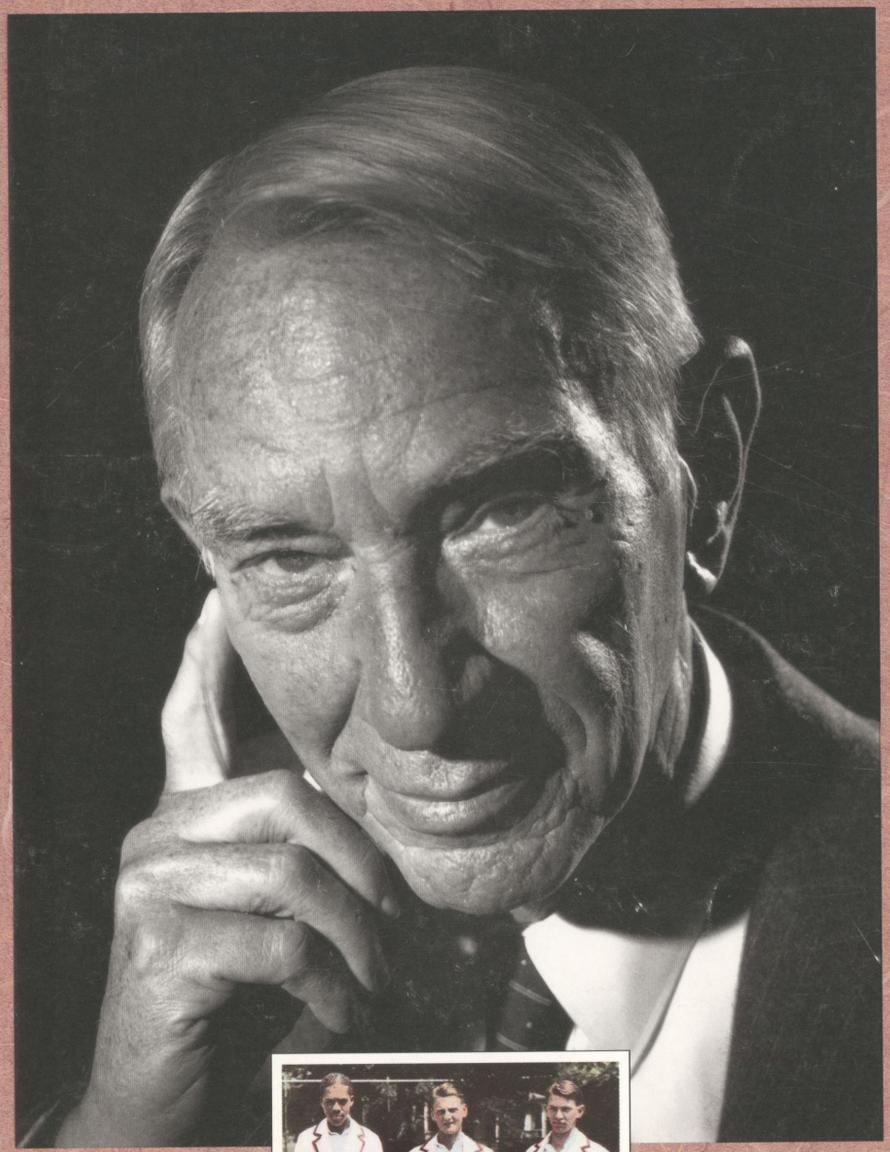
Oberlin Remembers, n.d.

OBERLIN REMEMBERS





ON THE COVER, *Edwin Reischauer '31 is shown with his teammates from the Oberlin tennis team.*

OBERLIN REMEMBERS

The history of Oberlin has been very romantic. If it were written, it would prove that 'facts are sometimes stranger than fiction.' I have lived to see more accomplished than I ever expected. And now, when I walk the streets and see our throngs of students and our fine buildings going up, and recall the dangers overcome, and the obstacles removed, in our early history, it reminds me of the saying 'A little one shall chase a thousand,' and I am ready to put my hand upon my mouth, before the Lord, and be still. Charles Finney at the dedication of Council Hall, August 1, 1874

The legacy of Oberlin College has been recorded in the lives of its graduates. For 155 years, Oberlinians have been proud of being "peculiar in that which is good." Some would say we have also been good in that which is peculiar, for Oberlin alumni have tended over the years—in their communities, in their professions, and in their daily lives—to be risk-takers, visionaries, and unshakable believers in high ideals. As a community, particularly one as diverse, individualistic, and fractious as Oberlin's "34,000 strong," it is important from time to time to reflect on our roots and remember what we share in common. Profiled in the following pages are but a few of those Oberlinians who have shared the distinctive Oberlin experience and who, in turn, have "chased a thousand" in helping to shape its future. I am gratified to be among those who are "peculiarly Oberlin." I hope you share that pride.

George R. Bent '52
Chairman
Oberlin College Board of Trustees

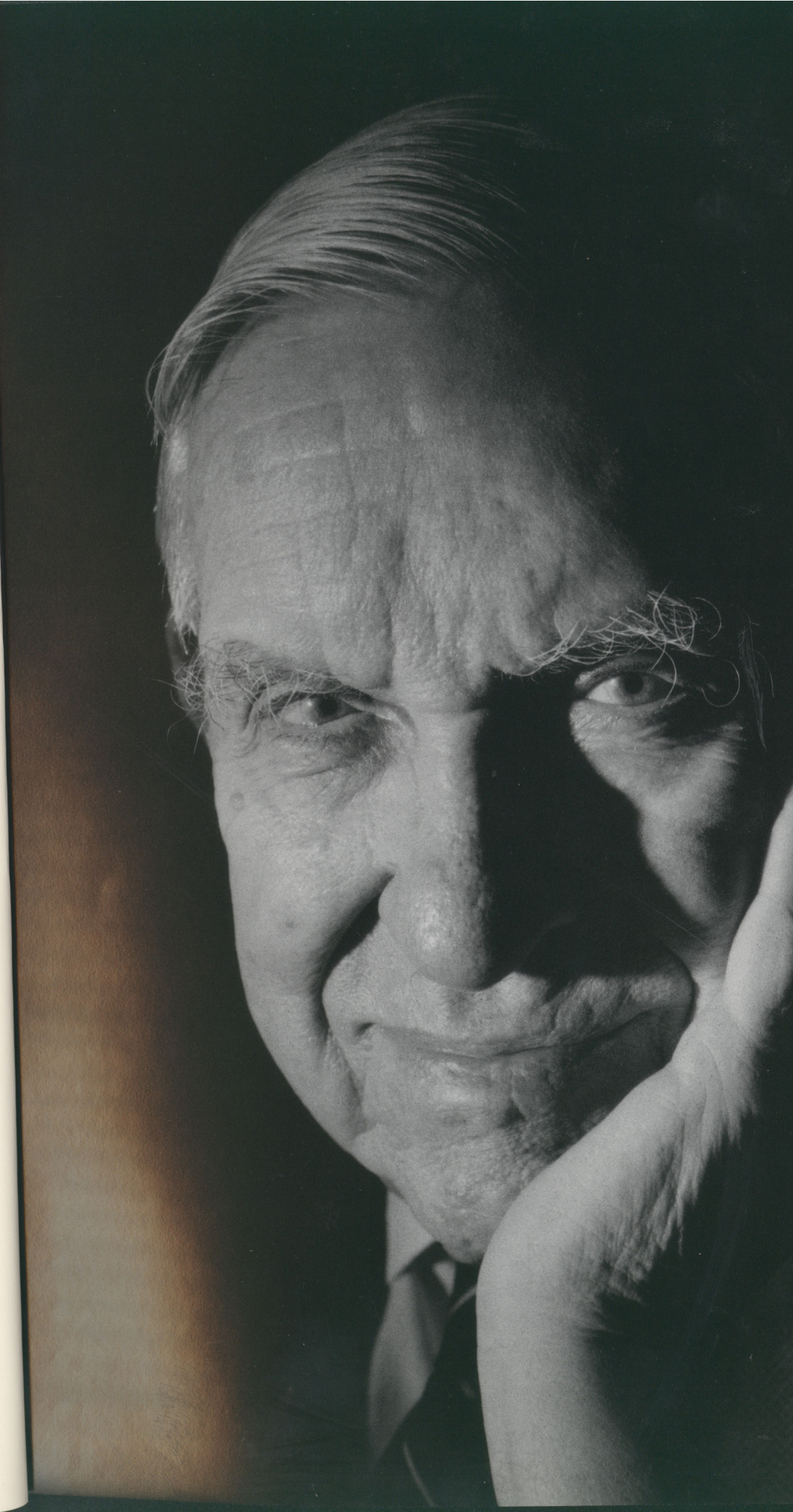
ERWIN GRISWOLD '25

Erwin Griswold '25, Senior Partner in the law firm of Jones, Day, Reavis, & Pogue, Washington, D.C.

My introduction to the Oberlin legacy began at the dinner table as I was growing up. Both my mother and father went to Oberlin. Both were vitally interested in the world. Both were the first in their families to go to college. When I went to Oberlin, I was simply continuing a process started in my childhood. One aspect of the Oberlin legacy, derived in large part from its liberal arts tradition but also from the very diversity of the students and faculty, is that graduates have moved on to an exceptionally wide range of activities. Also, and perhaps equally noteworthy, is the fact that those of us who concentrated in one field have tended to work in many areas of that field. For instance, I have always been a lawyer, but I have worked in academia, in government, and in the private sector. Many of my Oberlin friends have moved around within their fields or professions in a similar way. I have often felt that the breadth of an Oberlin education helped to make this possible. Many of us are also involved in outside activities that seek to advance various social or political goals. For example, I have been actively involved with the Lawyers' Alliance for Nuclear Arms Control. As part of that effort, I have made a number of trips to the Soviet Union. I have made some good friends there and feel that this may be a small step toward the development of greater understanding and mutual trust between our countries. One of the things Oberlin stressed when I was a student was a sense of moral obligation, a desire to do what one can to help resolve some of the many problems in the world. In those days, Henry Churchill King was a powerful and revered figure at Oberlin, and widely known in the world. He emphasized morality, friendship, and tolerance. Most of us are still responding in one way or another to his and others' influence. This is a part of the Oberlin legacy. I suppose you can say many of us are do-gooders. And we just can't stop. I've retired twice. When I was asked to join this law firm, I asked the managing partner, "Do you know how old I am?" He didn't care. I'm still arguing cases before the Supreme Court. Oberlinians keep their faces to the wind, trying as best they can to make their contribution to society.



Erwin Griswold has served with distinction in academia, government, and law. He was dean of Harvard Law School from 1946 to 1967. In 1967, he entered federal service when President Lyndon Johnson appointed him Solicitor General of the United States. In the private sector, he has argued more cases before the Supreme Court than any other living person. And for the last fifty years he has found time to serve as an Oberlin trustee.





LILLIE JOHNSON EDWARDS '75

Lillie Johnson Edwards '75, Assistant Professor of History at DePaul University, Chicago, Illinois

Oberlin makes missionaries of us in one way or another. We no longer try to Christianize China. But I do think that Oberlin graduates have an unusually strong drive to create an ideal society. We know we cannot. But that's no reason to give up trying. Where does this sense come from? Students nowadays probably aren't aware of it, but they are still affected by that nineteenth-century idea that drove the founders of Oberlin to try to set up a "pure" society in the corn fields! That society would be open to all kinds of people from all kinds of backgrounds—a central tenet of Oberlin's version of an ideal world and one of its more notable successes. Even so, we all know that Oberlin is not the perfect society. We know that the world we live in is very far from an ideal state of equality and justice. Nevertheless, Oberlin still gives students a belief in themselves and in the possibilities for advancing a little bit further toward certain ideals. I suspect that the College has stayed closer to the idealism of its founders than many other institutions, and this is one of the things that distinguishes it from anywhere else I know. When I was preparing to defend my honors history thesis on W.E.B. Dubois, I was scared to death. My professor told me, "Look. You're the expert. You know more about W.E.B. Dubois than anyone in the department. You have no reason to be frightened." He was right. I just hadn't thought of it that way. Once I did, the oral exam questions were easy. I *did* know more than anyone. That experience gave me more confidence than anything I can remember and it was completely typical of the kind of education at Oberlin, where professors consider you almost junior colleagues, fellow scholars. Add that kind of boosting to the sense of idealism and activism, and what you get is a gut feeling that you can confront the real world, however imperfect, without losing sight of an ideal. There's one more thing. In my senior year I worked in the admissions office and enjoyed counseling white students from the South who were reluctant to consider Oberlin because of their "cultural differences." Hearing from me that they would be comfortable here seemed to carry weight. You don't feel different at Oberlin. You feel unique.



A Phi Beta Kappa graduate from Oberlin in history, Lillie Edwards has also taught at Simmons College, City College of San Francisco, Earlham College, and the University of North Carolina.

THIRTY-FOUR THOUSAND JOURNEYS

Oberlin founders John Shipherd and Philo Stewart made their journey westward to establish a community where they could pursue their vision of an ideal society. To this day students have benefited from a community that values individualism and egalitarianism. From the integration of blacks and women to the absence of fraternities and sororities, the Oberlin community has pursued perfection by fostering equality among students diverse in their geographic, racial, economic, and religious backgrounds. Tolerant of opposing beliefs, student life at Oberlin is driven by inquisitive and intuitive minds, by a collection of multi-talented students seeking to express their individuality in thought and action. Student life at Oberlin is intimate, investigative, and interactive. Friendships are forged. Self-confidence is built. And journeys begun.



AT THE 1940 *mock convention, a group of Oberlin students supported Willkie's campaign to defeat incumbent President Roosevelt.*



EMERGENCY REPAIRS *in front of Wilder Hall. Bicycles are still the main mechanical means of transportation at Oberlin.*



AFTER A HIATUS, *Oberlin formals returned to campus in the late 1980s via the Starlight Ball and Talcott Residence Hall spring formal.*

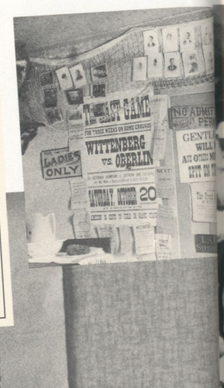


THE MAYFAIR *celebration, shown here in the 1920s, is an event still held on campus today.*



CO-EDUCATION *at Oberlin has long attracted attention. In 1878, the Police News reported, "A terrible scandal at Oberlin College, Ohio—Shocking breaches of discipline revealed by a lady student's confession—how the girl students have been stealing out for moonlight strolls and wicked liaisons."*

AT THE TURN *of the century, as today, students decorated their rooms with posters, pictures, and pilfered signs.*



STUDENT-ATHLETES *at Oberlin have always pursued sportsmanship in the highest Heisman tradition.*





FROM CORNFIELDS *to hockey fields: Oberlin replaced manual labor with physical exercise.*

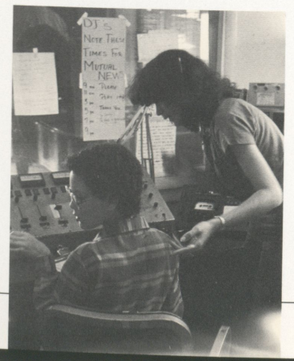
PROFESSOR OF PHILOSOPHY *Laurence Thomas, Harkness Coop resident faculty fellow in 1986–87, dishes up rice with a student.*





OBERLIN REVIEW *has provided a for generations of students and has hed important careers in American alism. Hot off the press is a 1942 n of the Review.*

STARTED IN THE LATE 1940s *by students, Oberlin's radio station WOBC broadcasts a varied format of music, news, and public affairs programs.*



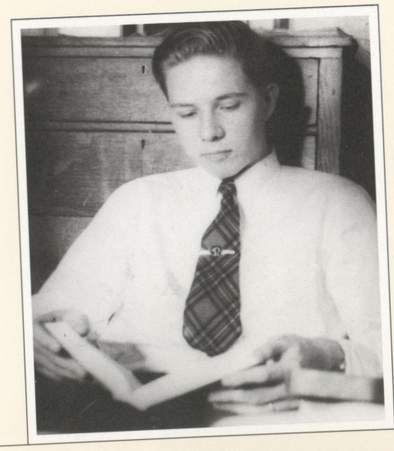


AT OBERLIN *there is a strong tradition of learning outside of the classroom. Here, Dean Wittke is shown in the 1950s talking with students in his home.*

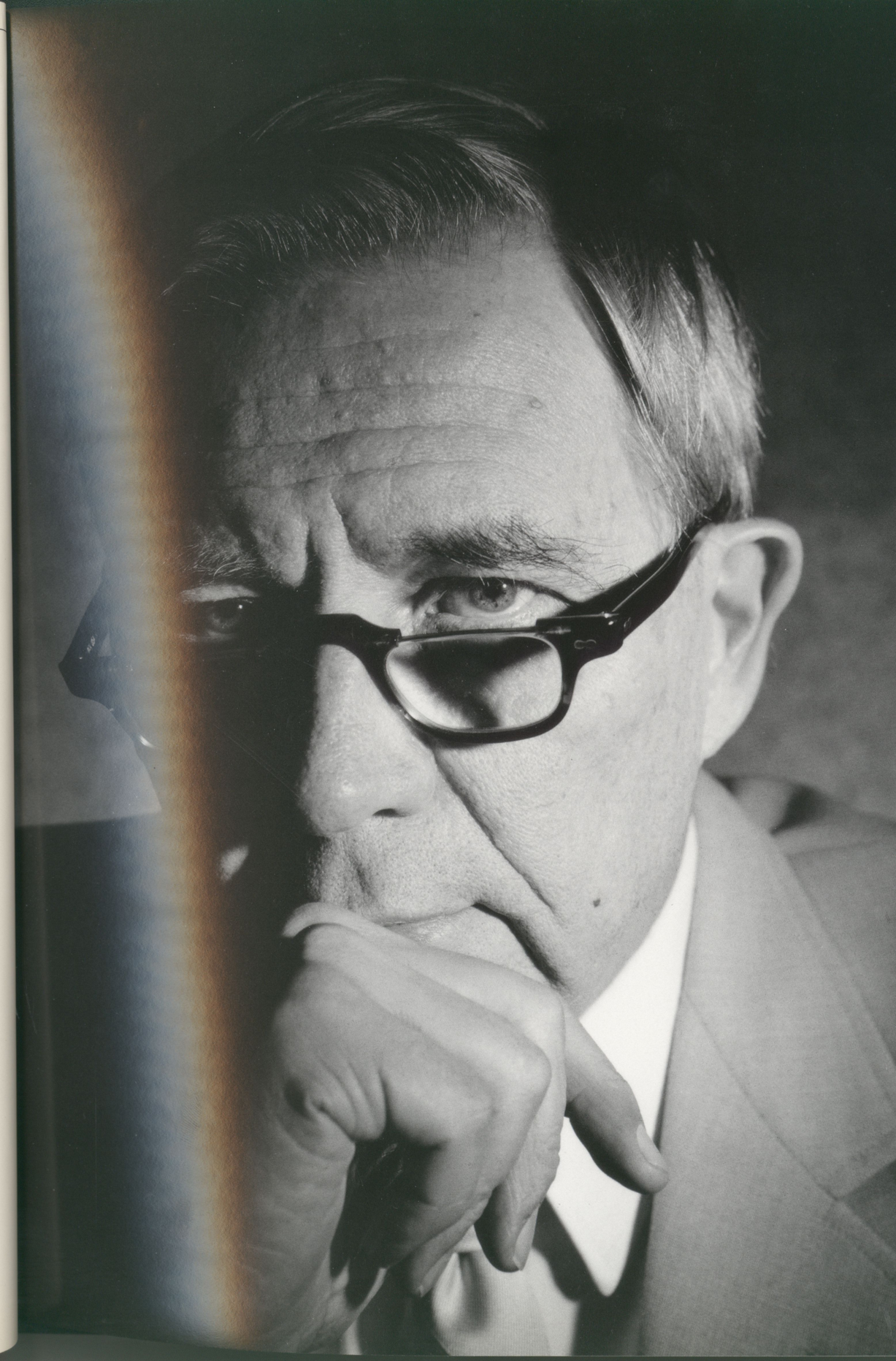
DONALD HENDERSON '50

Donald Henderson '50, Dean of the School of Hygiene and Public Health at The Johns Hopkins University, Baltimore, Maryland

Oberlin was a whole new world for me. There wasn't a spectacular, instantaneous flash of insight, or any one single person or episode that changed my life there. It was a combination of things. For example, I remember my roommate freshman year. He was from New York City and up to his ears in a passion for Broadway productions. I barely knew what a musical comedy was. In Lakewood, Ohio, where I grew up, such things didn't exist. I also well remember getting acquainted with blacks for the first time, and with people from all over the States who had an incredibly wide range of interests and talents. Simply getting to know the other students at Oberlin was an education for me. **O**berlin opened new worlds for me too. I very nearly gave up the idea of medicine in my senior year when I fell in love with architecture, thanks to taking a course with Professor Parkhurst. I still sometimes wonder what might have happened if. . . . **T**hen there was the yearbook. I was associate editor. That experience showed me how much I liked to manage things. (I used to argue furiously with the managing editor. We've been married 36 years and are debating still.) **I**n my senior year I learned how to get around rules (without necessarily breaking them) when I was the business manager of the radio station. We scraped together enough equipment from here and there to put together a creditable operation. Along the way we managed to get a car—not for us, of course, but on behalf of the radio station. **A**nd I have never been the same since those debates in the dorms about whether you were a liberal or a conservative. It was quite impossible not to take stands or think about issues. That's just how it was. When it came time to choose a way of life, most of us took it for granted that we would try to make a better world. I hear a lot about how Oberlin cultivates this attitude. I think, at least for me, the more important part of my experience at Oberlin was learning to use effectively whatever resources I found at hand, and gaining the confidence that I could make a difference.



A *self-professed maverick, "D.A.," as he is known to his friends, has received numerous scientific awards and recognitions. In 1986, he received the Richard T. Hewitt Award, presented by The Royal Society of Medicine, London, England, and The Royal Society of Medicine Foundation, Inc., New York, for outstanding leadership of the World Health Organization's global campaign that successfully eradicated smallpox.*





America the Beautiful USA 15

Mrs. Anne Marts
41 Park Avenue
New York, N.Y 10016

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THE CAMPAIGN FOR OBERLIN

May, 1988

Dear Friend:

At the annual meeting of the John Frederick Oberlin Society on May 7, we publicly announced the kick-off of the largest fund-raising drive in Oberlin's history: The Campaign for Oberlin.

This $80 million effort is designed to enrich the educational experience of current students, to further strengthen and already distinguished faculty, and to ensure in the future that Oberlin continues to rank among the nation's pre-eminent colleges of the liberal arts, science and music.

As we look toward the future, however, it is also important to remember the past. For this reason I am pleased to share the enclosed booklet, *Oberlin Remembers*, and its collection of thirteen thoughtful alumni essays on the meaning of the Oberlin experience. I hope you enjoy it as much as I have.

George R. Bent '52

DEAR CLUB MEMBER:

OUR NEXT CLUB MEETING WILL BE HELD ON

JUNE 9 AFTER THE 1:00

MASS. WE LOOK FORWARD TO SEEING YOU THERE.

Rev. William F. Guido
Pastor

Robert D. McCabe
Chairman



NORMAN CRAIG '53

Norman Craig '53, Professor of Chemistry at Oberlin College

Oberlin is a high-impact institution. No student comes here with values and study habits that are not challenged and transformed. It's as if students start all over here—questioning everything, rethinking everything. I just don't believe that happens to the same extent at most places. And I also don't believe superior academic programs can exist without it. Not everyone can handle the intensity, but those who can go through an incomparably rewarding intellectual experience. Discoveries take place at almost every level, but perhaps the most exhilarating is the academic. The diversity of the curriculum, the quality of the facilities, and the caliber of the faculty make Oberlin more like a university than a college. As a student, I remember being overwhelmed by the amount I learned in a single semester, and I see the same thing happening to Oberlin students today. Of course, Oberlin students are very bright to begin with, which is essential. Despite the rigors, they quickly acquire a lasting love of learning. Another reason the quality of education is so good here is that faculty members are not distracted by graduate students; instead, their expectations of undergraduates are exceedingly high. Also, research and teaching go hand in glove, all within an undergraduate setting. Everyone *says* that a professor is likely to be a better teacher if he or she is actively involved in research. Yet at the university level, it's rare for the top researchers to teach undergraduates. At Oberlin, especially in the sciences, undergraduates are often involved in their professors' research. There's no better way for close, productive, lasting relationships between students and faculty to develop. I remember my professors as vividly as my classmates, and it was my professor's example that led me into a lifelong fascination with chemistry. I think the informal exchanges between students and faculty—in the labs, in the offices, in the halls, over meals—may be the times when much important learning happens. At Oberlin, these discussions take place all the time. Also, at Oberlin people can talk to each other across the whole spectrum of disciplines. The community is small enough so that people converse beyond the boundaries of their specialties, their ages, and their backgrounds. For many students, this experience is a first. For many professors, this atmosphere is worth a lifetime commitment to Oberlin.



A second-generation graduate, Norman Craig was preceded at Oberlin by both his father and aunt, and he met his wife, Ann Williams '53, there. All three of his children have attended Oberlin. In 1982, he and his family went to China, where he taught molecular spectroscopy and thermodynamics at Taiyuan Engineering Institute.

LEARNING AND LABOR

Oberlin has achieved its preeminence among liberal arts colleges through the quality of the faculty engaged to teach. From the hiring of Asa Mahan and Charles Grandison Finney to the recruitment of today's brightest professors, Oberlin's faculty has always been committed first and foremost to the teaching of undergraduates. The classrooms, laboratories, and music rooms have been graced by great teachers such as Frank Fanning Jewett, Inda Howland, Harry Holmes, Herbert May, Emil Danenberg, Fenelon Rice, Frederic Artz, Ben Lewis, Ellen Johnson, Andrew Bongiorno, and Clyde Holbrook. Academic life at Oberlin boasts a proud tradition that allows students to explore an open-ended series of ideas and projects, to work closely with faculty members as mentors and colleagues, and to grasp the great sweep of human knowledge in the arts and sciences and music.

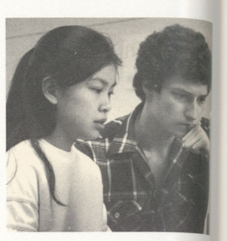


JANICE ZINSER, *Associate Professor of French, converses with a student. Oberlin's strength in languages is one of many reasons graduates journey to all corners of the world.*

THE ALLEN ART MUSEUM, *designed by Cass Gilbert and built in 1917, is among the finest academic art museums in the country. Its permanent collection and the special exhibitions are a resource for both art historians and lay people.*



STUDENTS AT OBERLIN *are motivators. Their success in academic studies and graduate placement is unequaled among graduates of American liberal arts colleges.*





FOR WINTER TERM, *in 1980, Oberlin students completed a 420-mile historic retracing of the "liberty-line" that fugitive bondsmen and women followed north to Ohio. The journey, by foot, took 33 days.*

IN 1901, *Professor Frank Jewett likened the opening of Severance Laboratory to a trip from captivity to the promised land. Since Jewett's day, Oberlin has built an unparalleled reputation for its work in the sciences and, especially, for its achievements educating students who will themselves train future generations of scientists. The 1987* U.S. News & World Report *survey of college and university presidents ranked Oberlin first among the nation's liberal arts colleges for science.*





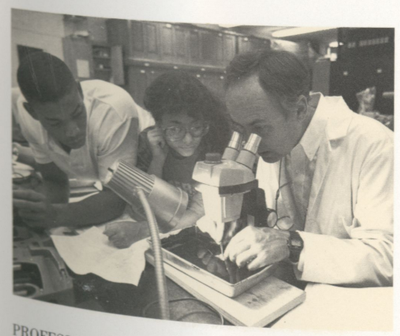


ACADEMIC STANDARDS *at Oberlin have always been rigorous, as this 1855 examination schedule shows.*



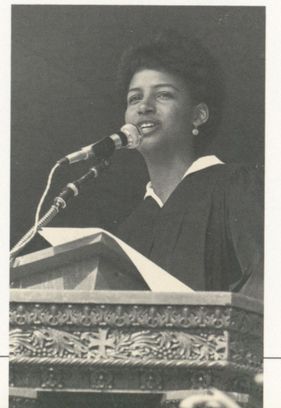
SCHEDULE OF EXAMINATION
OBERLIN COLLEGE, 1855.

OBERLIN'S LIBRARY *collection is considered one of the best among all liberal arts colleges in the nation. When the Carnegie Library was outgrown, Mudd Center was built in 1974.*



PROFESSOR OF BIOLOGY *David Egloff with students, dissecting land snails in an "Invertebrate Biology" laboratory.*

LISA RIDLEY '84, *president of her senior class, speaking at Commencement. After an internship at Morgan Stanley Group, Inc., she is now a graduate student at Harvard Business School.*



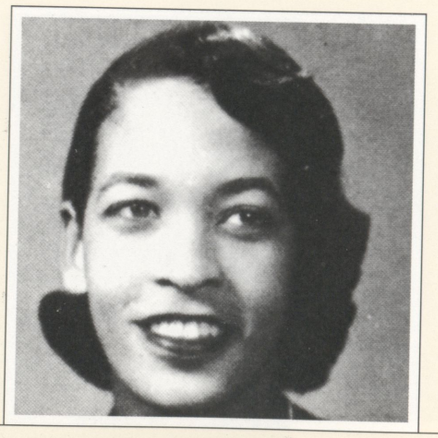


STUDENTS ENJOY *a warm spring afternoon "in class" outside.*

JOHNNETTA BETSCH COLE '57

Johnnetta Betsch Cole '57, President of Spelman College, Atlanta, Georgia

I came to Oberlin with every intention of becoming a doctor. I was on my own little track. Then I took an anthropology course from Professor George E. Simpson. This tall, lanky, white professor played Jamaican cult music and began to jump up and down to the rhythms. "This is what anthropologists do," he said. "They explore how people live." That did it. Good-bye, medicine. There were other flirtations. Art history was one. But early on, with so many fascinating things in front of me, I realized my own little track was too narrow. Had I not gone to Oberlin, I wouldn't have known that. That's what an Oberlin liberal arts education did for me. We aren't sure exactly how or why a liberal arts education is so effective. We do know it is. We don't know exactly how one develops critical thinking. We do know that a person is not well educated if he or she does not have respect for human diversity, and the liberal arts are built on the astonishingly diverse achievements of humankind. It's easier to analyze the ability to communicate than it is to develop it. Yet, we do know that a liberal arts education can lead people to think critically, to communicate their thoughts, and to be flexible. And we also know that inflexibility is a very rank thing. You can smell it. We do know that the absence of respect for human diversity leads to tyranny. And we do know that without the ability to communicate effectively, there can be no progress. Oberlin's staunch commitment to a liberal arts curriculum, coupled with the college's emphasis on taking responsibility for oneself and the world, changed my life. Ever since, I have worked to give other students something of the same excitement and sense of responsibility. I reject the notion of value-free inquiry. All that I see, feel, read, and know must go through the screen of my own experience. The liberal arts temper that individual screen by expanding and refining it, by allowing individuals to understand how things do not need to collide but can come together. I would go so far as to say that the salvation of humankind may lie in part in the brand of education that we label the liberal arts and sciences.



While at Oberlin, Johnnetta Cole was a housemate of Niara Sudarkasa (who like Cole had previously been enrolled at Fisk University). Both were inaugurated as presidents of leading black colleges in 1987—Johnnetta Cole as the first black woman president of Spelman College and Niara Sudarkasa as president of Lincoln University.





MARK FERBER '74

Mark Ferber '74, Senior Vice President, Lazard Frères & Company, New York

Oberlin really understands individual creativity—how to shape it, hone it, and let students run with it. For many of us that was the most important quality Oberlin had to offer, particularly since we were encouraged to go as far as we could toward our individual goals. I went to Oberlin with a very strong interest in American government. I wanted to read, think, and talk about it. Oberlin let me live it, but within the context of a balanced liberal arts education. I first realized this during my sophomore year when Oberlin gave me a research grant to pursue my interest in legislative behavior. The College took me seriously and gave me a chance to do something highly individual and creative, but I had plenty of supervision, too. We could climb as high as we wanted, but not out on a limb. Later, the College proved willing to change its long-standing rules by awarding me Senior Scholar status in my junior year. I learned that when presented with close reasoning and sound argument, Oberlin was willing to make almost any exception, and was willing to make a full commitment to help me reach my educational goals. The bottom line, I think, is that Oberlin grasped one essential thing about learning and doing: you are most creative when you are supported in your creativity. I knew, or at least suspected, this about Oberlin from the beginning of my college search. I was looking for a liberal arts college where senior faculty taught undergraduates, where standards were high, and where my sense of academic independence would not be considered a liability. But I wanted one other thing: co-education. I thought the future would bring men and women together more and more in the work place, and I wanted to start that process in college. In the late 1960s, when I was looking around, there just weren't many first-class liberal arts colleges where co-education existed at all, much less as a long and honored tradition. Since that time I have received a law degree from Northeastern and an M.P.A. from the Kennedy School at Harvard. But when asked, I am still quick to admit I am most grateful for my experience at Oberlin. It was culturally rich, academically diverse, enormously beneficial.



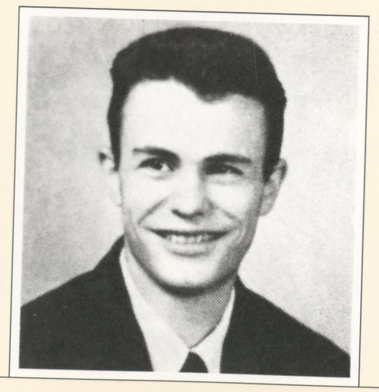
"As an Oberlin student who enjoyed internships in city and state governments," says Mark Ferber, "I have similarly enjoyed supervising interns. Oberlin students have worked with me while I served as the budget director of the Massachusetts Senate Ways and Means Committee, as chairman of the financial transition team for Boston's mayor in 1983, as investment banker to the Confederazione Nazionale Dell Artigianato, Rome, and as a member of the board of directors for the Children's Museum of Boston."

DAVID ZINMAN '58

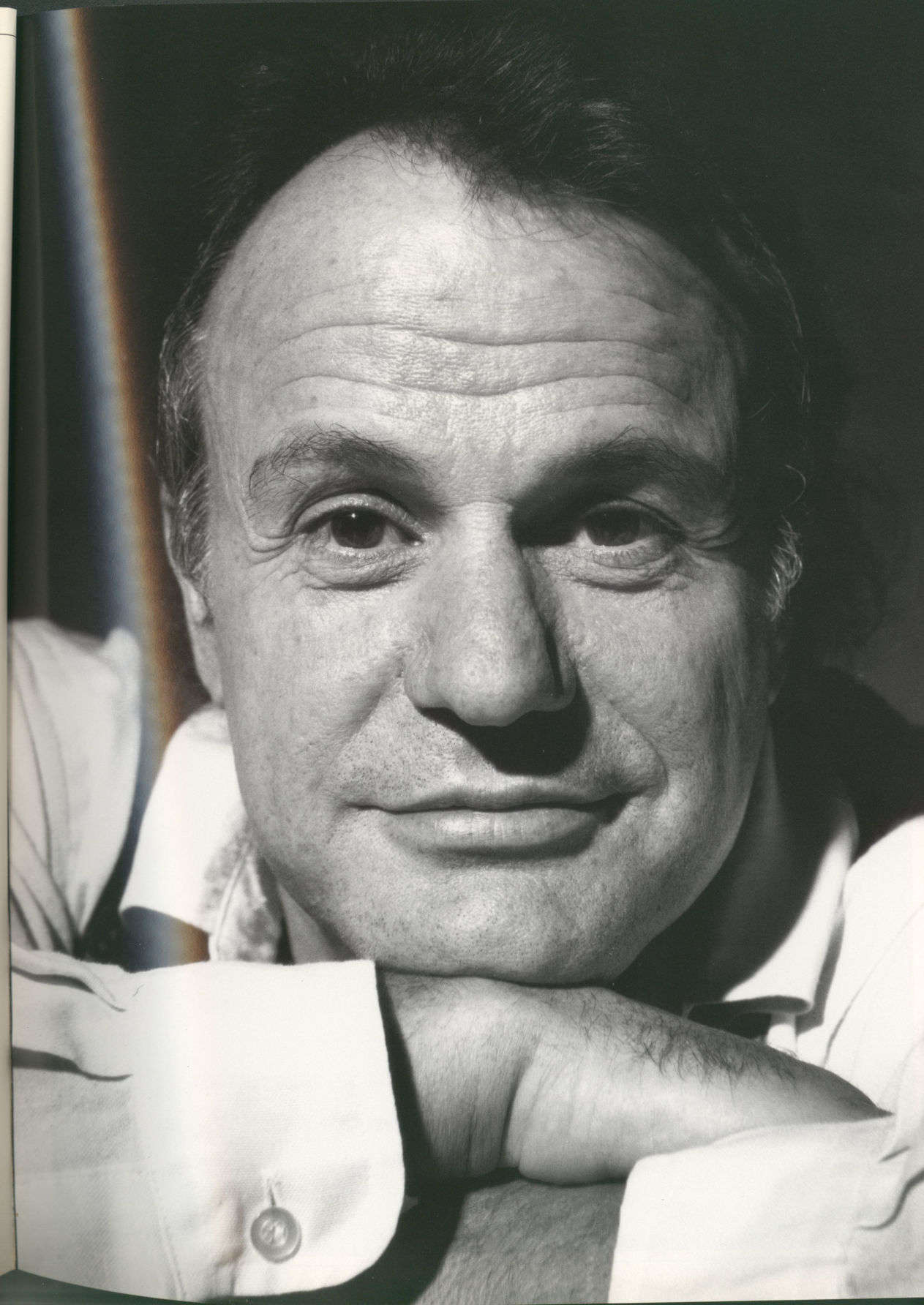
David Zinman '58, Musical Director and Principal Conductor of the Baltimore Symphony Orchestra, Baltimore, Maryland

I went to Oberlin specifically because it was in the middle of nowhere. It was an intuitive choice. I thought I could concentrate solely on what I was doing, that the faculty would be concentrating on teaching, and that it would be a good thing to get out of the very fragmented, distracting atmosphere of New York City. I've never regretted my decision. The Conservatory at Oberlin exceeded my expectations. The director at that time was David Robertson. He was young, imaginative, and innovative. He wanted to make the student orchestra the best in the world. (The student choir already was.) He stressed absolute professionalism, and like all the faculty members was totally dedicated to teaching. He was the one who first saw my interest in conducting, and he made sure I was around scores all the time and had plenty of opportunities to practice. If nothing else confirmed my feeling about what Oberlin had to offer, that did. In New York, with its admittedly very fine schools, the teachers tend to be terribly busy having their own careers. At Oberlin, the professors are fine performers, to be sure, but their first concern is for the students. It was almost as if the students had their own personal performers. I remember the great faculty string quartet. Professor Danenberg used to give very fine piano recitals just for the students. Then, thanks to the artist series, given in Finney Chapel, we got to meet world-famous musicians. I remember particularly meeting George Szell.

When I was a student, I tended to be a bit wild, sarcastic, and in the beginning, lazy. At Oberlin, I had a chance to vent the crazy side of my personality. I probably made my mark less as a "serious" musician than as one of a two-man comedy violin team. But the professionalism and dedication of the faculty shook me up. I learned quickly what it takes to be a musician, and I got the right mix of encouragement and challenge. Perhaps more than these, what my teachers shared was their absolute love of music. I came out of every lesson wanting to do it better, and knowing that if anyone could, those teachers could release the music in me.



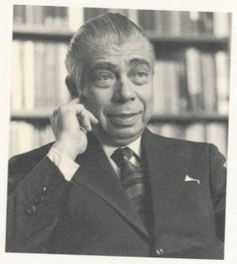
Since his American debut with the Philadelphia Orchestra in 1967, David Zinman has conducted the Toronto, Chicago, and Boston symphonies, the New York and Los Angeles philharmonic orchestras and the Minnesota Orchestra. He has conducted many orchestras in Europe and beyond, including the London and BBC symphony orchestras, the Royal Philharmonic, the Paris Conservatory Orchestra, the Concertgebouw, and the Berlin and Israel philharmonics.



MUSIC AND IMAGINATION

Perhaps no art is more idealistic than music. Therefore, it seems only appropriate that Oberlin should have founded the first conservatory of music and established the first professorship in music in America. The education of a musician requires more than technical training. It requires the freedom of an imaginative mind. Music is never frozen in time; it is in a continual state of becoming. Nowhere is this more true than at Oberlin. In a setting unique in higher education, the coexistence of College and Conservatory has had a synergistic effect on the education of all Oberlinians. With violin in hand, harmonics express more to the scientist than just wave frequencies. They also become overtones of joy or sorrow. For even those graduates who never touched a musical instrument, the presence of the Conservatory has had a powerful impact.

DISTINGUISHED PIANIST *Emil Danenberg was dean of the Conservatory faculty (1970–75) and president of Oberlin College between 1975 and 1982.*



THE CONSERVATORY *owns a magnificent collection of stringed instruments, including two violins and one cello by Gagliano, violas da gamba, original baroque violins, an 18th century viola, a Schorn violoncello, vielles, a rebec, lutes, a cittern, and a gothic harp. A 1939 double bass group is shown here.*





NORMAND LOCKWOOD, *distinguished American composer, faculty member, and winner of a Rockefeller Fellowship, instructs a 1938 class in composition.*



CHARLES FLOYD '80, *was a member of the original Music from Oberlin student touring ensemble. He now performs frequently in concert and is working on a doctorate at the University of Wisconsin, Madison.*



STUDENTS CAN BE FOUND *rehearsing and practicing at any time of day or night. Along with the formal ensembles, orchestras, and other musical groups, many students form their own trios, quartets, and brass ensembles for practice and performance.*



JUST AS *Sergei Rachmaninoff, Marian Anderson, and Pablo Casals graced concert halls of Oberlin earlier in the century, more recently, Vladimir Ashkenazy, Kathleen Battle, Rudolf Serkin, Yo-Yo Ma, and Pinchas Zukerman have performed for Oberlin audiences.*

OBERLIN'S CHOIR, *over 50 years old, has traveled widely, even to the Soviet Union. It is shown here being conducted by Professor Daniel Moe in 1973.*

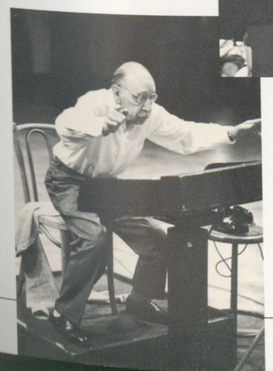




WHETHER PERFORMING *a magnificat or oratorio, few conservatories possess such a splendid setting as Finney Chapel. The Oberlin Orchestra is shown here in 1966, in front of the Aeolian-Skinner organ, one of Oberlin's 27 organs.*

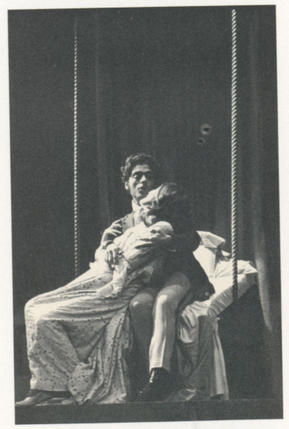


VISITING ARTIST *Barry Tuckwell, rehearsing a horn concerto with the Oberlin Chamber Orchestra in 1981.*



IGOR STRAVINSKY'S VISIT *to Oberlin in 1963 electrified and entranced students and faculty alike. In recent years, the leading composers of our time, including Luciano Berio, Philip Glass, John Cage, Thea Musgrave, and Iannis Xenakis, have come to Oberlin for residencies and concerts of their music.*

FROM MONTEVERDI *to Conrad Cummings, Oberlin students perform operas to critical acclaim. Shown here are Vincenzo Manno '70 and Patricia Schraden '70 in the 1969 production of Verdi's "Il Trovatore."*





BETTY BULLOCK '65

Betty Bullock '65, Piano Teacher and Staff Accompanist for the Washington Opera, Washington, D.C.

One of the great things about Oberlin is its willingness to experiment. In my day, for example, there was a year-abroad program in Salzburg which was way ahead of its time. We studied at the Mozarteum, and we traveled all over. That year was wonderful; it literally introduced me to a new continent. But in a broader sense, Oberlin introduced me to many new continents. I grew up in a homogeneous atmosphere in a small, isolated town in North Carolina. Oberlin was something else entirely. It broadened my horizons musically, intellectually, and personally.

At the Conservatory the professors pushed us beyond our personal music. We developed a very strong critical ability. We learned not just to perform, but to *listen*, and to measure what we heard by the highest standards. This has been very important in my career as a pianist, and I try to pass it on to my own students. Equally important was that our professors were masters of the Socratic method. They dragged our own ideas out of us, forcing us to reach our own conclusions and develop our own points of view. I also try to do that in my own teaching because finding one's own musical voice is the first step to becoming a really good musician. I've often wondered how much that kind of teaching was influenced by having the College so close and so much a part of all our lives. Those of us in the Conservatory simply couldn't shut ourselves away from the wider world of the humanities and the sciences, and of course we took part in those endless and fascinating debates at dinner and in the dorms. Conservatory students were very much a part of the larger college life, which was very much part of our overall education. I also remember, gratefully, that the practice rooms all had grand pianos, *and* windows—so different from so many places where students must practice on old uprights in some basement! Oberlin went out of its way to make us feel important, valuable, and serious. There's something else quite exceptional about Oberlin that I can't pinpoint exactly, but that is true for both the Conservatory and the College. People at Oberlin develop a deep desire to achieve—not to impress someone else but to live up to their own high standards. The pressure to achieve is quite considerable, but it comes from within individuals. Everything about Oberlin seems to contribute to this, and I think it may be at the heart of why so many Oberlin graduates are successful at whatever they do.

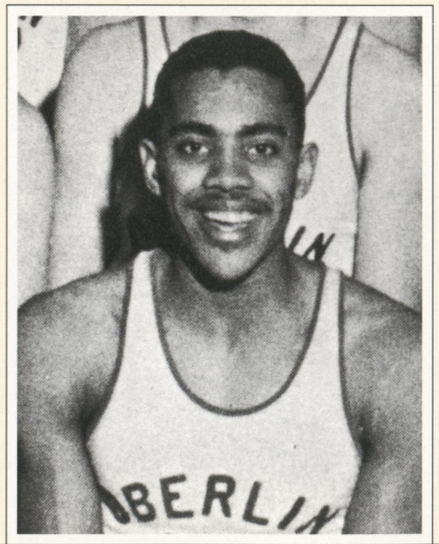


A pianist from the age of five, Betty Bullock returned to Oberlin in 1975 for three years as an assistant professor of piano and associate dean of the Conservatory. She still goes to Austria to prepare opera singers for the European circuit, and in addition to her work with the Washington Opera is an accompanist for the National Association of Teachers of Singing and Metropolitan Opera regional auditions.

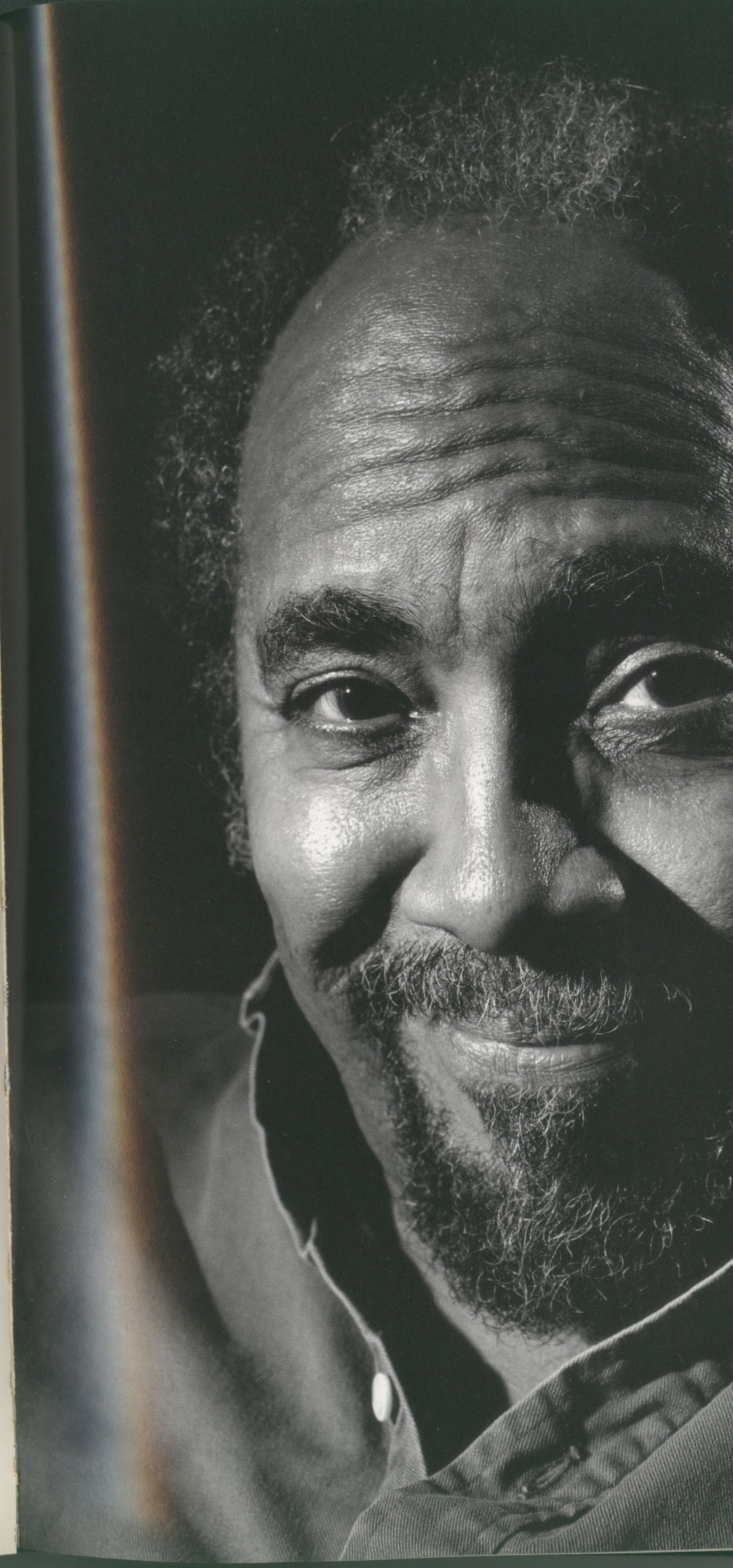
CHARLES BLACKWELL '50

Charles Blackwell '50, Stage Manager, New York

The wonderful thing about Oberlin is that you can splash around in your own ignorance. You can try new things. Sometimes you fail, and it doesn't really matter. I came to Oberlin with some fixed ideas: I was an athlete and I wanted to be a doctor. Then when the Mummers were getting active, they needed male dancers. Where else to recruit them than from among the athletes? (That in itself tells you something about Oberlin.) So I tried dancing. Everything changed after that. I had found my calling. I wanted to drop pre-med, and for a while I wanted to drop out of college. I figured there were better ways to study dancing. My mother said OK to the first plan but absolutely forbade me to leave college. I'm grateful for that. I could have learned dancing elsewhere, but in the long run, all the other things about Oberlin made me a better performer: the liberal arts education (I majored in English lit), the chance to hear people reading poetry, the chance to *write* poetry, the exposure to ideas and intellectualism, and the encouragement to try all sorts of things. I didn't study at the Conservatory, but I can't help thinking that it had a tremendous influence on me and everyone else. Music was in the air at Oberlin. It was absolutely everywhere. I heard more classical music than I ever heard before. One of my roommates was a pianist who did study at the Conservatory, and I learned all kinds of new music from him. Another roommate, who stuck with pre-med, started writing songs at Oberlin. He still does. (And he's my doctor to this day.) That's what Oberlin was like. Everyone was doing something and often humming or singing or dancing all the while. I think there are basically two groups of people: those who find happiness in solutions, and those who find happiness in the searching for solutions—in the doing. One of the things that distinguishes Oberlin graduates from other people is that they fall into the latter category. They are doers. They picked up the habit at Oberlin and they never lost it.



Although Charles Blackwell now considers himself a stage manager, his talents have found expression in all areas of the theater and dance. He studied African dance with the Pearl Primus Troupe and toured Europe, Africa, and Israel. He composed "Nobody Sees Me Cry" and "Gradually" for Diahann Carroll. He began an 18-year working relationship with David Merrick by dancing in "Fanny" and then stage managing for "Jamaica" and many other productions. He wrote the Broadway musical, "Tap Dance Kid," and recently finished a screenplay with Sidney Poitier.

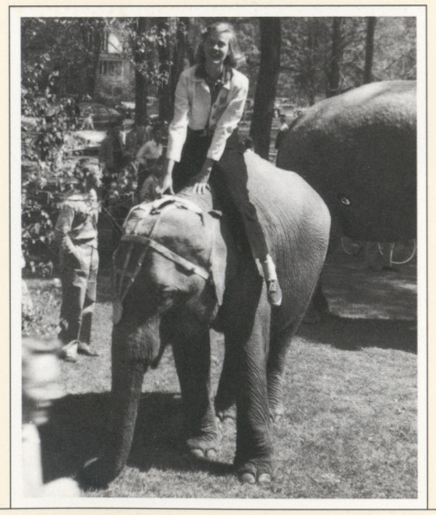




NANCY HAYS TEETERS '52

Nancy Hays Teeters '52, Vice President and Chief Economist for IBM, Armonk, New York

A few years ago, 11 of my Oberlin classmates gathered in Wilmington, Delaware, for an informal reunion. Only two of us were working in a field related to our major in college. That tells me at least two things. First, the classic crisis so many students go through when they have to choose a major is probably unwarranted. A major isn't necessarily a lifetime decision. Second, the liberal arts education at Oberlin prepares you for all kinds of work, and prepares you well. **I** was one of the two people at that reunion still working in the field I majored in, economics. The choice of a major was relatively easy for me, as I recall. I liked the social sciences. Among the majors in that area, economics seemed to offer the most disciplined way of thinking. I remember having some idea that I might go into business. As it happened, I was terribly impressed with the intellectualism at Oberlin and my professors encouraged me to go to graduate school. That was relatively rare in my day, when most women got married, supported their husbands through graduate school, then raised a family, and I was considered something of an oddity. But that didn't bother me, so I got a Ph.D. in economics and I've had a series of extremely interesting jobs since. One friend teases me that I'm the only person he knows who's worked in three of the four branches of government: the executive, the legislative, and the Federal Reserve. **S**o for me, economics at Oberlin gave me a mechanism for my life's work. But I've had to be prepared for much more than just economics. As you move up the ladder, you have to know how to make decisions, how to deal with people, and how to communicate. Those skills are shaped less by any single major than by the range of knowledge and information a liberal arts curriculum provides. All you have to do is look at the microcosm of my experience and that of those 10 other Oberlin grads who convened in Wilmington. The proof of the value and flexibility of a liberal arts education should be plain enough.

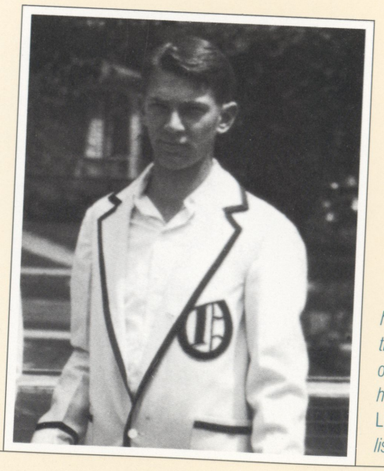


"Riding that baby elephant during the 1952 Mock Convention was one of the more memorable extracurricular activities of my years at Oberlin," says Nancy Teeters. She was named by Time *magazine as one of 200 young Americans who would be future national and international leaders, and in 1978 became the first woman Governor on the Federal Reserve Board.*

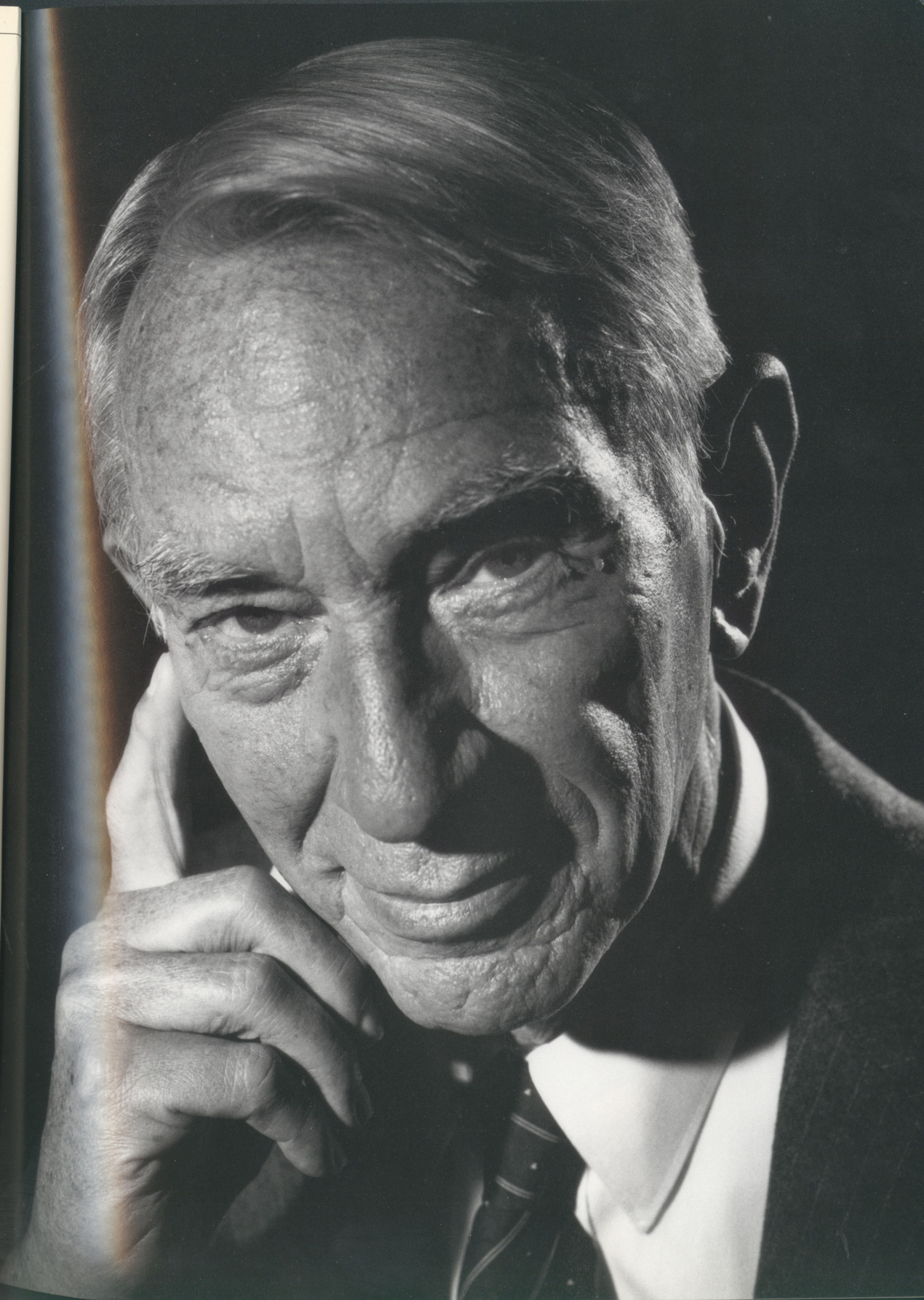
EDWIN REISCHAUER '31

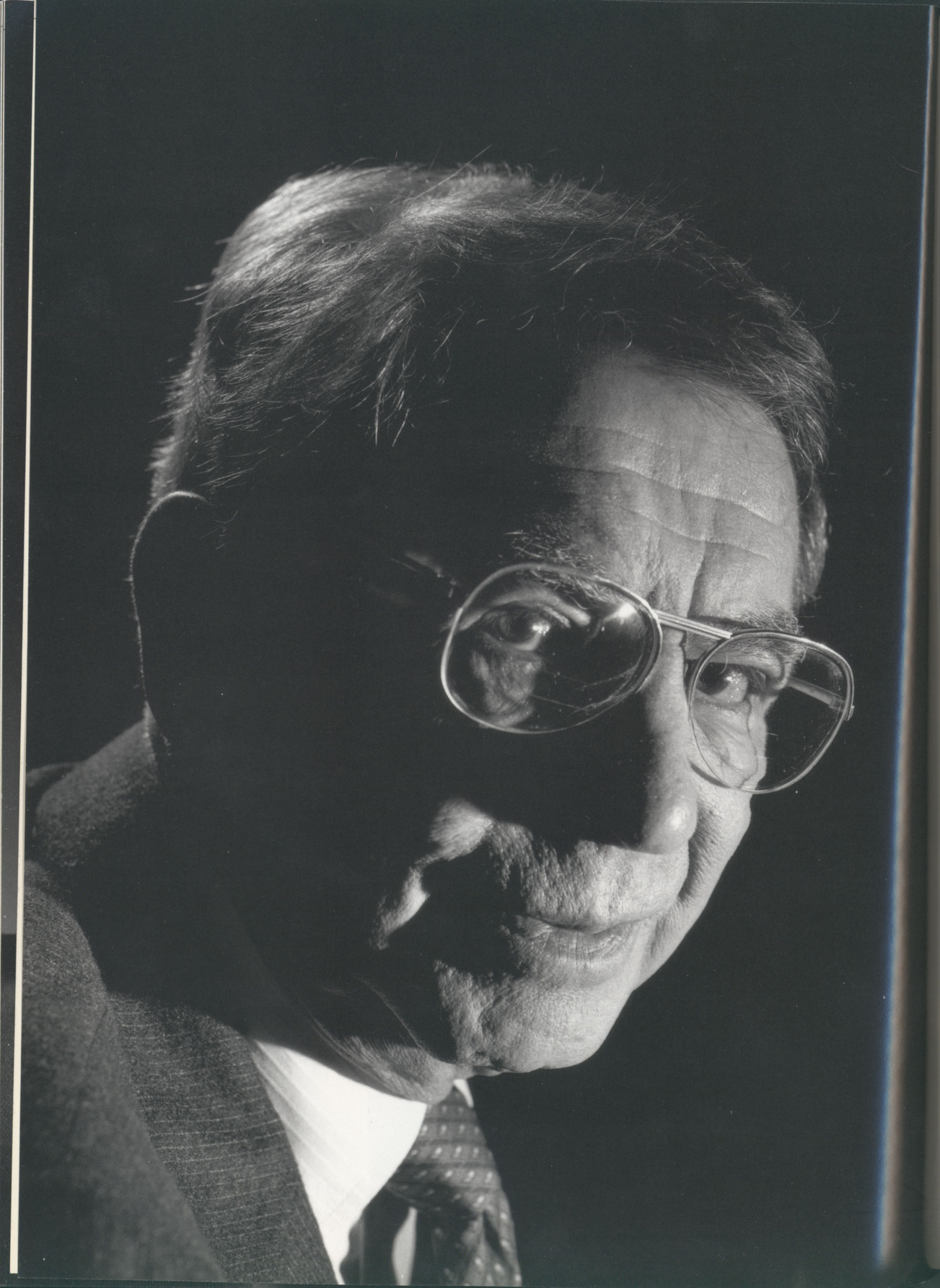
Edwin Reischauer '31, Professor Emeritus of East Asian Studies at Harvard University, Cambridge, Massachusetts

I grew up in Japan where my parents were missionaries. Oberlin was well known there and all over East Asia. Of course, that was partly because of Oberlin's tradition of sending missionaries abroad. And when I arrived as a student in 1927, I found many other young people who, like me, had grown up in foreign lands. There were enough of us to make a soccer team. Many faculty members also had wide experience internationally and brought that perspective to the classroom. That was quite unusual then. In the 1930s, the United States was very inward looking. So Oberlin was lucky to have people like Oscar Jaszi, who had served briefly in the liberal Hungarian cabinet at the end of World War I. Professor Jaszi brought to Oberlin a firsthand knowledge of the European peace movement and a perspective that was then rare in the States. He offered a course called International Irenics, which I believe was unique in this country. He was a compelling man, a philosopher, and a very deep thinker who was perhaps the most profound influence on my own way of thinking. Under his inspiration, we founded the Oberlin Peace Society, of which I was the first president. My interest in Japan was natural, but it was first given significant form by another professor who told me about a prize for an essay on Japanese-American relations. So I wrote one, about the Perry Expedition. It was my first experience trying to write a piece of any consequence, and I learned a good deal then about what would turn out to be a life's work. We've come a long way in this country toward recognizing that we are part of a bigger world. Oberlin was way ahead in the 1930s and has continued its efforts in this regard. The College has done exceedingly well, for example, in Asian and Chinese studies, which are becoming increasingly important as the United States turns its eyes to the East. Oberlin may be isolated geographically, but it never has been academically, socially, or intellectually.



Born in Tokyo, Japan, Edwin Reischauer is one of many missionary children to have attended Oberlin. From 1933 to 1935 he studied abroad on a Harvard-Yenching Institute Fellowship in France, Japan, and China. In 1961, he was invited by President Kennedy to be the U.S. Ambassador to Japan, a position he held until 1966. He is a prolific author on the subject of U.S.-Japan relations as well as on Japanese and Chinese culture. In 1986, his autobiography: Looking Both Ways: My Life Between Japan and America *was published by Harper & Row.*

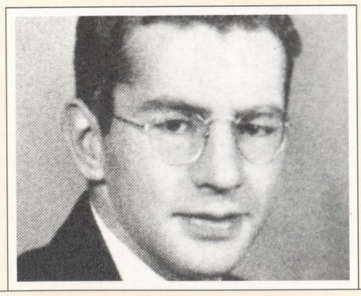




JESSE PHILIPS '37

Jesse Philips '37, Chairman and Founder of Philips Industries, Inc., Dayton, Ohio

It was when I went to Harvard Business School right after college that I fully realized and appreciated Oberlin's style. At Oberlin, we were expected to be self-sufficient and self-reliant. We were encouraged to find our own way, to learn for the pleasure of learning, and to create our own standards of self-judgment. The contrast with HBS was dramatic. There, the course ahead was mapped out in detail by other people. All you had to do was follow it. There were good reasons for that, I suppose, but it made me especially grateful for Oberlin, where I developed a strong intellectual curiosity, a sense of moral purpose, an appreciation for diversity, and the ability to think for myself. During the 19 years I have served as a trustee of Oberlin, my independent way of thinking hasn't always led to what Swift called "sweetness and light." I have often thought that if you put any two Oberlin graduates together, there will be debate. I've been involved in more than a few of these over the years. My fellow Oberlin graduates, like me, think independently. Again and again I have been impressed with what must be an exceedingly high intelligence quotient among the people I've worked with. None of us is easily moved to leap to conclusions. All of us ask the hard questions and demand the most thorough analysis. If most of us had a tendency in that direction when we arrived at Oberlin, our professors honed it, encouraged—indeed demanded it. When Oberlin trustees discuss Oberlin, the intellectual results of an Oberlin education are, perhaps, most in evidence. A few other things show up as well, and I think these, too, derive from the liberal arts education at Oberlin: a deep appreciation for life, shaped by a wide view of mankind's achievements; a loyalty to the college that gave us that view; and a dedication to making sure that the College continues its mission. In some ways, Oberlin has changed almost beyond recognition since my day. Gone are the jackets and ties at dinner. Gone are the single-sex dorms. Gone is compulsory chapel attendance. I rather regret these changes. What remains, however, is what made Oberlin great in the first place: the quality of teaching, the tolerance for diversity, the absolute insistence on scholarship, and the emphasis on self-reliance. All of us can be proud of that and proud to do our best to preserve it.



An Oberlin trustee for 19 years and trustee for many other university and college boards, Jesse Philips in 1986 received the Distinguished Service Award for Trusteeship from the Association of Governing Boards of Universities and Colleges.

OBERLIN AND THE WORLD

The Civil War humorist Petroleum V. Nasby may have exaggerated when he declared that "Oberlin commenced this war. Oberlin waz the prime cause uv all the trubble." He was right, however, about one thing: Oberlinians have changed the world. The thirty-four thousand journeys begun under the branches of Tappan Square now reach all corners of the globe. In turn, the world has penetrated all corners of the College. This passionate engagement with life, above all else, has provided fertile soil for the development of leadership—leadership of the mind, leadership of the spirit, and leadership of society. In works both large and small, Oberlinians have distinguished themselves as instruments of intellectual, moral, and social change. Leaders are nurtured carefully at Oberlin, and the legacies of the journeys begun here will endure.

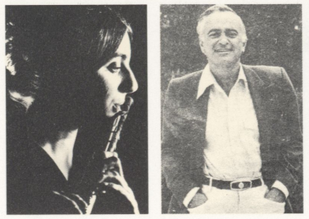


HIGHER EDUCATION *in America has been well served by Oberlin alumni, from the revolutionizing work of Robert Maynard Hutchins '19, to the appointment in 1987 of Niara Sudarkasa '57, the first female president of America's first college chartered for blacks, Lincoln University.*

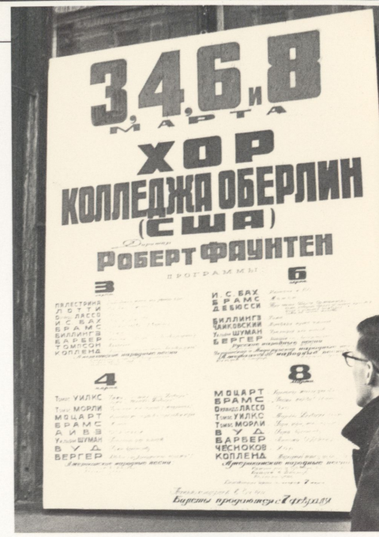




OBERLIN'S REPUTATION *as a place of spirited discourse has attracted notable speakers from all walks of life and countries of the world. Jorge Luis Borges, Martin Luther King, and Sandra Day O'Connor are just a few who have shared their views with Oberlin audiences each year.*



PERFORMING ARTS *and artists from Oberlin are world renowned both on and off the stage. Carol Wincenc '71, named America's "Queen of the Flute" by the* New York Times, *is considered one of the world's foremost flutists. Nikos Psacharopolous '50, founded the Williamstown Theatre Festival and teaches and directs at Yale, NYU, and the Circle-in-the-Square. The Oberlin College Choir went international in 1964 with a tour of the Soviet Union. The recording of Brubeck at Oberlin is considered seminal in his development as a well-known jazz artist.*





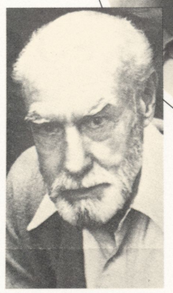
SCIENTISTS FROM OBERLIN *have been responsible for many major advances in learning and application. Charles Martin Hall, 1885, discovered the electrolytic process for extracting aluminum from bauxite and founded the American aluminum industry. A major gift from Hall's estate doubled the College endowment in 1925. Robert Millikan 1891, and Roger Sperry '35, both received Nobel Prizes for their work. Millikan, an Oberlin trustee for 24 years, has also been honored with a postage stamp.*



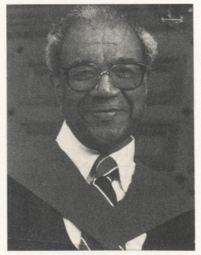


A GRADUATE IN ENGLISH, *John Gutfreund '51, joined Wall Street's largest investment banking house, Salomon Inc., as a trainee in the statistical department. In 1978 he became Chairman and CEO.*





BAPTIST PREACHER *Dr. Gardner C. Taylor '40, is considered one of the greatest black preachers in American history.*





SYNDICATED COLUMNIST *Carl Rowan '47, is published throughout the nation. In 1963-64 he served as U.S. Ambassador to Finland.*



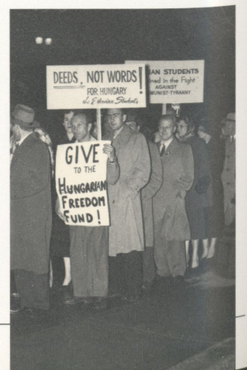


NAMED CHAIRMAN *of the Council of Economic Advisers in 1961 by President Kennedy, Walter Heller '35, also served as a consultant to presidents Johnson and Ford.*

MISSIONARY ZEAL *was an important element in Oberlin's founding. In the 1880s, it took the form of teaching in China. Pictured here is one of the first Shansi missions in China. Many of the students who attended Oberlin were the children of missionaries.*

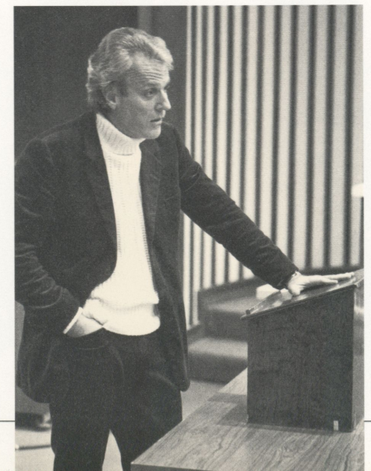


OBERLIN STUDENTS *have always been sensitive to the struggles of the oppressed. In 1956, Oberlin students rallied against "communist tyranny" in Hungary.*





OBERLIN GRADUATES *have orchestrated social change in many different ways, none perhaps as noticeably as Jim Fixx '57, who taught the nation to run. He gave Oberlin its fitness trail.*



NOVELIST *and Academy Award-winning screenwriter William Goldman '52, recently adapted his tale, "A Princess Bride," for the big screen. His other notable successes on film include "Butch Cassidy and the Sundance Kid," "Marathon Man," and "All the President's Men." He used Oberlin as a setting in his novel,* The Color of Light.

SANGEETA JHAVERI '86

Sangeeta Jhaveri '86, Medical Student at the University of Cincinnati School of Medicine, Cincinnati, Ohio

Now that my world is almost totally enveloped by the pursuit of a medical degree, I appreciate more than ever my time at Oberlin. College should be more than the courses you take. It should involve what you do outside of class as well. At Oberlin, building bridges between those two worlds, between disciplines, and between people was for me the most valuable lesson. I am still building bridges; now it is between Oberlin and high-school students as a volunteer interviewer for the admissions office. To the uninitiated, Oberlin may seem weird; I tell people it's different. The attitudes toward learning and one another were different from anything I had ever experienced. My classmates were more interested in learning than competing for grades. The great diversity of backgrounds and lifestyles among my classmates was not cause for constructing social hierarchies but for building bridges of understanding and appreciation. Oberlin challenged the way I perceived the people and the world around me. What is special about Oberlin is that those bridges of respect did not exist solely among classmates; professors exhibited a joy of teaching which stimulated the desire to learn. Student relationships with professors were close, not only in the classroom and laboratories but in other settings as well. Although I was already interested in medical school, I was not categorized as a pre-med student. Oberlin encouraged exploration of all my interests including art, history, and religion. During Winter Term I had many opportunities to investigate and discover things about myself that I believe may not have been possible elsewhere. One year I traveled to India to study religion. Another year I volunteered at a hospital in Cleveland. My learning experience didn't just end with the bridges I made between liberal arts, science, and research. Oberlin allowed me to pursue a love of tennis. Unlike other schools, athletics at Oberlin does not require sacrificing your academic pursuits; it is not an all-consuming endeavor. The experience of practicing with my teammates and competing together produced a strong sense of camaraderie. I should admit that in my freshman year I didn't expect to fit in at Oberlin and thought of transferring. Instead I discovered more than I ever imagined about people, places, knowledge, and ultimately myself. I am a better person for it, and I know I'll be a better doctor.



Captain of the varsity tennis team for three years, Sangeeta Jhaveri recalls: "Even the tennis team reflected Oberlin's diversity. I remember we had players who were Nigerian, Jewish, Chinese, Japanese and, of course, a token WASP." Concerned about the role of athletics and academics at Oberlin, Sangeeta Jhaveri, who graduated Phi Beta Kappa with honors, now serves on the Heisman Board.



LIKE A SILVER THREAD

The voices and images in the preceding pages suggest that certain elements permeate and define Oberlin's heritage. Clearly, the College owes its genesis to a moral vision. The founders held that God granted all human beings the freedom to pursue the good, and that the purpose of education is to enable them to do so. Over the years this moral vision was deepened and disciplined by a growing regard for rational learning in all fields of knowledge, including the sciences. Initially suspicious of beauty for its own sake, the Oberlin ideal also came to embrace aesthetic education, first in music and eventually in the visual arts and theater as well. Oberlin, however, has never considered these individual academic and aesthetic attainments, important as they are, to be ends in themselves. Rather, it has seen them as means "to better the life of mankind," in President Henry Churchill King's words. A passion for human uplift, service, and justice runs like a silver thread through Oberlin's long history. In the early days this passion found expression in Christian education and abolitionism. Gradually it spread to embrace missionary work, social service, scholarship, science, public affairs, the arts, and every branch of business and industry. Oberlin expected its alumni not merely to survive change, but to shape it, to be leaders with a moral edge, to have, as Harvey Cox expressed it, that "eccentricity possessed by people with vision." These qualities have been fostered best when Oberlin has been, in the phrase of Professor Geoffrey Blodgett '53, "a sanctuary for intellectual disagreement." More than any other national college, Oberlin has sought to throw its doors open to a diverse student body and faculty, asking only that everyone entering therein practice the habits of tolerance, forbearance, and good will that made the name of Pastor John Frederick Oberlin renowned on two continents. All this, of course, has been rendered accessible to those who could most benefit from it, irrespective of race, sex, religion, or economic status. Professor Norman Craig '53 puts it succinctly: "Oberlin is intellectually elite, morally sensitive, and socially egalitarian." Oberlin thrives today for the same reason it flourished a century ago: the dedication of the men and women who come here to learn and who then go out into the world as living witnesses to the ideals of their education. The loyalty of Oberlin's graduates and their steadfast commitment to the College will assure that others will continue to benefit as they have done, and to serve as they themselves do.

S. Frederick Starr

S. Frederick Starr

President

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