

07-20 APRIL 2011
VOL. CVI NO. 13
NEWS.HARVARD.EDU/GAZETTE

HARVARDgazette



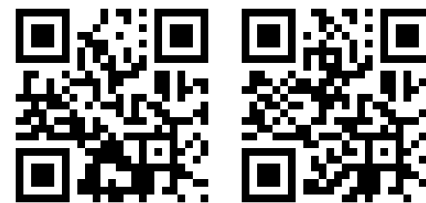
In good hands

Bypassing beaches, many Harvard students dedicate their spring break to community service. For some, it's a year-round pursuit. **Page 11**

Online Highlights



◀ **SPOTLIGHT ON HARVARD IN CHILE, BRAZIL**
 President Drew Faust traveled to Chile and Brazil to highlight Harvard's engagement with Latin America. Faculty members and others involved in the trip shared their impressions along the way.
 ▶Brazil: <http://hvd.gs/76387>
 ▶Chile: <http://hvd.gs/76383>



Brazil blog

Chile blog



◀ **LESSONS FROM A MASTER**
 Jazz great Wynton Marsalis will make several visits to campus over the next two years, lecturing on a variety of topics to illuminate the relationship between American music and the American identity. See related story, page 8.
 ▶<http://hvd.gs/78128>



▲ **AT GROUND ZERO IN COASTAL JAPAN**
 In a rare opening for American-trained physicians, three Harvard doctors spend time bringing medical aid to a tsunami-stricken city in coastal Japan.
 ▶<http://hvd.gs/77603>

▶ **PROGRESS AGAINST MELANOMA**
 Harvard stem cell researchers at Children's Hospital Boston have taken two important steps toward development of a new way of treating melanoma, the most virulent form of skin cancer.
 ▶ <http://hvd.gs/77553>



Police Log Online ▶ www.hupd.harvard.edu/public_log.php

Christine Heenan Vice President of Harvard Public Affairs and Communications

John Longbrake Assistant Vice President of Communications

Kevin Galvin Director of News and Media Relations

Terry L. Murphy **Managing Editor, Harvard Gazette**

Jim Concannon **News Editor**

Ryan Mulcahy **Web Content Editor**

Georgia Bellas **Assistant Editor/Calendar Editor**

Corydon Ireland **Staff Writer**

Katie Koch **Staff Writer**

Alvin Powell **Staff Writer**

Sarah Sweeney **Editorial Assistant/Books**

Colleen Walsh **Staff Writer**

Perry Hewitt Director of Digital Communications and Communications Services

John Migliaccio **Associate Director of Creative Services/Art Director**

Justin Ide **Design and Photographic Specialist**

Jon Chase **Photographer**

Rose Lincoln **Photographer**

Stephanie Mitchell **Photographer**

Kris Snibbe **Photographer**

Gail Oskin **Imaging Specialist**

Brooks Canaday **Photo Intern**

Max Daniels **Web Specialist**

Christopher Traganos **Web Developer**

Distribution and Subscriptions: 617.495.4743
 Delivered free to faculty and staff offices, undergraduate residences, and other locations around the University. U.S. delivery (periodical mail) of 16 issues per year, \$32. Surface delivery in other countries (including Canada), \$39.

Address Changes: Harvard Gazette
 Attention: Circulation, Holyoke Center 1060
 Cambridge, MA 02138

Periodical postage paid at Boston, Mass.
 Harvard Gazette (issn: 0364-7692) is published twice monthly except January, June, July, and August by Harvard Public Affairs and Communications, Holyoke Center 1060, Cambridge, MA 02138.

Harvard Public Affairs and Communications: 617.495.1585
 News Office Fax: 617.495.0754

B.D. Colen **Senior Communications Officer for University Science**

Tania deLuzuriaga **Associate Communications Officer**

HARVARD **gazette**



4

SCIENCE & HEALTH

A MATCH OF CLIMATE AND HISTORY
 Professor Michael McCormick has been working with tree-ring experts, bringing the perspective of long-ago writings to understanding environmental conditions. Page 4

DEBUNKING A MYTH
 Studying dead women’s cut-up bodies was not what Katharine Park originally set out to do. But a trip to Florence opened up a new chapter in the scholar’s life. Page 5

PLANTING A RESEARCH CENTER IN THE ARBORETUM
 With the opening of the Weld Hill facility at Arnold Arboretum, staff members and lab equipment are filling the long-awaited space dedicated to botanical research. Page 6



COVER STORY

Forgoing a week on blankets at the beach or on couches at home, many Harvard students spent their spring break working on community service projects, ranging from restoring a church in Springfield to working with AIDS patients in New York City to creating affordable housing in El Salvador. For many students, such as those at Harvard Law School, helping others is embedded in the learning process. Page 11

7

ARTS & CULTURE

FLEEING AMERICA
 In “Liberty’s Exiles: American Loyalists in the Revolutionary World,” historian Maya Jasanoff reveals the lesser-known history of loyalists after the Revolution. Page 7

HARVARD BOUND
 Are those April showers tears of boredom? Dry your eyes with these fresh Harvard faculty publications. Page 7

ALL THAT JAZZ
 In four days of festivities, Harvard celebrates four decades of dedication to a great American musical form. Page 8

FACULTY PROFILE/MARIA GOUGH
 Australian native Maria Gough, the Joseph Pulitzer Jr. Professor of Modern Art at Harvard, studies the Russian and Soviet avant-garde periods because they portray “what the function of the artist is in a revolutionary climate.” Page 9

10

NATIONAL & WORLD AFFAIRS

POINT YOUTH TOWARD CHANGE
 Harvard undergraduate group helps to teach leadership skills through after-school workshops in Boston schools and during a trip to Bhutan. Page 10

FRESH PATHS TO SUCCESS
 A dean, a professor, and a former journalist are shaking up education and policy circles with a report that asks: What if not everyone had to go to college to have a good life? Page 14

15

CAMPUS & COMMUNITY

POEHLER EXPRESS
 Comedian Amy Poehler, star of “Parks and Recreation” and a former cast member of the late-night sketch comedy show “Saturday Night Live,” has been selected as the 2011 Senior Class Day speaker. Page 15

AN UNPRECEDENTED YEAR
 Almost 35,000 students applied to Harvard College for admission to the Class of 2015. Letters of admission and email notifications were sent to 2,158 students, 6.2 percent of the record pool of 34,950. Page 16

STUDENT VOICE/ANNA KELSEY
 When freshman Anna Kelsey realizes she needs something from home, she just walks seven minutes to get it. Page 17

LONG A HARVARDIAN, NOW AN AMERICAN
 For Marina Betancur and 15 other Harvard employees, a celebration dinner with President Drew Faust was a victory lap on a long, arduous, and rewarding path to citizenship. Page 18

STAFF PROFILE/BETTINA BURCH
 Far from icons of the past, Bettina Burch’s paintings of the HGSE and CGIS community — from janitors to students to deans — gently upend the concept of the “Harvard portrait.” Page 19

ATHLETICS/ON THE GO
 Freshmen Mariah Pewarski and Morgan Powell balance schoolwork with playing two sports — and wouldn’t have it any other way. Page 22

STAFF NEWS, PAGE 18

HOT JOBS, PAGE 18

NEWSMAKERS, PAGES 20-21

MEMORIAL SERVICES, PAGE 20

MEMORIAL MINUTES, PAGES 20-21

CALENDAR, PAGE 23

HARVARD HOUSES, PAGE 24

A match of climate and history

By Alvin Powell | Harvard Staff Writer



Professor Michael McCormick has collaborated with climate scientists in recent years, searching for witnesses to climate extremes gleaned from tree-ring data during the late Roman Empire.

illustrated that times of upheaval coincided with periods of precipitation extremes. McCormick's role was to search for witness accounts from towns across Central Europe to see if they confirmed or conflicted with the tree-ring data.

McCormick delved into Widener Library's extensive collection of town records from first millennium Germany and France, searching for eyewitness accounts of 32 years that the tree data indicated had precipitation extremes. He found 88 accounts, from in or near the forest where the tree data were collected, confirming the data findings for 30 of the 32 years.

"With Widener Library, I knew I could get every darn city chronicle from every little town in the Rhineland, in Bavaria," McCormick said. "They've been collecting them nonstop since the

first library burned" in 1764.

The results showed that long periods of stability and prosperity for Roman and medieval civilizations were associated with lengthy wet and warm growing seasons. Climate variability and precipitation extremes occurred from 250 to 600, coinciding with times of turmoil, including the barbarian invasion and the demise of the Western Roman Empire.

"There's a clear change in the precipitation regime in the third century A.D. that happens to be a time of extreme crisis economically, militarily, politically in the Roman Empire. In an agrarian society, one can imagine precipitation fluctuation and change could have a negative impact," McCormick said. "This new data changes the way we understand the written sources. Now we can go back and see them in a new light."

The collaboration, McCormick said, shows that the historical record can be used to confirm scientific findings and that climate science can be used to enrich historical study and illuminate possible causes of significant historical events. One climate scientist told McCormick that historians, because of their access to written records, just may have the best proxy data on human-climate voices.

"But we also know the vagaries of human speech and that the act of consigning speech to writing can be a very complicated thing," McCormick said. "That's where the historian can come in and bring their expertise on human utterances of the past to bear and put it at the disposition of climate scientists."

Photo by Justin Ide | Harvard Staff Photographer

Professor Michael McCormick has been working with tree-ring experts, bringing the perspective of long-ago writings to understanding environmental conditions.

Ancient Roman poetry and climate science may seem to have little in common, but a recent collaboration between a Harvard historian and European climate scientists highlights the potential for the two fields to illuminate each other and deepen the understanding of both nature's and humankind's past.

Michael McCormick, the Francis Goelet Professor of Medieval History, has collaborated with climate scientists three times in recent years, searching for witnesses to climate extremes gleaned from tree-ring data during the late Roman Empire and after, investigating the effect of volcanoes on climate and civilization during the time of Charlemagne, and, in an article soon to be published, looking at climate data and historical accounts in the centuries after the Roman Empire fell.

McCormick said he recently brought to class a precipitation chart developed in his work with a European team on the climate of the first millennium, published online by the journal *Science* in January. The class was studying a Roman poem from the year 371. The work mentions that a region of the Roman Empire was then very dry. McCormick showed students the chart, which has a deep, plunging spike denoting a drop in rainfall in the same region, around the same year.

"If you would have told me 10 years ago that I could

walk into an undergraduate seminar, read a poem by one of the Roman Empire's leading poets which describes a drought that he saw as he rode along a ridge and that literary specialists had dated to 371 — but couldn't be sure — and then pulled out the chart of rainfall in that part of the Roman empire in 371 — it's just extraordinary," McCormick said. "This is a new world of historical investigation."

McCormick said his work to bring climate science into historical research and provide historical context stems from his receiving a distinguished achievement award from the Andrew W. Mellon Foundation in 2002. The \$1.5 million award allowed him to convene groups of scholars studying similar questions in different fields as a way to improve information sharing, relationships, and collaboration. The first such workshop was on climate science and led to a collaboration among McCormick, Paul Mayewski of the University of Maine's Institute for Climate Change, and Paul Dutton, a professor at Simon Fraser University in Canada. The collaboration resulted in the Charlemagne article, published in 2007 in the historical journal *Speculum*.

More recently, McCormick worked with a team of climate scientists from Swiss, Austrian, and German institutions on an analysis of three new collections of tree-ring data involving 7,000 Central European trees going back 2,500 years. The work il-



Debunking a myth

Studying dead women's cut-up bodies was not what Katharine Park originally set out to do. But a trip to Florence opened a new chapter in the scholar's life.

By Maya Shwayder '11 | Harvard Correspondent

Studying dead women's cut-up bodies was not what Katharine Park originally set out to do. "I was writing a social history of medicine in Florence, a topic I chose basically just because I got to go" to that fabled Italian city, she joked.

But while working in those ancient halls amid so much beauty, Park said, "I kept finding stories about women's bodies being cut up. I remember I came across one entry in a diary, where the husband says his wife died, and he requested her to be autopsied. I was like, huh? Autopsy?"

"The religion was about dismembered bodies. Christian ritual is organized around body parts. It became clear to me from the religious end that the assumption we had about medieval bodies was not holding up. In the end, I wanted to make it clear there was no religious prohibition against dissection," said Katharine Park.

Most scholars assume that autopsy and dissection were taboo in medieval Europe; if they were conducted, they were illicit and done only on the bodies of criminals by intrepid scientists and doctors, flying in the face of clerical authority in the name of pursuing knowledge.

But Park, the Samuel Zemurray Jr. and Doris Zemurray Stone Radcliffe Professor of the History of Science, discovered quite another story in the Florentine libraries. "This was a very wealthy, patrician woman. The story didn't compute. And I kept finding little tiny bits and pieces about female bodies being opened over the years. By the late '90s, I had a critical mass of the stuff, and it all felt so counterintuitive. It was time to see what it was all about."

"As it turns out, the female body really lay at the heart of the development of autopsy and dissection as medical practices." According to Park, dissection grew out of autopsy, and autopsy grew out of embalming. The interest in specifically women stemmed from a desire to understand the origins of life. As such, it was all sanctioned by the church.

"The functions of the uterus came to symbolize what they didn't know. The idea was that the female body was really mysterious. Male bodies are all out there; everything about male identity is all on the outside. The uterus and female body are the last medical secret, a sign that they thought medicine had come to a point where it can penetrate most obscure workings of reproduction."

It was always the uterus that was dissected first, according to Park, "except in the case of holy women," she explained. "Then they would dissect the heart. The thought was, this woman has died, and she might be a saint. We can embalm her because the body is useful for establishing a cult. Then you have her insides, and she said she had Jesus Christ in her heart. Well, you might as well open it up and look for Jesus."

"The fact is that human dissection is not

a Renaissance invention," Park continued.

"Anything having to do with medicine, health care, the human body — women are at the center. We're going to have to rewrite a whole lot of pieces of history of early medicine."

Park's research came together in her book "Secrets of Women: Gender, Generation, and the Origins of Human Dissection," which was rereleased in paperback a year ago. "I found that instead of this investment in the integrity of the human body, social history and religious sources tell us that the human body in medieval Christianity was something to be torn about," she said. "The religion was about dismembered bodies. Christian ritual is organized around body parts. It became clear to me from the religious end that the assumption we had about medieval bodies was not holding up. In the end, I wanted to make it clear there was no religious prohibition against dissection."

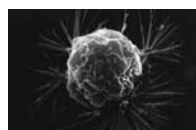
If this is true, then where did the idea that is was prohibited come from?" It was a 19th century myth," said Park, "like that before Christopher Columbus everyone thought the world was flat. People are absolutely wedded to a view that says 'We are modern, and they were stupid.'"

Park even found evidence that people long ago were even aware of hereditary illnesses and used dissection to investigate. "I found one case of a young boy's death, wherein the father asked the physician to autopsy his son so that he could have medical advice for his other children."

"These people were very good observers. Even if they didn't have the scientific tools we have today, there was nothing wrong with their brains."

"Every time I read something in The New York Times that Leonardo da Vinci had to hide the fact that he was doing dissection, and every time I listen to a tour guide in Italy tell these stories, it just kills me. I don't know how to get rid of this myth."

More Science & Health Online
[news.harvard.edu/gazette/
 section/science-n-health/](http://news.harvard.edu/gazette/section/science-n-health/)



Drug combination targets aggressive triple-negative breast cancer. <http://hvd.gs/78136>



Experts battle over the vitamin D question. How much is too much? <http://hvd.gs/77984>

Planting a research center in the arboretum

With the opening of the Weld Hill facility at Arnold Arboretum, staff members and lab equipment are filling the long-awaited space dedicated to botanical research.

By Alvin Powell | Harvard Staff Writer

As blossoms unfurl at the Arnold Arboretum, Harvard's plant scientists are welcoming the opening of more than just flowers this spring, as the Arboretum's new Weld Hill Research Building fills with staff, scientists, and sophisticated equipment.

The 44,000-square-foot building received final approvals from Boston in December, and since then has been awash in moving boxes and crates. One of the first occupants was the arboretum's new director, William "Ned" Friedman, the Arnold Professor of Organismic and Evolutionary Biology.

Friedman, an esteemed botanist who came to Harvard from the University of Colorado, took over the arboretum's leadership in January, his start dovetailing nicely with that of the building that will be his new home.

During a walk through the building shortly after his arrival, Friedman enthusiastically showed the new labs and equipment, and spoke of the community he hopes will grow among scientists who work in the open, shared laboratory spaces.

"By getting the walls out of here, there's a social component. The goal is to have people mixing," Friedman said. "If you're in your own office and the door is closed, you can't have a conversation with someone else."

The building allows the arboretum's researchers, who moved from offices at the Cambridge campus, to share space with those in charge of managing the collections, who had been based at the arboretum. Researchers and graduate students began moving to their new offices in January, even as the new laboratory equipment was arriving.

"The most joyful thing in the world is having a new microscope," Friedman said. "My postdoc is a microscopist; he's just about passing out with all the new equipment."

The new building has enough extra room, Friedman said, that there is space for visiting scholars from other institutions and for undergraduates pursuing plant science research.

In order to bridge the physical distance between the

arboretum, which is in Boston's Jamaica Plain and Roslindale neighborhoods, and the Cambridge campus, a shuttle van will be used to ferry students or entire classes for lessons that draw on the arboretum's resources.

"Without students here, this wouldn't be a University," Friedman said. "There are chances to do undergraduate honors theses based on these resources. My goal is that every undergraduate honors project should be publishable and should lead to a next step."

An advantage of the new building is its proximity to the arboretum's living collection, Friedman said. While the arboretum doubles as a city park and an important part of Boston's string of parks called the Emerald Necklace, it also is one of the world's pre-eminent collections of woody plants. As a living collection, the arboretum also includes other forms of life, such as fungi and insects, that can be studied by researchers at Weld Hill.

"Out there are not just lots of plants, but incredible numbers of insect, fungal, and microbial species. We have 275 acres of biodiversity," Friedman said.

The building also has a dozen greenhouses where some specimens can be grown and others collected from the field can be raised, including for Friedman's own research into the origin of flowering plants, collected in New Caledonia.

Doctoral student Becky Povilus and postdoctoral fellow Julien Bachelier moved to Harvard from the University of Colorado to continue their work with Friedman and were among the first to settle into the new building. Bachelier said it was "everything we heard, but better," while Povilus said having the arboretum nearby was a plus, as it is a place to both collect samples and to walk around and get ideas for new avenues of research.

For the next few months, Friedman said, the staff will focus on getting researchers situated and their work under way. A major emphasis, Friedman said, is to further develop relationships with the community through activities such as open houses and the new director's lecture series.

Julien Bachelier (from left), a postdoctoral fellow, and Becky Povilus, a doctoral student and lab technician, go over some of the new equipment in the Weld Hill Research Building at the Arnold Arboretum. In January, Director William Friedman (above) toured a greenhouse.

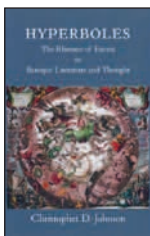


Fleeing America

In “Liberty’s Exiles: American Loyalists in the Revolutionary World,” historian Maya Jasanoff reveals the lesser-known history of loyalists after the Revolution.

By Sarah Sweeney | Harvard Staff Writer

HARVARD BOUND

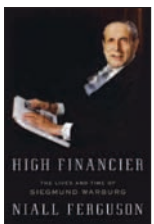


HYPERBOLES: THE RHETORIC OF EXCESS IN BAROQUE LITERATURE AND THOUGHT

(Department of Comparative Literature, July 2010)

By Christopher D. Johnson

Associate Professor of Comparative Literature Christopher Johnson defends the role of Baroque period hyperbole in Spanish and Mexican lyrics, English drama, and French philosophy.



HIGH FINANCIER: THE LIVES AND TIME OF SIEGMUND WARBURG

(Penguin Press, June 2010)

By Niall Ferguson

This biography by Niall Ferguson, Laurence A. Tisch Professor of History and Professor of Business Administration, chronicles the life of Siegmund Warburg, a financial wiz, prophet of globalization, and strategic businessman.



HIS MAJESTY'S OPPONENT: SUBHAS CHANDRA AND INDIA'S STRUGGLE AGAINST EMPIRE

(Harvard University Press, April 2011)

By Sugata Bose

Gardiner Professor of Oceanic History and Affairs Sugata Bose parses the life of Indian revolutionary Subhas Chandra Bose, who struggled to liberate his people from British rule and led the Indian National Army against Allied Forces during World War II.

Growing up, historian Maya Jasanoff traveled extensively over summers with her family from their Ithaca, N.Y., home to Europe, Asia, and the Middle East. “My love of history grew up in tandem with travel, which gave me the chance to see history up close in diverse and fascinating forms,” said Jasanoff, the John L. Loeb Associate Professor of the Social Sciences in Harvard’s Department of History and an expert on the history of modern Britain and the British Empire.

“The fact that my mother comes from India, and my father’s family from Eastern Europe, has given me a more personal reason to study the history of the British Empire, and the history of cross-cultural relations more generally,” recalled Jasanoff, whose book “Liberty’s Exiles: American Loyalists in the Revolutionary World” was recently published.

“Here in America we learn about the revolution from the winners’ side,” she said, “and little attention gets paid to the loyalists.”

According to Jasanoff’s research, some 60,000 American loyalists fled the newly formed United States, taking with them 15,000 slaves to Canada, Jamaica, the Bahamas, Sierra Leone, and other destinations.

After the American Revolution, “refugees left behind friends and relatives, careers and land, houses and native streets — the entire milieu in which they had built their lives,” writes Jasanoff.

Jasanoff had no idea before beginning her research “that so many loyalists left the United States — creating quite possibly the largest civilian exodus (as a percentage of population) in U.S. history, and the widest-ranging refugee crisis ever faced by the British Empire.” More

importantly, she also notes, the British offered freedom to slaves who agreed to fight, resulting in the emancipation of 20,000 slaves — the largest American emancipation until the Civil War.

“I was very moved by the personal stories that I found: letters, memoirs, and petitions from ordinary people caught on the wrong side of history, whose lives ended up taking shape in ways and places none of them could ever have anticipated,” said Jasanoff.

“I was especially struck to see how people maintained relationships with friends and family members across great distances, and to discover how many of these refugees moved more than once, leaving paper trails around the Atlantic. I also had the opportunity to visit Freetown, Sierra Leone, which was founded by black loyalists in 1791, and where the archives remain intact despite the country’s recent horrific civil war. It was easily the most thought-provoking research trip I’ve ever taken.”

Jasanoff is currently at work on a new project about the historical circumstances underpinning the works of Joseph Conrad. “I strongly believe in bringing out the ‘story’ within history, and revel in writing historical narrative,” she said.

Telling those lesser-known histories seems to be Jasanoff’s forte. “The American Revolution remains a touchstone for our ideas about what the United States stands for and who we are,” she said.

“That makes it all the more important, in my view, for Americans to develop a thorough understanding of all sides of this event — including those of the dissenters, misfits, and losers.”



Photo by Rose Lincoln | Harvard Staff Photographer

All that jazz

In four days of festivities, Harvard celebrates four decades of dedication to a great American musical form.

By Colleen Walsh | Harvard Staff Writer



When Tom Everett arrived at Harvard in 1971, he was wide-eyed to find that the University lacked a connection to one of America's greatest art forms.

"I was so surprised that there was no jazz activity at Harvard," Everett said during an interview in his basement office, surrounded by music scores and hulking marching band instruments.

For Everett, jazz, with its rich musical traditions, was too important for Harvard to ignore. As the new director of the Harvard University Band, he made it his mission to fill that musical hole with expressive sound, and more. For the past four decades, Everett, Harvard's Office for the Arts (OFA), and the Harvard Music Department have made jazz an important part of University life.

To honor that legacy, OFA and the Music Department are sponsoring "40 Years of Jazz at Harvard: A Celebration" today (April 7) through April 10. The event will include a discussion, an alumni reunion, and an exhibition at the Loeb Music Library that opens today. The collection, donated by the Harvard Jazz Bands and OFA, includes jazz scores, photographs, and ephemera over time.

The celebration will also feature a "Harvard All-Stars" concert on April 9 with the Harvard Jazz Bands and saxophonist Benny Golson, pianist Eddie Palmieri, drummer Roy Haynes, bassist Cecil McBee, trumpeter Brian Lynch, and saxophonist Don Braden '85.

In his first year, Everett created Harvard's original jazz band, with 10 recruits from the marching band. By the end of that school year, he had a full complement of musicians. The next year he formed a second jazz ensemble. In 1973, he taught the first jazz history course, at Harvard Extension School. Five years later, he introduced an undergraduate jazz course at Harvard College. In the mid-'70s, OFA began supplying funding and support for jazz concerts and other programs. With its help, said Everett, "the program took off."

Everett has been instrumental in securing visiting artists for the annual Jazz Masters in Residence series sponsored by the Harvard Jazz Bands and OFA. Jazz greats such as Slide Hampton, Illinois Jacquet, Benny Carter, Red Rodney, and J.J. Johnson have graced Harvard's stages, always accompanied by undergraduates



from the jazz bands. In 1980, a special concert with the Bill Evans Trio and John Lewis featured the premiere of Lewis' "The Gates of Harvard," a work commissioned by OFA.

Signaling its commitment to the importance of jazz in the curriculum, Harvard in 2001 hired jazz authority Ingrid Monson, Quincy Jones Professor of African-American Music.

"We've developed a presence," said Monson, who has taught several jazz courses and is currently the interim dean of Arts and Humanities. She will take part in a discussion with Everett at the Barker Center on April 8 at 4 p.m.

As a testament to how jazz has blossomed at Harvard, the University announced Monday that Wynton Marsalis, the accomplished musician, composer, bandleader, and educator, will launch a two-year performance and lecture series on April 28, with a session at Sanders Theatre.

As part of that series, Everett is helping to oversee members of the jazz bands who are mentoring stu-

It's been 40 years since Tom Everett (center photo) created Harvard's original jazz band. Throughout the years, jazz greats have come to Harvard to work with students, including Quincy Jones (top) in 1983 and Lester Bowie (below) in 1984.



dents at Cambridge Rindge and Latin School in preparation for a visit there by Marsalis on April 29.

Important lessons in history, creativity, and life are nestled among jazz's blue notes and syncopation. The improvisational nature of the music helps students to



Dizzy Gillespie rehearsing with jazz students in 1977.

experiment and “think outside the barrel,” Everett said, adding that jazz encourages interaction and challenges students to bring something more to the music “than what was there to start with.”

“With jazz there are principles or insights or passions that someone is exposed to ... that stay with them throughout their lives.”

Visiting jazz masters have shared their experiences with students at Harvard, offering a glimpse of what they themselves learned from jazz legends such as Count Basie, Duke Ellington, and Dizzy Gillespie. But they shared other things, too, including their battles with racism.

The social history of jazz is “very much rooted in the American history of race relations in the United States,” said Monson. “Those are always key issues that come up when we talk about the history of the music, and students are very interested in learning about that.”

Over the years, many talented student jazz players have attended Harvard, including some who have made the music their careers, including saxophonists Joshua Redman ’91, Fred Ho ’79, and Braden.

With a strong mix of talent at hand, Everett said that at times he has had to figure out how to keep everybody interested.

“An exciting thing for me was to put together an environment that would challenge them or expose them to something new while not losing everyone else. ... You keep everyone involved, and you challenge everyone.”

Everett’s musical training began with the cornet, an instrument similar to the trumpet. Later, he took up the trombone. His best friend in high school, also a trombonist, introduced him to jazz.

“He played these things without the music in front of him, and that always amazed me. ... I just found the music communicated to me.”

For 40 years, Everett and Harvard have helped to communicate the meaning and importance of jazz.

“The most rewarding thing is looking and seeing that saxophone player — you watch their eyes while they are playing something, and you see little light bulbs go off ... you see these things ticking.”

A passion for unloving art

Australian native Maria Gough, the Joseph Pulitzer Jr. Professor of Modern Art at Harvard, studies the Russian and Soviet avant-garde periods because they portray “what the function of the artist is in a revolutionary climate.”

By Alexandra Perloff-Giles ’11 | Harvard Correspondent

FACULTY PROFILE

Growing up in Melbourne, Australia, Maria Gough never imagined she would become a leading authority on Russian and Soviet avant-garde art.

Gough, the Joseph Pulitzer Jr. Professor of Modern Art at Harvard, dubs the difficult, abstract field that she studies as “unloving” because “it seems at first to push you away, and you have to follow it.”

After graduating from high school, Gough dreamed of becoming a sculptor. But when she was accepted into the University of Melbourne Law School, she decided to enroll there, partly for family reasons but also to satisfy an equally strong draw toward the realm of the analytical. She was permitted to take some liberal arts courses, which she took advantage of to study philosophy and art history.

“Gradually, I just moved more and more into art history, such that I didn’t ever formally drop out of the law school; I just stopped taking classes in it,” she said.

Despite her father’s disappointment that none of his children would take over his legal practice, Gough went on to study architecture as a graduate student, applying to graduate programs in art history in the United States. When she received her acceptance from Johns Hopkins University, she hesitated at first, but once she arrived she found that she didn’t want to leave.

“I was so happy,” she recalled. “It was like being in a hothouse of wonderful people doing brilliant and creative things. I just thought we would all stay there together forever.”

Gough completed her master’s at Johns Hopkins before coming to Harvard to complete her Ph.D. Though she admits to a “weakness” for 17th century baroque painting, Gough chose to specialize in European modernism because she found its problems ultimately the most compelling. In particular, Gough said that modern art appealed both to her experiences dealing with questions of aesthetic form as an artist and to her background in law and philosophy.

“The modern period has wonderful instances of the intersection of great innovation in formal matters and major historical upsets — revolutions, trauma, major attempts at social transformation,” she said. “I am interested in what the function of the artist is in a revolutionary climate.”

Gough’s interest in the conjunction

of art and politics led her to focus on Russian constructivism, in a decision that she initially resisted because of the difficulty of conducting research in Russian repositories. Yet the historical circumstances that coincided with her time in graduate school, beginning in 1987, contributed to her desire to study Soviet art.

“The spring revolution in Europe was in ’89, the Berlin Wall came down, Germany was reunified, the Soviet Union collapsed in late ’91. It was the moment,” she said. “I was interested in aesthetics and politics, and then this amazing global thing happened, and I wanted to bear witness to that firsthand.”

Thanks to a Paul Mellon Fellowship from the Center for Advanced Study in the Visual Arts at the National Gallery of Art in Washington, D.C., Gough spent two years living in Moscow, which she described as “completely lawless and deeply fascinating.”

She relished the experience.

“There was a poetry to everyday life that you don’t find in our advanced economies because we’re so organized and we don’t allow ourselves to have that,” she said. “Now, as an adult person with responsibilities and a job, it would drive me crazy. But as a student, I loved it. It was intoxicating.”

Prior to joining the Harvard faculty in 2009, Gough taught at the University of Michigan and Stanford University. One of the greatest assets of being at Harvard, she said, is having access to the Harvard Art Museums and to truly extraordinary archival and library resources.

“I like to go to archives and museums and find things and build stories about them,” she explained. “I’m interested in the fact that a work of art is both part of a historical moment and also transcends it. It takes us places where we didn’t know it would take us.”



Point youth toward change

Harvard undergraduate group helps to teach leadership skills through after-school workshops in Boston schools and during a trip to Bhutan.

By Alvin Powell | Harvard Staff Writer

A group of Harvard undergraduates is working to improve leadership skills among middle and high school youth, hoping to instill in them the idea that changing the world doesn't have to wait until they're adults — they can start now.

The students are working through the Leadership Institute at Harvard College (LIHC), an undergraduate group, and two subgroups, Yes We Can Lead, which runs weekly workshops at Boston's Edwards and Gavin middle schools, and Youth Lead the Change!, which took the leadership program on the road in January to the Asian nation of Bhutan, and which is planning a weeklong summer camp for Boston high schoolers in August.

They talked about identifying teachers or older students who already knew how to play who could act as instructors. They emphasized starting small, with just one or two instruments, and being sensitive to the school administration's likely concerns about cost. They talked about securing a room for after-school lessons, getting the instruments themselves, and advertising the lessons to the student body.

"We really get kids to identify a need in their community, something they're passionate about, and help them make that social change project a reality," Tarun said. "Ultimately, that's what it comes down to. You start with a vision, but you need to actually implement it."

derful diplomats. They were ambassadors for Harvard in Bhutan," Ager said. "They are a pretty incredible group of students."

The Harvard undergraduates present the leadership program in the middle schools weekly as part of Citizen Schools' programs. Recent projects have included a recycling effort, an anti-bullying campaign, discussions on immigration and deportation, and outreach to pen pals in Kenya to raise awareness about child poverty and hunger.

The Bhutan trip happened because six undergraduates involved with the middle school program — Tarun, Harburg, Reid McCann, Sheba Mathew, Ujunwa Anakwenze, and Dalumuzi Mhlanga — felt that the leadership principles that applied to Boston schoolchildren also would apply to teens overseas. The trip came about because of alumni contacts with the government of Bhutan, which had created a youth development fund and was seeking leadership and social engagement programs to help young Bhutanese grow to become good citizens.

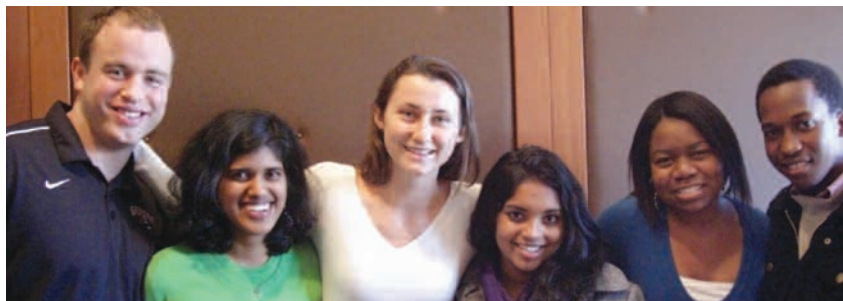
The two-week trip required the students to adjust the curriculum, normally offered in shorter sessions over 10 weeks. They not only shifted the timing of the sessions, they also worked to make the curriculum culturally sensitive to their host country, incorporating a meditation period in the mornings. They spent three days teaching the curriculum to teachers and older teens, so they could act as instructors in the future. Later in the trip, both groups taught a group of Bhutanese youth leadership skills, with the sessions furthering the training of teachers even as they imparted skills to the youth.

Though there is some interest in returning to Bhutan next January, Tarun said the group has checked in with instructors in the months since and found that they've presented three sessions of the leadership training curriculum so far. If the Bhutan program is self-sustaining, Tarun said, they may not need to return then, and instead may look to another country.

Tarun said the undergraduates involved weren't just teachers, they learned a lot as well. Each evening they gathered to go over what went right and what went wrong during the day and identified areas for improvement.

"The reflection" process was huge because we all were there to be better leaders," Tarun said.

The Bhutan trip included Reid McCann (above, from left), Akansha Tarun, Emily Harburg, Sheba Mathew, Ujunwa Anakwenze, and Dalumuzi Mhlanga. The students' program runs a weekly workshop at Boston's Edwards Middle School (left).



Akansha Tarun, a sophomore and co-founder of Youth Lead the Change!, said the leadership curriculum doesn't just present concepts to students, it asks them to think of ideas for projects on which they can embark that make a change in their schools or communities.

For example, during January's trip to Bhutan, Tarun said, one youth wanted to get musical instrument lessons started at his school. To help that happen, they talked not just about the concept, but they broke the idea down into practical steps to bring it to fruition.

LIHC faculty adviser David Ager, a lecturer on sociology, said he has been impressed with the students. The middle school program was founded two years ago by now-senior Emily Harburg, who came to him with the idea for a program. Ager had some contacts at the nonprofit after-school organization Citizen Schools, and he put Harburg in touch with them.

From there, though Ager has offered advice and asked questions, he said the students developed the 10-week leadership curriculum themselves and then adapted it to the culture of Bhutan.

"It was a very powerful experience. They were won-

Making a difference

By Colleen Walsh | Harvard Staff Writer



COVER STORY

Across the University, public service programs are thriving, reinforcing Harvard's founding mission of providing assistance to others.

The call came early on Nov. 5, 2008, telling Bishop Bryant Robinson Jr. that his new church was ablaze. Only hours before, Barack Obama had been elected the nation's first black president. Now Robinson's nearly completed church, home to a largely black congregation, was burning like a matchbook, the flames lighting the night sky.

The fire, which prosecutors say was set by arsonists angry at Obama's election, was on Robinson's mind as he addressed a group of Harvard undergraduates on a warm spring afternoon outside the Macedonia Church of God in Christ. The church in Springfield, Mass., had risen again, with their help.

Forgoing a week at the beach or at home, the students joined the annual Alternative Spring Break trip sponsored by Harvard's Phillips Brooks House Association (PBHA) to help rebuild churches destroyed by arson. During their week on-site, the volunteers helped to paint almost the entire interior of the 18,000-square-foot church in bright pastels.

"You guys were on the other side of that flame," an appreciative Robinson told them.

Robinson said later that the students' support "just renews the spirit, the soul." Their participation reminded him of Obama's optimism, Robinson added, "when he says we are moving toward a more perfect union."

Harvard's service ethos is at the heart of its founding mission, which focused from the start in 1636 on educating ministers to serve their surrounding communities. Now, that service commitment extends across the modern University and includes students, faculty, alumni, and staff. Some efforts are embedded in altruism, and some in curriculum. But all aim to do good, as a rising focal point of Harvard life.

Harvard President Drew Faust has made service a core value of her administration. She regularly reminds the Harvard community that with the Univer-

(see Service next page)

Service

(continued from previous page)

sity's great resources comes great responsibility. "We as a University live under the protections of the public trust," she said at last year's Commencement. "It is our obligation to nurture and educate talent to serve that trust — creating the people and the ideas that can change the world."

Buttressing that ideal, Harvard will soon announce the winners of the first Presidential Public Service Fellowships — 10 students from Harvard College and the graduate and professional schools who will work in public service for the summer. Created by Faust, the program provides grants of up to \$5,000 for undergraduates and \$10,000 for graduate students for a range of efforts, including government and community service, nongovernmental organization and nonprofit work, and innovative projects that serve the common good.

For many participants, such public service proves transformative. Some volunteers say their experiences prompted them to change their academic direction, while others point to the lasting friendships they made in working toward shared goals.



In January, joining forces with the Millennium Challenge Corp., a U.S. foreign aid agency, Harvard Law School (HLS) students worked in Lesotho on a land regularization project that helps residents obtain formal documentation of their property rights. HLS's Christine Rizk (above) reviews court files at the High Court of Lesotho.

Emmett Kistler '11, who for three years has participated in the Alternative Spring Break sessions led for a decade by Harvard Kennedy School (HKS) and Harvard College lecturer on history and literature and public policy Tim McCarthy '93, was so inspired by his experiences that he changed his concentration. After his first trip as a sophomore, the Eliot House resident traded his chemistry classes for ones involving religion and civil rights. He is completing his thesis on Martin Luther King Jr.

"This has been one of the most shaping experiences of my college career," Kistler said.

Other participants point to the personal bonds they forged. Several students working on the Springfield church said they had made lasting friendships with fellow undergraduates.

Freshman Rachel Horn said that she missed the break time that she could have spent with her family, but that her parents understood she wanted to make service "a big part of what I did in college."

"I love the sense of community that it has given me," said a paint-spattered Horn as she added another cream-colored coat to a wall near the church's sanctuary. "I love doing this work, but I also just love meeting the people. All the people on this trip have been incredibly friendly, and I feel like I am really close with them, even though I have only known them for a week."

PBHA is the gateway to service for Harvard undergraduates. The student-run organization has 1,500 students participating in more than 80 social service and social action programs. The numbers of participants and programs have risen steadily over the past decade.

This year, 110 students participated in one of 11 Alternative Spring Break trips, which included everything from working with AIDS patients in New York City to creating affordable housing in El Salvador.

SERVICE, FRONT AND CENTER

For Harvard's Schools, serving others is often part of the curriculum.

At Harvard Law School (HLS), every student must complete 40 hours of pro bono legal services before graduating. But most students do far more. The HLS Class of 2010 averaged 556 hours of free legal services per student, and some students completed 2,000 hours or more of free services during their three years at the School. Such efforts are managed through the Office of Clinical and Pro Bono Programs (OCP).

"It's a dual mission of providing services to the community but also teaching students how to be competent and ethical lawyers," said Lisa Dealy, assistant dean for clinical and pro bono programs. "We feel that all lawyers have an obligation to serve their communities (and the world). And through the HLS clinical and pro bono programs, we hope to instill in students that public service ethos."

One of the largest providers of free legal services in Massachusetts, the School's clinical arm is also believed to be the largest clinical legal education program in the world, offering clinics in nearly 30 areas, including immigration, international human rights, and child advocacy law. Under the supervision of the School's 60 clinical instructors, students represent clients in actual cases.

Serving the community has another important benefit, said Ronald Sullivan, a clinical professor of law who directs Harvard's Criminal Justice Institute, in which third-year HLS students, supervised by clinical instructors, represent indigent criminal defendants and juveniles in local courts.



Providing quality representation allows defendants, their families, and friends to feel that they were heard, something particularly important in communities of color, where distrust of the criminal justice system can be widespread, said Sullivan.

"One of the ironies that every good criminal defense lawyer experiences is a client who gets convicted and turns to you and says 'thank you.' It is a profound expression of the recognition that their voice was heard," Sullivan said.

Second-year law student Jessica Lewis recently helped a young man to gain asylum status through Harvard's Immigration and Refugee Clinic. She said the work "changed my experience in law school."

Developing skills as a lawyer by working with another classmate and a clinical instructor, while forging a connection with her client, gave her a new perspective. "It makes you realize that the skills you are developing here are not just for you," she said. "You can use them for other people to make a difference in their lives."

HLS also has a dozen student practice organizations that work on real cases. For example, the School's Harvard Law & International Development Society collaborates with the OCP to offer opportunities in law and international development.

In January, working with the Millennium Challenge Corp., a U.S. foreign aid agency, students visited the small African nation of Lesotho, where they worked on decentralizing health care services and on a land regularization project so residents could obtain formal documentation of their property rights.

"The most satisfying thing was knowing right away that what we were doing was really helping, and that we were able to give back," said third-year HLS student Alastair Green.



Bishop Bryant Robinson Jr. (left, seated) says that the students' support "just renews the spirit, the soul." Luci Yang '11 (below, left), on staff at the Harvard Square Homeless Shelter, works with Violet Li '14. Yang has been working at the shelter since her freshman year.

following Haiti's devastating earthquake a year ago, helping to coordinate landing spots in the capital for planes carrying medical teams and supplies.

"There has been an enormous range of opportunities to be involved with global health work at Harvard," said Basilico, "and there are incredible mentors here who highlight these issues."

In addition, HKS trains public leaders to make a difference in the world. The Harvard Business School has a Social Enterprise Initiative that encourages "emerging leaders in all sectors to apply management skills to create

social value" through enterprises involving teaching, research, and other activities. The Harvard Graduate School of Education prepares academic leaders who will work to improve community teaching and learning practices. The Harvard Graduate School of Design has a Community Service Fellowship Program in which students aid design and planning projects both locally and abroad. The Harvard Divinity School helps to bridge religious and cultural divides around the world.

HELPING NEIGHBORING COMMUNITIES

Locally, the Harvard Allston Education Portal connects families in the Allston and Brighton neighborhoods with the University's vast intellectual resources. The portal offers individual and small group mentoring, pairing Harvard undergraduates who have concentrations in science, math, and the humanities with local students to help polish their skills.

The portal also offers a lecture series featuring professors from the University's new General Education curriculum.

Since the portal opened almost three years ago, 53 Harvard undergraduates have been student mentors.

Chioma Madubata '11, a molecular and cellular biology concentrator, is a regular mentor. She leads experiments such as teaching how to make ice cream, using plastic bags and rock salt to show what happens when something changes from a liquid to a solid.

"It also shows that science is fun — and occasionally you can eat what you make," said the Quincy House resident, laughing.

THE PUBLIC SERVICE NETWORK

The Phillips Brooks House, which houses PBHA, is also home to the Public Service Network, which supports independent, student-led service programs, as well as the Center for Public Interest Careers (CPIC) at Harvard College, which assists students in securing paid public interest placements during summers and after graduation.

Natasha Alford '08 said CPIC played a major role in "planting the seed" of her growing professional interest in service.

Familiar with the shortcomings of inner-city high schools, Alford arrived on campus hoping to make a difference. "I came to Harvard with the idea that I needed to do something," she said. Through CPIC, she was placed one summer with an organization involved in foster care. The next summer, CPIC helped her to secure an internship with Facing History and Ourselves, which helps teachers to educate their students about social justice issues.

After graduating, Alford headed to a management investment firm. But she knew "something was missing." Now she is working with Teach for America as an English teacher at a struggling charter school in Washington, D.C.



"It's so rewarding. Every morning I wake up and I have a purpose," said Alford, who credited CPIC for helping her to "find my place."

One of PBHA's programs is the Harvard Square Homeless Shelter. Student run with 28 staff members and about 200 volunteers, the shelter in a church basement offers warm beds and hot meals to men and women during the winter. Volunteer resource advocates assist the guests with job searches and with applications for benefits and transitions to permanent housing. An outreach team delivers food to the homeless in Harvard Square.

Luci Yang '11 volunteered at the shelter as a freshman, and quickly found her niche. Now, she is one of the two administrative directors. The experience made her think about public service in "many different ways," giving her "a more rounded sense of what service could mean, and what it would mean to do service as a long-term career."

Supplementing such efforts, last year HLS created the Public Service Venture Fund, which will start distributing \$1 million in grants annually, beginning in the spring of 2013, to help graduating students pursue service careers. HLS students also have access to the Bernard Koteen Office of Public Interest Advising to investigate such careers.

AIDING IN PUBLIC HEALTH

Through programs that address key issues such as global health, health policy, nutrition, and complex diseases, the Harvard School of Public Health works to inform policy debate, disseminate information, and support health as a public good and a fundamental right. The School has a network of students who work with local high school students on such critical concerns as violence prevention and safe-sex practices.

At Harvard Medical School (HMS) and the Harvard School of Dental Medicine (HSDM), students and faculty offer their skills in local communities, including HIV counseling and testing programs, as well as free dental services to the underserved. Through the HMS Department of Global Health & Social Medicine (GHSM), faculty and students help to tackle problems such as malnutrition and infectious disease in developing nations.

First-year HMS student Matthew Basilico '08 plans to return to Haiti this summer to study the causes of poverty and ill health, working with faculty from GHSM and Harvard's Department of Government. As a Harvard freshman, Basilico took what he called "a life-altering seminar" with Paul Farmer, founder of the HMS-affiliated aid organization Partners In Health (PIH), head of GHSM, and Kolokotronis University Professor of Global Health and Social Medicine. After graduating from the College, Basilico worked with PIH

Fresh paths to success

A dean, a professor, and a former journalist are shaking up education and policy circles with a report that asks: What if not everyone had to go to college to have a good life?

By Katie Koch | Harvard Staff Writer

Call it the American fantasy. For years, people have believed that a college degree provided the only safe path to achieving middle-class security and a stable career, and the nation's high schools have been shaped to fit the idea that all young people could and should go to college.

The facts tell a different story: Only three in 10 young people earn a bachelor's degree by their mid-20s, while more than 40 percent never even set foot on a community college or university campus. For the majority of young people who never earn a post-secondary degree, the American dream remains just that.

The problem, three Harvard analysts say in a new report called "Pathways to Prosperity," is that high schools don't offer alternatives that prepare students to enter the working world, rather than four more years in a classroom. And while the new public education system they're advocating — one that offers robust vocational and technical training programs alongside traditional college-prep schools — is a long way from broad reality, their vision is inspiring debate.

"What we're trying to do is cast a searchlight on the problem," said Robert Schwartz, the Francis Keppel Professor of Practice of Educational Policy and Administration and faculty dean of the Harvard Graduate School of Education (HGSE), who spent three years working on the report with Ron Ferguson, senior lecturer in education and public policy at the HGSE and the Harvard Kennedy School (HKS), and Bill Symonds, a former BusinessWeek education reporter who now runs the Pathways to Prosperity Project at HSGE.

"We're trying to jump-start a more serious effort to bring together employers and educators from community colleges and high schools," Schwartz said. "Employers in growing sectors

are highly motivated to figure out how to get the workforce they need," he said, "but there's a huge social stigma attached to [vocational training] in America that we have to overcome."

The report is nothing if not timely. The recession hit teenagers and young adults the hardest; the percentage of Americans under 25 who have jobs is at its lowest level since the Great Depression.

"The labor market has become a lot more unforgiving," Symonds explained. "It's becoming more and more difficult for young people to get meaningful work experience."

As part-time work dries up, the authors reason, students could benefit now more than ever from vocational training as part of the typical school day to learn the job skills they'll need down the road.

According to the report, 30 percent of jobs created over the next decade will require "some college" short of a four-year degree. These positions, in such fields as health care or construction, can offer entry into the middle class for those who are trained to fill them. Just as high schools encourage students to consider college, the authors write, they should also help prepare their graduates to enter apprenticeships, certificate programs, or community colleges that can teach those job skills.

There are examples of vocational school success, as Symonds points out. In Massachusetts, students who attend vocational schools are now scoring higher on the MCAS and graduating at a higher rate than their peers in traditional high schools.

"These schools work because we didn't create them as a second-best option," he said. "Some of these schools have waiting lists."

And of course, Europe has long made vocational training an option for stu-

Ron Ferguson (left) and Bill Symonds are two of the three Harvard analysts who authored "Pathways to Prosperity," a new report that says high schools should offer alternatives that prepare students to enter the working world.

dents. American criticisms of the European system — namely, that it "tracks" students at a young age, based on their abilities — obscure the fact that it works, said Schwartz, who has worked with the Organization for Economic Cooperation and Development (OECD) on two studies comparing countries' educational systems. European nations are outscoring America on international standardized tests, and employment rates for young people are higher.

In Northern European countries, Schwartz said, 40 to 70 percent of students opt for vocational education over a college-prep curriculum. Even in Finland, a less socially stratified country that outlawed tracking in the 1990s, 43 percent of students choose vocational training.

"We've relied on one institution, our higher education system, to get kids from high school into the workplace," Schwartz said. "These other countries have built a parallel system, and I would argue that's something we should be paying attention to. We have no serious alternative strategy."

Reactions to "Pathways," which was released Feb. 1, have been mixed but rarely muted. A Washington Post education columnist called it "dreamy nonsense"; NPR's "On Point" devoted an hour to the report.

"The first few emails I got were negative — people accusing us of trying to deny college to disadvantaged students," Ferguson said. "That was quickly eclipsed by people really thanking us for raising the issue. The college-for-all movement has been so strong that people who think we need more than just college for all have been afraid to speak up."

Symonds has received invitations from 18 states to address local school

districts, community college presidents, state legislatures, and other groups, from as far away as Alaska and Hawaii.

Even the White House has paid attention. President Obama has long made improving community colleges, which provide the bulk of America's technical training, a pillar of his higher education policy. But the administration is now considering the importance of career and technical education at the high-school level in preparing students for jobs.

Arne Duncan, Obama's secretary of education, called the report "absolutely pressing," and the newly formed White House Council for Community Solutions has asked for a briefing on "Pathways." In fact, when President Obama came to Boston last month he made a visit to TechBoston Academy, a high-performing pilot school for at-risk students that offers its students vocational training for careers in technology.

But to Ferguson, director of the Achievement Gap Initiative at Harvard, promoting alternative educational paths is more than just smart policy. It should be a "social movement," he said, to help students from all backgrounds succeed in work and life, especially poor minority students — a rapidly growing population that is most frequently left behind in traditional high schools.

"We've got to persuade people across society that unless we pay more attention to adolescence, we're headed toward having a fragmented society that is divided by race and social class," Ferguson said. "We don't claim to know how to fix everything in the report. But we're already in trouble, and if we don't do something, things are only going to get worse."



— 360TH COMMENCEMENT —

MORNING EXERCISES

To accommodate the increasing number of those wishing to attend Harvard's Commencement Exercises, the following guidelines are proposed to facilitate admission into Tercentenary Theatre on Commencement morning:

■ Degree candidates will receive a limited number of tickets to Commencement. Parents and guests of degree candidates must have tickets, which they will be required to show at the gates in order to enter Tercentenary Theatre. Seating capacity is limited; however, there is standing room on the Widener Library steps and at the rear and sides of the theater for viewing the exercises.

Note: A ticket allows admission into the theater, but does not guarantee a seat. Seats are on a first-come basis and cannot be reserved. The sale of Commencement tickets is prohibited.

■ Alumni/ae attending their reunions (25th, 35th, 50th) will receive tickets at their reunions. Alumni/ae in classes beyond the 50th may obtain tickets from the College Alumni Programs Office by calling 617.496.7001, or through the annual mailing sent out in March with an RSVP date of April 29.

■ Alumni/ae from nonreunion years and their spouses are requested to view the Morning Exercises over large-screen televisions in the Science Center, and at designated locations in most of the undergraduate Houses and graduate and professional Schools. These locations provide ample seating, and tickets are not required.

■ A very limited supply of tickets will be made available to all other alumni/ae on a first-come, first-served basis through the Harvard Alumni Association (HAA) by calling 617.496.7001.

AFTERNOON EXERCISES

The annual meeting of the HAA convenes in Tercentenary Theatre on Commencement afternoon. All alumni and alumnae, faculty, students, parents, and guests are invited to attend and hear Harvard's president and featured Commencement speaker deliver their addresses. Tickets for the afternoon ceremony will be available through the HAA by calling 617.496.7001.

Jacqueline A. O'Neill
University Marshal

Poehler express

Comedian Amy Poehler, star of "Parks and Recreation" and a former cast member of the late-night sketch comedy show "Saturday Night Live," has been selected as the 2011 Senior Class Day speaker.

By Paul Massari | Harvard Staff Writer

Comedian and actress Amy Poehler has been selected as this year's Senior Class Day speaker. Poehler will address the Class of 2011, their families, and guests in Harvard Yard's Tercentenary Theatre on May 25.

The annual ceremonies, which take place on the day before Commencement, are an opportunity for the College's senior class to come together a final time before graduation. In addition to Poehler's address, the Class Day festivities will include the Ivy and Harvard orations, a speech by Dean of Harvard College Evelyn M. Hammonds, and an evening concert by the Radcliffe Choral Society, the Harvard Glee Club, and the Harvard University Band.

A Massachusetts native and Boston College graduate, Poehler is known for her work on the late-night sketch comedy show "Saturday Night Live" (SNL), where she was a cast member for eight years and received two nominations for a Primetime Emmy Award. She currently stars in the NBC comedy series "Parks and Recreation," where she plays Leslie Knope — a mid-level bureaucrat in the Parks and Recreation Department of Pawnee, Ind. The role has earned Poehler her third Emmy nomination.

Senior Class Marshal Toby Stein '11, chair of the subcommittee that chose this year's speaker, says that he and his classmates wanted someone who was "in our collective consciousness." They also wanted someone who could make them laugh.

"We wanted someone people would recognize, who could give a funny and engaging speech," he says. "During her time on SNL, Amy was a part of our growing up, and there's no doubt that she's pretty hilarious."

Poehler is also known for her work in film. She starred opposite fellow SNL alum Tina Fey in the 2008 hit comedy "Baby Mama," and also has lent her voice to animated films such as "Mon-



Massachusetts native Amy Poehler has been selected as Class Day speaker. "We wanted someone people would recognize, who could give a funny and engaging speech," said Senior Class Marshal Toby Stein '11. "During her time on SNL, Amy was a part of our growing up, and there's no doubt that she's pretty hilarious."

sters vs. Aliens," "Horton Hears a Who," and "Shrek the Third." Stein says that, in addition to her time on SNL, it was Poehler's work in the 2004 teen comedy "Mean Girls" that made her a top choice of the Class Day selection committee.

"Mean Girls' is an icon of our generation," he says. "We are all big fans of SNL too. We're really excited to have Amy speak on Class Day."

Stein says that Poehler's ability to be both topical and funny will make her a lighthearted segue from the past two Class Day speakers, journalists Christiane Amanpour and Matt Lauer. He points out that Poehler enjoyed a long

run as co-anchor of SNL's "Weekend Update" news parody and, in 2008, portrayed Sen. Hillary Clinton on "Saturday Night Live" in a "joint campaign spot" with then-Alaska Gov. Sarah Palin, played by Fey, a sketch that created a minor sensation in the waning days of the presidential race.

"The speakers in the past two years have been serious newscasters," Stein says. "Amy did 'Weekend Update' on SNL, so she's a different kind of newscaster. We're hoping that experience will put a different spin on current events, and give seniors a look at the world we're living in from a different angle."

Photo by Mary Ellen Matthews



An unprecedented year

Almost 35,000 students applied to Harvard College for admission to the Class of 2015. Letters of admission and email notifications were sent to 2,158 students, 6.2 percent of the record pool of 34,950.

Nearly 35,000 students applied to Harvard College this year for admission to the Class of 2015 entering in August. Letters of admission (and email notifications) were sent on March 30 to 2,158 students, 6.2 percent of the record pool of 34,950.

More than 60 percent of the admitted students will receive need-based scholarships averaging more than \$40,000, benefiting from a record \$160 million in financial aid. Families with students on scholarship contribute an average of \$11,500 annually toward the cost of a Harvard education.

Photo by Stephanie Mitchell | Harvard Staff Photographer

Many other selective institutions also experienced record admissions years and have made substantial changes in their financial aid programs. “The public policy benefit of enabling students from all backgrounds to make the most of their talents through higher education will be felt for generations to come,” said William R. Fitzsimmons, dean of admissions and financial aid.

Beyond improvements in financial aid and outreach, Harvard has made substantial changes both to support students once they enroll and to improve their college experiences. Among the enhancements in the past decade are a new program in General Education; a four-fold increase in the number of small freshman seminars; a new program offering more than 40 secondary fields; the new School of Engineering and Applied Sciences; an augmented advising system that doubles the number of advisers to more than 400 (and includes 200 peer-advising fellows and 60 resident proctors); expanded opportunities for close collaboration with faculty through numerous research and regional centers; a new Arts Initiative and the New College Theatre to enliven already vibrant arts and humanities opportunities; and a wide variety of new possibilities for study abroad, supported by a \$100 million gift from David Rockefeller.

“We have worked very hard over the past few years to ensure that every student who comes to Harvard is given the support and the tools that they need to succeed here,” said Dean of Harvard College Evelyn M. Hammonds. “I am very pleased by the progress we have made in delivering an educational experience equal to the talents and aspirations of our undergraduates.”

Not only did more students apply this year to Harvard, but the academic strength and diversity of the pool increased as well. By standard measures of academic talent, including test scores and academic performance, this year’s applicants presented an unprecedented level of excellence. More than 14,000 scored 700 or above on the SAT critical reading test; 17,000 scored 700 or above on the SAT math test; 15,000 scored 700 or higher on the SAT writing test; and 3,800 were ranked first in their high school classes.

Minority representation remained strong. The admitted class is 17.8 percent Asian-American, 12.1 percent Latino, 11.8 percent African-American, 1.9 percent Native American, and 0.2 percent Native Hawaiian. Although it is difficult to make precise comparisons with previous years because of changes in federal requirements concerning the collection and reporting of race and ethnicity information, it is likely that the percentages of African-American and Latino students are records.

Slightly more than half (51.5 percent) of those admitted are men. Last year, both the pool and the admitted group comprised more males, but the matriculating class included only eight more men than women because a higher percentage of women accepted offers of admission.

Geographic representation remained similar to last year’s figures. More than 22 percent of the admitted students are from the mid-Atlantic states, 21 percent from the Western and Mountain states, 19 percent from the South, 16 percent from New England, 10 percent from the Midwest, and 12 percent from the U.S. territories and abroad.

Foreign citizens make up 10 percent of the admitted students. In addition, a significant number of other entering students will bring an international perspective, including 141 U.S. dual citizens, 70 U.S. permanent residents, and many Americans who have lived abroad. Together, foreign citizens, U.S. duals, and U.S. permanent residents constitute nearly 20 percent of the class. There are 85 countries represented in it.

Nearly a quarter (24.9 percent) of the admitted students intend to concentrate in the social sciences. The biological sciences attracted 23.3 percent. Students expressing an interest in the humanities constitute 19 percent. Students planning an engineering concentration represent 12.6 percent, the physical sciences 9.5 percent, mathematics 7.7 percent, computer science 1.9 percent, and 1.2 percent undecided.

The Class of 2015 will bring extraordinary extracurricular talents to Harvard across a wide range of endeavors. Major interests cited by students include music and other expressive and performing arts (44 percent), debate and political activities, including student government (35 percent), social service (21 percent), and writing and journalism (19 percent). In addition, 56 percent of the class expects to participate in recreational, intramural, or intercollegiate athletics.

To give admitted students the opportunity to experience Harvard life and meet future professors and classmates, a visiting program for admitted students is scheduled for April 16 to 18. The program, recently renamed “*Visitas*” by current undergraduates, enables guests to sample classes, attend faculty panel discussions, concerts, receptions, department open houses, symposia, and hundreds of events organized by extracurricular organizations. More than 1,300 admitted students are expected to visit during April, and 1,100 will do so during *Visitas*.

Admitted students have until May 1 to accept their offers.

Online ►► To read the full story: <http://hvd.gs/77977>

STUDENT VOICE

At college, but almost home

When freshman Anna Kelsey realizes she needs something from home, she just walks seven minutes to get it.

By Anna Kelsey '14

During Opening Days, every Harvard freshman gets asked the same set of questions over and over: “What dorm do you live in? What are you thinking of concentrating in? Where are you from?” When I was asked the third question, I didn’t give a customary answer. Instead, I pointed.

“Seven minutes that way. Walking.”

Many of my classmates had trouble believing that I spent 18 years living and going to school in Cambridge before I moved down Oxford Street last August to become a student at Harvard College. For them, Cambridge and Harvard were so linked that they could barely think about one without the other.

But when I was growing up I didn’t think about Harvard much. It was just easier to ignore than to notice, and be irritated by, all the hurried students and the colorful fliers everywhere. The only time I ever really paid much attention to Harvard was on graduation day, when people complained about the traffic. To me, Harvard Yard wasn’t anything special. I don’t think I ever wondered once what was beyond the walls of the brick buildings I passed almost daily. Now, I live in one of them. Before, the stately houses on Memorial Drive were just scenery. Now I know them all by name. I had a bit of a wake-up call this fall when I realized that I had been ignoring such a large part of my hometown for my whole life.

While I was ignoring Harvard, though, I had some semblance of peace when I went to Harvard Square. When I first arrived on campus, among 1,400 freshmen, I felt like my territory was being swarmed. Everywhere I went, instead of seeing a bunch of strangers who didn’t much matter to me, I saw eager freshmen or superior upperclassmen taking over something that was mine. I liked introducing my new friends to my favorite places, but I also felt selfish about them. My mental image of restaurants, stores, frozen yogurt shops — they were all Harvardy now. I was Harvardy now. I was one of those students running around the square crossing Mass. Ave. without waiting for the traffic light. I couldn’t reconcile my vision of myself as a Harvard student with that of myself as a Cantabrigian.

I got over it. I realized that it was silly to feel so possessive about Cambridge. Harvard students have been here since 1636, after all. More importantly, I came to appreciate that I can have two cities in one.



I have the Harvard-Cambridge that I now live in for eight months out of the year and am still discovering, and I have Hometown-Cambridge, the place where I grew up, where I went to high school, where my friends live. And sure, sometimes they overlap (and maybe I still cringe when I hear my classmates call Pinnocchio’s “Noch’s”), but these days I find such quirks more funny than anything.

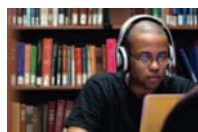
Now, I’m convinced that I have the best of both worlds. There are certain advantages to having home so close to college (and no, I don’t make my mom do my laundry). My dog is just a short walk away. I don’t have to try a million burrito joints to decide which one is my favorite — I did that a few years ago. I already know how to take the T. I loved being able to walk down the street when I realized in the third week of school that I had forgotten to pack

my rain boots. I love that I can go sleep in my own bed for a night if I’m feeling sick. I love going to see my high school’s plays and dance performances.

But what I love most is being in Cambridge. I love these streets and these people. And now I have a more complete picture of my city, a picture that no one who just grew up in Cambridge or who is just a Harvard student could ever have, a picture that makes me appreciate my hometown even more. Like most young people, I don’t want to live in the same city for my whole life. I’ll leave Cambridge someday, at least for a while, but I’ll probably come back. And for now, I’m good, right where I am.

If you’re an undergraduate or graduate student and have an essay to share about life at Harvard, please email your ideas to Jim Concannon, the Gazette’s news editor, at Jim_Concannon@harvard.edu.

More Campus & Community Online
news.harvard.edu/gazette/section/campus-n-community



Harvard offers a wealth of resources to help seniors manage stress. <http://hvd.gs/77939>



The student-run Queen’s Head Pub presents business experience and a chance to shape College social life. <http://hvd.gs/75857>

Long a Harvardian, now an American

For Marina Betancur and 15 other Harvard employees, a celebration dinner with President Drew Faust was a victory lap on a long, arduous, and rewarding path to citizenship.

By Katie Koch | Harvard Staff Writer

Marina Betancur knows the Harvard Kennedy School (HKS) well. Five days a week, she's there before dawn to prepare the café for a long day of operation.

But on Tuesday (April 5), the 47-year-old Colombia native got to see a different side of the School she loves, one usually reserved for visiting diplomats and world leaders. Surrounded by family and friends, as well as by teachers and tutors from the Harvard Bridge Program, Betancur and 15 other Harvard employees were feted by President Drew Faust at a dinner in the Taubman building.

Their accomplishment? Becoming Harvard's newest American citizens. For Betancur, who was formally sworn in as a citizen last September, the annual dinner was a victory lap after a long and arduous trek to becoming an American.

"Sometimes I forget I am [a] citizen," she said with a humble laugh.

When Betancur, then a young newcomer to the United States, gave birth to a baby girl 21 years ago, she made a promise that her daughter would go to college.

"My plan was to stay here for two years," she said. "But I knew, for my daughter, the future was here."

At the time, she was newly married and working as a seamstress in a Boston factory. She spoke little English and worked long, physically demanding hours. Her life began to turn around, she said, when she found a new job at HKS in 2000.

"I love the people at my job, and they love me," Betancur said.

Every weekday morning, Betancur wakes up at 4 a.m.

to ride the T from East Boston to her job at the HKS café, where she preps and runs the grill. In the afternoon, when her shift ends, she heads to her second job at a Boston cleaning company.

In between, Betancur makes time for twice-weekly classes at the Bridge. Founded by Harvard human resources employee Carol Kolenik, the Bridge Program was conceived in 1999 to offer English language classes to hourly and union employees. Kolenik is director of the program, which has expanded to include courses on General Education Development (GED) and Adult Diploma Program (ADP) test preparation, college preparation, computers, and citizenship preparation.

Through her 18-hour days, Betancur wears a radiant smile that threatens to overtake her tiny frame. "I like to work," she said with a laugh. "My goal was to come here to make money for my family and me. But when I was here, I was so happy."

Now in her 10th year taking English and computer literacy classes, Betancur has been a Bridge student for twice as long as she attended school in Colombia, where she started working right out of elementary school. She relishes the opportunity to learn English, even though it's been the hardest task of her time in the United States, she said.

"She's one of the most special people I've encountered," said Carla Fontaine, Betancur's ESL instructor.

Betancur's journey to citizenship has been fraught with difficulty. Her immigration lawyer failed to send in her legal paperwork, she said. That lapse, she later discovered, landed her on a deportation list. With support from the Bridge Program, she connected with a new lawyer who made the case that she had been unfairly targeted, and she was allowed to stay in the country.

She began preparing to take the citizenship test with the help of the Bridge Program's citizenship tutoring program, which pairs hopeful citizens with Harvard undergraduate tutors from the Institute of Politics.

In preparing employees for the test — which assesses English comprehension and fluency, and quizzes test takers on civics and history — Harvard is validating some of the hardest-working members of its community, said Ana Roche, co-coordinator of the program. "For many people, becoming a citizen is part of their American dream coming true, a culmination of their hard work and perseverance. [America] has given them a lot, and they've given the United States a lot, too."

Betancur's daughter is now a student at Mt. Ida College in Newton, and Betancur can remain in America to watch her graduate without worrying about deportation. She pauses, her eyes as wide as her smile, when she considers Bridge's effect on her life.

"God is in these people," she said. "They have given me a lot."

Through her 18-hour days, Marina Betancur wears a radiant smile that threatens to overtake her tiny frame. "I like to work," she said with a laugh. "I love the people at my job, and they love me."

STAFF NEWS

HOUSING & TRANSPORTATION FAIR

Harvard-HUCTW Joint Housing and Transportation Committee invites all staff to a spring housing & transportation fair, which will bring together housing and transportation resources at Harvard and in the community — including CommuterChoice, March @Work insurance, the Harvard Credit Union, Coldwell Banker, Citizens Bank, and Zipcar. The fair will be held in Cambridge on April 13, and is open to all staff members, whether in HUCTW or not. See http://harvie.harvard.edu/doc-root/doc-lib/100_Benefits/500_Other_Perks/HT_SpringFair.pdf for details.

HOT JOBS

COMPTROLLER/SR. FINANCIAL MANAGER, REQ 21594BR, GR. 059

American Repertory Theater, FT

SENIOR PROJECT MANAGER, ORACLE APPLICATIONS, REQ 23411BR, GR. 059

Financial Administration, FT

ON-LINE EDITORIAL ASSISTANT III, REQ 23455BR, GR. 053

Harvard Magazine, FT

ASSISTANT DIRECTOR, OFFICE FOR SUSTAINABILITY, REQ 22997, GR. 058

University Operations Services, FT

SPECIAL LISTING PRECEPTOR IN SANSKRIT.

Department of Sanskrit and Indian Studies, to begin July 1, 2011. For a full job description and application process, go to <http://www.fas.harvard.edu/~sanskrit/>.

Online ► See complete opportunity listings at www.employment.harvard.edu or contact Employment Services at 617.495.2772.

HOW TO APPLY

To apply for an advertised position or for more information on these and other listings, please connect to our new system, ASPIRE, at www.employment.harvard.edu/. Through ASPIRE, you may complete a candidate profile and continue your career search with Harvard University. Harvard is strongly committed to its policy of equal opportunity and affirmative action.

JOB SEARCH INFO SESSIONS

Harvard University offers information sessions that are designed to enhance a job-seeker's search success. These sessions may cover topics ranging from preparing effective resumes and cover letters to targeting the right opportunities to successful interviewing techniques. Sessions are held monthly from 5:30 to 7 p.m. at the Harvard Events and Information Center in Holyoke Center, 1350 Massachusetts Ave., in Cambridge. More specific information is available online at employment.harvard.edu/careers/findingajob/.

Photo by Kris Snibbe | Harvard Staff Photographer





Bettina Burch's exhibit offers a series of portraits of Harvard Graduate School of Education faculty, staff, and students ... including HGSE Dean Kathleen McCartney.



was just going to be a once- or twice-a-season thing. But it morphed into art coordination.”

She has coordinated more than 50 exhibits in CGIS South and Knafel, including a series of student shows she launched last year.

“It’s been a fabulous experience for me,” Burch said. “I’ve been able to see departments grow in their enthusiasm for art ... and each show is a challenge. It keeps me light on my feet.”

Thinking outside the gilded frame

Far from icons of the past, Bettina Burch’s paintings of the HGSE and CGIS community — from janitors to students to deans — gently upend the concept of the “Harvard portrait.”

By Katie Koch | Harvard Staff Writer

Hanging in plastic sleeves from thin metal chains against a concrete wall, Bettina Burch’s portraits of faculty, staff, and students look more like oversize employee badges dangling from lanyards than the gilded-frame portraits of distinguished academics and benefactors that usually grace Harvard’s hallowed halls.

But in a sun-drenched corner of the Monroe C. Gutman Library, Burch’s colorful, playful paintings have turned Harvard portraiture — a tradition with rather strict rules of succession — into a democracy.

“I wanted to take the idea and reinvent it,” she explained. “You have people up there who would have never been hung on a wall at Harvard. That shifts their reality and how they feel about themselves. It sort of turns it on its head.”

Then again, Burch is good at stretching the creative possibilities of the seemingly well-defined. An artist by nature, she took a job in Harvard’s yard operations and carved it into a role that allows her to help plan and execute a variety of art exhibits at the Center for Government and International Studies (CGIS) — and even headline one.

Her new exhibit, “Let’s Hang Out: An Encore,” which runs through April 28, expands on a series of 28 portraits of faculty, staff, and students that she showed at CGIS last year. After seeing her work, John Collins, Harvard Graduate School of Education (HGSE) librarian and the Gutman Library’s director, asked

STAFF PROFILE

Burch to paint the members of the HGSE community. The resultant portraits include everyone from well-known HGSE custodian Jeffrey Moura, to student Michael Clarke from Barbados, to Catherine Snow, Patricia Albjerg Graham Professor of Education, who wears a jaunty black hat and a grin in her picture.

“This is such a unique and powerful way of displaying the diversity and strengths of the community,” said Kathleen McCartney, HGSE dean and Gerald S. Lesser Professor in Early Childhood Development, who also sat for Burch.

A California native, Burch moved east in her 20s, worked day jobs in publishing, and dabbled in music before deciding to dedicate herself to painting.

“Painting was the one thing that completely engrossed my being,” Burch said. “When I paint, it makes time stop.”

She joined Harvard Physical Resources in 1998. “I was painting all the time, so I was just looking for a part-time gig,” she said. She transferred to CGIS five years ago when the complex opened and joined a crew of four that manages the buildings.

When a spot on the CGIS art board opened up, Burch jumped at the chance to help coordinate exhibits there.

“It’s thinly disguised in any job I’ve held that I have this bounding enthusiasm for the arts,” she said. “I think my boss thought [working with the art board]

When she’s not at Harvard, Burch is usually in her studio at her Davis Square apartment, producing oil paintings and animal portraits for clients, or working on larger commissions, such as a recent series for the Harvard Academy for International and Area Studies. She often works from photographs, which allow her to “capture that split second where a guard is lowered ... where a person feels wholly who they are.”

While she enjoys the challenge of new media and techniques, discovering the face, and the person behind it, never gets old. For the somewhat reserved Burch, who dreads giving toasts at her show openings, portrait painting invites her (and her audience) into a dialogue with her subject.

“It gives me a chance to embrace and feel close to humanity in a wide range, to bring out the good in people,” she said.

A few of Burch’s subjects turned out at the Gutman Library for the exhibit’s opening night in late March, including Michèle Stanners. Stanners, now a Harvard Divinity School student, met Burch while on a fellowship at the Weatherhead Center for International Affairs. She paused to consider her portrait in which, wrapped in a textured shawl, she smirks ever so slightly at the viewer.

“It’s honest, it’s pure, it’s sensitive,” Stanners said. “I like that she’s managed to capture a sort of capricious element.”

In painting her CGIS colleagues and now the HGSE community, Burch hopes to share the sense of awe and respect one feels for the accomplished subjects that grace Harvard’s more traditional gilded-frame portraits.

“I look at those people of eminence, and I can see that they’re amazing,” she said. “But I also look at anybody, in any position in life, and find things that I think are equally amazing.”

MEMORIAL SERVICES

Daniel Bell
Professor of Social Sciences

A memorial service for Daniel Bell, Henry Ford II Professor of Social Sciences *Emeritus*, will take place on April 15 at 1 p.m. in Harvard's Memorial Church.

To read the full obituary, visit <http://hvd.gs/71762>.

Max R. Hall
Weatherhead Center editor

A memorial service for Max R. Hall, former editor at Harvard's Weatherhead Center for International Affairs, social sciences editor at Harvard University Press, and editorial adviser at Harvard Business School, will be held at 2 p.m. on April 16 at Cambridge Friends Meeting House, 5 Longfellow Park, Cambridge, Mass.

MEMORIAL MINUTES

John J. Collins Jr.
Harvard Medical School

At Harvard Medical School, John J. Collins Jr. was appointed Assistant in Surgery in 1968 and rose steadily through the academic ranks, serving as Professor of Surgery from 1977

until his retirement as Professor of Surgery *Emeritus* in 1999.

To read the full Memorial Minute, visit <http://hvd.gs/77741>.

Newsmakers



President Drew Faust will deliver the 2011 Jefferson Lecture in the Humanities on May 2.

FAUST NAMED 40TH JEFFERSON LECTURER IN THE HUMANITIES

Drew Faust, eminent historian and president of Harvard University, will deliver the 2011 Jefferson Lecture in the Humanities on May 2 at the John F. Kennedy Center for the Performing Arts in Washington, D.C. The annual lecture, sponsored by the National Endowment for the Humanities (NEH), is the most prestigious honor the federal government bestows for distinguished intellectual achievement in the humanities.

"It is a rare individual who can break new ground from both the library archives and the president's podium," said NEH Chairman Jim Leach. "Drew Gilpin Faust is a pathfinder, as a scholar and a leader in higher education. This distinguished historian has revealed for us the lives and minds of those confronted by the turbulent social changes of the Civil War era, and then proceeded to apply extraordinary administrative skills to leadership of one of the world's premier academic institutions."

In her lecture, "Telling War Stories: Reflections of a Civil War Historian," Faust will discuss representations of war throughout history.

To read the full story, visit <http://www.neh.gov/news/archive/20110321.html>.

HARVARD DEEMS APRIL EARTH MONTH

April is **Earth Month** at Harvard, an inaugural initiative featuring campuswide events and activities to celebrate and raise awareness about environmental issues. Earth Month culminates with national Earth Day on April 22, and events run through April 29. The second annual **Green Carpet Awards** will take place in Sanders Theatre on April 11. For more information on the monthlong series of events, visit <http://green.harvard.edu/earthmonth>.

BELFER CENTER HOSTS 2011 FISHER FELLOWS

The **Future of Diplomacy Project** at the **Belfer Center for Science and International Affairs**, located at the Harvard Kennedy School (HKS), announced the spring 2011 Fisher Family Fellows on April 4. The 2011 fellows include former Brazilian minister of external relations **Celso Amorim**; former United Nations special representative to Afghanistan Kai Eide; and renowned Washington Post columnist **David Ignatius**. All three fellows will deliver public addresses and will work closely with HKS students in Cambridge.

For biographies of the fellows, visit <http://www.hks.harvard.edu/news-events/news/press-releases/belfer-future-diplomacy-fisher-fellows-apr11>.

LEARN TO SAIL WITH THE CRIMSON SAILING ACADEMY

The **Crimson Sailing Academy** will host an open house for potential summer campers on May 14, from 10 a.m. to 1

p.m. The academy is open to youth ages 10-16, and teaches kids how to sail in a safe, fun environment. Campers will learn in Harvard's fleet of Collegiate FJs and 420s, and will be taught by the Harvard assistant sailing coach and members of the Harvard sailing team.

For more information, visit <http://crimsonsailingacademy.com/camp.html> or email info@CrimsonSailingAcademy.com.

HOWARD GARDNER RECEIVES HONORARY DEGREE

Howard Gardner, Hobbs Professor of Cognition and Education, received an honorary degree from the University of Ploiesti in Romania on March 17. Following the ceremony, Gardner delivered an address titled "Good Persons, Good Citizens, and Good Workers in Our Time."

HMS FELLOWSHIP OPEN FOR APPLICANTS

Harvard Medical School (HMS) and the **Nancy Lurie Marks Foundation** are accepting applications for the Nancy Lurie Marks Junior Faculty Merit Scholarship. To be eligible for the fellowship, applicants must be affiliated with HMS or one of the Harvard hospitals, have an M.D. or M.D./Ph.D. degree, have at least two years of prior postdoctoral training, and be actively involved in research related to autism.

Candidates should submit a five-page proposal that includes a two- to three-page description of their research plan and a description of their background, specific aims, and experimental approach. The proposal should be single-spaced, in 10-point font, and should not include references. Applicants should also submit a National Institutes of Health-style biographical sketch, three letters of recommendation from individuals familiar with the applicant's research accomplishments, and a 250-word abstract (single-spaced, 10-point font). The deadline is June 1.

Email stephanie.barros@childrens.harvard.edu for more information.

PBK INDUCTS CLASS OF 2012 MEMBERS

The Harvard College chapter of **Phi Beta Kappa (PBK)**, Alpha Iota of Massachusetts, will induct 24 juniors at a formal ceremony at Leverett House on April 25.

PBK was first established under a charter in 1779. Shifting from a social and debating club in its early years to an undergraduate honor society in the 19th century, PBK is known as the oldest academic honor society in the country.

For the list of inductees, visit <http://hvd.gs/78350>.

HILARY PUTNAM AWARDED ROLF SCHOCK PRIZE

The 2011 Rolf Schock Prize in Logic and Philosophy will be awarded on Nov. 2 to **Hilary Putnam** "for his contribution to the understanding of semantics for theoretical and 'natural kind' terms, and of the implications of this semantics for philosophy of language, theory of knowledge, philosophy of science, and metaphysics." Putnam is the Cogan University Professor *Emeritus* at Harvard University.

The Rolf Schock Prizes are triennially awarded by the Royal Swedish Academy of Sciences, the Royal Swedish Academy of Fine Arts, and the Royal Swedish Academy of Music. Putnam will receive \$75,000.

For more information, visit http://www.rolfschockprizes.se/engelskasidor/home.1_en.html.

REFRIGERANTS, NATURALLY! WINS 2011 ROY AWARD

The **Harvard Kennedy School (HKS)** announced March 24 that the 2011 Roy Family Award for Environmental Partnership will be given to **Refrigerants, Naturally!**, an alliance of corporations substituting environmentally harmful fluorinated gases ("F-gases," such as CFCs, HCFCs, and HFCs) with natural refrigerants in their commercial refrigeration installations. Natural refrigerants are climate- and ozone-friendly gases that exist naturally in the biosphere such as ammonia, carbon dioxide, and hydrocarbons.



The Philadelphia LandCare Program, a Bright Ideas recipient, has transformed thousands of trash-strewn, idle parcels of land into neighborhood assets by adding trees, wood fences, and well-maintained lawns as a strategic interim precursor to development.

For a list of award-winning agencies and their missions, visit <http://bit.ly/f094io>.

AHA HONORS RUHUL ABID'S RESEARCH

A paper by **Ruhul Abid**, an assistant professor of medicine at Harvard Medical School and an associate of Beth Israel Deaconess Medical Center's Center for Vascular Biology Research, published last spring in the American Heart Association (AHA) journal *Arteriosclerosis, Thrombosis, and Vascular Biology*, was recently selected from more than 650 entries as the journal's most outstanding vascular biology paper of 2010.

Abid's paper upends the long-held notion that reactive oxygen species (ROS) are harmful, demonstrating that ROS has another, beneficial role in the activation of an enzyme called eNOS and the nitric oxide production process — and, in fact, is necessary to maintain coronary vasodilation. Abid will receive the AHA's 2011 Werner Risau New Investigator Award in Vascular Biology on April 29 in Chicago for this groundbreaking work.

SIX HARVARD STUDENTS RECEIVE SOROS FELLOWSHIPS

The Board of Trustees of the **Paul & Daisy Soros Fellowships for New Americans** announced 30 awards that highlight the extraordinary promise, diversity, drive, and determination of recent immigrants — and children of immigrants — to this country. The Soros, themselves immigrants who struggled to support their graduate studies, have chosen to honor the continuing promise of immigrants by funding these awards.

Six from Harvard University have been awarded 2011 Paul & Daisy Soros Fellowships; visit <http://hvd.gs/77432> for the full story.

— Compiled by Sarah Sweeney

The award is presented every two years to celebrate an outstanding public-private partnership project that enhances environmental quality through the use of novel and creative approaches. It will be presented to the recipients at an HKS event later this spring.

Refrigerants, Naturally! brings together four high-profile private companies — Coca-Cola Company, McDonald's, Unilever, and PepsiCo — and two international environmental organizations — Greenpeace and the United Nations Environment Programme — to combat climate change and ozone layer depletion by developing natural refrigeration technologies that are safe, reliable, affordable, and energy efficient.

For more information on the award and Refrigerants, Naturally!, visit <http://bit.ly/dltgWr>.

ASH CENTER RECOGNIZES INNOVATIVE GOVERNMENT PROGRAMS

The **Ash Center for Democratic Governance and Innovation** at the Harvard Kennedy School recognized 36 government initiatives as **Bright Ideas** recipients on March 29. This cohort of Bright Ideas addresses a host of pertinent issues including health care, education, performance management, civic engagement, and service delivery, and represents the creative and innovative programming of school districts; county, city, state, and federal agencies; as well as public-private partnerships. The programs were selected by an evaluation team of policy experts comprising both academics and practitioners.



Harvard's Peabody Museum of Archaeology and Ethnology presented a book launch for Ian Graham's memoir "The Road to Ruins" on March 2. Graham (seated, with red scarf) is best known as the founding director of the Corpus of Maya Hieroglyphic Inscriptions Program at the Peabody Museum. Graham remained dedicated to the Maya Corpus program until his retirement from the directorship in 2004. To view a video from an expedition with Graham, visit <http://news.harvard.edu/gazette/story/2007/04/ian-graham-explorer/>.

MEMORIAL MINUTES

Abraham Freedberg Harvard Medical School



Abraham Freedberg had a long and illustrious medical career at Harvard. In addition to his research, teaching and patient care, Freedberg had

a multidimensional fourth quality that set him apart.

To read the full Memorial Minute, visit <http://hvd.gs/77729>.

J. Richard Gaintner Harvard Medical School



In 1983, J. Richard Gaintner joined the faculty of Harvard Medical School, where he rose to Professor of Medicine.

To read the full Memorial Minute, visit <http://hvd.gs/77732>.

Robert M. Goldwyn Harvard Medical School



Robert M. Goldwyn graduated from Harvard Medical School and later returned there and became Senior Surgeon at the Peter Bent Brigham and

Beth Israel Hospitals.

To read the full Memorial Minute, visit <http://hvd.gs/77738>.

ATHLETICS



On the go

Freshmen Mariah Pewarski and Morgan Powell balance schoolwork with playing two sports — and wouldn't have it any other way.

By Sarah Sweeney | Harvard Staff Writer

Playing two sports keeps freshmen Mariah Pewarski (left) and Morgan Powell on the run, but the lacrosse and field hockey players have no regrets. "I was prepared for the sacrifices that come with playing sports on a high level and getting my schoolwork done," said Pewarski.

Between schoolwork and classes, a typical day in the life of a Harvard student is undoubtedly busy — but throw in playing on two sports teams and you've got a schedule rivaling that of Harvard President Drew Faust.

Freshmen Morgan Powell and Mariah Pewarski are among a small group of Harvard students balancing life and school with two sports — in their case, lacrosse and field hockey.

Though they admit it's difficult to have a social life, and that practices and games consume most of their days, they wouldn't have it any other way.

"I did a couple of sports in high school, so I learned how to balance schoolwork and the practices, and not having weekends, really," said Powell, a native of Saratoga Springs, N.Y.

Same with Pewarski. She played field hockey and lacrosse throughout middle and high school in Garden City, N.Y., and said that she's used to balancing the demands of school with the rigors and time commitment of sports.

"I was prepared for the sacrifices that come with playing sports on a high level and getting my schoolwork done," she said.

Both women devoted spring break to practices. They attend morning classes to accommodate practices, too, which typically run from 3:30 p.m. to around 7 — every day. And they're mindful of getting enough rest, with bedtimes before midnight, depending on workload.

Because field hockey is a fall sport, and lacrosse is in spring, Powell and Pewarski are always in season. But they consider themselves lucky. After all, they're never bored, and they even make time for volunteer work.

Powell, who is considering fashioning a nutrition concentration, fell in love with the subject after doing community service with underprivileged children. "I love working with children and getting them off on the right foot in life with nutrition. I saw how much they looked up to me and how much of an impact I've had on their life."

The sometimes baker and self-confessed "band geek" (she plays trumpet!) will head home this summer in hopes of a nutrition and exercise physiology internship at a local college, and she'll also take up her old waitressing job at Lillian's, a popular restaurant for Saratoga Springs' horse-racing set.

"I volunteer at the Harvard Square Homeless Shelter and I am also participating in Relay For Life," said Pewarski, who's undecided about her concentration. "I recently have been leaning toward economics, but I haven't abandoned the idea of going into science or math."

And unlike other freshmen who arrive at Harvard, settle in, and make friends on their own time, Powell and Pewarski arrived to a built-in support group and a pack of best friends for life — their teammates.

"You find most of your friends in the athletic world," said Powell. "It's definitely difficult having a social life outside of sports, but for the most part it's a good balance. Sports keep me grounded."

Said Pewarski: "A large portion of my schedule that I can't fail to mention is the time I spend with other people I have met at Harvard not through sports. I have four roommates from all over the country, who all have many diverse interests. I spend a lot of time with them, whether it is on study breaks with my entry-way, meals, BerryLine runs, or just time spent in our room."

The intensity and discipline of athletics in no way diminishes the fun these young women are having.

"What I love about sports is the time I get to spend with my teammates and the experiences I receive from traveling with a team," said Pewarski. A memorable experience from her field hockey season was visiting California for a few games and meeting a Harvard field hockey alumna who now works at Facebook, and who gave the team a tour of its headquarters.

"Sports helped me to become a driven person in life," said Powell. "A lot of what you do in sports translates into real life. You learn a lot of things you wouldn't learn in a book."

Online ►► For athletic news, schedules: www.gocrimson.com



APRIL 11

APRIL 8

Bizarre Animals 2.0: An Evening of Contemporary Art Interventions.
26 Oxford St., 7-9:30 p.m. Join the Harvard Museum of Natural History for a special evening of performance, sound, and video throughout the galleries. Cost: \$6 at the door (ticketing begins at 6:30 p.m.); free to Harvard ID holders and museum members. 617.495.3045, hmn.harvard.edu/lectures_and_special_events/index.php.

APRIL 11

Harvard Green Carpet Awards.
Sanders Theatre, 3:30-5 p.m. Reception to follow, 5-6 p.m., at Cambridge Queen's Head Pub. Features distinguished presenters, live student performances, and award presentations. green.harvard.edu/greencarpet.

APRIL 11

A Female Boss (Y sajang, 1959).
Porté Seminar Room (S250), CGIS South Building, 1730 Cambridge St., 4-5:30 p.m. Introduction by Dima David Mironenko-Hubbs, Ph.D. candidate in East Asian Languages & Civilizations, Harvard University. Free and open to the public; free popcorn and refreshments. korea.fas.harvard.edu/events.

APRIL 14

Midday Organ Recital.
Adolphus Busch Hall @ 29 Kirkland St., 12:15-12:45 p.m. Bálint Karosi, minister of music, First Lutheran Church of Boston. Free. Recitals are performed on Harvard's famous 1958 D. A. Flen-trop organ. Audience members are invited to lunch quietly while listening. 617.495.8286, sanja_cvjeticanin@harvard.edu, harvardartmuseums.org/calendar/detail.dot?id=33895.

APRIL 15-16

VOLUMES: Opera Scenes in the Bibliothèque.
Lowell House Library, D Entryway of Lowell House, 10 Holyoke Place, 8-9 p.m. An evening of enchanting scenes from operas both famous and rare, fully staged and costumed, and performed in their original languages with projected English supertitles. Directed and sung by Harvard undergraduates. Free. bendjy@fas.harvard.edu, yashinsky11@college.harvard.edu, hcs.harvard.edu/~lho/Home.html.

APRIL 17

HSPDS Demonstration Debate.
Emerson 210, 1-3 p.m. Join the Harvard Speech and Parliamentary Debate Society before the extracurricular fair for a demonstration debate where you can see some of their top debaters in action. debate@hspds.org, hspds.org.

APRIL 19

Civic Engagement in Postwar Japan: Revival of a Defeated Society.
Bowie-Vernon Conference Room (K262), CGIS Knafel Building, 1737 Cambridge St., 12:30-2 p.m. Rieko Kage, University of Tokyo, and visiting professor, Center for Japanese Studies, University of Michigan. Free. xtian@wcfia.harvard.edu, wcfia.harvard.edu/us-japan/schedule/schedule.htm.

APRIL 19

Propaganda and Conflict: Theory and Evidence From the Rwandan Genocide.
CGIS Knafel Building, Bowie-Vernon Room (K262), 1737 Cambridge St., 4-5:30 p.m. David Yanagizawa-Drott, assistant professor of public policy, Harvard Kennedy School. 617.460.1930, sls418@mail.harvard.edu.



APRIL 8

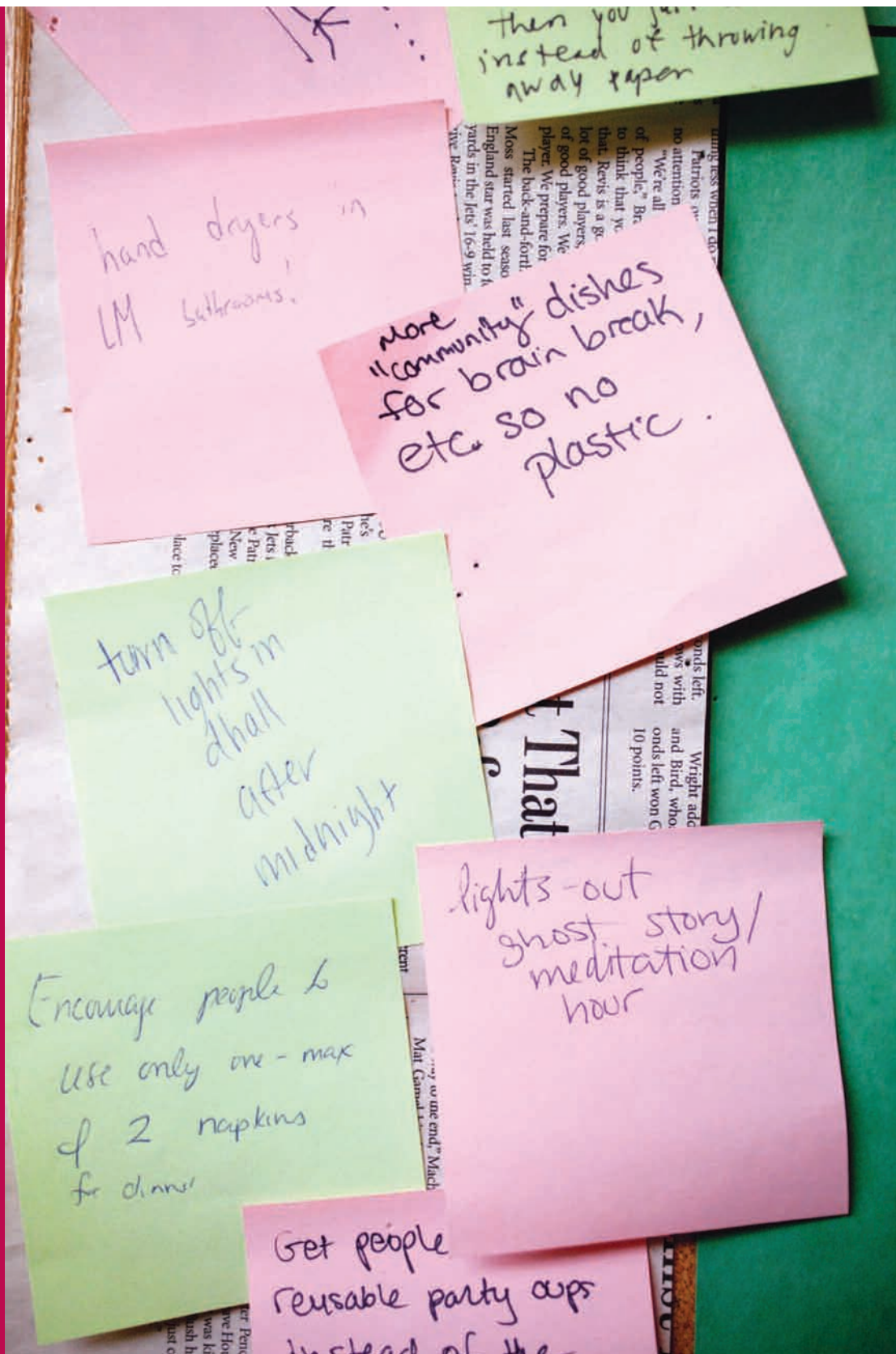
Calendar

HIGHLIGHTS FOR APRIL 2011

su	m	tu	w	th	f	s
				7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

See complete Calendar online [▶▶ news.harvard.edu/gazette/section/calendar](http://news.harvard.edu/gazette/section/calendar)

The deadline for Calendar submissions is Wednesday by 5 p.m., unless otherwise noted. Calendar events are listed in full online. All events need to be submitted via the online form at news.harvard.edu/gazette/calendar-submission. Email calendar@harvard.edu with questions.



Photos and text by Rose Lincoln | Harvard Staff Photographer

Online ► View photo gallery: hvd.gs/78489



A look inside: Currier House

Sustaining a way of life

The crest of Currier House shows a field of red, representing Harvard, surrounding a simple golden tree. Within their own communal “tree,” Currier residents have been “greening” the way they live. They are led by Eco REP (Resource Efficiency Program) Devon Newhouse '13, the House point person for the Office for Sustainability, who fields energy-saving ideas from fellow housemates, and then institutes them.

One idea came from Currier resident Daniel Gross '13, who suggested running a vegetarian/vegan challenge. About 20 students signed on and are trying to remain meat-free for a combined 200 days. Gross recently taught a vegan baking class in conjunction with the challenge.

Another student, Maggie Armato, revamped the “dishware drive” at Currier. The dining hall was spending \$12,000 each year on dishware because students were leaving it in their rooms and sometimes throwing it in the trash. Armato suggested adding two collection days to a one-day drive and placing bins on every floor. She created posters to increase awareness. The result was immediate. Nearly every bin was full, and 15 times as many dishes were collected as in past drives.

When Alex Breinin noticed students throwing away paper and plastic cups during “brain break” dining hall after-hours, Newhouse sought new recycling bins that will be labeled more prominently. In addition, Currier’s open houses are now compostable events.

Some of the Eco Projects earn Currier points toward the coveted “Green Cup” for which the Houses are competing. Building Manager Manny Casillas has been helpful, said Newhouse, conserving resources by replacing more than 100 toilets with new dual-flush toilets, installing more than 100 motion light sensors, and replacing many incandescent lamps with compact fluorescent lamps. He also has replaced old single-pane windows with double-pane ones.

Newhouse, who grew up in Southern California with its rolling blackouts and water shortages, came to Currier with a heightened awareness of the importance of sustainability. With that, she is creating an even greener Currier.