

Human Ecology

URIE | The scientist who remade the
field of human development



Cornell University

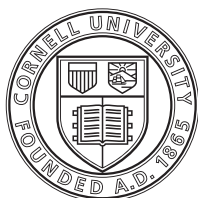
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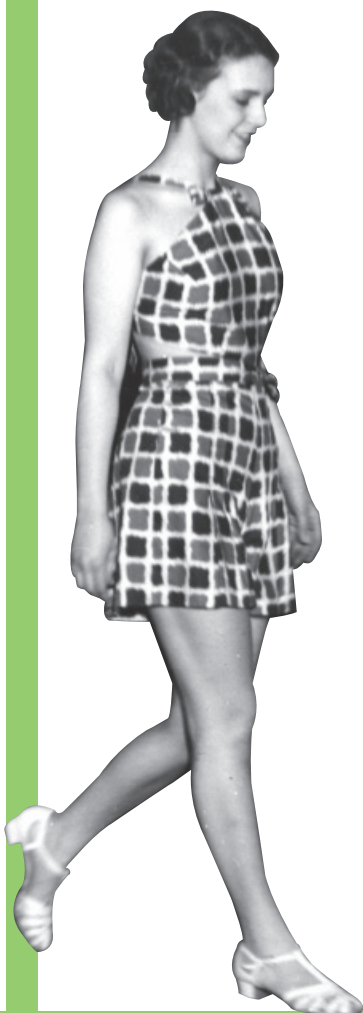
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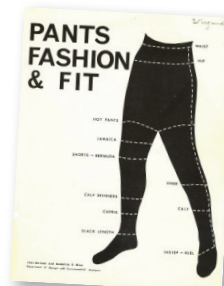


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Famed developmental psychologist Urie Bronfenbrenner, shown in the early 1990s. Photo by Chris Hildreth/Cornell University Photography.

Human Ecology

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IMPROVING LIVES BY
EXPLORING AND SHAPING
HUMAN CONNECTIONS TO
NATURAL, SOCIAL, AND
BUILT ENVIRONMENTS

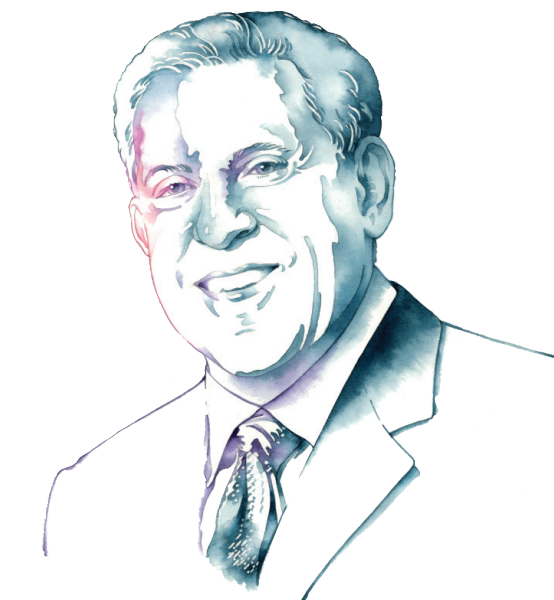
As we come together this spring to celebrate the 150th anniversary of Cornell's founding, Human Ecology faculty continue to impress every day at the university and around the world, leading their fields in teaching, research, and cutting-edge scholarship. Appropriately, this issue highlights some of our standout teachers, thinkers, and mentors.

The cover story examines the legacy of Urie Bronfenbrenner '38, one of the 20th century's foremost developmental psychologists and a guiding force for federal Head Start, which turns 50 this year. Despite his international profile, teaching always came first for Bronfenbrenner, who inspired multiple generations of students to chart their own paths. His record as a teacher, scholar, and advocate is captured here in the voices of his students and colleagues.

In "Legendary Courses," you'll discover five of the longest-running courses in the college and hear from the faculty members who make them so memorable. From fashion design to nutrition, these are some of the college's foundational classes, attracting Cornell undergrads from all majors and inspiring students long after they leave campus.

As for newer courses, Denise Green '07, assistant professor of fiber science and apparel design, introduced a class on archival research, documenting Cornell style from 1865 to 2015. The course, detailed inside, culminated in a sesquicentennial exhibit, "150 Years of Cornell Student Fashion," showing the progression of campus trends and their connection to political, cultural, and social movements of the past century and a half.

Finally, this issue honors Human Ecology professor Carole Bisogni '70, MS '72, PhD '76, who passed away last November. A central figure at the college for 40 years, Bisogni



guided food and nutrition extension and research programs, and taught many core courses in nutritional sciences. For the past seven years, she served as associate dean, creating a research immersion program for students and raising academic standards. She leaves a remarkable legacy.

At the root of the college's work are students, and their engagement in classrooms, labs, studios, and communities is the best evidence of our success. According to the most recent data, 75 percent of Human Ecology undergraduates had conducted or planned to pursue research with faculty members—the highest proportion of any Cornell college. Because of this integrated approach, Human Ecology students advance to careers with a truly global impact, demonstrated by many alumni stories inside that show innovation in sustainability, public health, fashion, medicine, and other fields.

I am sure you will find this issue of *Human Ecology* a vibrant snapshot of our mission in action, and we remain grateful for the support that makes the college's teaching, research, and outreach possible.

Alan Mathios

Last October, the Cornell Institute for Public Affairs welcomed staff members from the Belize Zoo, launching 10 days of meetings, educational events, and fundraisers. The visit, co-hosted by supporters at Cornell's College of Veterinary Medicine and SUNY Cortland, succeeded in raising \$13,000, with another \$17,000 donated before the end of the semester.

"Combining efforts between CIPA, the College of Veterinary Medicine, and SUNY Cortland was a natural fusion," says Laurie Miller, CIPA associate director for public engagement. "All of us are really invested in the long-term success of the zoo."

The Belize Zoo is a client of CIPA's capstone program, which offers Master of Public Administration students an opportunity to participate in a pro bono consultancy clinic. Last semester, Miller and CIPA

students wrote grant applications and created a \$200,000 fundraising plan to build a new hospital, which will replace the current open-air clinic, and a commissary for feeding animals.



Cornell veterinary students help perform a health check on Lucky, a jaguar at the Belize Zoo.

Animal AID

CIPA students raise money for Belize Zoo

In January, George Kollias, Cornell professor of wildlife medicine, made his seventh trip to the Belize Zoo, leading 12 veterinary students, three faculty members, a dentistry resident-in-training, and a veterinary technician. "The zoo is more of a biopark than a zoo," explains Kollias. "It encompasses native flora and fauna set in a very naturalistic environment. It is built right into the jungle."

The facility cares for more than 150 animals native to Central America, and is committed to the conservation of Belize's wildlife and natural habitats. It is the primary source of conservation education in the country, housing animals that are injured or orphaned, and reaching virtually all of Belize's schoolchildren.

This spring, a group of CIPA students will travel to the zoo, where they'll meet with staff members and share plans for additional fundraising. "Cornell has played a profound role in the development of the zoo," says zoo founder and director Sharon Matola. "Many of our animals are rare, endangered species. We're very cognizant of the fact that they're extinct in other parts of Central America."

—Lisa Jervey Lennox

Belize Zoo belizezoo.org

Smart CHOICE

Award-winning app connects patients and hospitals

If you're sick and need to find the best hospital, there's an app for that.

HealthRank, developed by Anna Zhu '14, Sloan '15, George Shih, MD, associate professor of clinical radiology at Weill Cornell Medical College, and information sciences graduate student Tushar Rao, taps into a trove of New York hospital data to match users with their optimal provider.

Users enter their location and diagnosis, then rate the importance of four criteria: length of stay, cost, number of cases seen, and distance. HealthRank assigns each

hospital a score on a scale of 0-100, ranked from best to worst match.

Zhu and collaborators demonstrated the technology last fall to Albany health officials, taking second place and a \$10,000 prize in the state's inaugural Health Innovation Challenge, a contest to create consumer-friendly health care applications. This year, the HealthRank team plans to incorporate other public datasets and develop more robust ranking algorithms.

Zhu, who earned her Cornell undergrad degree in human biology, health, and society,



joined the HealthRank team to better understand how to incorporate technology in health care. This semester, she is learning to code, figuring it might support her career as a hospital administrator since patients increasingly begin their search for care on computers and other digital devices.

"I'm excited to see more and more trends in health care to improve the patient experience using technology," Zhu says. "There is a lot of momentum, and it's neat to be entering the field at this time."

Ultimately, Zhu hopes HealthRank can evolve into

a tool to serve patients while also raising the bar for hospital performance. After graduation, she expects to begin an administrative fellowship with North Shore-LIJ Health System while remaining connected with the HealthRank team.

"Being a hospital administrator is definitely a role to make a difference in quality of care," she says. "Administrators can have influence in the community to provide more preventive and quality care—I think that's where health care is going."

—Dani Corona '15

Eco CHIC

Green looks good on fashion design grad student

Autumn Newell, MA '15, is giving sustainability a new look.

Thanks to her efforts, the Human Ecology Building's design studios contain collection bins—not only for cans, plastic, or paper but for scrapped textiles. Last semester, Newell's initiative amassed 130 pounds of fabric for reuse and recycling, landing her a nomination for the Cornell University Partners in Sustainability Awards and a reputation as the Fiber Science & Apparel Design recycling guru.

"It is important to look at all of the waste we produce in our society—for me, textile waste is the direct result of the industry that I'm interested in and involved with," Newell says.

Newell started the bins as an offshoot of her thesis examining ways to eliminate clothing waste. "Eighty-five percent of textiles go into landfills and only 15 percent is donated or reused and recycled," Newell says. "I decided to unpack that statistic and investigate where that 15 percent is going, and how much more could be diverted from landfills."

Recently, Newell joined the planning team of the statewide "Clothes the Loop" campaign, the first effort of its kind to encourage municipalities to get involved with clothing collection efforts.

"Through my involvement with the campaign, I can see that textiles are like a low-hanging fruit in the waste diversion world," she says. "Although organic waste, like food scraps are even more



In the college design studios, Newell collected 130 pounds of textile waste for reuse and recycling last fall; she toured textile recycling centers (right) for her research.



important, it is maybe easier to encourage people to donate their old clothing and textiles than to get them to begin composting regularly."

A native of Ithaca, Newell has long been a grassroots sustainability leader. At SewGreen, a nonprofit program that operates a downtown store focusing on fabric reuse, Newell has taught fashion recycling classes to kids and teens and worked with leading brands to host pop-up benefit sales of secondhand garments.

Newell also donates fabric from Cornell's collection bins to SewGreen, and recently found a fiber conversion company to break down unusable scraps and generate new raw materials for insulation and padding. Through her work, she's become the go-to source for fellow fashion design students wondering how to dispose of materials in an environmentally friendly way.

"The bins make students consider the sustainability of their work, and change how

they perceive their use of material," says Tasha Lewis, FSAD assistant professor and Newell's graduate advisor. "Autumn was really driven to keep the studio waste at bay, and it is having a direct influence on her peers. Hopefully her enthusiasm will spread to other fashion programs."

—Dani Corona '15



A UNICEF health worker supports an Indian mother with breastfeeding, which is critical to child development.

When Cornell and UNICEF jointly developed a free online program on infant and young child nutrition in 2012, instructors expected about 200 people to enroll during the first year. Instead, more than 5,500 UNICEF, governmental, and nongovernmental workers around the world registered.

Not only did enrollment surge, but 32 percent of students have finished the training, far exceeding the 2-10 percent completion rate for massive open online courses (MOOCs).

"I think the course is meeting a need," says Christina Stark, senior extension associate in nutritional sciences and program leader of Cornell NutritionWorks, a website for nutrition professionals that hosts the course. "And I think there is a strong desire for training in this area for the audience we are trying to reach."

The idea came from Mandana Arabi, PhD '07, who was working for UNICEF at the time and wanted to create a cost-effective, online course for staff and collaborators. So far, nutritionists and other health professionals from 170 countries have taken the classes, including Leela Ramesh, a volunteer for the Art of Living Foundation, a nongovernmental organization in Bangalore, India.

"As child malnutrition is a matter of great concern, and as healthy children are the best architects of a future India, I would like to help to combat it and to build a better and healthier India," says Ramesh, who is using what she learned in the course to launch a nutrition awareness program in her region.

Cornell nutritional sciences professors Kathleen Rasmussen, Rebecca Stoltzfus, and Jean-Pierre Habicht offer recorded lectures for units on infant and young child feeding, while UNICEF staff and other international experts deliver the rest.

Unlike other MOOCs, the course offers rolling enrollment and does not require a facilitator. Whenever students register for the course, they have three months to complete it.

In a study on the course published in the *Journal of the Academy of Nutrition and Dietetics* last August, Stark and co-author Jamie Pope of Vanderbilt University write that online courses are a

Mighty MOOC

Online nutrition course becomes a surprise success



"cost-effective and convenient way to provide high-quality continuing professional education, particularly for those in low- and middle-income countries."

Now in its third year, the course is being revised to include more information on

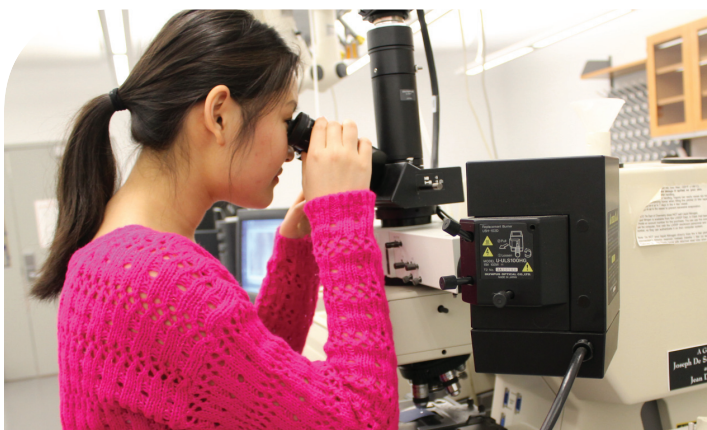
maternal nutrition and the monitoring of infant and young child feeding programs. Additionally, the course's success has spurred a follow-up training. With funding from the Bill & Melinda Gates Foundation, Stark and Stoltzfus, director of Cornell's Program in Global Health, are planning a similar course for community health and development staff in Tanzania.

Joining with educators at Kilimanjaro Christian Medical University College and Sokoine University of Agriculture and other Tanzanian partners, Cornell will be preparing the course units and recording lectures in English and Swahili. The course is expected to debut in early 2016.

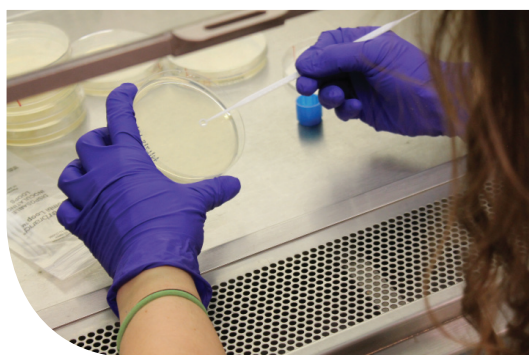
— Sherrie Negrea

Boosting BUSINESS

Fiber science research helps NY companies



Students in Frey's lab investigate the odor resistant properties of Wool&Prince's fabric.



Through the Cornell Center for Materials Research's

JumpStart program, New York businesses are connecting with Human Ecology scientists and students to refine their products.

"We place a tremendous value on the research that's being done at Cornell," says Greg Post, CEO of the Rochester-based SensGard, which manufactures hearing protection for industry and construction. "For a business like ours, having access to Cornell faculty and students is a huge asset, and it's moving us forward at a much faster pace than we could go any other way."

In 2012, the first time Post applied to JumpStart, he worked with Chih-Chang Chu, the Rebecca Q. Morgan '60 Professor in Fiber Science & Apparel Design, who created a methodology to evaluate the company's foam ear cuffs. Next, Post collaborated with FSAD professor Anil Netravali and his students, who compression-tested nine kinds of foam and proposed design changes to the cuff, shell, and earpieces.

"This was a project I would never have envisioned doing without JumpStart," says Netravali, who generally works on green materials. "The design students learned a lot about materials, and the engineering students joining our team learned a lot about design."

Like Netravali, FSAD associate professor Margaret Frey encountered a new challenge with her recent JumpStart project: How do you measure smelliness?

Wool&Prince, a Brooklyn-based apparel company founded by Mac Bishop '11, wanted evidence to support its claim that wool resists odor. So Frey, working with Bishop, Wool&Prince then-creative director Katie Elks '12, and students, devised a "simulated sweat test" to grow bacteria on 10 different swatches of fabric, and validated Bishop's claim. There was significant growth on almost all the fabrics—even the "anti-microbial" polyester—but virtually none on the company's merino blue dress shirt.

"They've developed a really nice product, and there are many, many benefits to working on a project like this," says Frey. "It's given us a chance to connect with alumni and support their new venture, and it's opened a new question for my research group, something we weren't thinking about before."

In the future, Frey hopes her team can determine why the bacteria didn't grow on wool, and Bishop hopes to keep improving his product line. "We continually test new fabrics," says Bishop, "and we look forward to more research initiatives with Cornell."

—Kenny Berkowitz '85

The New CLASS

A quartet of professors add to the college's eclectic mix

This year, the college welcomed four new professors, each choosing Human Ecology for its diverse, multidisciplinary approach.

There's an epidemiologist focused on improving lives in resource-poor regions; a sociologist who's a leading expert on the effects of mass incarceration on child welfare; a fashion design scholar and documentary filmmaker who examines clothing and culture; and an architect who uses design to bolster human health and environmental sustainability.

With the additions, the college has hired 37 professors since Alan Mathios became dean in 2007, yielding a bumper crop of new faculty members who are expected to lead the college for decades to come.



Julia L. Finkelstein, assistant professor, nutritional sciences, and Follett Sesquicentennial Faculty Fellow

Academic focus: Design and conduct of randomized trials and cohort studies in resource-limited settings; role of vitamins B12, iron, and folate in the etiology of anemia and adverse pregnancy outcomes; applications of epidemiological and GIS methods to improve surveillance and public health.

Previous positions: Research scientist, Division of Nutritional Sciences, Cornell; faculty fellow, Center for Geographic Analysis, Harvard University.

Academic background: BS, psychology and humanistic studies, McGill University; MPH, public health, Brown University; MS, epidemiology, and PhD, nutritional epidemiology, both at Harvard.

Last book read: *Love in the Time of Cholera* by Gabriel García Márquez.

In her own time: Music, photography, yoga, and exploring Ithaca.

I chose Human Ecology: for its multidisciplinary approach to nutrition and outstanding research opportunities.

Christopher Wildeman, associate professor, policy analysis and management

Academic focus: Child welfare, children with incarcerated parents, and demography.

Previous positions: Associate professor of sociology, Yale University; Robert Wood Johnson Foundation Health and Society Scholar, University of Michigan.

Academic background: BA, philosophy, sociology, and Spanish, Dickinson College; MA and PhD, both in sociology and demography at Princeton University.

Last book read: *On the Run* by Alice Goffman.

In his own time: Playing soccer and spending time with his wife and two kids.

I chose Human Ecology: because I was thrilled to move to Ithaca and work in a multidisciplinary department.



Denise Green '07, assistant professor, fiber science and apparel design

Academic focus: Using ethnography in combination with archival and museum-based research methods to explore cultural aspects of style, fashion, and dress.

Previous positions: Graduate research assistant, Department of Anthropology, University of British Columbia; patternmaker, ORRA Active; textiles teaching assistant, UC Davis.

Academic background: BS, fiber science and apparel design, Cornell; MS, textiles, UC Davis; PhD, anthropology, University of British Columbia.

Last book read: *Native Art of the Northwest Coast: A History of Changing Ideas* edited by Charlotte Townsend-Gault, Jennifer Kramer, and Ki-ke-in.

In her own time: Yoga, skiing, mountain biking, trail running, and other outdoor activities.

I chose Human Ecology: because the emphasis on multidisciplinary research allows me to explore cultural, economic, and social justice aspects of fashion and dress.

Mardelle McCuskey Shepley, professor, design and environmental analysis

Academic focus:

Health care design, sustainability, and design process.

Previous positions:

Professor of architecture and director of the Center for Health Systems and Design, Texas A&M University; associate and architect, The Design Partnership, San Francisco.

Academic background: BA, art history, and M.Arch., both at Columbia University; MA, psychology, and D.Arch., both at University of Michigan.

Last book read: *Things Fall Apart* by Chinua Achebe.

In her own time: Dancing, bicycling, sailing, and writing.

I chose Human Ecology: for the college's academically diverse faculty and interest in supporting design research.





Seguin, standing, leads Introduction to Public Health, a foundational course for the global and public health sciences major.

Community CARE

New major teaches population health at home and abroad

Emergency medical services volunteer Jared Alpern '18 dreamed of becoming a doctor. At Cornell, he found a new path: Human Ecology's global and public health sciences major, launched last fall to teach students about population health.

"I knew immediately that I wanted to take advantage of this opportunity," Alpern says. "I was originally set on pursuing a strictly clinical career path, but after seeing different aspects of the health care system, it became apparent that clinical medicine can only do so much for the overall health of a community."

Offered through the Division of Nutritional Sciences, the new major has a multidisciplinary focus that encourages students to investigate the social, political, behavioral, biomedical, and environmental factors that contribute to community well-being. It grew out of Cornell's popular global health minor, which has guided dozens of undergraduates to study-abroad programs supporting communities in resource-poor regions.

"This major is intended for students who are interested in understanding the current and future health challenges of populations, and in designing strategies to alleviate or prevent those problems," says Robert Parker, associate professor and director of undergraduate studies in nutritional sciences. "Our goal is to prepare students to be the next generation of leaders in public health, both domestically and internationally, by equipping them with analytical and methodological skills to address the complex problems that afflict populations."

Like Alpern, fellow freshman Alex Hernandez was attracted to the major by personal experience after he was temporarily forced to live without health insurance.

"As a result, I strongly desired to study and examine the fields of health care and medicine, which had let me, a teenage boy, be denied treatment and medication when I needed it most," says Hernandez, who plans to pursue an MD/PhD and a career with the U.S. State Department.

In its first year, the GPHS program has attracted students planning careers in medicine, public health education, research, international affairs, and public health policy and administration, according to Rebecca Seguin, assistant professor of nutritional sciences, who teaches one of its foundational courses, Introduction to Public Health. To connect the lessons to the real world, Seguin invited partners from the Tompkins County Health Department and Centers for Disease Control to give students a firsthand perspective on public health issues.

"Students incorporate what they have learned by working in groups to complete structured activities aimed at integrating cross-cutting competencies," says Seguin. "This flipped classroom model enhances learning and communication skills that will be essential to success throughout the program."

The program also includes a senior capstone course to "integrate the experiential learning component with the foundational classroom components," says Parker. "I look forward to great things from our students as we all partner in developing this new opportunity for Cornell undergraduates."

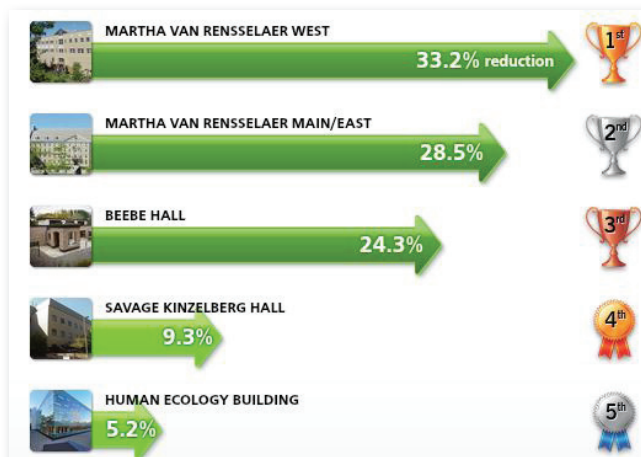
—Sara Birmingham '15

Grassroots GREENING

Volunteers spark a collegewide conservation campaign



Green Ambassadors demonstrate an energy bike in the Human Ecology Commons, raising awareness for sustainability; at right, the results of the Energy Smackdown.



Since Earth Day 2014, Human Ecology faculty members, staff, and students have united to slash the college's energy usage, green their workspaces, and promote a culture of sustainability.

The grassroots campaign, led by 58 volunteer Human Ecology Green Ambassadors, aligns with Cornell's Think Big, Live Green initiative, which promotes efforts such as composting and carpooling to support the university's commitment to achieve zero net carbon emissions by 2035.

The college's program ramped up last fall as 168 faculty, staff, and graduate students achieved Cornell Green Office Certification. During the process, participants removed nearly 60 space heaters, swapping them for 70-watt carpeted foot warmers. Offices and labs also shed 50 small refrigerators in favor of larger departmental units. An additional 28 composting stations were installed near dining areas, and energy-

efficient LED lights replaced scores of incandescent bulbs. To date, the college is home to 21 of 39 green-certified Cornell workspaces, as well as one-third of green labs.

The push continued into the final six weeks of 2014, when the college competed in an Energy Smackdown to see which of its five buildings could conserve the most energy by closing fume hood sashes in labs, turning off lights, and unplugging electronic devices when not in use. Taking first was Martha Van Rensselaer West, reducing electrical energy use by 33 percent during the competition, compared to the same time frame in 2013. All told, the college saved 123,744 kilowatt hours of energy and roughly \$9,000 in energy costs from November 17 to December 31—the equivalent of 1.2 million 100-watt incandescent bulbs.

"As we rolled out the programs, they built on one another," says Jim Hatch, the college's facilities manager and Green Ambassadors leader.

"Our goal was to create this sustainability mindset and encourage repeatable actions for people to think about."

Joining the push was a research team led by assistant professor of design and environmental analysis Ying Hua, whose students proposed a smartphone app that would prompt sustainable behaviors. With the app, students could log in and record when they turned off the lights in a classroom, earning points toward a reward, such as a free lunch on campus. Tapping into social media, the app would also enable students to invite their friends to participate.

"The idea is to increase energy-saving behaviors among students," says team member Kristin Aldred Cheek, a PhD student in human behavior and design. "The app would trigger them to take action, reward them for that action, and document it."

Cheek, joined by DEA graduate students Neha Yadav and Casey Franklin, have met

with college administrators to talk about launching a beta version. "The outcome of this app could be that students in the college will be more engaged in sustainability on a daily basis, helping to create energy savings for the college," says Franklin, a PhD student in human behavior and design.

This spring, the conservation efforts continued with grassroots support of Recyclemania, a campuswide drive spanning February and March to reduce waste through composting and recycling. The college's Green Ambassadors are dedicating their efforts to Angie Stedwell, a sustainability leader and longtime human development staff member who died Jan. 26 in a TCAT bus accident. The college is also exploring an annual staff sustainability award given in Stedwell's honor.

—Sherrie Negrea

THE FUTURE of WORK

Laura Stargala '16 and Justin Yoo '16, students in design and environmental analysis, reached the finals of *Metropolis* magazine's Workplace of the Future 2.0 competition, which challenged entrants to imagine office life in the 2020s.

Along with Liam Martin, a student in Cornell's College of Architecture, Art, and Planning, they developed "Nova Oculus," a virtual reality space that connects co-workers via a holographic display synched to a contact lens and halo. "Employees can literally have their work and tools at their fingertips," wrote the students in their entry.

The Cornell team joined 10 finalists from 153 submissions, becoming one of the few student groups to make the cut in competition against architectural and design professionals.



TAKING THE LEAD

Last fall, Human Development's Valerie Reyna became editor of *Psychological Science in the Public Interest* and Robert Sternberg became editor of *Perspectives in Psychological Science*—marking the first time two professors from the same department are leading journals by the Association for Psychological Science.

Reyna, director of the Human Neuroscience Institute, studies adolescent decisionmaking and its consequences on health and well-being. Sternberg, named one of the 20th century's top 100 psychologists by the American Psychological Association, researches intelligence, creativity, wisdom, thinking styles, leadership, ethics, and love and hate.



PREVAILING over pain

Human Ecology's Translational Research Institute for Pain in Later Life, a New York City-based center that helps older adults prevent and manage pain, received a five-year, \$1.95 million renewal grant from the National Institute on Aging.

TRIPLL unites social and psychological scientists at Cornell's Ithaca campus and Bronfenbrenner Center for Translational Research, researchers at Weill Cornell Medical College, and community-based health care practitioners to study innovative, nonpharmacological methods to ease persistent pain.

In its first five years, TRIPLL funded 30 pilot studies on innovative treatments, protocols, and interventions for improved pain management. With the grant renewal, TRIPLL adds a focus on behavior change science, seeking to apply insights from psychology, sociology, economics, and communications to develop optimal pain management techniques.



IN GOOD COMPANY



Patrick Stover, professor and director of the Division of Nutritional Sciences, became one of seven Cornell faculty members elected 2014 fellows of the American Association for the Advancement of Science, the world's largest general scientific society. AAAS elected 401 new fellows, honoring them for contributions to innovation, education, and scientific leadership. Stover studies biochemical mechanisms that underlie pathologies with interactive genetic and nutritional components, shedding light on birth defects, cancer, and neurodegenerative diseases.



REVIVING Urban Health Care

Fifteen years ago, when John W. Bluford III became president of Truman Medical Center, the Kansas City hospital was facing serious financial problems, legal issues, and low morale. By the time he retired in 2014, the institution was nationally recognized as a model for innovation, performance, and civic engagement.

"If you want to change the dance, change the music," said Bluford, quoting an African proverb last fall at the inaugural Percy Allen II '75 Sloan Lecture in Health Care Leadership in Urban Communities. "That reflects what we need to do as an industry, as a field, to make a difference in the lives of the people we serve."

The lecture series, which brings leading health care administrators to campus to address the needs of underserved urban communities, honors Allen, currently a Sloan executive-in-residence.

MOMMY MAKEOVER

Fashion design student Blake Uretsky '15 has delivered a whole new look: chic maternity wear that wirelessly monitors women's health.

For her wearable tech concept, Uretsky earned one of four \$30,000 Geoffrey Beene national scholarships from the YMA Fashion Scholarship Fund, a nonprofit supporting young fashion designers and entrepreneurs. Uretsky created a mix-and-match collection that uses conductive silver fibers to sense heart rate, blood pressure, body temperature, and respiration levels from an expectant mother's skin. Using a smartphone, mothers can instantly check vitals, receive alerts for elevated stress and other dangers, and email status updates to their doctors.

Following Justine Lee '14, Uretsky is Fiber Science & Apparel Design's second consecutive winner of a Geoffrey Beene national scholarship and fourth in the past seven years.



Uprooting OBESITY

A new federally funded center in the Division of Nutritional Sciences will study how simple changes to schools, communities, and workplaces could help boost long-running nutrition education programs for low-income families.

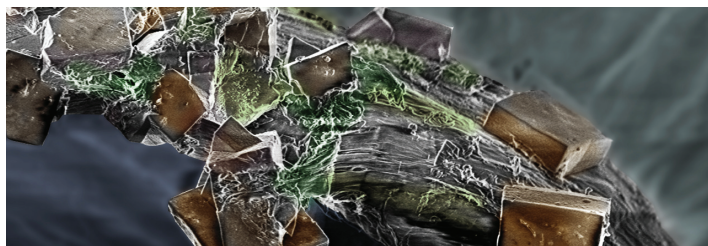
The Northeast Regional Nutrition Education and Obesity Prevention Center of Excellence, funded by a two-year, \$856,250 award from the U.S. Department of Agriculture's National Institute of Food and Agriculture and the USDA Food and Nutrition Service, joins researchers, extension leaders, and community partners to address socio-ecological factors contributing to obesity. One of five sites nationally, Cornell's center is a hub for 12 states, coordinating research and testing interventions through the national Supplemental Nutrition Assistance Program-Education and Expanded Food and Nutrition Education Program.

"In tackling a complex issue like obesity, it's difficult to bring about lasting success with nutrition education alone," says center director Jamie Dollahite, professor of nutritional sciences. "Our team will be investigating how environmental changes to places where people live, work, and play can make healthy choices the easy choices."



Unconventional ART

For the Cornell Council for the Arts' 2014 Biennial, Juan Hinestroza, associate professor of fiber science and apparel design, and So-Yeon Yoon, associate professor of design and environmental analysis, created "Nowhere: Gas in, Light Out," a blend of art and science. Working with FSAD visiting scientist Ruya Ozer, they developed metal organic frameworks grown onto cotton fibers that fluoresce red or green when exposed to ultraviolet light, pairing these gas sensors with 3D visual art for a campus display. Using microscope images, Yoon created videos demonstrating how the fibers change color. Beyond the breathtaking visuals, researchers say the sensors could be woven into clothing to repel airborne toxins and bacteria.



Parental Guidance

Cornell Cooperative Extension parent education programs received a major boost last fall when 17 students in Maureen Waller's Research Design, Practice, and Policy class analyzed five years of survey responses from more than 3,200 parents and caregivers. The findings, presented to extension staff and leaders of the college's Parenting in Context initiative, are influencing a research report on New York's CCE child-rearing programs.

"It's an exciting win-win because students were able to deepen their critical thinking and research skills, while providing a valuable public service to partners in extension," says Waller, associate professor of policy analysis and management. "The project grounds abstract concepts in the real world, and at the same time helps fill a need that would likely go unmet."



Into the WOODS

How a father's queries sparked a new theory of human development

By Sharon Tregaskis '95

M

ore than five decades later, Kate Bronfenbrenner still recalls in vivid detail the magical walk on which she and her father, developmental psychologist Urie Bronfenbrenner, discovered the bright purple-and-white blooms of an unfamiliar wildflower near the shores of Beebe Lake.



Kate, in elementary school at the time, made a sketch of the delicate, orchid-like petals. "It might have been a rare flower," she says. "Of course we wouldn't pick it." At home, they perused field guides, on a quest to identify their discovery: fringed polygala, a native bloom they would notice often on subsequent hikes.

"Our family walked," says Kate, now a leading scholar on unions and collective bargaining at Cornell's ILR School. "It's what we did." Until she started kindergarten, Kate and her father trekked between their Forest Home residence and Martha Van Rensselaer Hall—where Kate was in preschool and her father was on the faculty. Along the way, Urie sang "in a voice like Pete Seeger's," crooning made-up ditties about their route. It was a few years later that her parents instituted Sunday hikes for the whole family. Whether exploring Cornell's Plantations or traveling far from home, Urie turned a keen eye to the surrounding flora and fauna, noting blooms and their abundance, counting the number of varieties in flower day by day.



Urie was known to work on his theories late at night, after evenings spent with his wife, Liese, and their six children.

Such walks were central to the elder Bronfenbrenner's own youth, and indeed his worldview. Born in 1917, Urie hiked with his father, Alexander, a neuropathologist and amateur botanist, first in their native Odessa, Ukraine, and, after the family emigrated in 1923, in Pittsburgh, then in upstate New York. "Why is this plant growing here," Alexander would ask, spurring his son's imagination with a Socratic game they both relished, "and not there?"

Urie would go on to earn dual bachelor's degrees in music and psychology from Cornell in 1938 and then a PhD from the University of Michigan in 1942. Over the subsequent six decades he would pen more than 300 articles and 14 books, including *Two Worlds of Childhood: U.S. and U.S.S.R.* (1970), *The Ecology of Human Development: Experiments by Nature and Design* (1979), and *Making Human Beings Human: Bioecological Perspectives on*

childhood." Soon after, he accepted Lady Bird Johnson's invitation to tea and then President Lyndon Johnson's appointment to the federal panel that would formulate Head Start, the early childhood intervention celebrating its 50th anniversary this year.

At the roots of those endeavors, Alexander's question echoes: *Why here, and not there?* In each, Urie's answer evokes the ecological sensibility rooted in their woodland walks: Human development reflects not only individual personalities and potential, but also the dynamic interplay among family members, that family's place in their neighborhood and community, that community's place in time and space, and the pervasive influence of macrosystem factors including social policy, the legal system, and economic trends.

"Like a set of Russian dolls, the contexts of human development work in a nested fashion, each one expanding beyond but containing the smaller ones," Urie wrote in 1988. "Each one also simultaneously influences and is influenced by the others."

Embracing 'Real-World Messiness'

Urie's dynamic systems theory would become synonymous with the field of human ecology. In 1969, Cornell's College of Home Economics paid homage to its esteemed professor with a new name: the College of Human Ecology. Over the intervening decades, Urie's theoretical framework has spread far beyond Ithaca. "You don't go to a research conference or read a paper in the field that doesn't mention Urie's work," says Pamela Morris, PhD '98, director of New York University's Institute of Human Development and Social Change and the scholar's last graduate student. "The notion that children develop in the context of embedded systems has been one of his most important contributions and it's changed the way we think about human development."

Obviously, says the modern reader. But not at all obvious in the world of mid-20th century developmental psychology; back then, investigators controlled for variables and exigencies by eliminating them. In 1977, Urie described the state of the field as "the science of the strange behavior of children in strange situations with strange adults for the briefest periods of time."

As an antidote to that decontextualized, sterilized approach, Urie championed field-based observation of children in their homes, schools, and neighborhoods. And it wasn't enough to look narrowly at children. To understand the effect of a mother's employment on a child's development, for example, he urged investigators to consider the child's age, the quality of day care used in the mother's absence, her attitude toward her work, the family's race and income level, and the father's employment status and attitude toward his partner's work and family duties.

Given the dynamic interplay Urie expected would manifest through such study, the investigation would, by necessity, take time. These were the implications of his Process-Person-Context-Time model. "He wanted us to include the real-world messiness that we were intent on excluding, because we thought of it as methodological noise," says longtime collaborator Stephen Ceci, Human Ecology's Helen L. Carr Professor of Developmental Psychology.

Trained as a traditional experimentalist, Ceci joined the Cornell faculty in 1980, with a wave of young recruits to what is now the Department of Human Development. He found himself drawn into conversation with the department's elder statesman. "It was ad hoc," he says, "but we were in each other's lives constantly."

Urie typically devoted the early evening to dinner with his wife, Liese, and their six children—playing volleyball in the yard, taking hikes, making music together. Then he put

"You don't go to a research conference or read a paper in the field that doesn't mention Urie's work."

Pamela Morris, PhD '98

Together, they speculated on the relative influence of soil and sunlight, wind and water, imagining the ecological niche in which the species under discussion would thrive.

Human Development (2005). In 1964, testifying before Congress, Urie urged the federal government to fight "poverty where it hits first and most damagingly—in early

in a few hours in his home office. Across town, Ceci fielded frequent late-night calls from Urie, excited about a fresh insight and its implications for a shared pursuit.

"We'd talk 10 or 15 minutes, hang up, and I'd start up the stairs," says Ceci, who lived in a three-story house downtown. The phone would ring again and Ceci would pick up the extension on the second floor. "It would be Urie and he'd say, 'I thought of something else.' And we'd hang up and I'd get to the third floor and the phone would ring again. Or I'd walk past his office in MVR Hall, the door would be open, and it would be like the sideshow barker pulling someone in with the neck of the cane. He had a voracious appetite for all things intellectual."

In his earliest works, spurred by his childhood experience as an immigrant in Pittsburgh, Urie delved into the influence of peer groups. On the Cornell faculty from 1948 until his death in 2005, he expanded his vision to formulate a robust theory that accommodates an array of contextual considerations. And as the extended family of the 19th century gave way to increasingly fractured variants, he campaigned for policies to support the family as society's most vital building block—through programs like Head Start; minimum income programs for impoverished families; paid leave for new

parents and flexible work hours for those with older children; affordable, high-quality childcare; gun control; and universal health care coverage.

"Back in the 1960s, I always said in my testimony to Congress, 'Things have to get worse before they can get better,'" Urie told a reporter in 1995. "Well, I never thought they could get so much worse. If we ever are able to get out of this, it will have to be on the basis of common humane concern for children in poverty,

while his charges napped, the demoralized young teacher put pen to yellow pad, crafting a missive to Urie, who replied. "He was genuinely interested in my interest in figuring out how to create conditions that would allow children living in poverty to thrive," says Olds, now on the faculty at the University of Colorado, Denver.

Within a year, Olds had decamped to Cornell for graduate study, with Urie as his advisor. "It was clear to me that what was driving

to care for their children," says Olds, who started developing the NFP just months after receiving his PhD. "My thinking about the role of context in shaping parents' ability to do well by their children was shaped by the intellectual side of my work with Urie."

The scholar had a knack for stretching his students to their utmost. Avshalom Caspi, PhD '86, took Urie's introductory graduate seminar in 1981. He expected to delve into Urie's magnum opus, *The Ecology of*



In the early 1990s, Urie visits with children in the Cornell Early Childhood Program, a fixture in Martha Van Rensselaer Hall for many decades.

because it's a question of survival. If the children are gone, if the family's gone, the whole thing's going to collapse."

A Guiding Hand

David Olds, PhD '76, was teaching in an inner city day care in West Baltimore when he read *Two Worlds of Childhood*. "I had gone into this work with the expectation that somehow I was going to solve the problems of poor children by providing a warm, cognitively stimulating environment," he recalls. "That was wildly unrealistic." One afternoon,

him was a desire to make a difference, to use his intellectual prowess to reduce the kinds of challenges that poor children were confronting everywhere in the world," says Olds, whose Nurse-Family Partnership—a community health program in which nurses visit first-time, low-income mothers at home throughout their pregnancy and the first two years of their child's life—now works in 43 states to boost maternal and child health, reduce child abuse, and enhance child outcomes.

"We have to engage the diversity that parents contend with in their relationships in their families and communities—economic forces and cultural factors that support or interfere with parents' ability

Human Development, published two years earlier; instead, he got a survey of the nascent field of behavioral genetics. "Urie was absolutely fascinated with the implications of genetic differences for understanding environmental influences on human development," recalls Caspi, noting that in those days, the Human Genome Project was "the stuff of science fiction." "He used that year's class as a platform for thinking aloud about the issues, for exploring the promise and the limitations of various behavioral genetic research designs and strategies."

Now on the faculty of the Duke University Center for Genomic and Computational Biology, Caspi has devoted his career to investigating



the questions Urie's seminar introduced. That trajectory wasn't at all obvious at the time. "I actually got a D on my first midterm," says Caspi. "I remember going into Urie's office and saying, 'Maybe this really isn't for me.' Urie said, 'Well, keep at it,' and he was very encouraging."

Later, when a last-minute bureaucratic glitch nearly derailed Caspi's PhD defense, Urie saved the day. "I called him at home, explained the situation, and he said, 'Right, I'll be there,'" Caspi recalls. "He got on his bicycle, rode over to Uris Hall, and sat on my defense. He was a bookend to my entire career—from nearly causing me to leave to ensuring that I would actually leave Cornell."

Nan Crouter, PhD '82, dean of the College of Health and Human Development at Penn State, tells a similar tale. Spurred by her desire to investigate the reciprocal influence of work and family, Urie introduced her to labor experts on Cornell's ILR faculty. The day before her doctoral defense, a strike erupted on campus and a member of her committee refused to cross the picket line. "So we met in Urie's backyard on a beautiful October afternoon and sat in Adirondack chairs," says



Above, as a young professor in 1950, Urie reads to children; below, in his later years Urie became human development's elder statesman, taking young faculty recruits under his wing.



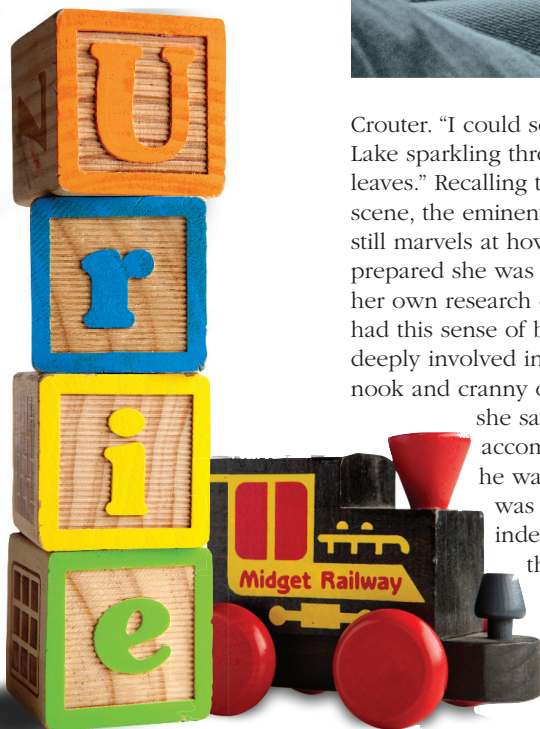
Crouter. "I could see Beebe Lake sparkling through the leaves." Recalling that idyllic scene, the eminent scholar still marvels at how well prepared she was to launch her own research career. "I had this sense of being so deeply involved in every nook and cranny of my data," she says. "I had accomplished what he wanted, which was complete independent thinking."

Thirty-five years later, says Crouter, the framework

Urie articulated in *The Ecology of Human Development* while she was a graduate student still feels fresh and relevant, far beyond its original scope. "He talked about roles, relationships, and activities as building blocks of development," she says. "I find myself—in thinking about academic life and how to create an academic workplace that works—thinking about those elements. It's useful as a research framework and there are parts of it that I've just factored into my point of view."

Urie's knack for deploying a glass-half-full approach, frequently with a twinkle in his eye, had already proven its worth by the time Caspi and

Crouter came along—most notably, during his fieldwork for a Cold War-era comparative analysis of childrearing in Russia and the U.S. During the family's 1961 sabbatical in Moscow, the KGB demanded to review the manuscript that would eventually comprise *Two Worlds of Childhood*. Urie took a pragmatic approach, says his wife, Liese, who read each of his papers prior to publication. Since their attention seemed especially drawn to descriptive statements—deleting mention of a baby crying on a flight, for example—Urie regularly inserted extra material, just to keep his minds busy proving to their higher-ups



that they'd been thorough. "The censors tended to pull out texts describing everyday life in the Soviet Union," says Liese, "instead of texts dealing with his detailed, sometimes negative descriptions of Russian childrearing practices and education." In the end, she says, most of the censors' revisions were low priority. "They didn't change Urie's basic observations and conclusions about Soviet upbringing and education."

The KGB's attention extended well beyond Urie's written work. The family was monitored closely as they traveled around Moscow, and their hotel rooms were bugged. "We would say something like, 'There are no more towels,'" says Kate, "and the maid would knock on the door with towels." On another occasion, Urie and Liese were out of the room when their nine-year-old awoke to see a senior housekeeper—typically stationed down the hall—rifling

Ecology representatives who funded his travel and met him at the airport after each trip to inquire about his research were covert CIA operatives. His Russian visitors rarely received their luggage during their time in the U.S., and each time he returned from the U.S.S.R., the case officer assigned to Urie urged him to hand over ephemera—ticket stubs, menus, and the like—that might help American spies boost their authenticity. Mindful of the risks to his academic collaborators in Russia, Urie always declined, says Liese. "You feel the tension all the time and you want to be careful to protect your friends and the people who are good to you."

A Pressing Agenda

National governments may have had an interest in influencing Urie's work, but perhaps the scholar's most aggressive revisionist



Urie, a double major in music and psychology, plays his guitar for a crowd of Russian children in the 1960s.

through her father's papers. Kate and Liese had been taking lessons in Russian, but the classes primarily covered poetry. "The only phrase I could think of was yelling, 'You have the wrong number,'" Kate recalls. The housekeeper beat a hasty retreat.

The American government was similarly attentive to Urie's coming and going. Decades later, he would discover that the Foundation for Human

was himself. "In a series of articles written ostensibly for other purposes," he wrote in a 1992 essay, "I have been pursuing a hidden agenda: that of reassessing, revising, extending—as well as regretting and even renouncing—some of the conceptions set forth in [*The Ecology of Human Development*]."

It was an agenda the theoretician pursued for the entirety of his career. Perhaps

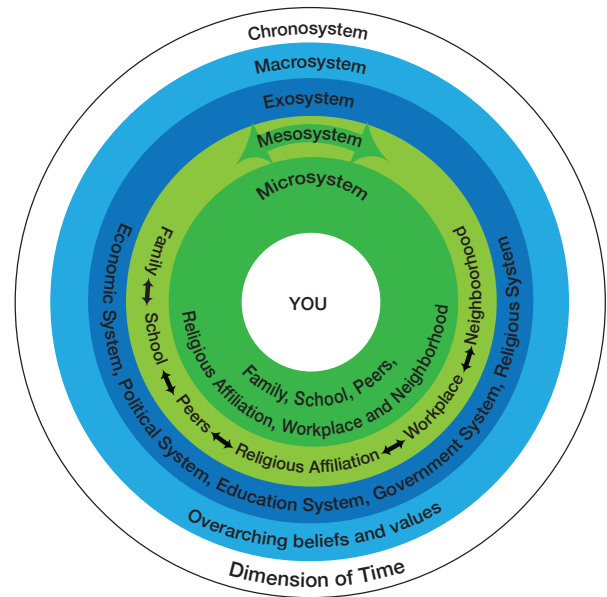
most famously, at a meeting of the Society for Research in Child Development, Urie—by then Jacob Gould Schurman Professor of Human Development and Family Studies—stood to inform his colleagues that he'd reversed a sign in an equation he'd presented the previous year. His findings had been exactly wrong, he explained, precisely the opposite of what he now believed. "It was astounding,"

says Ceci. "This great man stood in front of everyone and said, *Everything I told you was backwards.*"

Before a paper was published, Urie—fluent in German, as well as his native Russian—could spend hours agonizing over the manuscript. "He wrote with such precision," says Morris, a co-author with Urie of several papers, as well as two chapters in *The State of Americans: This Generation and the Next* (1996), a collection of charts accompanied by pithy captions that Urie had conceived as a tool to inform busy policymakers. "We would sit there with the text and ask ourselves, 'Is this sentence saying exactly what we want it to say?' We would spend a half hour pulling it apart, examining the sentence and each word. It was that precision that made him a fabulous scholar."

Urie was 79 years old when *The State of Americans* was published, and while he'd been retired nearly a decade, the emeritus professor continued teaching and writing well into his 80s. Environmental psychologist Gary Evans was a newcomer on the faculty of

Bronfenbrenner's Ecological Theory



Urie's ecological systems theory of human development.

"It was astounding, this great man stood in front of everyone and said, 'Everything I told you was backwards.'"

Stephen Ceci, Professor of Developmental Psychology

the Department of Design and Environmental Analysis when he sat in on Urie's graduate seminar in the early 1990s. "I was starting a project on poverty and child development and I started talking with Urie about it," says Evans. "He was really good at probing why you thought something was important. It's kind of a no-brainer that poverty is bad for children's development; he wanted to go to what was happening in poor kids' lives."

Those conversations would enrich each scholar's thinking, spurring Evans to devote his first Cornell sabbatical to a year of intensive study with Urie. "When he talked about

context," says Evans, "it was often the social characteristics of the settings. I really focus on the physical context of the settings." Together, the two became intrigued by the notion of chaos—the combination of physical and social settings characterized by crowding, noise, unpredictability, and instability—as an underlying factor shaping many of the negative outcomes associated with early childhood poverty. "Urie was quite concerned that the pool of children at risk is expanding rapidly in our culture," says Evans, whose research over the last 20 years has further investigated how chaotic environments affect



A nature lover, one of Urie's favorite spots on campus was Cornell Plantations, where he frequently walked with his wife and children.

developmental outcomes. "Poverty is part of it, but there are plenty of middle-income families that are only one or two paychecks away from poverty and struggling to manage chaos amongst their own households."

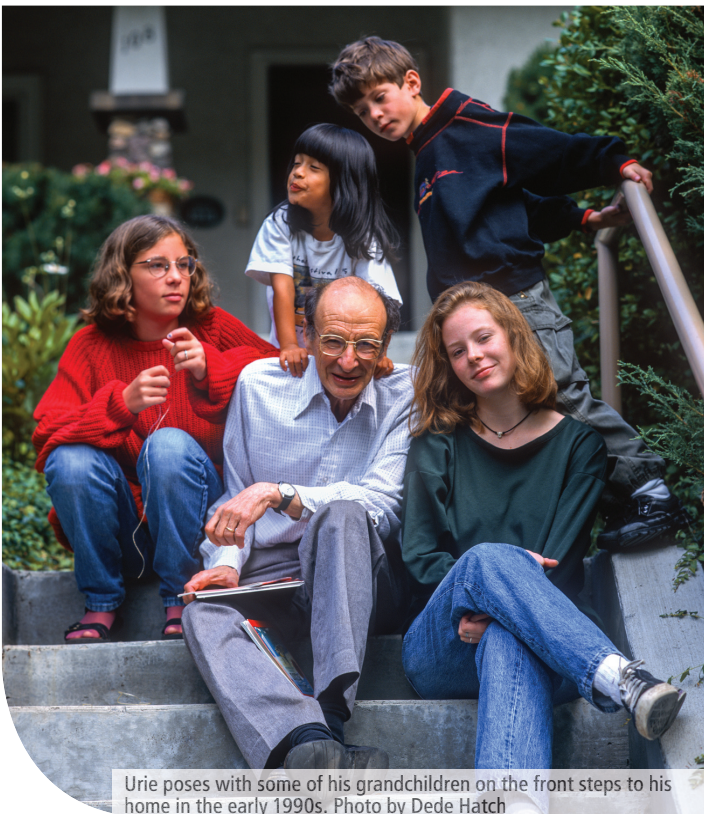
For Urie, it was never enough merely to identify a problem. That information had to inform policy and practice, create the possibility for real-world solutions. "The responsibilities of the researcher extend beyond pure investigation," he wrote in 1988. "Scientists in our field must be willing to draw on their knowledge and imagination in order to contribute to the design of social inventions: policies and strategies that can help to sustain and enhance our most precious human resources—the nation's children." That belief had guided Urie's testimony before Congress, his service on the panel that conceived Head Start, and his urging that his own students pursue answers to relevant questions that could inform parents, program managers, and policymakers.

"Urie cared deeply that the work we were conducting would benefit children and families who needed it," says Morris, who works with New York City officials to evaluate and improve early childhood programs including Head Start, as well as economic programs

to buffer against poverty. "He was not interested in publishing research that would sit on university shelves. He wanted the work to make a difference."

Today, a decade after Urie's death, the College of Human Ecology's Bronfenbrenner Center for Translational Research embodies that sentiment. Its 124 affiliated scholars—representing each of Human Ecology's departments, as well as the fields of communications, government, and even engineering—partner with practitioners and policymakers to translate scholarly investigations into real-world treatments, interventions, and programs. "We have the good fortune of being named after an individual whose life and career epitomizes the work our center does," says BCTR director Karl Pillemer, professor of human development. "People working in agencies, health care settings, and social services help scientists set scholarly priorities, find the most interesting research questions, and help us get our research findings out to people who can actually use them. Urie modeled that."

Sharon Tregaskis is a freelance writer and editor.



Urie poses with some of his grandchildren on the front steps to his home in the early 1990s. Photo by Dede Hatch

A Living LEGACY

Head Start and the ecological approach

In January 1964, President Lyndon Johnson declared his War on Poverty. The following January, Special Assistant Sargent Shriver empaneled a group of 13 experts—including Human Ecology developmental psychologist Urie Bronfenbrenner—to develop a federally funded preschool program for the nation's poorest children.

"Five- and six-year-old children are inheritors of poverty's curse and not its creators," the president declared in a May 1965 speech announcing the creation of Head Start, then a six-week summer program to serve 500,000 youngsters nationwide. "Unless we act, these children will pass it on to the next generation, like a family birthmark."

The program marks its 50th anniversary this summer. In the intervening decades, more than 31 million infants, toddlers, and preschoolers have participated in the program's comprehensive health, educational, and family support services for low-income children. Currently financed annually at \$8 billion, Head Start serves 1 million kids and their families.

"Urie was a grand theorist whose theories were reflected in the comprehensive nature of Head Start, in the recognition of the need to support families and enrich the educational experiences of children, and take care of children's emotional and physical well-being," says Jeanette Valentine, PhD '76, co-author of *Head Start: A Legacy of the War on Poverty*.

A champion for the power of family ties to help children reach their full potential, Bronfenbrenner saw in Head Start a buffer against the stress facing impoverished parents. Affordable, quality day care would allow parents to spend more time simply being with their children, forming the passionate attachments he saw as a cornerstone of lifelong success. "Every kid," Urie frequently declared, "needs at least one adult who is crazy about him."

—Sharon Tregaskis



"Every kid needs at least one adult who is crazy about him."

Urie Bronfenbrenner



In Madison County, Cornell Cooperative Extension oversees a Head Start program that reaches nearly 200 local children and their families and offers a place for Cornell's child development researchers to examine real-world child care issues. Photos provided by Madison County Head Start

STITCHES IN TIME



Exhibit sews together 150 years of Big Red fashion By Ted Boscia

As late as the mid-1960s, female Cornell students, still a minority on campus, were required to dress formally for dinner, although codes were loosening to allow pants to class. Pushing for equality, some women devised “dinner dresses”—oversized muumuus to pull from their bags and slip over their everyday clothes en route to the dining halls, sparing them a trip to the dorms to change.

Laura Bowman Gray '66, MAT '67, says the dresses allowed women to conform to the rules while sidestepping a barrier unfamiliar to male classmates. In time, the dinner dresses became a political statement, galvanizing students in favor of women's rights. By 1968, Cornell had abolished the restrictions, allowing women to dress as freely as men. “It was my awareness of inequalities between the way male and female students lived that moved me toward a position to support feminism and equality for women,” Gray says.

Once lost to history, the dinner dress is back on campus, part of an exhibit, “150 Years of Cornell Student Fashion,” in the Human

Ecology Building through Reunion 2015. Consulting with Gray, grad student Catherine Blumenkamp, MPS '15, sewed a replica dinner dress, which is displayed with other ensembles worn by Cornell students dating back to 1865. Curated by fiber science and apparel design assistant professor Denise Green '07 and six students as part of an empirical research class last fall, the show includes items selected from the Cornell Costume and Textile Collection and Cornell Library's Rare and Manuscript Collections alongside clothing loaned and donated by alumni and Ithaca community members.

The pieces highlight the evolution of Cornell style, Green says, while representing political, cultural, and social changes occurring on and outside campus. “Our goal was to document what Cornell students wore as a way to show the history of this institution,” says Green, who dedicated the work to late FSAD professor and longtime CCTC curator Charlotte Jirousek. “Fashion tells us about social mores and cultural contexts of different time periods and allows us to trace the battle for equal rights and other important changes throughout Cornell's history.”



Green (holding dress) and student exhibit curators prepare garments and accessories in the Cornell Costume and Textile Collection. Photo by Mark Vorreuter

1865-1913

The Early Years curated by Samantha Stern '17

A daughter of upstate New York abolitionists, Eva Pitts was a pioneering Cornellian—part of the first class of Cornell women and, in 1875, the first female student to earn an advanced degree. At the center of the exhibit, her graduation dress and white pumps, juxtaposed with a current ensemble of black leggings and a red Cornell spirit jersey, shows the evolution of female student styles over more than a century.

Stern investigated Pitts' story, studying student scrapbooks preserved by the library, newspaper clippings, and other original materials. A literature major, Pitts wrote a senior thesis, "The Growth of Rationalism," arguing for women's inclusion in society and the workforce.

Stern focused on two more turn-of-the-century Cornell women—Adeline Kiep and Edith Garfield Chesebrough, both Class of 1905. Kiep joined the Kappa Alpha Theta sorority and acted in plays, whereas Chesebrough mocked social conventions, preferring more masculine outdoor activities and joining a secret literary society. Kiep dressed more formally, while Chesebrough preferred looser dresses so "her arms could be free to climb trees and go canoeing," Stern says.

"I love that clothing has a story and can instantly transport you into another lifestyle and time period," Stern says. "You are standing in the shoes of past Cornell students when looking at these pieces."



Samantha Stern



Eva Pitts, first Cornell female student to earn an advanced degree



Adeline Kiep



Edith Garfield Chesebrough



Go Big Red!



1914-1915

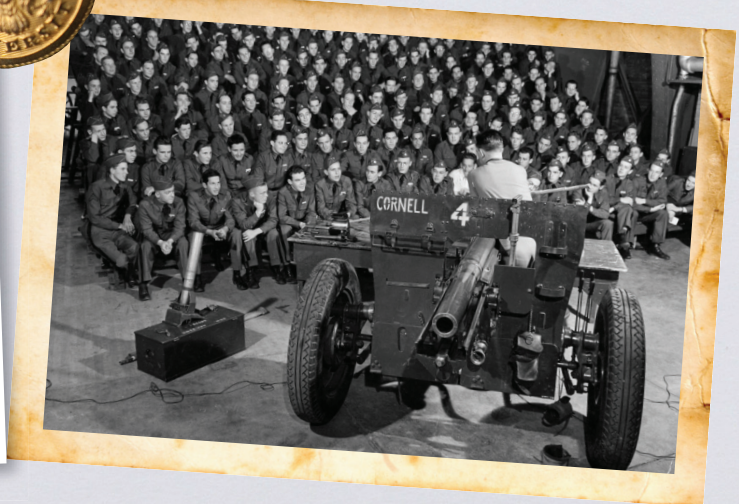
The Years of World War curated by Catherine Blumenkamp MPS '15

Under the Morrill Act of 1862, male students were required to conduct two years of military training, first under the Cornell University Cadet Corps and later with the Reserve Officer Training Corps. During World War I, Cornell commissioned more than 5,000 officers, more than any institution in America, including the military academies, and 20,000 more Cornellians served in World War II. Barton Hall, constructed in 1914, originally stored military aircraft and served as a drill deck and armory during WWII.

Blumenkamp discovered that war loomed over everything on campus. A Save and Serve Forum, hosted weekly by home economics students, discussed how to conserve wheat and other food staples to support the “the world situation,” as one flyer called it. For drills, cadets would set up artillery on the shores of Cayuga Lake, firing into the water.

“No matter who you were, students in those days were very aware of the war,” Blumenkamp says. “It seems much different than today when we’re further removed from fighting.”

For her display, Blumenkamp looked beyond military garb, too, featuring a yellow romper designed by Julie Robb '38 and a salmon silk evening gown created by Priscilla Frisbee '39. “I have always loved the aesthetics of that time period—there’s a great richness to it,” she says.



Catherine Blumenkamp

The Post-War Boom curated by Rachel Jun '17

With men battling on the frontlines in WWII, American women made advances in society, filling labor shortages in factories, stores, and other worksites. In response to changing norms and nationwide textile rationing, clothing styles simplified—formality replaced by frugality.

When the war ended, society and campus reverted to more traditional ideals, as men returned from the battlefield and post-war prosperity set in. Ostentatious gowns with dropped hemlines, bows, and oversized collars symbolized the end of sacrifice. In 1948, *LIFE* magazine ran a photo essay on Cornell headlined "A Girl Campus Leader who Prefers to Get Married," capturing the spirit of the times.

"In the 1950s, we didn't rebel," says Irene So '61, who was interviewed by Green and student researchers. "It was actually a very conformist society. In addition to our academic coursework, we were taught 'finishing touches,' like how to serve tea and coffee and proper etiquette."

To match these expectations, So and female classmates were forbidden to wear pants for classes or evening activities. "Once you crossed from the women's dormitories on north campus across the bridge to central campus, it was skirts from there on, all the time. Our legs were always cold."



A GIRL CAMPUS LEADER WHO PREFERS TO GET MARRIED

For girls in the class of '48, jobs are far fewer and less attractive than for the boys. American business, which during the war was eager to employ women, now wants men. But Sylvia Kilbourne (above) could not find a good job if she had wanted. As president of the Women's Student Government Association, she has been giving the code the best girls must have had in a long time. She lives in a special room with no telephones, has a part-time secretary to help her run W.S.G.A. An earnest girl, Sylvia faces her future squarely. "God knows it, I'm going to get married," she says. "But in the back of their minds, we only think about marriage." Sylvia is getting married next year to a man named Bill. Her fiance, an ex-fighter pilot named Bill, is now in the Navy. Sylvia will graduate next February at Cornell to study physics for her master's degree. Sylvia will go on to graduate school to get her M.N.S.—Master of Nutritional Science. Now she is studying child feeding, and twice a week she takes meals on planes and teaches them to make sandwiches (below).



CORNELL DAILY SUN

Girl's Dorm Rules Changed

The Women's Residential Council has adopted new policies on open houses, box lunches and dress rules for women in dormitory dining rooms.

Each dormitory can now hold two open houses a month. They can be three hours long, and last until 10:30 p.m. Previously there had been no set policy.

Casual dress, including jeans and slacks, are now permitted at lunch Monday through Saturday between Thanksgiving and spring vacation. Casual dress will also be allowed on other especially cold days.

This year girls receiving box lunches will not be charged if they fail to pick them up. Instead girls who habitually fail to pick up their lunches may lose the privilege of receiving them.

Following a precedent established in the Balch dining rooms last year, school clothes may be worn in all dining rooms at

first Sunday dinner. This rule is intended to benefit girls who go directly to the library from dinner.

Heels, flats or loafers are still required at second Sunday dinner unless announced. Socks or sneakers may not be worn at this dinner.

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Rachel Jun

1961-1967

1961-1969

Social and Political Uprising curated by Jiangxia Qin, MPS '15

Swept up in growing opposition to the Vietnam War, Cornell student activists held teach-ins, protests, and occupations to oppose the draft and fight racial and gender inequality. African-American students seized the national spotlight in 1969 when they occupied Willard Straight Hall; that same year the College of Human Ecology hosted a controversial "Intercession Program on Women" with Betty Friedan and other national figures that led to Cornell's first women's studies course.

"I was stunned when I came to campus [in 1965]," says Dorothy Schefer Faux '69. "It was a very turbulent time, and especially at Cornell, which was one of the most active campuses in the country."

Spurred by widespread social change, styles shifted dramatically. "We arrived with our dresses and skirts and ditched them in favor of blue jeans and flannel shirts," says Elizabeth Wardwell Burdick '72.

Fashion served as political speech, says Faux, who later became a top editor at *Vogue*. She donated a 1972 "Save Central Park" t-shirt to the exhibit, noting how the practice was born in the 1960s. "Any message you wanted to deliver, it was very easy to print it on a t-shirt," she says. "It really started to happen in the '60s, and I think that was really a big change. The message t-shirt was certainly a seminal piece of fashion on campus at that time."



Rallying against the Vietnam War



The Information Age curated by Daniela Cueva, continuing education, and Lily Li '18

After jeans spread across campus in the '60s and '70s, students doubled down on denim in following decades. The acid wash jeans of the '80s gave rise to distressed jeans of the '90s and high-end threads of the current day.

"Over the course of my undergraduate studies, designer denim became more and more popular," says Jennifer Rice '07. "Even though True Religions were out of my price range, I scraped together the cash because, at the time, I thought they were not only covetable but actually flattering."

Cornell's Costume Collection is well stocked with men's and women's ensembles from this era, thanks largely to former curator Charlotte Jirousek, who preserved samples of everyday student wear. But it's not just the clothes that make the student. Portable technology and wearable electronics—today's sleek smartphones and tablets—have become ubiquitous fashion accessories on campus.

"Students of the current generation grew up with the Internet and cellphones; personal technology has been a huge part of their lives," Green says. "If you observe students today, technology and fashion are interconnected—everyone's walking around campus with earbuds and smartphones. It's central to today's style."



Lily Li



5102-4861
1984-2015

Love Letters

Karl Pillemer follows his
best-selling *30 Lessons for Living*
with *30 Lessons for Loving*



By Sheri Hall

When it comes to love and relationships, Jennifer Birckmayer, MA '56, and Marney Thomas, MA '68, PhD '73, agree on one maxim: Building a sturdy marriage requires a lot of work.

"Certainly in ours, there were periods when we thought we couldn't stand to be with this person another minute," says Birckmayer, who was married to Harold "Peter" Birckmayer '52, MBA '56, for 47 years, until he died in 2003. "But underneath that was the knowledge that of course we're going to be together because that's just the way it's going to be."

Thomas, who has been married to her husband Joe for nearly 48 years, has also experienced difficult moments in her marriage—though the good has far outweighed the bad.

"There are going to be rough spots, and there are going to be great spots," she says. "If you asked me to give one piece of advice, I would say don't worry about who is giving more on a day-to-day basis. You always give more than 50 percent. That's a good formula for a long-term marriage."

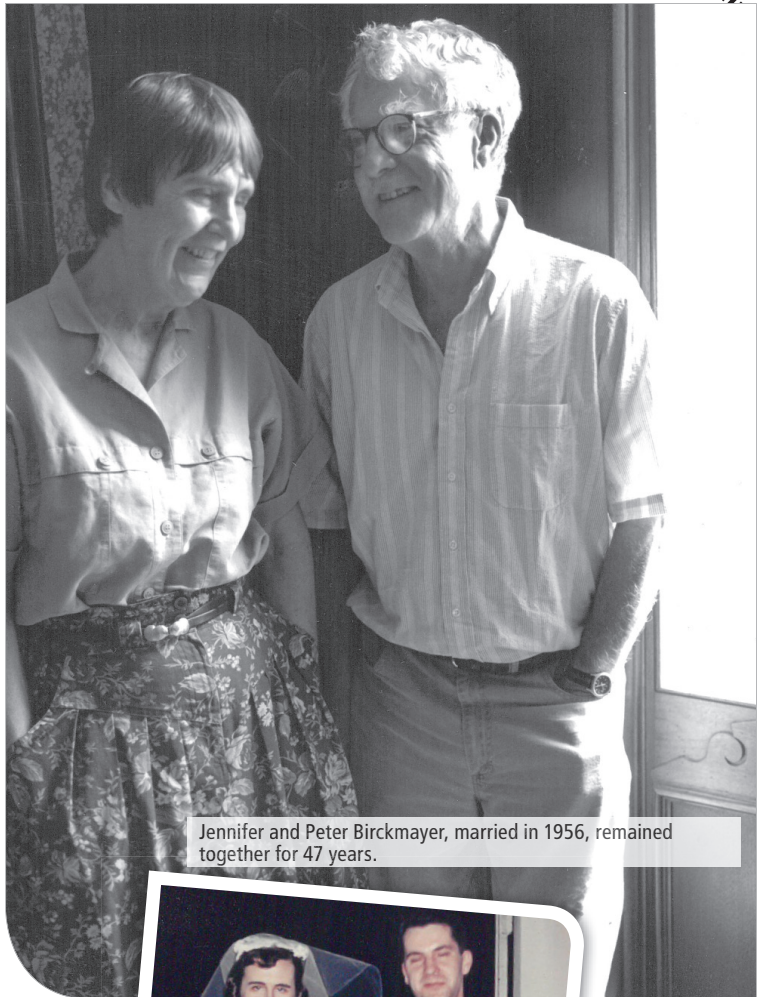
Birckmayer and Thomas' wisdom, gained from decades of marriage, appear among hundreds of elders' insights—many offered by fellow Cornellians—in *30 Lessons for Loving: Advice from the Wisest Americans on Love, Relationships, and Marriage*, the latest book by Karl Pillemer, the Hazel E. Reed Professor in the Department of Human Development and director of the Bronfenbrenner Center for Translational Research. Released in January, the book gathers advice from more than 700 people over age 64—some happily wedded for more than 50 years, others with rocky relationships, and some who divorced and went on to fulfilling second marriages.

"It turns out that they offer astonishingly good advice," Pillemer says. "In many cases, their advice shakes up conventional wisdom because they have lived through so many ups and downs."

For example, Pillemer frequently heard the adage, "Don't go to bed angry." "By around the 100th time, I really wanted to know why that piece of advice was so important," he says. "I learned that what the elders were really talking about is not holding grudges. They believe giving into simmering anger is a relationship killer."

The book continues in the vein of Pillemer's *30 Lessons for Living: Tried and True Advice from the Wisest Americans* (2011), which struck a chord with readers for its practical and relevant insights. In fact, it left them eager for more—the most common feedback Pillemer received on the book was to expand its section on love and marriage.

In both books, the insights come from interviews conducted by Pillemer and collaborators on the Legacy Project, a research program he founded to capture elder advice on careers, parenting, aging, and life. A gerontologist for more than



Jennifer and Peter Birckmayer, married in 1956, remained together for 47 years.



25 years, Pillemer dedicated much of his earlier career to studying “the downside of aging”—Alzheimer’s disease, elder abuse, chronic pain, and other problems. But after reading studies describing how happiness grows with age, he turned his focus to uncovering the secrets to living well.



Marney Thomas, wedded to her husband Joe for nearly half a century, says that marriage is not about keeping score, but giving as much as possible to your partner.

“I kept meeting older people—many of whom had lost loved ones, been through tremendous difficulties, and had serious health problems—but who were nevertheless happy, fulfilled, and deeply enjoying life,” he says. “One day it hit me that maybe older people know things that younger people don’t. That set me off on a quest for knowledge about the practical wisdom of older people.”



Pillemer himself has been wedded for 36 years, and was eager to test the elder’s advice in his own marriage. There is one piece of advice that grabbed him: To avoid serious arguments, eat a sandwich.

“Many elders pointed out that arguments often occur when someone is hungry,” he says. “I immediately recognized that in my own life. Especially when we’re traveling, my wife and I will forget to eat. Around 7 p.m., we usually start a tiff about something silly. Now, one of us will say, ‘When is the last time we ate?’ It certainly helps.”

Though all interviewees in the book are anonymous, Birckmayer and Thomas offer a few other tips: become friends before you marry, write letters to each other, and don’t keep score when it comes to disagreements or helping one another. Finally, they both agree that riding out the rough spots offers tremendous, lifelong rewards.

“Whatever annoyance or crisis is happening, it’s temporary,” Birckmayer says. “If you live through a family with four children, like we did, there are always crises. We went through changing jobs, changing where we live. He was asthmatic, I had cancer. We lost precious members of the family. We went through what most people go through. We were lucky in that we didn’t have anyone in a war, but being lucky doesn’t mean it’s always very easy. Despite all of that, there are moments of deep connection and extraordinary intimacy that are really stunning. They make all of it worthwhile.”

Sheri Hall is a freelance writer.

30 Lessons for Loving marriagelegacy.org • The Legacy Project legacyproject.human.cornell.edu

Love, Factually Using social science to find the formula to a happy marriage

Human Ecology gerontologist Karl Pillemer built his career on the concept that you can improve lives by gathering and analyzing evidence. As he began writing his love and relationship advice book, he found scant existing data on the recommendations of people in long, successful marriages.

“Most of the marriage guidance books available focus on pop psychology or advice from celebrities,” he says. “The few books written about long-married couples rely on small, unrepresentative samples. It was clear to me that there was a big gap in the research.”

Filling the gap, *30 Lessons for Loving* extends from the largest, in-depth

study ever conducted of people in long marriages—a national survey of people over 64 years old. Participants came from all regions of the country and social classes, and questions covered a wide range of issues that married people face, including communication, conflict, in-law relationships, sex, and financial matters.

Pillemer and his research team coded all of the interviews into relevant categories, then analyzed the data using qualitative and narrative techniques. “It amazed me how much their advice converged,” he says. “I joked sometimes that people over 70 seem to have a shared data bank they can access.”

Pillemer then embarked on a second stage of research: Even more in-depth interviews, this time conducted in person, with older people nominated because they were known to have “interesting experiences in love and marriage” and as “good at giving advice.”

“I conducted about 110 of these interviews personally,” he says. “I found the richness and depth of their answers astonishing. Most people I interviewed really opened their hearts and minds about what worked in their marriages, and what didn’t. I think the result is a marriage advice book like no other.”

—Sheri Hall

Think Small

(and Positive)

How simple, unexpected
gifts of kindness
keep love alive



I love gift-giving holidays and birthdays. I may be one of the few people over the age of 50 who eagerly looks forward to my birthday—I'm stuck on the idea that it's my special day. And I will admit that I'm a lover of birthday presents. But as I studied the experts' advice for how to keep the spark alive in a relationship, I learned something new and different about the idea of a gift.

Think about it for a minute. As your birthday approaches, you drop hints about what you would like. Assuming you have a sensitive partner, you wind up with that new laptop, bracelet, or golf club—and possibly a nice dinner. But did that experience help keep the spark alive? My guess is that, overall, the effect was neutral, because we expect this kind of treatment. It would have a very negative effect if we did *not* receive a birthday gift, but getting one simply fulfills our expectations.

But what about these scenarios?

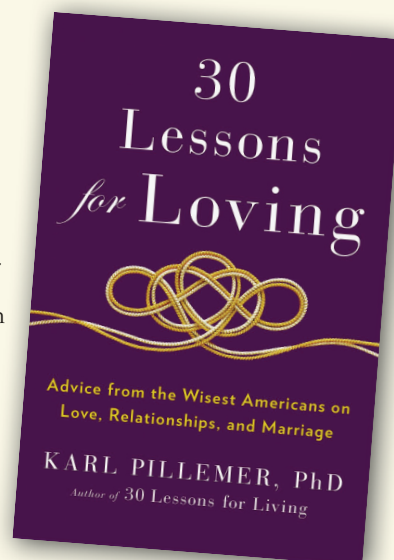
You walk downstairs one spring morning and on the table are freshly baked blueberry muffins and a vase of daffodils from the garden. You're supposed to pick up the kids after work, but your husband e-mails you saying he knows you've got a busy day so he'll get them instead. The dog is scratching at your bedroom door at 6 a.m. on a cold, rainy morning. It's your turn to walk him, but your partner quietly gets up and lets you sleep in.

According to the elders, gifts are expected on the official occasions and probably necessary. But what keeps the spark alive is the unexpected kind gesture. In fact, there is nothing more effective in keeping a relationship warm, supportive, and fun than *making a habit of doing small, positive things*.

The idea behind this lesson first hit me a number of years ago when I began my search for the life wisdom of the oldest Americans. Antoinette Watkins, 81, told me about her marriage, which was troubled in the early years. Through hard work, talking, and counseling, she and her husband of 55 years attained a warm and loving relationship. When I asked her what she believed was the most important change she made, she thought for a few moments and said:

There is one practical piece of advice I have given to my children. When you wake up in the morning, think, "What can I do to make his or her day just a little happier?" The idea is you need to turn toward each other and focus on the other person, even just for that five minutes when you first wake up. It's going to make a big difference in your relationship.

The elders strongly endorse the power of small, frequent, positive actions in keeping the relationship spark alive. We should focus less on big-ticket items when we think of giving our mate something. Concentrate instead on giving small "gifts" throughout the week or day. The buildup of these positive gestures can have a transformative impact on a marriage.



LEGENDARY Courses

FIVE GREAT PROFESSORS SCHOOL US ON THEIR CRAFT AND THEIR CAN'T-MISS CLASSES

By Kenny Berkowitz '85

You never forget the sight of your nutrition professor stir-frying for 600 people or running up and down the auditorium steps, huffing and puffing as he explains the mechanics of fueling the body for athletic performance. That's how far some Human Ecology professors will go, and that's part of what makes their lectures so memorable, year after year.

From nutrition to policy analysis, human bonding, fashion design, and design thinking, these are some of the college's foundational classes, drawing students from across Cornell and linking past and present generations in a legacy of learning and social engagement.

Decades later, these legendary courses continue to inspire students and evoke memories and life lessons for alumni. They have become central to an expansive, far-reaching Human Ecology education—and now we hear from the professors who built those courses from the ground up: Sheila Danko, Anita Racine, Cynthia Hazan, David Levitsky, and Rosemary Avery.

Making a Difference by Design

SHEILA DANKO, PROFESSOR AND CHAIR, DEPARTMENT OF DESIGN AND ENVIRONMENTAL ANALYSIS • TAUGHT: 1997 - PRESENT

DEA 1110



Each fall, Danko challenges students to build working timepieces that reflect personally on their past, present, and future.

Why did you create DEA 1110?

When I took this over, it was an introduction to design course, and I wanted to teach a why-you-should-care-about-design course, the kind of course I wish I'd taken. I didn't want to convert my students into designers, but I wanted them to understand how design could make them better doctors, better lawyers, better teachers. If you understand how to use creative problem-solving to get to a meaningful end result, you're going to become a better fill-in-the-blank.

Where do you start?

As part of the introductory lecture, there's a slide that says, "As a pre-business, pre-med, pre-law major, why should you care about design?" And the answer is, "Because it can change the way you see the world." That's what I try to deliver for the rest of the course: an ability to see the world differently, and the tools to move their world in the direction they want.

How?

They change the world by understanding that creativity and innovation are part of any process, any discipline. It's not just left to the "creatives." *They* are the creatives. Problem-solving is a learned skill. It's not a light bulb. It's not luck. It's about seeking out a wide range of perspectives on a problem and using your tools systematically. I show them innovative products in a variety of fields, and we talk about what engages them, what inspires them. What's an innovative business strategy? What's an innovation that focuses on human development?

What do you do in a typical class?

There are assignments where students not only reflect on case studies and traditional written narratives, they apply the tenets of creative problem-solving. We do that by finding inspirational examples of people who have challenged the status quo and come up with new directions. I challenge them by saying, "Reinvent this concept for a watch that promotes diversity and social change," or "Reinvent this concept for an effective educational intervention." And the students are sitting on the edge of their chairs, exploring meaningful solutions.

What inspires you?

My students. They never cease to amaze me, in terms of the passion they bring to the course—and I don't say that lightly. They still want to change the world, and it's our job to help them find a path to do that.

Introduction to Fashion Design

ANITA RACINE, SENIOR LECTURER, DEPARTMENT OF FIBER SCIENCE & APPAREL DESIGN • TAUGHT: 1970 - PRESENT

What have you learned from teaching this course?

A classroom full of eager and creative Cornellians is an instructor's dream come true. If their foundation in the field is strong, exacting, and challenging, Cornellians will personalize what they learn and develop unique, exciting ways to excel in the program, at the university, and in the world. The extensive list of very successful FSAD alumni is certainly proof of this.

By the end of the semester, what do you expect your students to know?

As others have aptly said, creative ventures are all about inspiration and perspiration. In fashion design, there's a very delicate balance between creativity, knowing the market, seeing details, and understanding fabrics, proportions, fitting, and assembly techniques necessary to develop successful products. As the department's foundational course in fashion design, FSAD 1450 needs to harness students' creativity and help them understand the realities of creating fashion products for the industry.

What's the best advice you offer your classes?

Take pride in producing high-quality work with a unique creative spark. Fashion is about dreams, precision, and very minute details. Use in-class critiques to your best advantage. Priceless learning happens during in-class discussions. Step back and listen. Ask yourself: Which suggestions will help you improve your work?

What makes your lessons memorable?

The most important part of student learning comes from their own hands-on application of presentation materials. It is impossible to become a fashion designer through theoretical studies alone. You need to constantly grapple with design elements firsthand.

What do you enjoy about teaching this class?

Challenging students every step of the way. Watching for the aha moments as students absorb and incorporate the basic course materials into incredibly creative work.

What's your favorite memory?

They're ongoing. The internet and social media have enhanced my connections with alumni, who are inquisitive about new happenings in the curriculum and department, and want to share their own professional achievements with current students and stay connected. Alumni from my early years of teaching will write and say, "You probably don't remember me..." But of course I do! My special connections with alumni are some of the wonderful rewards of teaching at Cornell.



Human Bonding

CYNTHIA HAZAN, ASSOCIATE PROFESSOR, DEPARTMENT OF HUMAN DEVELOPMENT • TAUGHT: 1988 - PRESENT



How has HD 3620 changed in the 26 years you've been teaching?

The first time I taught it, 25 intrepid undergraduates signed up. Now, we limit it to 600, and we always have large numbers on the wait list. The field has grown, too. The very first time I taught it, those 25 students and I essentially read everything out there. Now, what we read is a tiny fraction of the research. There is now so much fascinating work that my new challenge is to decide which papers to require and which to simply recommend.

How did you go from 25 students to 600 students?

There are no prerequisites, which means the course is open to students across the university. That's one of the things I love about it—I get to hear perspectives I don't encounter in my other classes. An engineering student said to me, "It's great to be getting credit for thinking about the things I'm thinking about all the time anyway." In my view, that explains the popularity of the course. We talk about attraction, mating, intimacy, sex—all topics they're inherently interested in.

What do you hope your students will learn?

Anybody who comes to class and pays attention should leave with a deep understanding of attachment theory, which really forms the core of the entire course. I start by giving students a foundation in John Bowlby's model of infant-caregiver bonds. We return to that model repeatedly to demonstrate that attachment relationships in later life, and especially pair bonds, are not only profoundly affected by the quality of those early relationships but also resemble them in countless ways, including behavior, emotional dynamics, and neurobiology.

How do you stay current with students?

I try to develop a relationship with the class. Even though there are 600 people in the room, I want them to feel like I'm speaking directly to each of them. I get emails from people decades later saying, "I'm about to become a parent," or "I'm about to get married. Could you remind me the main points of that lecture?" I love that. I'm always trying to connect to their personal experience, and even if they're not going to remember all the details of all the studies, they'll always have the take-home messages. Truthfully, it's not me who stays current with them, but rather they help me stay current. It is yet another of the many joys of teaching.



Nutrition, Health, and Society

DAVID LEVITSKY, PROFESSOR, DIVISION OF NUTRITIONAL SCIENCES • TAUGHT: 1989 – PRESENT

How do you make this subject your own?

I found the traditional way to teach nutrition, where you go through each of the vitamins and minerals, very boring. So I thought about why I like nutrition—because it relates practical chemistry to real things, like illness—and I started to develop the course along those lines. The top reason people see the doctor is because of gastrointestinal problems. So I start off by talking about GI events, some funny, some embarrassing. It gets their attention, and that's what I want. That's what I strive for.

Why?

If you have their attention, they don't have to spend too much time trying to memorize things. They see the connection. I talk about the GI tract, and along the way, I talk about what happens when you eat protein, what happens when you eat carbohydrates. I show them videos of non-reputable products sold over the internet, talk about their claims, then proceed to explain why they're nonsense. I'm constantly talking about pathology, heartburn, ulcers, all these things as I go along, and that always keeps them absorbed, pun unintended. When I talk about energy metabolism, I actually start running around the auditorium, stopping at various places and talking about what's happening in my body. What's the energy source that's allowing me to make this quick start? I'm constantly doing things to get their attention, because I know if I've got their attention, it's going to be easier for them to understand the material.

Is it fun?

Of course! I wouldn't do it if it wasn't fun. There are very few things as rewarding as standing up in front of 600 people and seeing their faces light up, thinking, "Oh, now I get it." That's the hallmark of teaching. Your students have to feel your passion for that subject. If they don't, forget it. But if they see that you're intrigued by this stuff, that you're enchanted by how nutrition plays a role in creating, repairing, and maintaining that body, then they get into it.

What are you passionate about?

I'm just amazed at how well the body works. I'm amazed at how much we know about the ways chemistry works with physiology, which works with behavior, which works with economics, and how they all fit together.



Introduction to Policy Analysis

ROSEMARY AVERY, PROFESSOR AND CHAIR, DEPARTMENT OF POLICY ANALYSIS AND MANAGEMENT • TAUGHT: 1997 - PRESENT



What are the most important ideas you'd like to teach your students?

My goal is to engender excitement about public policy, and inspire students to contribute to the public good in later life. I want them to be aware of the significant impact that public policy has on the well-being of individuals, families, and households, and encourage them to engage in meaningful ways to facilitate the democratic process in their lives and careers.

How do you make your lessons memorable?

I'm not quite sure I do, but since there is no textbook, the lectures are packed full of examples from the news media, and peppered with appearances by policymakers. I believe what makes PAM 2300 memorable is the personal, one-on-one interaction students have with their TAs and with me. We know every student by name, we have dinners four times during the semester to which all students are invited, and we hold extended office hours each week and encourage students to come even if they don't have questions or need help—just to shoot the breeze with us.



What do you enjoy about this class?

That's an easy one—the students! Of course, I have really interesting material to share with them, but I am continually amazed by their intellectual curiosity and creativity. The class started off being mainly PAM majors, but now PAM majors only make up about one-third of the class, and we pull in students from across the university, from freshmen to seniors. It's a wonderful mix of students and a melting pot of opinions and ideas.

Do you have a favorite part of the semester?

During the last class, when all the work has been completed, papers handed in, and exams behind them, the TAs show a video capturing the term's highlights. The presentation they create is hilarious and tear-jerking, with photos and videos from class events they've been capturing all semester. Every student in the class gets featured in the video, which usually has a funny theme—and very loud music! It's a farewell to the class, and an archive of memories for me to cherish long after I retire.

What have you learned from teaching this class?

That students get younger and smarter every year. And their creativity is boundless—if they're given provocative assignments.

Share Your Stories!

What are your memories of these legendary courses? What Human Ecology professor changed your life? What Cornell course is still fresh in your mind? Write us at heaad@cornell.edu and your stories could appear in a future issue of *Human Ecology*.



A Devoted EDUCATOR

Carole Bisogni '70, MS '72, PhD '76 left her mark as a nutrition extension leader, teacher, researcher, and administrator

Carole Bisogni's life work as a Division of Nutritional Sciences faculty member is marked by two abiding passions: a longtime interest in consumer food issues and a devotion to Cornell undergraduates. Up to her passing last November, we had the good fortune to work closely with Carole for a combined total of 65 years.

Carole began her faculty career at Cornell in 1975, one year after the division was established—formative years for both Nutritional Sciences and a new assistant professor with a major Cornell Cooperative Extension appointment. Carole's initial extension work focused on nutritional labels, promoting knowledge of food ingredients, and food safety. One of her early groundbreaking projects was "Food for Health: The Carbohydrate Connection," a multimedia intervention implemented in two New York supermarket chains, Price Chopper and Wegmans.

This project was followed by research and extension work leading the nutrition component of Cornell's Sea Grant program, and a collaboration with former extension associate Patricia Thonney on food-focused units of "Nutrition for Life," an award-winning curriculum for grades 7-12. In these efforts, Carole was a recognized leader of food and nutrition-focused extension programs and also a terrific partner to colleagues across the university, the state, and the nation.

Carole's later research focused on food choice, a logical continuation of her interest in consumer food issues. She led the Food Choice Research Group with Jeffery Sobal, where their group developed a model that considers factors that shape food activities and produced more than 50 publications about food choice.

Early in her career, from 1978 through 1983, Carole taught Consumer Food Issues. This was the beginning of a long string

of major contributions to undergraduate education in both the division and the College of Human Ecology. She championed undergraduates as she co-taught several courses, including Social Science Perspectives on Food and Nutrition, and worked to expand the Nutritional Sciences honors program.

Applying her passion for education, Carole performed several administrative roles with lasting results. For more than one dozen years, she was associate director of academic affairs in Nutritional Sciences, where she expanded intellectual opportunities for undergraduates by revising and integrating the curriculum. Carole was the major force guiding the division's Human Biology, Health, and Society major, currently the college's most popular major with more than 400 undergraduates enrolled.

Rising further, Carole became the college's associate dean of academic affairs in 2007, where she advocated for students, promoted innovative teaching, and enhanced academic standards. She played a critical role in establishing an immersion program that provides undergraduates with stipends to conduct summer research with faculty members.

Carole Bisogni inspired, nurtured, and educated thousands of people as an extension educator, a teacher, mentor, researcher, and administrator. Her friendliness, creativity, enthusiasm, good humor, and energy endure for all who knew her and were involved in programs she developed. She was deeply embedded in Cornell University, the fields of food science and nutrition, and the Ithaca community. Carole leaves behind an extraordinary legacy and is sorely missed.

Christine M. Olson and Jeffery Sobal are professors of nutritional sciences.



Longtime Human Ecology staff member Angela "Angie" Stedwell died Jan. 26 in a TCAT bus accident. Prior to joining the Department of Human Development as an

administrative assistant in 2008, Stedwell served as a teaching assistant for 15 years in the Cornell Early Childhood Program. She volunteered on the College of Human Ecology Employee Rejuvenation (CHEER) committee and helped lead the college's Green Ambassadors program.

"Angie was a bright light who was admired for her warm personality, deep dedication, and professionalism by all who had the privilege of working with her," says Peter Farley, director of finance and administration in human development. "She will be dearly missed by so many of us at Cornell."

in memoriam

Robert F. Miller, CALS '44, MS '49, PhD '51, Deltona, Fla., September 5, 2014

Inez (Johnston) Murdoch '44, Palm Desert, Calif., September 1, 2014

Marjorie (Krausmann) Moyer '46, Hilton, N.Y., July 14, 2014

Virginia (Crouse) Taylor '48, Princeton, N.J., August 22, 2014

Virginia (Hallett) Hardesty '49, Ithaca, N.Y., October 5, 2014

Roxanne (Rosse) Williams '49, Bethesda, Md., September 23, 2014

Jean (Jensen) Remington '53, Henrico, Va., July 25, 2014

Muriel (Sutton) Russekoff '54, New York City, October 6, 2014

Susan (Volpert) Stein '62, Greenwich, Conn., July 28, 2014

Sandra (Chervinsky) Levenson '66, Cherry Hill, N.J., September 24, 2014

Karen (Moss) Glaser '70, Philadelphia, November 12, 2014

From endurance races to food price volatility, functional apparel to board books, faculty and alumni have authored a wide-ranging collection of new books.

Our advice? Pull up a chair, grab a blankie, and start reading.

Listening to Killers
James Garbarino, PhD '73

(University of California Press)

In tracing the path that killers take from childhood innocence, Garbarino finds our common humanity.

Food Price Policy in an Era of Market Instability
Per Pinstrup-Andersen, editor

(Oxford University Press)

The bottom line on governmental responses to food price volatility in 14 developing countries, Europe, and the United States.

30 Lessons for Loving
Karl Pillemer

(Hudson Street Press)

Hundreds of elders speak and young couples listen.

Functional Clothing Design
Susan M. Watkins and Lucy Dunne '02, MA '04

(Fairchild Books)

How and why clothing works, from an alumna and the emeritus professor who wrote the book on the subject, 1984's groundbreaking *Clothing: the Portable Environment*.

Spartan Up!
Joe De Sena '90

(Houghton Mifflin Harcourt)

What can you learn about life by racing over flames, worming under barbed wire, and hauling sandbags through miles-long obstacle courses? Everything.

Culinary History of the Finger Lakes
Laura Winter Falk '87

(The History Press)

From the founder of Experience! The Finger Lakes, two centuries of eating and drinking like locals.

I Love You, Blankie
Sheryl Haft '86

(LB Kids)

With a little imagination, a bedtime blanket can become a balloon, a shooting star, or simply a pathway to sweet dreams.

It's Not Like I'm Poor
Laura Tach, co-author

(University of California Press)

In a world where welfare checks are being replaced by low-wage jobs, Tach offers hope for the working poor.

Academic Leadership in Higher Education
Robert Sternberg, editor

(Rowman & Littlefield)

Advice on leadership by people who ought to know, including Human Development Chair Charles Brainerd and Dean Alan Mathios.



Land of OPPORTUNITY

Nikki Cicerani helps immigrants fill in-demand professional jobs



As president and CEO of Upwardly Global, Nikki Cicerani '96 is closing the talent gap by removing barriers for educated and work authorized immigrants to find professional jobs.

Many legal, well-educated, highly-skilled immigrants work as cabdrivers, housecleaners, and nannies, or are unemployed because they don't understand American job search conventions or cultural norms and lack professional connections in their new country. "Their network is all back home—their family members, professors, and former employers," says Cicerani.

For skilled immigrants and refugees, UpGlo offers a "starter network," introducing them to employers and providing training. UpGlo clients learn to craft American-style resumes, navigate job interviews, and speak the applied English that employers use to evaluate candidates. In turn, UpGlo's employer partners access a new source of skilled applicants.

The gaps are significant, with ManpowerGroup's 2014 Talent Shortage survey reporting that 40 percent of U.S. companies struggle to fill skilled jobs in

health care, engineering, computing, sales, nursing, finance, and accounting.

"It's estimated that there are 1.8 million legal immigrants in the U.S. with bachelor's degrees or above from their home countries who are unemployed or underemployed, and a significant portion of these are work authorized English speakers," says Cicerani. "Why wouldn't you look everywhere to fill these gaps? That's what we encourage our partners to do."

Starting in 2007 as managing director of the New York City office, Cicerani expanded UpGlo's annual reach to more than 1,000 people across 35 states. She traces her interest back to her undergraduate studies in policy analysis and management, where she learned to critically study social programs, scrutinize data, design and implement solutions, and measure results.

In 2014, UpGlo placed more than 570 legal immigrants into professional jobs with U.S. employers, and like many of her clients, Cicerani's career path began with "one meaningful interview." For Cicerani, that opportunity came during her senior year, when a new Human Ecology professor

named Alan Mathios, now dean of the college, encouraged her to apply to Ernst & Young. That interview launched her career, which aligns her interest in social change with her experience in financial services, business development, and entrepreneurial nonprofits. "The common thread is a love of building things," says Cicerani.

Last May, Cicerani attended a White House Domestic Policy Council summit to unite public and nonprofit leaders to improve immigrant workforce integration. At the same time, she's working to make UpGlo a model for cities and states pursuing better career pathways for immigrants.

"We'd like to see the dialogue on immigration policy at a federal level expand to include a recognition and commitment to integration policy," Cicerani says. "With the data we've collected from our program and the field over the past 12 years about the benefits to individuals and economies, we can make a very compelling case for increased efforts to properly integrate this talent pool into the United States."

—Sarah Thompson

Living by the BOOK

Chemist Theresa Dankovich's filters could save millions of lives



Dankovich (in blue) tests The Drinkable Book water filters in northern Ghana.

You can't drink The Drinkable Book, and if you try to read it, you'll see there's no plot. But for Theresa Dankovich '03, it's an important chapter in helping the world's 1.1 billion people who lack safe drinking water.

As a Cornell undergrad, Dankovich studied textiles and fiber science, focusing her senior project on comparisons between naturally-colored green and brown cotton. That led to a doctorate at McGill University, where she switched from cotton to paper and achieved her nano-breakthrough that was the source of The Drinkable Book.

"Since Montreal has such a big pulp and paper industry, people at McGill have been researching different specialty applications for paper," says Dankovich, whose mother, Evelyn, is a 1967 Human Ecology graduate. "Mine was looking at anti-microbial coatings, so I got interested in using paper as a water filter. That's how it started, and it worked when I tested it in the lab—but I wanted to see if it would work in the real world, too."

The next year, as a postdoc at the University of Virginia, she tested the paper in South Africa, and with help from the nonprofit WATERisLIFE, she's tested it in Ghana, too. It works, and as 3.4 million people die each year

from waterborne illness, it's hard to overstate these filters' potential for saving lives.

When you pour water through the paper, silver nanoparticles in its coating kill greater than 99.9 percent of harmful bacteria, such as cholera, E. coli, and typhoid, leaving water that's safe for drinking, cooking, and other everyday uses.

The Drinkable Book, printed with messages about water contamination basics, costs pennies to produce and contains enough paper to last up to four years. To bring her invention to market, Dankovich, currently a postdoc in Carnegie Mellon University's Department of Civil and Environmental Engineering, has founded a nonprofit called pAge Drinking Paper, and by continuing to collaborate with WATERisLIFE, she hopes to make the book available in Africa later this year.

"I just came back from northern Ghana, where we did our filter testing right there in the villages," says Dankovich. "Each time, we had an audience of 20 or 30 people watching us, most of them children. It's a part of the work I haven't yet gotten used to—chemists can be really good at working in the lab, but field testing isn't something we generally do."

—Kenny Berkowitz '85



High FLIER

Dawn Seymour took to the skies during World War II



Seymour, left, with co-pilot Frances Green in the cockpit of a B-17 bomber at Fort Myers, Fla., in 1944.

At 22 years old, Dawn Rochow Seymour '39 was newly graduated from the College of Home Economics when Professor Richard Parmenter '17 told her, "You can learn to fly."

Seymour was unsure, but Parmenter, a World War I Army pilot and director of flight research for Ithaca's Civilian Pilot Training Program, saw a potential pilot in her. He took her up in a yellow Piper Cub, and she fell in love with flying.

"We went over the campus, and I said to myself, 'This is marvelous,'" she says. "No borders, and it's a boundless

view, and I could just go on and on."

Seymour signed up for the CPTP right away, and although five out of 50 spots in the program were reserved for women, the dean in charge of the ground school did not want women admitted. A female professor told her, "You cannot fly." Undeterred, she earned her private pilot certificate.

After the attack on Pearl Harbor in December 1941, Seymour says, "I wanted to serve my country in a very active way."

She joined the civilian

Women Airforce Service Pilots, receiving flight training in Sweetwater, Texas. Next, she trained at Lockbourne Air Force Base in Columbus, Ohio, where her class of 13 women pilots shared the base with men completing the same course. She learned to fly the B-17, which became her favorite aircraft. After finals, Seymour was stationed in Florida, flying daily missions in the B-17 to train gunners in 1943 and 1944.

"This is where the gunners would get their first time firing the .50-caliber machine gun on a moving target," she says.

"Some of them had never been up in the air, and they were kids—some of them only 18 or 19 years old."

The gunners had two training flights of four hours each before being assigned to crews in the European or Pacific theater. Life as a pilot was intense, but Seymour found time for romance. She met Bill Balden, a B-26 pilot, early one morning as both prepared to fly missions from the Florida base. They married in May 1944.

As the war progressed, Seymour was transferred to fly training missions in Roswell,



"The message we received was, 'Girls, go home, we don't need you anymore.' We cleared the base and returned to our new lives."



Clockwise from top left: Seymour and fellow Women Airforce Service Pilots in front of a B-17; Seymour participates in a women veterans roundtable last fall at Cornell; Seymour attends a memorial for WASPs in 2010 as part of a Congressional Gold Medal event; Seymour at the controls of a bomber.



N.M. In all, she flew about 700 hours in the B-17. Then a letter arrived from the U.S. government, announcing the deactivation of the WASPs on Dec. 20, 1944.

"The message we received was, 'Girls, go home, we don't need you anymore,'" Seymour says. "We cleared the base and returned to our new lives."

She reunited with her husband on the base where they'd met, and found ways to support the war effort, but she missed being a pilot. In 1946, Balden was killed while flying, leaving behind his wife and

young son. Ten years later, she married Mort Seymour, and after her father died, Dawn took ownership of the family business, the Rochester-based Rochow Swirl Mixer Company.

In 1977, Congress and the Department of Defense bestowed military veteran status to the WASPs, who had been classified as civilian volunteers. In 1982, Seymour became president of the WASP organization, and in the 1990s, she served as memorial chair, researching the stories of the 38 WASPs who lost their lives for their country. Some 25,000

women applied to join the WASP; 1,830 were accepted and 1,074 passed the training, flying more than 60 million miles in every type of military aircraft.

"People still don't know about the WASPs," says Seymour, whose dream is to have a permanent exhibit in the Smithsonian Institution in Washington, D.C. She retains a muscle memory of squeezing tennis balls to maintain the upper body strength required to fly, and vividly remembers her first solo night flight.

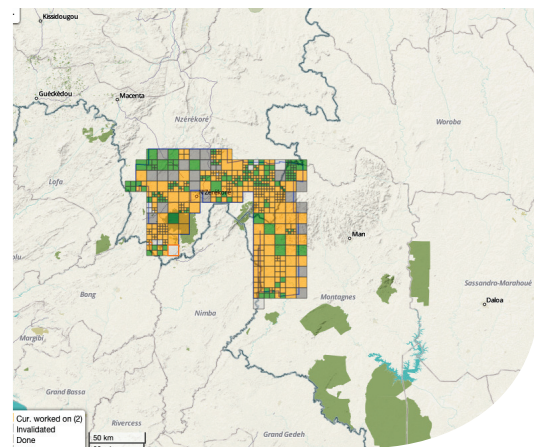
"It was a velvet night, a winter night," she says.

"We're coming in on final—Lockbourne Air Base, Columbus, Ohio. I'm saying to myself, this little voice said, 'I'm a pilot!' I lined up the airplane with the blue lights, the running lights, and I said, 'I've got work to do,' and I landed this big, beautiful friend."

—Kate Klein



Tate updates West African maps (shown, top right) with locations for villages, roads, and other landmarks to support health workers containing the spread of Ebola.



Battling EBOLA

Anna Tate fights the outbreak with open source maps

As the Ebola crisis continues in West Africa, Anna Tate '11, a master's of public health student at Emory University, is helping health care workers slow the spread of disease.

The virus, which claimed 7,500 lives in Guinea, Sierra Leone, and Liberia in 2014, spreads person-to-person, so rapid contact tracing—locating sick people and those who've interacted with them—is critical for stopping it. In response, Tate and her colleagues on Emory's Student Outbreak and Response Team are using OpenStreetMap, an open source online platform, to coordinate information from West African expatriates and workers on the ground to add villages, roads, footpaths, and key landmarks to aerial satellite images.

"Once maps are finalized, they're immediately available for organizations like Doctors Without Borders," says Tate. From March to October 2014, contributors to the Humanitarian OpenStreetMap Team mapped 8 million objects.

Responding to the disease on another front, last summer Tate began a fellowship at the Centers for Disease Control and Prevention in Atlanta, where she updates Ebola statistics, creates presentations for high-level meetings, develops talking points, and screens emails from the public for response by CDC officials.

"It helps my understanding of how difficult it is to fight this, even with all of the effort from the CDC and other government and non-government organizations," Tate says.

At Emory, Tate's investigating another critical public health issue for her thesis: the increased susceptibility of refugees and displaced persons to tuberculosis in emergency settings. The phenomenon is well known, but Tate aims to quantify the effect so better interventions can be developed and tested.

Tate traces her passion for global health back to Cornell, where she studied human development with minors in policy analysis

and management, law and society, and inequality studies. As an undergrad, she planned to go to law school, but shifted her focus after she studied abroad in Geneva during her final semester. In Switzerland and on trips to Morocco and France, she compared health systems and attended World Health Organization, Red Cross, and Doctors Without Borders briefings, experiences that sparked her interest in global health and infectious disease. A final conversation with her academic advisor led Tate to forgo law and follow her dream of helping others.

"It ended up being some of the best advice I've ever gotten," she says. "Human Ecology was a great basis for a liberal arts education and a broad understanding of the human life course. Being there was the launching pad for what I'm doing now."

—Sarah Thompson

A Fitting LEGACY

McLean gift advances college's textiles research

In 26 years at the college, Jean McLean traveled all around New York, teaching county educators and consumers about the synthetic fabrics of the day—polyester, nylon, and acrylic. Nationally, she helped develop care labels that began to appear on clothing in the 1970s.

Although she passed away last year, her influence will carry on through the new Jean and Douglas McLean Professorship in Fiber Science & Apparel Design, which has been awarded to professor Anil Netravali, who studies fiber-reinforced composites and green materials. The endowed professorship is part of a \$3.6 million bequest from the McLean estate.

"Jean really believed in the mission of the college, and through this bequest, she will continue to make a difference," says Human Ecology associate dean and FSAD professor Kay Obendorf, MS '74, PhD '76.

McLean became an assistant professor of textiles and clothing in 1959, joining what was then the College of Home Economics. Her interest in teaching consumers about fabric led her to become the Department of Textiles and Clothing's program leader for Cornell Cooperative Extension.

In Ithaca, she would often be seen driving her Redbird sports car, which caught the eye of Doug McLean '49, who owned a glassware shop and recording studio downtown. They married, and remained deeply connected to Cornell—Doug's parents True McLean '22 and Kathryn Blanche Brooks McLean '22 were Cornellians as well—which motivated Jean and Doug to make a bequest, says Lorna Craig '48, Doug's sister. "It seemed like the right thing to do," she says.

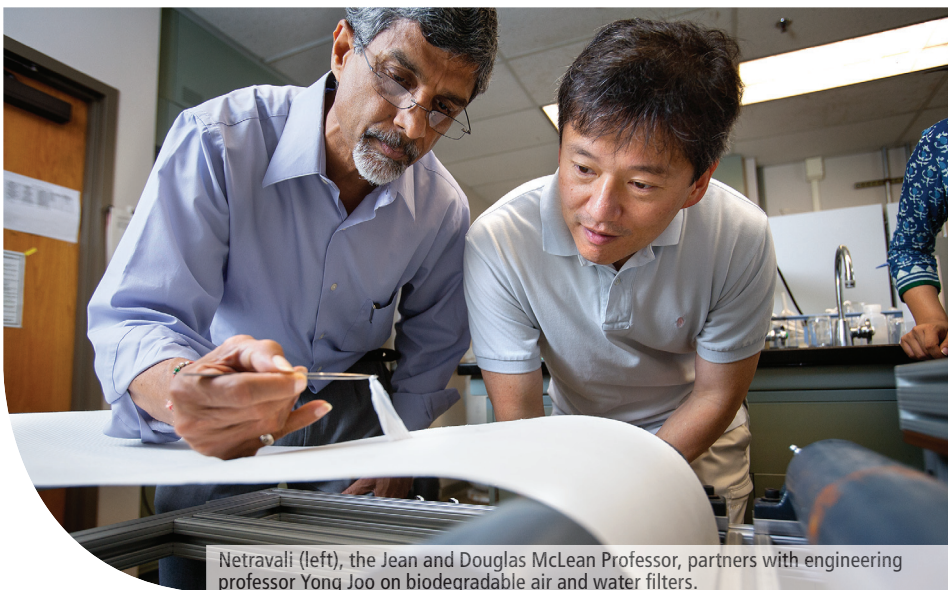
Netravali joined FSAD in 1987, two years after McLean retired. Though her work centered on fabric and clothing, she and Netravali shared an interest in sustainability. In the 1970s, McLean taught energy conservation, demonstrating how textiles could be layered in clothing or provide thermal comfort as window coverings.

"This would fit under what we're doing today in sustainability, though it had a different name then," says Obendorf.

In his lab, Netravali has developed fiber-reinforced composites that can be used in



A new professorship honors McLean, an early proponent of clothing care labels and textile sustainability who taught in the college from 1959 to 1985.



Netravali (left), the Jean and Douglas McLean Professor, partners with engineering professor Yong Joo on biodegradable air and water filters.

manufacturing automobile parts, packaging, housing, or transportation panels. His research uses sustainable materials from plants, including soybeans, corn, potatoes, and rice, to create environmentally friendly resins and composites.

To reduce apparel waste, Netravali recently designed a "fiberizer," a machine that breaks down textile fragments to create material that can be used in pillows, packaging, and stuffed animals. Funded by the Environmental Protection Agency and

Cornell's Atkinson Center for a Sustainable Future, the device helps to ensure the fabric can be repurposed when clothing reaches the end of its life cycle, Netravali says.

Netravali plans to use the professorship to support collaborative projects with researchers who visit Cornell from outside the U.S. "It is a great honor to have this professorship," he says, "and the funds will give me the opportunity to do research that wasn't possible before."

—Sherrie Negrea

Bright LIGHTS

HEAA grants support innovative student work



The annual Cornell Fashion

Collective runway show burned brightly last spring thanks to an ultramodern clothing line that dazzled with wearable LEDs, electroluminescent tape, and conductive thread.

The pieces, designed by fiber science and apparel design student Eric Beaudette '16 and graduate student Lina Sanchez Botero, required months of development and loads of ingenuity to fulfill their vision of functional apparel for the future. It wouldn't have been possible, Beaudette says, without a Human Ecology

Alumni Association student research grant.

Thanks to the funding, Beaudette says, "We were able to achieve our design concepts, which ultimately led to a better showing on the runway."

Beaudette imagined one of the garments as law enforcement gear, allowing officers to illuminate their surroundings with the push of a button. The lights operate from small microcontrollers, with 3-D printed glasses and accessories to accompany the uniform.

"Aside from this project being a great opportunity to

showcase technology, it was an interdisciplinary project in our field of interest," Beaudette says.

Since 2001, the HEAA has awarded small grants to undergraduate and graduate students, supporting more than 15 research, teaching, or outreach projects annually, according to Terri Jackson, assistant director of alumni affairs and development. Alumni on the HEAA board's career networking team vote on the awards.

Last year, awards supported not only fashion design, but research on multiple sclerosis

pathology, weight gain and visual impairment, and breastfeeding interventions for HIV-infected mothers in Haiti.

"With the abundance of Human Ecology students doing their own research, actively participating in labs, and supporting faculty research initiatives, the board decided that funding student research projects tied in perfectly with the mission of the college to improve lives and look for answers to today's most pressing problems," Jackson says.

—Sara Birmingham '15

Paying it FORWARD

HEAA backs student-alumni internships

Last summer, Katherine Rogers, Sloan '15, completed an internship with the University of Pittsburgh Medical Center that was years in the making.

Rogers worked with Mark O'Hern '07, Sloan '08, who once interned with Dan Grauman, Sloan '80, president and CEO of DGA Partners, a management consultancy for health care organizations. Grateful for the experience, O'Hern vowed to pay it forward once he was established professionally. "It's my way to give back to a program that has helped my career tremendously," says O'Hern, Human Ecology Alumni Association president and executive director of children's community pediatrics and ambulatory specialty services at UPMC.

The chain of support reflects a long tradition of Sloan graduates helping one another, says O'Hern. But it also represents new steps by the HEAA to expand alumni-sponsored internships in fields ranging from health care to education to biotechnology. Beginning in 2013, HEAA volunteers surveyed alumni, and by partnering with the college's career services office this year they have posted 70 internships exclusively for Human Ecology undergrads.

"Students access internships through an improved online database that's more robust than in years past," says Terri Jackson, assistant director of Human Ecology alumni affairs and development. "So far we've had an overwhelming response by alumni."

Working with O'Hern at UPMC, Rogers enjoyed seeing initiatives grow from the ground up. Rogers performed market research and planning for five new pediatric express care locations around Pittsburgh. She also helped to develop a retail medication pilot program and created and taught Excel and geomapping classes for UPMC office administrators.

Attending an annual strategic retreat for 50 UPMC physicians, she gained a deeper understanding of a health care executive's role. "I was able to see the process completely through and watch and learn how they pitched new ideas or sought buy-in from the various stakeholders—physicians, administrators, and the hospital," says Rogers.

Another perk was learning directly from a fellow Cornellian. "Mark was able to relate with me on classes and theories we'd both been taught," Rogers says. "He also saw my ambition and was able to help steer me



Rogers (seated, center) credits O'Hern (top right) with offering valuable guidance during her summer internship with University of Pittsburgh Medical Center.

in a more guided direction," helping her toward a post-graduate fellowship at Kaiser Permanente in California, where she plans to concentrate on health care provider-payer relationships.

O'Hern says boosting student careers is one way to give back, and he hopes to inspire fellow alumni to do the same. "It's a mutually beneficial experience for alumni and students," he says.

Rogers is already thinking about how she can play a part—"I can't wait until I'm able to provide learning experiences and career support when I'm a few years into my career," she says.

—Sara Birmingham '15

HEAA internships heaainterns.human.cornell.edu

Career Boost

A new Sloan Program endowment

fund is supporting professional development to give students an extra edge as they enter the health care field.

The Igor Zakoworotny '77 and Richard Namerow '82 Sloan Student Resource Fund, established last August with a \$100,000 commitment, is enabling student travel to conferences, case competition participation, networking opportunities, and business etiquette training.

"Networking is critical in the health care industry," Namerow says. "Employers need to be aware of which programs are producing the top graduates, and these

networking opportunities will help them get to know the caliber of our students, who are bright, energetic, and motivated."

Zakoworotny believes "the need for health care leadership is exploding," and hopes the fund will support real-world experiences that prime Sloan students to fill the growing demand. "Our students are our greatest asset, but they need help," he says. "Give these students an opportunity to showcase themselves and their craft, and they will win."

Thirty-three years ago, Zakoworotny showed similar faith in Namerow. After Zakoworotny delivered a Sloan colloquium

about his experiences at Ernst and Young, he helped Namerow land an interview at his company, leading to Namerow's first job after Sloan. Friends ever since, the two wanted to honor "the program that gave us our start," Namerow says. And they hope their fund is just the beginning.

"Doing this together is even more fun and fulfilling than doing it alone," Zakoworotny says. "I would like nine other Sloanes to contact their best Sloan buddies and establish partner funds. Together, we can raise a million dollars."

—Lydia Shen, Sloan '15



TRENDY Threads

Max Gengos '11 and Allie Thielens '11 are guiding new fashion ventures. Gengos' eponymous brand debuted its first women's ready-to-wear collection last summer. Now he's continued his "responsible luxury" concept with the release of "Arctic Spring," a collection (pictured, left) inspired by the clean lines of frozen tundra.

Thielens serves as director of design and production at Colorado-based Ninox. Featuring jackets, shirts, and hoodies functional enough for hiking and fashionable enough for work or nightlife, Ninox "bridges the gap between technical outdoor gear and lifestyle clothing," Thielens says.

Change Agent

In a White House ceremony this February, David Lustick '85 joined seven others as "Champions of Change for Climate Education and Literacy"—educators, students, scientists, entrepreneurs, and citizens disseminating science-based information about climate change. The White House Office of Science and Technology Policy selected Lustick, associate professor of science education at University of Massachusetts Lowell's Graduate School of Education, for leading two informal-science learning projects: Cool Science and ScienceToGo.org.

Both tap into social networks and "out-of-home" media on Boston-area transit cars and stations to educate the public about climate change.



Best in Class

Honoring excellence in teaching, scholarship, and service, Widener University named Betsy Crane, PhD '00, professor of human sexuality, as one of its three inaugural Distinguished University Professors. The award, based on student and peer evaluations and research and leadership contributions, recognizes Crane's efforts to build a welcoming environment for LGBTQ students at Widener. She's also cited for her book, *Sexual Lives: A Reader on the Theories and Realities of Human Sexualities*, which has been widely adopted in college courses, and her oversight of Widener's Graduate Programs in Human Sexuality since joining the university in 2007.

TOP DOC

From 2,100 nominations, Dr. Marlene Wust-Smith '85 was one of seven pediatricians honored by *Parents* magazine for going "above and beyond the traditional call of duty." Named to the "Best Pediatricians of 2014" list,

Wust-Smith stood out for her commitment to combating childhood obesity and promoting literacy and breastfeeding. She's also deeply dedicated to serving families in rural, impoverished counties of north central Pennsylvania. "I found my true calling working with underserved children," Wust-Smith told *Parents*.





HALL CALL

Men's lacrosse star Mike LaRocco '96 joined the Cornell Athletics Hall of Fame last fall, earning the nod for his goaltending prowess. A four-year starter for the Big Red, LaRocco holds the single-season record with 278 saves in his senior year. That season, he also won team MVP, playing every minute in goal, and became a third team All-American. LaRocco, managing director for Brean Capital, credits lacrosse with launching his professional career, as former teammates helped him land his first job at Cantor Fitzgerald.

Community Steward



For building community support to replace a coal-powered energy plant in Memphis with a natural gas facility, the Sierra Club honored Madeleine Cooper Taylor, MS '73, with its 2014 Dick Mochow Environmental Justice Award.

As executive director of the Memphis NAACP, Taylor rallied members and helped engage public and private partners to urge the Tennessee Valley Authority to shutter the 54-year-old facility. "[Taylor] has laid the foundation for our community to move beyond fossil fuels and become a cleaner, healthier, and more sustainable community in which families can thrive and grow," read the award citation in part.

Preparing Policy

This January, Susan Mayne, PhD '87, was appointed director of the FDA's Center for Food Safety and Applied Nutrition, where she leads efforts to safeguard food



and cosmetics sold in the United States. A public health leader and scientist trained in nutrition, toxicology, and epidemiology, Mayne has investigated the role of diet, nutrition, obesity, and other health behaviors in chronic disease risk. Most recently the C.-E.A. Winslow Professor of Epidemiology at the Yale School of Public Health, Mayne has authored more than 200 scientific publications.

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150 REASONS to Cheer



Throughout Cornell's sesquicentennial, Human Ecology alumni, students, faculty members, and staff have gathered on campus and around the globe to salute the university's history and set the stage for decades to come.

Last October, at a sesquicentennial dinner with more than 200 Cornellians in New York City, Dean Alan Mathios traced the college's roots to co-founders Martha Van Rensselaer and Flora Rose, noting that "their multidisciplinary approach is in our bones as a college." He capped his remarks with a rousing vision for the future, describing how historic fundraising successes in recent years would buoy the college's eight multidisciplinary research themes.

The sesquicentennial spirit carried over to Homecoming, as well as to a series of lectures and exhibits throughout the year to spotlight faculty scholarship and showcase student work. The festivities conclude with Charter Day weekend, April 24-27, followed by Reunion 2015, June 4-7.

Follow the latest throughout the year at human.cornell.edu/150.



Material Value



Chung, a dLib student curator, compares fabric swatches. The space contains thousands of material samples for student and faculty research projects.

For interior designers, seeing is believing. The college's dLib—short for Design Library—offers students and faculty members a place to compare material samples by size, shape, texture, luster, color, and other properties.

"There's no substitute for the real thing," says Madison Chung '15, one of the student curators of the learning center, run by the Department of Design and Environmental Analysis on the first floor of Martha Van Rensselaer Hall's east wing. "When I'm sourcing materials for a project, I like holding pieces, feeling their shape and contours, and looking at them in different lights to see how they appear in real life. You discover so much more than you can by viewing them online."

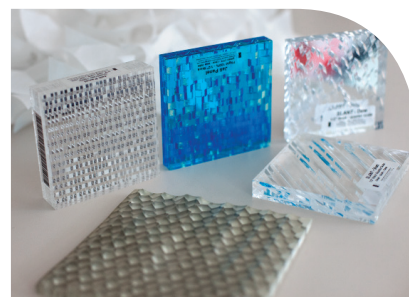
Launched by students in fall 2011, dLib grew out of a senior design studio taught by DEA lecturer Leah Scolere '03, MA '04. The group reimagined the department's existing design center to create a lively learning hub for students and faculty. To encourage teamwork, it includes a magnetic ideation wall and flexible workstations that can be configured for group interaction.

Collected inside dLib are thousands of product samples—categorized as wood, stone and tile, glass and resin, metal and hardware, lighting, flooring, and fabrics for furniture and carpet. Curators contact vendors, stocking the space with the latest materials—almost all of them sustainable and environmentally friendly.

Chung, who plans to remain in DEA next year to work toward her master's degree in interior design, says her favorite materials are made of glass. "I think it's so striking the way you see light filtered differently. They are intricately designed and decorative. We have some really amazing, innovative samples in here."

Whether assisting other students on the prowl for new materials or at work on her research, Chung feels at home in dLib. "What I like best about this space is being surrounded by all these different materials and resources," she says. "When I'm stuck on a project, this is the place to go and get inspired."

—Ted Boscia





Lucy Jarvis '38

DEGREE: Bachelor of Science,
Consumer Economics

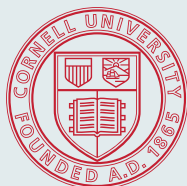
POSITION: Television producer and
documentary filmmaker



Cornell University
College of Human Ecology

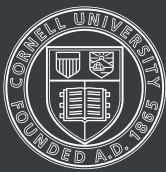
BROADCAST IN 1963, MY EMMY-AWARD
WINNING FILM, THE KREMLIN,
ATTRACTED MILLIONS OF VIEWERS
and marked the first time a woman had produced a documentary
for a major network. I broke another barrier when I filmed inside
China's Forbidden City, closed to the world since the 14th century.
At the college and Cornell, I took courses in architecture, public
speaking, and economics. We were made to feel that there was
nothing we could not do if we really applied ourselves.

i am *a television trailblazer.*
human ecology



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Every year, the Cornell Institute for Public Affairs hosts a photo contest, judging entries from student internships around the world. Sharon Ress, MPA '15, won first place for images related to her work in Hawassa, Ethiopia, where last summer she supported new nutrition practices being developed for the Africa Nutrition Security Partnership between UNICEF and Cornell's Global Health Program. Ress captured sunset on Lake Hawassa, where many of the city's residents make a living by fishing with homemade rafts and poles.

