

Colleges That Change Lives Cornell College

In the fall of 1999, New York Times education reporter Jacques Steinberg was given an unprecedented opportunity to observe the admissions process at prestigious Wesleyan University. Over the course of nearly a year, Steinberg accompanied admissions officer Ralph Figueroa on a tour to assess and recruit the most promising students in the country. *The Gatekeepers* follows a diverse group of prospective students as they compete for places in the nation's most elite colleges. The first book to reveal the college admission process in such behind-the-scenes detail, *The Gatekeepers* will be required reading for every parent of a high school-age child and for every student facing the arduous and anxious task of applying to college. "[*The Gatekeepers*] provides the deep insight that is missing from the myriad how-to books on admissions that try to identify the formula for getting into the best colleges...I really didn't want the book to end."
—The New York Times

When does becoming part of the team go too far? For decades, young men and women endured degrading and dangerous rituals in order to join sororities and fraternities while college administrators blindly accepted their consequences. In recent years, these practices have spilled over into the mainstream, polluting military organizations, sports teams, and even secondary schools. In *Destroying Young Lives: Hazing in Schools and the Military*, Hank Nuwer assembles an extraordinary cast of analysts to catalog the evolution of this dangerous practice, from the first hazing death at Cornell University in 1863 to present day tragedies. This hard-hitting compilation addresses the numerous, significant, and often overlooked impacts of hazing, including including sexual exploitation, mental distress, depression, and even suicide. *Destroying Young Lives* is a compelling look at how universities, the military, and other social groups can learn from past mistakes and protect their members going forward.

The distinctive group of forty colleges profiled here is a well-kept secret in a status industry. They outdo the Ivies and research universities in producing winners. And they work their magic on the B and C students as well as on the A students. Loren Pope, director of the College Placement Bureau, provides essential information on schools that he has chosen for their proven ability to develop potential, values, initiative, and risk-taking in a wide range of students. Inside you'll find evaluations of each school's program and personality to help you decide if it's a community that's right for you; interviews with students that offer an insider's perspective on each college; professors' and deans' viewpoints on their school, their students, and their mission; and information on what happens to the graduates and what they think of their college experience. Loren Pope encourages you to be a hard-nosed consumer when visiting a college, advises how to evaluate a school in terms of your own needs and strengths, and shows how the college experience can enrich the rest of your life. Until very recently, American universities were led mainly by their faculties, which

viewed intellectual production and pedagogy as the core missions of higher education. Today, as Benjamin Ginsberg warns in this eye-opening, controversial book, "deanlets"--administrators and staffers often without serious academic backgrounds or experience--are setting the educational agenda. *The Fall of the Faculty* examines the fallout of rampant administrative blight that now plagues the nation's universities. In the past decade, universities have added layers of administrators and staffers to their payrolls every year even while laying off full-time faculty in increasing numbers--ostensibly because of budget cuts. In a further irony, many of the newly minted--and non-academic--administrators are career managers who downplay the importance of teaching and research, as evidenced by their tireless advocacy for a banal "life skills" curriculum.

Consequently, students are denied a more enriching educational experience--one defined by intellectual rigor. Ginsberg also reveals how the legitimate grievances of minority groups and liberal activists, which were traditionally championed by faculty members, have, in the hands of administrators, been reduced to chess pieces in a game of power politics. By embracing initiatives such as affirmative action, the administration gained favor with these groups and legitimized a thinly cloaked gambit to bolster their power over the faculty. As troubling as this trend has become, there are ways to reverse it. *The Fall of the Faculty* outlines how we can revamp the system so that real educators can regain their voice in curriculum policy.

From New York Times bestselling author and economics columnist Robert Frank, a compelling book that explains why the rich underestimate the importance of luck in their success, why that hurts everyone, and what we can do about it How important is luck in economic success? No question more reliably divides conservatives from liberals. As conservatives correctly observe, people who amass great fortunes are almost always talented and hardworking. But liberals are also correct to note that countless others have those same qualities yet never earn much. In recent years, social scientists have discovered that chance plays a much larger role in important life outcomes than most people imagine. In *Success and Luck*, bestselling author and New York Times economics columnist Robert Frank explores the surprising implications of those findings to show why the rich underestimate the importance of luck in success—and why that hurts everyone, even the wealthy. Frank describes how, in a world increasingly dominated by winner-take-all markets, chance opportunities and trivial initial advantages often translate into much larger ones—and enormous income differences—over time; how false beliefs about luck persist, despite compelling evidence against them; and how myths about personal success and luck shape individual and political choices in harmful ways. But, Frank argues, we could decrease the inequality driven by sheer luck by adopting simple, unintrusive policies that would free up trillions of dollars each year—more than enough to fix our crumbling infrastructure, expand healthcare coverage, fight global warming, and reduce poverty, all without requiring painful sacrifices from anyone. If this

sounds implausible, you'll be surprised to discover that the solution requires only a few, noncontroversial steps. Compellingly readable, *Success and Luck* shows how a more accurate understanding of the role of chance in life could lead to better, richer, and fairer economies and societies.

This fascinating book introduces travelers—of the body or the mind—to a few simple economic concepts that will help them to think differently and more deeply about the differences between the people and the places they visit during their journeys.

- Explains economic concepts in the context of international travel that allow travelers to better understand the differences in living standards between people and places, and why social behaviors or legal standards differ so dramatically between countries
- Explores the role—and limits—of culture in explaining the differences between people around the world and the interaction between economics and nature
- Addresses the reasons for why technology does, and does not, spread to different areas of the world; why haggling is so important in poorer countries, and what this tells us about the benefits and cost of trade; and why tourism is a public good and the benefits and challenges this reality creates for societies
- Offers intriguing information and eye-opening perspectives for general readers with an interest in economics and travel, students of economics, as well as those who enjoy travel writing

America's colleges and universities are the best in the world. They are also the most expensive. Tuition has risen faster than the rate of inflation for the past thirty years. There is no indication that this trend will abate. Ronald G. Ehrenberg explores the causes of this tuition inflation, drawing on his many years as a teacher and researcher of the economics of higher education and as a senior administrator at Cornell University. Using incidents and examples from his own experience, he discusses a wide range of topics including endowment policies, admissions and financial aid policies, the funding of research, tenure and the end of mandatory retirement, information technology, libraries and distance learning, student housing, and intercollegiate athletics. He shows that colleges and universities, having multiple, relatively independent constituencies, suffer from ineffective central control of their costs. And in a fascinating analysis of their response to the ratings published by magazines such as "U.S. News & World Report," he shows how they engage in a dysfunctional competition for students. In the short run, colleges and universities have little need to worry about rising tuitions, since the number of qualified students applying for entrance is rising even faster. But in the long run, it is not at all clear that the increases can be sustained. Ehrenberg concludes by proposing a set of policies to slow the institutions' rising tuitions without damaging their quality.

In 2015, the New York Times reported, "The bright children of janitors and nail salon workers, bus drivers and fast-food cooks may not have grown up with the edifying vacations, museum excursions, daily doses of NPR and prep schools that groom Ivy applicants, but they are coveted candidates for elite campuses." What happens to academically talented but economically challenged "first-gen"

students when they arrive on campus? Class markers aren't always visible from a distance, but socioeconomic differences permeate campus life—and the inner experiences of students—in real and sometimes unexpected ways. In *Class and Campus Life*, Elizabeth M. Lee shows how class differences are enacted and negotiated by students, faculty, and administrators at an elite liberal arts college for women located in the Northeast. Using material from two years of fieldwork and more than 140 interviews with students, faculty, administrators, and alumnae at the pseudonymous Linden College, Lee adds depth to our understanding of inequality in higher education. An essential part of her analysis is to illuminate the ways in which the students' and the college's practices interact, rather than evaluating them separately, as seemingly unrelated spheres. She also analyzes underlying moral judgments brought to light through cultural connotations of merit, hard work by individuals, and making it on your own that permeate American higher education. Using students' own descriptions and understandings of their experiences to illustrate the complexity of these issues, Lee shows how the lived experience of socioeconomic difference is often defined in moral, as well as economic, terms, and that tensions, often unspoken, undermine students' senses of belonging.

Drinking with O'Hara is a collection of original poems by Glenn Freeman, published by Gunpowder Press. *Drinking with O'Hara* is the winner of the 2019 Barry Spacks Poetry Prize. The Spacks Prize is awarded annually.

Profiles forty colleges that focus on individual needs and academic standards, provides insider tips for choosing a school based on personality, and discusses such topics as homeschooling and learning disabilities.

Prospective college students and their parents have been relying on Loren Pope's expertise since 1995, when he published the first edition of this indispensable guide. This new edition profiles 41 colleges—all of which outdo the Ivies and research universities in producing performers, not only among A students but also among those who get Bs and Cs. Contents include: Evaluations of each school's program and "personality" Candid assessments by students, professors, and deans Information on the progress of graduates This new edition not only revisits schools listed in previous volumes to give readers a comprehensive assessment, it also addresses such issues as homeschooling, learning disabilities, and single-sex education.

New technologies are shaking the foundations of traditional finance. Leading economist Eswar Prasad foresees the end of cash, as central banks develop their own digital currencies to compete with Bitcoin and Facebook's Diem. Money and finance are on the verge of dramatic transformations that will reshape their roles in the lives of ordinary people.

#1 NEW YORK TIMES BEST SELLER • At last, a book that shows you how to build—design—a life you can thrive in, at any age or stage Designers create worlds and solve problems using design thinking. Look around your office or home—at the tablet or smartphone you may be holding or the chair you are sitting in. Everything in our lives was designed by someone. And every design starts with a problem that a designer or team of designers seeks to solve. In this book, Bill Burnett and Dave Evans show us how design thinking can help us create a life that is both meaningful and fulfilling,

regardless of who or where we are, what we do or have done for a living, or how young or old we are. The same design thinking responsible for amazing technology, products, and spaces can be used to design and build your career and your life, a life of fulfillment and joy, constantly creative and productive, one that always holds the possibility of surprise.

Are you Smart Enough to Work at Google? guides readers through the surprising solutions to dozens of the most challenging interview questions. Learn the importance of creative thinking, how to get a leg up on the competition, what your Facebook page says about you, and much more. You are shrunk to the height of a nickel and thrown in a blender. The blades start moving in 60 seconds. What do you do? If you want to work at Google, or any of America's best companies, you need to have an answer to this and other puzzling questions. Are you Smart Enough to Work at Google? is a must read for anyone who wants to succeed in today's job market.

Can free speech coexist with an inclusive campus environment? Hardly a week goes by without another controversy over free speech on college campuses. On one side, there are increased demands to censor hateful, disrespectful, and bullying expression and to ensure an inclusive and nondiscriminatory learning environment. On the other side are traditional free speech advocates who charge that recent demands for censorship coddle students and threaten free inquiry. In this clear and carefully reasoned book, a university chancellor and a law school dean—both constitutional scholars who teach a course in free speech to undergraduates—argue that campuses must provide supportive learning environments for an increasingly diverse student body but can never restrict the expression of ideas. This book provides the background necessary to understanding the importance of free speech on campus and offers clear prescriptions for what colleges can and can't do when dealing with free speech controversies.

In *Wilsonian Visions*, James McAllister recovers the history of the most influential forum of American liberal internationalism in the immediate aftermath of the First World War: The Williamstown Institute of Politics. Established in 1921 by Harry A. Garfield, the president of Williams College, the Institute was dedicated to promoting an informed perspective on world politics even as the United States, still gathering itself after World War I, retreated from the Wilsonian vision of active involvement in European political affairs. Located on the Williams campus in the Berkshire Mountains of Western Massachusetts, the Institute's annual summer session of lectures and roundtables attracted scholars, diplomats, and peace activists from around the world. Newspapers and press services reported the proceedings and controversies of the Institute to an American public divided over fundamental questions about US involvement in the world. In an era where the institutions of liberal internationalism were just taking shape, Garfield's institutional model was rapidly emulated by colleges and universities across the US. McAllister narrates the career of the Institute, tracing its roots back to the tragedy of the First World War and Garfield's disappointment in America's failure to join the League of Nations. He also shows the Progressive Era origins of the Institute and the importance of the political and intellectual relationship formed between Garfield and Wilson at Princeton University in the early 1900s. Drawing on new and previously unexamined archival materials, *Wilsonian Visions* restores the Institute to its rightful status in the intellectual history of US foreign relations and shows it to be a formative institution as the country transitioned from domestic isolation to global engagement.

In 1711, the imperious Virginia patriarch William Byrd II spitefully refused his wife Lucy's plea for a book; a century later, Lady Jean Skipwith placed an order that sent the Virginia bookseller Joseph Swan scurrying to please. These vignettes bracket a century of change in white southern women's lives. *Claiming the Pen* offers the first intellectual history of early southern women. It situates their reading and writing within the literary culture of the wider Anglo-Atlantic world, thus far understood to be a masculine province, even as they inhabited the limited, provincial social circles of the plantation South. Catherine Kerrison uncovers a new realm of female education in which conduct-of-life advice—both the dry pedantry of sermons and the risqué plots of novels—formed the core reading program. Women, she finds, learned to think and write by reading prescriptive literature, not Greek and Latin classics, in impromptu home classrooms, rather than colleges and universities, and from kin and friends, rather than schoolmates and professors. Kerrison also reveals that southern women, in their willingness to "take up the pen" and so claim new rights, seized upon their racial superiority to offset their gender inferiority. In depriving slaves of education, southern women claimed literacy as a privilege of their whiteness, and perpetuated and strengthened the repressive institutions of slavery.

A Yale professor and author of *A Jane Austen Education* evaluates the consequences of high-pressure educational and parenting approaches that challenge the mind's ability to think critically and creatively, calling for strategic changes that can offer college students a self-directed sense of purpose.

In *Pursuing Truth*, Mary J. Oates explores the roles that religious women played in teaching generations of college and university students amid slow societal change that brought the grudging acceptance of Catholics in public life. Across the twentieth century, Catholic women's colleges modeled themselves on, and sometimes positioned themselves against, elite secular colleges. Oates describes these critical pedagogical practices by focusing on Notre Dame of Maryland University, formerly known as the College of Notre Dame of Maryland, the first Catholic college in the United States to award female students four-year degrees. The sisters and laywomen on the faculty and in the administration at Notre Dame of Maryland persevered in their work while facing challenges from the establishment of the Catholic Church, mainline Protestant churches, and secular institutions. *Pursuing Truth* presents the stories of the institution's female founders, administrators, and professors whose labors led it through phases of diversification. The pattern of institutional development regarding the place of religious identity, gender and sexuality, and race that Oates finds at Notre Dame of Maryland is a paradigmatic story of change in US higher education. Similarly representative is her account of the school's effort, from the late 1960s to the present, to maintain its identity as a women's liberal arts college. Thanks to generous funding from the Cushwa Center at the University of Notre Dame, the ebook editions of this book are available as Open Access (OA) volumes from Cornell Open (cornellopen.org) and other Open Access repositories.

"Fascinating.... Lays a foundation for understanding human history."—Bill Gates In this "artful, informative, and delightful" (William H. McNeill, *New York Review of Books*) book, Jared Diamond convincingly argues that geographical and environmental factors shaped the modern world. Societies that had had a head start in food production advanced beyond the hunter-gatherer stage, and then developed religion --as well as

nasty germs and potent weapons of war --and adventured on sea and land to conquer and decimate preliterate cultures. A major advance in our understanding of human societies, *Guns, Germs, and Steel* chronicles the way that the modern world came to be and stunningly dismantles racially based theories of human history. Winner of the Pulitzer Prize, the Phi Beta Kappa Award in Science, the Rhone-Poulenc Prize, and the Commonwealth Club of California's Gold Medal.

CHOOSE A COLLEGE THAT WILL LAUNCH A CAREER! When it comes to getting the most out of college, the experiences you have outside the classroom are just as important as what you study. *Colleges That Create Futures* looks beyond the usual “best of” college lists to highlight 50 schools that empower students to discover practical, real-world applications for their talents and interests. The schools in this book feature distinctive research, internship, and hands-on learning programs—all the info you need to help find a college where you can parlay your passion into a successful post-college career. Inside, You'll Find:

- In-depth profiles covering career services, internship support, student group activity, alumni satisfaction, noteworthy facilities and programs, and more
- Candid assessments of each school's academics from students, current faculty, and alumni
- Unique hands-on learning opportunities for students across majors
- Testimonials on career prep from alumni in business, education, law, and much more

***** What makes *Colleges That Create Futures* important? You've seen the headlines—lately the news has been full of horror stories about how the college educational system has failed many recent grads who leave school with huge debt, no job prospects, and no experience in the working world. *Colleges That Create Futures* identifies schools that don't fall into this trap but instead prepare students for successful careers! How are the colleges selected? Schools are selected based on survey results on career services, grad school matriculation, internship support, student group and government activity, alumni activity and salaries, and noteworthy facilities and programs.

Winner, 2019 Anna Julia Cooper and C.L.R. James Award, given by the National Council for Black Studies

The inspiring story of the black students, faculty, and administrators who forever changed America's leading educational institutions and paved the way for social justice and racial progress

The eight elite institutions that comprise the Ivy League, sometimes known as the Ancient Eight—Harvard, Yale, Princeton, Penn, Columbia, Brown, Dartmouth, and Cornell—are American stalwarts that have profoundly influenced history and culture by producing the nation's and the world's leaders. The few black students who attended Ivy League schools in the decades following WWII not only went on to greatly influence black America and the nation in general, but unquestionably awakened these most traditional and selective of American spaces. In the twentieth century, black youth were in the vanguard of the black freedom movement and educational reform. Upending the Ivory Tower illuminates how the Black Power movement, which was borne out of an effort to edify the most disfranchised of the black masses, also took root in the hallowed halls of America's most esteemed institutions of higher education. Between the close of WWII and 1975, the civil rights and Black Power movements transformed the demographics and operation of the Ivy League on and off campus. As desegregators and racial pioneers, black students, staff, and faculty used their status in the black intelligentsia to enhance their predominantly white institutions while advancing black freedom. Although they

were often marginalized because of their race and class, the newcomers altered educational policies and inserted blackness into the curricula and culture of the unabashedly exclusive and starkly white schools. This book attempts to complete the narrative of higher education history, while adding a much needed nuance to the history of the Black Power movement. It tells the stories of those students, professors, staff, and administrators who pushed for change at the risk of losing what privilege they had. Putting their status, and sometimes even their lives, in jeopardy, black activists negotiated, protested, and demonstrated to create opportunities for the generations that followed. The enrichments these change agents made endure in the diversity initiatives and activism surrounding issues of race that exist in the modern Ivy League. Unpeeling the Ivory Tower not only informs the civil rights and Black Power movements of the postwar era but also provides critical context for the Black Lives Matter movement that is growing in the streets and on campuses throughout the country today. As higher education continues to be a catalyst for change, there is no one better to inform today's activists than those who transformed our country's past and paved the way for its future.

CNN host and best-selling author Fareed Zakaria argues for a renewed commitment to the world's most valuable educational tradition. The liberal arts are under attack. The governors of Florida, Texas, and North Carolina have all pledged that they will not spend taxpayer money subsidizing the liberal arts, and they seem to have an unlikely ally in President Obama. While at a General Electric plant in early 2014, Obama remarked, "I promise you, folks can make a lot more, potentially, with skilled manufacturing or the trades than they might with an art history degree." These messages are hitting home: majors like English and history, once very popular and highly respected, are in steep decline. "I get it," writes Fareed Zakaria, recalling the atmosphere in India where he grew up, which was even more obsessed with getting a skills-based education. However, the CNN host and best-selling author explains why this widely held view is mistaken and shortsighted. Zakaria eloquently expounds on the virtues of a liberal arts education—how to write clearly, how to express yourself convincingly, and how to think analytically. He turns our leaders' vocational argument on its head. American routine manufacturing jobs continue to get automated or outsourced, and specific vocational knowledge is often outdated within a few years. Engineering is a great profession, but key value-added skills you will also need are creativity, lateral thinking, design, communication, storytelling, and, more than anything, the ability to continually learn and enjoy learning—precisely the gifts of a liberal education. Zakaria argues that technology is transforming education, opening up access to the best courses and classes in a vast variety of subjects for millions around the world. We are at the dawn of the greatest expansion of the idea of a liberal education in human history.

The Scholar as Human brings together faculty from a wide range of disciplines—history; art; Africana, American, and Latinx studies; literature, law, performance and media arts, development sociology, anthropology, and Science and Technology Studies—to focus on how scholarship is informed, enlivened, deepened, and made more meaningful by each scholar's sense of identity, purpose, and place in the world. Designed to help model new paths for publicly-engaged humanities, the contributions to this groundbreaking volume are guided by one overarching question: How can scholars

practice a more human scholarship? Recognizing that colleges and universities must be more responsive to the needs of both their students and surrounding communities, the essays in *The Scholar as Human* carve out new space for public scholars and practitioners whose rigor and passion are equally important forces in their work. Challenging the approach to research and teaching of earlier generations that valorized disinterestedness, each contributor here demonstrates how they have energized their own scholarship and its reception among their students and in the wider world through a deeper engagement with their own life stories and humanity. Contributors: Anna Sims Bartel, Debra A. Castillo, Ella Diaz, Carolina Osorio Gil, Christine Henseler, Caitlin Kane, Shawn McDaniel, A. T. Miller, Scott J. Peters, Bobby J. Smith II, José Ragas, Riché Richardson, Gerald Torres, Matthew Velasco, Sara Warner Thanks to generous funding from Cornell University, the ebook editions of this book are available as Open Access volumes from Cornell Open (cornellopen.org) and other repositories.

Despite technological advances in agriculture, nearly a billion people around the world still suffer from hunger and poor nutrition while a billion are overweight or obese. This imbalance highlights the need not only to focus on food production but also to implement successful food policies. In this new textbook intended to be used with the three volumes of *Case Studies in Food Policy for Developing Countries* (also from Cornell), the 2001 World Food Prize laureate Per Pinstrup-Andersen and his colleague Derrill D. Watson II analyze international food policies and discuss how such policies can and must address the many complex challenges that lie ahead in view of continued poverty, globalization, climate change, food price volatility, natural resource degradation, demographic and dietary transitions, and increasing interests in local and organic food production. *Food Policy for Developing Countries* offers a "social entrepreneurship" approach to food policy analysis. Calling on a wide variety of disciplines including economics, nutrition, sociology, anthropology, environmental science, medicine, and geography, the authors show how all elements in the food system function together.

The surprising, often fiercely feminist, always fascinating, yet barely known, history of home economics. The term "home economics" may conjure traumatic memories of lopsided hand-sewn pillows or sunken muffins. But common conception obscures the story of the revolutionary science of better living. The field exploded opportunities for women in the twentieth century by reducing domestic work and providing jobs as professors, engineers, chemists, and businesspeople. And it has something to teach us today. In the surprising, often fiercely feminist and always fascinating *The Secret History of Home Economics*, Danielle Dreilinger traces the field's history from Black colleges to Eleanor Roosevelt to Okinawa, from a Betty Crocker brigade to DIY techies. These women—and they were mostly women—became chemists and marketers, studied nutrition, health, and exercise, tested parachutes, created astronaut food, and took bold steps in childhood development and education. Home economics followed the currents of American culture even as it shaped them. Dreilinger brings forward the racism within the movement along with the strides taken by

women of color who were influential leaders and innovators. She also looks at the personal lives of home economics' women, as they chose to be single, share lives with other women, or try for egalitarian marriages. This groundbreaking and engaging history restores a denigrated subject to its rightful importance, as it reminds us that everyone should learn how to cook a meal, balance their account, and fight for a better world.

Amid the clamorous debates on political correctness, the Western canon, and alcohol abuse on campus, many observers have failed to notice the most radical change in the American University: the Golden Age of massive government funding is gone. And, as Stuart Rojstaczer points out in this incisive look at higher education, the consequences are affecting virtually every aspect of university life. Laced with humorous and insightful anecdotes, *Gone for Good* is a highly personal tour of the university system as it has evolved from the glory days of phenomenal post-WWII growth to the financial stresses that now beset it. Stuart Rojstaczer, professor of Hydrology at Duke, shows how almost unlimited funding during the Cold War years encouraged universities to become unwieldy behemoths--with ever-enlarging faculties and administrative staffs, an explosion of new buildings that are proving costly to maintain, and a parade of programs designed largely to impress other universities. Rojstaczer asserts that despite the scarcity of new funding sources, universities continue to strive for unlimited growth--with disastrous results: skyrocketing tuition (well over \$20,000 per year at top tier schools); desperate attempts to increase enrollments (lower standards, inflated grades, and new majors in some rather implausible areas of study); and increasing pressure on faculty who already spend more time researching than teaching to raise more money through research grants. The time has come, Rojstaczer argues, to abandon an outmoded idea of growth and create a leaner university system more beneficial to both students and society. For parents, students, and anyone interested higher education, *Gone for Good* offers a vivid account of the crossroads where universities now stand--and a compelling argument about which path they should take.

Cornell University is fortunate to have as its historian a man of Morris Bishop's talents and devotion. As an accurate record and a work of art possessing form and personality, his book at once conveys the unique character of the early university—reflected in its vigorous founder, its first scholarly president, a brilliant and eccentric faculty, the hardy student body, and, sometimes unfortunately, its early architecture—and establishes Cornell's wider significance as a case history in the development of higher education. Cornell began in rebellion against the obscurantism of college education a century ago. Its record, claims the author, makes a social and cultural history of modern America. This story will undoubtedly entrance Cornellians; it will also charm a wider public. Dr. Allan Nevins, historian, wrote: "I anticipated that this book would meet the sternest tests of scholarship, insight, and literary finish. I find that it not only does this, but that it has other high merits. It shows grasp of ideas and forces. It is graphic in its

presentation of character and idiosyncrasy. It lights up its story by a delightful play of humor, felicitously expressed. Its emphasis on fundamentals, without pomposity or platitude, is refreshing. Perhaps most important of all, it achieves one goal that in the history of a living university is both extremely difficult and extremely valuable: it recreates the changing atmosphere of time and place. It is written, very plainly, by a man who has known and loved Cornell and Ithaca for a long time, who has steeped himself in the traditions and spirit of the institution, and who possesses the enthusiasm and skill to convey his understanding of these intangibles to the reader." The distinct personalities of Ezra Cornell and first president Andrew Dickson White dominate the early chapters. For a vignette of the founder, see Bishop's description of "his" first buildings (Cascadilla, Morrill, McGraw, White, Sibley): "At best," he writes, "they embody the character of Ezra Cornell, grim, gray, sturdy, and economical." To the English historian, James Anthony Froude, Mr. Cornell was "the most surprising and venerable object I have seen in America." The first faculty, chosen by President White, reflected his character: "his idealism, his faith in social emancipation by education, his dislike of dogmatism, confinement, and inherited orthodoxy"; while the "romantic upstate gothic" architecture of such buildings as the President's house (now Andrew D. White Center for the Humanities), Sage Chapel, and Franklin Hall may be said to "portray the taste and Soul of Andrew Dickson White." Other memorable characters are Louis Fuertes, the beloved naturalist; his student, Hugh Troy, who once borrowed Fuertes' rhinoceros-foot wastebasket for illicit if hilarious purposes; the more noteworthy and the more eccentric among the faculty of succeeding presidential eras; and of course Napoleon, the campus dog, whose talent for hailing streetcars brought him home safely—and alone—from the Penn game. The humor in *A History of Cornell* is at times kindly, at times caustic, and always illuminating.

From 1936 to 1939, the New Deal's Federal Writers' Project collected life stories from more than 2,300 former African American slaves. These narratives are now widely used as a source to understand the lived experience of those who made the transition from slavery to freedom. But in this examination of the project and its legacy, Catherine A. Stewart shows it was the product of competing visions of the past, as ex-slaves' memories of bondage, emancipation, and life as freedpeople were used to craft arguments for and against full inclusion of African Americans in society. Stewart demonstrates how project administrators, such as the folklorist John Lomax; white and black interviewers, including Zora Neale Hurston; and the ex-slaves themselves fought to shape understandings of black identity. She reveals that some influential project employees were also members of the United Daughters of the Confederacy, intent on memorializing the Old South. Stewart places ex-slaves at the center of debates over black citizenship to illuminate African Americans' struggle to redefine their past as well as their future in the face of formidable opposition. By shedding new light on a critically important episode in the history of race, remembrance, and the legacy of slavery

in the United States, Stewart compels readers to rethink a prominent archive used to construct that history.

Universities, and the societies they serve, suffer from a crisis of meaning: We have fanatically developed our ability to produce knowledge, leaving our ability to craft meaning by the wayside. University graduates often have an abundance of knowledge but lack the wisdom to use it meaningfully. Meanwhile, people inside and outside academia are searching for meaning but are imprisoned in a lexicon of clichés and sound bites that stunts their quest. In response, *Learning for Meaning's Sake* begins with the assertion that higher education in the 21st century should renounce its obsession with job training and knowledge production and should, instead, turn toward questions of meaning. Drawing upon a diverse range of philosophical thought, *Learning for Meaning's Sake* offers the vision and philosophical foundation for a new type of higher learning—one that is devoted to the existential questions at the core of human existence. "Drawing from the work of a wide range of philosophers in a remarkably accessible way, Stephanie Mackler lays sophisticated conceptual groundwork to show how college educators can help young people come to understand themselves as "meaning-makers." Good meaning-makers have the interpretive skills and the confidence to approach difficult texts and challenging events in such a way that they are neither passive recipients of received wisdom nor arrogantly attempting to reinvent the wheel. *Learning for Meaning's Sake* explains how these capacities and this orientation to the world can be cultivated in the college classroom. As the book makes clear, thinking is one part of this process, but good meaning makers also have the courage to add their voices to the sorts of cultural conversations that condition our understandings of the world. In this way, good meaning-makers are not simply interpreting the world; they are helping to shape it. This is an engaging and original book, recommended for those of us who teach at the university level and those who are interested in revitalizing the liberal arts in the hopes of making higher education more meaningful." -DR. NATASHA LEVINSON, Associate Professor of Educational Foundations and Special Services, Kent State University "Stephanie Mackler's is a fresh voice in the ancient conversation of those who reflect on the character of liberal learning and liberal arts education... [She] wants 'to philosophize in the truest sense of the word'... and speaks of rearticulating the purposes of institutions of higher learning..." -TIMOTHY FULLER, Lloyd E. Worner Distinguished Service Professor & Professor of Political Science, Colorado College Cover photo: Seamus Mulryan"

Frustrated by her students' performance, her relationships with them, and her own daughter's problems in school, Susan D. Blum, a professor of anthropology, set out to understand why her students found their educational experience at a top-tier institution so profoundly difficult and unsatisfying. Through her research and in conversations with her students, she discovered a troubling mismatch between the goals of the university and the needs of students. In "I Love

Learning; I Hate School," Blum tells two intertwined but inseparable stories: the results of her research into how students learn contrasted with the way conventional education works, and the personal narrative of how she herself was transformed by this understanding. Blum concludes that the dominant forms of higher education do not match the myriad forms of learning that help students—people in general—master meaningful and worthwhile skills and knowledge. Students are capable of learning huge amounts, but the ways higher education is structured often leads them to fail to learn. More than that, it leads to ill effects. In this critique of higher education, infused with anthropological insights, Blum explains why so much is going wrong and offers suggestions for how to bring classroom learning more in line with appropriate forms of engagement. She challenges our system of education and argues for a “reintegration of learning with life.”

After fifteen years of teaching anthropology at a large university, Rebekah Nathan had become baffled by her own students. Their strange behavior—eating meals at their desks, not completing reading assignments, remaining silent through class discussions—made her feel as if she were dealing with a completely foreign culture. So Nathan decided to do what anthropologists do when confused by a different culture: Go live with them. She enrolled as a freshman, moved into the dorm, ate in the dining hall, and took a full load of courses. And she came to understand that being a student is a pretty difficult job, too. Her discoveries about contemporary undergraduate culture are surprising and her observations are invaluable, making *My Freshman Year* essential reading for students, parents, faculty, and anyone interested in educational policy.

Proud, happy, grateful—gay youth describe their lives in terms that would have seemed surprising a generation ago. Yet many adults, including parents, are skeptical of this sea change—coming out is supposed to involve struggle. This is the kind of thinking, say the honest, humorous young men in Ritch Savin-Williams’s new book, that needs to change.

Featuring current and historical concrete examples and minimising technical vocabulary, *Words Matter* is for all interested in examining ideas about language and its connections to social conflict and change. Accessible to general readers, the book will also be useful in linguistics, philosophy, anthropology, or other classes featuring language.

Recognizing such literary and artistic "entanglement" facilitates a more profound understanding of the multifaceted relationship between women and the natural world in eighteenth-century England.

An eye-opening and timely look at how colleges drive the very inequalities they are meant to remedy, complete with a call—and a vision—for change Colleges fiercely defend America's deeply stratified higher education system, arguing that the most exclusive schools reward the brightest kids who have worked hard to get there. But it doesn't actually work this way. As the recent college-admissions bribery scandal demonstrates, social inequalities and colleges' pursuit of wealth and prestige stack the deck in favor of the children of privilege. For education scholar and critic Anthony P.

Carnevale, it's clear that colleges are not the places of aspiration and equal opportunity they claim to be. The Merit Myth calls out our elite colleges for what they are: institutions that pay lip service to social mobility and meritocracy, while offering little of either. Through policies that exacerbate inequality, including generously funding so-called merit-based aid for already-wealthy students rather than expanding opportunity for those who need it most, U.S. universities—the presumed pathway to a better financial future—are woefully complicit in reproducing the racial and class privilege across generations that they pretend to abhor. This timely and incisive book argues for unrigging the game by dramatically reducing the weight of the SAT/ACT; measuring colleges by their outcomes, not their inputs; designing affirmative action plans that take into consideration both race and class; and making 14 the new 12—guaranteeing every American a public K–14 education. The Merit Myth shows the way for higher education to become the beacon of opportunity it was intended to be.

"Love at Last Sight opens with the seemingly simple question, "How did single people meet and fall in love in new big cities like Berlin at the turn of the century?," but what emerges from this investigation of daily newspapers, diaries, serial novels, advice literature, police records, and court cases is a world of dating and relationships that was anything but simple. The murder of Frieda Kliem, a young, enterprising seamstress who was using newspaper personal ads to find a husband reveals the tremendous risk associated with modern approaches to love and dating in a big city filled with strangers, swindlers, and a pervasive set of middle-class normativities that parents, peers, and authorities used to discredit men and women looking for love and intimacy. The risk of fraud, censure, or worse was ever-present, especially for gay Berliners, single women, and the many petit-bourgeois who strove for the stability of middle-class life but were outsiders to the social power structures of society. Indeed, though the technologies and opportunities of the big city offered the best shot at finding love or intimate connection among the urban sea of strangers, availing oneself of them--making an acquaintance on the street, pursuing a missed connection from the streetcar, or using a matchmaking service or newspaper personal ad--meant putting one's livelihood, respectability, and life on the line. This was the romantic dilemma facing the vast majority of city dwellers at the turn of the century, and a great many chose to risk everything for some measure of connection and intimacy. This book explores the history of dating as a way of illuminating a core tension of modern, metropolitan life that emerged at the turn of the century and persists through the present day"--

The Nature Rx movement is changing campus life. Offering alternative ways to deal with the stress that students are under, these programs are redefining how to provide students with the best possible environment in which to be healthy, productive members of the academic community. In Nature Rx, Donald A. Rakow and Gregory T. Eells summarize the value of nature prescription programs designed to encourage college students to spend time in nature and to develop a greater appreciation for the natural world. Because these programs are relatively new, there are many lessons for practitioners to learn; but clinical studies demonstrate that students who regularly spend time in nature have reduced stress and anxiety levels and improved mood and outlook. In addition to the latest research, the authors present a step-by-step formula for constructing, sustaining, and evaluating Nature Rx programs, and they profile four such programs at American colleges. The practical guidance in Nature Rx alongside the

authors' vigorous argument for the benefits of these programs for both students and institutions places Rakow and Eells at the forefront of this burgeoning movement. And now for something completely different. Professor at Large features beloved English comedian and actor John Cleese in the role of Ivy League professor at Cornell University. His almost twenty years as professor-at-large has led to many talks, essays, and lectures on campus. This collection of the very best moments from Cleese under his mortarboard provides a unique view of his endless pursuit of intellectual discovery across a range of topics. Since 1999, Cleese has provided Cornell students and local citizens with his ideas on everything from scriptwriting to psychology, religion to hotel management, and wine to medicine. His incredibly popular events and classes—including talks, workshops, and an analysis of *A Fish Called Wanda* and *The Life of Brian*—draw hundreds of people. He has given a sermon at Sage Chapel, narrated Prokofiev's *Peter and the Wolf* with the Cornell Chamber Orchestra, conducted a class on script writing, and lectured on psychology and human development. Each time Cleese has visited the campus in Ithaca, NY, he held a public presentation, attended and or lectured in classes, and met privately with researchers. From the archives of these visits, *Professor at Large* includes an interview with screenwriter William Goldman, a lecture about creativity entitled, "Hare Brain, Tortoise Mind," talks about *Professor at Large* and *The Life of Brian*, a discussion of facial recognition, and Cleese's musings on group dynamics with business students and faculty. *Professor at Large* provides a window into the workings of John Cleese's scholarly mind, showcasing the wit and intelligence that have driven his career as a comedian, while demonstrating his knack of pinpointing the essence of humans and human problems. His genius on the screen has long been lauded; now his academic chops get their moment in the spotlight, too.

Drawing on conversations with hundreds of women about their genitalia, the author presents a collection of performance pieces from her one-woman show of the same name.

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