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**“A Time of Remarkable Transition and Change:”¹
Revisiting the Early Days of Middlebury’s Environmental Studies Program with
Carol Harden ’70 and Meg McCann ‘70**

“An interdisciplinary major in environmental studies, involving the departments of biology, geography, and geology, was approved by a large majority of the faculty at their May 3 meeting,” *The Middlebury Campus* reported in late May, 1965.² The establishment of this program, the first of its kind in the United States, was a response to a burgeoning local and academic awareness of environmental issues, and was eagerly anticipated and applauded by the College community. In the fall of 1966 when Carol Harden and Meg Floyd arrived at Middlebury to begin their freshman year, they therefore came as members of one of the first classes of students to whom the program in environmental studies was officially offered, as well as members of an American and global society whose understanding of the interactions between humans and the earth was beginning to drastically transform. Their reflections on their time at Middlebury, and the role that the environmental studies major played in their lives beyond college, lend personal, detail-rich narratives to these early years of the program - this time, as Carol Harden put it, “of remarkable transition and change.”³

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¹ Carol Harden, interviewed by Katie Hill. Email interview, Middlebury, May 2, 2015. See Appendix A for full interview.

² “Joint Major in Ecology to be Offered,” *The Middlebury Campus*, May 27, 1965.

³ Harden, interview.

As *The Middlebury Campus* had alluded to, the new major in environmental studies had three fields of emphasis: ecology (biology), earth science (geology), and human ecology (geography).⁴ The 1965-1966 curriculum handbook was enthusiastic about these inaugural fields of emphasis, noting that “Middlebury’s locale affords a unique opportunity for field work in these areas, and the Environmental Studies major is designed to take full advantage of this opportunity.”⁵ “The major,” the handbook continued, “is intended for the student who comes to Middlebury College with a firm background in science and an interest in such interdisciplinary careers as terrestrial or marine ecology, oceanography, earth science, physiography and human ecology.”⁶

Carol Harden, class of 1970, was one such student. “My interest in ecology,” she recalled in a recent interview, “was a factor in my decision to apply to Middlebury. I had had an outstanding high school biology teacher who taught biology through a newly developed ecology curriculum – I was hooked.”⁷ Carol was drawn to the major by her “interest in how the environment worked” and by the freedom it would give her to follow her own interests, and she wholeheartedly applied herself to the ecology concentration from the start.⁸ Meg Floyd, on the other hand, also in the class of 1970, began her Middlebury career as a traditional geography major before transitioning into the new environmental studies program with a focus in human ecology. “It just seemed like a good idea at the time,” she reflected on the switch. “I guess I just thought that [environmental studies] was a good way to broaden the geography major, but in a way

⁴ *Middlebury College Curriculum Handbook, 1965-1966*, 26-27. College Archives, Special Collections, Middlebury College.

⁵ *Ibid.*, 26-27.

⁶ *Ibid.*, 27.

⁷ Harden, interview.

⁸ *Ibid.*

that tied everything together...[I]t helped me understand different aspects of life and geography and the world.”⁹

Pursuing their interests and passions involved committing themselves to the rigorous interdisciplinary curriculum, which both women found somewhat daunting. “There was a requirement to take several science classes and at least one sociology class,” Meg remarked. “When I switched...I had already taken geology, but I still needed to do biology, chemistry physics.”¹⁰ According to the curriculum handbook, all environmental studies majors were expected to fulfill the departmental requirements for a major in his or her concentration (biology, geology, or geography), as well as taking a “common core of courses” that included biology, geology, geography, mathematics, physics, and chemistry.¹¹ For the human ecology program that Meg was a part of, additional requirements included courses in the social sciences, whereas earth science and ecology majors, like Carol, had to take additional courses in the natural sciences.¹² “The environmental studies/ecology major was challenging because it involved so many lab science classes,” Carol recollected,¹³ yet neither she nor Meg was deterred by this challenge. Carol, in particular, remembers that although physics and organic chemistry were “perceived hurdles for a number of [her] peers,” she “enjoyed physics and even took an extra semester of it.”¹⁴ “I welcomed the intensive curriculum then and I still appreciate the depth and breadth of my experience in the sciences,” she said.¹⁵

⁹ Margaret McCann, interviewed by Katie Hill. Phone interview, Middlebury, May 1, 2015. See Appendix B for full interview.

¹⁰ Ibid.

¹¹ *Middlebury College Curriculum Handbook, 1965-1966*, 27.

¹² Ibid., 27.

¹³ Harden, interview.

¹⁴ Ibid.

¹⁵ Ibid.

The varied experience that she gained from her major in environmental studies served Carol in a number of capacities beyond Middlebury. As a student, she had been able to explore many subjects, including studying climate change for her senior thesis by reconstructing a chronology of vegetation change that had occurred after the melting of the Pleistocene glaciers (“based on pollen sampled from a bog on Snake Mountain,” she added).¹⁶ After her graduation from Middlebury, she went on to spend twelve years with Outward Bound programs in Colorado and the Pacific Northwest, where she worked in experiential and environmental education. She also spent time employed in ski patrolling and avalanche control in Utah and ski instruction in Colorado and Idaho, and occupied three summers researching high-altitude human physiology and acclimatization, glaciology, meteorology, and atmospheric physics on Mt. Logan in the Yukon Territory.¹⁷ She wrote a master’s thesis on landslides at University of Colorado, Boulder for her degree in physical geography, and felt that this project, even more than her professional work, benefitted from “every bit of math and science [she] had absorbed at Middlebury” - from having already completed an independent thesis, and from her exposure through the environmental studies program “to the academic cultures of different types of science departments.”¹⁸ “From biology, I could design, do, and analyze a repeatable experiment; from geology, I could think in 3-D and take the challenge of interpreting pieces of a puzzle, even when only a few clues were revealed,” she reflected.¹⁹

¹⁶ Harden, interview.

¹⁷ Ibid.

¹⁸ Ibid.

¹⁹ Ibid.

Meg, too, found the interdisciplinary approach of the environmental studies program rewarding and useful in her life after Middlebury. Her undergraduate research as a human ecology major had allowed her to research land use planning, outdoor recreation in Vermont, hydrology, population control, and economic geography, among other subjects, giving her a vast array of academic and practical experience.²⁰ After graduating from Middlebury, Meg pursued an interest - inspired by Professor Illick's annual January lectures on world population growth and related environmental problems – in the family planning field, which “seemed to be important on an individual level, as well as globally.”²¹ She felt that this was a field in which she could use her environmental studies background to make a “useful contribution to the world.”²² Her impressive career since that decision has included working with Planned Parenthood in New York (in the years when abortion had just been made legal in the state), as well as with the International Fertility Research Program in North Carolina, where she worked to help developing countries design and implement family planning programs (a job she loved, and one that “stimulated her geographical interests” by giving her the opportunity for international travel).²³ After five years in this position, Meg left to pursue a PhD in epidemiology at University of North Carolina, and completed her dissertation research on progestin-only oral contraceptive use among breastfeeding women.²⁴ Most recently, she has worked as the Deputy Editor of the journal *EPIDEMIOLOGY*, an official publication of the International Society for Environmental Epidemiology.²⁵ “All of this work,” she noted,

²⁰ McCann, interview.

²¹ Ibid.

²² Ibid.

²³ Ibid.

²⁴ Ibid.

²⁵ Ibid. For more information on *EPIDEMIOLOGY*, see: <http://www.iseepi.org/Journals/epidemiology.htm>.

“made use of the biology, chemistry, and sociology that I had learned as part of the human ecology/environmental studies curriculum at Middlebury...Coursework in biology was one of the requirements for admission to [the epidemiology] degree program, and I probably would not have taken biology at Middlebury if I had not been in the interdisciplinary environmental studies major.”²⁶

In the forty-five years since their graduation from Middlebury in the spring of 1970, both Meg and Carol have found success and recognition in fields related to their concentrations on campus, partially thanks to the rigorous and varied scientific training the major provided them with. During their undergraduate career, however, they were two of only a handful of students at Middlebury (and in the country) to pursue a degree in environmental studies, and two of only a small (though growing) group of individuals in the world who understood and recognized the field. “The word ‘ecology’ was not widely used in those years,” Carol mentioned. “When someone asked me what I was majoring in, I nearly always had to field the follow-up question ‘what’s that?’”²⁷ Although environmental awareness was increasing globally, and Middlebury was part of the forefront of this increase, such awareness was “not a major feature of the Middlebury campus (or other campuses) or the general population” in the years that Carol and Meg spent in Vermont.²⁸

“[T]here WAS some [awareness] in those days,” Carol remembered. “[T]here was a great appreciation of the environment” in particular, as evidenced by the popularity of the Mountain Club.²⁹ And, added Meg, “there was definitely a growing interest in

²⁶ McCann, interview.

²⁷ Harden, interview.

²⁸ Ibid.

²⁹ Ibid. Emphasis original.

environmental issues.”³⁰ Articles from *The Middlebury Campus* in the late 1960s confirm these recollections, as they sporadically but passionately cover such topics as pollution in Otter Creek, abortion and its relation to population control, debates about the economics of ecology, and the intersections between, as one headline put it, “herbicides & homicides.”³¹ In the spring of 1970, as Carol and Meg prepared to graduate, Middlebury prepared for the first Earth Day, and the first Green-Up Day.³² “It was,” Carol recalled, “a time of remarkable transition and change.”³³ She continued:

I clearly remember not wanting to be a geology major because of the extractive nature of much of geology and the messes mining produced. The Cuyahoga River burned in 1969, when I was still at Middlebury. We heard about it, but it was rarer to get news then (no cell phones, no internet...). Environmental problems that made headlines included the need for reclamation to prevent ongoing environmental degradation from coal mining, and people were conversant about Rachel Carson’s *Silent Spring*... The National Environmental Policy Act (NEPA) was only passed in 1969 – The US didn’t even require environmental impact statements until then, and the EPA didn’t exist yet. But lead-ups to these initiatives were underway...³⁴

Meg’s accounts of her years at Middlebury confirm this outlook. “There was just a lot going on in science at the time,” she remembered. “I suppose that’s true for every era, but I distinctly remember [Professor Coney] talking about continental drift and tectonic plates as something that was a brand new theory.”³⁵ Abortion and pollution, too,

³⁰ McCann, interview.

³¹ “Herbicides & Homicides,” *The Middlebury Campus*, January 22, 1970. See also: Erhard Mahnke, “Middlebury Major Offender in Pollution Problem; Otter Creek Still Clogged With Untreated Sewage,” *The Middlebury Campus*, December 12, 1968; Steve Early, “Van Vleck Leads Campus Drive For Legal Abortion, Population Control,” *The Middlebury Campus*, January 22, 1970; Bart Hall, “Environmental Action Group Debates Pollution, Population,” *The Middlebury Campus*, March 26, 1970.

³² See: Eric Samp, “Davis, Bart Hall Highlight Earth Day: Vermont Governor Outlines State Role in Fight Against Pollution,” *The Middlebury Campus*, April 30, 1970.

³³ Harden, interview.

³⁴ Ibid.

³⁵ McCann, interview. Professor Coney, in addition to being a believer in controversial new scientific theories, was “very handsome – we all had a crush on him,” Meg recalled. Carol also remembered the expansion of plate tectonic theory at this time: it “was becoming an accepted scientific concept during my time at Middlebury, and it was exciting to have some of the key figures come to speak on campus.” (Harden, interview)

appear in Meg's memory, as they did in the *Campus*. "I was aware of several Middlebury students who had gone to Canada to have abortions (which were then illegal not only in Vermont but in most of the US)," she mused, and after graduation, in addition to working for Planned Parenthood, she found herself volunteering at one of the first recycling centers in New York City.³⁶

As is clear from Meg and Carol's narratives, the campus was transforming itself in the years they spent at Middlebury, while beyond the campus, nearly as rapidly, the world was transforming as well. New environmental concerns and new conservationism appeared in the collective local and global consciousness with increasing frequency and fervor as the 1970s began. As the Vietnam War finally dragged to a close, many would start to think about the ecological scars the conflict had left behind.³⁷ A new concentration in environmental physics would be added to the curriculum, as would classes in environmental ethics.³⁸ The campus would contemplate the effects of its food consumption, advocating for vegetarianism, and hosting a conference on the world food crisis.³⁹ Farther afield, a tanker collision would spill oil across the San Francisco Bay, global leaders would meet for a conference on humans and the environment in Stockholm, Sweden in 1972, and Meg and Carol, of course, along with a slowly expanding number of students worldwide, would take their interdisciplinary training in

³⁶ McCann, interview. "It was really interesting," she noted. "People would bring their stuff on Saturday mornings, down under the 59th St. Bridge. We had these big oil drums that people would sort their things into. I can't believe they let us do this, but we would put on safety glasses and use these big metal things to smash the glass up..."

³⁷ For example, see: John W. Finney, "Vietnam Defoliation Scars Expected to Last a Century," *New York Times*, February 21, 1974.

³⁸ *Middlebury College Curriculum Handbook, 1975-1976*. College Archives, Special Collections, Middlebury College.

³⁹ See: Sybil Smith, "1,000 students sign vegetarian alternatives petition," *The Middlebury Campus*, November 6, 1975; Rick Votta, "forum recommends vegetarian alternative," *The Middlebury Campus*, January 16, 1975; Allie Bledsoe, "coffin seeks broad solution to crisis," *The Middlebury Campus*, May 8, 1975.

environmental studies with them as they joined the workforce.⁴⁰ When they graduated in May of 1970, Carol and Meg received two of the first diplomas Middlebury had ever granted in environmental studies. From their recollections, however, it is clear that, though they were pioneers in this major, they left behind a program which was growing in both popularity and significance, and entered into a world which, similarly, was only beginning to understand why their degrees were so important.

I have neither given nor received unauthorized aid on this assignment.
KJH

⁴⁰ See: "Tanker Collision Dumps a Huge Oil Spill in San Francisco Bay," *New York Times*, January 19, 1971; "US holdout at Stockholm," *Boston Globe*, June 9, 1972; Harden, interview; McCann, interview.

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Appendix A: Interview with Carol Harden '70

Katie Hill: *What was your motivation for pursuing the ES major, and your concentration in biology? Were you influenced by any particular current events?*

Carol Harden: My interest in ecology was a factor in my decision to apply to Middlebury. I had had an outstanding high school biology teacher who taught biology through a newly developed ecology curriculum – I was hooked. Middlebury already had the environmental studies/ecology major on the books (it was 1966 – I didn't know that it had just been added). It was my interest in how the environment worked, rather than any particular current events that led me to the major. [The famous "blue marble" photo of Earth was not a factor – it was taken after I graduated from Middlebury.]

KH: *What was your experience in the major, being one of the first students at Middlebury (and in the country) to graduate with a degree in this field of study? What was exciting? What was challenging?*

CH: I was well aware of being the only person in my ecology-concentration major, but I've only just learned (from you and Dr. Morse) that ours was a first in the country. Art Johnson, in my class, was an environmental studies major with a geology concentration, but we didn't overlap often in or out of class (except for both doing summer projects at High Pond in the summer between sophomore and junior years). Socially, I didn't miss having a cohort in my own major (although that would certainly have been fun) and I had great friends (who majored in geology, math, political science, biology, geography, history). Mostly, I was happy to be able to follow my own interests. I didn't choose the major for the purpose of being different, and no one seemed to pay much attention to that fact that the major was new. There certainly was no hoopla about it when Art and I graduated.

The environmental studies/ecology major was challenging because it involved so many lab science classes. Physics, and organic chemistry, both of which were required for my major, were perceived hurdles for a number of my peers, but I enjoyed physics and even took an extra semester of it. I welcomed the intensive curriculum then and I still appreciate the depth and breadth of my experience in the sciences at Middlebury. I remember classes in biology (ecology, botany, genetics, animal behavior) and physics, chemistry, and geology. The science courses had all-afternoon labs, which gave me a very full schedule—it seemed like a tighter schedule than even the other science majors had. I also played the violin (still do) and remember the tight schedule of rushing from labs to late afternoon rehearsals.

The word "ecology" was not widely used in those years. When someone asked me what I was majoring in, I nearly always had to field the follow-up question "what's that?" The few who had heard of ecology associated it with pollution, which was not what I was studying. My primary interests were in understanding how natural environments worked and in learning more about the many amazing interrelationships between the biotic and

abiotic components of an ecosystem. My senior thesis documented climate change after the Pleistocene glaciers melted by reconstructing a chronology of vegetation change (based on pollen sampled from a bog on Snake Mountain).

KH: *How has the major served you in your life beyond Middlebury?*

CH: My multi-disciplinary education at Middlebury has served me well...

Digression because we need a quick bio here: I did a variety of interesting, outdoor-oriented jobs for some years after my 1970 graduation from Middlebury. They included 12 years with Outward Bound programs in Colorado and the Pacific Northwest (experiential education with some environmental education thrown in), ski patrolling and avalanche control (Utah), ski instructing (Colorado, Idaho). For three summers (1969-1971, between my jr and sr year and two additional years, I worked as a member of a research support team on Mt. Logan (Yukon Territory), helping with projects that dealt with high-altitude human physiology and acclimatization, glaciology, meteorology, and atmospheric physics. In the midst of my post-Middlebury decade or so, I got a master's degree in geography (CU Boulder, thesis on landslides), having discovered that, as a physical geographer, I could integrate my interests in the physical and biological environments. [I had taken and enjoyed several geography courses at Middlebury, but that department did not cover the side of the discipline known as physical geography. I had begun to apply to graduate programs in geology and biology when I discovered physical geography and went in that integrative direction instead.] I was glad for every bit of math and science I had adsorbed at Middlebury and for the fact that I had already completed an independent thesis. Also, I was glad to have been exposed to the academic cultures of different types of science departments (from biology, I could design, do, and analyze a repeatable experiment; from geology, I could think in 3-D and take the challenge of interpreting pieces of a puzzle, even when only a few clues were revealed). Eventually, I decided that I wanted to do research and teach at the university level, and went back to CU for the PhD. Since then (until Dec. 2014) I have been a geography professor, helping develop and maintain a strong program in physical geography at the University of Tennessee.

Another thing I gained from my Middlebury major was the expectation that I would (critically) read the scientific literature. Now that I have been in geography for decades, I am disappointed to find students with weak preparation in the natural sciences and difficulty reading scientific papers (that's probably not the case at Middlebury, but I've been at a state university).

KH: *Additionally, how would you describe the campus atmosphere in your time at Middlebury? Did you feel an environmental awareness on campus, in the general student body or broader college/Vermont population?*

CH: In a word, "no."

In the 1960s, environmental awareness was relatively low in US culture and was not a major feature of the Middlebury campus (or other campuses) or the general population. On the other hand, students had smaller environmental footprints in those days – only a handful of students had cars and students didn't have electronic gizmos (laptops, phones, microwaves, tvs, hair driers, etc.). But there was a great appreciation of the environment – my primary social group at Middlebury was the Mountain Club. It was attractive because of the activities (hiking, backpacking, kayaking, climbing) and also because of the freedom, student leadership, and comraderie. [here's more history as context: during my freshman and sophomore years, men couldn't enter women's dorms, women had curfews (and a dorm mother to enforce them!), and we had to get written permission from our parents to be away from the dorm for an evening. Things changed rapidly and, by the time I was a senior, Middlebury had coed dorms and students had much more freedom.] So, Mountain Club activities were not only fun, but also provided a way to socialize without the constraints of all of those rules. Students had fewer options for weekend activities then (didn't have cars), so the Mt. Club played an important social role (plus organized freshman orientation, and winter carnival for the campus).

Environmental awareness: there WAS some in those days, and I clearly remember not wanting to be a geology major because of the extractive nature of much of geology and the messes mining produced. The Cuyahoga River burned in 1969, when I was still at Middlebury. We heard about it, but it was rarer to get news then (no cell phones, no internet...). Environmental problems that made headlines included the need for reclamation to prevent ongoing environmental degradation from coal mining, and people were conversant about Rachel Carson's Silent Spring (but DDT was banned in the US after I graduated from Middlebury. The National Environmental Policy Act (NEPA) was only passed in 1969 – the US didn't even require environmental impact statements until then, and the EPA didn't exist yet. But lead-ups to these initiatives were underway, which is to say, it was a time of remarkable transition and change. Campuses today engage in competitions to be the most green – that wasn't happening in the 1960s.

***KH:** Were there any stand-out or controversial events on campus, environmentally-related or not, that you remember? Finally, are there any specific moments, professors, readings, projects, or classes that you specifically remember, things that have stuck with you over the years?*

CH: I have remarkably sharp memories of many aspects of my time at Middlebury. I don't remember that any environmental controversies made it to the campus, but the big gorilla of the times was the Vietnam war. In May of my senior year, Middlebury students demonstrated against the shooting of students that occurred at Kent State Univ. I remember the Middlebury infirmary in flames that night. But I don't remember any other forms of activism (of any kind) during those years. Not even signing petitions.

I remember many specific moments, although I'm sure I've forgotten many, too. Of all the projects I did, I particularly remember the field and lab work for my senior

thesis. Plate tectonics was becoming an accepted scientific concept during my time at Middlebury, and it was exciting to have some of the key figures come to speak on campus. Besides the science, I well remember a senior English seminar on the poetry of Yeats and the many musical performances I was involved in.

At the time of my graduation, on May 31 1970, I was in the (then new) science center, showing my parents the seismograph, when it started recording a spectacular event – definitely more than the local train. It turned out that we had witnessed the occurrence of the huge earthquake in Peru that caused an avalanche from the peak Huascaran and buried the town of Yungay. [but I don't remember who the commencement speaker was]

Appendix B: Interview with Margaret McCann (née Floyd) '70

Katie Hill: *What was your motivation for joining the Environmental Studies major? Was there anything in particular, besides your interest, that inspired you to choose your geography concentration? Did anything in particular attract you to such an interdisciplinary major?*

Margaret McCann: It just seemed like a good idea at the time – it wasn't part of any long, deep thought. I was a geography major originally, and I guess I just thought – I was in the human ecology branch – and I guess I just thought that that was a good way to broaden the geography major, but in a way that tied everything together...it helped me understand different aspects of life and geography and the world...

There was a requirement to take several science classes and at least one sociology class – when I switched that major I had already taken Geology, but I still needed to do biology, chemistry, physics. Biology ended up serving me in my career in epidemiology. I needed it to get into graduate school in epidemiology, actually, and wouldn't have been able to if I hadn't have taken it at Middlebury.

Epidemiology, too, is really an interdisciplinary concentration...you need to know statistics, but you also need to know something about the health issues you're studying.

KH: *Tell me about your experience in the major, being one of the first students at Midd and (in the country) to have this official program of study? What was exciting? What was challenging?*

MM: There were certainly no problems with it. There was nobody doing exactly what I was doing, but there were certainly other geography majors. Other environmental studies majors were doing a similar thing, of course, but there wasn't anybody doing exactly what I was doing.

KH: *Did you feel an environmental awareness on campus, in the general student body of college population?*

MM: There was definitely a growing interest in environmental issues. One thing I remember is that Professor Illick, every January term, gave a talk in world population growth, and the impacts on various environmental problems, etc. Each year, he would say "Since I gave this talk last year, the problem's gotten this much worse, etc." That was one of the things that helped me decide what I wanted to do after college – something that could really make a difference.

KH: Were there any stand-out/controversial events on campus, environmentally-related or not, that you remember? Any particular moments, professors, classes, readings, or projects that you remember?

MM: I did a couple of papers on – basically on land use planning – again, that kind of did tie together various aspects of things – biology, geography, geology... My thesis was on outdoor recreation in the higher elevations of Vermont. So it was looking at water – how the higher elevations were important for water supply for the state, but also the increasing demand for outdoor recreation. So I had various statistics on growth in skiing and fishing and more information on rocks and hydrology.

The other paper I found recently which I'd forgotten about was on economic geography. On Guyana. I picked that country because my boyfriend - then, now my husband - had gone there the previous summer, and he had some pictures I could include. What was most noticeable about the report was that they were typed on erasable typing paper...

[speaking about technology and how much things have changed]

...and all the maps too. When I think of being a geography major, I think of being in the cartography lab, doing these hand-drawn maps, in these reports. Colored pencil. Very careful ink...

When I was thinking back on how my current life relates to that work – I still love maps, of all sorts, paper maps as well as maps on the computer. My husband flies a small plane and I love flying with him because it's almost like looking down at a map...

As for professors...Professor Coney was very handsome - we all had a crush on him. There was just a lot going on in science at the time. I suppose that's true for every era, but I distinctly remember him talking about continental drift and tectonic plates as something that was a brand new theory – not a lot of people believed in it at the time, but he really did.

Then, as well as now, I really like outdoorsy things. I'm certainly environmental and I'm certainly concerned about very – I worked in one of the first recycling centers in NYC – I was a volunteer. It was really interesting. People would bring their stuff on Saturday mornings, down under the 59th St. Bridge. We had these big oil drums that people would sort their things into. I can't believe they let us do this, but we would put on safety glasses and use these big metal things to smash the glass up...

So I guess in terms of where I went from there, and from Middlebury, certainly working in population and family planning in general, then into epidemiology. My last job, which I just retired from, for 14 years I was the editor of *EPIDEMIOLOGY*...we did have a fairly strong focus on environmental issues. It was really an interesting job. I enjoyed it a lot. Before that I did various things, some of it had to do with work in international family planning, and that was interesting too. Part of the geography major, too - I like to travel, and I loved getting to travel for that work.

One of the projects I worked on - in Vietnam - we were trying to find a map of Vietnam and then try to get from that the regions that we were going to work on. I used masking tape to put it up against the window of my hotel room and I felt like I was back in the cartography lab at Middlebury.

***KH:** Is there anything I didn't ask you about that I should have? Any other details you'd like to share with me about your time at Middlebury or otherwise?*

MM: ...I could say more about how my Middlebury experiences (both in environmental studies and elsewhere) have influenced me.

I mentioned that Professor Illick's talks every January term made me think that doing something related to "overpopulation" could be a useful contribution to the world. Similarly, I was aware of several Middlebury students who had gone to Canada to have abortions (which were then illegal not only in Vermont but in most of the US). So, the family planning field seemed to be important on an individual level, as well as globally.

After graduation, my soon-to-be husband went to New York City to medical school, and I went with him. I got a job with Planned Parenthood of New York City, in their somewhat-euphemistically-named Family Planning Information Service. In fact, New York State had just made abortions legal, and so this telephone referral service worked mainly to connect women from all over the country to abortion clinics (as well as the occasional New York City resident who wanted to know where she could get "the pill").

I definitely enjoyed working for Planned Parenthood, but that job was very stressful (usually with multiple, desperate women on hold on my telephone). So after a year I went back to school to get a master's degree in community health education. My summer internship was at the national office of Planned Parenthood Federation of America.

The job I got after completing my degree was not in family planning, and I found it quite boring. Therefore, when we moved down here to North Carolina for my husband to begin his surgical residency, I held off on committing to a job until I could get one in this field. I was hired by International Fertility Research Program (which morphed into Family Health International, and is now FHI360). This organization worked to help developing countries develop family planning programs — and I loved working there (including the opportunity to travel internationally, which stimulated my geographical interests).

After 5 years, I left to get a PhD in epidemiology at UNC. (Coursework in biology was one of the requirements for admission to this degree program, and I probably would not have taken biology at Middlebury if I had not been in the interdisciplinary environmental studies major.) For my dissertation, I analyzed data from a study I had implemented at FHI on progestin-only oral contraceptives for breastfeeding women. After I got my doctorate, I did some consulting work for FHI and other organizations, mainly studying

contraception or breastfeeding or the various relationships between contraception and breastfeeding.

All of this work made use of the biology, chemistry and sociology that I had learned as part of the human ecology/environmental studies curriculum at Middlebury.

And, as I told you, my most recent job was as Deputy Editor of the journal EPIDEMIOLOGY, which is the official publication of the International Society of Environmental Epidemiology. Although this journal publishes papers on many topics within epidemiology, we did publish quite a few papers on various topics in environmental epidemiology.