

EZRA

Summer Course, 1891.

Introductory Lecture

Welcome

It is gratifying to see so large a class

I trust that a pleasant and profitable term is before us

Object of Summer Course To study Nature under

When we can see her face &

Not merely books and

difficulties of study during

What makes a legendary professor?



Fig. 6.
Drawn from Nature. Life size.
B. Leaf pulled down to show
the Hessian fly larva, A.

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$$e^R_{\psi} G^R$$

$$E(k') = \frac{e^R}{e^N}$$

$$F(k') = k'^2$$

$$\langle k_0 | G^N - G^R |$$

$$G^R | k_0 \rangle = \int \frac{d^3 k'}{(2\pi)^3} \langle \psi^R(k_0) | \phi(k') \rangle$$

$$\frac{Q(k') \psi^R(k')}{L^N(k')} \psi^R(k') \langle \phi(k') | \psi^R(k_0) \rangle$$

Pamb



EZRA

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President Emeritus Dale Corson dies at age 97; Jeffrey Gettleman '94 wins a Pulitzer; Jay Walker '77 "imagination" exhibit; Morrill Land Grant Act's sesquicentennial; and more.

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Cornell professor: Investigator, comedian, genius, friend

BY EMILY SANDERS HOPKINS

"We expect our faculty to shape minds, to ignite interest and to influence each successive generation to want to do more, to do better, and to climb that next mountain to see what's on the other side," says Kathryn Boor, dean of the College of Agriculture and Life Sciences. For tomorrow's faculty legends, along with the many wonderful professors who may never be called legends but who nonetheless make their mark on their fields and on education, this is the job: to influence and improve lives.

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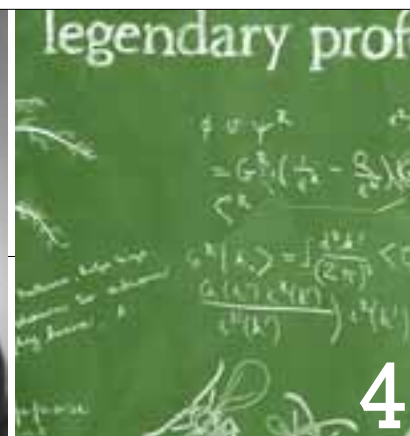
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ON THE COVER

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From the publisher

Frank H.T. Rhodes, Cornell's urbane and energetic president from 1977 to 1995, will be turning 86 this year but shows no sign of slowing down. The latest gift from this greatly talented man is a fascinating book, "Earth, A Tenant's Manual," in which Rhodes, a distinguished geologist, provides an exhaustively researched tour and sustainability guide to the planet we share. The message this book imparts is about as profound as it gets: If we want to extend humanity's lease on the planet, we need to take better care of the place.

I begin with Rhodes because to me he exemplifies the very best in the academic: a hugely erudite and witty speaker, a man who shows great courtesy and understanding to students, faculty and staff, a mentor nonpareil and a researcher who has never left the yearning for knowledge behind.

That's the theme of our cover story in this issue: Cornell exceptionalism as embodied in the careers of our faculty. For some of our luminaries, from Nobel laureate Barbara McClintock to novelist Vladimir Nabokov, the term "legend" clearly applies. But when you survey our current faculty, the depth and scale of research and teaching gives promise of producing many other "legends."

This issue also looks at other distinguished faculty members who have carried Cornell's name far and wide. Our history piece profiles endowed chairs, and how over the years holders – from Yervant Terzian to Per Pinstrup-Andersen to Mary Beth Norton – have so well embellished the legacy of the donors. And our People feature looks at a legendary academic of the food world, the late "Barbecue Bob" Baker, the professor of poultry science who transformed the way Americans eat chicken.

I end with a salute to one of the greatest of Cornell legends, our eighth president, Dale Corson, who died March 31 at age 97. In our obituary in this issue, we honor the memory of a man who was a commanding presence on the campus he loved so well.

Thomas W. Bruce
Vice President, University Communications

President Emeritus Dale R. Corson dies at age 97



Dale Raymond Corson, Cornell's eighth president, a physicist and an engineer, died March 31 of congestive heart failure at his home at Kendal at Ithaca. He was 97.

A professor emeritus of physics, Corson was a polymath whose achievements in physics and engineering date to 1940, when he discovered astatine, element 85 in the periodic table of the elements. During World War II he helped introduce the use of radar into military operations. But his finest moments came as Cornell's president

from 1969 to 1977. Modest and mild-mannered, he led Cornell through the era of student protest against the Vietnam War and for civil rights and restored the university to stability.

After the peak of campus student activism and a wave of faculty resignations, Corson calmly and resolutely poised the university for a new period of growth, then shepherded it through the economic recession of the 1970s.

"Dale Corson guided Cornell through one of its most difficult periods with extraordinary wisdom and grace," said President David Skorton. "His love for this university was exemplary, and I feel privileged to have had him as a mentor and friend."

Corson earned an A.B. at the College of Emporia (1934) and an M.A. at the University of Kansas (1935); his Ph.D. in physics was awarded by the University of California-Berkeley in 1938.

In 1946 Corson joined the Cornell faculty as an assistant professor of physics. He was appointed associate professor (1947), full professor (1952), Department of Physics chair (1956) and became dean of the College of Engineering in 1959. He served as provost from 1963 to 1969, and as chancellor from 1977 to 1979.

A celebration of Corson's life will be held Sept. 8 at 10:30 a.m. in Sage Chapel, followed by a reception in Sage Hall Atrium.

COLLECTIONS

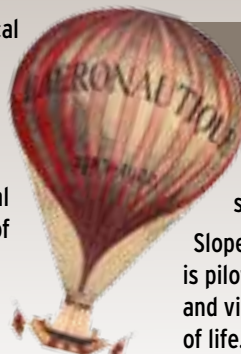
Focus: Imagination

What do an original Sputnik satellite, early medical books and the crystal ball from "The Wizard of Oz" have in common? You figure it out.

That's the goal of Cornell University Library's newest exhibition, which will open for Reunion Weekend and feature treasures from the personal collection of Jay Walker '77 (the Walker Library of the History of Human Imagination). Below left: A LeRoy Neiman illustration from a 1975 "Moby Dick" artist's limited edition.

In the exhibit, selected items are organized into an interactive, innovative flow that relies on serendipity and viewers' own interpretation.

This exhibit marks the first time such an extensive selection from the Walker library will be on public display for free. Walker will open the ceremonies with a lecture in Milstein Auditorium at 4:30 p.m. Thursday, June 7, and the exhibition debuts at 5:30 p.m. in Kroch Library's Division of Rare and Manuscript Collections.



Cornell University Library

SEEN & HEARD

Calling all memories

Get ready to share your most vivid, cherished stories from Cornell!

Slope Media, a student-run multimedia group, is piloting a website to collect and feature audio and video clips of Cornellians from every walk of life. Their goal? To build a diverse tapestry of stories in celebration of the university's sesquicentennial in 2015.

Students will be conducting video interviews at Reunion. If you won't be in Ithaca for Reunion, you can record your audio story any time at www.slopedmedia.org/150.



Cornell University Library



Division of Rare and Manuscript Collections

ACCOLADES

Philosophy alum, NYTimes writer wins Pulitzer

Jeffrey Gettleman '94, the East Africa bureau chief for The New York Times, won the Pulitzer Prize for international reporting

April 16. His citation for the \$10,000 award reads: "Awarded to Jeffrey Gettleman of The New York Times for his vivid reports, often at personal peril, on famine and conflict in East Africa, a neglected but increasingly strategic part of the world."

Gettleman covers 12 countries for the Times. His work has focused on internal conflicts in Kenya, the Democratic Republic of the Congo, Somalia (see photo, above), Sudan and Ethiopia. He previously worked for the Times in New Jersey, Baghdad and Atlanta.

Gettleman studied philosophy at Cornell (see this issue's End Note, p. 33) and earned a Master of Philosophy degree from Oxford University, where he was a Marshall scholar.

In April 2011, Gettleman spoke on campus about being kidnapped, along with his wife, Courtenay Morris '94, a Times Web producer, while reporting on Somali rebels in Ethiopia in 2007. The couple, who today live in Nairobi with their two sons, were released after a week in an Ethiopian prison along with another colleague.

Gettleman was also held hostage for several hours during the 2003 invasion of Iraq by armed gunmen near Fallujah.



Michael Kamber/The New York Times

CORNELL AT 150

Land-grant legacy

A portrait of Justin Smith Morrill hangs in Uris Library, in the Class of '57 Kinkeldey Room, near a window that looks out on the building that bears his name.

The Vermont senator may not be a household name, but his contributions to higher education – and Cornell – are

undeniable. Morrill authored and championed the Land-Grant College Act of 1862, which set up federally funded land for colleges and universities in every state in the union. Cornell is New York's land-grant institution.

Abraham Lincoln signed the bill into law July 2, 1862, in the midst of the Civil War, and Cornell University Library will



be celebrating its 150th anniversary with an exhibition of Morrill-related photographs, manuscripts and artifacts from the university archives May 25 through Dec. 21.

The exhibit will be in Olin and Uris libraries, and it paves the way for the library's major exhibition in 2015, which will celebrate the sesquicentennial of Cornell University's founding.

ESSENTIALLY NYC

In the centerfold

Cornell was featured front and center in the April 7 edition of The Main Street Wire, the community newspaper of Roosevelt Island. CornellNYC Tech – Home of the Technion-Cornell Innovation



Institute – will make its home on the island, with groundbreaking slated for 2014 (see related story, p. 18).

It was an almost all-Cornell edition, including interviews with CornellNYC Tech campus founding dean Dan Huttenlocher and vice president Cathy Dove.



W.W. Norton

OFF THE PRESS

Disastrous greed

In his book "Run to Failure: BP and the Making of the Deepwater Horizon Disaster" (W.W. Norton, 2012), Abraham Lustgarten '96 digs into the history of the company behind the disastrous 2010 Gulf Coast oil spill.

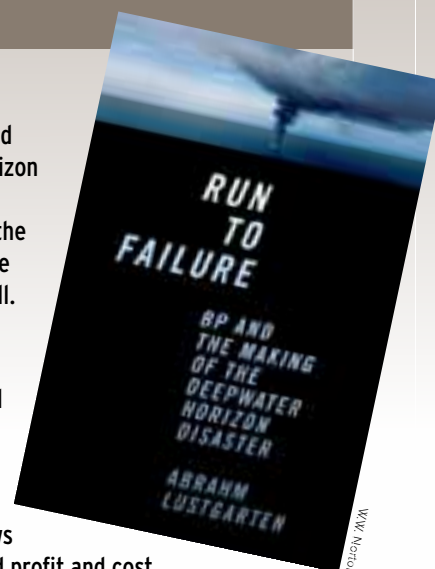
"The story, though, is not about what happened in the Gulf, but why it happened and who allowed

it," says Lustgarten, an Ithaca native and investigative reporter for ProPublica.

The narrative draws on leaked internal BP documents, court records and interviews to demonstrate how BP consistently placed profit and cost cutting ahead of safety and environmental protection, he says.

"As a result, over two decades, more than 35 people have died, BP has faced three criminal convictions, but no individual senior BP managers have yet been held accountable for their actions," Lustgarten says.

"That may soon change. In April, a former BP engineer was arrested not for decisions that caused the disaster, but for destroying evidence in the Gulf spill, and the U.S. Department of Justice has recently said more charges are possible."



W.W. Norton

Cornell professor: investigator, comedian, genius, friend

'I LEARNT NOT ONLY HOW
TO THINK AND ANALYZE
CRITICALLY, BUT ALSO
HUMILITY AND THE BEGINNING
OF THE UNDERSTANDING
OF JUSTICE.'

– ALFREDO DANIELS '63

'HE FIRST HUMANIZED
OUR TEAM'S ENGINEERING
CHALLENGES BY TELLING
US STORIES ABOUT
THE PEOPLE WE WERE
HELPING.'

– JU KHUAN '12



Cornell professors past and present, from left: labor activist and ILR professor Alice Cook, literature professor Kenneth McClane, nutrition professor and home economics college co-founder Flora Rose and literary critic and professor emeritus of English M.H. "Mike" Abrams.

“What we’re trying to do when we hire a junior faculty member,” says John Siliciano, the senior vice provost in charge of the tenure process at Cornell, “is to hire a future legend, someone we will look back at in 30 or 40 years and say, ‘That is a legendary professor.’”

Kathryn Boor, the Ronald P. Lynch Dean of the College of Agriculture and Life Sciences, offers another description of what Cornell looks for in a prospective professor: “We expect our faculty to shape minds, to ignite interest and to influence each successive generation to want to do more, to do better, and to climb that next mountain to see what’s on the other side. We hire new faculty who have that inherent spark – who have the ability to use their own imagination in a manner that captures the imaginations of others.”

Acknowledged faculty legends include people like Carl Sagan, Alice Cook and Liberty Hyde Bailey (see sidebars, pages 7, 9 and 10), who rose to national prominence in their fields while shaping their Cornell departments and inspiring their students. Or long-time or emeriti faculty leaders like Walter LaFeber, M.H. Abrams, Alison Lurie and Roald Hoffmann.

“Great teachers have changed our lives,” says Cornell trustee Andrew Tisch ’71, who, along with his wife, Ann, gave \$35 million to create the Tisch University Professorships, designed to attract and retain the most promising faculty. Andrew and his brother James ’75 also created the Tisch Distinguished University Professorship to recognize and support the teaching of Cornell’s most prominent faculty members as they near the end of their careers.

“Life-changing” is a recurring theme in testimonials about favorite Cornell professors. For instance, from the ILR School’s Memory Book Series: “Professor Neufeld was, without a doubt, the best and most influential mentor I ever had. From him I learnt not only how to think and analyze critically, but also humility and the

beginning of the understanding of justice. He was a true teacher,” wrote Alfredo Daniels ’63 of Maurice Neufeld, one of the college’s founding professors.

Or, from one of this year’s graduating seniors, Ju Khuan ’12: “With the AguaClara program, Dr. Monroe Weber-Shirk has demonstrated how engineers can make the world a better place. His passion and drive to create sustainable water treatment technologies that empower poor communities have been absolutely inspirational. Before starting every semester of research, he first humanized our team’s engineering challenges by telling us stories about the people we were helping. He taught us to be excited about those challenges, to have fun with the science, and to really love our work.”

For tomorrow’s legends, along with the many wonderful professors who may never be called legends but who nonetheless make significant contributions to their fields and to education, this is the job: to influence and improve lives. Here are some of the ways this is being achieved every day, in classrooms, labs and libraries around campus.



Above: CALS professor of neurobiology and behavior Robert Raguso collects scents with a student in the Mundy Wildflower Garden. **Opposite:** Martha Haynes, the Goldwin Smith Professor of Astronomy. Her research on galaxies produced new models of the universe.

Investigator

"There is this common notion," says Siliciano, "that there is a difficult and problematic trade-off between teaching and research." But he couldn't disagree more. "Some of the best teachers are also the best researchers. The two skills are not in tension, but feed back and forth."

"That's part of the joy of being a scientist," agrees Barbara Baird, the Horace White Professor and chair of the Department of Chemistry and Chemical Biology in the College of Arts and Sciences. "Not only pursuing your specialty, but also continuing to think about the basics of your discipline and how that is the foundation of everything we do." She adds: "As we push forward in the cutting edge of research, it's enjoyable to continue to go back to the well, if you will, and think about how our latest experimental results fit together with the fundamentals."

Robert Raguso, a professor in the Department of Neurobiology and Behavior and winner of last

year's College of Agriculture and Life Sciences Young Faculty Teaching Excellence Award, gives an example of the "mutualistic relationship" between classroom teaching and cutting-edge research. Several years ago when he was a junior faculty member at the University of South Carolina, he had to take over the teaching of Introductory Botany for a colleague.

"We were covering the life cycles of primitive plants, and so

I was reviewing that chapter in the textbook. I turned the page and there in front of me was the most beautiful plant, a kind of moss, in brilliant, canary yellow. I thought, 'Oh! A moss pretending to be a flower!'" That encounter led Raguso on a global investigative journey and brought him a major grant from the National Geographic Society. "Teaching really empowers your research and requires a mastery of the subject. There's a real synergy," he says.

Cornell's faculty last year conducted research supported by \$655 million in external funds (\$430 million for the Ithaca campus alone), mostly from federal agencies and New York state.



Barbara Baird, the Horace White Professor and chair of the Department of Chemistry and Chemical Biology, left, with students.

The balance between teaching and research is "part of the joy of being a scientist," she says.

‘AS YOU GET OLDER AND WISER, YOU REALIZE THAT SHE HAS A TRAJECTORY IN MIND FOR YOU. SHE SEES YOU AS A WHOLE PERSON.’

— ANN MARTIN, PH.D. '11

“We may be most visible to the outside world through our research programs,” says Baird. “That’s how we’re contributing to society and to the science of the future.”

One who exemplifies this contribution is Martha Haynes, the Goldwin Smith Professor of Astronomy, whose research on the formation and evolution of galaxies produced the first three-dimensional views of sections of the universe and who is working with colleagues on plans to build the CCAT Telescope in Chile. But when you listen to her former students, you are just as likely to hear about Haynes’ teaching and mentorship. Ann Martin, Ph.D. '11, who first worked with



FACULTY LEGENDS: LIBERTY HYDE BAILEY



Division of Rare and Manuscript Collections

“He will undoubtedly have a great influence on the horticultural interests of the state,” reported *The New York Times* in 1888 about Cornell’s hiring of Liberty Hyde Bailey for the newly established chair of practical and experimental horticulture.

History has proven this prediction to be too modest.

Born on a small farm in Michigan in 1858, Bailey grew his boyhood passion for nature into far-reaching teaching, scholarship and leadership. Garnering the respect and support of farmers, uniting disciplines and lobbying for state support, he transformed Cornell’s Department of Agriculture (1874) into the College of Agriculture (1888) and later the New York State College of Agriculture (1904), of which he became the first dean. Today’s College of Agriculture and Life Sciences would not exist without Bailey’s vision.

As dean, Bailey developed many areas of study, including the

Department of Home Economics, later to become the College of Human Ecology. He also staunchly advocated for women in education, appointing the university’s first female professors, Anna Botsford Comstock, Martha Van Rensselaer and Flora Rose – legendary leaders who would also help shape Cornell.

Bailey broke down boundaries among disciplines and between the university and outside communities. Among his 65 books, he co-wrote “*The Amateur’s Practical Garden Book*” with C.E. Hunn, a gardener, to engage nonacademics. From learned societies to grange meetings, he called for demolishing “the barrier between theory and practice.” In addition, he pioneered extension programs to “meet the needs of the people on their own farms and in the localities,” he wrote, while his influential teaching and writing for the nature-study movement brought the wonders of nature to rural schoolchildren across the nation. In 1908, U.S. President Theodore Roosevelt appointed Bailey to chair the Commission on Country Life, where Bailey’s recommendations eventually led to a nationalized extension service and the creation of the American Country Life Association in 1919.

Retiring in 1913, Bailey continued his scholarship – editing and writing textbooks, poems and philosophical musings, as well as traveling to different countries to collect and document specimens. Today, more than a half century after his death in 1954, his expansive hortorium collection and voluminous writings stand as testaments to a life dedicated to what he described as “the spiritualization of agriculture.”

“We know that we cannot reap the harvest, but we hope that we may so well prepare the land and so diligently sow the seed that our successors may gather the ripened grain,” Bailey once said of Cornell’s land-grant mission. The same holds true for his life’s work, which continues to enlighten and inspire scholars and enthusiasts today.

— Jose Perez Beduya



Above: George Hudler works with students in his *Magical Mushrooms, Mischievous Molds* class.

Haynes as an undergraduate on a summer research project, says of Haynes: "She's always there with subtle guidance and suggestions ... and as you get older and wiser, you realize that she has a trajectory in mind for you. She sees you as a whole person. It is very much like having a home away from home."

Comedian, actor and orator

When you poll professors, students and alumni about faculty members who could best hold them spellbound with the power of their words, you hear hundreds of names. Among them: Faust Rossi, who teaches evidence in the Law School; George Hudler in the College of Agriculture and Life Sciences, who teaches the course *Magical Mushrooms, Mischievous Molds* that attracts 500

students every semester and merited a 1991 article in *Rolling Stone* magazine; plant evolutionist Karl Niklas; Susan McCouch, the pre-eminent rice breeding expert; and associate professor of communication Jeff Hancock, winner of the SUNY Chancellor's Award for Excellence in Teaching.

One name that comes up with impressive

frequency is Professor Emeritus Walter LaFeber, a Tisch Distinguished University Professor of history and Stephen H. Weiss Presidential Fellow who retired in 2006. LaFeber, admirers say, speaks in clear, cogent and seemingly perfectly composed sentences, whether delivering a prepared lecture or extemporaneous remarks. His conversation is often peppered with quotations and humorous anecdotes, but also is characterized by a long view of history and an

uncanny grasp of how events fit together. LaFeber's class *History of Foreign Relations* was

so popular that students lined up to sit on the floor when there were no more available chairs.

Another Stephen H. Weiss Presidential Fellow, Glenn Altschuler, the Thomas and Dorothy Litwin Professor of

THE CLASS' SUBTITLE IS "DID YOU HAVE FUN TEACHING TODAY, HONEY?"



Kathryn Boor, the Ronald P. Lynch Dean of the College of Agriculture and Life Sciences, says: "Teaching is very highly valued in CALS."

She proudly points out that in *The Princeton Review's* recently published book, "The Best 300 Professors," three of the superstar professors selected (from more than 1.5 million professors nationwide) teach at CALS: George Hudler, Karl Niklas and Cindy Van Es.



Lorraine Maxwell, a professor in the College of Human Ecology who has been recognized for excellence in teaching and advising, says:

"I believe that part of my responsibility as an educator is to help students see possibilities they previously didn't know existed ... I believe that I need to be excited about what I am teaching in order to excite those who are learning."



Walter LaFeber, Andrew H. and James S. Tisch Distinguished University Professor Emeritus.

"You always think of how your lecture relates to this thesis – a tent of knowledge that you're working under – throughout the lecture and throughout the semester," he says.

American Studies, who also has served as dean of the School of Continuing Education and Summer Sessions since 1991 and is vice president for university relations, once called LaFeber "the best thing that's happened to Cornell in the last half century."

Today, when asked to explain his lecturing philosophy, LaFeber says: "There's a larger interpretation that's holding your lecture together. You always think of how your lecture relates to this thesis – a tent of knowledge that you're working under – throughout the lecture and throughout the semester. That helps students get away from the idea, as the old cliché goes, that history is just 'one damn thing after another.'"

Helping students see the connective tissue between seemingly disparate phenomena applies to science and engineering courses, too.

"My favorite class was probably ECE 4870, Radar Remote Sensing, by Dave Hysell," says Brian Harding '11, now a doctoral student at the University of Illinois. Harding had never heard of

FACULTY LEGENDS: ALICE COOK

When it came time to choose the name of a legendary faculty member to grace the first house in the West Campus Housing Initiative, Alice Cook (1903-98) was at the top of the list.

Described as "a passionate advocate for improving the well-being of female workers" by colleague Ronald G. Ehrenberg, the Irving M. Ives Professor of Industrial and Labor Relations and Economics, Cook had come to Cornell in 1952 already with 30 years of field experience as a labor educator, scholar and activist.

It was in the 1920s, right out of college, that Cook had her first taste of union organizing as a secretary with the YMCA's Industrial Department, which provided education and support to domestic servants and other blue-collar women. In the 1930s, she did graduate studies on adult and labor education in Germany, and then, after World War II, the U.S. government sent her back to re-establish democratic unions through adult education. Upon her return to the states, the School of Industrial and Labor Relations recruited Cook to direct a project, Integrating Unions and Community. Her subsequent decades of scholarship conducted around the world on the subject of women and trade unions are classics of comparative labor relations.

In the 1970s and '80s, Cook became one of the nation's leading advocates for "comparable worth," a policy that requires males and females in different occupations doing jobs of comparable value to a firm be paid equal wages. Ehrenberg, who was researching this topic at the time, was skeptical of its merits. Cook offered him full access to her files and the use of any of her data in his own work.

"I thought this extraordinary," Ehrenberg says. "She was a true academic; while she wanted her position to carry the day, she did not want to win by suppressing evidence that might be useful to opponents. I miss her greatly."

In and out of the classroom, Cook continuously broke new ground. The late President Dale Corson appointed her Cornell's first ombudsman, where she established procedures for that office that remain essentially unchanged to this day.

But Isaac Kramnick, the Richard J. Schwartz Professor of Government who as vice provost for undergraduate education was a key player in the conception and development of the house system, thinks that perhaps Cook will be best remembered on campus for a lunch one afternoon in the late 1960s. "She walked into the all-male faculty club, ordered lunch, sat down and thoroughly enjoyed it," he recalls. "With one stroke, Cornell's lunch counter was forever after integrated."

– Metta Winter



Division of Rare and Manuscript Collections

Hysell before signing up for the class that ended up guiding his future academic pursuits. “He does a really great job of bringing together concepts from other classes. ... he’s extremely knowledgeable, but instead of giving you the dry equations, he’s able to put a little motivation behind it and get you thinking about the process of developing ideas.”

Hysell believes that deep personal interest in a topic definitely improves teaching. “I’m very glad that I’m a practitioner of the things I’m talking about,” he says. “There’s a world of difference between that and teaching out of a textbook. Textbooks for his radar class, he admits, “are terrible – but I don’t need a book; I can talk about my own work. It makes it more vital for them. I show pictures from our research at Arecibo and in Peru, at Ija Marka, where I am the principal investigator, and they see these big colossal radars and we talk about experiments we’ve actually done, and it seems less artificial. Students think, ‘I’ve got to assume that this is actually important, because look, they’re doing it today.’”

Cornell’s Center for Teaching Excellence, launched



David Feldshuh, professor of acting and directing, leads activities in his fall 2011 class, *Acting in Public: Performance in Everyday Life*. Feldshuh is the Menschel Distinguished Teaching Fellow for 2011–12 and is developing a workshop for faculty based on the course.

FACULTY LEGENDS: CARL SAGAN



“Somewhere, something incredible is waiting to be known.”

These words from the late Carl Sagan typify his tremendous sense of wonder about nature. For Sagan, science was much more than an exercise of the mind. It satisfied something seemingly visceral: the innate and insatiable curiosity of the human species.

And when Sagan conveyed that sense of wonder through television, most notably on the PBS series “*Cosmos: A Personal Voyage*,” it made him the most recognizable scientist on the planet.

“Our contemplations of the cosmos stir us; there’s tingling in the spine, a catch in the voice, a faint sensation as of a distant memory of falling from a great height,” said Sagan in the first episode of “*Cosmos*.” “We know we are approaching the grandest of mysteries.”

“*Cosmos*” won Emmy and Peabody awards and was viewed by more than half a billion people in 60 countries.

Sagan came to Cornell in 1968 and became a full professor in 1971. He was the David Duncan Professor of Astronomy and Space Sciences and director of the Laboratory for Planetary Studies at Cornell at the time of his death at the age of 62.

“Carl was a candle in the dark. He was, quite simply, the best science educator in the world this century,” Yervant Terzian, chair of the astronomy department, said in 1996 following Sagan’s death. Terzian is now the Tisch Distinguished University Professor of Astronomy.

Sagan published more than 600 scientific papers and popular articles and was author, co-author or editor of more than 20 books, including “*The Dragons of Eden*,” for which he won the Pulitzer Prize in 1978.

His research included such topics as the greenhouse effect on Venus; windblown dust as an explanation for the seasonal changes on Mars; organic aerosols on Saturn’s moon Titan; and the catastrophic environmental consequences of nuclear war.

As an adviser to NASA, Sagan played a leading role in expeditions to explore the solar system, and briefed the Apollo astronauts before their flights to the moon. Sagan helped to develop and assemble the first physical messages sent into space: gold-anodized discs attached to the space probes Pioneer 10 and 11 and, later, the two Voyager space probes.

Steven Squyres ’78, Ph.D. ’81, is Cornell’s Goldwin Smith Professor of Astronomy and worked closely with Sagan as a graduate student. “Carl was a remarkable teacher, whether he was explaining the nature of geologic time to freshmen in Astronomy 102 or deriving equations for grad students in his Physics of the Planets course,” Squyres said. “All of us who had the chance to learn from him are better scientists or simply better-informed citizens for the experience.”

– Gary E. Frank

in 2008, offers a course-design institute, professional development grants, seminar series, and other resources to help Cornell professors and graduate students improve their teaching (CTE has worked with more than half of all new faculty over the past two years). The center's Menschel Distinguished Teaching Fellow for 2011-12 is David Feldshuh, a physician, playwright, professor in Cornell's Department of Theatre, Film and Dance and longtime artistic director of the Schwartz Center for the Performing Arts. In his role with the teaching excellence center, Feldshuh is at work developing a course to improve teachers' enjoyment of classroom presentation.

The class' subtitle is "Did you have fun teaching today, honey?"

"By fun," says Feldshuh, "I mean confidence and connection with subject and audience, lack of self-consciousness, a willingness to adventure and explore new techniques, and a sense of presence that communicates to students that the information you are sharing is intriguing to you. Teaching becomes more 'fun' when the excitement that brought the teacher to that material in the first place is made



When asked why so many students name him as their favorite Cornell teacher, Bruce Land, a senior lecturer in the School of Electrical and Computer Engineering, says:

"I think a lot of it is like raising kids: it's the amount of time you spend with them. You hear people talking about quality time with kids, but quality comes out of quantity. The same is true for teaching. You just have to put in the hours in the lab, to be there when those learning moments occur."



Rajit Manohar, associate dean for research and graduate studies and professor in the School of Electrical and Computer Engineering.

"Essentially, I try to figure out what I want them to know at the end of the semester, and then I work backward from there," he says.



visible." By learning techniques for having more enjoyment in teaching, techniques borrowed from stand-up comedy, acting and directing, Feldshuh believes Cornell faculty can be more engaging to students and, thus, teach them more.

Curriculum and course designer

Rajit Manohar, winner of a half dozen teaching awards at Cornell, describes how he designs a curriculum or plans a course: "Essentially, I try to figure out what I want them to know at the end of the semester, and then I work backward from there." And, he says, "You have to structure the labs, refrain from teaching unnecessary material, figure out how you're going to grade, how much weight you'll give to labs, exams, etc."

When Manohar, now an associate dean for research and graduate studies and professor in the School of Electrical and Computer Engineering, came to Cornell in 1998, he and two other junior colleagues took it upon themselves to "basically redo the entire undergraduate curriculum in computer engineering." Today, the school's computer engineering programs are consistently ranked among the best in the country.

Raguso, who studies plant and animal interactions, has learned to structure his classes in a way that takes a bit of the burden off of his own shoulders and transfers responsibility to the students instead. The idea came to him after a "dreadful" exam study session in his first semester at Cornell. "It was a horrible experience," he remembers. "I felt like a rabbit in a shooting gallery. The students were throwing questions at me, parsing my words, trying to figure out what would be on the test."

That's when he said to himself: "I'm the one burning 300 calories up here. This isn't learning – this is torture."

His new technique: the exam review session as "Jeopardy." "I write five categories up on the board, break the class into teams, give them a dog toy to use as a buzzer, and I ask them questions taken directly from my lectures. If all the students are stumped, we'll stop and review it. It's



Charles Williamson, the Willis H. Carrier Professor of Mechanical and Aerospace Engineering (above), and Rosemary Avery, professor and chair of policy analysis and management in Cornell's College of Human Ecology (right), have both been repeatedly honored by Merrill Presidential Scholars at their annual convocation, where the graduating scholars honor their favorite teachers.

"For me, mentoring is the first step in an enduring relationship built on a joint commitment to life-long learning," Avery says.

playing a game, but it's a ruse to identify weaknesses. And it improved the classroom atmosphere and made learning more fun."

Mentor and adviser

Every May since 1988, the Merrill Presidential Scholar Convocation is held in the ballroom of Willard Straight Hall, and the deans of all the colleges, plus Cornell's president, gather to honor approximately 30 of the top graduating seniors and their favorite teachers.

The scholars are asked to invite two important mentors: one from their secondary school and one from Cornell. It's a chance for graduating seniors to say thank you, in a formal and public way, to the teachers who guided, encouraged and inspired them.

In essays printed in the event programs, the students write about their mentors' confidence-building, care and concern. "Beyond his hard work, Sam believed in me, even before I believed in myself," wrote John Dillon '12, at this year's convocation, of assistant professor Samuel Nelson in the ILR School.

Merrill scholars have chosen Professor Charles Williamson, or "Skipper," as his graduate students call him, as their recognized mentor 12 times, putting him ahead of other perennial favorites like Rosemary Avery, professor and chair of policy analysis and management in the College of Human Ecology, who was this year honored for the 10th time. Both are Weiss Presidential Fellows – a title that recognizes tenured faculty members who "in addition to a respected scholarly career, has a sustained

record of effective, inspiring and distinguished teaching of undergraduate students." In 2006, Williamson was named New York State Professor of the Year. He has all the attributes of a beloved mentor: significant contributions to his field (fluid dynamics), a sunny disposition, absentminded charm and, more important, intense interest in his students and their academic success.

Another mentor honored this year is James Blankenship, a senior lecturer in the Department of Molecular Biology and Genetics. "I remember raising my hand," in Blankenship's class, recalls James Wang '12, "to ask why HIV brings its own transfer RNA, to which he responded, 'No one really knows. Maybe you'll be the one to find out someday.'"

Wang was initially startled by that statement, and then later heartened by it. Maybe he really will make groundbreaking, lifesaving scientific discoveries one day, he believes. Already, Wang's undergraduate research on breast cancer has taken him to two national conferences, and he will soon enter medical school.

And the benefits of student-professor relationships go both ways. "I believe that professors have the very best jobs on Earth," says Boor. "What other line of work will allow you to pursue your own passion in the context of a steady stream of brilliant young minds that provide you with the continual challenge to hone your intellectual edge?" ■



Merrill Presidential Scholar Andrew Kinder '12 writes of Vicki Bogan, assistant professor of applied economics and management:

"It is Professor Bogan's intense devotion to perfecting her ability to inspire and teach students that will make her one of Cornell's greatest assets for years to come."

Walter LaFeber: A guide, an inspiration

I still have the notebook. I bought it for 59 cents at the Cornell Campus Store in fall 1972, as I began my sophomore year. It served for both History 383 (U.S. Foreign Relations, 1776-1914) and, the following spring, History 384 (the sequel), though at the end I ran out of pages and had to clip some more in. The lecture titles are bland – “Polk III,” “New Deal to World War II” – but the only doodling in the book illustrates my notes on a guest lecture. No one doodled during a Walter LaFeber lecture.

I became a history major that fall. The traumas of 1969, including the occupation of the Straight, lingered on campus, though Richard Nixon’s landslide victory over George McGovern in November seemed last call on the 1960s. The Christmas bombing of North Vietnam provided a paroxysm of violence during winter break; spring term was heralded by the news that a Vietnam peace agreement had been reached in Paris. Another war in the Middle East, the oil shock, and the unraveling of the Nixon administration were months off.

LaFeber explained it. He explained the sources of the American revolution, the drive for territorial expansion and efforts by James Madison to reconcile a large empire with a good government, the Monroe Doctrine and James Polk’s unbridled version of Manifest Destiny, the development of American capitalism and the burst of imperialism that it inspired, then Woodrow Wilson and the Great War and economic diplomacy, World War II and the Cold War confrontation with the Soviets, the engagement with revolution – not our kind of revolution – in Asia, Latin America and Africa. And the Vietnam War. And most everything of historical consequence or political moment in 1972-73. Once, during a political science course discussion of contemporary U.S.-China relations, I asked, more or less innocently, whether the history of the Open Door policy might be of relevance. “LaFeber! Why is it always LaFeber?!” snapped the TA, immediately recognizing yet another student’s LaFeber-influenced question.

Why was it always LaFeber? He knew a lot, obviously. His politics were congenial to those of us who hated the Vietnam War, but he was not altogether predictable, either; he was an admirer of conservatives in self-control, suspicious of men



Left: Walter LaFeber with a student in 1973.

Above: Andrew Rotter '75, a professor of history at Colgate University, right, visits with his former teacher LaFeber, now a Cornell history professor emeritus, in April 2012.

of vision that too easily became hubris. There were contrasts in him. He is a tall man with big hands, useful for gesturing, but he spoke calmly and quietly, so the room had to be silent if everyone was to hear him. He wore suits or coats with ties, though during discussion sections he sat casually on the front desk and sometimes ate his lunch. And his rather formal appearance was belied by the radical implications of his words. He never used notes. He walked into the lecture hall, wrote an outline on the board, stuck a hand in his pocket and paced, then began to talk in that quiet way, continuing, for 50 minutes precisely, and ending at the end. The course met Tuesday, Thursday and Saturday mornings, and the Saturday classes were jammed because students brought weekend guests to hear the lecture.

I admired LaFeber, and my other history professors, so much that I couldn’t imagine ever doing what they did. I liked the idea of teaching, so I took a couple of education courses and did some student teaching at Ithaca High School. But when I told LaFeber that I was thinking I might teach high school history, he smiled and said, “A good thing to do, but not you. Get a Ph.D. in history, and teach at a university.” I nodded, mutely. And, with his help, that is what I did.

It worked, eventually: I am now a professor. I teach courses in U.S. foreign relations, in which I lecture on Polk and the Cold War. I wear ties, write an outline from memory on the board, do some pacing, and sound more radical than I look. But only Walt LaFeber can do it by heart.

Andrew J. Rotter is the Charles A. Dana Professor of History at Colgate University.

Sesquicentennial fellow co-runs new Landscapes and Objects Lab



Above and opposite: Lori Khatchadourian, an assistant professor of Near Eastern studies and a Sesquicentennial Faculty Fellow, with students in the new Landscapes and Objects Laboratory in McGraw Hall. The new lab (detailed views on opposite page, above) is located on two levels in what used to be the McGraw Hall Museum and is serving as a hub for archaeological conversation across the university.

When Lori Khatchadourian completed a Hirsch Postdoctoral Fellowship at Cornell, her teaching and research so impressed the chairs of the anthropology, history, Near Eastern studies and classics departments that they told the deans to do everything they could not to lose her when the fellowship ended.

And thanks to a Sesquicentennial Faculty Fellowship contributed by Howard Milstein '73, Khatchadourian is now an assistant professor of Near Eastern studies.

"We are delighted that Lori has joined the ranks of Milstein fellows, especially given my passion for archaeology and history," says Milstein. "When Abby and I had dinner with Lori and her husband in Barton Hall recently, it became clear why she was such an important addition to the department."

Kim Haines-Eitzen, chair of Near Eastern studies, says the department is enormously grateful for Milstein's generosity. "Lori is a dynamic and exciting scholar," she says, noting that the "stars aligned" when the anthropology department was able to hire Khatchadourian's husband, Adam T. Smith, an esteemed scholar. The two will share a new archaeology lab in McGraw Hall (see sidebar) that will focus on sophisticated

spatial and material analysis of artifacts.

"One of the things I find most exciting about Lori's work is her ability to think about artifacts and things in as dynamic a way as we think about texts," says Haines-Eitzen. "She's really at the cutting edge, bringing sophisticated theoretical approaches to archaeology. She has also been a huge hit with both undergraduate and graduate students, who have raved about her courses."

Traditionally archaeologists study only the deep past, but Khatchadourian thinks about empires from the modern to the ancient. Looking at the genealogies of empires, says Khatchadourian, "helps us understand our contemporary condition as either subjects of or agents of empire. Some very old approaches to imperialism are still in the repertoire of politics today. The methods and theories of archaeology can offer unique insights into empires both ancient and modern."

She also points to the ways in which modern states turn to the archaeological past as grist for contemporary political aspirations, or as a reservoir of symbols that can be harnessed to help forge collective senses of identity, such as what happens in countries of the Middle East and former Soviet republics that are the focus of her work.



NEW LAB IS HUB OF ACTIVITY ON TWO LEVELS IN MCGRAW HALL

The new Landscapes and Objects Laboratory in McGraw Hall, built for Near Eastern studies assistant professor Lori Khatchadourian and anthropology professor Adam T. Smith, is serving as a hub for archaeological conversation across the university. The lab builds on Cornell's strengths in archaeology and offers a new resource for the interdisciplinary work of archaeology, which bridges the social, humanistic and natural sciences.

"One of the reasons that Cornell was so attractive to us is because there are so many archaeologists in different departments," says Khatchadourian. Students and faculty in all these departments now have a new space to conduct and share research and build a sense of *esprit de corps*, she says.



Adam T. Smith

The lab will enable graduate students and advanced undergraduate archaeology majors to learn techniques of spatial and material analysis, such as GIS and X-ray fluorescence, a powerful tool for characterizing the chemical composition of artifacts.

The lab is located in the former McGraw Hall Museum and features a mezzanine level for individual workstations. The main level is used for teaching, seminars and workshops, and includes space for sorely needed artifact storage.

"The lab has already become an active research and teaching space. Graduate students are hard at work upstairs while an advanced seminar class is under way. It's an exciting time for archaeology at Cornell," Khatchadourian says.

Khatchadourian currently co-directs archaeological fieldwork at a site in central Armenia called Tsaghkahovit, which was a part of the Persian Empire of the sixth through fourth centuries B.C., but she soon plans to turn to the archaeology of the Russian Empire and Soviet Union.

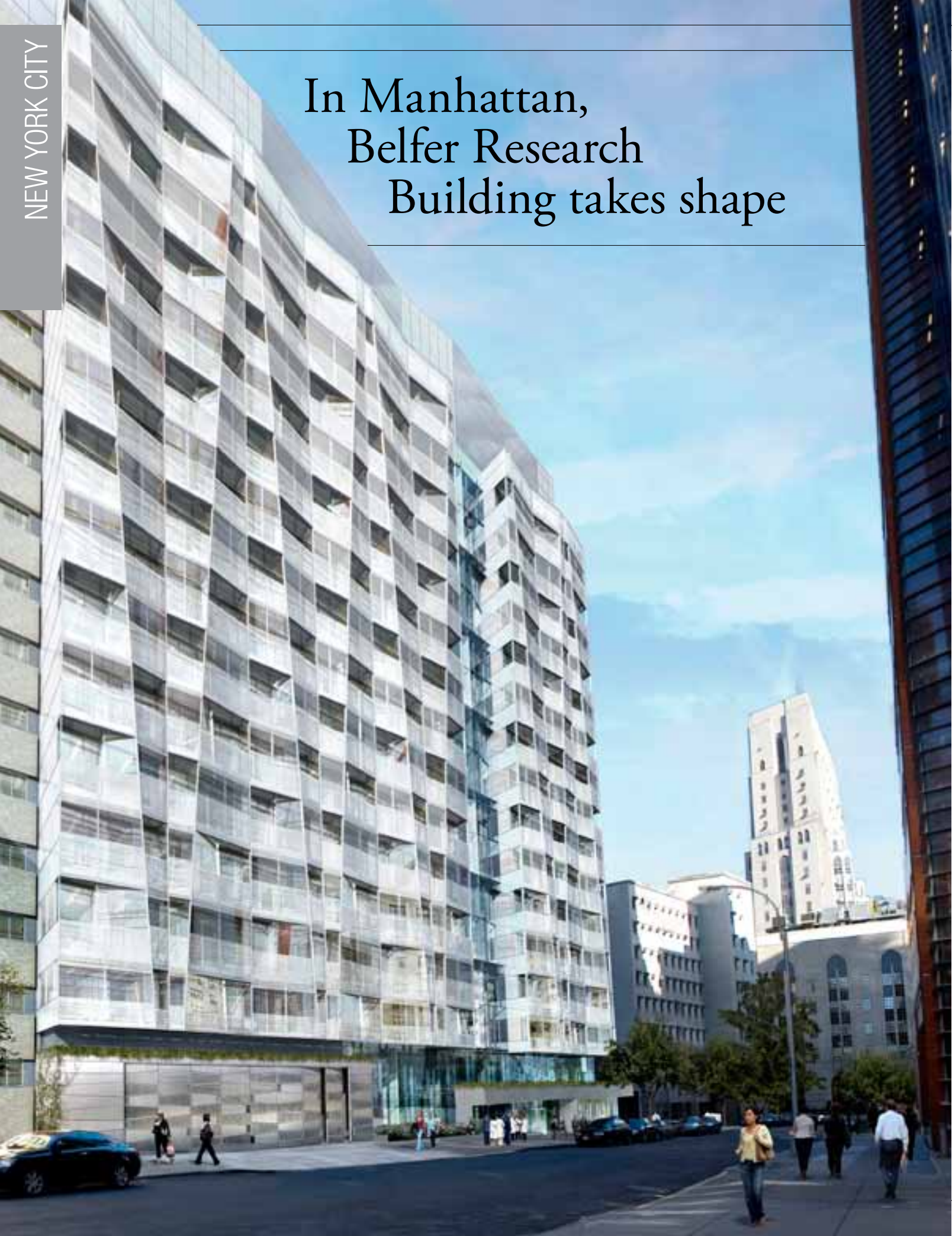
Right now, Khatchadourian is engaged in the study of imperialism's conquered communities. She's interested in how these communities are subjugated by the forces of empire, as well as how they in turn reshape imperial projects.

"Through direct and indirect processes, imperial authorities sometimes modify their own worldviews to accommodate the views of the diverse communities they conquer. This seems to come with the territory of any kind of expansionary project."

Linda B. Glaser is staff writer for the College of Arts and Sciences.



In Manhattan, Belfer Research Building takes shape



Weill Cornell Medical College's Belfer Research Building is well on its way to a planned 2014 completion date. As of mid-April, all floors have been laid and work is continuing on the building's exterior (see design rendering, opposite page, and additional renderings and construction progress photos, below) as internal infrastructure work moves forward.



The 480,000-square-foot, state-of-the-art facility will more than double the medical college's research space. A November ceremony recognized the generosity of the building's many donors, including a \$100 million gift from Renée and Robert Belfer, for whom the building is named.

The building will house bench-to-bedside research

targeting some of the world's most daunting health challenges, including cancer, cardiovascular disease, children's health, such neurodegenerative diseases as Parkinson's and Alzheimer's, and global health and infectious diseases.

Designed by Ennead Architects, the Belfer Research Building has open floor plans throughout to facilitate communication and collaboration. Its proximity to the Weill Greenberg Center, the medical college's award-winning ambulatory care building, will also enhance communication between investigative researchers and practicing



Construction photos and computer renderings by Bernstein Associates

clinicians. When complete, an array of sophisticated lab equipment will be available to partnering medical and academic institutions in the community, helping to attract scientists, physicians, students and patients from around the world.

The facility will also be environmentally friendly, energy efficient and aesthetically pleasing, with a glass façade that will help to reduce energy consumption and will bathe interior areas with natural sunlight.

The \$650 million building is the centerpiece of Weill Cornell's \$1.3 billion *Discoveries That Make a Difference* campaign, which is the country's largest for a medical college and chaired by Robert Appel '53. More than \$1.15 billion has been raised toward this goal in just over five years, including 127 gifts of \$1 million or more, of which 38 specifically support the new Belfer Research Building.

NYC tech campus finds temporary home at Google



The agreement with Google came about from conversations between CornellNYC Tech's founding Dean Dan Huttenlocher and Google executives about the need to accelerate the growth of New York's tech sector.

Craig Gotsman, professor of computer science at the Technion –

Cornell's new tech campus has its first brick-and-mortar home: Google Inc. headquarters in New York City.

Google CEO Larry Page hosted a May 21 press conference and was joined by New York City Mayor Michael Bloomberg and Cornell President David Skorton to announce Google's plan to provide initially 22,000 square feet of its Eighth Avenue building to Cornell, starting July 1, free of charge. In its new temporary home, CornellNYC Tech will begin operations this fall with its first crop of students and faculty. Several elected officials also participated in the announcement, including Reps. Jerry Nadler and Carolyn Maloney and Council Member Jessica Lappin.

"Google, as everybody knows, is one of the world's most innovative companies," Bloomberg said. "And our applied sciences competition, we think, is one of the most innovative economic development strategies any city has ever undertaken. And the question is, what happens when you marry them? We are about to find out."

Skorton thanked Page and Google for their "unparalleled" commitment to CornellNYC Tech and the tech industry in New York. "We're here today to officially launch our new tech campus and to make it a reality," Skorton said, adding, "The key is engagement between world-class academics, companies and early stage investors, and this co-location is critical to jump-starting the right connections between academic research and industry in a mixing bowl and seeing what happens."

Google's prominent building in the heart of Chelsea, the company's second-largest location after Mountain View, Calif., will initially host just a handful of existing graduate students and faculty members this fall. CornellNYC Tech's address will be 111 Eighth Ave. New master's degree students will begin matriculation in 2013, with the first incoming class estimated to be about 25 students.

By the time Cornell moves out of Google in 2017, the campus is expected to have roughly 250 students and 80 faculty and staff members. Cornell will be a rent-free tenant at Google for five years and six months, or until the completion of its Phase I campus on Roosevelt Island – whichever comes first. Over these five years, Cornell will be able to expand up to 58,000 square feet to accommodate its planned growth.



Israel Institute of Technology and founding director of the Technion-Cornell Innovation Institute, a pivotal initiative of the new campus, thanked Google for its generosity on behalf of Peretz Lavie, Technion president.

Page said he was "tremendously pleased" that Google is helping Cornell get its new campus up and running, and he stressed how the campus would provide the growing high-tech sector in New York with the pipeline of talent it so desperately needs.

Phase I of the campus's permanent Roosevelt Island home is expected to be completed in 2017, with groundbreaking to begin in 2014.

Greg Pass '97 named entrepreneurial officer

Greg Pass '97, former chief technology officer at Twitter and a leading tech entrepreneur, was named the founding entrepreneurial officer for CornellNYC Tech on May 23.

As the entrepreneurial officer, Pass will lead efforts to establish the entrepreneurial culture of the new campus and to collaborate with the tech industry, working closely with the dean, faculty and administration to reflect an industry perspective in CornellNYC Tech's academic programs.

Since winning the competition in December 2011, CornellNYC Tech has taken many strides toward bringing the campus from vision to reality. In February the campus's leadership of Huttenlocher, Vice President Cathy Dove, and Gotsman was named; in May, Andrew Winters, the founding director of Bloomberg's Office of Capital Project Development, began as director of capital projects and planning. Also in May, Cornell chose Pritzker Prize-winning architect Thom Mayne and Morphosis to design the first academic building on the Roosevelt Island campus.

Visit now.cornell.edu/nyctech/

Above center: From left, Technion-Cornell Innovation Institute Director Craig Gotsman, Cornell President David Skorton, Google co-founder and CEO Larry Page, New York City Mayor Michael Bloomberg, City Council Member Jessica Lappin and U.S. Rep. Jerry Nadler at the May 21 press conference at Google headquarters in New York City.

Upper right: CornellNYC Tech Vice President Cathy Dove and founding Dean Dan Huttenlocher mingle before the announcement. At left in the foreground is Chuck Feeney '56, whose Atlantic Philanthropies made the \$350 million gift in December in support of the tech campus.

How 'Barbecue Bob' Baker transformed chicken

The 1950s Ithaca phonebook had listings for three Bob Bakers: a dentist, a debtor and a minor celebrity. Every so often, the wife of the third would get a call trying to collect on debts of the second. "No, no, no," the man's wife (my grandmother) would explain, "this is the home of *Barbecue Bob*." The mistaken dialer would offer his apologies before telling Jackie Baker how much he admired her husband's recipe.

Such was the fame of Cornell Chicken. By the late '50s, Baker, a professor of poultry science and food science, had brought his recipe to every corner of New York state. In Syracuse, he served it to teeming crowds each summer at the state fair. Cornell Chicken precipitated an unexpected second act of Baker's career, during which he transformed the way we eat chicken.

In 1958, at the height of Cornell Chicken's popularity, Bruckner Hall's basement had been repurposed into a cutting-edge food science laboratory stocked with industrial grinders, elephantine blenders and a custom-made deboning machine. The lab, helmed by Baker, had a simple purpose: to create new foods from poultry.

That it did.

In his first three years, Baker churned out 30 previously unimagined foods. Some, like the chicken hot dog and frozen French toast, were instant hits. Others, like a hard-boiled egg log to be sliced like salami, were not. But Baker's most influential work in Bruckner – atomizing and bridling chicken meat – helped move chicken to the center of the American diet.

When he began his work almost exactly half a century ago, the average American ate fewer than 30 pounds of chicken a year. Now? More than 80. It all goes back to that barbecued chicken.

With his sauce's immense popularity, Barbecue Bob proved that there was an answer to the challenge plaguing poultry scientists: how to get people to eat more chicken.

Poultry departments up and down the East Coast (including, perhaps most notably, Cornell's) had helped make chicken-raising incredibly efficient by the mid-'50s, but those gains had not yet translated into increased consumption. Between 1935 and 1957 chicken production jumped tenfold, but average consumption – despite chicken being cheaper and healthier than red meat – merely doubled and stalled at 30 pounds per person.

The success of Cornell Chicken provided a possible solution: more variety. Surveys found that "chicken fatigue" was hamstringing consumption. Where beef and pork had dozens of guises (chops, steak, hamburger, etc.), chicken was always just chicken; it cooked slowly and got boring fast.



Bob Baker, professor of poultry science, with students in his food science laboratory on the basement level of Bruckner Hall. Inset: Baker in later years. He died in 2006. Below: Baker produced numerous previously unimagined food products over the years, such as this sliceable hard-boiled egg log.



For four decades, Baker ticked off new ways to eat chicken: chicken sausage, chicken bologna, chicken patties. And, inevitably, the precursor to the chicken nugget.

The success of these products signaled a new way for land-grant researchers to use food science to support the state's agriculture industry. Baker proved "that a university could do product development in a way that helped the industry," says Cornell food science professor Joe Regenstein.

Baker shifted his focus to creating new fish products before retiring in 1989. He died in 2006.

Beginning his work at a time when chicken – as a food – was essentially untouched by science, Baker left it, upon his retirement, utterly transformed. When he started, about eight of 10 chickens were sold whole, while two were processed in some way. It is now almost exactly the opposite.

Michael Baker is the grandson of "Barbecue Bob" Baker and is writing a book about him, the chicken nugget and the changing American diet.

CORNELL NOW 2015

RENAMED, RESTRUCTURED

\$11 million gift builds real estate program

In April, Cornell's Program in Real Estate received a \$11 million gift from Lisa and Richard Baker '88, owners of the Hudson's Bay Company, which operates Lord & Taylor and other stores. Their gift more than tripled the program's endowment.



Paul Porter/PamMcMullen.com

In recognition of the couple's gift, the Cornell Board of Trustees approved the program's renaming to the Baker Program in Real Estate. In addition, the Baker program is being restructured, effective July 1, and will be governed by the College of Architecture, Art and Planning and the School of Hotel Administration – the two schools most directly aligned with teaching, research and professional careers in real estate.

Robert Abrams '53 and Howard Milstein '73 founded the original Program in Real Estate, which graduated its first class in 1998.

The two-year professional program will now offer a Master of Professional Studies (MPS) degree and a dual MPS/MBA degree.

"I think this is going to help elevate Cornell's program to be one of the premier real estate programs in the United States," said Richard Baker, a member of the advisory boards of the School of Hotel Administration and the Program in Real Estate.

– Gary E. Frank

POLICY AND RESEARCH

\$400K gift advances new research into health policy



Provided

A \$400,000 gift from the Lawrence and Rebecca Stern Family Foundation to College of Human Ecology researchers will support evidence-based approaches to the public debate about U.S. health care (Larry Stern '79, is pictured at left).

The gift will fund studies to better understand how individual behavior

can prevent chronic disease and examine the relationship between increasing costs for treatments and patient well-being and recovery.

Using the college's partnerships with Weill Cornell Medical College faculty members, half of the gift will support research

EXPERIENTIAL LEARNING

Engineering programs receive \$10M gift

John A. Swanson '61, M.Eng. '63, has committed \$10 million to boost undergraduate education in the College of Engineering – including its experiential learning opportunities.



Half the gift will endow the college's project teams that bring together students to design and build, for example, race cars, autonomous submarines and water purification systems, as well as endow the directorship of the engineering project teams.

Another \$2 million will provide endowment funds for the Academic Excellence Workshop, which allows students to enhance



Provided

their education through structured peer interactions, and the Engineering Learning Initiatives program, which enables undergraduates to work alongside Cornell's world-class faculty. The remaining \$3 million will establish the John A. Swanson Engineering Undergraduate Scholarship Fund.

For more than 25 years, the college has supported project teams that involve hundreds of students from across the university in national competitions. The annual budget for the teams is more than \$200,000.

"Thanks to John's incredibly generous gift, these teams will no longer have to rely on uncertain funding from companies and other sources that fluctuate year to year," said Lance Collins, dean of the college.

– Emily Sanders Hopkins

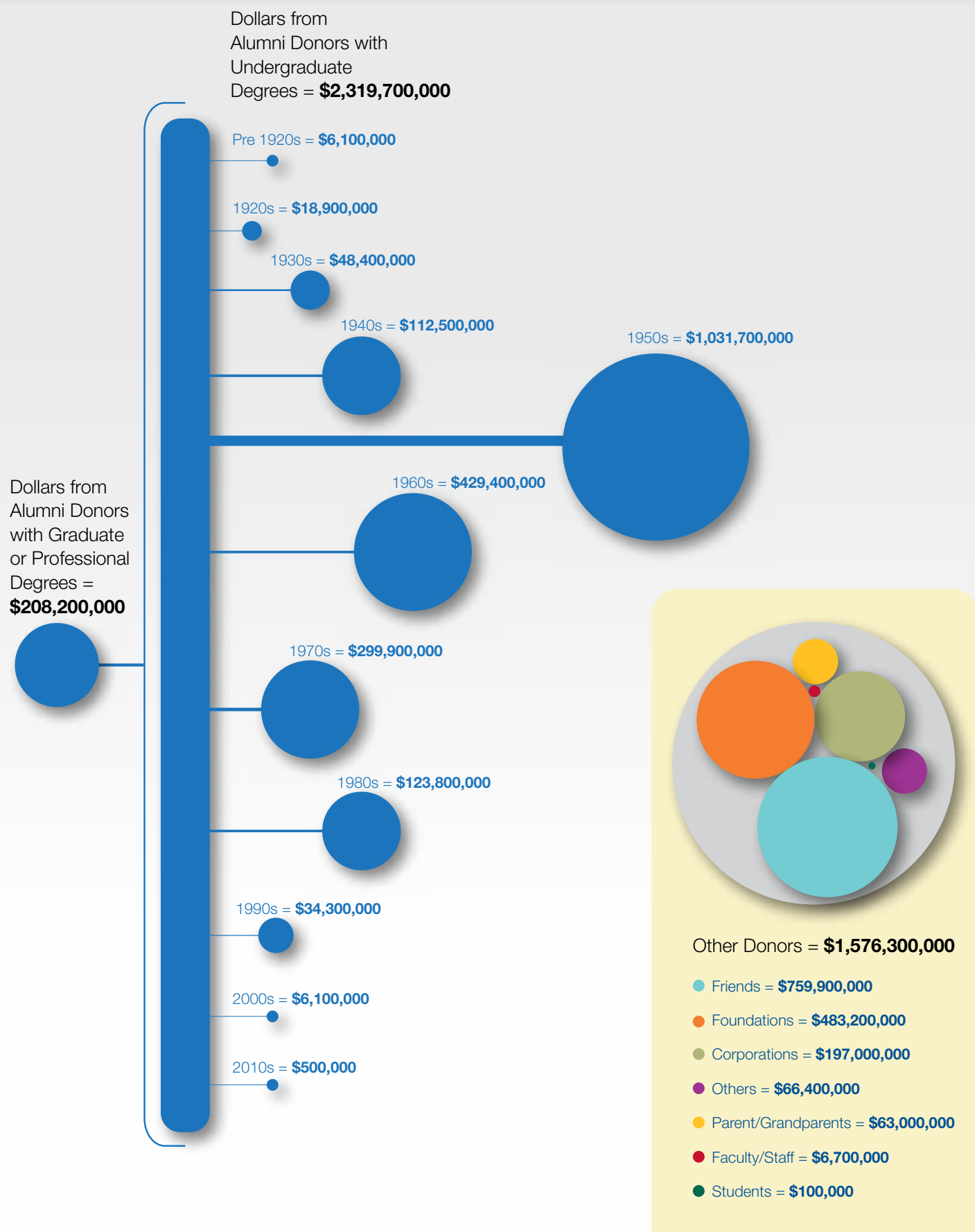
on a national palliative care model, led by gerontologist Karl Pillemer, the Hazel E. Reed Professor in the Department of Human Development.

The gift also provides seed funds for new research by Alan Mathios, the Rebecca Q. and James C. Morgan Dean of the College of Human Ecology, and fellow Department of Policy Analysis and Management professor Don Kenkel. They will begin to assess the impact of the new mandate that insurance companies cover certain pharmaceutical products that are associated with preventive care with no co-pay by the patient.

Finally, the Stern Foundation gift will allow a third research project to move forward: clinical data sets promise to give the fullest sample yet to support a comparative analysis of cancer treatment costs in Europe and the United States.

– John McKain

Campaign Giving: **\$3,896,000,000** as of April 25, 2012



BY FRANKLIN CRAWFORD

Cornell Outdoor Education's 40-year odyssey

Sit-ins, teach-ins and “happenings” were commonplace in the early ’70s, when an unabashed Outward Bound tree-hugger named David Morrissey Moriah ’72 and a clutch of students occupied Cornell

Physical Education’s administrative offices.

The protestors’ demands: Hand over the keys to the van they had reserved for a new student program called Wilderness Reflections or they were quite prepared to set up camp right there.

The van was secured.

That event roughly marks the beginning of the Cornell Outdoor Education (COE) program. Wilderness Reflections, founded 40 years ago in 1972, evolved into a wildly successful adventure called Outdoor Odyssey – a pre-orientation program for incoming freshmen and new students that offers 25-30 wilderness trips throughout New York state and beyond each year.

From its radical roots, COE has grown into one of the top collegiate outdoor leadership and wilderness programs in the country. Today COE has a dedicated fleet of eight vans, and 2,000 undergraduates are expected to enroll in some 300 different COE courses and programs this fall.

Course offerings, many available for credit, include backpacking, canoeing, caving, climbing (rock, ice and tree), hiking, kayaking at sea and in white water, leadership training, mountain biking, natural history, cross-country and telemark skiing, and wilderness first aid, to name a few.

One hundred fifty COE student leaders work alongside 11 full-time professional staff, and 25 alumni and friends of Cornell serve as volunteer consultants in strategizing, public relations and fundraising for COE.

The program’s million-dollar budget is largely self-funded though fees and gifts and includes \$30,000 in scholarships.

Todd Miner, the program’s third director in four decades, says support from COE alumni is a big part of the program’s success. “When our budget took a hit a few years ago, we were able to continue most of our program, largely thanks to our alums,” Miner says.

COE also gets support from Cornell’s Department of Athletics and Physical Education and from Susan Murphy, vice president for student and academic services.

“Cornell Outdoor Education has been a wonderful resource and catalyst for our students,” Murphy says.

“Their work with the students who lead Outdoor Odyssey



David Morrissey Moriah '72, COE founder and first director



Todd Miner, COE director



Dan Tillemans, former COE director



provides a very special opportunity for outdoor exploration, community-building and individual reflection for a growing number of our first-year students.”

The program has had strong leadership from the get-go. When Moriah stepped down in 1984, Dan Tillemans seized the helm with intrepid zeal. In 1988 he led the first of two highly publicized expeditions that carried a Cornell flag to the summits of Chimborazo and Cotapaxi, the highest volcanoes in Ecuador. Tillemans also oversaw construction of the Phillips Outdoor Program Center, the Hoffman Challenge Course and the 160-by-30-foot Lindseth Climbing Wall in Bartels Hall, the largest natural rock indoor climbing wall in North America.

From the sticks to the stacks: The Outdoor Odyssey

During their pre-orientation trek, Outdoor Odyssey participants can push hard or enjoy a laid-back week of rock climbing, canoeing, trail-building, mountain biking, backpacking, taking photos or spelunking.

Groups consist of seven to nine “trippers” led by experienced upperclass trip leader guides, who plan meals, activities, transportation and serve as resident wilderness gurus. Just as importantly, the guides provide the inside scoop on the Cornell student experience for the new students.

Moriah originally led the program “from his knapsack”



and is famous for this Cornell Daily Sun “Quote of the Day”: “I would create an oasis of madness amidst a pompous academic institution that takes itself too seriously.”

While outdoor gear technology has improved over the years, the challenges remain the same: Odyssey trips emphasize safety, building trust, teamwork and muscle, often in rugged terrain. It’s the opposite of the popular TV show “Survivor” – Outdoor Odyssey is about inclusion.

“And it’s not just about learning how to pitch a tent,” says Miner. “We try to focus on the dynamics of working together with people you’ve just met, the psychology critical to successful outdoor living and on helping students navigate a very challenging transition from home and family to college and Cornell.”

Many Odyssey trippers remain friends throughout all four years at Cornell, often choosing to live together as upperclassmen.

“I had no idea that we were pioneers (in 1972), and that that was the program’s very first year,” says Patricia Hanavan ’76. “All I know is how lucky I was ... coming from afar and never seeing the campus before I arrived, to feel that I knew some people pretty well by the time classes started.”

About 225 students are expected to take part in this

summer’s Odyssey. In addition to the traditional backpacking, canoeing and climbing trips, the 2012 Odyssey Trippers will learn from trips focused on service, sustainable agriculture, base camp experiences (complete with showers!) and a half dozen other topics.

In the meantime, a celebration is in order: The christening of Moriah Hall, a self-composting outhouse named in honor of COE’s original leader, was held May 19.

“I think it’s just wonderful that they built an entire hall in my name,” says Moriah, who fully appreciates potty humor. “I was young, passionate and foolish in those early days. But there is no question that today Cornell has the best, largest, safest and highest-quality program on any campus.”

A look at COE activities and trips past and present, clockwise from top left: Cyclists ride through Manhattan’s Central Park as part of COE’s 40th anniversary celebration kickoff in October 2011; morning yoga during a COE hiking trip to Nepal, 2010; Jamie Loehr ’85 on the ropes on campus; rice hulling during the 2010 Nepal trip; outdoor adventurers climb in Central Park, 2011; winter trip to White Mountains, 1970s; (center photo) Moriah during a 1970s Wilderness Reflections program. Center of spread: A participant takes part in a spring 2012 COE “stress buster” activity in Barton Hall.

All photos on this spread provided by COE except for the (center) “stress buster” photo and background by University Photography.



A geologist's view on humanity

Cornell President Emeritus Frank H.T. Rhodes has just published “*Earth: A Tenant’s Manual*” (Cornell University Press), a 384-page exploration of planet Earth from its place in the universe to the evolution of life on its land and in its seas. Looking at Earth’s past, present and future, Rhodes asks whether humanity’s continued existence on this planet is sustainable – and what changes will need to be made if we want to extend our lease on Earth. “We’re tenants here, not owners,” Rhodes states in this frank book that reflects the scientist’s sober gaze and his own innate optimism. Rhodes chatted recently about the book with Joe Wilensky, managing editor of *Ezra*.

How long has "Earth: A Tenant's Manual" been in the making?

It's three or four years now. It really has gone very slowly because I needed to learn a lot in order to put it together. Many of my Cornell colleagues have been really wonderful, because the span of interests is such that there is every possibility of making huge mistakes on every page. So I've just had tremendous help from friends on campus – reading my drafts, pointing out the errors and helping me get it more or less right.

What was your inspiration for this book?

A long time ago, I wrote a little book called "The Evolution of Life." It's very comprehensive; it deals with the development from single cells to complex animals, including ourselves. And the clear implication of that is that nothing lasts forever. There's an origin, there's a flourishing, and then there's an extinction. And extinction takes many forms and follows for many reasons. But every species is totally dependent on the environment and the resources of the planet. We live off the planet – that's the way life works. And that really got me thinking about the whole question of resources. We support ourselves by scrounging the Earth for metals, energy, soil, water – and every one of those now is in serious short supply. ... Add to that the fact that we have just exploded in numbers, the human population. We face serious long-term issues. ... So that burgeoning population, limited resources and extinction being a fact of life came together and made me think this was worth trying to tackle.

What role can American research universities, and Cornell in particular, play in your prescription for solutions?

The only thing that will preserve us as a species is smart solutions, new knowledge – and the will to apply it. Cornell is uniquely placed to take the lead in this, if it so chooses. ... You think about the colleges we have – medicine, veterinary medicine, engineering, human ecology, agriculture and life sciences, arts and sciences, architecture – all these have extraordinarily close links with the problems we're facing in designing smart buildings, in coping with the world's growing problems with hunger, with epidemics where people still die of malaria and malnutrition. Cornell, if it chose, could be front and center in addressing these issues. Partly in research, partly in the land-grant role of actually doing and not just talking about it. ... and partly in educating students to think in these terms. I think education is really key to getting a sustainable future. And that's partly

research; it's partly teaching. It's teaching that goes back to grade-school level.

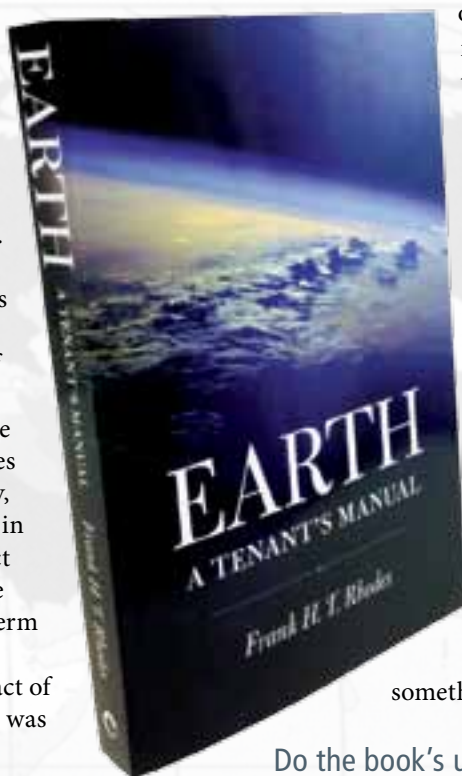
In compiling and researching all the data for this book, was there any discovery or conclusion that particularly surprised you?

Two things: One is the convergence of so many of these trends. When you add them together, they become cumulative and reinforcing, unfortunately. And the other is the urgency. It's one thing to talk about 9 billion people, but when you think of the strain that imposes on everything else, and that most of the population growth is going to be in Asia and much

of it in sub-Saharan Africa, that poses incredible problems; and it's not just technical solutions, it's the political will to implement them. That's enormously difficult given the number of people we're talking about and the degree of poverty in many of those countries.

What reception would you like to see this book get?

I hope it will create discussion; I can see it producing both disagreement and nodding agreement. But I hope it will provoke debate. The fundamental questions are: Is this alarmist, or does it understate the situation, or is it a levelheaded assessment of where we stand as a global population? And if it is, do we have the capacity to do something about it? And that's much harder.



Do the book's ultimate conclusions reflect your own optimism?

Yes – I really do believe in the capacity of humans to adapt. We're an incredibly creative species; that's how we've managed to inflict so much damage on every other species. But turn that in the right direction, turn that creatively, and we have almost undreamed of capacity to pull back and to do good in a positive sense. ... It's human nature, really, that's the biggest obstacle. It was [British mathematician and philosopher] Alfred North Whitehead who said that there's this big difference between knowledge and wisdom. Wisdom is the way in which knowledge is held and used, and not just knowledge of the head but knowledge of the heart, and how you apply that to human good. And we're willfully blind much of the time [to] having this sense of responsibility. But again, I remain an optimist in this, because knowledge just is auto-catalytic. It expands, and we're smart enough to see the gross human benefit in trying to get this right. We've got to be.

Endowed chairs: A meeting of minds and means

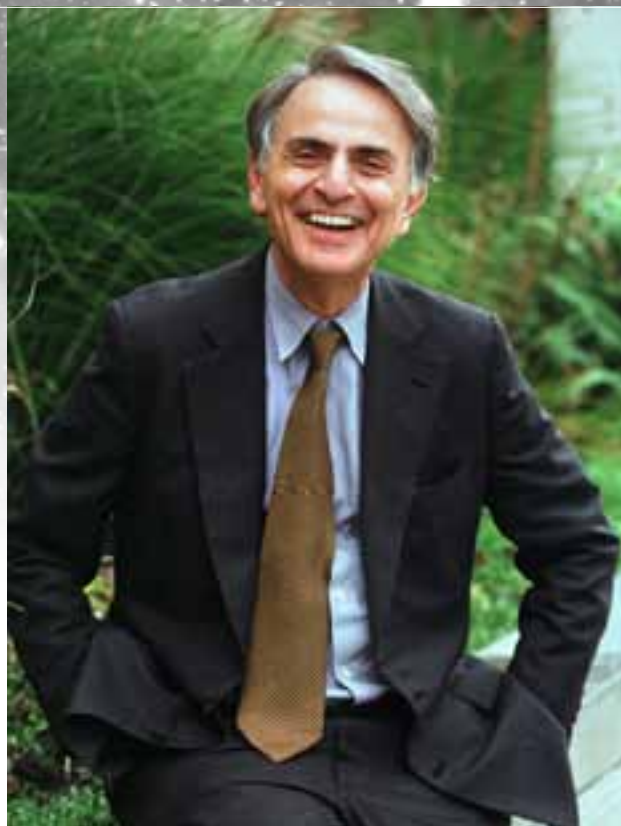
In 1968, the year U.S. astronauts first orbited the moon and one year before Neil Armstrong and Buzz Aldrin took “one small step for man, one giant leap for mankind,” Carl Sagan packed his bags at Harvard to become Cornell’s first David Duncan Professor of Astronomy and Space Sciences. Sagan went on to push the boundaries of space knowledge and single-handedly fueled popular interest in the origins and nature of our universe (see related story, p. 10).

After Sagan’s death, astronomer Yervant Terzian assumed the Duncan professorship and became known for his studies of exploding stars and discovery of regions of hydrogen gas between distant galaxies. When Terzian retired, astronomer Jonathan Lunine became Cornell’s newest Duncan professor. Among his endeavors, Lunine is helping to design a new mission to land on Titan, the largest moon of Saturn, to explore Great-Lake-sized liquid methane seas.

Nothing would have made oil industrialist and philanthropist Floyd Newman, Class of 1912, more proud than to know that such distinguished astronomers have held the Duncan professorship that he established, and that they have had the resources to stay on the front lines of exploring the universe.

Endowed chairs provide continuity. They date to 176 A.D., when Roman emperor Marcus Aurelius created four chairs in philosophy. When academics and philanthropists join forces, they accelerate creation of knowledge and respond to society’s pressing needs.

Quite often, endowed professorships reflect the passions and the times of their donors. Lumber baron and trustee Henry W. Sage named Cornell’s first endowed chair, the Susan E. Linn Sage Professorship of Christian Ethics and Mental Philosophy, after his wife. Sage saw religious and moral philosophy as essential to undergraduate education and believed “increase of knowledge addressed solely to the intellect does not produce fully rounded men.” When he met with Jacob Gould Schurman about the open position in 1886, he was pleased to discover that the professor’s “habits of teaching and thinking are quite in harmony with the desires I entertain in founding the chair ... and that there is abundant evidence that all his teachings are from a distinctively Christian point of view.” When he assumed the Sage chair, Schurman, later Cornell’s



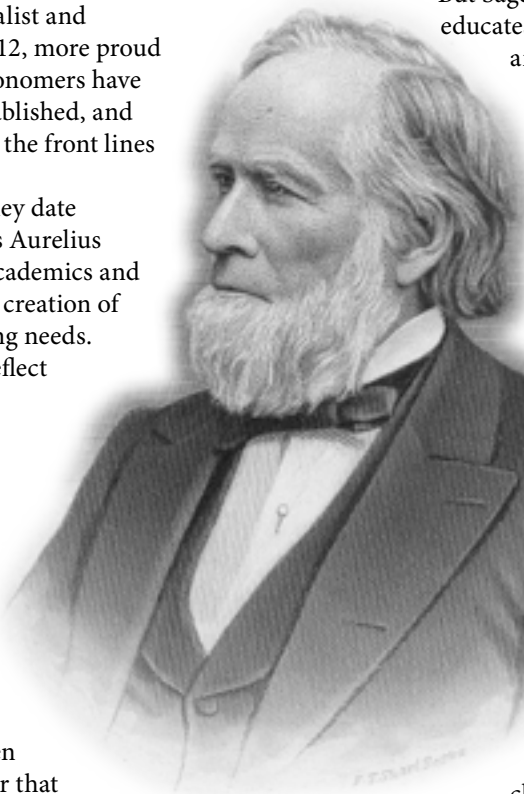
third president, received a \$3,000 salary and free rent.

The field of “mental philosophy” transitioned into the new science of psychology at the turn of the 19th century.

But Sage’s vision of a university that educates students to examine moral and ethical issues endures. Sage chairs today are held by Richard Boyd and Nicholas Sturgeon; emeriti Sage professors include Terence Irwin and Sydney Shoemaker. Their work has trained generations of students in moral and ethical analysis.

Throughout the 20th century, chairs were established in fields from architecture to economics to engineering, sometimes closely bridging resources with problem solving. In 1940, farmer H. Edward Babcock was alarmed that average farmers fed their chickens, pigs and cattle better than themselves and their own children.

To combat the poor nutrition he witnessed across upstate New York, he dreamed of creating an ideal human diet to “see schoolchildren fed as well as cattle.” Babcock established





Clockwise from opposite page, top: Carl Sagan, Cornell's first David Duncan Professor of Astronomy and Space Sciences; Mary Donlon Alger, LLB '20, pictured in 1966 when she became a Cornell trustee emerita; historian Mary Beth Norton, who holds the Mary Donlon Alger professorship today; Jonathan Lunine, the current Duncan professor; Yervant Terzian, previous Duncan professor; Cornell President Jacob Gould Schurman, right, with U.S. President William H. Taft during a campus visit in 1916; Erik Thorbecke, who held the H. Edward Babcock Chair in nutritional sciences; the groundbreaking of the Floyd R. Newman (Class of 1912) Laboratory of Nuclear Studies in 1947 (Newman established the Duncan professorship); Henry W. Sage (ca. 1870), who named Cornell's first endowed chair after his wife, Susan E. Linn Sage.

All photos and illustration from the Division of Rare and Manuscript Collections except for Mary Beth Norton (University Photography), Jonathan Lunine (provided), Yervant Terzian (University Photography) and the Hubble Space Telescope image (Hubble Heritage Team, ESA, NASA)

the first school of human nutrition in the world, today known as Cornell's Division of Nutritional Sciences, and created a professorship to work on interrelationships between agriculture, nutrition and health.

Babcock chair holders have included Herrell Degraff, who was recognized for original contributions to food economics, and Erik Thorbecke, who helped develop a measurement of poverty and malnutrition still in use by the World Bank and United Nations agencies. Today, the Babcock chair is held by Per Pinstrup-Andersen, 2001 World Food Prize winner and author of "Food Policy for Developing Countries: The Role of Government in Global, National and Local Food Systems."

Mary Donlon Alger, LLB '20, a federal judge, lawyer and Cornell trustee, created a professorship in the College of Arts and Sciences to be filled by women. Alger achieved many "firsts" for women at Cornell as a law school student and as an alumna. In "Women at Cornell: The Myth of Equal Education," Charlotte Williams Conable said of Alger: "Her credo that every successful woman should provide 'a strong pair of shoulders' on which other women could climb was expressed through her personal example, her active encouragement of other women, and her constant campaigns on behalf of the women of Cornell."

At Cornell, engineers and industrialists worked with new

metals and machinery to advance the study of materials and technologies. Post-World War II policymakers and ambassadors studied politics and governance. Wine enthusiasts opened new doors to American vintners. Artists and humanists invested in the future of the liberal and fine arts.

The linguist Eleanor Harz Jorden, who founded Cornell's renowned Full-Year Asian Language Program (FALCON), was the Mary Donlon Alger Professor of Linguistics 1974-87. Historian Mary Beth Norton, a leading scholar of gender in early America, holds the Mary Donlon Alger chair today.

There are about 300 endowed professorships at the university; most were established during the past 50 years. Carl Sagan once said: "Presentation to the university of a chair such as mine represents a personal commitment by the donor to the pursuit of science." Like their forebears in ancient and modern times, endowed chairs continue to be anchored in fields of knowledge and discovery that reflect their namesakes' passions, commitments and vision of rising opportunities.

Scholarship's boosted endowment supports more international students



Many international students come together through events like the annual Mini World Cup, sponsored by Cornell's International Students Board (the team above took second place in 2011).



Dr. Alexander '59 and Lucy Levitan Martin Tang '70
Provided

him. That was my motivation."

Alexander Levitan, an oncologist who took the very first oncology board offered, back when it was an emerging specialty, was also motivated by his experience of interviewing and recommending a brilliant Chinese applicant to Cornell, who was subsequently unable to attend because no scholarship was offered to him.

Today, Levitan and his wife, Lucy, feel great pride and satisfaction, they say, in providing an education to young

people from Africa, Asia, Europe and South America. They have supported 18 students at Cornell thus far, three this year alone.

In a folder they keep in a desk drawer in their study, the Levitans have saved all of the thank-you letters they've received from their scholars over the years. There's one from a Peruvian student who interned at the United Nations and is now pursuing an advanced degree in public health. There's another from a Croatian student who wants to become a cardiologist and will begin research soon on artificial blood.

Another, from a Korean student double-majoring in philosophy and biology,

includes the line "Coming to Cornell was the best decision of my life." He also writes that he is very involved in Cornell's Tae Kwon Do team (Levitan relays this fact with a little chuckle) and hopes to become a lawyer.

"These may be future world leaders," Levitan muses as he shuffles through his stack of letters. "It's very gratifying."

When asked how she feels about their giving to Cornell, Lucy Levitan says, "I'm probably 125 percent enthusiastic about it!" She adds, "Here in the Twin Cities we have so many ethnicities, and we love to meet people from all parts of the world. So I find it wonderful we can support people from other countries as they pursue a Cornell education."

The Levitans, who for the past several years have hosted a send-off party at their house for Cornell students from the Minneapolis area (last summer 92 students, alumni and

Every year, hundreds of accepted international applicants are unable to enroll at Cornell for lack of funds. While the university fully covers the financial aid needs of all domestic, Canadian and Mexican students – through a combination of grants, scholarships and loans – it only has a limited number of scholarships to award to students from other countries.

Inspired to make a Cornell education accessible to more foreign undergraduates, trustee Martin Tang '70 made a gift in 2008 to establish the Martin Y. Tang International Scholarship Challenge, which would match cash gifts and commitments of \$187,500 or more on a \$1-for-\$3 basis.

The Tang Challenge has been a successful initiative and is moving toward completion.

Cornell University Council member Dr. Alexander Levitan '59 and his wife, Lucy, first established a scholarship endowment for international students at Cornell in 1999, the Sacha A. Levitan M.D. Memorial Scholarship, which is named in memory of Levitan's father. When they decided to increase the endowment last year, their new gift was enhanced by the Tang Challenge money.

"My father emigrated from Russia to France as a young person," explains Levitan. "He received both of his degrees at the expense of the French government, and he was eternally grateful to the French for this. It was really a life changer for

**'THESE MAY BE FUTURE
WORLD LEADERS. IT'S
VERY GRATIFYING.'**

– DR. ALEXANDER LEVITAN '59

You can make it happen Summer 2012

Got (safe) milk?

Name the Milk Quality Improvement Lab in Stocking Hall, which is



undergoing major renovations (along with nearby Warren Hall). Your gift will help Cornell

in its important work monitoring and advising New York state's dairy industry, the fourth largest in the nation.

\$400,000

Safeguard ancient treasures

Purchase a new alarm system for the anthropology and archaeology collections housed in McGraw Hall.

\$5,000



Share news from the Big Easy

Give students and faculty access to a digital archive of the New Orleans Time-Picayune (1837-1988), the most prominent newspaper from the largest city in the South during much of the 20th century.

\$60,000

Make photographic history

Through a gift to the library, help the university purchase an important collection of early American photographs from the studio of Mathew Brady, a pioneering portraitist and Civil War documenter who photographed 18 of the 19 presidents, from John Quincy Adams to William McKinley.

\$500,000



Use X-ray vision

Purchase an advanced, ground-penetrating radar and spatial analysis system for Cornell archaeologists to use in discovery of hidden sites and mapping of ancient landscapes.

\$75,000



Promote the thrill of discovery

Support undergraduate student participation in faculty-mentored research through a gift to the Engineering Undergraduate Research Program. Your gift will facilitate a research experience for approximately 30 engineering students during the academic year or summer. Help students get inspired, build skills and have an impact.

\$50,000

And you don't stop



Establish a fund to support the growth of Cornell's Hip-Hop Collection, the largest national collection on the origins of hip-hop culture and music.

\$250,000

Build a field (of dreams)

Load the bases early by helping the Department of Athletics and Physical Education build a much-needed new softball field.

\$50,000 - \$1 million



America and the world

Support a speakers fund for the Foreign Policy Distinguished Speaker Series to link Cornell with the real world of foreign affairs and diplomacy outside academia. In addition to giving their public talks, guest speakers meet informally with students during their time at Cornell to discuss major issues of global concern as well as their own personal experience in international public service. These meetings enable students to appreciate the opportunities and challenges of pursuing a career with an international dimension.

\$100,000

parents attended), plan to continue investing more resources into their international scholarships from their Cornell Foundation account.

"When I decided to engage in philanthropy on a slightly larger scale," Levitan recalls, "I learned that the Cornell University Foundation will administer your charitable donations without charging you a fee. I tend to be a bit frugal, so I thought, 'Why not use Cornell?'" The couple has given more than \$1 million to other colleges and universities through their Cornell University Foundation fund.

Levitan is interested in inspiring others to make

education accessible through gifts to scholarships. "Whenever we receive a new thank-you letter from one of our Cornell scholars," he says, "we scan it and send copies to our children and grandchildren. We want to instill the same philosophy of philanthropy in them."

Visit: <http://now.cornell.edu/scholarships/>



Johnathan Gray '13 went from being a manager for the Big Red men's basketball team to becoming a standout varsity player in just two years. Below right: Gray makes a shot on the court during a 2012 game against Harvard.

Unconventional path from team manager to basketball standout

Johnathan Gray '13 burst with pride when his mom called him with the good news: He was a member of the U.S. Virgin Islands national basketball team.

Two years ago, Gray, a junior guard for the Big Red men's basketball team, was just a team manager. Then he joined the varsity team as a player midway through his freshman year, developing from a practice player into an All-Ivy selection in 2012.

Now he heads into an offseason where he will compete against some of the world's best players at the 2012 FIBA Centrobasket Championship.

Gray will head to St. Croix in early June for a two-week training camp before competing in the June 18-24 championships in Puerto Rico. The Virgin Islands earned a spot at the tournament after winning gold at last season's Caribbean Championship.

The team qualified for the prestigious Americas Championship, where it has finished among the top six 11 times since 1965, including finishing as runner-up in 2006 (to Panama) and 2008 (to Puerto Rico). It placed ninth in 2010.

Gray's path from nearly unrecruited walk-on to standout



Ivy League player has been unconventional. He received some interest from good schools, but none offered him a scholarship. "Particularly as Cornell had success and made the NCAA tournament, I thought it would be a good fit," Gray says. While he knew the Big Red had a great basketball program, he was also well aware of the value of a Cornell degree.

At Berkeley Preparatory School in Tampa, Fla., Gray, a 6-foot-3 guard, was named second team all-state and was district player of the year after

averaging better than 18 points and five rebounds per game in his final season. He directed his team to a district title as a senior captain. He wasn't unknown, but he was undervalued. So when Gray walked off the court for the final time in high school in the regional finals, there was uncertainty over whether his future would include basketball.

"The idea I might not play again certainly dawned on me, and I would have been OK, but I'm a positive guy and thought things would work out," he says.

'THEY LIKED MY ATHLETICISM AND WHAT I COULD BRING TO THE TEAM.'

—JOHNATHAN GRAY '13

After a visit to Ithaca and being admitted to Cornell, Gray decided to move north despite having been told that there wasn't room for him on the basketball roster.

He nevertheless made himself a fixture in Newman Arena. He helped out at practices, running the clock, passing out balls, playing a stationary defender during drills. Nothing was promised to him. Like other team managers, he occasionally

joined the coaching staff during noontime basketball games when they didn't have enough players. Still, nothing.

"I got into an Ivy League school. Not many people can say that," Gray says. "I knew I needed to build a career outside of basketball, and my family has always been academics first. ... I would have been fine if I had never gotten a shot."

But during the 2009-10 season, after a player transferred, Gray finally got the call he had been hoping for.

"Coach [Steve] Donahue called me right before winter break and told me that a spot had opened up. ... They liked my athleticism and what I could bring to the team," Gray says. "I said 'absolutely.'"

The 2009-10 Big Red set an Ivy League record for wins (29) and advanced to the NCAA Sweet 16, the furthest any team from the Ancient Eight had advanced in more than 30 years. It finished the season ranked No. 17 nationally.

Gray had gone from manager to teammate. While he saw very little court action as a rookie, by his sophomore season Gray was able to shake the idea that he was a walk-on. He emerged as a key contributor, averaging 4.7 points and 2.3 rebounds while playing 13.4 minutes per game.

In his junior year Gray earned honorable mention All-Ivy League honors after ranking sixth in the Ivy League in scoring in league games (12.3 points per game), while posting 8.8 points and 3.1 rebounds per game overall. Gray hit for double figures in scoring 12 times with two 20-point games, including a career-high 29 points in a win over Yale and 20 points in a victory over Dartmouth.

The U.S. Virgin Islands team took notice.

"My aunt had some type of connection and had mentioned that I played college basketball," Gray says. "They are always looking for up-and-coming athletes who might be able to help their team, and I guess they started keeping up on my career."

Gray's mother was born in St. Thomas. Though he will set foot on the islands for the first time this summer, he feels as though he already knows the place.

"My mom always talked about wanting to go down there with me," Gray says. "Now basketball will finally give me the opportunity to see the place where my mom grew up."

Basketball brought him half way. He managed the rest with persistence and perseverance.

Visit now.cornell.edu/athletics



Q&A with new members of the faculty

Of more than 100 new faculty members hired this academic year, only a handful have been appointed to permanent or term named professorships, an honor accorded just a few eminent scholars.

Ezra posed questions to three holders of named chairs.

XINGZHONG YU joined the faculty of Cornell Law School in January as the Anthony W. and Lulu C. Wang Professor in Chinese Law.



What has been the biggest contrast you've noticed between Cornell and some of your previous faculty posts at Chinese universities?

I was with the Chinese University of Hong Kong and taught in many universities in China. Cornell has a much freer intellectual culture, and students are more active in class. I am teaching a seminar on Chinese law this semester, focusing on various problems confronting China's effort to build a country with the rule of law and democracy.

Tell us a bit about your plans at Cornell.

I am sure there will be a lot of challenges ahead. I expect to offer general as well as more specialized courses in Chinese law tailored to the need of Cornell students, develop research projects and assist Cornell faculty members whose interest of research covers various aspects of Chinese law. In addition to doing my own research, I will also devote some time in helping Cornell Law School to establish academic relations with universities and research institutes of Greater China [a term that includes Taiwan]. All these need great care and enormous amounts of energy. I am happy that I now have the opportunity to take up these challenges.

JINTU FAN is the Morgan Sesquicentennial Fellow and Professor and Chair of the Department of Fiber Science & Apparel Design (FSAD) in the College of Human Ecology.

How would you describe your academic focus?

I am interested in the interaction between the human body, clothing and environment from the perspective of human physiology and psychology, and on [that] basis, in engineering apparel with enhanced comfort and aesthetic appeal.



What can you say about your work at Cornell so far? And are you planning any new courses?

I personally developed the exchange program between Cornell FSAD and Hong Kong Polytechnic University. My experience with Cornell students is that they are very smart and confident. I am working with colleagues at FSAD to develop a new Master of Professional Studies in fashion design. This will be the first program in the country to really integrate fashion design with technological advances in fiber science and apparel design – a distinctive strength of Cornell FSAD.

CATHY CARUTH, the Frank H.T. Rhodes Professor of Humane Letters, comes to Cornell from Emory University, where she chaired and helped build the Department of Comparative Literature. She recently published "Literature in the Ashes," a book about the erasure of history and memory in the face of major traumatic events. She is now at work on a book about the fragility and survival of language.

Why did you come to Cornell?



I loved Emory, but it is an institution that gave very little space for writing and time to work. One of the things I like about Cornell is its emphasis on research and writing in the humanities. There's an ethos here that supports the need to take the time to write, to take the time and space to think.

I would frankly like to note that President Skorton's leadership in supporting the humanities was important to me in my decision to come here. I believe that literary study is supported and is not under threat here.

Another of the big appeals to me is the calm and beauty of Olin Library and the strength of its holdings. I have a space – I think actually it's a graduate student carrel – reserved for me there, overlooking the hills. It's a very good place to work.

Describe your work.

Although I was trained in Romantic literature and literary theory, my work for the last 20 years or so has revolved around the study of the experience and theory of trauma. I've explored the attempt to bear witness to it, in psychoanalytic and literary texts, literary theoretical texts, in film and in other areas, including survivor discourse. I've been focused on the enigma of the traumatic memory and traumatic recall. I've been in dialogue with people in a lot of fields – neurobiologists, psychoanalysts, anthropologists, sociologists and artists. Since I began this line of inquiry, the field has burgeoned.

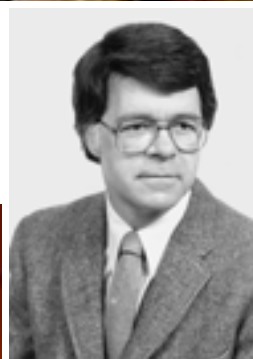
A professor's lasting impact

I entered Cornell in the fall of 1989 as a prospective history major, but Henry Shue soon changed that. Professor Shue (that's what I called him then and that's what still feels right now, despite graduating nearly 20 years ago and him constantly telling me these days, "Dammit, Jeffrey, call me Henry!") taught a popular class called Ethics and Public Life. Shue is a philosopher, and philosophy often gets very abstract and very dry. But Shue's goal was to break down complicated moral theories into practical guidance for life – or at least to formulate the important questions. How much do we owe our children and their generation (which gets at environmental policy)? How much should the rich give to the poor? When is it right to go to war?

Of all the things I studied at Cornell, I found these to be the most engaging questions I encountered and the ones that have stayed with me for the rest of my life. I didn't know it at the time, of course, but the work I'm doing now, living in Africa and writing about some of the poorest and most violent places on Earth, centers on issues of inequality and injustice. I feel like I'm on the frontlines of moral philosophy every day.

I soon came to see Shue not just as a teacher but as a role model. He has a built-in empathy for others, and he's deeply vexed by moral issues, constantly asking himself what he can do to make the world a better place and how to focus his academic work to generate the most practical impact. I went on to take a number of classes with him and to major in philosophy. He became my adviser and was the one who encouraged me to apply for a Marshall Scholarship, which I won. That scholarship saved my life because I have no idea what I would have done after Cornell if I hadn't had two years of relatively cushy graduate school to figure it out.

No doubt, Shue has enjoyed a brilliant academic career, from his early days as a Rhodes scholar, to his Princeton Ph.D., to serving as the director of Cornell's Ethics and Public Life program. He's such a stud in the moral philosophy world that some high-powered scholars recently did a book about his ground-breaking book, "Basic Rights," which was published in 1980 with a very '80s font on the cover and raised pressing



College of Arts & Sciences

Above: Jeffrey Gettleman '94 covers a rebellion in the Ogaden desert of Ethiopia for The New York Times. **Left:** Former Cornell philosophy professor Henry Shue, now a senior research fellow at Oxford University. **Far left:** Gettleman speaks at Cornell during a 2004 visit to campus.

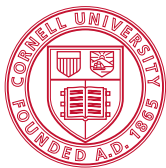


questions about the responsibilities of rich nations to poor ones. Shue is also blessed with a keen sense of direction. I visit him every year or so at Oxford, where he is a senior research fellow at Merton College, and I have seen this human compass at work many, many times, most recently reading a map of a Cotswold footpath upside down and in the rain.

But of all his enviable qualities, what I admire most about Henry (see, I eventually follow directions) is that he is unfailingly humble and one of the least judgmental people I know. I used to walk into his class a hung-over 19-year-old with a dirty Ohio State baseball cap on backward and greasy locks hanging out. But he didn't care. He enthusiastically engaged students who took an interest in his teachings and would treat us all as colleagues with valid arguments. He seemed to really enjoy the back and forth, and he wanted to know our ideas.

I had many great professors at Cornell whom I care about, but no one seemed to take as deep an interest in me as a person as Henry, and I'm a better man for it.

Jeffrey Gettleman '94 is the East Africa bureau chief for The New York Times. He won a Pulitzer Prize this year for his reporting from Somalia and Sudan.



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