voice, Pierrot Lunaire. The addi- tion of percussion to the core quintet of that work (flute, clarinet, violin, cello, and piano) completes the in-strumentation of eighth blackbird. Members perform as a whole and in smaller combinations—quintet, quartet, trio, duo, and solo. Eighth blackbird was formed in fall 1994. In January 1996 the group recorded Professor of African American Music Wendell Logan’s piece for sextet, Moments, for an as-yet-unreleased CD of Logan’s works.

The ensemble has commissioned works from composers Burton Hatheway, Visiting Assistant Profes- sor of Composition and Music Theory Pieter Snapper, Thomas Albert, and Alan Tormey. Future plans include a graduate residency in chamber music for the fall and a recording for the CRS label. Eighth blackbird performed in a recital by the Chicago Composers’ Consortium featuring works by Bernard Rands in December 1996, and plans to give its own full recital in Chicothis November.

The name eighth blackbird refers to the eighth stanza of the poem ‘Thirteen Ways of Looking at a Blackbird,’” by Wallace Stevens.
Middlebury Project to Benefit Oberlin Students and Faculty

Two Oberlin students have been awarded internships under Middlebury College’s Project 2001. The project trains and compensates student interns to help technical specialists support faculty members’ language-technology projects.

This summer junior Spanish major Claudia von Vacano and first-year student Motomi Tohda will attend a two-week intensive workshop on multimedia technology at Middlebury College’s Center for Educational Technology. In the fall they will serve a supervised internship on the Oberlin campus under the direction of four faculty members’ language-technology lab instructors. They will develop multimedia materials and curricular materials. The workshop is funded by Middlebury and the Mellon Foundation, and Oberlin College will receive a grant to support the academic-year internship.

Working with Ana Cara, professor of Spanish, next year von Vacano will give technical support to a project in retrieving folklore, which incorporates cultural materials used in Cara’s course on South American folklore. The multimedia project includes photographs and related texts with corresponding music and dance from various traditions. Collaborating with Nelson dejesus, associate professor of East Asian studies, von Vacano will create a hypertextual reading of French literature from the Middle Ages to the French Revolution. Tohda will work with David Gavild, director of the language lab and lecturer in Italian, next year to develop the Italian web page at Oberlin, which includes language exercises for the Italian 101 and 102 classes. With Gavildi she also will develop video segments for the current textbook. Gavildi collaborates with Ann Shef, associate professor of East Asian studies, to develop two web projects for the Japanese curriculum. In the spring project she will work with Sherif and the other faculty in East Asian studies to create a web site for syllabi, faculty information, and other materials used in Cara’s course on South American folklore.

Middlebury intern Motomi Tohda will work with Oberlin and the Mellon Foundation, and Oberlin College will receive a mini-grant to support the academic-year internship.

Office of Communications staff writer Anita Budmaster talked about media careers with members of Bedly Seal and Midkly Walker’s Langston Middle School sixth-grade class Tuesday, May 13. The students toured the Oberlin campus and talked with several College staffers about their work. Besides Budmaster, they spoke with Diana Rose, assistant to the president; U1a Nieves, dean of student life and services; and Hilary Greer, community services coordinator at the Center for Service and Learning.

Three of the students’ parents who are College employees—Keith James, director of safety and security; John Appley, project director in the Office of Communications; and Nusha Marnynuk, associate professor of dance—are also on campus who talked about their work at the College, too.

The Oberlin public-school students are participating in nine weeks of school-to-work activities with the help of Middle School Explore, an initiative of the Lorain County School-to-Work System, itself part of a national program to prepare youth for successful entry into the workplace. The students were the second group from Langston to visit the College through a partnership between the Oberlin College Center for Service and Learning and the Lorain County-based Center for Leadership and Education, which administers the School-to-Work System. The sixth-grade visitors now will develop a presentation highlighting what they encountered during their exploration. This coming Wednesday the students will present their findings at a banquet for parents and community partners, including Oberlin College.

Anita Buckmaster, top row far left, John Appley, top row far right, and Nusha Marnynuk, middle row far right, are some of the College employees who talked with these Langston School sixth-graders about their work at the College. Hilary Greer, right of Buckmaster, squired the kids around campus.

Rockefeller... Continued from page 9

(See Midway project to Benefit Oberlin Students and Faculty).

Von Vacano hopes her Rockefeller fellowship will offer opportunities to further explore her personal interest in helping more people from working-class backgrounds attend private colleges and universities. One of her goals is to help reverse what she believes is a disturbing trend—private institutions’ recent turn away from need-blind admissions.

The triple honors is one to working causes. Her full-page obitjincudes descriptions of volunteer work teaching battered children from the inner city of Washington, D.C. (summer 1992); teaching homeless children in Bolivia, where she was born and raised (summer 1994); and traveling to Nicaragua to assess the progress of a rotating-year student loan-forgiveness program (summer 1994). From 1992 to 1996 she was an intern at a bilingual school for English-speaking children in Arlington (Virginia) Public Schools, first part time in the English as a Second Language program, then full time in special education.

A transfer student from the Parsons School of Design and the New School for Social Research, von Vacano is double majoring at Oberlin in Spanish and art, and minoring in Third Stream Computing.

She combined her artistic talent with her sense of social justice when she entered the 1991 Amnesty International poster competition. She took first place in the nationwide contest for her poster for women’s rights. She entered the 1991 Amnesty International Poster Contest, which incorporates cultural materials used in Cara’s course on South American folklore. The multimedia project includes photographs and related texts with corresponding music and dance from various traditions. Collaborating with Nelson dejesus, associate professor of East Asian studies, von Vacano will create a hypertextual reading of French literature from the Middle Ages to the French Revolution.

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What Will They Be When they Grow Up? OC Staff Helps Langston 6th-Graders Explore Careers

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The Observer will resume publication with the first issue of the 1997-98 School year August 29.
had hovered between 43 and 47 percent also improved: just over 50 percent. It 30 percent, the lowest since 1973, says from the wait list to counteract the ‘sum-
cent over the course of the past two ad-
international students plan to join the conservatory.
The quality of the enrolling class as
The conservatory's admission rate is 62 percent. The new Conservatory of Music class was larger than expected (132) and accounts for a significant por-
tion of the overage beyond the under-
graduate enrollment target. The class will continue to grow in the weeks ahead, helping to compensate for anticipated losses over the summer months, says Di-
Oberlin has admitted 62 percent of the first-year candidates who applied to the College of Arts and Sciences, com-
pared to 65 percent in 1996. The selection may rise slightly if we
The Florence J. Gould Foundation has given $25,000 to fund a three-week study tour in which Oberlin conservatory students will study the historical harpsichords and organs of France.
As of May 13 Oberlin’s total enrollment target of 800 had been exceeded—at 816. The College of Arts and Sciences had re-
ceived enrollment deposits from 625 first-
year, 37 transfer, and 42 doubledegree
How the Class of 2001 Looks from Here
Oberlin College has received the Arthur Ross Award in the category
Landscape Architect/Gardener. The award honors the College for “turn-
ing to horticulture, the ancient in-
strument for giving life to the com-
munity, in embellishing the town of
Oberlin and the Oberlin campus.”
Oberlin’s former director of grounds and land planning, Edward Thomp-
son, nominated the College for the award.
Andy Evans accepts laurels for Oberlin
Andy Evans, vice president for fi-
ance, accepted the honor—be-
stowed by Classical America, a soci-
ety that encourages the classical
tradition in art—during a May 5 cer-
emony at the National Academy Mu-
useum in Manhattan. The honored
guest who presented the award was
Lady Soames, daughter of Winston
Churchill.
At the reception that followed the presentation Evans met Thompson and
introduced him to the other hon-
ored guests as “the creator of Ober-
lin’s landscape transformation.”
Thompson is now the arboretum
manager at Haverford College. Evan-
s also met and talked at the reception with William McNaught ’68, a Master of Arts graduate who is the director of the American Museum in England.
Before leaving, Evans noticed the book that the museum store dis-
played prominently in the front win-
dow: Fra Angelico at San Marco, Pro-
fessor of Art William Hood’s 1993 work.
$25,000 Gould Foundation Grant Will Permit Three-Week Winter Term Tour
The Florence J. Gould Foundation has given $25,000 to fund a three-week
study tour in which Oberlin conservatory students will study the historical harpsichords and organs of France.
The January 1998 tour will include primary stops in Paris, Toulouse, and Strasbourg and trips to Lyons and Poitiers.
Throughout the itinerary, 10 students and two faculty members will have the opportunity to play important historical French organs and harpsichords, learn about the instruments’ construction, sound, and context; and gain a better understanding of the historical and cultural environment that generated the music they are studying. Students will have access to exce-
onial instruments in collectors’ homes, museums, churches, and instru-
ment-building workshops. The rich educational and cultural experience will enhance the Americans’ understanding and performance of French music, as well as lay the groundwork for future cooperation between dedicated mu-
sicians in the two countries.
Lisa Crawford, professor of harpsichord, will direct the project. Crawford organized a similar study tour in 1996 with Dominique Serve, a French organist knowledgeable about historical French instruments. Serve accompa-
nied the 1996 group and will provide similar assistance in 1998.
“After the 1996 trip we realized that in the short two weeks we were in France, we had musical and cultural experiences which few people are for-
tunate enough to have in a whole lifetime,” says Crawford. “I’m thrilled that we will be able to give another group of students a similar opportunity, thanks to the Gould Foundation.”
**Observations**

**By Marc Blecher**

T**his past fall faculty colleagues Anna Agathangelou, Chris Howell, Sonia Kruks, Francesco Melfi, James Millette, and I got to grope our way through a series of seminars about Marxism. Each of us has been profoundly influenced as scholars, teachers, and citizens by the fundamentals of Marxist theory: its way of analyzing the world based on the dynamic forces that drive history. Our discussions were animated by the conviction that class divisions, the links it draws between ideas and material forces, its insistence on the inseparable connection between theory and practice, and its liberating message. These values have found reflection in our professional work as scholars and teachers, our political activities as citizens involved in labor, women’s, and national-liberation movements, and our personal lives.

Lately, Marxism, both as theory and as political practice, has been in vogue. State socialism, which claimed Marxism as its theoretical basis, has been giving way to capitalism. In capitalist countries, the right has been advancing almost everywhere, burying Marxist critiques of the corrosive and alienating effects of the market, the dehumanizing of the human spirit by the acceleration and barrenness of work, and the inhuman and inhumane inequalities between those who have to sell their labor and those who buy it.

As if the triumphalism of the right were not disheartening enough, Marxism has also itself under attack on the left, from postmodern theories that dismiss it as a Eurocentric modernist narrative privileging class over gender, nation, and ethnicity. This novel concern, as citizens whose own politics draws inspiration from Marxist analysis and aspirations, as scholars who continue to find Marxism useful in fashioning our inquiries, and as teachers to whom our students and the intellectual traditions they study are critical, has affected us and could possibly affect them if they so choose. To this end we conceived a series of four public programs for the spring semester, titled Marxism and... Their purpose was to let us share with the students how some- understanding of relations of subordination."

Specifically, she said, capitalism subordinates women by paying them less than men in the labor market, extracting profits from them indirectly through their unpaid household labor, commodifying their bodies for men’s sexual pleasure, encouraging women’s self-alienation for this purpose, and excluding women from full participation in the public sphere, including political life. For Kruks, feminism has been fragmented into what Wilson termed various “feminisms,” each focusing on one of these forms of oppression. Marxism, with its emphasis on the interconnections of different aspects of oppression and subordination, helps her by providing an overarching framework to tie these separate strands together.

Visiting Instructor in Women’s Studies and Politics Agathangelou spoke about the ways in which Marxist theory helps her understand the ethnic conflict in Cyprus, a central concern not only of her research but, as a Cypriot, also her personal life. By highlighting the global economic roots of the competition between Greeks and Turks, it provides a way to refute the common view that the conflict is nothing more than a dispute between civilized nationalists. She noted that the earliest stages of capitalist accumulation depended heavily on extracting surplus from women and subordinate races. Finally, Agathangelou spoke about the ways in which feminist struggles in specific localities such as Cyprus reflected human resistance to the global structures analyzed by Marx.

O n March 25 the subject was Marxism, race, and nation. Professor of African American Studies James Millette argued that though New World slavery is generally perceived as the expression of the oppression of one racial group by another, race alone does not explain the phenomenon. The class struggles in France, in the context of the French Revolution, created the operational space within which the Haitian Revolution could occur.

Only then could racial antipathy between blacks and whites drive the revolution in St. Domingue (Haiti after 1804) to its logical conclusion. The emergence of the new world order characterized by its own contradictions, led to the emergence of Haiti, a state with its own peculiar sociological mix: a large black underclass dominated by a self-perpetuating aristocracy of black creoles.

In short, Millette argued, Haiti provides one of the best examples of the Marxist theory of revolution at work, even though the Haitian revolutionaries did not consciously apply Marxist theory. Millette also asserted that history has taught that all racial and national struggles must inevitably confront the question of class.

A ssistant Professor of Judaic and Near Eastern Studies Francesco Melfi complemented Millet's presentation by offering an autobiographical account. Why would an Italian Catholic Jew, said Melfi, be attracted to Marxism? He spoke eloquently about his family’s struggles against fascism, and how the Italian Communist Party, as the country’s leading antifascist organization, drew them to Marxism. Antonio Gramsci, a brilliant Marxist who languished in a fascist prison for most of his brief, ruined adult life, became a personal hero.

Meanwhile Professor Melfi began to be interested in Jews when, as a young communist, he learned that Jesus was a rabbi. As he began to mature intellectually, his doubts about Christianity, the appeal of Marxism, and Italy’s vexed relationship to the rest of Europe culminated in an increasingly critical approach to the Enlightenment. Since Jews were participants in the Enlightenment but also its black sheep, Professor Melfi began to understand the history of Judaism as a Cypriot, also her personal life. By highlighting the global economic roots of the competition between Greeks and Turks, it provides a way to refute the common view that the conflict is nothing more than a dispute between civilized nationalists. She noted that the earliest stages of capitalist accumulation depended heavily on extracting surplus from women and subordinate races. Finally, Agathangelou spoke about the ways in which feminist struggles in specific localities such as Cyprus reflected human resistance to the global structures analyzed by Marx.

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Only then could racial antipathy between blacks and whites drive the revolution in St. Domingue (Haiti after 1804) to its logical conclusion. The emergence of the new world order characterized by its own contradictions, led to the emergence of Haiti, a state with its own peculiar sociological mix: a large black underclass dominated by a self-perpetuating aristocracy of black creoles.

In short, Millette argued, Haiti provides one of the best examples of the Marxist theory of revolution at work, even though the Haitian revolutionaries did not consciously apply Marxist theory. Millette also asserted that history has taught that all racial and national struggles must inevitably confront the question of class.

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