

# The Observer

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THE OBERLIN COLLEGE FACULTY AND STAFF NEWSPAPER

## Oberlin Faculty-Student Research Gets Huge Boost from U.S. Department of Education

### \$775,529 McNair Grant Will Fund 4 Years of Collaboration

By Linda K. Grashoff

Oberlin College has won \$775,529 to fund a four-year Ronald E. McNair Post-Baccalaureate Achievement Program, a project of the U.S. Department of Education. The College will receive \$190,000 for each of the first two years of the McNair program, \$195,130 for the third year, and \$200,399 for the fourth year. The money will "support the academic aspirations and achievements," according to the grant proposal, of 20 undergraduates who are low-income first-generation college students or minorities underrepresented in doctoral programs.

David Love, associate vice president for

The McNair program, along with other programs that offer research assistantships for students, will be supervised by the office of the dean of the College of Arts and Sciences.

"We will probably create an office of sponsored programs for undergraduate research as part of the existing Office of Sponsored Programs," says Mary Ella Feinleib, dean of the College of Arts and Sciences.

#### Lucky Oberlin

"The grant was very competitive," says Love. "We're very pleased to get it in light of the cuts in support for higher education."

Of the 96 schools that received Ronald E. McNair Post-Baccalaureate Achievement Program grants in this round of applications, Oberlin is the only one in Ohio.

"We are enormously fortunate in winning a new McNair grant," says President Nancy Dye. "The McNair program and Oberlin's mission are wonderfully aligned. The three quarters of a million dollars from the Department of Education, along with gifts from Donald Oresman '46 and individual faculty research

grants, will enable Oberlin to advance in two ways, both critical to our mission. First, we can offer more students opportunities to work closely with faculty on collaborative research projects. Second, the College can provide better financial assistance to students."

"I am ecstatic about the receipt of the grant!" says program-director White. "It is a wonderful opportunity for Oberlin College students and faculty because it combines faculty research and mentoring with student interest and skill development. As an advocate of mentoring and student research, I look forward to working with any program that fosters these goals."

The McNair program aims to ensure that the interns will later enroll in Ph.D. programs and then enter research, teaching, or other careers that require the doctorate.

#### Selection of Students

From students eligible for McNair support Oberlin will recruit 10 juniors and 10 seniors who are the most academically promising and have the strongest desire to pursue graduate study. Selection will normally begin in the second semester of the students' sophomore year, but this year 10 juniors will be selected also, to make up the first group of rising seniors. Eligible students are low-income first-generation students and students from underrepresented minority groups who are in good academic standing and who show interest in pursuing studies at the graduate level. Potential interns will complete an eligibility application that will include a recommendation from a faculty advisor, a transcript, and a personal statement.

The process of identifying students will begin with faculty members who wish to be McNair mentors. They will outline their summer research plans and explain how a student assistant might become involved in their work and learn from it. Supplied with this information, the project director will invite eligible students to talk with these faculty members, and faculty members and students will submit joint proposals that will be evaluated by a faculty committee.

#### Faculty Committee Responsibilities

The duties of the faculty committee will be to select faculty mentors, review participants' proposals for research projects, evaluate the quality and appropriateness of the proposed research from the perspective of project goals, select and appoint McNair summer interns, and

oversee the scholarly direction of the project. The faculty committee will review the progress of each McNair student every semester, and, when necessary, offer support and advice. Committee members will ensure that at least two-thirds of the McNair students are low-income first-generation college students, that the remainder are from



White

groups underrepresented in doctoral programs, and that a wide range of fields of study is represented.

#### The Research Projects

Besides eight-week summer-research experiences, for which they will earn stipends of \$2400 and room and board allowances of \$1600, McNair interns will participate in special activities during the academic year. They will attend graduate-school and financial-aid workshops, career seminars, Graduate Record Exam-preparation workshops, lectures by local and visiting faculty members, professional conferences (accompanied by faculty mentors), graduate-school visits, and conferences with other undergraduate researchers. McNair interns may also participate in special Winter Term projects designed by Oberlin faculty members to enhance research and technical-writing skills.

Faculty mentors will require biweekly reports throughout the summer research project and a summary report at the close of the project. The mentors will also regularly view the interns' academic progress and plans for graduate study.

Mentors will receive \$500 honoraria for the summer projects, and funding for supplies connected to the research project.

The first interns will be selected by March 15.



Love

research and development and acting associate dean of arts and sciences, wrote the grant proposal in collaboration with Mary Durling '57, assistant dean of student life and services.

Clovis White, associate professor of sociology and Nord faculty fellow, will direct the project.



Groundsworker Tony Scott adjusts the nozzle on the hydrant-fed sprinklers rescuing the turf on Tappan Square.

## What Happened to the Grass on Tappan Square?

"I've had more inquiries about [the grass on Tappan Square] than anything else [since] the big oak tree died of oak wilt," says William "WAS" Salo, manager of grounds. His answer?

"Multiply real wet ground by 7000 people at commencement," and what happens, he says, is that the good grass (a blue- and rye-grass blend) becomes compacted and dies, and crab grass takes its place. The grass on Tappan Square, especially the area where the commencement

celebrants gathered, also had a fungus problem, says Salo.

So his crew killed the crabgrass and overseeded two days later, but lack of rain meant that the new grass didn't even sprout. Last week Salo received permission from the city to open the fire hydrant on Professor Street near Peters Hall, and the big brown patch started turning shades of green. Cool weather and rain, Salo says, will assure that the square is the color it ought to be in another week.

## OCOPE Employees Working under New Agreement Signed in July

Administrative assistants who are members of Oberlin College Office and Professional Employees (OCOPE) are working under a new contract, signed this July. According to union president Shelby Warrens, OCOPE members "overwhelmingly" ratified the three-year agreement that will be in force until July 1, 1998.

Beginning in May negotiating teams worked out changes in wages, benefits, and job security. These were the top three issues determined by a membership survey, says Warrens, administrative assistant in the Irvin E. Houck Computing Center.

Beginning July 1 OCOPE members received a 6.5 percent increase in pay. Beginning July 1, 1996, they will receive another increase of 3.5 percent, and on July 1, 1997, they will receive the third increase, also 3.5 percent.

The agreement provides for maintaining involvement in the College health plans and creates an eighth job-classification level. The eighth level will give members more opportunities for promotion due to acquisition of increased technological skills, and higher pay. Between a quarter and a half of the employees now in the seventh level—most of them long-term employees in highly skilled technical positions—could move into the new category, Warrens says. OCOPE and the College Department of Human Resources are working together to define what jobs would be affected.

Creation of the eighth level was a job-security issue, says Warrens, to "keep work in the bargaining unit." People were moving into Administrative and Professional Staff posi-

*Continued on page 2*

# Archaeologist Susan Kane and Junior Cisco Brooks-Church Find Ancient Etruscan Settlement Near Florence

By Betty Gabrielli and Anita Buckmaster

This summer Associate Professor of Art Susan Kane was field director of a team whose excavations unearthed a major archaeological find. The discovery gave Kane the idea of pursuing a formal Oberlin link to the field school at the site next summer.

Discovered was an Etruscan settlement dating from the seventh to the third century BC. The settlement, now called Poggio Colla, is located in the Mugello Valley in Tuscany, 22 miles northeast of Florence.

"The discovery of early Etruscan monumental architecture in the northern-most reaches of Etruria is unprecedented," says Gregory Warden of Southern Methodist University. "Because Poggio Colla is one of a very few Etruscan sites and is the only habitation location to have an Etruscan temple *in situ*, our first season of excavations was extraordinary."

Warden—a long-time colleague and friend of Kane—headed the 25-member team that also included Oberlin junior anthropology major Cisco Brooks-Church of San Francisco.

"We started excavation this year, a short season of about three and a half weeks, to get an idea of what we were up against," Kane says. "Virtually no one has ever worked in that part of northeast Tuscany because they never really thought the Etruscans spent a lot of time there."

Warden agrees: "Until we began our dig, the region had been relatively ignored because it is far from the purportedly wealthier and larger cities in the south. The existence of a sacred complex suggests that present theories of Etruscan cultural geography will need reappraisal."

The excavations were carried out with the permission and encouragement of Francesco Nicosia, superintendent of antiquities for Tuscany, who discovered Poggio Colla in the 1960s and conducted preliminary excavations at the site from 1968 to 1972.

Indications are that the settlement had at least two phases: an Archaic one that was destroyed shortly after 500 BC, and a second, more heavily fortified phase that was destroyed sometime in the third century, probably during the Roman conquest of the area around Florence.

## The Prize Artifact

"We unearthed a column base about 75 centimeters in diameter of the Tuscan type that was part of a large sixth-century temple," Kane says. "There was no trace of a column—it was

probably made of wood—but the molded base is very beautifully carved of local sandstone."

The column base may be the earliest known example of the Tuscan Order, the Etruscan version of the Doric Order that remained prevalent in the Roman period and was particularly popular during the Italian Renaissance. It is of a type previously known only from Etruscan paintings and sculpture and from funerary monuments that copy Etruscan architecture. When Nicosia saw the column base, Kane says, "he was absolutely speechless. Because there's nothing like it. It's just incredible!"

"In one fell swoop, we added to Etruscan architectural knowledge by discovering that the northernmost area of Etruria had major Etruscan habitation and monumental architecture."

The team also found Etruscan *bucchero* pottery, "black with beautiful stamps on it," Kane says, as well as imported ceramics, including Attic Black Figure ware of the sixth century BC. Another find—a bronze head—was part of an Archaic votive figurine and indicates that the region was far wealthier than hitherto believed.

"We're glad we have the opportunity to be there," Kane says. "It is a major site, with important economic and commercial connections to the rest of the Mediterranean, and we are extraordinarily lucky to have it."

Warden and Kane will present a complete report of their first season of excavations at the annual meeting of the Archaeological Institute of America in December.

## Development of the Project

Other team members include contract archaeologist John Berkin from R. Christopher Goodwin & Associates in New Orleans, architect Jess Galloway from Booziotis & Co. in Dallas, geologist Frank Vento from Clarion State University, illustrator Kathy Windrow from Eastfield College, and a group of archaeology students from SMU's summer field program.

The team plans to develop an interdisciplinary project that is a combination of excavation and survey, an arrangement that meshes well with Kane's desire to establish an opportunity for Oberlin students to excavate at the site next summer.

"We plan to put the hilltop in its local context and then to put that context into the wider context of Tuscany, Italy, and the Mediterranean," says Kane. "By looking at it from geological, geo-



Cisco Brooks-Church helps lift out the column base for transport to Florence, where it is being restored. The column base is of the earliest date and finest workmanship ever found in an Etruscan temple, according to Susan Kane.

graphic, and historical vantage points, we can gain more information about the entire site."

Kane says the excavators and students will use several analytical methods, including an examination of soils and organic materials such as pollens, to determine how the site was inhabited.

"Between the monumental architecture and the habitations, we can discover considerably more about what was going on there from the Archaic to the early Hellenistic period, before the Roman conquest.

"Nicosia says the site is going to rewrite economic, social, art, and archeological history for Etruria. We're very excited about that."

Further information about the project, including more photos, is available at the World Wide Web site [http://www.oberlin.edu/~scarrier/Poggio\\_Colla/Intro.html](http://www.oberlin.edu/~scarrier/Poggio_Colla/Intro.html).

Betty Gabrielli is a senior writer in the Office of Communications, where Anita Buckmaster '95 is an intern.

## News Notes

Don Hilton, client support analyst in the Houck Computing Center, is on the cover of Steven King's latest paperback novel, *Insomnia*—sort of. Don's friend, Oberlin painter John Palencar, needed a model to pose for his book-cover assignment, and Don agreed to wear his beat-up hat and overcoat for the occasion. "It's hard to make people believe you when your face doesn't show," says Don, who is depicted in silhouette on the book cover. • Some bad news and some good news about the filmed-for-TV interview with Professor of Religion James Morris, reported in the last issue of the *Observer*: As it happened, the interview was not for ABC's *Good Morning America*, but it was for *The God Squad*, a cable TV program broadcast over the Vision Interfaith Satellite Network. "Not so glamorous, says Morris, "but definitely a more productive and interesting experience for us interviewees, and one that should lead to future programs as well." • The Annenberg [Foundation] Rural Challenge

(ARC) has selected David Orr, professor of environmental studies, to be a trustee. The organization aims to improve public schools in rural areas. Orr gave a lecture on ecological design to the College Park Scholars Program at the University of Maryland September 14. • This summer Raymond Premru, professor of trombone, was a member of the Grand Teton Music Festival in Wyoming. He also performed the Stravinsky "Octet" in a chamber-music concert with an ensemble of principal players from major symphony orchestras. He will perform the national anthem with Doc Severinsen at the October 2 Cleveland Browns football game. On October 6 he will play with High Anxiety Bones at the Cleveland Institute of Music. • Jeffrey Witmer, associate professor of mathematics, has been named a fellow of the American Statistical Association. The honor signifies Witmer's outstanding professional contribution and leadership in the field of statistical science.

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## OCOPE . . .

*Continued from page 1*

tions when their job skills increased. Now they can maintain their union position and receive appropriate compensation, she says.

Under the new contract OCOPE members may apply for long-term union leave. This means that if OCOPE employees leave the College to take a year's appointment with the international union, their jobs will be waiting for them when they return.

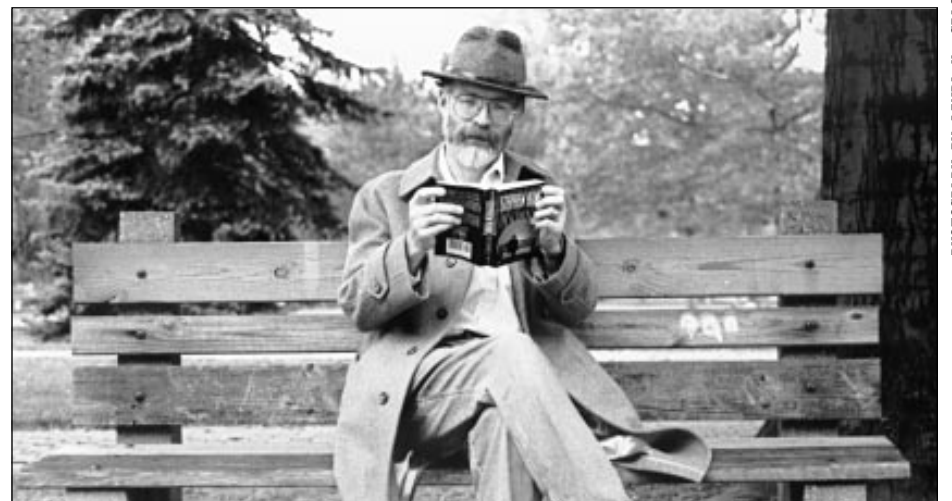
OCOPE members can be paid for unused sick, emergency, personal, and bereavement leave each year. Now they have the option of putting that pay into a retirement annuity account rather than receiving it as cash.

Children's tuition benefits, formerly awarded in a flat amount, are now a portion (15 percent) of Oberlin's tuition.

When the contract was ratified, President Nancy Dye sent a letter with the news to members of the Oberlin community. In the letter she said she was "enormously grateful" to the negotiating teams for their time and "hard work," and she congratulated OCOPE on the 25 anniversary of its founding, extending "best wishes for many productive and rewarding years ahead."

"I don't recall that [such a letter] was done [before]," says Warrens. "We were real happy with it." College archivist Roland Baumann has checked the College records and says the letter "seems atypical." Similar announcements in the past, he says, did not share the "cordial sense of having completed a process."

The College employs 185 OCOPE members.



The illustrated man: Don Hilton—the man sitting on the park bench on the paperback edition cover of Stephen King's *Insomnia*—has modeled for some of painter John Palencar's other projects. Also without his face showing, he has depicted a liberal attacking the Statue of Liberty (modelled by his wife, Kathy) on a cover of the National Rifle Association magazine. See Hilton's News Note.

# NewFaces

Here is an introduction to some more people who have joined Oberlin's faculty and staff since February. See the August 31 issue for others. If you are new since February and have not yet had your photograph taken, please call Office of Communications intern Anita Buckmaster (who writes these profiles) at x8474 to find out when photographs will next be taken. The *Observer* will publish "NewFaces" features throughout the year. Rick Sherlock took these photos.



**Pedro Arguello** (Oberlin College B.A. 1995) is a student-life intern in the Multicultural Resource Center. A former peer liaison for Student Academic Services, Arguello was also a three-year member of Oberlin's football team. Last summer

he worked for Boston Freedom Summer. Comic books are one of his hobbies.

**Charles Bennett** (College of Wooster B.A., Ohio State University J.D. 1973) is assistant director of gift planning. For the past five years he was a senior product analyst with LEXIS-NEXIS. He has worked as a trust officer in several major banks in Ohio and New York and has been admitted to the bar in Ohio and Michigan. Running, computers, amateur radio, and languages are some of Bennett's hobbies. He and his wife, Ida, have a daughter.



**Bradford Bratton** (Oakland University B.S., Northeastern University M.S., Universität Regensburg Ph.D. 1988) is visiting professor of neuroscience. For the past three years he was an assistant professor at Bates College, where he conducted research on the sensory input and motor control of *Chondrichthyan* electroreceptors and electric organs. He has published many articles on vertebrate sensory processing, focusing on electric fish. He is married to Linda Cormick.



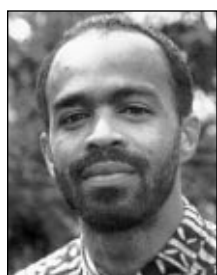
**David Briggs** (Montana State University B.S. 1982) is an analyst and programmer in the Houck Computing Center. A native resident of Montana, Briggs has worked for the University of Montana and the Montana State Department of Transportation. He likes to fish and is married to Danetta Briggs.



**Megan E. Burness** (University of Michigan B.A., Case Western Reserve University M.A. 1995) is museum education intern. She has held internships at the Cleveland Museum of Art, the Kalamazoo Institute of Arts, the University of Michigan Museum of Art, and the National Museum of African Art.



**Malcolm Cash** (Oberlin College B.A. 1990) is student-development specialist for Upward Bound. Cash's experience working with the InterChurch Council of Greater Cleveland and the Elyria Neighborhood Center has helped prepare him for this



position. He enjoys the arts, especially writing, theater, and photography, and is also interested in family history. He has a daughter.

**Grace Hong** (Oberlin College B.A., B.M. 1994) is assistant director of admissions and coordinator of the Campus Visit Program. For the past year she has been an admissions counselor at the Baldwin-Wallace Conservatory of Music. While an Oberlin student she worked as a senior intern in the admissions office. Rollerblading, music, reading, and writing are a few of her hobbies.



**Paul Johnson** (St. Olaf College B.Mus., University of Southern California M.Mus. 1990) is regional director of major gifts for Development. He has worked in fund raising and development for the Minnesota Orchestra and the Theatre de la Jeune Lune and was the general manager and artistic director for the Los Angeles Concert Singers. He enjoys music, food, and movies.



**Stanley Mathews** (Beloit College B.A., University of North Carolina M.F.A., Virginia Polytechnic Institute and State University M.Arch. 1986) is part-time visiting assistant professor of art history, specializing in architectural history. Mathews taught architecture and design at Oberlin in 1992-93. A professional architect, he is a doctoral candidate in architectural history and theory at Columbia University. He and his wife, Professor of Art Patricia Mathews, have a daughter.

**Debbie Mullin** (Adrian College B.A., University of Notre Dame M.A., University of Virginia M.A., Ph.D. 1993) is visiting assistant professor of economics. Most recently Mullin taught economics at Bowling Green State University and Marietta College. A specialist in economic history, she has presented papers



before the University of Toledo Economics Colloquium, the Triangle Universities Economic Histories Workshop, and the Kansas Conference on Historical Labor Statistics. She enjoys bicycling and is married to David Mullin, also a visiting assistant professor of economics.



**Julia Nieves** (Wheaton College B.A., University of Michigan M.A. 1995) is special advisor to Latino students for the Department of Academic Services, specializing in retention of Latinos in higher education, and language use among Latinos. She was a Rackham merit fellow and a CIC predoctoral fellow at the University of Michigan. A tutor in Spanish and statistics at the university level, she has also worked for the DuPage County (Illinois) Housing Authority translating housing information into Spanish.



**Discrete-Master's Degree Discussion** "I do have some questions about graduate education," Dye said, explaining that most of her questions have to do with financing. "Are we sure how much [the programs] will cost? How do we know? . . . Where will the money come from?" Other questions Dye has, she said, concern the effect of specific master's degree programs on the fundamental mission of the College and their effect on the relationship between the arts and sciences college and the conservatory.

## Faculty Meetings

### Long-Range Planning a Common Topic at First-of-the-Year Faculty Meetings

First on the agenda of the year's first College Faculty meeting, held September 12, were remarks by President Nancy Dye on long-range planning. Dye said she wants to start planning by identifying College strengths rather than problems. She identified some of the strengths as intellectual and talented students and faculty, social engagement, and access for many. Another strength she listed is professionally engaged professors who integrate teaching, research, and performance. Oberlin College "harmonizes" teaching and scholarship, she said. How, she asked, can the College build on faculty-student collaboration, a practice that may have begun with Charles Martin Hall, and one that satisfies several aspects of Oberlin's mission, including—with paid work—students' financial access to the College.

A major strategic weakness to be addressed in order to continue attracting good faculty, Dye said, is Oberlin's faculty salary scale. Returning to positive aspects, she asked, "How can we build on our unusually rich curriculum?" Other questions she posed included How can we prepare our students to work and live in a more complex society, and outside the United States?, How do we encourage our [A&S] students to take advantage of the music here?, and How can we build on the intrinsic strength of our students' unusually strong interest in social and political issues? Interest in social and political issues, Dye said, is not only a constant in Oberlin's history but something important to build on now because the *nation* needs it.

#### Difference and Community

Concerning Oberlin's historic commitment to creating a diverse academic community, Dye asked, "How can we work to reconcile difference and community?" About access she asked, "Are we fulfilling our commitment to access? Are we making the requisite investment in our students?" The graduation of only 13 of the 49 black students admitted to the Class of 1995, she suggested, indicates that "we have much work to do." A brief discussion followed Dye's remarks.

In other business Associate Professor of French Nelson de Jesus gave a report on College Faculty Council (CFC) actions, one of which was to recommend Associate Professor of Computer Science Robert Geitz as chair of the General Faculty Committee on Educational Technology. Among other announcements, de Jesus mentioned that a subcommittee of CFC had been set up to study the policy on built-in leave replacements.

Debra Chermonte, director of admissions

for the College of Arts and Sciences, gave a brief report on the characteristics and talents of the incoming class. Thomas Hayden, vice president for admissions and financial aid, reported some details on enrollment, which he characterized as good. The College exceeded its targets for new and continuing students, he said, with 61 more students returning than expected, and 11 new students enrolling beyond target. Financial-aid expenditures were predictably heavy, "but we got the class we wanted," he said, both in the conservatory and the A&S college. Hayden also talked about improvements in the Student Employment Office and said students seem more satisfied this year than last with access to campus employment.

#### Conservatory-Meeting Speakers

The Conservatory Faculty held its first meeting of the year September 19. Charlene Cole '74, new dean of student life and services, introduced herself and indicated her availability and that of her staff to conservatory faculty members. She has begun working with Manager of Conservatory Public Relations and Career Development Larry Herman, Cole said, in developing postgraduate placement opportunities for conservatory students.

Michael Manderer '75, director of admissions for the conservatory, mentioned his admissions report by alluding to his article, "Conservatory Chooses from Largest Applicant Pool Ever," in the September 14 issue of the *Observer*, and spoke about his recruiting plans for the year.

Director of Conservatory Development Beth Dochinger brought the faculty up to date on the conservatory's Merit Scholarship Campaign. The campaign, begun three years ago with a goal of \$3 million, has already met 70 percent of its goal. June 1996 will complete the campaign. Dochinger will be soliciting conservatory graduates with direct mail in December, she said.

As President Nancy Dye introduced the topic of long-range planning, she praised the conservatory for its obvious success in attracting students. Long-range planning might include, she suggested, finding ways to build on the synergy of the Conservatory of Music and the College of Arts and Sciences, coupling the conservatory's music-education program with a parallel interest in the A&S college, attracting more double-degree students, and addressing the role of graduate education in the conservatory.

When she turned the discussion over to the faculty, many of the responses concerned the discrete master's degree proposal. One who spoke was Associate Professor of Accompanying Philip Highfill, chair of the Department of Piano. The discrete graduate programs would have several effects on the Keyboard Division, he said. The programs would increase the pool of high-quality applicants; provide resources to the conservatory—including teachers for secondary lessons now taught by undergraduates and experienced accompanists for voice and other majors; furnish role models for all students; and make it easier to recruit and retain faculty who find the lack of discrete graduate programs at Oberlin to be a drawback. Highfill and others also referred to the limited expected size of the proposed program: no more than 20 master's degree students beyond the 10 in existing graduate programs.

Two of the charts that accompanied the admissions directors' reports ("Admissions Stats Are In, and the News is Good") in the September 14 *Observer* had errors of omission. The fault was the *Observer* editor's. In the chart "Incoming Students' Field of Study in September 1994 and September 1995" was missing the field of psychology. Fifty-five Oberlin first-year students indicated interest in psychology in 1994; 43 did so in 1995.

The chart "States Sending 10 or More First-Year Students in 1995" left off three states that sent 11 students: Kentucky, Minnesota, and North Carolina, and two that sent 10: Arizona and Maine.

### Corrections: Psychology Left Out; Other States Sent 10 or More Students

The chart "States Sending 10 or More First-Year Students in 1995" left off three states that sent 11 students: Kentucky, Minnesota, and North Carolina, and two that sent 10: Arizona and Maine.



## Observations

# When Playing Golf Was an Oberlin Thing to Do

By Roland M. Baumann

Golf came to America from Scotland and England in the 18th century but was not well known in the United States until the 1890s. The game developed first along the eastern seaboard, mostly in and around resort towns such as those on Lake Champlain and Long Island Sound in New York, and in the Midwest in resort towns such as Green Lake, Wisconsin. At the turn of the century golf was a game for the wealthy, who were able to get away from work during summers and at other times to devote three or four hours to a game.

Founded in 1899 by the Oberlin Golf Association, Oberlin's course is probably the third-oldest continuous golf layout in Ohio, and among a handful of golf clubs in the state that are about a hundred years old. In contrast to other early Ohio golf courses, such as those of Akron's Portage Country Club and the Toledo Country Club, Oberlin's course was not established by industrial elites, but by the College and townspeople.

Eight decades ago some 40 faculty and dozens of Oberlin

over the first five years. Because of the limited amount of land the College owned there and could make available for the course at the time, the original layout was tight, the holes relatively close together. It covered a strip of land between Morgan Street on the north, the New York Central Railroad right-of-way (now the bike path) on the south, Ladies Grove on the east and Westwood Cemetery on the west. Over the years the College acquired more adjacent land through the will of Charles Martin Hall, and in the 1930s the golf club rented it as well, expanding the course westward around the cemetery to Pyle-South Amherst Road. (It was these 65 acres that the golf club rented through the 1960s and leased after 1969 from the College. In 1961 the club bought 60 acres of agricultural land west of Pyle-South Amherst on which it erected a new clubhouse—the third in the club's history—and laid out another nine holes.)

We know that by fall 1899 students and faculty worked together to lay out and put



Long before the 1930s, when this photograph was taken, women were learning golf at the College and playing on Oberlin's course.

students, men and women, played golf regularly. During the 1930s and '40s many Oberlin alumni, faculty, and students competed for the President's Trophy and the J.W. Merriam Cup over commencement weekend. For a long time golf was an important part of the Oberlin College culture.

### Relevance of the College Motto to Golf

First advanced by John J. Shipperd in the 1830s, the Oberlin College motto, Learning and Labor, stood for developing a compound human being—exercising the mind as well as the body. The ingredients of the related educational reform at Oberlin died out by 1850 because of costs. Another reason, according to Professor of History Geoffrey Blodgett '53, was that students lost interest in working on farms and clearing forests. By the 1880s, however, the spirit of Learning and Labor reigned at Oberlin, manifesting itself in physical education, especially outdoor recreation.

By 1890, says emeritus professor of athletics and physical education Frederick D. Shults '54, new physical-education stimuli were in place in the form of baseball, basketball, and football. Physical-education professors were interested in developing a full range of sports—especially athletic activities that provided regular outdoor exercise over most of the year. In 1892 an athletic association formed at Oberlin. The demand for various forms of open-air sports, such as tennis and track, and for mass participation in physical activity, followed in earnest.

By 1923 Henry Churchill King could boast in *A History of Honor* that "sixty to seventy percent of students take part in outdoor sports." Until 1945 Oberlin College was a national leader in physical education, and producing winning athletic teams was secondary to developing an intramural sports program conceived as recreation and considered part of education.

After only several months in operation, the Morgan Street links had become extremely popular. New recruits were applying for membership in the Oberlin Golf Association, which was a requirement to play. Golf-club members quickly established individual records for golf based on a handicap system for 18-hole tournaments, including women's tournaments.

Although the golf course was first developed to meet the needs of Oberlin men, within the first few years women students became active participants. By 1929 Whitelaw R. Morrison, professor of hygiene and physical education and director of the Men's Gymnasium, gave indoor lessons to women for a fee. By the mid-1930s other instructors—including Professor of French W. Hayden Boyers—also taught golf, to both men and women. The physical-education department furnished the golf clubs, golf balls, mats, and cages, and developed two golf greens near the athletic fields. Students also were known to play obstacle golf on one of the playing fields. By 1934 female students competed in dormitory golf leagues.

### Early Development of the Course

Only scant details are known about the development of the links

OBERLIN COLLEGE ARCHIVES PHOTOGRAPH BY ARTHUR L. PRINCHEORN

of that year even referred to forming a club at once and preparing for a "tournament before the close of the term." The paper reported in March 1900 that the entire golf course underwent extensive improvements. This meant that the course was rolled, new turf was laid on the putting greens, and the long grass was cut by horse-drawn mowers. The links were also lengthened by about half.

Over the years improvements continued to the land that originally contained several unwanted rough and swampy places. The April 22, 1927, *Oberlin Tribune* reported that the course was now in "excellent shape" and that "the grass has been 'doctored' and, with the aid of 'old sol,' the grounds have become quite dry."

In 1900 Oberlin's 19th hole (18 being played by going over the nine two times) was women members of the club serving coffee, doughnuts, and wafers. Sometimes men and women golfers enjoyed a picnic dinner in the Ladies' Grove. The club didn't erect

the first club house—a green shack 6 by 6 by 10 feet on the northeast corner of the present 15th tee—until the early 1920s.

During the '20s the Oberlin Golf Club membership grew. Among the 82 members in 1920, a great majority held a College connection. By July 19, 1928, the roster listed 267 playing members: 196 men and 71 women. Most members resided in Oberlin, Elyria, and Wellington, and a few were from outside Lorain County.

### Later Innovations

In the 1930s the golf club sponsored faculty-trustee golf tournaments and competitive team matches between students and faculty. Interclub team matches pitted Oberlin golfers against teams from Elyria or Norwalk. Sometimes the results of the golf tournaments or competitions were announced at the Art Building Auditorium, where contestants and their spouses frequently listened to short talks by Professor of Art Clarence Ward (who played an adequate game) or Professor of Political Science Karl Geiser (who was a natural putter).

Many people worked to keep the Golf Club going. Harry N. Holmes, a well respected chemistry professor, is notable. Known to his students as "Old TNT," Holmes was responsible for improving and enlarging the original nine-hole course between 1933 and 1939. Holmes, chairing the club's Greens Committee, organized the entire membership into "knife-carrying crews when the crab grass in the greens threatened serious damage," according to Holmes's son Dick '42. Each group that played was expected to dig out crab grass for five minutes after putting out on each green. Holmes's most important contribution, however, was persuading College treasurer George M. Jones, widely known as a penny pincher, to participate in the expansion and improvements of the course.

Holmes's scheme included acquiring land in and around the cemetery; planting and maintaining trees and shrubs along the edges of the fairways to create a combination park-like arboretum and golf course; buying the Reighley farm, including a house on Morgan Street; and recruiting a Cleveland golf course architect to plan the layout of the nine new holes.

When the architect's plan was abandoned—because older players thought it

was too long and difficult for short hitters—the course that emerged was Holmes's own creation. (But even Holmes extended the length by more than a thousand yards.) In 1933-34 two new holes were constructed, and in 1939 four more were completed. Holmes laid out the course in what was probably a corn field by hitting shots to various spots with his driver, mashie (number 5 iron), and niblick (number 9 iron) to determine where tees and greens should be placed. The revised layout eliminated the dangers lurking on parallel fairways.

Working with members of the botany department, Holmes asked that every tree species of the region be planted along the fairways of the new holes. According to Dick Holmes, the growing new golf course benefited from the heroic work of the greens keeper, a grounds crew that worked day and night on their tractors, and City Manager Vic Zahm, who agreed to dump on the course, free of charge, dirt produced by city excavations.

### The Oberlin Golf Club Today

Today's Oberlin Golf Club has 350 members, but fewer than 50 hold Oberlin addresses. Only three Oberlin staff members and a handful of college students—no faculty—play at the Oberlin Golf Club, and they account for fewer than 1 percent of the rounds played.

What explains the decline of participation in golf by Oberlin College faculty, staff, and students? Emeritus members of the campus community and townspeople advance several reasons.

After the 1950s golf became an 18-hole competitive game, no longer a 9-hole contest featuring fun and relaxation, and playing 18 holes took too much time. Other forms of athletic activity, including handball, running, swimming, and tennis, superseded golf in popularity because of associated costs and time. Although Oberlin College golfers were hardly the genteel sorts of other private clubs, by the 1960s golf may have become too democratized and expensive for faculty and staff. After World War II female spouses of faculty and staff held jobs and had less time to play at Ladies Day events. And, as the College numbers decreased on the membership list, the Oberlin Golf Club became increasingly the recreational playground for outsiders. When Oberlin College dropped golf in 1974 as a varsity sport, the College lost another link to the outdoor-recreation experiment.

Mark Twain may have said that golf was a good walk spoiled, but over the years countless Oberlin faculty, staff, and students found Oberlin's golf course to be a laboratory for members of the physical-education department, an outdoor-recreation outlet, and a managed natural resource.

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Although College interest in golf was already declining by then, the 1950s were the last decade in which golf played a significant role in Oberlin College culture. By 1952 membership costs in the Oberlin Golf Club had risen from the \$3.00-a-year of 1910: Annual dues were \$50, and students could play for \$10 a season. In 1995 annual dues are about \$1000 after an initiation fee of \$4000.

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