Oberlin

SEVENTEEN'S 80S, P. 14

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LABOR GAINS, P. 32

OBERLIN ALUMNI MAGAZINE SPRING 2017

# BIG SCIENCE

[ PAGE 20 ]

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Oberlin

OBERLIN ALUMNI MAGAZINE 2017 / SPRING VOL. 112 NO. 1


**EARNING A LETTER** A letterpress winter-term project under the guidance of Ed Vermue, Oberlin's special collections/preservation librarian, offered intensive, experience-based instruction in the operation of hand presses, movable type, and linocuts. See page 4 for more winter-term project pictures.

## DEPARTMENTS

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In 1982, the squeaky-clean young women's magazine turned sneaky, sending a young reporter undercover to Oberlin for orientation. At Oberlin's invitation.

**18 Burying the Lead**

A roundtable among alumni media figures explores what the press got right and wrong in Trump's topsy-turvy win.

**20 Learning and Laboratory**

On the occasion of a historic campus reunion and symposium among alumni members of the National Academy of Sciences, we take a closer look at the science they do.

**32 Labor and Learning**

When union organizer Susan Phillips '76 inherited a hefty sum from her parents, she thought of Oberlin. But instead of funding a building, she's building a movement.

**ON THE COVER**
This color-enhanced scanning electron micrograph of a breast cancer cell shows the overall shape of the cell's surface at a very high magnification. See "Learning and Laboratory," page 20.

COVER: SCIENCE SOURCE/SCIENCE PHOTO LIBRARY; THIS PAGE: YEVHEN GULENKO

ROGER MASTROIANNI

## LIBERAL ARTS AND THE ACADEMY

Ask people at Oberlin why the college is such a powerhouse in the sciences, and they will likely cite one of two key reasons. Our science faculty will say the source of our greatness is the terrific students we attract. Our students and alumni will say their lives and careers were transformed by taking classes and doing research with our outstanding faculty.

Whether it's the chicken or the egg, Oberlin has a remarkable tradition of strength in the sciences. To use but one measure, 23 Oberlin alums are currently members of the prestigious National Academy of Sciences (NAS). That's close to 1 percent of the total membership. No other small college has a similar presence.

Oberlin graduates have also received accolades from other leading organizations in almost every field of scientific endeavor, including our three Nobel laureates: Robert Millikan, Class of 1891, in physics and Roger Sperry '35 and Stanley Cohen '45 in medicine/physiology. Physicist Ralf Hotchkiss '69, biologist Richard Lenski '76, atmospheric scientist Paul O. Wennberg '85, and Diane Meier '73, a physician specializing in palliative care, have been named MacArthur Fellows, the so-called genius grants. The late D. A. Henderson '50 received the Presidential Medal of Freedom for heading the World Health Organization team that eradicated smallpox worldwide. Stuart Card '66 was named a Franklin Institute Laureate in 2007 for his contributions to computing.

There are, of course, far too many outstanding alumni scientists to mention them all here. Suffice it to say that all Oberlinians can take pride in the careers and achievements of our science faculty, staff, students, and alumni.

Oberlin's strength in the sciences was in the spotlight this past October, when the College of Arts and Sciences hosted a National Academy of Sciences reunion and symposium at the Oberlin Science Center. Twelve NAS members returned to share their expertise, insights, and memories of Oberlin.

The gathering was a tremendous success, highlighting Oberlin's science teaching, mentoring, and research. I loved seeing Emeritus Professor of Chemistry Norman Craig '53 talking with his former students, such as Larry Zipursky '77 and Ralph Isberg '77, who were undergraduate lab partners.

One of the things that struck me at the reunion—and speaks directly to the efficacy of Oberlin's distinctive form of liberal arts education—was how all our guests spoke repeatedly about how important the diverse residential, interdisciplinary, cocurricular, and extracurricular experiences they had at Oberlin have been in shaping their lives and careers. Those experiences included taking classes in the humanities, living in a co-op, playing varsity sports, participating in musical groups, performing in student productions, or working in student jobs, to name a few.

Another common denominator was intensity. Oberlin's NAS members said the intensity of the overall Oberlin experience—including discussions and debates in dorms and dining halls—and the intense study of science proved to be outstanding preparation for graduate and professional education.

In my decade as Oberlin's president, I've heard the same claim from college and conservatory alumni, younger and older. And I'm always happy to tell our alumni that today's students embrace Oberlin's ethos. They work hard, they are passionate about their studies and pursuits, they embrace interdisciplinary thinking, and they are willing to take intellectual risks. Whether in music, art, the humanities, or the sciences, that is the essence of an Oberlin education.

Marvin Krislov
President, *Oberlin College*


## MORE VOICES

Thanks to the *Oberlin Alumni Magazine* for "Inside Voices" (Fall 2016). Writer Justin Glanville appropriately focused his article on our original play, *And Yet We'll Speak*, and emphasized the work of Lillian White '16. He therefore could not acknowledge all the others who contribute centrally to ODAG and who are associated with Oberlin College or the Oberlin community. Because their part in ODAG may be of interest to your readers, I would like to mention just a few.

*And Yet We'll Speak* was part of Lillian White's senior honors project in cultural studies, an individual major advised by Professors Ana Cara (Hispanic studies) and Caroline Jackson-Smith (Africana studies and theater). Both worked with her closely on that play for over a year. Other faculty members also contribute time and expertise to ODAG. Professor Paul Moser, who has helped as a guest director, also taught the actors a winter-term version of his fundamentals of acting course. Other regular guest directors, lecturers, and advisors include Professors Ana Cara, Justin Emeka, Caroline Jackson-Smith, and Gillian Johns.

Since our program began, 25 students and alumni have worked as assistant directors or as arts administration interns. Several served ODAG for three to four years of their college careers—Lillian White '16, Julia Melfi '15, and Katherine Early '16. Marjorie Porter '60 contributes to ODAG as a liaison to Kendal at Oberlin, helping organize the devoted support we receive from Kendal residents. Tekikki Walker '12 managed an extraordinarily successful crowdfunding project, Staging ODAG, sponsored by Oberlin's Office of Development. Bruce Richards '61 assists as IT director, business manager, and all-around aide.

With Oberlin College as our fiscal agent, all donations to ODAG are tax deductible. So, while we do not receive college funding, this generous support and other forms of enthusiastic institutional backing make our Oberlin program sustainable.

To find out more about our contributors and the impact of ODAG, please visit our website, www.graftondrama.com.

Phyllis Gorfain
*Oberlin, Ohio*

*The writer is an Oberlin College emeritus professor of English and founder and artistic director of Oberlin Drama at Grafton.*

I particularly enjoyed "Inside Voices." What a great piece; thank you for making it easy to share online, since I immediately wanted to share it with colleagues from my former job working on Rikers Island, the city jail of New York (I was a school psychologist and case manager there from 2006-09). Friends from those days will remember how rewarding it was for staff and students to work together in the arts and how it can be simultaneously educational and therapeutic for those who are incarcerated. It's interesting to me that the ODAG program is theater-based, yet organized through the English department (or at least, an English professor emeritus). An argument could be made that it's also sociology and/or psychology too, perhaps especially for those interested in careers in education. I wonder if an interdisciplinary view would be appropriate for future endeavors, involving more students from different disciplines and backgrounds in what seems to be a wonderful opportunity to engage in positive societal change, mutual and respectful education, and a form of local activism in terms of antiracism work and the prison industrial complex. On the other hand, the program sounds pretty great as is, so maybe it's not for me to make suggestions about changing it. Just thoughts.

Best wishes for the continuing success of this remarkable project.

Elizabeth Bernstein '01
*Edinburgh, Scotland*

## GREATEST SIMPLIFIER EVER

While conducting research at the Truman Library in Independence, Missouri, I ran across a letter written by Robert Tufts '40. As many readers of *OAM* know, Tufts enjoyed a career in Washington, D.C., before returning to Oberlin as a professor. At Oberlin, he taught many generations of students, in whose company I gratefully count myself. In his Washington days, Tufts served as a member of the State Department's Policy Planning Staff (PPS). One of the members of the PPS during this same time was John Paton Davies, Jr. (whose father, incidentally, was also an Oberlin graduate), who was one of the "China hands" victimized by Senator Joe McCarthy during the early 1950s.

The words of the letter Tufts sent to Davies in 1952, although written in circumstances different from today's, have obvious application to the Trump era of American history into which we have stumbled: "Sometimes I wonder—life in general having become so complex and government in particular—whether the nation will not one day demand A Great Simplifier. I never liked Kafka much, but I think he correctly described the world we have created and in which we are all uneasy because all is anonymous and because no one can unravel the web of relationships in which he is helplessly caught. Perhaps one of the tyrant's secrets is that men will pay an enormous price merely to understand how the system works and whose the responsibility is."

The question now is whether and how the country will survive "A Great Simplifier."

David Mayers '74
*Boston, Mass.*

*The writer is a political science professor at Boston University.*

## CORRECTIONS:

*We inadvertently left off photo credits for some of the amazing photographs in last issue's circus story. The lead picture of Carey Cramer '10 hoisted in the air by a reclining Terry Crane '03 was taken by Danny Roulet, Witty Pixel Photography. The picture of Crane being swung about by Erica Rubinstein '08 was taken by A.J. Rogers. The photo of Samantha Sterman '13 was by Daniel Archambault Photography.*

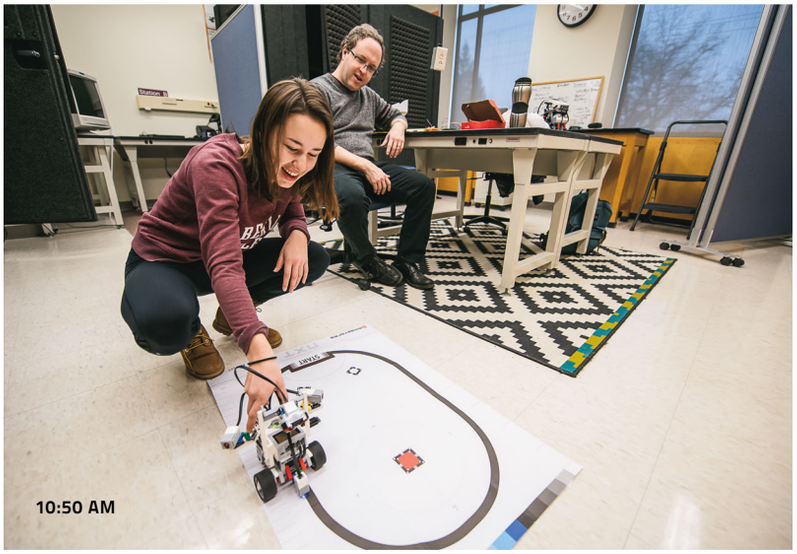
*In a class note for Evelyn Hisey Sikes '47, we failed to identify Ruth Farmer Bent '47 as an alumna.*

*Oberlin Alumni Magazine* welcomes comments from readers. Please address your letters to *Oberlin Alumni Magazine*, 247 W. Lorain St., Suite C, Oberlin, OH 44074-1089; or email: alum.mag@oberlin.edu. Letters may be edited for clarity and space. Additional letters may appear on *OAM*'s website at www.oberlin.edu/oam.

# Around Tappan Square









**A MONTH IN A DAY** Yvonne Gay, who manages photography projects at Oberlin, coordinated four photographers—Yevhen Gulenko, Marissa Camino, William Bradford, and Here, a selection of photos shows the wide variety of projects Oberlin students pursue. For more pictures and information, visit oberlin.edu/oam.




Dale Preston—to document one 24-hour period during January's winter term.

TRANSITIONS

# Krislov to Pace University, Frandsen to Wittenberg

OBERLIN COLLEGE PRESIDENT Marvin Krislov will become president of Pace University in New York City on August 1. Krislov, who has served as Oberlin's 14th president since 2007, announced last fall that he would be leaving Oberlin at the end of the academic year.

"I have been honored to serve Oberlin, and I have tremendous affection for this great college, conservatory, and community," Krislov says. "Working with our outstanding faculty, staff, students, parents, and alumni to further Oberlin's mission and honor Oberlin's values has been the most educational and fulfilling experience of my life. Together we have done so much to strengthen Oberlin. I offer my heartfelt thanks to you all, and I know Oberlin's next president will build on our efforts. Until the day I depart, I will keep working hard to help create a brilliant future for Oberlin."

The summer issue of the *Oberlin Alumni Magazine* will feature more about Krislov and the legacy of his decade of leadership at Oberlin.

Vice President for Finance and Administration Mike Frandsen announced that he will be leaving Oberlin at the end of the academic year to become president of Wittenberg University in Springfield, Ohio, effective July 1.

"Mike has been an exemplary colleague and member of our community," Krislov says. "His leadership has been invaluable as our institution addresses the financial challenges facing higher education."

Frandsen came to Oberlin in July 2014 to oversee the financial and business administration of the college, including budgeting, resource allocation, short- and long-term financial planning, accounting and financial reporting, endowment and investment management, and human resources. Under the vice president's purview are the offices of the physical plant, facilities planning and construction, environmental health and safety, purchasing and auxiliary business services, institutional research, and information technology.

"It has been an honor to serve Oberlin and a pleasure to work with students, faculty, staff, board members, and alumni," Frandsen says. "I am ready for this new challenge in part because of what I have learned from so many Obies. Oberlin is a place of great engagement and creativity, and I will forever cherish the experiences I have had and the friendships I've made here."

For updates on the presidential search, see oberlin.edu/oam.

Krislov, left, and Frandsen.

CONFERENCE

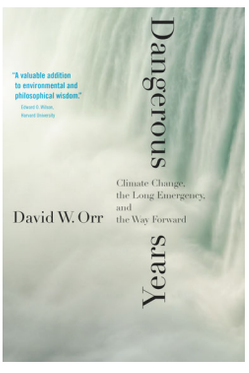
# After Fossil Fuels: The Next Economy

BY DAVID W. ORR


FOR THREE DAYS IN EARLY OCTOBER, OBERLIN was the center of the global debate on the most important transition in human history: the shift from fossil fuels to an economy powered by renewable energy and efficiency. Forty-three speakers, including internationally known climate activist Bill McKibben; former California governor and actor Arnold Schwarzenegger; Otis Moss III, pastor of Chicago's Trinity United Church of Christ; and Mindy Lubber, founder of the nonprofit investment advisory organization CERES, discussed the dangers and opportunities ahead. All agreed that time is short, that stakes are very high, and that leadership from all sectors, including higher education, will be essential to our common future. From there, there were many questions—most of which were overlooked in the recent presidential election but all central to the challenges facing the new administration and the American future.

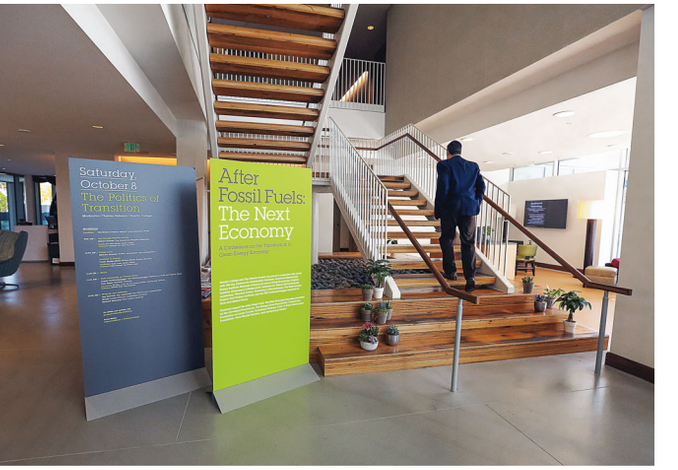
Is capitalism up to the challenge? Drawing on a conference paper written by Gar Alperovitz and Ted Howard, cofounders of the Democracy Collaborative, and Gus Speth, a cofounder of the Natural Resources Defense Council, participants debated the foundations of capitalism relative to climate change, species extinction, and growing inequalities of wealth. Can economic reforms and "green capitalism" meet the pressing challenges of the 21st century? How do we calibrate economic theories dating back to Adam Smith's 1776 work *Wealth of Nations* with the rules of the ecosphere that evolved over 3.8 billion years? What is the next economic system, and will it be fair, durable, resilient, and peaceful? Will it be a smarter version of the present global economy or something different? How do we create a fairer and more human-centered economy?

McKibben's Thursday evening address in Finney Chapel put rapid climate change in the most urgent terms, concluding with the point that "we don't know whether we will make it or not." On the positive side, the costs of both energy efficiency and renewable energy are quickly declining, hastening the transition to a solar-powered future. On the other hand, $CO_2$ levels in the atmosphere continue to rise, contributing to larger storms, more severe droughts, rising sea levels, and political and social turmoil. Since carbon remains in the atmosphere for long periods of time, there is no quick fix, but there is the possibility and moral




## Years of Living Dangerously

David Orr's new book, *Dangerous Years: Climate Change, the Long Emergency, and the Way Forward*, would have been alarming enough if the U.S. federal government had been peopled and led by individuals dedicated to addressing climate change. But with an administration that has expressed doubt about the science behind the concern for climate change, the dangerous years of the title may have gotten more dangerous. Orr's book does not sugarcoat the prospects—even if the guidelines outlined in the Paris Agreement are followed, the situation is dire—but he doesn't leave the reader hopeless, either. "In short," Orr writes, "the issues are contentious, the numbers are daunting, the scale is global, the time is short, and the requisite economic, social, and governmental changes are monumental. But this is no time for resignation or despair. Instead we need clarity, courage, and well-considered actions at many levels, all of which must be executed with sustained intelligence and a sense of urgency." *Dangerous Years: Climate Change, the Long Emergency, and the Way Forward* provides both.—*Jeff Hagan '86*




From left, clockwise: David Orr delivers opening remarks; Arnold Schwarzenegger discusses state leadership on climate change with *Time* magazine's Michael Duffy '80; conference venue The Hotel at Oberlin; Otis Moss III and Tom Steyer discuss "justice on a hotter planet"; the hotel lobby and balcony.

obligation to reduce the scale and scope of the damage as rapidly as possible. But how?

The second day of the conference focused on details of the transition. Mark Campanale of Carbon Tracker in London began with analysis of how much of our current fossil fuel reserves must remain in the ground in order to avoid a catastrophic 2°C warming. Presentations by Lubber; Lila Preston of Generation Investment Management; John Fullerton, founder and president of Capital Institute; Al Puchala, CEO of the asset management company Capitol Peak; and sustainability sector entrepreneur and financier Anders Ferguson '75 of Veris Wealth Partners addressed the investment and financial strategies necessary to finance the transition. Since half of our humanity lives in cities, the role of cities in the transition looms very large. A panel of four women representing Oakland, Detroit, Chicago, and Boston explored the urban transition and particularly issues of equity and local business ownership.

Policy issues loomed large throughout the day. Former Colorado Governor Bill Ritter discussed policy changes at the federal level. Sierra Club President Mike Brune followed with a strong appeal to transcend various political divisions toward a more equitable and unified future. Tom Steyer, founder of Next-Gen Climate, and Otis Moss III discussed issues of climate change and equity to a large audience in the Apollo Theatre.

The third and final day of the conference focused on the politics of the transition. *American Prospect* editor Robert Kuttner '65 gave an insightful analysis of the political landscape and the election of 2016. Michael Shuman, an author and adjunct professor at Simon Fraser University, and Michelle Long, of the Business Alliance for Local Living Economies, discussed how communities across the U.S. are taking control of their local economies, building prosperity and resilience from the ground up. The final session and the culmination of the three days was an armchair conversation between Schwarzenegger and Steyer about state leadership on climate issues. As governor of California, Schwarzenegger in 2006 sponsored the first major climate legislation in the U.S., and Steyer's NextGen Climate is now building an informed constituency in key states to change the climate of U.S. politics. The event ended on the positive note that we can avoid the worst while building a stronger, fairer, and more resilient future that works for everyone.

After Fossil Fuels: The Next Economy showcased the new Peter B. Lewis Gateway Center, designed to serve as a venue for convening forward-thinking leaders tackling society's most difficult challenges. The conference showed that Oberlin can conceive and host events of national and international significance that attract a national audience. Faculty, student, and community involvement showed that Oberlinians are still engaged in the work of creating a better future than that in prospect.

DAVID ORR IS COUNSELOR TO THE PRESIDENT OF OBERLIN COLLEGE AND THE PAUL SEARS DISTINGUISHED PROFESSOR EMERITUS AT OBERLIN.

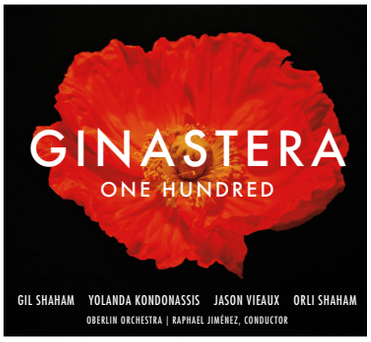
CONFERENCE PHOTOGRAPHS BY JENN MANNA, NORA RODRIQUEZ, SCOTT SHAW


Paul Quinn College President Michael Sorrell '88 (top, center, in glasses) and Trecia Pottinger, Bonner Scholars program director (right of Sorrell).

COLLABORATIONS

# Double Dutch

In January 2017, seven Oberlin Bonner Scholars, along with six students and a faculty member from Paul Quinn College (whose president is Michael Sorrell '88), participated in an international winter-term project in the Netherlands focusing on migration, the African diaspora, refugee experiences, and post-colonialism. The two-week trip incorporated lectures, site visits to NGOs, service, and cultural activities. Prior to the trip, Oberlin hosted a four-day pre-departure program that brought together students from both colleges and drew on the educational and cultural resources of Oberlin and northeast Ohio. At the conclusion of their tour, Sorrell joined the group for a visit to the Tropenmusem (above), an ethnographic museum in Amsterdam, with guide Simone Zeefuik, an Amsterdam-based writer and organizer.




OBERLIN MUSIC

# Keeping It 100

Throughout his career, Argentine composer Alberto Ginastera artfully incorporated the folk music and dance forms of his native land into increasingly modernist creations. From the populist to the avant-garde, Ginastera's work was devised using an architectural approach that labeled each piece as uniquely his own. Marking the centennial anniversary of Ginastera's birth, *Ginastera: One Hundred*, a new recording on the Oberlin Music label, pays tribute to the composer and serves as a musical thank-you from internationally celebrated harpist Yolanda Kondonassis, whose career has been powerfully influenced by Ginastera. "I have always felt that Alberto Ginastera has been somewhat undercelebrated, so I hope this project shines a bright light on his contributions," says Kondonassis, a member of Oberlin's faculty for nearly 20 years. "By any measure, his work is striking, idiomatic, colorful, and gorgeously constructed. His compositions are undeniably contemporary, but they present both a logic and a passion that speak to performers and audiences in a meaningful way."

ARCHIVE

# On Our High Horse

Oberlin College Archives, which was established under the leadership of the first college archivist, William E. Bigglestone, in 1966, celebrated its 50th anniversary in the fall of 2016 with an exhibition of quirky and significant artifacts. Until the archives were established, the college secretary helped to preserve the institutional record, while the college library maintained other Oberlin-related materials referred to as Oberliniana. However, Ken Grossi, who became college archivist in 2009, says there was always an understanding that the college had a history that was important to protect. "In fact the college was not even a year old when Philo Stewart, one of our founders, was assigned the task of recording the activities of the college in order to preserve the history." The library display included one of Grossi's favorite photos—a majestic image from around 1900 of Oberlin's third president, James Harris Fairchild, sitting on a horse. "He may be the person who had the longest affiliation with the school," says Grossi. "He was a student in the 1830s, then a faculty member, president, and trustee—almost 68 years with the college."

# Thought Process

**INFLATED HOME VALUES** **Lionel Popkin '92,** Samantha Mohr, and **Carolyn Hall '91** perform Popkin's *Inflatable Trio*, a dance set to music by Associate Professor of Computer Music and Digital Arts **Tom Lopez '89** that looks at how people navigate their ever-shifting landscapes—domestic, social, environmental. The artists collaboration presented an in-process performance in Warner Main Space in February as part of a celebration for Professor of Dance Carter McAdams, who is retiring at the end of the semester. Popkin and Hall were among the first students Carter met at Oberlin. *Inflatable Trio* premiered in late February in Los Angeles.


OC TV

## BoJack at Oberlin

OBERLIN ALUMNI WHO ARE devotees of the Netflix animated series *BoJack Horseman*—and there are many, including *New Yorker* television critic Emily Nussbaum '88 and novelist Gary Shteyngart '95—caught a glimpse of something very familiar toward the end of season three, and it wasn't just angst and self-doubt.

The lead character, the former television star BoJack Horseman, goes on a complicated road trip with his former co-star Sarah Lynn that finds its way to Oberlin. Mudd Library and its ball chairs, Tank's front porch, and the Obertones all make appearances (the Obertones are all played by Rufus Wainwright—brother of Lucy Wainwright Roche '03).

Of all the places on the planet,

INFLATABLE TRIO: ISAAC OBAKA

why did BoJack end up in Oberlin?

It helps that the show's creator, Raphael Bob-Waksberg, is the brother of **Becky Bob-Waksberg '09,** a middle school math teacher in Oakland, Calif., and that he likes to sprinkle inside jokes for her in his show.

Becky was surprised but not shocked to find her alma mater in a cameo. "He doesn't like to tell me what's going to happen," she says. "But he's taken inspiration from me many times."

Her reaction, she says, "was more like, 'Yep, once again.'"

Becky Bob-Waksberg says choosing Oberlin wasn't just a nod to her, though.

"The other reason he picked Oberlin is there's an Ohio pun," she says. "He is very motivated by wordplay."

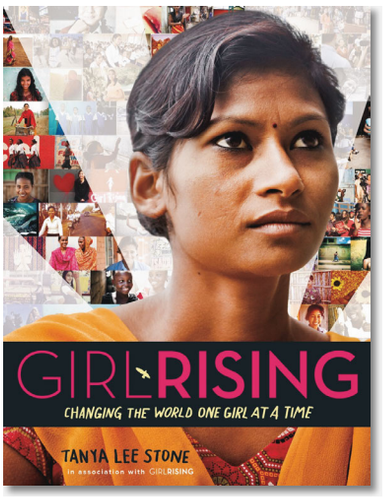
Oberlin alumni posted screen shots of the scenes on social media, with many praising the accuracy of the depiction (the show's producer and production designer is Lisa Hanawalt, daughter of Phil Hanawalt '54). Neil Freeman '03 took a jab at a recent magazine article about Oberlin that featured an illustration of a generic-looking college building when he tweeted, "Unlike the *New Yorker*, *BoJack Horseman* did some solid research on the architecture of Oberlin College."

Even without the Oberlin references, the show has been a hit with alumni critics. *BoJack Horseman*, said Shteyngart on the *New Yorker Radio Hour*, "is just joke, joke, joke, and yet at the end, it ends up being the saddest thing you've ever seen."

And the *New Yorker*'s Nussbaum called it "one of the wisest, most emotionally ambitious, and—this is not a contradiction—spectacularly goofy series on television."

BOOKSHELF

# Recent Releases

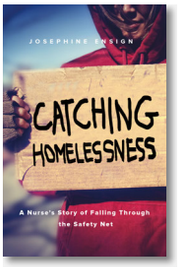



### Girl Rising: Changing the World One Girl at a Time

**Tanya Lee Stone '87 with the organization Girl Rising**

RANDOM/WENDY LAMB BOOKS

Tanya Lee Stone, a prolific author who has centered her efforts on telling the once-untold stories of women in history, turns her intense attention to the stories within the 2013 documentary film *Girl Rising*, a product of a global campaign for girls' education of the same name that uses storytelling to show how educating girls can transform societies. In the book, which *Publishers Weekly* calls "a vivid, heartrending portrait of resilience in the face of tremendous obstacles," Stone offers more details about the girls included in the film and goes deeper into the issues surrounding the barriers to their education: child marriage and early childbearing, slavery, sexual trafficking gender discrimination, and poverty. In a starred review, *Kirkus* calls the book "a devastating but crucial read." This is Stone's 100th book.—*Jeff Hagan '86*

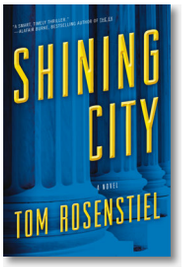



### Catching Homelessness: A Nurse's Story of Falling Through the Safety Net

**Josephine Ensign '81**

SHE WRITES PRESS

Like many before her, it wasn't Josephine Ensign's choice to become homeless—it was a series of forces outside her own control that led to her to living on the streets in the late 1980s. After graduating from Oberlin, Ensign entered a marriage under pressure from her conservative family and began a career as a nurse practitioner in a gritty medical clinic for the homeless in Virginia. Fast forward a few years, and Ensign's marriage has fallen apart, she's estranged from her family, and has found herself living the life of those that, not long ago, she was caring for.—*Liv Combe '12*

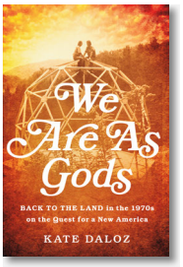



### Shining City

**Tom Rosenstiel '78**

ECCO

In Rosentiel's novel, the main character is a Washington, DC fixer who is hired by the (fictional!) president of the United States to push through a controversial Supreme Court nominee, an already difficult task, before a string of seemingly random murders sends ripples of fear through Washington. Rosenstiel writes his novel with the accuracy and clarity of someone who's actually been in the journalistic trenches—which makes sense. Rosenstiel is a journalist by trade, the executive director of the American Press Institute, and the founder of the Pew Research Center's Project for Excellence in Journalism first, and writer of fiction second. —*LC*




### We Are As Gods: Back to the Land in the 1970s on the Quest for a New America

**Kate Daloz '98**

PUBLICAFFAIRS

The 1970s back-to-the-land movement was important not just in that it was the first time in human history that culture was moving away from urban advancement, but that it influenced much of today's counterculture-yet-mainstream ideas. To put it in perspective, Whole Foods wouldn't exist if it weren't for the hippies who fled the urban centers and chose communal living on shared rural properties. Chronicling the true story of a group of hopeful idealists in Vermont—including her own parents—Daloz paints an accurate and relatable portrait of this influential time in modern American history.—*LC*


### A Brand New Take

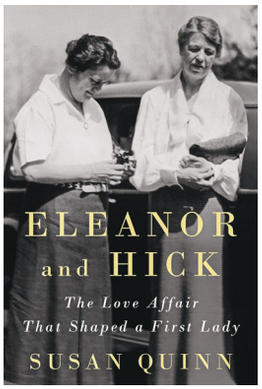
**Erik Jekabson '95**

ORIGIN RECORDS

For his fifth CD, San Francisco Bay Area trumpet player Erik Jekabson teamed up with four other stellar jazz musicians to make up the melodic quintet you hear on *A Brand New Take*. It's no surprise, hearing this kind of utterly listenable jazz from Jekabson—an arranger and composer for everyone from the San Francisco Symphony to Ani DiFranco to various Hollywood films, Jekabson has the kind of musical range that can make the ears of anyone who appreciates music perk up. Expect to hear a number of new compositions, as well as Jekabson's well-known arrangements of jazz standards.—*LC*

BOOK EXCERPT

# Partners In the White House




JOURNALIST SUSAN QUINN '62 EXPLORES the relationship between Eleanor Roosevelt and the woman she loved in her new book, *Eleanor and Hick: The Love Affair That Shaped a First Lady*. An excerpt:

By the time Franklin Roosevelt was elected president in 1932, his wife, Eleanor, had succeeded in forging an independent life for herself—a life of teaching, writing, and political activism. Now she was about to become First Lady, with all the duties that would entail. In the midst of the victory celebrations, Eleanor was filled with dread about her future.

Lorena Hickok, a top reporter assigned to cover the new First Lady for the Associated Press, was one of the few who noticed Eleanor's unhappiness and took it seriously. Hickok—"Hick" to everyone who knew her—worked patiently to gain Eleanor's trust. By the time she wrote her stories for the AP, Eleanor and Hick had fallen in love. Hick knew both the publishable and the unpublishable reasons for Eleanor's unhappiness. She wrote a profile that was frank about Eleanor's reluctance to become First Lady, but without revealing all the reasons why.

America was in the depths the Great Depression. Banks were running out of money, unemployment was spiraling upward, and there was a very real possibility that the country would erupt in violence. Americans were in desperate need of the leadership Franklin Roosevelt was promising to provide. Eleanor would become FDR's most important partner in the great challenges he faced. She would often act as his conscience, reminding him of the human cost of his political decisions, and urging him to speak out courageously about racism and inequity. But more and more, as FDR waited to assume the presidency, Eleanor found excuses to spend her days and nights with Hick.

It would be hard to imagine a less likely pair than Eleanor and Hick.

Eleanor had grown up in a mansion on the Hudson, with nannies and maids, while Hick had worked as a maid in other people's houses, starting at age 14, in the bleak railroad towns of South Dakota. Yet despite vastly different circumstances, both women had lonely and loveless childhoods, and both needed the kind of deep caring they gave to each other.

Hick would have loved to settle down with Eleanor for life. It will never be clear if Eleanor could or would have agreed to such an arrangement. Still, she loved Hick in a new and thrilling way. In other times and circumstances, she and Hick might have been able to make a life together, like the other women partners in their circle.

But Hick and Eleanor's intimacy would have to fit in around not only Eleanor's marriage, but also momentous national and world events. After FDR was elected, Hick quietly moved into the White House, where she stayed off and on for the entire 13 years of the Roosevelt presidency. During those years, Eleanor and Hick managed to form a partnership that transformed their lives and contributed in a major way to important initiatives of the New Deal.



ENDEAVOR

# Columns As They See It

Over the course of her career in the art world, **Margaret Sundell '87** cofounded the journal *Documents* during graduate school at Columbia University, ran the Warhol Foundation Arts Writers Grant Program, and edited the art section of *Time Out New York*. The common thread of her eclectic experiences is a commitment to writing and arts criticism that is as readable to a general audience as it is to specialists. In that spirit, Sundell launched 4Columns, a website that publishes four 1,000-word reviews each week covering the visual arts, theater, film, dance, literature, and music.

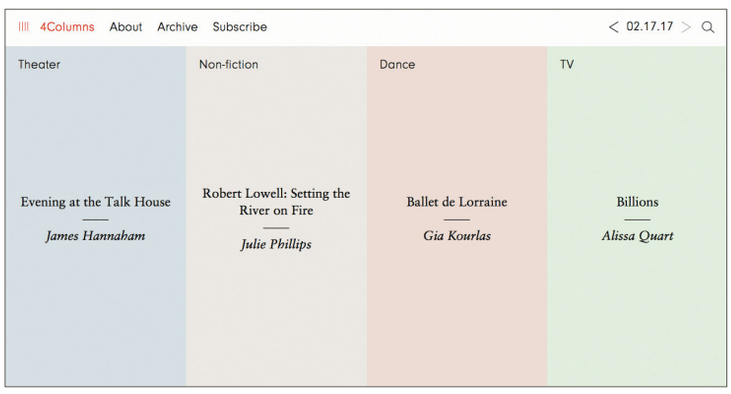
"The idea of arts criticism as a kind of writerly encounter between the critic and the artwork is at the heart of 4Columns," says Sundell. "I have become very invested in arts criticism that is lucid—that is part of the dialogue of the world of art but also accessible and understandable to somebody who isn't part of that world." She favors 1,000 words—long enough to say something meaty but easily digestible online. She also believes in paying writers reasonably; as print publications dwindle, staff critics are becoming a rare breed, and writers for online publications are often paid next to nothing. "What I'm doing with 4Columns is not going to redress the demise of criticism as a viable profession, but I think it does help elevate the concept of compensating writers fairly and acknowledging it as an issue."

Sundell set up her website as a nonprofit and funds it through a philanthropic wish of her late mother, Nina Sundell, daughter of renowned art dealers and collectors Leo Castelli and Ileana Sonnabend. They were instrumental in launching the careers of artists such as Jasper Johns, Robert Rauschenberg, Roy Lichtenstein, and Andy Warhol, among dozens of others.

Nina, who died in 2014, had inherited many additional works from Sonnabend by artists including Claes Oldenburg, Cy Twombly, David Hockney, and John Chamberlain. "Her will stipulated that a certain amount of the art should be sold, the proceeds of which should be used for philanthropic purposes," says Sundell. She spent the next year determining what form that philanthropy should take. Once she hit on the idea for 4Columns, she knew that her mother, who had established the nonprofit Independent Curators Incorporated and was a writer herself, would have approved.

"I get to do something I love and help writers and promote a certain kind of writing," says Sundell. "I think of it as a silver-lining project."

*—Hilarie M. Sheets '86*



ART STAR

# Art and Arkansas

Lauren Haynes '05

MUSEUM CURATORS USUALLY WANT to keep the spotlight squarely on works of art—and not on themselves—but **Lauren Haynes '05** made her own headlines in the art world last year. After years rising through the curatorial ranks at the Studio Museum in Harlem, which is dedicated to artists of African descent and work influenced by black culture, Haynes got a major promotion to curator of contemporary art at the Crystal Bridges Museum of American Art in Bentonville, Arkansas. There, she plans to continue ensuring that African-American artists get the recognition they deserve.

"My role as a curator has always been to think inclusively," says Haynes, who grew up in a small town in Tennessee before moving to New York City with her family at age 13. "I believe contemporary curators have a responsibility to think outside of the historical canon, which is predominantly white and male, and tell a more expansive story."

Before Oberlin, Haynes hadn't given a single thought to a career in art. "The whole time I was growing up, I told people I was going to be a lawyer, as a sort-of standard answer," she recalls. Her first-year advisor suggested she take an art history class, and she simultaneously found a work-study job in the director's office at the Allen Memorial Art Museum.

"I enjoyed being behind the scenes, and I just became committed to the idea of working in a museum after graduation," she says. She majored in art history and African-American studies (now called Africana studies), spent a winter term at Charles Cowles Gallery in New York City, and went through the Allen's docent training program. Her passion for African-American art crystallized her senior year, when Johnny Coleman, professor of studio art and Africana studies, let her take his studio art class from a curatorial perspective.

After graduation, Haynes worked as a departmental assistant in American art at the Brooklyn Museum. A year later she became a curatorial assistant at the Studio Museum, where she would spend the next decade and advance to associate curator for the permanent collection.

"I learned how to be a contemporary curator—how to build connections with living artists and get to know their work as its evolving," she says. Among her duties was leading the artist residency program, which allowed for prolonged visits with artists working just one floor above.

Haynes' well-received exhibitions included "The Bearden Project," in which she invited 100 contemporary artists to respond to the work of Romare Bearden, arguably the most well known African-American artist of the modern era. "Fore" presented 29 emerging artists of African descent working in various media. The exhibit "Speaking of People: *Ebony*, *Jet* and Contemporary Art" explored how contemporary artists have found inspiration in the magazines *Ebony* and *Jet*, considered cultural touchstones. "Stanley Whitney: Dance the Orange" and "Alma Thomas" examined two key African-American artists who worked in abstraction.

Thomas Lax, associate curator of media and performance art at the Museum of Modern Art in New York and a former curator with Haynes at the Studio Museum, says she is "well-respected by curators, gallerists, collectors and artists. Anybody who has seen her exhibitions knows that she can install the hell out of a show, taking diverse materials and putting them in a space in a way that's elegant but also totally contextual. There's a visual allure and a real rigor to her thinking about how space gives meaning to the things artists make once they leave the studio."

Haynes began her new job at Crystal Bridges in October. She's involved in all activities related to contemporary art and developing the museum's collection. And although the Bentonville region isn't known for art, critics predict that the museum, which opened in 2011 with more than $1 billion of funding from Walmart heir Alice Walton, could become an art-world landmark.

"I knew I wanted to go to an institution where I could learn and stretch myself as a curator," Haynes says, "and the idea of going from a museum that's focused on artists of African descent and work inspired by black culture to a museum that's broadly focused on American art was exciting to me. Crystal Bridges is a very young museum, and, like the Studio Museum; it's open to new ideas and viewpoints."

Looking back on her Oberlin education, she says, "I doubt I would be a curator if I hadn't majored in art history and African-American studies. Throughout my career, Oberlin has always been with me."—*Liz Logan '05*

HAYNES: KING TEXAS

# SEVENTEEN AGAIN

Following freshman orientation in 1982, Oberlin students discovered that the friendly first-year student in the small single in Burton wasn't who they thought she was.

BY SARAH FERGUSON '84

FRESHMAN ORIENTATION, SEPTEMBER 1982. A first-floor hallway in Burton Residence Hall. Open dorm room doors reveal glimpses of "No Nukes," Pink Floyd, and Jimi Hendrix posters. Boomboxes blast the B-52s, Elvis Costello, Gang of Four, and scratchy homemade Grateful Dead tapes. Away from home for the first time, freshly minted college kids wade eagerly into their new lives, forming quick and shifting alliances. If you forget someone's name, just use this handy mnemonic: All male students are named Dave.

"You're figuring out who you are in this new place, who these other people are," recalls Dave Kukla '86.

"It's an intense time," says Laura Orleans '86. "Everybody's looking to connect with people, making friends in a new place."

For Dawn Raffel, Oberlin orientation must have felt particularly disorienting. After all, the 24-year-old had already gone through it at Northwestern University in 1975.

"Here I am, hundreds of miles from home, and I'm starting to understand just how E.T. felt," she confided in an article published in the August 1983 back-to-school issue of *Seventeen*. "The secret truth is that I'm definitely not like the others; I'm a journalist from *Seventeen* magazine."

Raffel, now a writer and editor in Hoboken, New Jersey, was at the time the fiction editor at *Seventeen*, not an Oberlin freshman. "Somebody in Oberlin's public relations office approached *Seventeen* about sending a reporter to campus undercover," she says. "Everyone thought I looked younger, so my boss decided to send me."

With the cooperation of a handful of college administrators and faculty members, Raffel would be embedded in the freshman class for orientation week and the first week of classes. She'd get the inside story on what life on campus was really like for an incoming freshman at a famous liberal arts college.

"*Seventeen* magazine will be sending an editor out to Oberlin for two weeks beginning Thursday to prepare an article about what it's like to go off to college for the first time," wrote Director of College Relations James G. Lubetkin '64 in an August 1982 memo to college administrators. "We are seeking a certain degree of anonymity in this process…. I don't want to see her visit mentioned in the local papers."

"If you were going to do this story now, it would be impossible," says Raffel. "I'd have to create a whole alias, a back story. These days, you can't go to college as a blank slate." But this was 1982, pre-Internet, pre-cellphone. The fact that she held a BA from Brown University (she

# "My fourteen undercover days at COLLEGE"

by Dawn Raffel

**SEVENTEEN wanted to discover what life on campus was *really* like, so we sent our reporter to pose as an incoming freshman. Here's what she found out:**

It is Thursday night, the first night of college orientation. I arrived this afternoon, along with the other freshmen, to spend a week getting acclimated to college life before classes begin next Thursday. I can't unpack, because the airline lost my luggage, so I've spent the past three hours just wandering around, trying to get my bearings. Now I'm sitting on the floor of a dorm room with ten total strangers, playing a game in which I must repeat everyone's first name. "John, Bennett,

(continued on next page)

SEVENTEEN's Dawn Raffel, at Oberlin

JOAN ANDERSON/OBERLIN




**DISORIENTATION**
The story on Oberlin included a picture of *Seventeen* writer Dawn Raffel with her Burton Hall cohorts.

transferred after two years at Northwestern) was her secret alone. She told everyone she'd gone to high school in Wisconsin (the truth) and that she'd been temporarily assigned a single room because of a "housing crunch."

"I remember it vividly," says John Haba '86, now a Houston-based principal at Gensler, a global architecture and interior design firm. "We spent a lot of time together. She integrated herself relatively well into that bonded group of freshmen."

"I was her close friend!" says Orleans, then an aspiring English major from Waterville, Maine, and now executive director of the New Bedford Fishing Heritage Center in Massachusetts. "She was pretty convincing. We all believed that she was 17 or 18."

In her slice-of-life article, Raffel, who went on to publish two short-story collections, a novel, and a memoir, convincingly distilled the heady early days of college life, when making friends and decorating dorm rooms loom large on one's list of priorities. "Freshmen, like Noah's animals, begin their academic journey in pairs," she wrote. "I'm the only one in my dorm without a roommate…. I watch the other pairs shuffle off together to their rooms. They talk about the posters they'll buy to cover bare walls and the plants they'll use to soften bare windows.

"Bennett, John's roommate, sits on the bed and explains how they want to decorate. 'John wants to get a smashed-up car bumper and smear it with fake blood and put it in the window,' he says. 'Then he wants to stick a windshield over by the closet.' After a pause, he adds, 'At the very least, he wants to repaint.'"

With her novelist's eye, Raffel registered the "little islands of hallmates" lingering over inedible eggs at Dascomb Sunday brunch, the high-spirited packs of "grubbily dressed" freshmen heading off to play amoeba tag at Playfair in Wilder Bowl. "If I close my eyes, I'll see the food fights in the cafeteria…the memo boards on every door in the dorm, with their Magic Marker messages. I'll see Chris, John, and Yung decked out in their best suit jackets and their running shorts, holding their elbows out to escort us to dinner."

There were moments when she nearly tripped up and dropped her cover. "I remember we were all going to see a movie one night, and I had to catch myself," Raffel recalls. "I was on the verge of saying, 'I saw this when it first came out,' and that would have made me too old!"

"Someone made a comment later: she was always typing on her typewriter," says Bennett DeOlazo '86. "We realized later that she must have been working on the notes for her story." ("When the others go to the library, I go to my room and make furtive notes for my story; I go to a phone booth and call New York," Raffel confessed in *Seventeen*. A phone booth!)

"Introduction to Drama, Introduction to Geology, and Introduction to American History will start on Friday and Monday; I feel as if I'm majoring in 'Introductions,'" she wrote.

On the first morning of class, her Italian Renaissance art history professor, William Hood, distributed a pop quiz. "This course will be fun but hard work," he tells the class.

Wrote Raffel: "As assignments piled up, the tension began to build. "'Work, work, work' is the chorus at Thursday lunch. Work-study jobs are starting, and everybody's courses are tough. Enthusiastic professors and small classes portend a lot of learning, but there's a panic factor, too. I have to keep reminding myself that I'm not a student, that I'll be leaving for New York before the first papers are due."

At the end of that first week of classes, it was time for Raffel to come clean. "I take my closest friends aside privately: John, Christine, Laura," she wrote. She tells them she truly is their friend but "not quite who you think I am." The reactions were mixed, but ultimately positive.

"I remember there was a meeting in the first-floor lounge at Burton one night," says DeOlazo, now owner and creative director of Studio B, a graphic design firm in Alexandria, Virginia. "She gathered everyone together, and she told us. We were probably stunned. It was a little disconcerting: she was one of us! We did feel a little deceived. But our relationship was pretty new. A lot had happened in those first days. I don't recall anyone being outraged. In that time, we were all just kind of rolling with it. Oberlin was a different place than what we were used to, where anything could happen."

But not everyone took the news that well. "I felt like I'd kind of lost my best friend," Orleans recalls.

"I had no inkling—I was completely bamboozled!" says Kukla, now chair of the math department at Sabino High School in Tucson, Arizona. "I think there was some type of apology. But my memory is that we were all terribly sad. We were losing a friend. In a way, it was a tribute to the types of students Oberlin was admitting. I felt honored that our little group was worthy of attention in a national magazine."

"I remember two things about her," says Natalia Schiffrin '86, a lawyer in London who grew up in New York City. "First, she was living in a broom closet. Second, when I found out she wasn't really a student, I felt bad because she got

to go back to living an adult life in New York, and I really wanted to do that."

"I think they thought it was funny," says Raffel. "They asked me all these questions. I remember they wanted to know if I was married, which I wasn't at the time." Only one of her former "classmates"—John Haba—kept in touch after she left Oberlin.

"The whole thing was an interesting theatrical interlude, a kind of extreme theater improv experience that we all shared," Haba says now. "It bonded us together even more. She was gracious and transparent early enough that I don't think it left any lasting bad feelings."

In a memo written to faculty and administrators afterward, Lubetkin reported that Raffel had admitted to having mixed feelings about her short stint as a Burton freshman. "Her biggest concern was a growing sense that she might have betrayed the trust and friendship shown her; for that reason, on her second-to-last night, she confided in those closest to her her true identity. The students seemed pleased (not annoyed) at the charade that had taken place and were interested in the article in a positive way.

"Dawn was very satisfied with the visit. Her interests centered on the personal aspects of the transition to college—roommates, dorm life, adjustments—more than the academic. She loved the experience and seemed especially touched by the warmth of the people in the dorm. As I understand it, her article will concentrate on the students she met, the transitions each made, and the concerns they expressed…. It should reflect well on Oberlin."

As underhanded as it might seem, the plan seems to have worked the way Oberlin administrators had hoped.

Jennifer Rohn '90, a cell biologist and novelist in London, clearly recalls the story's effect on her. "I can say for certain that I wouldn't have gone to Oberlin if I hadn't read that piece in *Seventeen*. I had never heard of Oberlin before then, and I think the strapline after the title was "People who are geeks get to be cool at Oberlin," or something similar. The journalist wrote evocatively and with humor, and I was totally hooked. Later, during my first week there, I almost felt I recognized some of the other freshmen, so accurate was her eye for typical characters. I was definitely a geek in high school—too interested in learning to be popular—but when I arrived on campus, I immediately felt surrounded by people I could understand and fit in with."

Elizabeth Reeves '87, director of the community services system at Pima Council on Aging in Tucson, Arizona, remembers staring at the photos that accompanied the *Seventeen* story when she was thinking about colleges. "I went to a big Tucson high school. I knew one kid who'd gone away to private school," she recalls. "But people don't usually do that here. I was trying to imagine myself at a small liberal arts college, so different from the big state school where most everybody here goes. My idea of what my life would be like was really foggy. I saw that these people were having a good time; it was working for them.

"For me, the most important thing about Oberlin was finding close friendships. When I got there, I was so happy to be surrounded by so many other people who wanted to be studious and who were interested in art and culture. I looked around in my classes and I thought, 'Every one of these people is a potential friend.'"

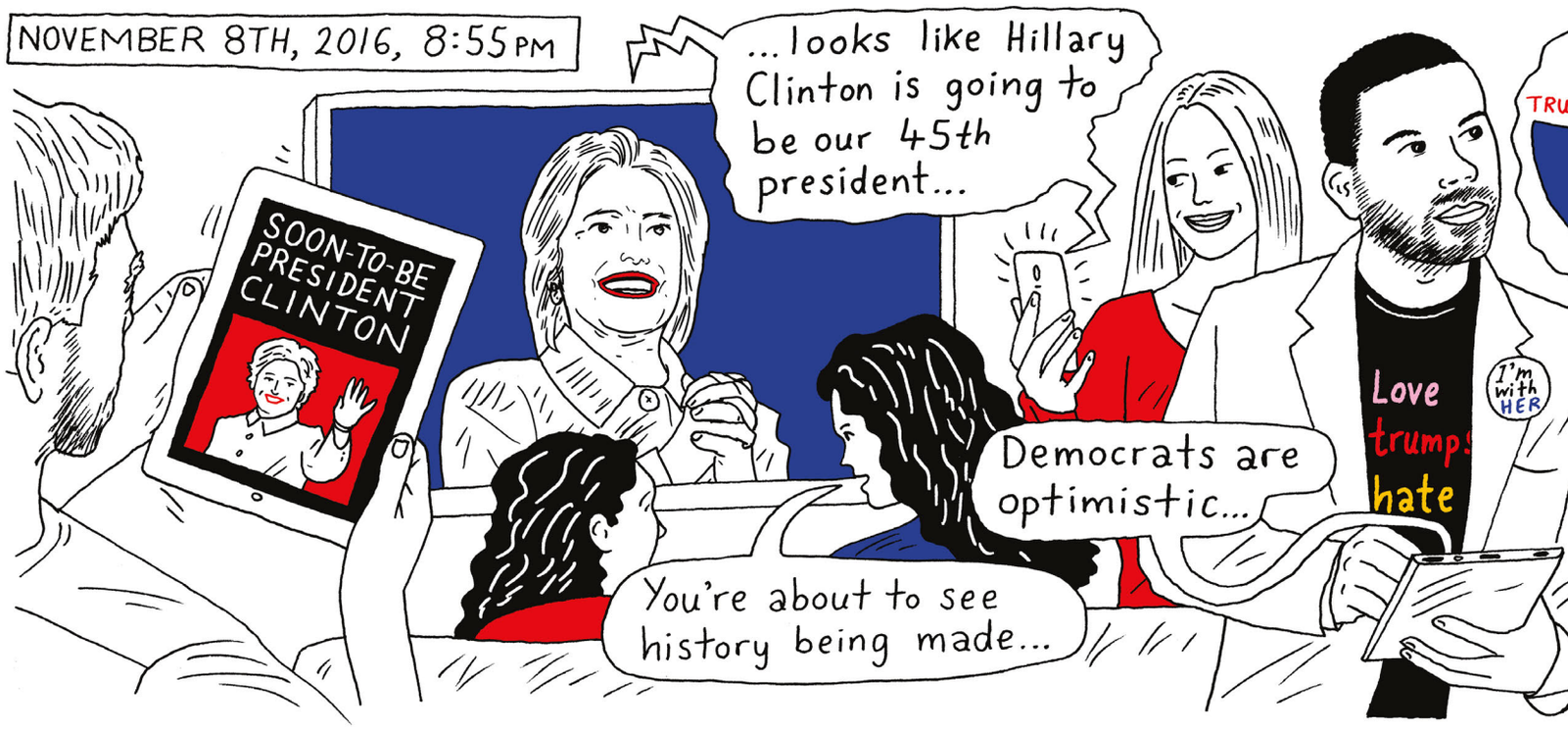
Billed as an exposé of sorts, with its headline "My Fourteen Undercover Days at College," Raffel's article was actually pretty tame. It was, after all, written for *Seventeen*, the squeaky-clean mainstream magazine that taught generations of teenage girls what to wear to prom and how to talk to boys. In the same issue as Raffel's story, the magazine offered readers fun ways to make iced tea even more refreshing (a scoop of vanilla ice cream), peppy fashion tips ("No time to waist! Whip up an inexpensive and eye-catching shoelace belt"), and a spotlight on crushworthy 21-year-old Matthew Broderick.

It's a shame that *Sassy*, the defunct alt-teen magazine launched in 1988 by Jane Pratt '84, never sent an undercover reporter to Oberlin. The unofficial bible of '90s riot grrrl culture might have published a far edgier account, filled with identity politics, sexual experimentation, and a lot more indie band references. Former Sassy staffer Kim France '87, now a New York-based journalist, says she "sort of can't believe this never came up as a story idea, to tell you the truth. The magazine's values were so in line with Oberlin's; it would have been a big, fat wet French kiss of a story."

So while there's no mention of naked midnight swims at the Res, no sit-ins in the president's office, and not even a whiff of recreational drug use, Raffel's story remains a fairly faithful portrait of some earnest young people eagerly starting out in the strange, new world of life after high school, circa 1982. "I really liked Oberlin," says Raffel. "I thought, 'Can I just do this all over again, please?'" ■

SARAH FERGUSON'S ESSAYS AND CRITICISM HAVE APPEARED IN *NEW YORK*, THE *GUARDIAN*, *ELLE*, AND THE *NEW YORK TIMES BOOK REVIEW*.


**THE DAWN ARROW**
Raffel in a classroom, among the pages of a very 80s *Seventeen*.




# Burying the Lead

*Donald Trump's victory took a lot of people by surprise, including the news media. Should they have known better?*

**By Alice Ollstein '10**
**Illustration for *OAM* by Peter Arkle**

AS THE NATION PONDERS WHAT LED TO THE surprise outcome of the presidential election, the reporters and editors who covered every twist of the campaign are taking a hard look in the mirror, asking themselves, "Did we give Donald Trump excessive free airtime? Did we falsely equate Trump's flaws with Hillary Clinton's? Did we see Trump's win coming? Are we prepared to aggressively cover an administration that is openly hostile to the press?"

Among the top-tier reporters and editors grappling with these questions are a number of Oberlin alumni, and while they and their outlets produced groundbreaking, prescient journalism during the 2016 election, they are also candid about where they fell short.

"There were times we told the right story, but overall we told the wrong story," says **Aaron Zitner '84,** politics editor of the *Wall Street Journal.* "We told the story that Trump was making himself unelectable, and that clearly turned out to be wrong."

A Gallup poll conducted just after the election found that three-quarters of voters were surprised by Trump's victory, including nearly two-thirds of his own supporters. And despite the depth of their political knowledge, most journalists were shocked as well.

**Peter Baker '88,** who covered the White House for the *New York Times* for 15 years and reassumed the beat in December after less than a year as Jerusalem correspondent, attributes the election's outcome to a "lack of imagination" in a political press corps that spends most of its time in an East Coast bubble.

"One thing I worry about as a journalist is how surprised we were by how strong Donald Trump's appeal was in certain parts of the country," Baker says. "We need to do a better job of trying to understand the country as a whole, and to talk to more people and understand communities that are not like the ones we live in."

**Beth Fouhy '83,** the senior politics editor overseeing coverage at NBC and MSNBC, agrees. "We were caught unaware of how much resentment and anger there was toward establishment Washington," she says. "Looking back, we should have seen much earlier on how strong Trump was and what a strong position he was in to actually win. We saw his celebrity and name recognition. We thought people were interested in him just for that. What we didn't realize was the salience of the message and how many people were responding to it."

Still, these Oberlin alumni journalists and their colleagues dug up crucial information on both presidential contenders, interviewed voters across the country, and asked tough questions of those in power, all while grappling with threats, restrictions, and hostility from the public and the candidates themselves. In the weeks following the chaotic election, they spoke with the *Oberlin Alumni Magazine* and opened up on what the political press got right and wrong in 2016, and how reporters can aggressively and critically cover Trump's administration in the years to come.

## THE DONALD CHALLENGE

IN DONALD TRUMP, JOURNALISTS FACED A candidate unlike any other in history. A former reality TV star with no political or military experience, he raised far less money than the candidates he vanquished, made almost no effort to set up field offices or turn out voters, and ran on a platform of law and order while asserting that skirting tax law made him "smart." He was reviled by senior members of his own party. He was caught on tape bragging about sexual assault. Yet he captured the imagination of millions of voters and dominated the attention of the press, who found it difficult to turn their cameras away from the spectacle. The effect gave Trump more than $3 billion worth of free airtime during the primaries alone, according to the firm mediaQuant.

Looking back, Fouhy does not regret commissioning wall-to-wall Trump coverage, but she does question the tone and focus.

"We were seeing a phenomenon, and it was deserving of the coverage it got," she says. "But what would have been helpful was a better understanding of where the phenomenon was coming from. For so many of us, even well into the primaries, we still couldn't believe he had the potential to win. We were treating it more as an oddity. But many voters wanted somebody totally outside the system, and Trump was saying what they wanted to hear. It took a while for us as reporters and news organizations to fully grasp that."

As a politics editor, Fouhy also had to grapple


with the question of how to cover a candidate whose speeches, debate statements, and interviews were packed with so many falsehoods that it was impossible to fact-check and refute each one in real time.

"We don't have chips in our brains or gigantic staffs of researchers who can pop up to validate everything coming out of a candidate's mouth," she says. "We did the best we could, but let's be realistic."

At the same time some Democrats were criticizing her network for not fact-checking Trump aggressively enough, some Republicans were accusing them of bias for engaging in fact-checking at all.

"It's really sad that the pursuit of the truth became so politicized," Fouhy says. "There is no doubt that Trump's statements contained more untruths than Clinton's, and we did a ton of fact-checking, but he still won. Apparently, the people who voted for Trump were willing to put aside the many things he said that were not true."

Other outlets received similar accusations from all sides of the political spectrum.

"When people say, 'You guys weren't tough on him,' that's not even close to true," says Baker, citing the *New York Times*' reports on Trump's history of sexual assault accusations, his tax avoidance schemes, and his business conflicts of interest. "We put these issues out there for readers, but if they decide they're not important, that's their right. It's not up to us to decide for them."

"I don't think any voter in America didn't know what Donald Trump was," Zitner adds. "Could we have surfaced more information on him? Yes. Would it have mattered? I can't say that it would. I think we did our job."

## WHAT DID WE GET RIGHT? WHAT DID WE GET WRONG?

BACK IN MARCH, BEFORE TRUMP HAD EVEN secured the GOP nomination, Zitner co-produced a data-rich investigation that concluded that the branding mogul could win the presidency by energizing infrequent white voters in the midwest. It turned out to be chillingly accurate. Still, he feels that he, along with the majority of the political press, missed the mark.

"We were on to some things early," he says. "But without a doubt, we told the wrong story.

"Trump's candidacy had a push and a pull," he explains. "When it came to his provocative policy stances and statements on Muslims, deporting illegal immigrants, building the wall, attacking federal judge [Gonzalo] Curiel, the polling suggested these things would push more people away than they pulled in. So we thought that for every voter he won in Youngstown, Ohio, he would lose one or more in the wealthier suburbs of Columbus. That clearly turned out to be wrong. He was the most unpopular nominee in modern history. But people voted for him anyway."

Zitner also worries that his outlet and many others were too quick to report on Democratic Party documents stolen by hackers and released by Wikileaks in the final weeks of the election—documents that contained information damaging to Hillary Clinton.

"We allowed hackers to control the media environment through the final months of the election. And these hackers, according to the U.S. intelligence community, were fed by the Russian government," he says. "We in the media took these emails and put them into the news stream. That's troubling. But even if we had said no to the hacked emails, some other blog or platform would have shared them."

## WHERE DO WE GO FROM HERE?

THE POLITICAL JOURNALISTS OF THE NATION have now turned their attention to covering the new Trump administration. But if Trump's treatment of reporters during his campaign serves as a template, the future of press freedom may be bleak.

During the campaign, the *New York Times* and dozens of other outlets were blacklisted and barred from covering many of Trump's campaign events after they published articles critical of his actions and proposals. Those who were allowed into his rallies were confined to metal pens where they could not easily conduct interviews or witness altercations. One of Fouhy's lead reporters, Katy Tur, was among several journalists Trump attacked by name, and she subsequently endured threats and harassment from his supporters. After other reporters were threatened with arrest, spat on, and tackled to the ground, outlets that could afford to do so began hiring bodyguards to protect their journalists.

During Trump's first press conference as president-elect, he accused CNN of reporting "fake news" and refused to take questions from the network's reporters. At the administration's first White House press conference, press secretary Sean Spicer made several blatantly false claims, berated all the reporters present for accurately reporting the smaller-than-expected crowds at the inauguration, and left without taking a single question.

Baker, who covered the White House through the administrations of Bill Clinton, George W. Bush, and Barack Obama, emphasizes the vital importance of ensuring that White House reporters are free to do their jobs going forward.

"There are so few ways, once a president is in office, that they face a genuine check on their power," he says. "One is a robust and vibrant press questioning him and his people on a regular basis. Because they don't get questions like that for the most part, presidents end up in these bubbles where everybody tells them they're great and that they walk on water. Their own people are afraid to tell them the truth sometimes. The only voice they hear in their daily lives that contrasts with what they want to hear is a reporter asking impertinent questions."

For Fouhy, this mandate also includes making sure that potential sensations and scandals during the next few years don't distract journalists from covering the seemingly dull but influential trends and policy changes that could impact the lives of millions of people.

"Take your eyes off the shiny object," she advises. "Trump is extremely seductive to cover, but don't let what's interesting take you away from what's important." ■

ALICE OLLSTEIN IS A POLITICAL REPORTER IN WASHINGTON, D.C.

# LEARNING AND LABORATORY

## Oberlin punches well above its weight in the sciences, as a recent symposium featuring alumni members of the National Academy of Sciences proves.

ARTICLES BY DAVID LEVIN '02
INTRODUCTION BY TIM ELGREN, DEAN OF ARTS AND SCIENCES AND PROFESSOR OF CHEMISTRY

A remarkable 1 percent of the members of the National Academy of Sciences (NAS) are Oberlin College alumni. Created with legislation signed by Abraham Lincoln in 1863, the NAS recognizes and promotes the highest achievements in science, publishes the prestigious *Proceedings of the National Academy of Sciences*, and advises the government on matters related to science through the National Research Council. Election to the NAS is recognition of sustained, high impact, original research over a distinguished career. Two of our alumni NAS members, Rob Singer '66 and Larry Zipursky '77, initiated conversations to reunite the 23 Obies in the NAS for an on-campus symposium to celebrate their scientific successes and the impact they have had on their fields and beyond. The symposium became a wonderful opportunity for students, faculty, and staff to engage with these remarkable scientists, not only in the topics of their particular research and expertise, but also in broader questions about how their Oberlin education prepared them for what they have accomplished. >>

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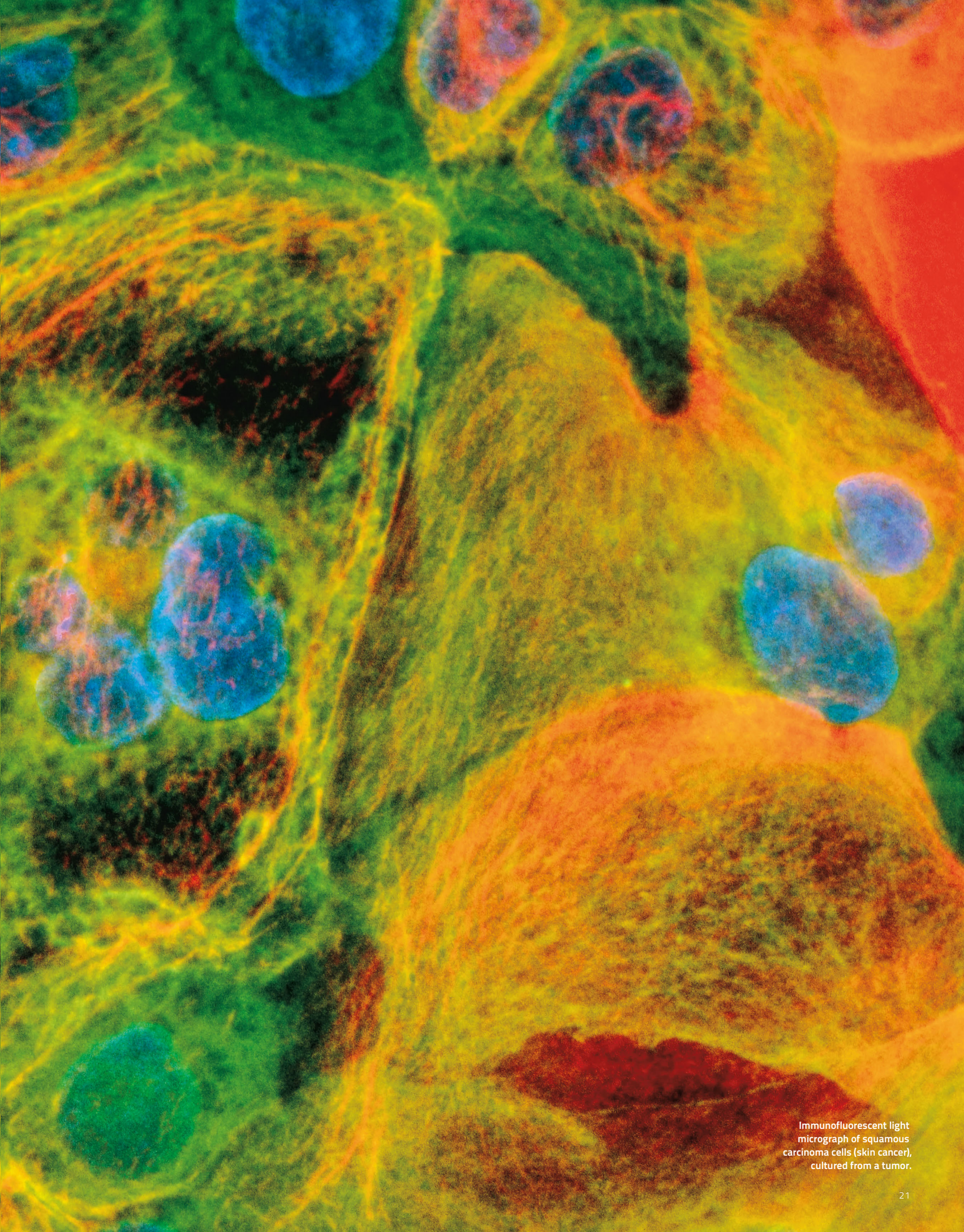


**Immunofluorescent light micrograph of squamous carcinoma cells (skin cancer), cultured from a tumor.**

The series of events opened with a forum featuring a panel of NAS members, faculty members, and students discussing the meaning of an Oberlin education. The audience in Craig Lecture Hall included other NAS members, faculty, students, staff, other guests, and prospective students visiting the campus. A question from one of the prospective students sparked a wonderful conversation among the NAS members. It's hard to imagine a better example of the richness of the Oberlin experience for this prospective student. His question was welcomed, respected, examined, and discussed.

The opening forum included a variety of stories exemplifying how experimentation within the liberal arts curriculum had unleashed newly discovered talents and interests. One tremendous example was provided by NAS member Susan Gelman '80. She shared her pathway to discovering her passion for unraveling deeper understandings of cognitive development in children. It was spawned while studying Greek at Oberlin and working to organize the letters as she learned the language and developed a keen interest in the broader area of linguistics.

The reunion/symposium was scheduled to coincide with Oberlin's annual Celebration of Undergraduate Research, for which students presented 64 posters and delivered 36 oral presentations. These were great opportunities for students, faculty, and NAS members to discuss student and faculty research, and the event allowed all to benefit from the NAS members' broad expertise and experiences.

Oberlin continues to lead as a pioneering force in the preparation of future scientists. Oberlin science faculty members were conducting externally funded collaborative research with students in the late '50s. This movement gained significant national momentum in the mid-'70s and is now commonplace among schools ranging from community colleges to research universities. Today's Oberlin students continue to benefit from our faculty members' creative and committed approach to incorporating students in their research activities, state-of-the-art instrumentation and facilities, and the rich context of doing science at a liberal arts college and conservatory. We even include our world-class art museum in our science curricula.

While praising their Oberlin teachers and mentors, the NAS members made particular note of the profound impact their fellow students had had on them. An alumnus who is now a physics professor recently visited the campus and mused about the impact the conservatory had on his education. His roommate was a trombonist who practiced tirelessly. He remembered thinking that if he put a fraction of that energy into physics, he could become pretty good.

Acknowledging the contribution that Oberlin's liberal arts education made to his successful career as a scientist and manager, as well as his growth intellectually and culturally, an alumnus anonymously created recently the Nexial-STEM Prize—$50,000 awarded annually to the member of the graduating class who, in addition to demonstrating excellence as a science major, has also stood out with a serious pursuit of the study of culture. Unique to Oberlin, there is no other award in higher education that celebrates a liberally educated scientist. It emphasizes the value of the wide range of skills, knowledge, and interests essential to a career of impact.

Oberlin takes great pride in its alumni, and we are deeply grateful that these distinguished scientists made the effort to return to campus, present their work, engage with our campus community, and join us in a celebration of the singular and collective impact Oberlin scientists have had on the world.

"The symposium was wonderful in every sense of the word," says Elizabeth Hamilton, associate professor of German. "I was struck by how these distinguished scientists described the contours of their curiosity and the breadth of their habits of mind. To a person they vouched for the arts, humanities, and social sciences as integral to their thinking. Their pride in Oberlin was palpable, and I was thrilled to see our students so uplifted by their example." ■


TANYA ROSEN-JONES '97

National Academy of Science members who took part in a symposium at Oberlin in the fall. From University), front; Bill Schopf '63 (UCLA), back; Ira Mellman '73 (Genentech), front; Robert Wurtz '58 Lawrence Zipursky '77 (UCLA). Not shown: Philip Hanawalt '54 (Stanford University). Other known Evans '63 (Harvard University), Jerry Gollub '66 (Haverford College and University of Pennsylvania), U.S. Department of Energy), Jeffrey P. Severinghaus '83 (Scripps Institute of Oceanography), and

left: Charles Sherr ’66 (St. Jude Children’s Research Hospital, Memphis); Rob Singer ’66 (Albert Einstein College of Medicine); Tom Liggett ’65 (UCLA), back; Richard Lenski ’77 (Michigan State (National Institute of Health, National Eye Institute), back; Larry Squire ’63 (University of California, San Diego); Susan Gelman ’80 (University of Michigan); Ralph Isberg ’77 (Tufts University); Oberlin Alumni NAS members include Lorena Beese ’77 (Duke University), Joanne Chory ’77 (Salk Institute), Stanley Cohen MA ’45 (Vanderbilt University); James Eisenstein ’74 (Caltech), David Jeffrey Gordon ’69 (Washington University, St. Louis); Anne Krueger ’53 (Johns Hopkins University), Bruce McEwen ’59 (Rockefeller University), John Schiffer ’51 (Argonne National Laboratory, David Walker ’68 (Lamont-Doherty Earth Observatory of Columbia University).

# MOON SHOT, OR NOT?

In January 2016, Vice President Joe Biden announced a new "Cancer Moonshot" initiative that would pour millions of dollars into studying the disease. Cancer comes in many forms, though, making it a complex moving target for researchers. So what's the best way forward? To find out, we sat down with three Oberlin NAS inductees who have had a hand in studying the disease, often from very different angles.

**CHARLES SHERR**

*Sherr '66, an investigator at Howard Hughes Medical Institute and full member at St. Jude Children's Research Hospital, looks at ways to stop tumor cells from growing rather than killing them outright.*

*OAM*: Is it naïve to think we'll ever find a universal "cure for cancer"?

I think controlling cancer is just as important as "curing" it. I'll give you an example: For almost two decades, I've been studying an enzyme called CDK-4, which is very important in regulating normal cellular growth. We reasoned years ago that if we could make an inhibitor for the enzyme, we could stop tumors from spreading. Today, a drug that targets the enzyme is in clinical trials, and it's dramatically improving the survival of breast cancer patients.

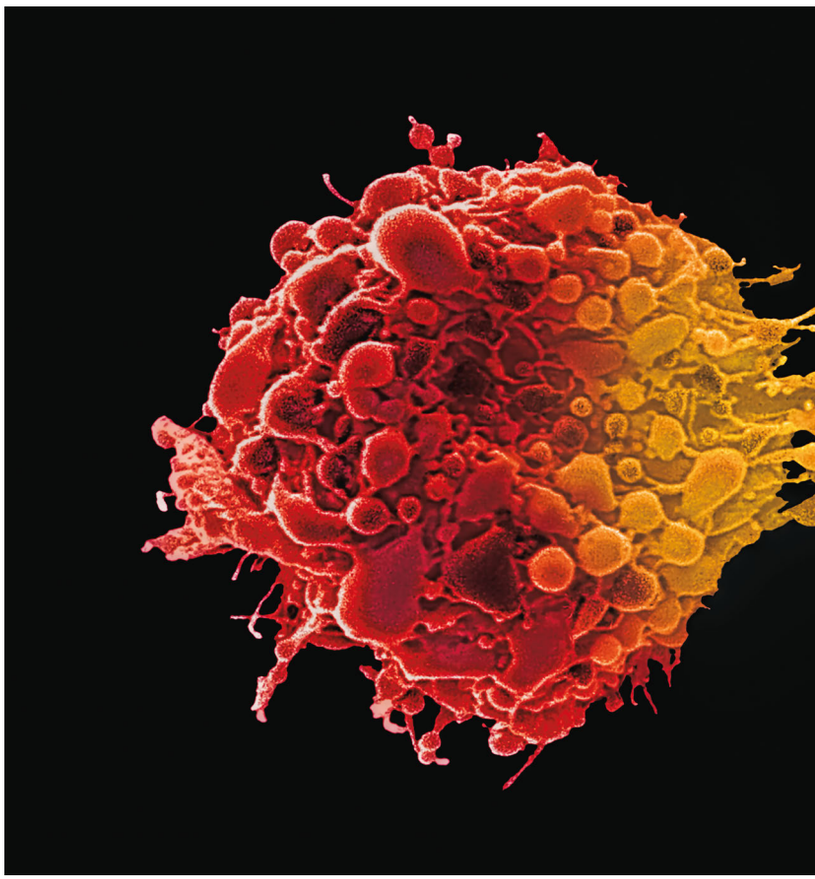
These women are very sick; they've got stage 4 disease. And the drug just stops the growth of those tumors. It doesn't kill the cancer cells by itself, but it does work, and in some cases, the tumors start to shrink. It makes an important point that the FDA is approving drugs like these that prolong life, as opposed to drugs that cure metastatic breast cancer. So, what I'm saying is that you can live with cancer—you just don't want to die of it.

Could this sort of approach be used for other forms of cancer?

Absolutely. That's being very actively pursued. There are lots of ways in which these drugs can be successfully combined with more traditional drugs, and I think that's where there's going to be the most bang for the buck. But really, we're talking about a paradigm shift. These are drugs that could make cancer a manageable, chronic disease, while extending the lives of patients.

Do you think the "Cancer Moonshot" is likely to jump-start some of these new approaches?

By declaring a "war on cancer," there's hope that we'll force progress, but that sort of thing has gone on for my whole career. Nixon declared a war on cancer when I was still a postdoc. Then the National Institutes of Health poured billions into another special program on the role of viruses in cancer. And then, under different leadership, they decided they needed a "road map" for curing cancer. So we went from a war, to a special program, to a road map, and now we've got a Moonshot. It pops up every couple years under a different name. I don't think this is based on anything more than hope that the latest science is going to be much better than previous science. That said, I've devoted my career to studying cancer, and I've seen real progress. I just don't think we can expect that progress to come all at once.



BLADDER CANCER CELLS: SCIENCE PHOTO LIBRARY; PORTRAITS: TANYA ROSEN-JONES '97

**IRA MELLMAN**

*Mellman '73, vice president of cancer immunology at Genentech and a former faculty member at Yale Medical School, studies the body's immune system.*

*OAM*: What attracted you to using the immune system to fight cancer?

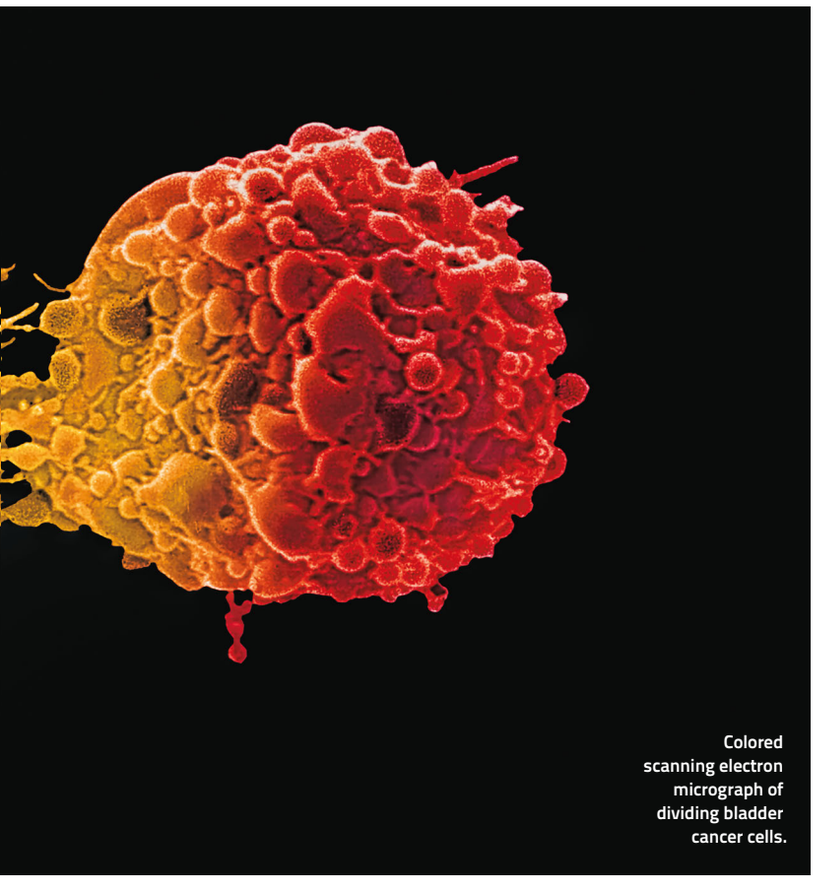
Well, I'm interested in the immune system as a whole. My cancer work has really come out of studying what happens when cells in the immune system recognize something that's foreign—in most cases, a pathogen or virus of some sort. Although cancer is not a pathogen, and is not a foreign body, it does have mutations that render cancer cells distinct from their normal counterparts. So in many cases, it's possible to train the immune system to mount the same type of protective response against cancer cells as it does when defending us against microbes and pathogens.

What about the problem of the immune system attacking healthy cells? How do you avoid that?

Every drug affects healthy tissue in some way. I don't think immunotherapy is any different in that regard. In the most successful immunotherapies that we know about, though, the side effects and collateral damage to healthy tissues are remarkably small, especially given the degree of benefit they're showing in patients. Having said that, understanding the toxicity and bad responses to these treatments is very important. When you compare the potential problems of immunotherapy to the benefits, it's more favorable than the vast majority of cancer therapies.

How effective are we talking?

In certain patients with lung cancers, kidney cancers, skin cancers, lymphoma—basically all



Colored scanning electron micrograph of dividing bladder cancer cells.

major solid tumor groups, to a greater or lesser degree—we've seen significant benefit. Patients who had no hope have been kept alive. Bladder cancer is one example: it's relatively common, but devastating, and there are no effective treatments. It's a death sentence. Yet some immunotherapy drugs are keeping bladder cancer patients alive for years without any serious side effects. The durable nature of the response and relatively few side effects distinguish cancer immunotherapy fundamentally from most other forms of cancer treatment.

The problem is that maybe only 20 to 30 percent of cancer patients in these groups see these sorts of benefits. So the story is far from over. I believe that we'll learn how to use these tools more effectively by combining them with other therapies and by discovering new sorts of immunotherapies, but we can't just roll up our tents, declare victory, and go home.

**Do you think existing cancer research is going in the right direction, or do we need to start looking at a different approach?**

At the moment, I think immunotherapy is the way forward, but I don't anticipate that it will cure everyone, at least not by itself. There's still a real need to do basic research, to try to understand t he biology and cell genetics of cancer, how it's influenced by environmental factors, how the microbiome that exists in our guts and skin plays a role. But I think we're at an inflection point because there's historically been an enormous divide between immunology and cancer. Immunologists were not interested in cancer because cancer is not a disease of the immune system, and people in cancer biology generally were disinterested in the immune system because of the preconceived notion, which is true, that cancer is a genetic disease. Things will start changing rapidly now, I think.

**ROB SINGER**

*Singer '66, a fellow at the Howard Hughes Medical Institute and a professor at Albert Einstein College of Medicine, focuses mainly on studying RNA molecules in nerve cells, work that has led to findings that may stop cancer cells from metastasizing.*

***OAM*: What role does RNA play in tumor growth?**

Well, a bigger question is, why is RNA important at all? It's a molecule that carries all the specific instructions from a gene out into the rest of the cell and makes proteins. It's the hard-working molecule that actually makes stuff; the manufacturing center of the cell. It's essential to our entire existence. But if you look at RNA in cancer cells, you can see that it's handled in a different way than healthy cells.

**How so?**

It turns out, if a cell wants to go in a certain direction, it puts all the RNA that make "movement" proteins in one end of the cell. That end of the cell then changes shape and pulls things along, like a front-wheel drive pulls a car. Now, in a healthy cell, the RNA knows where to go. A special protein binds to a particular region on the molecule that we call the "zip code," and that directs it to a specific part of the cell. We discovered that in cancer metastasis, the protein never binds to the RNA, so the molecule loses its sense of direction. It just moves the cell around randomly, tears it away from its neighbors, and keeps wandering through tissue until it hits a blood vessel, where it can spread into other body parts.

When we looked at breast cancer in mice, we found that if you reintroduce that protein, or program cells to make more of it, tumors stay put. The mice get tumors in the breast, but they don't metastasize into the lungs.

**Much of your work has focused on making RNA visible under a microscope. How did that lead to this cancer study?**

Well, I always quote Yogi Berra: "You can observe a lot just by looking." That's my philosophy. We discovered this mechanism for metastasis by simply looking at how RNA moves around. It really demonstrates how the study of basic science leads you down a path that impacts the treatment of human disease. Someday, it might be possible to find a drug that enhances the expression of this protein. You could use it to prevent metastasis, at least theoretically.

**You mentioned at the NAS gathering in Oberlin that you're skeptical about the Cancer Moonshot. Why is that?**

Well, I think it's great to do something like that, in so much as it feeds into the basic science being done. It's important to remember that basic science is what lets us understand how the cells work, and you need that understanding to design anticancer drugs. Just asking "How do we cure cancer?" narrows the focus too much. Sometimes the answers to these problems are not embodied in any one approach. There's a great line from *Hamlet* that sums it up: "There are more things in heaven and earth, Horatio, Than are dreamt of in your philosophy." We need to follow our curiosity—to understand the basic cellular basis of things—before we can arrive at a wholesale approach to cancer therapy instead of the piecemeal approach we have now.


Twelve evolving E. coli bacteria populations.

# THE LONG AND THE SHORT OF IT

SINCE LIFE FIRST APPEARED ON Earth, every species has been thrust into a struggle to survive. Over time, local environments change. Continents shift. Climates grow colder or warmer. The ability of a species to endure all this boils down to a simple rule: adapt or die out. Yet the machinery that drives how species adapt—how they morph, mutate, and adjust to new conditions—is a much tougher nut to crack.

**Bill Schopf '63** and **Richard Lenski '77** have both made a career of studying this puzzle, albeit from very different angles. Schopf looks deep into the past, at some of the earliest life on the planet; Lenski, on the other hand, looks into the future. He studies the evolution of genes in bacteria and is watching how these species adapt to new environments. Both scientists' work covers the extreme ends of the evolutionary spectrum and is shedding new light on the mysteries of how organisms adapt in long and the short term.

## The Long Game

When it comes to focusing on evolution's long game, few researchers are as experienced as Bill Schopf. As a paleobiologist at UCLA, he studies bacteria that have been dead for more than 3 billion years. In the mid 1960s, Schopf made waves in the scientific community when he found evidence of the oldest known fossils—a cluster of grainy rocks in Australia that held the remains of ancient microbes—and today, he's still uncovering some of life's earliest species.

"In the fossil record, it's a detective game," says Schopf. "The genetic material of all organisms is lost during fossilization, but you do see the products of genetic information. The way a cell divides, for example. Where the cell walls are put down. All of those things are determined by genetics."

Looking backwards at early fossils, he says, offers clues to the evolution of all living things: the environment in which life first emerged; how early cells coped with the inhospitable surroundings of an early planet. Studying these organisms helps researchers understand how they compare to similar microbes today—namely, which traits remain in modern species, and which have changed and adapted over time. By following those attributes, Schopf notes, it's possible to begin to understand underlying patterns that emerge in evolution as a whole.

"[Lenski and I are] both interested in trying to understand how life changes over time," adds Schopf, emphatically. There are only a couple of ways that you can do this: one is to do experimental work. The other is to go back into the geological record and find out what was

**FACULTY POET**

"I recall what Charles Hall said in his exceptional commencement oration. All Oberlin graduates gave brief orations as part of the commencement exercises in 1885… Hall's oration had the title 'Science and the Imagination.' The first sentences were 'The imagination is the poetic faculty. It is also the faculty of the sciences.' This declaration of the importance of creativity in science reflected Hall's experience in doing research and countered the prevailing view that creativity was to be found in disciplines other than the sciences."—NORMAN C. CRAIG '53, EMERITUS PROFESSOR OF CHEMISTRY

FOR VIDEO OF THIS TALK AND THE OPENING SESSION, VISIT OBERLIN.EDU/OAM

E. COLI: COURTESY RICHARD LENSKI '77; PORTRAITS: TANYA ROSEN-JONES '97; ILLUSTRATION: PETER ARKLE

there, when other things came in, and map out how life changes. They are hand in glove."

## The Short Game

Lenski, a microbial biologist at Michigan State University, is decidedly in the "short term" camp when it comes to studying evolution. Although forming new species can take millions of years, he's looking into changes that happen in E. coli bacteria over the span of just three decades. Since 1988, he's been tracking 12 different populations of the microbes, each descended from a single ancestor. As the bacteria have reproduced over the years, his lab has analyzed their DNA, recording genetic mutations and subtle changes in appearance and performance in real time.

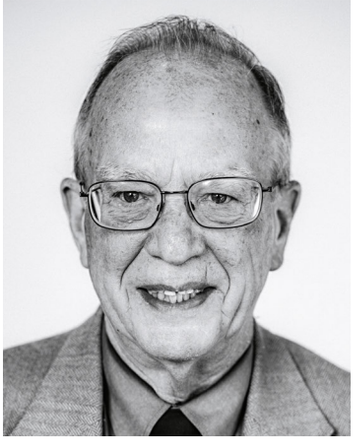
"Instead of looking back in time and trying to unravel the tree of life, the approach I'm taking is to do experiments on evolution that are prospective," he says. "The simplicity [of bacteria] and the fact that we can do experiments with many generations in a day makes them a wonderful system."

Bacteria divide about seven times each day in his experiment, Lenski says, and when they reach 500 new generations (roughly every 10 weeks), he and his staff take a sample of the newest cells and freeze them for posterity. In addition to preserving a snapshot of the microbes' DNA, it also gives them an unusual tool: the ability to revive old specimens, grow them in the lab, and pit them against newer ones. From the microbe's perspective, it's a the equivalent of setting a Neanderthal loose on the streets of New York.

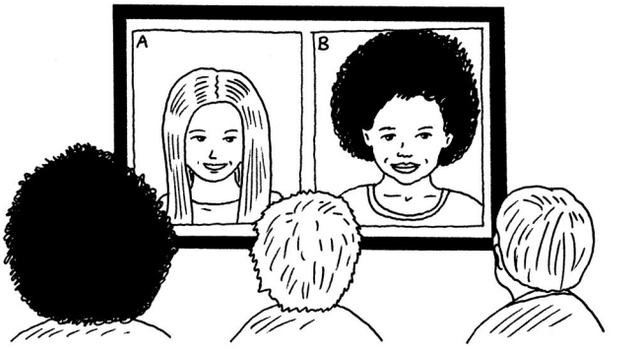
"It's a bit of a thought experiment: If we could bring a Neanderthal back to life, how would they be as students? What kind of lectures would they give? Would they be good chess players?" asks Lenski. "We can learn some of their strengths and limitations from fossils, but the experiment we'd really like to do is put them to the test, play football with them, go to class with them. We can't do that with humans, but we can with bacteria."

On a mathematical level, Lenski is also able to use this method to tease out patterns in the way genes evolve, and to make basic predictions about what may or may not happen to microbes' DNA moving forward. Looking at genetics isn't something that you can do with fossilized microbes—but ultimately, both his work and Schopf's share common ground. They're both showing that the emergence of life's countless species all boils down to a few key principles.

"It's just like physics," Lenski says. "You've got a few core processes like gravitation, electromagnetism, the strong and weak nuclear forces—and all of the universe results from those. Evolutionary biology is no different. It's just using the core processes of mutation, recombination, natural selection, and genetic drift."



Richard Lenski (left), and Bill Schopf




# LANGUAGE AND ESSENCE

Spend enough time with young toddlers, and you'll notice an inevitable pattern. The moment one child picks up another's toy, bickering and tantrums ensue. This one is mine. That one is yours.

An emerging sense of ownership, says psychologist **Susan Gelman '80,** is one small example of how, even for young children, the world has an invisible reality. Ownership is not something we can see, but it affects an object's value. For humans, she notes, thinking about the world around us in terms of hidden features is basic to our understanding, and children grasp this insight from a surprisingly young age.

Gelman, a professor of psychology and linguistics at the University of Michigan, studies children from ages 2 to 5, a time when they are learning a tremendous amount about the world. She says that during this time, children rely on labels as a guide to the hidden nature of experience—its essence: a penguin and a flamingo are both "birds," so they have the same innards. A leaf-insect and a beetle are both "bugs," so they breathe the same way. When it comes to social categories, labels may imply not just sameness, but also deep social prejudices.

"It's similar whether you look at gender, or race, or the caste system in India. From the child's point of view, when you provide a label, it becomes a kind of shortcut to making inferences about an individual and what that individual is like, in a deep and non-obvious way."

In one set of experiments, Gelman's University of Michigan lab studied children in two different Michigan towns just an hour's drive apart—the first, a diverse and relatively liberal area, the second, a homogenous and socially conservative community—to test whether children think about category boundaries as objectively correct. For example, if someone from far away and all his friends said that a table and a chair were the same kind of thing, could they maybe be right? "In all communities and all ages, kids could say, 'yeah, if you say those are the same kind of thing, that's no biggie,'" says Gelman. "But if we showed them a boy and girl, or two girls, one white, one black, and asked the same question, their judgments varied considerably based on their age and community."

Compared to children growing up in the large, diverse area studied, those growing up in a small, homogenous town were more likely to treat gender and race as important ways to categorize people. "The study doesn't tell us exactly what it is about these different communities that affect children's categorizations, but it does show that something in the cultural input is having an impact," Gelman notes.

It's also unclear, she says, if it's possible to intervene early in a child's life to stop the formation of social stereotypes, but she's hopeful.

"We have growing evidence that kids treat categories as having this deep reality, even sometimes when they shouldn't," she says. "The ultimate thing I would like to know is how to get kids not to stereotype in the first place. That's the $64,000 question."

Colored transmission electron micrograph of the bacteria Legionella pneumophila.

SCIENCE PHOTO LIBRARY

# CELLS UNDER SIEGE

In a warm July in Philadelphia, millions of people gathered to celebrate the nation's 1976 bicentennial, including a conference of American Legion members. Attendees took in shows, ate at city restaurants, and reconnected with old friends—and within days, nearly 200 of them fell ill with mysterious chest pains and high fevers. The outbreak, dubbed Legionnaire's disease, ultimately killed 29 people, yet it took researchers almost five months to find the culprit: tiny, sausage-shaped bacteria nestled deep in the victims' lungs.

**Ralph Isberg '77** has been studying this type of bacterium—and others like it—for years. He says they all share one interesting trait: they have evolved the ability to invade not only a host's body, but also individual cells within it.

In a normal immune response, amoeba-like cells called "macrophages" hunt down microbial invaders, wrap them in a blob-like embrace, and break them apart. Yet somehow, Legionella bacteria—the type that causes Legionnaire's disease—can subvert this process.

"Normally, once a macrophage engulfs a bacterium, it's like entering into a death chamber," says Isberg, a microbiologist at Tufts University. "Legionella turn the whole system on its head. They're somehow able convert this death chamber into a kind of 'lounge' where they have no problem growing." Once inside, the bacteria multiply to the point where they burst out, destroying the cell. The body then steps up its immune response, causing massive inflammation that can kill an infected patient.

Isberg wants to know exactly how the bacteria pull off this feat. He thinks it has something to do with a cocktail of 300 proteins that the microbe excretes when it first invades a macrophage: "They do all sorts of things. Some manipulate membranes in the host cell to form the compartment they grow in. Some make sure antimicrobial proteins don't get in. Some change the host cell's regulatory proteins," he says.

This diverse assemblage of proteins isn't limited to Legionella. Other diseases, like those caused by Chlamydia, result from bacteria that can penetrate into host cells (in that case, cells lining the urinary tract). Although it's a novel means of infection, Isberg notes that even these bacteria can be treated with existing antibiotic drugs. While he would like to find better treatments, his primary aim is to understand the basic molecular details of how the bacteria actually work inside the cell.

"I just want to find out how things work. It's like being an auto mechanic in some ways—I want to poke around and see what's under the hood. The problem is that it's incredibly complex. We have some good feeling of how things go at the gross level, but not a complete understanding of every operation that lets these bugs grow."

# THE BEAUTY OF RANDOMNESS

In **Tom Liggett's** eyes, there's an innate beauty in randomness—namely, that it's not quite as random as we might think. Flip a coin once, and you won't be able to predict the outcome. Flip it a thousand times, though, and a distinct pattern appears.

"If you graph the results every time it comes up 'heads,' say, you get a bell-shaped curve. Big in the middle, small in the extremes," says Liggett '65, a mathematician at the University of California, Los Angeles. "What's fascinating to me is that this comes up everywhere. In something seemingly random, you can make precise statements, whether it's with coins, or cards, or infectious disease."

Liggett's work focuses on random events that are far more difficult to understand than simple coin flips. He's cracking open the staggeringly complex behavior of "interacting particle systems"—groups with enormous numbers of individual players to keep track of, like atoms in a piece of metal, voters in a contentious election, or infectious patients in a crowded city.

All of these "agents," as he calls them, have one thing in common: they each have a possible state—positively or negatively charged; voting Republican or Democrat; infected or not infected—and each of them can influence its neighbors.

"They constantly interact. For example, I'm more likely to vote for [California Governor] Jerry Brown if my wife votes for Jerry Brown. If one atom in a piece of iron has a positive spin, its neighbors are more likely to have a positive spin," says Liggett.

The key to predicting how these "agents" will behave, he says, comes down to the fact that the randomness behind their changing state is actually ordered—and, to a degree, predictable. In each system, specific thresholds must be met before any change takes place.

"Those thresholds are very sharp. For water molecules to crystallize and freeze, the threshold is 32 degrees, not 33, not 31. For a deck of cards to be truly random, it has to be shuffled a particular way seven times, not six," he says. Similarly, with disease epidemics, a certain threshold of infectiousness has to be met in order for an illness to spread—without it, the epidemic simply dies out.

Liggett prides himself in doing research that isn't limited to any one particular field. Over the course of his career, a huge number of disciplines have incorporated his work with particle systems, and he's influenced the study of topics as diverse as particle physics, groundwater transport, tumor growth, and traffic flow. "I have never worked on a problem because of its applications," he says, beaming. "I do what I find mathematically interesting. I like the challenge, the puzzle."

Just don't ask him to help you in Vegas.

"I don't like gambling. I think it's a terrible occupation," he says. "If I go to Las Vegas, it's to get gas on the way to Zion National Park."

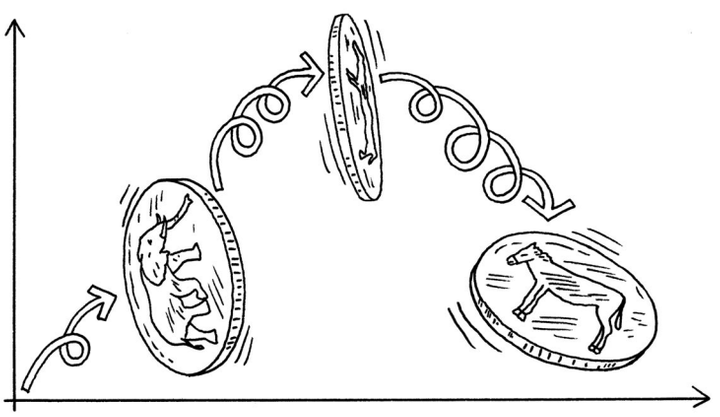
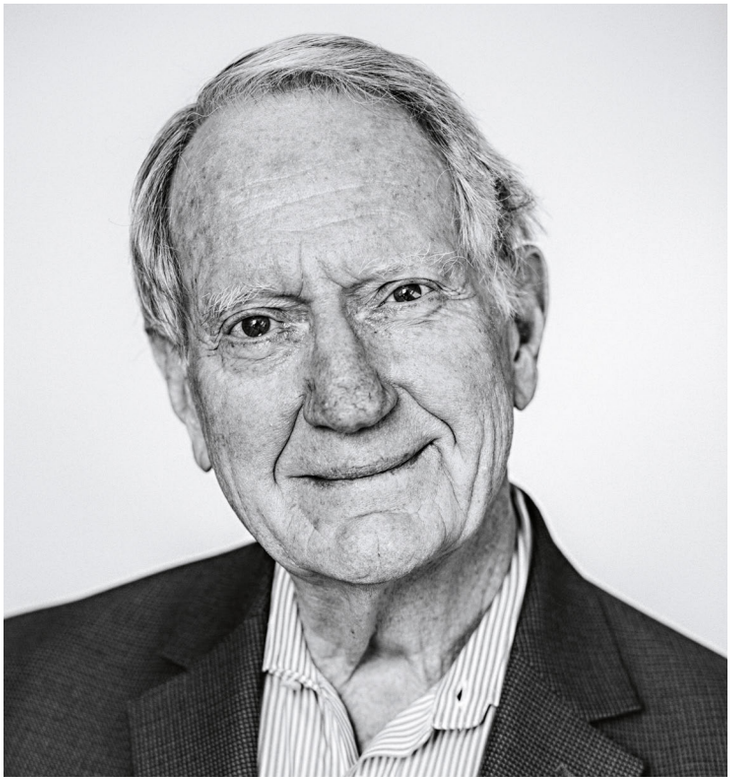


ILLUSTRATION: PETER ARKLE; HANAWALT: TANYA ROSEN-JONES '97



## BECOMING A SCIENTIST

BIOLOGIST PHIL HANAWALT '54 MADE HEADLINES IN 1963 WHEN HE discovered how damaged DNA can repair itself. Yet if it weren't for a freak accident at Deep Springs College, which he attended before Oberlin, he may never have gone into science at all. He told his story to a group of Oberlin students during the NAS Symposium in October 2016:

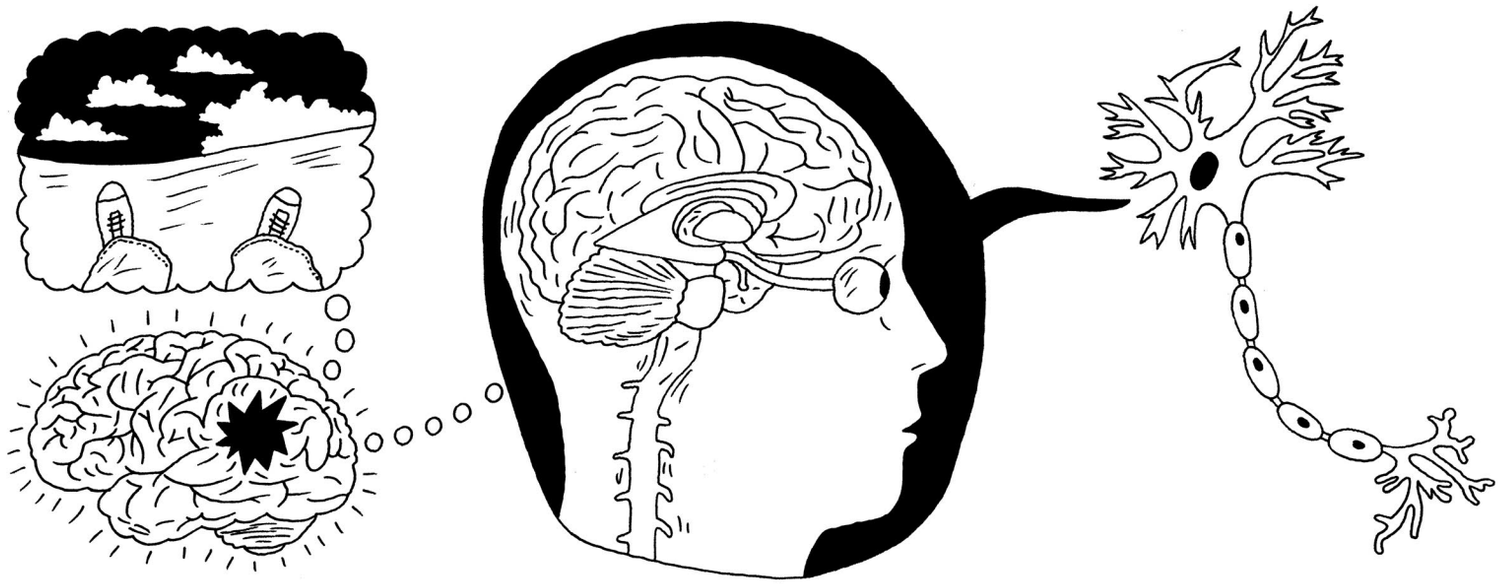
*Deep Springs College is on a ranch near Bishop, California. There's only 25 students, all male, and you work on the ranch 25 hours a week. You don't get a degree there—you take intensive courses for one, two, or three years, then go on to someplace else.*

*When I arrived, I was told, "Your first job is meat cutter and boarding house manager." I thought, "My gosh, I don't know anything about meat cutting." I also didn't know how to slaughter cows or chickens. I mean, I had killed flies and mosquitos, but slaughtering a cow? Somehow I managed to do it, though.*

*One particular Saturday night, I was thinking about an upcoming eight-hour exam on world literature the next day. I was really nervous about that; I wasn't doing too well in the course. So I didn't bother to sharpen my knife. I was trimming the thick skin off a smoked ham, and the knife slipped and cut my finger to the bone. Nearly cut it off. I badly needed a doctor, but there was no doctor in Deep Springs.*

*One of the faculty members was Robley C. Willams, one of the early biophysicists. He offered to take me into town to get my finger sewed up. It was an hour and a half drive from Deep Springs to Bishop [the next biggest town], over an 11,000-foot pass. And to keep my mind off my finger, he talked to me about biophysics. So we got to Bishop, found a doctor, and drove back. But it got me thinking about the field. I later came to Oberlin, majored in physics, with Williams' encouragement, and went on to graduate school at Yale. Today, I'm teaching at Berkeley, where I've been for 50 years.*

*The lesson of all of this is that in your career, you have multiple points of decisions. You might have a wrong decision, but then again, you still have a lot of life ahead of you. You might make a right one, too.*



# MINDING THE BRAIN

The human brain is arguably the most enigmatic of all human organs. It's responsible for everything we do, say, think, and feel, yet compared to other parts of the body, researchers understand relatively little about how its internal structures actually work.

To find out what it takes to comprehend the brain—and what it's like to crack open its innermost secrets—we talked to three Oberlin NAS inductees whose careers have been devoted to studying it in detail. Each of them approaches the subject from a vastly different scale: Larry Squire '63 studies the high-level structure of memory, Bob Wurtz '58 homes in on neural "circuits" that control vision, and Larry Zipursky '77 studies how individual neurons communicate. These three are piecing together the complex parts that work together to make a conscious mind—and by extension, make us.

**LARRY SQUIRE**

*Squire '63, a professor of psychiatry, psychology, and neuroscience at the University of California School of Medicine, San Diego, studies the structure of memory.*

*OAM*: How do you start to identify different types of memory and pick them apart?

Well, you need to think about it in terms of the history of the problem. Back in the 1930s and '40s, memory was thought to be integrated into the perception of your intellectual abilities, and there was no rigid brain structure devoted to memory. It was thought that lesions on the brain didn't produce any effect you would call a "memory" effect. Then in 1953, a patient called "H.M." came along, and the whole organization of the field changed. H.M. had an operation to treat epilepsy where a large section of his brain was removed. When he woke up, he was still fully intelligent, but strangely couldn't form any new memories.

Studying H.M. told researchers for the first time that the brain had a distinct mechanism for laying down new memories into storage, and that its function was separate from intellectual and perceptual functions. It led to work in lab animals that helped uncover some of the specific structures involved in creating memory, and then to later research that showed there were multiple kinds of memory, and that they each had different substrates in the brain. Today, we have a whole list of brain structures and functions that can be specified based on their dependence on various areas of the brain itself.

What sorts of questions are you trying to answer about memory itself?

We want to know: How many types of memory are there? What brain structures are important in forming those memories? What jobs do they do? These are really questions about functional brain structure anatomy. Essentially, we're interested in making a more detailed anatomical map of the brain—we identify a number of different brain structures, and each of these structures has its role in forming different kinds of experience. We can then go into detail within each of these structures to understand what its role really is.

The satisfying thing about studying memory is that we're learning about the cellular and molecular biology of how the brain changes, as well as learning about where to look for those changes and what the overall organization of the system is.

How can the things you're learning in your research help improve treatments for memory disorders?

We're helping to identify the kinds of functions and brain structures one needs to look to to create treatments that could reverse memory impairments. Ultimately, though, the solutions to those problems are going to come from cellular and molecular biologists.

Right now, we're just in the foothills of our understanding. We have an enormous amount still to learn about the brain, how it operates, and how it's put together. On other hand, over the last 50 years we've learned an enormous amount; we know all sorts of things that we only guessed at before. So progress is being made. Neuroscience is probably one of the most exciting parts of science today because there's so much to learn.

What would you ultimately like to know about the brain that eludes you now?

I'd like to know how memory is actually coded. Is it coded such that many neurons carry a signal? Or sparsely coded so only a few neurons carry a signal? What kind of signal is it? These are questions that are going to be hard to get at, but they're the big questions that all neuroscientists think about.

ILLUSTRATION: PETER ARKLE; PORTRAITS: TANYA ROSEN-JONES '97;

**BOB WURTZ**
*Wurtz '58, a senior scientist at the National Institutes of Health, studies "circuits" in the brain—essentially long chains of connected neurons—that are responsible for vision.*

*OAM:* How do you approach studying the way vision works in the brain?

My interest is how circuits in the brain of humans are organized to produce the wonderfully diverse range of our behavior. In order to study these circuits, I concentrate on another primate, the Rhesus monkey, whose behavior is similar to ours. The organization of the visual system in the two primates, the system that my studies concentrate on, is remarkably similar so that we can train monkeys on visual tasks that are essentially video games. Then I can study the neuronal activity at successive sites in the visual system painlessly while the monkey is actually using its visual system.

How do you define a "neural circuit"?

Good question. It turns out to be a really hard problem. In order to talk about a circuit, you have to know that the cells you're referring to are connected. And that's generally not known. Anatomy will tell you that one area of the brain is connected to another, but won't tell you if particular cells in one area will connect to particular set of cells in the other area.

To make things more interesting, let's assume I could map a complete circuit in the brain, like the one that deals with vision. Well, it isn't operating in the brain independently. It can also move the eyes to new visual stimuli, to where a smell is coming from, or where a sound is coming from. So circuits are going to turn out to be interrelated. If we can pick out one circuit and dissect it, work it out, it would be a huge victory, but only within the last 10 years have we even gotten a glimmer of how these circuits are organized.

So just how difficult is it to tease out which cells are connected?

The way we go about it, we can stimulate one group of cells with electricity and see which cells in the target structure are activated as a result. We then go to the receiving cell region, using our knowledge of brain anatomy to guide us, and we stimulate at that point. The reason this is so difficult is that if there are, say, a million cells in one area of the brain, and a million in another area, not all those cells connect to each other. Instead, they connect only to specific small fractions. And you have to find exactly the right fraction to see the connection.

When I first worked on monkeys 50 years ago, I thought I'd find a specific area of the brain that worked to control eye movements. And I didn't find any such thing. I was amazed at this! The circuits related to eye movement turned out to extend throughout the brain, from the brain stem just above the spinal cord, to the thalamus at a middle level in the brain, and then to the cerebral cortex, the highest level. And this was just one circuit, doing one thing, out of all the things a brain can do. So a circuit is highly specific—if you move a millimeter away from a cell in that circuit, you'll be probing a different pathway.

At the other end of the spectrum, let's suppose I find a place in a circuit which, if I break it, changes a monkey's behavior. Then I'd want to modify the neurotransmitters, which involves knowing which ones are there, and how to manipulate them. That's kind of what Larry Zipursky is working on. At this point, it's pretty far removed from anything I could incorporate into my research, but I'm interested in it just as anyone interested in the brain would be.

**LARRY ZIPURSKY**
*Zipursky '77, a professor of biological chemistry at UCLA and an investigator for the Howard Hughes Medical Institute, examines chemical signals that control how neurons connect to one another.*

*OAM:* How do you start to pick the brain apart on a molecular level? What can that tell you about its higher functions?

I'm interested in how cells communicate with one another to form circuits. That raises a series of questions: How do you generate a neuron in the first place? There are many different cell types—what controls the type of neuron that a cell becomes? What determines the connections they make to other neurons? In trying to answer these questions, we discovered a system that regulates how they recognize other cells.

We think it's controlled by certain proteins that each neuron has on its cell surface. These proteins determine each neuron's "identity," or cell type, which affects its shape, how it conducts electrical signals, and how it connects to other neurons. It also determines what kinds of molecules the neuron uses to communicate with other neurons, both in forming a circuit in the first place, and also once the circuit is functioning. It allows them to recognize other neurons in specific ways, which is essential for forming circuits.

So specific proteins attract specific neurons?

Yeah, some proteins attract, some repel. Each neuron has lots and lots of long branches called dendrites coming off of the cell, and those branches have to be able to discriminate between dendrites from the same cell and dendrites from other cells. To do that, they have these protein "labels" on their surface, and those labels tell them who they should be connecting with, and who they shouldn't be connecting with.

It's a vast and complex network of different cells and different connections, and in this miraculous way, behavior emerges from it. Memory emerges from it. So I really view this as the big commonality between what Bob, Larry, and I are doing. Whether you're studying perception, memory, sight—in the end, it's all cells and molecules. But that raises an important question: can we understand how the whole system works if we know how all the individual cells and molecules work? And I don't think it's that simple. Learning how they work together to get these remarkable properties we see is really a challenge. We're a long way from it.

You work primarily with fruit flies. Do the things you're learning in insects translate directly to understanding the human brain?

This is where evolution is a great help. Sixty to seventy percent of existing human disease genes are found in fruit flies—and by disease genes, I mean genes that, when altered, give rise to human disease. Most of the genes in a fruit fly have direct counterparts in humans. You can understand the function of a gene in a simple organism like a fruit fly, and you can look at the gene in humans, and then use mice to study possible treatments. So you really can go back and forth between organisms with the gene being the commonality. If you look at the development of animals, the large majority of genes that pattern a fruit fly also appear in humans. So if you look at the fact that a fruit fly body is patterned around a certain axis—you see there's a head and a tail, a top and a bottom, a front and a back. Genes seem to be doing the same thing in flies and humans. That's the most compelling argument to be working on these systems. You can get insights into fundamental processes that regulate animal development and function.

# Labor and Learning

## A former union organizer wants to help close the experience gap for lower-income Oberlin students.

**By Alice Ollstein ’10 | Portrait by Jenn Manna**

**UNION STRONG**
Susan Phillips '76 established the Social Justice Internship Fund.

AFTER DECADES OF TRAILBLAZING WORK AS A UNION ORGANIZER, Susan Phillips '76 found herself in sudden possession of a small fortune—an inheritance she had not known her frugal parents amassed. Accustomed to working hard and living modestly, Phillips began searching for a way to use the money to have the greatest possible impact.

"My lawyer kept teasing me about buying a villa in France, but I didn't want to do that," she says. "I wanted to give something back to Oberlin."

The college first tried to coax her into sponsoring a building that would bear her name, which she says "wouldn't be meaningful." Instead, she worked with professors and administrators to launch the Social Justice Internship Fund—a way of supporting lower-income students from diverse backgrounds in pursuing the kinds of activism and unpaid internships they couldn't otherwise afford. The program kicked off last summer, when 27 Oberlin students received funding to work in communities around the world—from the mountains of Nepal to the marble corridors of power in Washington, D.C.

The idea for the program, which will sponsor summer student internships for years to come, began more than 40 years ago among the weed-choked gravestones of a forgotten cemetery in Lorain County.

## PLANTING THE SEEDS

IT WAS JANUARY 1975, AND SUSAN PHILLIPS WAS BRUSHING SNOW OFF of a gravestone a few miles from Oberlin.

A newly declared history major on a campus still reeling from the revelations of the Watergate scandal and the ongoing carnage in Vietnam, Phillips had come to the quiet, frozen field to investigate what materials the gravestones were made of, the patterns the artists carved into them, and the dates when the surrounding towns began burying their dead. The project combined her passions for geology, art, and history.

"The lights went on and I realized all this stuff was interconnected," she says. "Nobody taught me that. I had to figure out how the pieces fit together myself."

Her project then was only possible thanks to a small grant that allowed her to rent a car. Decades later, Phillips wants to give today's Oberlin students the same chance to discover for themselves how the pieces of their world fit together.

"I see this as the best kind of investment: in people with ideals," she explains. "It's fulfilling because it's helping people pursue their dreams. I wanted to give kids a chance to try on different personas. Maybe they will find that spark."

Seventy-six Oberlin students applied for funding last year. Phillips flew to campus to help interview 30 of them, almost all of whom received between $2,500 and $5,000 to help feed, transport, and house them over the summer. Some were international students struggling to make connections in a country where networking is essential. Some were first-generation Americans making their first foray into a professional world their more privileged peers already know well. All were grappling with the same big questions that still consume Phillips: "What is social justice? How do I do the most good and the least harm in my community? How do I have the biggest impact on the world?"

"I was so amazed at how articulate and accomplished these folks were, how enthusiastic," Phillips says of the fund's inaugural class. "When you give money to a charity, you often don't know what happens to it. It could go to buy somebody's Cadillac. So I always come back to the idea of changing lives one by one. One is more than nothing. Two is more than one."

## MR. ZEPEDA GOES TO WASHINGTON

BEFORE LAST SUMMER, HUNTER ZEPEDA '17 HAD NEVER HELD AN internship, visited the nation's capital, worked in an office, or even put on a tie. The Los Angeles native and first-generation American had spent all previous summers working for his father's shipping company while his wealthier peers racked up experience in their chosen fields. But the Social Justice Internship Fund allowed him to take an unpaid position with the League of United Latin American Citizens (LULAC), one of the country's oldest and largest Latino civil rights organizations.

To spend his first summer away from home and in one of the country's most expensive cities, Zepeda depended heavily on the fund.

"It was a costly venture," he says. "I couldn't just pay for my summer in D.C. out-of-pocket. I was really, really thankful for [the support]."

During his time with LULAC, Zepeda saw one party nominate its first ever female candidate for the White House and the other nominate a man who pledged the mass deportations of immigrants and a new wall on the Mexico border. He watched as the Supreme Court struck down President Obama's program to protect the undocumented parents of young U.S. citizens and permanent residents.

Amid the turmoil, he met with members of the Congressional Hispanic Caucus, researched the impact of bills and Supreme Court decisions, and helped plan a national convention attended by Hillary Clinton, Bernie Sanders, and Attorney General Loretta Lynch.

"I learned how to translate some of my academic education into advocacy work," he says. "It's one thing to learn, but it's another thing to implement your learning and try to communicate what you've researched to others. For instance, I'm an econ major, and I incorporated some of what I knew into writing about how raising naturalization fees for immigrants to the U.S. could be detrimental to domestic growth and cause a reduction in tax revenue."

The lessons Zepeda learned last summer went far beyond the practical or the academic. By witnessing firsthand how decisions are made and how progress is either achieved or stymied in Washington, he was forced to consider the bigger question of whether he wants to dedicate his life to fighting for change inside or outside "the system."

"Protesting in the streets and working within Congress I think are both important," he says. "You can be idealistic and say that a full revolution is best, but that's a difficult path to navigate. Sometimes making concessions and compromises are just as important. We need radical strategies to overthrow and replace the systematic barriers that are repressive socially or economically or politically, but I think it's also important to understand the workings of reformist politics, which is what a lot of D.C. is involved with."

**"My lawyer kept teasing me about buying a villa in France, but I didn't want to do that. I wanted to give something back to Oberlin."**

## A WHITEWASHED WORKFORCE

IN A STILL-STRUGGLING ECONOMY PLAGUED BY STAGNANT WAGES AND persistent income inequality, the students' nonprofit employers benefit just as much from Phillips' fund as the students themselves.

In what the *New York Times* dubbed the "internship-industrial complex," positions that were once solid entry-level jobs have turned, over the past few decades, into unpaid internships, accessible only to those students with the resources to work for free.

"I think it is a travesty," says Phillips. "I think organizations tend to cheap-out."

Too often, this leads to an intern class that is overwhelmingly white and wealthy, whose members can then enter the workforce armed with experience and recommendations. In Washington, D.C., this phenomenon is so common that people in power cease to notice it. For example, House Speaker Paul Ryan met an onslaught of online ridicule last summer when he posted a picture of himself posing with hundreds of Capitol Hill interns—a sea of smiling white faces. The hashtag #Interns SoWhite began trending on Twitter.

Malika Ghafour '17, who hails from Afghanistan, says she was the only international intern at the Feminist Majority Foundation, an organization that supports women's rights around the world. "It was good for me, but it meant they didn't have enough perspectives," she says "I would have loved to see more international interns, not only in Feminist Majority, but in other organizations too."

Thanks in part to this lack of diversity, Ghafour had to constantly educate her peers and confront their misconceptions of her country. "Most people don't even know where Afghanistan is, and even if they do, they have very little knowledge about it," she said. "They think we speak Arabic and live in tents and there's always war going on. Their stereotype is that we are always angry, especially the men of our country, or even that we are terrorists."

A gender studies major, Ghafour said the support from the Social Justice Internship Fund allowed her to live her dream of working in D.C. and engaging in the kind of feminist advocacy that would have been "a huge risk" in her home country.

At the Feminist Majority Foundation, she wrote blog posts and reports and organized and attended events focused on gender equality. "Having me there was a connecting bridge between Afghan woman and American women," she says. "I built a bridge and introduced them to those struggles, and I could get the support from strong feminists here."

Other international students she knows, including fellow Obies, have not been so lucky. Ghafour says friends who applied to many summer internships were unable to land a single one. "They are all really talented people, but they ended up just staying in Oberlin and working in local restaurants," she says. "It's really upsetting."

In securing her first-ever internship, Ghafour says she gained confidence, improved her English, and learned valuable workplace skills. But she also came to understand the true meaning of the American cliché, "It's not what you know, it's who you know."

"Having a good connection was really important, and international students have a hard time making good connections," she said. "I was lucky enough to have a good host family in D.C., and through them I have many supporters. It's a privilege I have that many international students don't have."

As Darren Walker noted in the *New York Times*, "America's current internship system, in which contacts and money matter more than talent,

contributes to an economy in which access and opportunity go to the people who already have the most of both."

The Social Justice Internship Fund aims to chip away at this system, one Oberlin student at a time.

## ALL POLITICS IS LOCAL

WHILE THE PHILLIPS FUND ALLOWED MANY STUDENTS TO VENTURE far from home in search of new experiences, it enabled others to serve their own communities. Clara Lincoln '17, a comparative American studies major, grew up in D.C.'s Columbia Heights neighborhood, playing in empty lots that have since become big box stores and luxury condos. Last summer, with the fund's support, she returned to work for the local tenant advocacy group ONE DC.

"Most of my friends have been pushed out, displaced because of gentrification," she says. "I was now active in protecting longtime residents and workers, and not just watching it happen.

"I don't want to say I was giving back, because that's patronizing," she adds. "But the city put so much into raising me, that I wanted to be working for and with people there."

As she learned the ins and outs of local and federal housing policy and organized walking tours of D.C.'s gentrifying neighborhoods, Lincoln also witnessed firsthand the struggle nonprofits face between financial stability and independence.

"ONE DC doesn't want to accept government funding, because the government is usually on the other side of the development battles they're fighting," she says. "So they don't have money to throw around, which means they can't pay interns."

Lincoln said the fund's support not only allowed her to choose "an organization that really fit her values," it led her to thread together ideas and concepts that would have been difficult to learn in a classroom.

"The visual changes that happen with gentrification make certain people feel welcome and others alienated and want to move out," she says. "But I've seen communities using art and graffiti to fight back and say, 'We are here, you can't get rid of us, we are resisting.' I also learned how [housing policy] fits into the national conversation about police brutality, and how policing can be a tool of gentrification."

Fellowship recipient Bikalpa Baniya '19 also used the funding to return to a home he barely recognized. An economics major, Baniya grew up in Kathmandu, Nepal, which was struck by a massive earthquake in 2015. While his hometown suffered extensive damage, including thousands of casualties, some of the surrounding mountain villages were decimated entirely.

"I saw all the difficulties people had to go through, and I wanted to do something," he says. "But as a college student halfway around the world, I knew I needed a structure back there for support."

Last summer, with the support of the Social Justice Fund, Baniya volunteered at the Maya Universe Academy, a free private school five hours' drive from Kathmandu. There, he taught classes, organized activities for the children, and learned the inner working of a model where parents and children contribute labor instead of paying tuition. Baniya also used the funding to secure an Internet connection for the school—an expensive and difficult feat in rural Nepal.

"I could not have done it without the fellowship," he says. "Even just the flight back to Nepal cost quite a lot. And once I was in Nepal, I wasn't living with my family, I was living at the school and had to pay them for food and a place to live."

**"That's why we go [to Oberlin], because we're curious and ambitious—not for professional success but to use our talents to do bigger things for the world."**

While Lincoln hopes to use her insights from the summer internship to shape her honors thesis, Baniya's experience motivated him to forge more links between the Maya Universe Academy and Oberlin College to ensure ongoing support for the young Nepalese students. Since returning to campus, he's raised more than $6,000, acquired several laptops to take to Nepal, given presentations about the school to the Kendal at Oberlin retirement community and several local churches, designed new lesson plans, and organized a winter-term delegation for other Oberlin students to join him there. When he graduates, he plans to dedicate himself full-time to improving rural education in Nepal.

"The experience impacted me so much," he says. "I'm doing all of this because the school showed me things I never thought about before. It's a place where everyone has a purpose, and it has definitely given me a purpose."

## FULL CIRCLE

Last summer, while sitting in a bar in one of D.C.'s most rapidly gentrifying areas, Phillips marveled at the variety of projects the Oberlin interns were pursuing, the sophistication of their views on service and social justice, and the power of their idealism.

"It's astounding," she says. "It gives me faith in the future of the country despite what is happening in the crazy political world."

She emphasized that the students would not have to write "a six-page essay on how they spent their summer" and that no other strings were attached to the grants. As when she attended Oberlin and was allowed to take some classes for credit, not grades, she wants their motivation to come from within.

"That's why we go there, because we're curious and ambitious—not for professional success but to use our talents to do bigger things for the world," she said.

In Phillips' own life, a job researching policy for a congressional committee led to a gig as a lobbyist for major industrial unions, which in turn led to editing a magazine read by more than a million unionized food service workers. She saw victories and setbacks—from successful movements to organize younger workers to the gutting of workplace health and safety funding under President Ronald Reagan. During her 25 years in a labor movement still largely dominated by white men, she prioritized the creation of diverse workplaces and saw how different voices, backgrounds, and experiences always made an organization stronger.

"If you're the token woman in an organization, you don't swing the door shut," she says. "You wedge something in the door and put your hand out to the next person."

Last summer, and for many summers to come, Oberlin students will benefit from her outstretched hand. ■

ALICE OLLSTEIN IS A POLITICAL REPORTER IN WASHINGTON, D.C.

# "Oberlin is the cornerstone of my career in science and the locus of my personal development." —LEE DRICKAMER '67

"My favorite memories of Oberlin are of having wonderful, stimulating conversations with fellow students. I learned about life, music, art, and science, and I acquired some sense of self. Owing to superb instruction and mentoring, especially individual attention from my professors—and an exposure to world-class cultural events—I built a foundation for a career spanning almost 45 years. Much of what I accomplished comes from the foundation I received at the college, and I have long wanted to repay Oberlin for my success."

That's part of why Lee chose to make an estate gift to Oberlin. An estate gift enables you to control your assets during your lifetime. It is also an investment in the financial security of an academically engaging Oberlin, one that continues to reward and challenge students and help them create their own futures.

Not only has Lee provided for Oberlin in his estate plan, but he also led the Class of 1967's 50th reunion fundraising effort and earlier established a fund to support the biology department. "As a professor, often I'd notice students and faculty who could use some small piece of equipment and travel funds that would make a real difference in their research," he says. "This fund helps provide those things that can be so important for developing a young scientist."

## Contact Us!

For more information on including Oberlin in your estate plan, contact the Office of Gift Planning at 440-775-8599 or gift.planning@oberlin.edu.

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# ALUMNI TRAVEL PROGRAM

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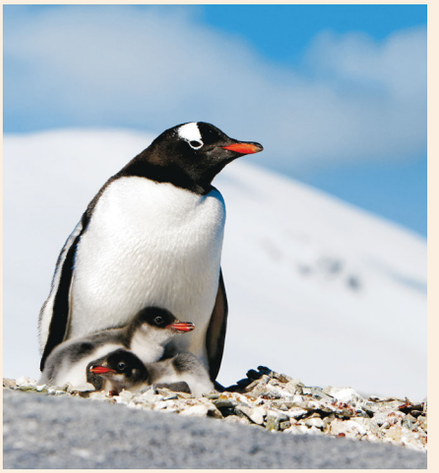
October 11-21, 2017
Escorted by Professor of East Asian Studies and History Suzanne Gay

Join us on a journey through Japan and be amazed at the rich culture and natural beauty of this island nation. Explore the spiritual center of Tokyo at the Meiji Jingu Shrine. Walk through the lively Tsukiji Fish Market, the biggest wholesale seafood market in the world. The ancient castle town Kanazawa has been the center of Japanese art and crafts and exquisite landscape gardens. In the ancient capital city, Kyoto, wonder the geisha district Gion and tour Kinkakuji Temple, the beautifully designed pavilion completely gilded in gold leaf. A special day trip to Nara will take you to the UNESCO World Heritage Site Todaiji Temple as well as the Nara Deer Park. Throughout your travels you will dine at fine Japanese restaurants that reflect the beauty and elegance of Japan. A pre-tour extension to Mt. Fuji and Hakone is also available. Brochure available.

## CUBA'S ORIENTE: ART AND ECOLOGY IN THE SIERRA MAESTRA

October 14-21, 2017 (Rescheduled!)
Escorted by Professor of Hispanic Studies Ana Cara

After three exciting and popular trips to Havana during the past two years, the Oberlin Alumni Association is now offering its first trip to Santiago and Baracoa in Eastern Cuba. Often overlooked by Americans, Santiago is a special part of Cuba as the home of the Cuban Carnaval, the cradle of the Cuban Revolution, and the birthplace of the Castro family. It is often referred to as the "Capital of the Caribbean" for its distinctly passionate spirit infused with music, dance, art, and architecture. Baracoa is a natural wonder of jungle, chocolate, coffee, coconut, cuisine, beaches, and the only remaining indigenous population in Cuba, the Taino. We will journey through the Sierra Maestra Mountain Range, the Bacanao Biosphere, visit a museum at the "Gitmo" U.S. naval base, and meet with many Cuban artists and intellectuals throughout the week. Brochure available.



## JOURNEY TO ANTARCTICA: THE WHITE CONTINENT

January 5-18, 2018
Escorted by Francis D. Federighi Professor of Natural Science Dan Stinebring

Remote. Untrammeled. Spectacular. Antarctica is one of the most exhilarating adventures on Earth. And there is no better way to experience Antarctica than on the *National Geographic Explorer* with fellow Obies. On a ship that has celebrated 50 years of taking travelers to Antarctica, you will travel with experienced ice masters and an expedition team consisting of naturalists, marine biologists, historians, and photographers. The on-board education is outstanding and the scenery and wildlife a lifetime memory. Tools for exploration allow us to land in remote locations and have up-close discoveries—by kayak and Zodiac landing craft. Visit penguin rookeries and see an assortment of marine mammals. The undersea is illuminated by the specialist who will dive to capture video footage in vivid HD. Come home with your best photos ever and the memories of a lifetime! Brochure available.

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*For more information about alumni travel opportunities, visit http://new.oberlin.edu/office/alumni/travel-tours/. If you would like to receive electronic news and brochures about our programs, please call 440-775-8692 or e-mail deb.stanfield@oberlin.edu. Please consider traveling with fellow Obies! Oberlin parents are always welcome!*

# Losses

## Faculty, Staff, and Friends

**Dr. Raymonde Carroll,** emerita professor of French, taught French language and literature courses, designed Francophoniques—a theater workshop with texts from the French-speaking world, and created advanced courses in French culture using cultural analysis, and pioneered the use of the cinematic remake in her cinema classes. She played a crucial role in developing AATF proficiency guidelines for the teaching of French culture. Dr. Carroll used her anthropological training to analyze cultural misunderstandings, particularly between Americans and the French. Her influential 1987 work *Evidences invisibles: Américains et Français au quotidien*, (*Cultural Misunderstandings: The French-American Experience*) remains a classic of its genre, read and taught all over the world, and is a cultural primer, excerpted in several widely used French textbooks. It has also helped many bicultural individuals and families and those in bicultural relationships. Dr. Carroll completed with honors the Licence ès Lettres and the Diplôme d'Etudes Supérieures in French & Classical Literature, Latin, and Greek at the University of Paris-Sorbonne. She studied anthropology and linguistics at Yale and received a PhD in romance languages and literatures at the University of Washington-Seattle. Her teaching career of over four decades included positions at Yale, the University of Chicago, the University of Hawaii, the University of Michigan, and Oberlin. Dr. Carroll died on October 16, 2016, survived by a daughter and two grandchildren. Her husband, Vern Carroll, Professor Emeritus of Anthropology at the University of Michigan, predeceased her in 2013. It was Dr. Carroll's wish that any gifts in her memory be made to the Southern Poverty Law Center.

## 1934

**Catharine Cook Shedd** enjoyed a long life of adventure, including many summers spent sailing throughout Europe and the Mediterranean with family and friends in the boat she shared with her husband, John Lawson Shedd. Even as she passed her 100th year, she remained active in numerous community organizations, including the Red Cross and the Nyack (N.Y.) Boat Club near her home in Leonia, N.J. Ms. Cook died August 21, 2016. She was predeceased by her husband and leaves a daughter, two sons, four grandchildren, and six great-grandchildren.

## 1939

**Jeannette Wright Galambos Stone** was a leading voice in the study of early childhood education and is credited as the first teacher of a Head Start program. Initially a preschool teacher in Washington, D.C., she resettled with her first husband in New Haven, Conn., where the then-experimental program was launched in 1963 and came under federal direction two years later. In between, Ms. Stone earned a master's degree in child development and early education from the University of Maryland. She wrote several seminal books outlining Head Start's core philosophy and techniques; one of them, *A Guide to Discipline*, sold more than 50,000 copies and was translated into numerous languages. Over the course of her career she started a community daycare center in Poughkeepsie, N.Y., toured infant-care facilities around the world, served as director of the Early Childhood Lab School at Sarah Lawrence College, taught at New Hampshire Technical Institute, and consulted for numerous education organizations. In 2005 she received the Carolyn Lester Award for service from the Connecticut Early Childhood Education Council. Ms. Stone died March 31, 2016. She was preceded in death by her husband, renowned child psychologist L. Joseph Stone; former husband Robert Galambos; and a stepdaughter. She is survived by three daughters, five grandchildren, seven great-grandchildren, two stepdaughters, three step-grandchildren, and two step-great-grandchildren.

## 1943

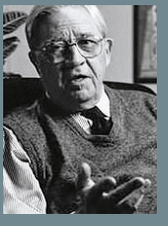
**Dr. Bert Ballin** was an orthodontist for many years before transitioning into a post-retirement career in real estate. He followed his Oberlin education with two years in the U.S. Army Specialized Training Program, then earned a DDS from the Columbia University College of Dental Medicine. During WWII, he served as a dental surgeon in the U.S. Public Health Services. Dr. Ballin was a community leader who was involved with the New Canaan (Conn.) Country Day School, the Horizons Summer Program, New Neighborhoods, Senior Services of Stamford, United Way, the Stamford Health Commission, and the Democratic Party. He died September 25, 2016, leaving his wife, Alice, four children, and six grandchildren. ■ **Jean Risinger Hoff** and her husband, Melvern C. Hoff '43, aided the war effort as chemists for Shell Oil's fuel research labs before she turned her attention to raising her children. She earned a master's degree in mathematics from Valparaiso University in 1967 and became a high school teacher in Highland, Ind., and Naperville, Ill. In retirement, she enjoyed traveling with Melvern, her husband of 58 years. Ms. Hoff died October 4, 2016. She was preceded in death by her husband and is survived by her three children, including Nancy Roberts '68 and Stephen Hoff '75; six grandchildren; and seven great-grandchildren.

## 1944

**Mary Louise Strasburg Loud** devoted a long career to social work, primarily in the Minne-

**APPRECIATION**

## D.A. Henderson, 1928-2016



Dr. Donald "D.A." Henderson '50 led the World Health Organization's seemingly impossible efforts to eradicate smallpox—a challenge he took up in 1966, nearly 20 years after becoming fascinated by the disease when an outbreak occurred in New York. He employed a strategy not of global vaccination but of identifying each known case of the disease worldwide and then vaccinating everyone within contact of the affected person. He undertook this effort with a small staff of his own but also some 200,000 recruits in 50 countries. By 1975, smallpox had been all but obliterated from Asia and Africa, with a final case recorded in Somalia in 1977. By 1979, concerns of an inadvertent resurgence of the disease were put to rest. Dr. Henderson went on to roles as a professor of epidemiology at Johns Hopkins University and as a presidential advisor, a position through which he advocated for the destruction of lab-contained samples of the virus and for renewed stockpiles of vaccine. In 2002, he received the Presidential Medal of Freedom, the nation's highest civilian honor. Dr. Henderson died August 19, 2016. His wife, Nana Irene Bragg, two sons, and a daughter survive him.

apolis Public Schools. She earned a master's degree in social work from the University of Minnesota in 1966 and was active for many years in Plymouth Congregational Church, the League of Women Voters, Girl Scouts, the Minnesota International Center, and other causes. Ms. Loud died August 27, 2016. She was predeceased by her husband of 62 years, Warren Simms Loud. She leaves three children, including son John Loud '76, four grandchildren, and one great-granddaughter.

## 1946

**Bruce J. Partridge** celebrated his 90th birthday and completion of the book *Effective Meetings: A Practical Guide* with his children, stepchildren, and wife May shortly before his death on July 11, 2016. His career included stints as president of the University of Victoria, vice president for administration at John Hopkins University, vice president and general counsel for Cominco Ltd., and managing director of the Hong Kong law office of Baker & McKenzie. He served a term as Canadian Unitarian Council parliamentarian and was alumni class president for his 50th Oberlin reunion. His connections to Oberlin include his first wife, Mary Janice Smith Partridge '48, who predeceased him, and daughter Heather Partridge Oppenheimer '71. ▪ **Caroline Warren** was a dedicated mother of two sons who enjoyed careers as an English teacher, administrative assistant, and library researcher. Valedictorian of her high school class in Poultney, Vt., she met her eventual husband, William H. Warren '48, on her first day at Oberlin. She enjoyed knitting, gardening, and managing her own stock portfolio. Ms. Warren died August 28, 2016, leaving her husband of 69 years (see below); her sons, including Rob Warren '81; and four grandchildren.

## 1948

**Dr. William Howe Warren** devoted his career to academia, serving for 23 years as associate dean of students, associate dean of faculty, and senior vice president and secretary at Antioch College. He was later vice chancellor of the University of Maryland University College and an executive of a commission for the American Council on Education. A former honorary trustee at Oberlin, he also served as president of the Alumni Association and president of his 50th reunion class. He served in the U.S. Navy during WWII, then earned a master's degree at the University of Chicago and a doctorate at Harvard. He was proud to have established the Oberlin World War II Memorial Garden and Scholarship Fund. Dr. Warren died December 8, 2016, just over three months after the death of his wife of 69 years, Caroline Warren '46 (see above). He is survived by their two sons, including Rob Warren '81, and four grandchildren.

## 1949

**Barbara Hanson Albert** had a career that included stints at the Department of Army Civilians in Tokyo, as a reservations agent for PanAm in Colorado, and as a legal secretary at Rausch & Sillard and the CIA in Washington, D.C. A loving mother to four sons, she served as their Cub Scout den mother. After retiring, the Alberts moved south, first to Sarasota, Fla., and then to South Carolina. She was an avid crossword puzzle solver and enjoyed reading, cooking, traveling, and goofing off. She died August 21, 2015, leaving four children, five grandchildren, and one great-grandchild. Her husband, Edmund Albert, predeceased her. ▪ **Dr. Harlan Crawford Shaw** spent more than 40 years as a physicist and nuclear engineer, working early in his career as a technical assistant for Enrico Fermi. He earned a PhD at the University of California and worked on early experiments with the cyclotron at the school's radiation lab. He later worked for Tracerlab, Pacific Gas and Electric, and Bechtel. Dr. Shaw died June 8, 2016. He is survived by two children and three grandchildren and was preceded in death by his wife of 50 years, Katherine Teare Shaw.

## 1952

**David Lloyd Emory** earned a master's degree from the University of Virginia and married Sally Snyder. He died October 16, 2016, leaving his wife and three children. ▪ **John H. "Jack" Noble** was a respected expert on land use and the environment who proposed a constitutional reinterpretation of the Fifth Amendment that would expand the public's authority to regulate and protect land. His assertions led to the influential book *The Use of Land*, which probes the intricacies of urban planning and zoning in America and sold more than 50,000 copies. He graduated from Harvard Law School, where he was a member of the Harvard Law Review, and he pursued Fulbright studies in Denmark. He worked for the American Society of Planning Officials in Chicago, advised leaders in Puerto Rico on the use of natural resources, and was a land-use consultant for the Rockefeller Brothers Fund before assuming the role of vice president of a nonprofit environmental think tank called the Conservation Foundation, which became affiliated with the World Wildlife Fund. Mr. Noble died September 11, 2016. ▪ **Dr. Mary Ruth Sandvold** taught English at Capital University for 22 years, including a stint as chair of the department. She earned a master's degree in teaching from Radcliffe College and later added a PhD in English from Ohio State University. At Oberlin, she won the Margaret Goodwin Meacham Prize for distinction in English and was a member of Phi Beta Kappa. Dr. Sandvold died August 24, 2015. She leaves her husband, Robert Baxter '52; three sons, including Don Baxter '76 and Russ Baxter '78; and four grandchildren.

## 1957

**Dr. Walter Kent Hill** was a longtime music faculty member at Mansfield State University, where he taught organ, music theory, and eurhythmics. He was a Fulbright scholar in Denmark and earned a DMA from the Eastman School of Music before beginning his teaching career at Texas Tech University. Since the age of 12 and throughout his life, he served as a musician in his church. Dr. Hill died October 24, 2016. He leaves his wife of more than 44 years, four children, and grandchildren.

## 1959

**Carol Ann Cannon Gilley** was a missionary for the United Church of Christ for 38 years, teaching Sunday school, sewing, music, and reading across southern Africa. She earned a master's degree in linguistics from American University and spoke Portuguese, Zulu, Siswati, and Xitswa. She served as a deacon and council member of the Deansboro Congregational United Church of Christ in New York and was secretary and treasurer of the Marshall Historical Society. Ms. Gilley died September 19, 2016. She is survived by her husband, Lawrence C. Gilley '59; three children; and seven grandchildren.

## 1973

Organist **James E. Harrington Jr.** served for many years as a professor of music at Wilkes University in Pennsylvania. An outspoken advocate for the local LGBT community, he founded a groundbreaking "Safe Zones" campus program at Wilkes in the 1990s and played a pivotal role in the formation of numerous groups supporting the cause. He also remained close to Oberlin, serving on the

Alumni Executive Board and as an admissions representative. He earned a master's degree in organ from Yale University and toured Europe as a recitalist before settling into his teaching career. Mr. Harrington died October 1, 2016. He leaves his longtime partner, William Browne, and many family members.

### 1978

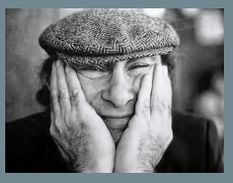
For two decades, **Harry Albert Carpenter III** was a multimedia graphic artist for BAE Systems in Washington, D.C. Among his most memorable creations was "Homecoming," a depiction of the historic Union Baptist Church in his native Baltimore, where he was an active member. An avid baker who trained at the Baltimore International College of Culinary Arts, Mr. Carpenter came to be known among friends as "The Cake Carpenter," and on Mother's Day he baked a cake for each mother on his block. He died August 4, 2016, leaving his mother and many other loved ones.

### 1979

**Dan Schab** was a cellist with the Atlanta Opera, the Savannah Symphony, the Symphony of Charleston, and the symphony orchestras in Birmingham, Greenville, and Augusta. He also served for a decade as an orchestra manager and member of the Spoleto Festivals in South Carolina and Italy. While still in college, he started a mail-order stringed instrument supply business that became Dan Schab Violins, located in his native Athens, Ga. He earned a master's degree from the University of Cincinnati College-Conservatory of Music. Mr. Schab died April 19, 2016, and is survived by many loved ones. ■

**MEMORIAL MINUTE**

## Nathan Greenberg 1928–2015



Nathan Greenberg, a beloved professor of classics at Oberlin for more than 40 years, passed away on November 15, 2015, at the age of 87. Consistently a first-rate teacher—whether as lecturer, discussion leader, or counselor—his classes were ever-popular. A representative student evaluation asserted, "This is definitely one of the best classes I have had while at Oberlin. Mr. Greenberg's excitement for the classics definitely rubbed off on me; he made me get excited for the classics as well." Students and colleagues alike recognized the winning mixture of intelligence and humor that made him so interesting. His departmental colleagues benefited in significant ways from his paradigm.

Never dogmatic, Nate maintained a bemused distance from his subject matter and preferred giving alternative interpretations of material to providing "answers." One student wrote: "I came to Oberlin looking for answers. You taught me to ask questions and be more patient about growing into the answers." Yet he took his discipline seriously and teased out deeper meaning from even the most unpromising material. His knack for turning any discussion to a significant topic had a major impact on his colleagues as well as generations of students. The right question, the critical comment, the wrinkled nose, all nudged those about him to think more deeply about important matters. And he thought everybody should know a little Latin, a little Greek, and a little computer!

Nate also served as a friend and mentor to countless younger scholars who traveled through the department in visiting positions. He was always willing to sit and talk about literature, scholarship, or teaching. He kept a separate file in his file cabinet of his most negative student evaluations (rare though they were), so that when distraught colleagues came to him, upset about a recent evaluation or two, he could pull out his file with a reassuring wink and say, "Aw, that's nothing. Have a look at this." Always gentle and understated, he expressed disagreement with an idea by saying that he "wasn't so sure about that." If he approved of a book, article, or lecture, he would declare that it was "pretty good stuff." Colleagues and students alike knew that they had achieved something of real value if it was, in Nate's view, pretty good stuff.

Nate published 27 articles during his career. A pioneer in the use of the computer in the field of classics, he demonstrated how to do quantitative analysis of literature and opened up countless possibilities for future generations of scholars. His article "Aspects of Alliteration: A Statistical Study" was indicative of his keen analysis (and cleverness in devising a catchy title). Despite the difficulty of the material, Nate's style of presentation did much to make quantitative methods accessible to ordinary mortals. He also published important articles on Greek philosophy, Greek tragedy, Roman comedy, the history of scholarship, and other fields. His book on Philodemus was very well received and demonstrated Nate's prescience in identifying a hot topic. Thus he became a "guru" in two quite different fields: Philodemus and quantitative literary study.

There was hardly an important committee in the college that he did not serve on, and he was regularly elected to the councils. He even was an associate dean for a year as part of an interim "troika" in 1967. As chair of the Martin Lectures Committee for many years, Nate maintained a very high level of lecturers and saw the publication of a number of important volumes in the Martin Lectures series. Even here his humor shone through in his annual introduction to the lectures and once in his invitation to members to attend a meeting of the Martini Lectures Committee, initiated with a pitcher of martinis.

Though the consummate professional, Nate was also a devoted family man. He loved his wife and children, and they loved him. They remember that he always made himself available to talk or play a game or watch TV with the family, and he especially loved to share stories and ideas.

As an inspiring teacher, perceptive scholar, and generous friend, he was a model for us all. —*Emeritus Professor of Classics James Helm*

"The longer you can keep from committing to a single field, the better you're going to understand who you are and what you want to do. There's no need to jump into a career too early."

Advice from scientist **Rob Singer '66** offered during a session of the National Academy of Sciences Oberlin Reunion and Symposium held in October 2016 (see "Learning and Laboratory" in this issue to read more)

**"I bought one of the first Tesla cars. They were 100,000 dollars. Well, I have 100,000 dollars because to me it's petty cash."**

**Arnold Schwarzenegger,** former governor of California, talking about how the price of fuel efficient cars has dropped dramatically, at the Oberlin-hosted conference After Fossil Fuels: The Next Economy (see Around Tappan Square in this issue for more)

**"An Oberlin tradition since 1992, the midnight concert combines serious classical music (Bach, Franck) with the ridiculous (the school police blotter as Anglican chant)."**

From an article about Organ Pump written by **Kate Sinclair** in the February 3, 2017, issue of the *New York Times*

*"Friday, October 8. An officer responding to a lock-out call at the Firelands observed a bicycle on fire on the east side of the building near the main entrance. The Oberlin Fire Department was called and the fire was extinguished. The perpetrator remains unknown."*

An entry in the Oberlin College "Security Notebook" and the lyrics to an Anglican chant created and performed by **Noah Horn '07** at the Organ Pump held over reunion weekend in 2011

"All alumni are dangerous. They see their alma mater through a rosy haze that gets thicker with the years. They do not know what the college was really like. They do not want to know what it is like now. They want to imagine that it is like what they think it was like in their time. Therefore they oppose all change."

University of Chicago **President Robert M. Hutchins, Class of 1919,** in his commencement address to Oberlin's Class of 1934

**"In the beginning was Oberlin College, the light, the way, world without end."**

A line from **Jane Hamilton**'s 2016 novel *The Excellent Lombards*

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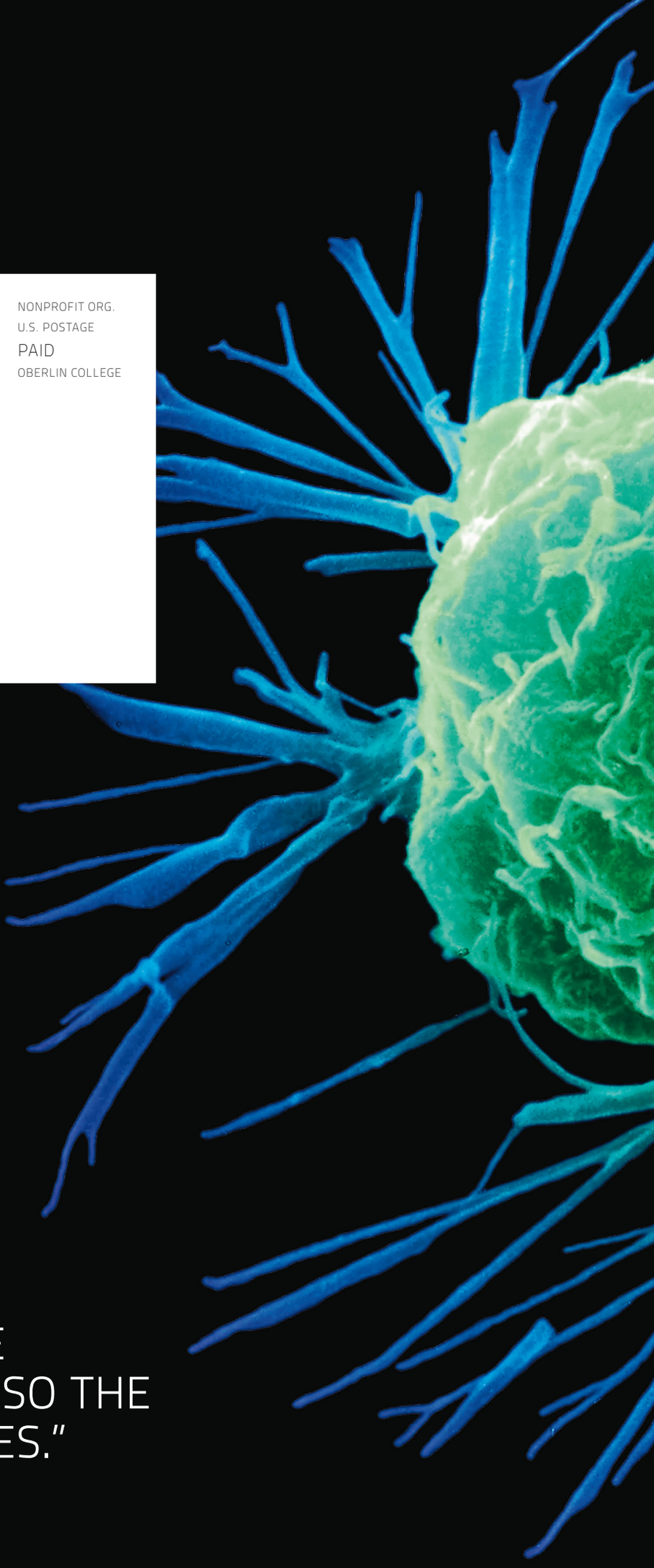

"THE IMAGINATION IS THE POETIC FACULTY. IT IS ALSO THE FACULTY OF THE SCIENCES."

—CHARLES MARTIN HALL, CLASS OF 1885