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HARVARDgazette



Building on tradition, embracing innovation

As Harvard nears its 375th anniversary,
it honors the past while embracing
the future. **Page 4**

Where a House is a home

Every day, thousands of people walk or drive past Harvard's undergraduate Houses. Yet few passersby know much about how the students live inside. This academic year, the Harvard Gazette's photographers fanned out and adopted Houses, chronicling seasons and traditions through portraits on the back cover of each print Gazette, as well as in slideshows on the web. Along the way, they showed slices of everyday life as well as special occasions. For example, Stephanie Mitchell shot Winthrop House intramurals (below, left) while Justin Ide covered the annual talent show at Kirkland (bottom, right). Kris Snibbe caught the Bow & Arrow Press in operation at Adams House (bottom, left), Rose Lincoln captured a child's view of life in Currier House (right), and Jon Chase recorded a performance of the Dunster House Opera (below, right). Taken together, the images make a visual time capsule for 2010-11.



Currier House



Winthrop House



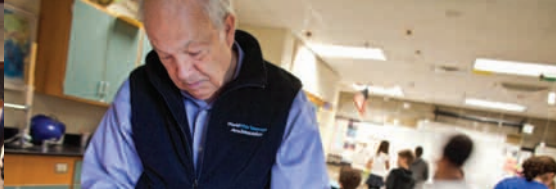
Dunster House



Adams House



Kirkland House



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HARVARD NEARS 375

The University gets ready to celebrate its classic values, as well as its recent innovative momentum in the sciences, public service, diversity, internationalism, and the arts. Page 4

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Actress and playwright Amy Brenneman and long-time collaborator Sabrina Peck, both Harvard graduates, reunite at the A.R.T. Page 40

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COVER STORY

Harvard nears 375

The University gets ready to celebrate its classic values, as well as its recent innovative momentum in the sciences, public service, diversity, internationalism, and the arts.

By Corydon Ireland | Harvard Staff Writer



The alumni procession (top) from Harvard's 200th anniversary celebration in 1836. The May 24, 2011 procession of graduating seniors (above) as they make their way to Sanders Theatre for the Phi Beta Kappa Literary Exercises.

Engraving (top) courtesy of Harvard Archives; photo by Stephanie Mitchell | Harvard Staff Photographer

Harvard will turn 375 this fall, ready to celebrate its vibrant present and promising future. But every anniversary is predicated on a past — often a faraway time that in retrospect seems humble.

In 1636, Harvard began as an idea, a pledge by the young Massachusetts Bay Colony to build a Puritan college in the wilderness of early New England “to advance Learning and perpetuate it to Posterity.”

By 1638, Harvard was a building as well, “very fair and comely within and without.” The structure was steep-roofed, with a spacious hall, a parlor, and a lean-to kitchen and buttery out back. Peyntree House stood on one and one-eighth acre in what was called Cowyard Row.

And by 1642, Harvard was a college. It graduated its first class on Sept. 23 that year — nine “young men of good hope,” as colonial leader John Winthrop recorded in his journal. Edward Mitchelson, the colony’s marshal general, began the ceremony by striking the dais with the butt of his pikestaff.

That first Commencement included a long prayer and oration in Latin, followed by “disputations” from the graduates to prove their grasp of Latin, Greek, and Hebrew. Afterward, the School’s president made a private appeal for funds. At the time, Harvard — with no rents, annuities, or estates — scraped by on about 55 English pounds a year.

Since that modest beginning, Harvard has grown from a training school for ministers to a global institution that promotes public service; from a school that forbade music outside of chapel services to a University where the arts are integral to scholarship; from an institution where learning “letters” followed strict classical models to one where a rainbow of humanities options reflect a diverse world; and from a place that focused on Latin and Greek to one that embraces science, technology, and innovation.

All this is what Harvard celebrates as it prepares to mark its 375th anniversary.

“With this anniversary celebration, we hope to both glance back and leap forward,” said Harvard President Drew Faust of the festivities, which will span 10 months starting in the fall. “We plan to honor Harvard’s rich history and cherished traditions, the great minds that have taught here, and the great minds those teachers have inspired. And we will also focus our energy and attention on the

questions that will define our present and our future.”

Here are some key areas that Harvard has helped to shape in recent decades, and that in turn have helped to shape Harvard.

THE RISE OF THE SCIENCES

Present and future depend on the past, and so it was with Harvard and the sciences. But first came centuries of reluctance, as the young College clung to a classical model of education.

French journalist J.P. Brissot de Warville visited Harvard in 1788. He marveled at the College’s great library but also said that the “sciences are not carried to any high degree,” in keeping with a young nation that he found more interested in commerce than in Newton-like inquiry.

In 1847, Harvard opened the Lawrence Scientific School, the progenitor of today’s top-flight engineering and physical sciences departments. (In the Physics Department alone, there are now 10 winners of the Nobel Prize.) The new School helped to provide the scholarly grist to power the rising nation’s manufacturing, mining, and agriculture.

In World War II, Harvard’s embrace of the sciences transformed the campus into “Conant’s Arsenal,” named after President James B. Conant, a chemist by training. Myriad researchers worked on radar jamming, night vision, aerial photography, sonar, explosives, a protocomputer, blood plasma derivatives, synthesized quinine, anti-malarial drugs, and new treatments for burns and shock. By 1945, Harvard’s income from government contracts was the third highest among U.S. universities.

Chemistry Professor George B. Kistiakowsky tested new explosives and later led the Manhattan Project’s search for a way to trigger a nuclear bomb. Organic Chemistry Professor Louis Fieser invented napalm, lightweight incendiary grenades, and the M-1 firestarter used for sabotage.

But the Harvard project that most influenced post-war science was the Mark I Automatic Sequence Controlled Calculator, a protocomputer developed in the Computation Laboratory by Harold Aiken, Ph.D. ’39, in cooperation with IBM. Unveiled in 1944, it was 51 feet long, contained 72 tiered adding machines, and had 500 miles of wire. It calculated ballistic tables and Manhattan Project equations.

Now, science and innovation are deeply embedded in the architecture of Harvard, where research has led to the grand (the heart pacemaker), the odd (breathable chocolate), and the futuristic (one of the first multimedia online scholarly journals).

“We can celebrate that Harvard is — but doesn’t feel — 375 years old,” said Jonathan Zittrain, co-founder and faculty co-director of the Berkman Center for Internet & Society, who has broad-based faculty appointments in law, public policy, engineering, and computer science.

Harvard values traditions and “inspiringly worn pathways from those who have come before,” he said, but it is at its best when its sturdy foundations lead academics and researchers “to venture into genu-



[Harvard] is at its best when its sturdy foundations lead academics and researchers “to venture into genuinely new scholarship and teaching.” When the old supports the new, “the University can catalyze activity far beyond campus,” said Jonathan Zittrain, co-director of the Berkman Center for Internet & Society.

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When Faust took office in 2007, she said that higher education has an “accountability to the future.” At Harvard, that mission includes pushing ideas out of the laboratory and into the marketplace. From 2006 to 2010, Harvard research spawned 39 start-up companies, 216 patents, and 1,270 faculty inventions. Institutionally, the players include the Wyss Institute for Biologically Inspired Engineering and Harvard’s Office of Technology Development, which considers sharing innovation a form of public service.

THE PUBLIC SERVICE MISSION

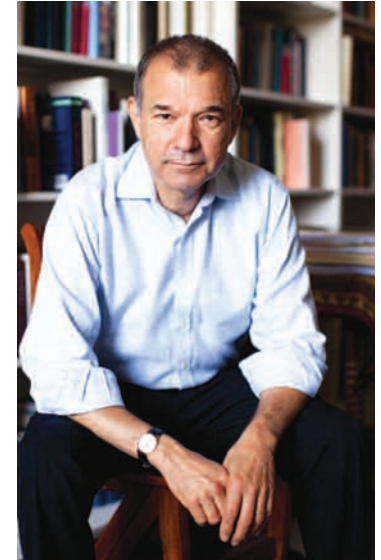
In his 1923 memoir, longtime President Charles Eliot said one defining quality lay at the heart of Harvard’s traditions: “a spirit of service in all the professions, both learned and scientific, including business,” as well as “a desire, a firm purpose, to be of use to one’s fellow men.”

Eliot’s own memory of that service stretched back to the Civil War, in part because of the many participants from Harvard who fought to save the Union. So he would hardly be surprised to find that the University’s sense of self-sacrifice includes military service. When Faust spoke at a ceremony this March reinstating ROTC after a hiatus of 40 years, she said the agreement “recognizes military service as an honorable and admirable calling — a powerful expression of an individual citizen’s commitment to contribute to the common good.”

During last year’s Commencement address, Faust underscored the importance of giving back, announcing creation of the Presidential Public Service Fellowships, which fund 10 students annually to spend a summer helping others. She also promised to double funding for student service opportunities, including



“With this anniversary celebration, we hope to both glance back and leap forward,” said President Drew Faust. “We plan to honor Harvard’s rich history and cherished traditions ... we will also focus our energy and attention on the questions that will define our present and our future.”



“There is much to celebrate ...” from Harvard’s first 375 years, said Stephen Greenblatt, “principally the fact — so easy to take for granted, so astonishing in reality — that the pedagogical commitment, intellectual power, and spirit of exploration embodied in this University have been renewed for so many generations.”

in the graduate and professional Schools, and to create a Harvard-wide public service website.

In recent years, the number of service opportunities at Harvard has grown, taking on an astonishing diversity. Earlier this year, 110 undergraduates fanned out during Alternative Spring Break, going on 11 service trips. They helped to rebuild a burned church in western Massachusetts, worked with AIDS patients in New York City, and constructed affordable housing in El Salvador.

At Harvard Law School, every student must complete 40 hours of pro bono work before graduating. Members of the Class of 2010 averaged 556 hours of free legal services apiece. Students in public health, medicine, and dentistry regularly perform aid work. The Harvard Kennedy School regards service as a core mission, and the Harvard Business School supports a Social Enterprise Initiative. Similar service opportunities are open to graduate students in education, divinity, and design.

Undergraduates and faculty regularly volunteer at the Harvard Allston Education Portal, tutoring neighborhood students in science, math, and the humanities.

The Phillips Brooks House Association (PBHA), Harvard’s oldest and largest public service club, is also home to the Public Service Network, which supports independent, student-led service programs, and the Center for Public Interest Careers, which administers paid internships for summers and after graduation.

Helping others can change lives. Emmett Kistler ’11 came to Harvard to study chemistry. But during his first Alternative Spring Break two years ago, he not only learned how to swing a hammer, but decided to study religion and civil rights. Public service “has been one of the most shaping experiences of my col-

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lege career,” said Kistler. “Some of Harvard’s best souls” use their personal time to help others, said Tim McCarthy ’93, a College lecturer in history and literature, as well as public policy. He led the first such work trip in 2001, and has since squired hundreds of undergraduates on similar forays. “I’m on my own spiritual journey,” said McCarthy. “This is part of it.”

BLOSSOMING OF THE ARTS

Across Harvard, a different sort of spiritual journey involves discovering the power of the arts.

“There is much to celebrate, of course,” from Harvard’s first 375 years, said Stephen Greenblatt, John Cogan University Professor of the Humanities, “principally the fact — so easy to take for granted, so astonishing in reality — that the pedagogical commitment, intellectual power, and spirit of exploration embodied in this University have been renewed for so many generations.”

To the University’s core values, Greenblatt said, “have more recently been added a vital interest in the role of art-making in the cognitive life of the Harvard community and of the world at large. This development seems to me crucial in furthering the University’s project of advancing our best qualities as human beings.”

Greenblatt chaired Harvard’s 2007 Arts Task Force, which the next year released an influential, 63-page report that favored making the arts a greater part of the University’s intellectual life. After all, “art-making is a way of knowing,” said Office for the Arts Director Jack Megan at the time. “It has to do with understanding the world around us.”

The report forcefully echoed one from 1956, when the University’s Committee on the Visual Arts released what became known as the Brown Commission Report, urging enhanced arts education for undergraduates. “Talking about knowing” was a medieval model of scholarship, that report said. It argued instead that “knowing and creating” belonged together.

Though the Brown Commission did not turn Harvard on its head, it did make a difference. By 1960, Harvard had built the Loeb Drama Center on Brattle Street, and in 1963 the Carpenter Center for the Visual Arts. Harvard soon created a Visual and Environmental Studies (VES) program. “It comes down to the making,” said VES concentrator Julia Rooney ’11, a painter. “Making is what I wanted to do.”

The arts have come a long way. Making art at a 17th century Puritan college was considered subversion. Edward Taylor, Class of 1671, eventually went down in literary history as a great poet in the metaphysical tradition — but it took until the 1920s for an American scholar to discover him. In his own day, Taylor kept his poems private.

The first documented concert at Harvard came in 1771, and singing was confined to chapel services. General Oliver, Class of 1818, concealed his flute under his featherbed, fearing the wrath of College officials and of his Puritan father. The first course in music was taught in 1855, a watershed moment, according to music champion John Sullivan Dwight, Class of 1832. It was, he said, “the entering wedge, and

Save the Date
October 14, 2011, at 7:00pm
Tercentenary Theatre

President Drew Faust cordially invites you to join
Harvard's 375TH
Anniversary Celebration

FEATURING: festive parades, a memorable musical performance with special guest Yo-Yo Ma, elegant desserts and refreshments, dancing under the stars and other surprises!
DETAILS TO FOLLOW

HARVARD

we may all rejoice in it.”

A century and a half later, that wedge has widened to include today’s student painters, filmmakers, poets, actors, dancers, novelists, and photographers, some of whom make the arts their careers. There are so many Harvard graduates in the Los Angeles entertainment industry, for example, that alumni founded Harvardwood, a nonprofit that makes networking easier.

Increasingly, noted arts professionals move in and out of Harvard’s academic settings with ease, leaving inspiration in their wake. In late April, famed jazz virtuoso Wynton Marsalis launched a two-year lecture and performance series at Sanders Theatre. The same month, the Office for the Arts and the Music Department sponsored “40 Years of Jazz at Harvard: A Celebration.”

Last year, the nonprofit Silk Road Project moved its headquarters from Rhode Island to Harvard, strengthening a partnership between the University and an organization that promotes innovation and learning through the arts.

This fall, art-making will be prominent during the Oct. 14 launch of the official 375th anniversary. The celebrations during the academic year will include scholarly panels and symposia. But the opening will be festive and musical, putting Harvard’s “vital arts mission” on display, said University Marshal Jackie O’Neill, M.P.A. ’81. “The launch is decidedly and intentionally supposed to be fun.” At one point, guests will assemble in the Tercentenary Theatre for orchestral and choral interludes, with a capstone performance by cellist Yo-Yo Ma ’76.

A UNIVERSITY OF THE WORLD

The Harvard of the dim past was small, insular, and guardedly parochial. Now it is a university of the world.

Some historians say Harvard finally assumed that role in 1936, when it decided to celebrate its 300th birthday on a bright stage presented to the world. Everything about the 1936 celebration was grand and represented “a seismic shift in institutional weight and presence,” wrote authors Morton and Phyllis Keller in “Making Harvard Modern” (2001).

That summer, 70,000 visitors toured Harvard Yard, and a light show on the Charles River in September drew 300,000 viewers. The fall convocation was pre-

ceded by two weeks of scholarly symposia. About 15,000 guests attended the final day of festivities.

Representatives from 502 universities and learned societies gathered to recognize Harvard’s three centuries. The climax of the event was a speech by President Franklin D. Roosevelt ’04, who sat gamely though heavy rains.

In the decades since, Harvard has cemented its position as a global university. This year, more than 4,300 international students — nearly 20 percent of enrollment — attended, coming from among 130 countries. The web portal Harvard Worldwide lists more than 1,600 activities, and notes that Harvard has offices in nine

countries.

Last year, nearly 1,500 Harvard College students traveled to a total of 104 countries for research and other activities. Harvard Summer School faculty will lead 28 study abroad programs in 18 countries this year.

“In a digital age, ideas and aspirations respect few boundaries,” Faust told a scholarly audience in Dublin last year. “The new knowledge economy is necessarily global, and the reach of universities must be so as well.”

Jorge I. Domínguez, Antonio Madero Professor for the Study of Mexico and vice provost for international affairs, said most Harvard College seniors have had a significant international experience. Moreover, “roughly two-thirds of the faculty at the Kennedy School, the Graduate School of Design, and the Business School say on their websites that some significant part of their professional work takes place outside the United States.”

ONE TRUNK, MANY BRANCHES

Modern Harvard also has evolved profoundly in its embrace of diversity. The University of decades ago that one wag described as “male, pale, and Episcopale” now has a student body that is just over 50 percent white, with 13 percent foreign-born.

Harvard College, which was all male just a generation ago, has a student body evenly divided by gender. Women have a full place at the Harvard’s table, though it was only in 1971 that they were allowed to process into Harvard Yard for Commencement.

Economically, any student admitted to the College is guaranteed a place in the class. If money is a factor in attending, the University will provide financial support.

Longtime faculty member Fred Abernathy, the Gordon McKay Professor of Mechanical Engineering and Abbott and James Lawrence Research Professor of Engineering, has served as a Commencement official for decades, and has witnessed Harvard’s social transformation from close up.

“It has changed dramatically,” he said. “We’ve done it with gender, and (now) we’ll be more international — and the better for it.”



A degree delivered

Harvard awards degree to Native American who completed his studies in 1665 but died before Commencement.

As the Class of 2011 was taking a step toward the future, the University was pausing to remember its past with a special degree for a member of the Class of 1665, one of the first Native Americans to attend Harvard College.

Joel Iacoomes, a member of the Wampanoag tribe, died shortly after completing four years of study at Harvard College but just before he was to participate in Commencement.

In a twist of historic proportions, the special posthumous degree for Iacoomes is to be received by Tiffany Smalley, who the same day becomes the first Wampanoag to graduate from the College since Iacoomes' classmate, Caleb Cheeshahteumuck, received his degree 346 years ago.

"I feel honored and am humbled that I've been offered the opportunity to accept the degree on Joel's behalf," said Smalley, who is receiving the degree during Afternoon Exercises in Tercentenary Theatre, where dozens of members of the Wampanoag tribe were invited to attend. "I know he and Caleb, and all the Indian College students hundreds of years ago, helped pave the way for me and my education today. Now that we have come full circle, I feel blessed to be able to play any part in the acknowledgments of his outstanding accomplishments."

In addition to recognizing Iacoomes' achievement as one of the two original Wampanoag students at Harvard, the special degree commemorates the historical bonds between Harvard and the Native American community as the University prepares

Tiffany Smalley (pictured) will accept the posthumous degree for Joel Iacoomes, a member of the Wampanoag tribe, who died before he could receive his degree in 1665. Smalley is the first Wampanoag to graduate from the College since Iacoomes' classmate, Caleb Cheeshahteumuck, received his degree 346 years ago.

to celebrate its 375th anniversary.

"It is fitting that we honor Joel Iacoomes as Harvard marks the 375th anniversary of its founding," said Harvard President Drew Faust. "With the presentation of this degree, we also recognize some of the commitments that were fundamental to the founding of Harvard: a commitment to a diversity of students, a commitment to the communities in which the College was founded, and a commitment to the power of education to transform lives."

Harvard was founded in 1636. Its charter of 1650 cited Harvard's mission to educate "English and Indian youth." The Harvard Indian College, which Iacoomes attended, was founded in 1655. Iacoomes' classmate and fellow Wampanoag, Cheeshahteumuck, graduated from Harvard in 1665.

"The Aquinnah Wampanoag are delighted that this posthumous degree is being awarded to our own Joel Iacoomes," said Cheryl Andrews-Maltais, chairwoman of the Wampanoag Tribe of Gay Head (Aquinnah). "Since he was from our island community, it means a great deal to us to see his extraordinary achievement recognized alongside his fellow tribe member, Caleb Cheeshahteumuck, the first Indian to graduate from Harvard."

"Joel was a gifted scholar, and Harvard had a commitment to the Native American community," observed Cedric Cromwell, chairman and president of the Mashpee Wampanoag Tribe. "This posthumous degree brings us full circle. It's motivational for Wampanoags, and I think it's motivational for Harvard. It builds on our relationship."

File photo by Stephanie Mitchell | Harvard Staff Photographer

Honorary degrees awarded to nine

Johnson Sirleaf, who was chosen as the principal speaker at Afternoon Exercises, is among those to be presented an honorary degree.

Ellen Johnson Sirleaf

Doctor of Laws

Ellen Johnson Sirleaf became president of Liberia in 2006, the culmination of a career of public service in Liberia that has seen her endure death threats, incarceration, and exile, and an achievement that made her the first woman head of state ever elected in an African country.



Sirleaf's election was also a watershed for Liberia, marking that nation's emergence from decades of dictatorship and civil war, including the devastating rebellion led by Charles Taylor, now on trial at The Hague for war crimes, and his subsequent election as president in 1997. Liberia's Second Civil War resulted in his resignation in 2003.

Raised in Monrovia, Liberia, Sirleaf came to the United States in the 1960s and studied at the Madison Business College in Madison, Wis., and the Economics Institute in Boulder, Colo., before earning her M.P.A. degree as an Edward S. Mason Fellow at Harvard's Kennedy School of Government.

Sirleaf returned to Liberia and served as assistant minister of finance in 1972, resigning in protest of government spending. She was appointed minister of finance in 1979, but fled the country after a military coup took the lives of Liberia's president, William Tolbert, and several members of his cabinet. She returned from exile in 1985 to run for vice president, earning a prison sentence for a speech critical of the regime of Samuel Doe. Amid continuing turmoil, she fled to the United States in 1986. She returned again more than a decade later to run for president against Charles Taylor in 1997, but lost and returned to exile. In 2003, after Taylor left office, Sirleaf chaired a government reform commission, leaving to run in the 2005 presidential elections.

Sir Timothy Berners-Lee

Doctor of Science

A pioneer and advocate of the Internet age, Timothy Berners-Lee is best known as the inventor of the World Wide Web. In 1989, while working at CERN, the European Particle Physics Laboratory, he proposed and designed the first Web server and client, technology that, when made public in 1991,

(see Degrees next page)

Degrees

(continued from previous page)

transformed how people shared information via the Internet.

Born in London in 1955, Berners-Lee attended Oxford University, where he built his first computer with a soldering iron, digital circuits, a processor, and an old television. After graduating with a physics degree in 1976, he worked as a software engineer and independent computer consultant. In 1980, he developed his first conceptual prototype for the Web, called Enquire.



“What that first bit of Enquire code led me to was something much larger, a vision encompassing the decentralized, organic growth of ideas, technology, and society,” Berners-Lee wrote in his 1999 memoir, “Weaving the Web.” As he envisioned it, the web “provides us with new freedom ... and brings the workings of society closer to the workings of our minds.”

Berners-Lee is now the 3Com Founders Professor of Engineering at the Massachusetts Institute of Technology, where he holds an appointment with the Laboratory for Computer Science and Artificial Intelligence and heads the Decentralized Information Group. He is also a professor in the electronics and computer science department at the University of Southampton.

He has remained involved in the growth of the web over the past two decades, serving as director of the World Wide Web Consortium, a web standards organization founded in 1994, and as founding director of the Web Science Trust, which promotes the multidisciplinary study of the web and its effects on society. He is also a director of the World Wide Web Foundation, which funds and coordinates efforts to advance the potential of the web to benefit humanity.

He has received many international awards, including the inaugural Millennium Technology Prize, and was knighted by Queen Elizabeth in 2004.

Plácido Domingo

Doctor of Music

One of the greatest tenors of all time, Plácido Domingo is a formidable presence in opera, on stage as a performer and a conductor, as well as behind the scenes as general director of the Los Angeles Opera and the Washington National Opera.



Famous for his rich vocal tone and versatility, he is at once a tenor with a deep, melodic range, and a baritone with an exquisite upper register. Along with his voice, Domingo is renowned for his acting ability and legendary energy. His personal motto is “If I rest, I rust.”

Domingo was born in Madrid in 1941 to a musical world. Both his parents were stars of a *zarzuela* company, a Spanish type of operetta. When he was 8, his family moved to Mexico, where his parents opened their own company. Domingo initially studied piano and conducting at the National Conservatory of Music of Mexico, but eventually turned his energies to developing his singing voice.

He made his opera debut in Monterrey, Mexico, in 1961 as Alfredo in Giuseppe Verdi’s “La Traviata.” His Metropolitan Opera debut came in 1968 as a late stand-in for famed tenor Franco Corelli in the role of Maurizio in “Adriana Lecouvreur” by Francesco Cilea. The performance won him praise as the Met’s “hottest young artist” by The New York Times. During his career, Domingo has sung 134 roles in more than 3,500 performances. He celebrated his 70th birthday in January, and will reprise the title role of Verdi’s “Simon Boccanegra” with the Los Angeles Opera for its 2011-12 season, following a successful run last year with the same role at the Met.

His recordings include the classical and crossover genres and have won him 12 Grammy Awards. He has made more than 50 videos and three films.

A strong supporter of young musical talent, Domingo founded the annual competition Operalia in 1993 to help launch the careers of emerging singers and has created young artists’ programs at both the Los Angeles Opera and the Washington National Opera. Through benefit concerts, he has helped to raise millions of dollars to support a range of humanitarian causes.

Among his many honors are a Presidential Medal of Freedom and an honorary British knighthood.

Ruth Bader Ginsburg

Doctor of Laws

Brooklyn, N.Y.-born Ruth Bader Ginsburg graduated from Cornell University in 1954 and enrolled that fall at Harvard Law School, where she was one of only nine women in a class of more than 500. Ginsburg transferred to Columbia University, becoming the first law student to work for two major university law journals. She graduated in 1959, first in her class, but right away confronted another sign of an era indifferent to women in jurisprudence: Because of her gender, she was turned down for a clerkship with Justice of the Supreme Court Felix Frankfurter.



Today, of course, Ginsburg herself is an associate justice of the Supreme Court, where she has served since 1993 as its first Jewish female justice and its second female member. (Now there have been four.) A cautious jurist, Ginsburg nevertheless shows the outline of an earlier legal career shaped by an intense interest in the constitutional equality of men and women. She has been a consistent supporter of abortion rights, general counsel for the American Civil Liberties Union, and an advocate of what some critics take as a left-wing idea: that foreign law can be used to shape U.S. judicial opinions. In the early 1960s, Ginsburg

was a research associate at Columbia Law School’s Project on International Procedure, where she co-authored a book on judicial procedure in Sweden.

As a professor of law at Rutgers University (1963-1972), Ginsburg co-founded the Women’s Rights Law Reporter, the first journal to focus on women’s rights. At Columbia Law School she was the first tenured woman and co-authored the first law school casebook on sex discrimination. Before joining the Supreme Court, Ginsburg served for 13 years on the U.S. Court of Appeals for the District of Columbia Circuit.

Widowed last year, the 78-year-old Ginsburg is now the Supreme Court’s oldest member.

Dudley Herschbach

Doctor of Science

Dudley Herschbach is the Frank B. Baird Jr. Professor of Science *Emeritus* at Harvard and winner of the



1986 Nobel Prize in chemistry for work that advanced the understanding of basic chemical reactions.

Herschbach has seen his early work on methods and theory of studying single collisions in chemical reactions move from the fringe to the mainstream. His work has also encompassed several other chemical frontiers, including high-pressure molecular transformations that illustrated that hydrocarbons could be formed under conditions found in the Earth’s mantle. Long a proponent of improving science education at all levels, Herschbach for 20 years taught general chemistry for freshmen and, since becoming *emeritus*, has taught a freshman seminar on molecular motors. He also has continued to pursue research, as a visiting fellow at the Carnegie Institution of Washington and as a professor of physics at Texas A&M University.

In addition to the Nobel Prize, shared with Yuan T. Lee and John C. Polanyi, Herschbach has received many prizes and awards, including the National Medal of Science in 1991. He is a fellow of scientific societies, including the American Academy of Arts and Sciences and the National Academy of Sciences. Herschbach received bachelor’s and master’s degrees from Stanford University before coming to Harvard, where he received a doctorate in chemical physics in 1958. Herschbach was an assistant and associate professor at the University of California, Berkeley, from 1959 to 1963, returning to Harvard as professor of chemistry in 1963. He became Baird Professor of Science in 1976.

During his years at Harvard, Herschbach has served as chair of the chemical physics program and of the Chemistry Department, as a member of the Faculty Council, and, with his wife, Georgene, as co-master of Currier House. In support of his efforts to improve science understanding, he has delivered many talks in middle and high schools, written popular articles, and made many radio and television appearances, including a stint as a guest voice on “The Simpsons” television show.

James R. Houghton

Doctor of Laws

Businessman James R. Houghton joined the Harvard Corporation in 1995 and became its senior fellow in 2002. When he retired in 2010, he was its longest-serving member.



During his tenure, Houghton encouraged greater interaction between the Corporation and the Harvard Board of Overseers, the University's second-highest governing body. As senior fellow, he also chaired the search committee that selected Harvard's 28th president, Drew Faust.

"The great thing about [Harvard] is that it's constantly reinventing itself. There's always something new. But there's also always something reassuringly familiar, and there's the same commitment to what really matters: excellent education and research," Houghton said in a Gazette interview last year.

He called his time with the Corporation a "wonderful, wonderful experience" and "an enormous honor."

Houghton's Harvard roots run deep. His grandfather, father, and brothers attended Harvard, and his wife attended Radcliffe. A history concentrator, Lowell House resident, and hockey goalie for the junior varsity team, Houghton graduated from the College in 1958 and from Harvard Business School in 1962.

Houghton devoted his professional career to Corning Inc., a leading maker of specialty glass and ceramics that was founded by his great-grandfather in 1851. He joined the company in 1962 and spent 16 years as its CEO and 41 years on its board of directors, including 19 as chairman. He retired as chairman of the board *emeritus* last year.

He also served as a director of J.P. Morgan, Exxon Mobil Corp., and MetLife Inc. He also is the past chairman of the Business Council of New York State. He has served as a trustee of the Corning Museum of Glass, the Corning Incorporated Foundation, the Pierpont Morgan Library, and is currently the chairman of the board of trustees of the Metropolitan Museum of Art.

Rosalind Krauss

Doctor of Arts

A renowned critic and theorist of 20th century art, Rosalind Krauss is University Professor at Columbia University and co-founder and editor of the art quarterly *October*. Her writings on artists from Picasso to Pollock, as well as her work on minimalism, surrealism, and the development of photography, helped define the post-structuralist mode of art criticism.



Krauss was born in 1940 in Washington, D.C., where she grew up visiting museums. After graduating from Wellesley College in 1962, she began graduate studies at Harvard's Department of Fine Arts and received a Ph.D. in 1969.

While at Harvard, she joined the editorial board of the highly regarded magazine *Artforum*, spurred by the conviction that "the history of modern art could not be pursued apart from its theory and criticism." She left *Artforum* in 1975 to launch *October*, a journal that explored the relationship between contemporary social and political concerns and scholarship of modernism.

Krauss taught for brief periods at Wellesley, Massachusetts Institute of Technology, and Princeton before joining the faculty of Hunter College, where she was made a full professor in 1977. From 1977 until 1992, she taught at the Graduate Center, CUNY. In 1992 she moved to Columbia, where she held the Meyer Schapiro Chair in Modern Art and Theory from 1995 to 2006.

She is the author of, among other books, "The Originality of the Avant-Garde and Other Modernist Myths" (1985), "Formless: A User's Guide" (1997), "The Picasso Papers" (1998), and "Bachelors" (1999), and is a co-author of the art history textbook "Art Since 1900." Her most recent collection of essays, "Perpetual Inventory" (2010), explores what she calls "the post-medium condition" — the abandonment of the modernist emphasis on the medium as the source of artistic significance.

She has curated many exhibitions, including "Joan Miró: Magnetic Fields" and "Robert Morris: The Mind/Body Problem" at the Guggenheim Museum; "L'Amour fou: Photography and Surrealism" at the Corcoran Gallery of Art; and "Richard Serra/Sculpture" at the Museum of Modern Art.

J.G.A. Pocock

Doctor of Laws

Historian John Greville Agard (J.G.A.) Pocock, now in his eighth decade of scholarship, has inspired generations of philosophers, political scientists, and fellow historians. His deep studies — many of them investigating the foundations of modern political thought — range across classical Greece and Rome, early modern Europe, the nascent American republic, and New Zealand, the country of his boyhood.



He is best known for his studies of early modern republicanism — in continental Europe, Great Britain, and the United States — and for his work on Edward Gibbon and Gibbon's intellectual counterparts in the Enlightenment. Pocock has finished five volumes of a projected six-volume study of Gibbon called "Barbarism and Religion." The expatriate New Zealander, who earned his Ph.D. at Cambridge University in 1952, is now the Harry C. Black Chair of History *Emeritus* at Johns Hopkins University, where he taught history from 1974 to 1994.

Pocock is also renowned for pioneering the idea of "contextualism," which calls on historians to study canonical works in the intellectual contexts of their eras, and not as the products of single minds. Pocock's contribution to this "Cambridge school" of historiography is the concept that "political lan-

guages" underlie the texts of an era and are unconsciously shared by historians of that time. Among these shared "linguistic universes" in the 17th and 18th centuries, for instance, were concepts of the common law and classical republicanism — defining ideas that inform the rhetoric of James Harrington, Thomas Hobbes, John Locke, and others.

Pocock was born in London in 1924, but moved to New Zealand when his father was appointed to the classics faculty at what was then called Canterbury University College. He earned his bachelor's and master's degrees at the University of New Zealand before moving on to Cambridge for doctoral studies. Pocock's previous honorary degrees are from the University of Canterbury (1973) and Johns Hopkins (2004).

David Satcher

Doctor of Science

David Satcher, the 16th U.S. surgeon general, grew up poor in the Jim Crow South on a red-dirt farm outside Anniston, Ala. Neither of his parents finished elementary school, and two of his nine siblings died in childhood. Satcher nearly died, too, at age 2, when he came down with whooping cough and was barred from the local whites-only hospital. He was saved only by the ministrations of his parents and by the intercession of the



area's sole black doctor.

"By the time I was 6," Satcher told a Harvard audience in 2008, "I was telling everybody I was going to be a doctor like Dr. Jackson." That brush with death also inspired his life's mission, he said — "access to health care for people who have been left out."

As an undergraduate at Morehouse College in Atlanta, Satcher listened to sermons by Martin Luther King Jr. at Ebenezer Baptist Church. He took his growing passion for social justice to medical school at Case Western Reserve University, where he received his M.D. and Ph.D. in 1970. He taught medicine and epidemiology in Los Angeles (where he ran a free clinic in riot-torn Watts), Atlanta, and Nashville, Tenn. (where in 1982 he assumed leadership of beleaguered Meharry Medical College). The first chapter in Satcher's federal career spanned 1993 to 1998, when he was both administrator of the Agency for Toxic Substance and Disease Registry and director of the Centers for Disease Control and Prevention.

In just four years as surgeon general (1998-2002), Satcher oversaw the release of 14 major reports, including studies of obesity, youth violence, mental health, sex education, and tobacco's effect on minorities. The circumstances around his early near-death and the unfurling of civil rights in his youth have been powerful forces behind Satcher's impassioned, accomplished adulthood. As he told his Harvard audience in 2008, "Beginnings are important."

— Compiled by Corydon Ireland, Katie Koch, Alvin Powell, and Colleen Walsh

Degrees, certificates awarded at 360th Commencement

7,217

Today the University awarded a total of 7,147 degrees and 70 certificates. A breakdown of the degrees and programs follows. Harvard College granted a total of 1,556 degrees.



Harvard Business School

936 Master of Business Administration
9 Doctor of Business Administration

945



Graduate School of Arts & Sciences

357 Master of Arts
53 Master of Science
494 Doctor of Philosophy

904



School of Public Health

176 Master of Public Health
136 Master of Science
2 Doctor of Public Health
35 Doctor of Science

349



School of Dental Medicine

36 Specialty Certificates
13 Master of Medical Sciences
38 Doctor of Dental Medicine
5 Doctor of Medical Sciences

92



Harvard Law School

195 Master of Laws
10 Doctor of Juridical Science
585 Doctor of Law

790



Harvard College

1,540 Bachelor of Arts
16 Bachelor of Science

1,556



Medical School

22 Master in Medical Science
174 Doctor of Medicine

196



Graduate School of Education

4 Certificate of Advanced Study
649 Master of Education
47 Doctor of Education

700



Harvard Kennedy School

100 Master in Public Administration
180 Master in Public Administration (Mid-Career)
63 Master in Public Administration in International Development
189 Master in Public Policy
9 Doctor in Health Policy
5 Doctor in Public Policy
6 Doctor in Social Policy
3 Doctor in Political Economy & Government

555



Extension School

12 Associate in Arts
146 Bachelor of Liberal Arts in Extension Studies
6 Certificate in Applied Sciences
9 Certificate in Environmental Management
7 Certificate in Management
8 Certificate in Publishing & Communications
551 Master of Liberal Arts in Extension Studies

739



Graduate School of Design

98 Master in Architecture
24 Master of Architecture in Urban Design
44 Master in Design Studies
43 Master in Landscape Architecture
1 Master of Landscape Architecture in Urban Design
31 Master in Urban Planning
7 Doctor of Design

248



Divinity School

60 Master of Divinity
3 Master of Theology
76 Master of Theological Studies
4 Doctor of Theology

143



Commencement: What you need to know

RESTROOMS

Restrooms for the general public are located in the following buildings:

Weld Hall

Thayer Hall

Sever Hall

Restrooms are wheelchair accessible.

FIRST AID STATIONS

First aid stations on Commencement Day are situated in the following locations:

Weld Hall — Room 11

Thayer Hall — Room 106

Sever Hall — Room 112

WATER STATIONS

Water stations are located along the perimeter of Tercentenary Theatre and will be clearly marked.

Their locations are:

Widener Library steps

Weld Hall, north porch

Weld Hall, northeast entrance

Thayer Hall, south steps

Sever Hall, main entrance

College Pump, near Hollis Hall

TELEVISED VIEWING

The Commencement Morning Exercises and the afternoon Annual Meeting of the Harvard Alumni Association are televised live for guests who are unable to attend these campus events.

The broadcast times are 9-11:30 a.m. and 1:45-4:30 p.m., and the events can be seen on Comcast Cable (channel 283) in Boston/Brookline and Cambridge/Greater Boston.

WEBCAST VIEWING

The live webcast may be viewed via computer from the following Harvard websites:

www.commencementoffice.harvard.edu

www.commencement.harvard.edu

www.uis.harvard.edu

		CUM LAUDE IN FIELD OF CONCENTRATION	CUM LAUDE	MAGNA CUM LAUDE IN FIELD	MAGNA CUM LAUDE HIGHEST HONORS	SUMMA CUM LAUDE IN FIELD OF CONCENTRATION	
BACHELOR OF ARTS	W	351	260	21	96	28	29
	M	+ 375	207	14	85	24	50
		726	467	35	181	52	79
BACHELOR OF SCIENCE	W	1	3	0	0	0	0
	M	+ 6	3	0	1	2	0
		7	6	0	1	2	0

**All figures include degrees awarded in November 2010 and March and May 2011*

They were in college during the presidential election of John F. Kennedy, a man they considered one of their own. The Metropolitan Transit Authority car barns stood where a school in his name would be built. The future John F. Kennedy Street still went by the name Boylston.

It was a time when the Loeb Drama Center was new, a year when their star quarterback went down with a knee injury and they lost The Game by the inglorious score of 39 to 6. Many people still smoked: indoors, outdoors, wherever, and faculty members thought nothing of holding cigarettes or pipes when sitting for photos.

Radcliffe was still a college. Women and men attended class together but lived largely separate lives. There were few ladies' rooms in the Yard, and women were barred from Lamont Library. For the men, House life was a bit crowded, and the major protest concerned not civil rights or the war in Vietnam, but the printing of Harvard diplomas in English instead of Latin.

For the Harvard and Radcliffe Classes of 1961, their 50th reunion not only draws them back to campus, it brings back memories of a time on the cusp of change, when the prosperous 1950s had ended, but the '60s were not yet turbulent, when the word "assassination" conjured up William McKinley and 1901, and when an arms control protest drew just 35 marchers.

Hundreds of class members were attending events this week in and around Harvard Yard. Starting Monday (May 23) with a welcome dinner with President Drew Faust and Faculty of Arts and Sciences Dean Michael D. Smith, the classmates had a program of tours, discussion groups, and symposia, all capped off with participation in Commencement exercises today (May 26).

Reflecting on their time at Harvard and Radcliffe and on the years since, class members spoke of challenges overcome, of friendships made and maintained, and of a new generation raised.

When thinking of the impact of his years at Harvard, David Crosby, one of three reunion co-chairs, said that although he pursued a career in law, it has been the introductory fine arts and music classes that he recalls most often.

"On a daily basis, I hear music on the radio, and I remember going to the music lab and listening to some of the pieces," Crosby said.

The biggest surprise in the intervening years, Crosby said, has been his continuing strong connections to his Harvard classmates. Having stayed involved in class activities after graduation, Crosby said some of his closest friends are classmates, but not necessarily those he knew as a student.

"It wasn't necessarily the professors or courses or facilities that meant the most to me, it was the contacts that continue today," Crosby said. "They've become some of my best friends."

Carol Lieberman, another reunion co-chair, looked forward to the first time their classes would hold a joint Harvard-Radcliffe reunion. Lieberman said Radcliffe and Harvard in those days were separate

Two colleges, quiet times

Harvard and Radcliffe were very different places 50 years ago, but the bonds that tie members of the Class of '61 to Cambridge remain strong.

By Alvin Powell | Harvard Staff Writer



Radcliffe Class of 1961 reunion co-chair Carol Lieberman recalled the day when Kennedy was inaugurated — she had an exam and a New England blizzard was blowing. Since leaving Radcliffe, Lieberman, like many of her classmates, has experienced many of life's twists and turns. "Sometimes life gets in the way of plans. I think that's true for many of us," she said.

places. Women lived in Radcliffe Yard, they could study at a Radcliffe library in Harvard Yard but couldn't go into the other libraries. Even the Commencements were separate.

"It was a very different time, so it made it a fairly tight-knit [Radcliffe] community," Lieberman said. "Most of the men in our class had no idea how different it was for us."

Ruth Scott, who co-chaired the Harvard and Radcliffe 50th anniversary class report, said opportunities after graduation were different then too. Scott recalled that, for the 35th anniversary report, someone looked up the job interviews offered Radcliffe students in 1961. One was for the USO, entertaining soldiers. Others were with companies interviewing Harvard men — but only if the interview schedule wasn't already full.

Lieberman said her daughter once questioned why the Radcliffe women didn't protest. Lieberman explained that the protest years really didn't hit campus until later in the decade.

"My daughter said, 'Why didn't you object? You were



David Crosby

Howard Shapiro

Joshua Young

raised in the '60s.' And I said, 'We graduated in 1961, but we were raised in the '50s,'" Lieberman said.

Scott recalled some students boycotting Woolworth stores because they often didn't serve blacks in the South, but she said the rumblings of discontent seemed far away to her. Howard Shapiro, who serves today as the class webmaster, recalled working on the Harvard-Radcliffe Liberal Union with Barney Frank, now a member of the U.S. House, but agreed that times were different then.

For his part, Crosby recalled participating in the "diploma riots" before graduating that spring. Shapiro attributed the disturbances to springtime and the spirits of "post-adolescent, pre-adult males."

Shapiro, who arrived on campus at the tender age of 16 and who has had success since graduation creating flow cytometers — cell-sorting machines — recalled playing guitar and singing on WHRB and starting his own radio station in Leverett House.

One development that did generate political excitement was Kennedy's election. Scott said there was a strong feeling on campus that Kennedy was one of their own, and the election marked the first time she voted. Lieberman recalled the day when Kennedy was inaugurated.

She had an exam, and a New England blizzard was blowing.

Since leaving Radcliffe, Lieberman, like many of her classmates, has experienced life's twists and turns. She has managed to hold on through the ride, reinventing herself as a single mother of three children after a divorce, and then again as an executive of a nonprofit that matches volunteers with opportunities.

"Sometimes life gets in the way of plans. I think that's true for many of us," Lieberman said. When asked what her 21-year-old self would think of her now, Lieberman responded, "That other me might be a little bit surprised that I could reinvent my life, find new paths, and take on responsibility. I'm much stronger than I ever anticipated."

Scott said that members of the Harvard and Radcliffe Classes of 1961 have had all kinds of careers, some successful, some less so, in many fields. But looking through the class reports, one common thread mentioned by many is the importance of their families.

Joshua Young, who married two days after graduation, learned a valuable lesson about Harvard at an earlier reunion, when he'd been out of school for more than a decade. He returned to Adams House with his teenage son and found a man and two women in his old room — unheard of in 1961. He pondered the change as he brought his son down to the dining room, where a worker surprised him, after all those years, by greeting him by name.

"The more things change, the more they stay the same," Young said.

“There’s the perception that if you study classics, you go on to teach high school, you become a professor, or it’s worthless. I think that couldn’t be further from truth,” said Charlie Bridge, who will give the Latin oration.



Speaking for their class, to the world

Two Harvard College seniors and a Harvard Kennedy School student carry on the tradition of Commencement orations, given in English and in Latin.

By Katie Koch | Harvard Staff Writer

During Morning Exercises, hundreds of graduating students will file into Tercentenary Theatre to have their degrees formally conferred. But only three will speak.

Commencement orations have evolved at Harvard from a series of thesis defenses — often given in Greek, Latin, or Hebrew — to five-minute speeches by a graduate student, an undergraduate student, and, in a nod to tradition, an undergraduate speaking in Latin.

Below, the Class of 2011 orators, chosen in a speech-writing competition held by the Harvard Commencement Office, share their stories.

CHARLIE BRIDGE, LATIN ORATION

Charlie Bridge, a native of Belmont, Mass., studied Latin for five years at Roxbury Latin School. But “when I came to Harvard, that wasn’t what I envisioned myself doing,” the Dunster House senior said.

An introductory course in Greek, however, “recaptured the magic” of ancient languages and literatures he’d first felt in middle school, he said. After taking a class on Ovid’s “Metamorphoses” he was

hooked, and he ended up writing a thesis on the epic poem. Now the classics concentrator will get the rare opportunity to tout his four years of study to the masses as this year’s Latin orator.

“There’s the perception that if you study classics, you go on to teach high school, you become a professor, or it’s worthless,” Bridge said. “I think that couldn’t be further from truth. [Classics] lays the foundation intellectually for so many different careers and pursuits.”

Bridge spent much of his free time as an undergraduate serving as president of the Harvard-Radcliffe Collegium Musicum, Harvard’s co-ed student chorus that specializes in Baroque and Renaissance works. This summer he’ll begin working for Tower Research Capital in New York in recruiting and human resources.

He’s excited to speak Latin before a crowd of thousands. (Only graduating seniors are given translations of the speech.) His address concerns the wheel of fortune, a concept borrowed from antiquity and experienced by the Class of 2011 as its members lived through economic recession and slow recovery,

as well as the ups and downs of undergraduate life.

“I hope that in some small way this tradition at Harvard keeps the language alive,” he said.

KATIE COULSON, UNDERGRADUATE ORATION

Growing up in College Station, Texas — home of Texas A&M — Katie Coulson didn’t think she’d have much reason to leave her home state for college. So when she was accepted to Harvard, she was both surprised and thrilled.

“I applied because Rory on ‘Gilmore Girls’ had always wanted to go,” she explained. Now she’ll not only graduate from the University, but also speak on behalf of her senior class.

While living in Cabot House, Coulson studied chemistry and English and immersed herself in the Phillips Brooks House Association, where she participated in service programs for refugee and immigrant children and served as a student officer.

“I’d done service in high school, but I’d never thought deeply about it,” she said. “I’ve learned so much about what it means to partner with commu-

"I'm very used to being heckled," said Adam Price, a former British member of Parliament who served two terms with the Welsh nationalist party Plaid Cymru. "I was a member of a party of three, so I didn't have many friends in the audience." Price will give the graduate oration, and plans to address the importance of independent thinking.



nities rather than viewing yourself as someone who goes in to fix things."

Unlike some graduates, who spend two years in Teach for America before moving into other fields, Coulson is doing the reverse. She plans to work in consulting in New York, hoping for a change of pace before she heads into a teaching career.

"I realized when I started senior year that teaching was the only thing I'd really considered doing," she said. "I know that if I do commit to it, I want to do it long term. I wanted to try something different first."

Her oration will invite her fellow graduating seniors to question their assumptions as they head out into the world, to continue to challenge each other as peers, and to remain involved in their communities.

"I'm so excited to be doing this," Coulson said. "But I also think it would be crazy not to realize that all of us could give a really compelling oration about the things we've experienced and learned and done."

ADAM PRICE, GRADUATE ORATION

Harvard Kennedy School (HKS) student Adam Price is a seasoned public speaker. But one thing will be different when he stands to give this year's graduate oration: He'll have receptive listeners.

"I'm very used to being heckled," said Price, a former British member of Parliament who served two terms with the Welsh nationalist party Plaid Cymru. "I was a member of a

party of three, so I didn't have many friends in the audience."

He'll talk about the importance of independent thinking, something Price, 42, values highly. The son of a coal miner, he went into politics to fight for his homeland of Wales, which never recovered economically from the decline of the steel and coal industries.

"It's a rare and cherished thing in politics to be able to represent the people you went to school with," he said.

Price made bigger waves in 2004 when he led the charge to impeach then-Prime Minister Tony Blair for leading Britain into the Iraq War under false pretenses. He surprised observers by announcing he wouldn't run again in 2010, choosing to leave his almost-guaranteed seat in Parliament for HKS's Mid-Career Master in Public Administration program.

"We [in Wales] would like to take a leaf out of America's book and assert our own right to self-determination," he said. "Half the reason I came here was to learn how you did it."

Price plans to stay in Cambridge for another year to complete a fellowship at HKS's Center for International Development, where he will study the economic plight of small nations. He hopes to apply that knowledge when he returns to Wales.

"I'd like to be a bridge between these incredible, exciting new ideas being generated here and the world," he said.

Bells mark history

For 23 years, they have rung out across Cambridge in Harvard's honor, marking the conclusion of Morning Exercises.

In celebration of the city of Cambridge and of the country's oldest University, the joyous peal of bells will ring throughout Cambridge today (May 26).

For the 23rd consecutive year, a number of neighboring churches and institutions will ring their bells at the conclusion of Harvard's 360th Commencement exercises. The bells will ring at 11:30 a.m. for approximately 15 minutes, just after the sheriff of Middlesex County declares the Commencement Morning Exercises adjourned.

The deep-toned bell in the Memorial Church tower — for years the only bell to acknowledge the festival rites of Commencement — will be joined by the bells at Lowell House, Harvard Business School, Harvard Divinity School, the historic 13-bell "Harvard Chime" of Christ Church Cambridge, the bells of the Church of the New Jerusalem, First Church Congregational, First Parish Unitarian Universalist, St. Paul Roman Catholic Church, St. Peter's Roman Catholic Church, University Lutheran Church, Holy Trinity Armenian Apostolic Church, and St. Anthony's Church.

Bells were already in use at Harvard in 1643 when "New England's First Fruits," published in London that year, set forth some College rules: "Every Schollar shall be present in his tutor's chambers at the 7th houre in the morning, immediately after the sound of the bell ... opening the Scripture and prayer."

Three of the 15 bells known to have been in use in Massachusetts before 1680 were hung within the precincts of the present College Yard, including the original College bell and the bell of the First Parish Church, which has ties with Harvard that date from its founding. Harvard's first Commencement was held in the church's meetinghouse. One of the chief reasons for selecting Cambridge as the site of the College was the proximity of this church and its minister, Rev. Thomas Shepard, a clergyman of "marked ability and piety."

Another church ringing its bells in celebration is Christ Church Cambridge. The oldest church in the area, it houses the "Harvard Chime," the name given to the chime of bells cast for the church in anticipation of its 1861 centennial.

Referring in 1893 to the "Harvard Chime," Samuel Batchelder wrote, "From the outset the bells were considered as a common object of interest and enjoyment for the whole city, and their intimate connection with the University made it an expressed part of their purpose that they should be rung, not alone on church days but also on all

festivals and special occasions of the college, a custom which has continued to the present time."

— Cynthia W. Rossano

To read more about Harvard's Commencement rituals and how they came to be, scan the QR code.



A celebration of excellence

The first act of Commencement honored graduating seniors during a Phi Beta Kappa ceremony, with Joyce Carol Oates and Henri Cole as speakers.

By Colleen Walsh | Harvard Staff Writer

Harvard's first official Commencement act of 2011 unfolded outside Harvard Hall today (May 24) when a select group of seniors in black caps and gowns gathered for a fife-and-drum procession to Sanders Theatre for the annual Phi Beta Kappa ceremony.

"I feel very honored," said senior Fernando Racimo. The organismic and evolutionary biology concentrator, who is headed to Germany after graduation to study Neanderthal DNA, said he won entrance to the academic honor society through hard work. "I was definitely busier than I have ever been."

Induction into Alpha Iota of Massachusetts, the Harvard College chapter of Phi Beta Kappa, requires a "record of outstanding scholarly achievement, showing both depth of study and breadth of intellectual interest."

At Harvard, 24 juniors are elected to Phi Beta Kappa in the spring, and 48 seniors in the fall, with another group of seniors elected in the weeks prior to Commencement. Membership cannot exceed 10 percent of the graduating class.

Held annually on the Tuesday of Commencement week, the society's Literary Exercises have been a regular Harvard ritual since the 18th century. The first exercises took place at Holden Chapel in 1782, but have been held at Sanders since 1876. The program centers on two presentations, by a poet and an orator invited by the chapter.

This year, orator Joyce Carol Oates, Roger S. Berlind '52 Professor of the Humanities and professor of creative writing in the Lewis Center for the Arts at Princeton University, delivered an oration titled "Inspiration." Poet Henri Cole, professor of English at Ohio State University, read his work "Swimming Hole, Buck Creek, Springfield, Ohio."

The Harvard-Radcliffe Collegium Musicum provided music for the event including the Commencement hymn "Fair Harvard" by Samuel Gilman.

The author of seven poetry collections, Cole employs a range of emotion in his work. He said his poem for the ceremony, what he described as one long sentence, "flashes back to remembered terrain from adolescence."

"In the poem there are some young swimmers referred to as 'blossoming buds,' and it occurred to me that is what all of you graduates are," said Cole, adding that everyone is "striving toward being, like you. It's a process that must never cease."

A prolific and multitalented writer, Oates has mastered many genres. She is known for her psychological realism, gothic, and suspense novels, as well as family sagas. With more than 50 novels to her credit, she is also a playwright and essayist and has written many volumes of short stories, works of young adult

Photos by Stephanie Mitchell | Harvard Staff Photographer



Inspiration can take many forms, an "image, phrase, emotion," said orator Joyce Carol Oates at the Phi Beta Kappa Literary Exercises in Sanders Theatre. Held annually on the Tuesday of Commencement week, the society's Literary Exercises have been a regular Harvard ritual since the 18th century. Poet Henri Cole, professor of English at Ohio State University, read his work "Swimming Hole, Buck Creek, Springfield, Ohio."

fiction, poetry, and nonfiction.

In 1969 her novel "them" received the National Book Award.

Inspiration can take many forms, an "image, phrase, emotion," said Oates. Calling to mind past literary greats, she spoke of Herman Melville's attraction to the "power of blackness" in his contemporary Nathaniel Hawthorne, which had an "immediate and profound" influence on Melville's masterpiece, "Moby Dick."

For Melville, she said, Hawthorne was like "a great comet sailing into your orbit that changes your life completely."

The idea for author Mary Shelley's "Frankenstein" came to her as a sort of dream, one that "possessed" her, said Oates, while the city of Dublin was the driving force behind the works of Irish author James Joyce.

Oates also invoked the visual arts as inspiration. To the early surrealists, she said, the world was "a vast forest of signs to be interpreted by the individual artists."

"There is to me something thrilling about the surrealist adventure. Moving out into the world to discover what awaits us ... from this perspective, inspiration is anywhere and at any time ... we have only to go out and to see."

The ceremony also included the Alpha Iota Prize for Excellence in Teaching awards. This year's recipients were David Ager, lecturer on sociology; William Clark, Harvey Brooks Professor of International Science, Public Policy, and Human Development; and Dudley Herschbach, Frank B. Baird Jr. Professor of Science *Emeritus*.





“You may resist taking risks as the economy shows signs of recovery,” said President Drew Faust at the Baccalaureate Address. “Still, do what you love. Try Plan A before you settle for Plan B.” The Rev. Wendel Meyer (seated), acting Pusey Minister in the Memorial Church, and Idriss Fofana of Pforzheimer House (inset, below) listen to the address, which took place in the Memorial Church on May 24.

to laughter. But his legacy is instructive, she said.

“He confounded categorization because he occupied so many categories,” Faust said. “Your generation is more accustomed to this.”

What Gomes excelled at, and what the Class of 2011 can learn from him, Faust said, was the ability to make their own labels and chart their own courses. She cited the unexpected paths already taken by members of the graduating class: the star wide receiver who was named a Rhodes Scholar, the dancer going into cancer research.

The most important question graduates now face, Faust said, is: “How, within the possible narratives, can I most be myself? How will I finish my own sentence when I say, ‘I went to Harvard, and then I ...’”

Faust did not ignore the economic turmoil the Class of 2011 heads into as its members prepare to graduate. If anything, she said, the recession and slow recovery of the past few years has made this generation “in a strange sense, liberated.” She encouraged graduates to embrace that feeling of uncertainty rather than take high-paying jobs they might not love, as some graduates had felt pressured to do in the past.

“You may resist taking risks as the economy shows signs of recovery,” she said. “Still, do what you love. Try Plan A before you settle for Plan B.”

Charting their own courses will be no easy task, Faust said, but this year’s class leaves Harvard well-prepared to question, analyze, and improve the world.

“Go and live syncopated lives,” Faust concluded. “Search for your own sermons. Finish your own sentences. And then rewrite them, again and again.”

For seniors such as En-Ming Ong, an economics concentrator in Kirkland House, Faust’s message of pursuing one’s dreams resonated — particularly her “parking space theory of life,” a metaphor for never giving up on “the perfect spot” in life that she shares with students each year.

“I thought it was inspiring,” said Ong, who is putting the traditional job search on hold to start his own company, Blocmate, a website that will help Ivy League students find short-term housing. “The opportunity cost of trying something like this is very low after graduation, and if I fail I can always circle back.”

‘Finish your own sentences’

Invoking the legacy of the late Rev. Peter Gomes, President Drew Faust’s Baccalaureate Address urged graduates to veer from scripts and write their own post-college endings.

By Katie Koch | Harvard Staff Writer

When Harvard President Drew Faust welcomed her first class of freshmen to Harvard in the fall of 2007, she warned them that the next four years would disorient their lives and unsettle their assumptions. Now, as the Class of 2011 prepares to graduate, Faust appealed to them to chart their own unique courses in life, while staying true to the values of truth and goodness they learned at the University.

“Remain mindful of others, but decide for yourself,” Faust told Harvard College seniors in her Baccalaureate Address on Tuesday (May 24).

After Commencement itself, the Baccalaureate Service is one of Harvard’s oldest traditions, existing off and on at the University since 1642. It has been customary for the president and Harvard clergy to address the graduating class since the 19th century. Calling to mind the University’s religious roots, the service at the Memorial Church now includes readings from Hindu scriptures, the Quran, the New Testament, the Analects of Confucius, and the Hebrew Bible.

But as students packed themselves into the sweltering church in Tuesday’s 80-degree weather, one



marker of the festivities was noticeably absent: the late Rev. Peter J. Gomes, former Plummer Professor of Christian Morals and Pusey Minister in the Memorial Church, who for many years welcomed seniors as they processed up the church’s front steps.

“For the first time in four decades, we must go without his Baccalaureate blessing,” Faust said of Gomes, who died Feb. 28. “Yet he remains at the center of what it means to be a part of Harvard, a moral tradition, and force in the legacy of ‘Veritas’ that is not just a succession of truths, but a compass.”

Gomes led a singular life. A gay, black, Republican professor and Baptist preacher, he often described himself as “Afro-Saxon,” Faust reminded the crowd



Navy Midshipman James D. Reach (right) gets his first salute from his grandfather, Patrick Manzi, a veteran of World War II, Korea, and Vietnam who earned the Silver Star, two Bronze Stars for valor, and three Purple Hearts.

Officers of the day

On the eve of Commencement, three Harvard students are commissioned during annual ROTC ceremony.

By Corydon Ireland | Harvard Staff Writer

On the eve of their graduation from Harvard College, three of the military's newest officers received their commissions at a ceremony today (May 25) in a leafy, sunlit Tercentenary Theatre.

It was the first Reserve Officers' Training Corps (ROTC) class of Harvard students to graduate since the University lifted its 40-year ban on ROTC in March.

Since 1976, student cadets and midshipmen from Harvard have drilled and studied with units based at the Massachusetts Institute of Technology. This year, Harvard had 19 undergraduates enrolled in ROTC.

Honored were Army 2nd Lt. Christopher W. Higgins of East Setauket, N.Y., a social studies concentrator who will pursue an M. Phil. at the University of Cambridge on a Fulbright Scholarship; Army 2nd Lt. Aaron R. Scherer of Dover, Ohio, a government concentrator assigned to military intelligence school in Arizona; and Navy Midshipman James D. Reach of Lititz, Pa., who will train as an aviator.

Michael G. Schoenen, still an Army cadet, will take his oath as an officer when he completes his A.L.M. thesis at the Harvard Extension School. He is from Revere, Mass., and will join the Medical Service Corps.

Administering the oaths was Maj. Gen. James McConville, who was



Maj. Gen. James C. McConville (at podium) was the keynote speaker at the ROTC commissioning ceremony. Christopher Higgins (from left) and Aaron R. Scherer, both 2nd lieutenants in the Army, and Navy Midshipman James D. Reach (far right) were commissioned. Cadet Michael Schoenen will take his oath as an officer when he completes his A.L.M. thesis at the Harvard Extension School.

named commander of the storied 101st Airborne Division this month. The Quincy, Mass., native had served as deputy commanding general of the 101st, and of NATO forces in Afghanistan from 2008 to 2009. More recently, McConville was chief liaison in the Office of the Secretary of the Army.

Words of praise and advice came from retired Air Force Col. Arthur Boright, a 26-year veteran representing the Class of 1961. That year, he said, 62 graduates received ROTC commissions and went on to "a diversity of situations." Earning enough money is on every graduate's mind, Boright acknowledged, but military salaries "are sufficient, if you are careful, and they are predictable."

In his own remarks, McConville touched on the same theme, but added: "No one walks up to a hedge fund manager in the airport and thanks them for their service."

He praised the new officers for taking "a path of service different than your peers," and called the commissioning ceremony "the defining moment in your life."

McConville described meeting four surviving members of the 101st's Easy Company, whose World War II heroics were captured in the book "Band of Brothers" and in the HBO miniseries of the same name. These members of the Greatest Generation asked about the latest one. "Despite 10 years of war, your generation has never quit, it's never accepted defeat,

President Drew Faust talked with Maj. Gen. James C. McConville, the keynote speaker at the ROTC commissioning ceremony on Wednesday (May 25).

and it's never left a fallen comrade," he answered. "I told them to sleep well at night."

In her remarks, President Drew Faust noted the 150th anniversary this spring of the beginning of the Civil War, during which 1,300 Harvard students and faculty took up arms. She quoted one of them, future Supreme Court Justice Oliver Wendell Holmes Jr., Class of 1861, who described those of his generation "touched by fire" and eager to serve.

"We are not the first to live in an era of peril and crisis," Faust told the ROTC graduates. "With our country involved in conflicts at three sites around the globe, you as military officers have chosen to face very difficult challenges and to assume grave responsibilities."

In the audience was Richard Bennink '38, a 94-year-old retired banker who joined ROTC at Harvard in 1934. "I didn't want to lug a pack," he said of choosing the Navy. "In 1934, you knew something was coming." Bennink, a World War II attack transport officer, earned six battle stars and survived the battles of Guadalcanal and the Leyte Gulf.

During the ceremony, Scherer received his first salute — a commissioning tradition — from his 89-year-old grandfather, Patrick Manzi, who joined the Navy in 1937 and retired in 1967, "with a few wars in between," he said later. Manzi, a veteran of World War II, Korea, and Vietnam, earned the Silver Star, two Bronze Stars for valor, and three Purple Hearts.

Manzi was 15 when he joined the Navy. To this day, said his wife Joanne, "he's still in the service in his heart."

A photograph of Kevin Shee, a young man with dark hair, smiling and sitting on a wooden chair in a dance studio. He is wearing a light-colored jacket over a dark shirt and blue jeans. The studio has large windows on the left, a ballet barre in the background, and two large fans on the right. The floor is light-colored wood.

Stepping into the future

Thousands of students graduate from Harvard today, reaching a pivotal milestone. In the pages that follow, the Gazette samples their stories, including that of Kevin Shee (right), who melded his love of dance and science.

By Alvin Powell | Harvard Staff Writer

Photo by Justin Ide | Harvard Staff Photographer

For Kevin Shee, a lifelong love of dancing and four years of intense focus on that art won't end with his graduation from Harvard this spring. It will take a back seat, though, to a newer love: that of a scientist conducting research on cancer.

Shee, who lives in Winthrop House, is a molecular and cellular biology concentrator. He plans to take a few weeks off after graduating and then begin a two-year job as a cancer researcher at the Broad Institute of Harvard and MIT laboratory of Todd Golub, a professor of pediatrics at Harvard Medical School and the Dana-Farber Cancer Institute.

When Shee's two-year contract is up, he plans on pursuing additional studies in graduate school, perhaps medical school. Though he entered Harvard with pre-med aspirations, in the four years since, he has become enamored with research.

But Shee is sure he'll continue dancing. Before coming to Harvard, he danced with the Crockett-Deane Ballet, based near his home in Sacramento, Calif.

Shee is the older of two children in his family, both dancers. His parents always encouraged

them to pursue art, Shee said, so that was important to him when he visited Harvard for the first time and saw a dance performance. Since then, he has danced with the Harvard Ballet Company, the Asian American Dance Troupe, and the Harvard Dance Program.

Though he was urged to audition for jobs as a dancer after Commencement, Shee is a bit philosophical about the choice presented to him.

"Dance is not something you need to do on a professional basis to really do it, and really enjoy it," Shee said. "The act of expressing myself through dance is very fulfilling for me. Doing it as an extracurricular, but to a full extent, is more than I had hoped for."

Though he expects to continue taking dance lessons in Boston, Shee loves science too. Shee was interested in science in high school, but it was only in college that he was able to delve more fully into biology and become intrigued by both its complexity and its potential to do good.

"There are a lot of things in the field of biology that I had no idea about. I found there was so much more to be discovered and so much

more I needed to learn to make a mark in the field," Shee said. "The more I learned, the more I realized there's a lot to be done."

Shee has some personal motivation as well, since cancer has touched his family. A cousin died of liver cancer while Shee was at Harvard, and his mother is a breast cancer survivor.

"This research has a lot to offer the world," Shee said.

Though many people think art and science are opposite disciplines, Shee doesn't think that's the case. The further he delves into biology, the more he sees the beauty of how it's put together and understands that intuition and feeling, important to the dancer, are also important to the scientist.

"They seem mutually exclusive, but they're really not," Shee said.

For students just entering Harvard, Shee recommends they find something that excites them enough to spend the time it will take to excel in it.

"It's really important to find a passion, something to give your day to," Shee said.



Gram gives peace a chance

In the face of acts of profound violence — including the murder of her brother — Danielle Gram '11 has chosen to make peace her life's work.

By Paul Massari | Harvard Staff Writer

Photo by Stephanie Mitchell | Harvard Staff Photographer

Danielle Gram '11 was asleep in her Currier House dorm room on the morning of Nov. 18, 2009, when her father phoned to say that he had awful news. Her brother had been murdered in Annapolis, Md., where he was visiting on vacation. The police had no suspects or even a motive for the slaying, since Kenneth Gram still had his wallet and cellphone when he was found.

"At first, I couldn't respond," Danielle Gram remembered. "I thought it might be some twisted dream. I couldn't believe it was my brother. I started sobbing into the phone."

In the months that followed, Gram's response to her brother's death was shaped by — and emblematic of — the fact that she had already devoted a quarter of her life to working for global peace. At 16, Gram co-founded the nonprofit Kids for Peace (KFP), an organization that "works with children ages 3 to 10 to empower them to lead the way to a more tolerant, nonviolent society." The group, which began in Gram's hometown of Carlsbad, Calif., grew largely by word of mouth, and today has touched the lives of 25,000 children around the world. After her brother was murdered, Gram looked to this work — and the ideals at its foundation — to create meaning from a senseless act of brutality.

"Violence, war, and murder were issues I had cared deeply about for many years," she explained, "but it wasn't until my only sibling was killed and left to

die alone that I really understood the value of one life and the absence felt for each loss to violence. Since then, my work as a peace advocate has gained new meaning. The healing process has accompanied an increased conviction to share my experiences and my children's programming with people living in the areas of the world most intimately impacted by violence."

Gram has shaped her time at Harvard College around her commitment to peace. A dual concentrator in religion and sociology, she says her academic focus has been on "violence and human security." The topic of her junior paper was the role of Christian institutions in the Rwandan and Yugoslavian genocides, and in the Pinochet regime in Chile. Her senior thesis was on child witchcraft accusations in the Democratic Republic of Congo, a topic that allowed Gram to explore the religion's influence on social stability and study the ways that children become targets when communities break down.

Outside of the classroom, Gram has leveraged resources such as a David Rockefeller International Experience Grant to bring KFP programming to children in Bolivia. She has also interned with the Harvard Humanitarian Initiative (HHI), an experience she called "transformational."

"HHI introduced to me how science can be applied to humanitarian response," she said. "We look at what works and what doesn't in the way we re-

spond to crises like the earthquake in Haiti, then come up with lessons for the future. HHI changed the way I thought about effectiveness of humanitarian intervention."

Gram will continue studying the impact of war and working for peace after graduation, when she will spend a year studying post-genocide reconciliation and working with Congolese refugee children in Rwanda. She said that the trip, which is supported by a Frederick Sheldon Traveling Fellowship, will allow her to extend the work she has done in college and with Kids for Peace.

"After my brother's murder, I began envisioning how Kids for Peace programs could transform communities in areas with ongoing conflict and crisis," she said. "With funding from the fellowship, I will have the chance to explore issues related to children's education and human security and learn about the role that children played in the social re-birth of post-genocide Rwandan society."

Gram said that both her study and personal experience of violence have led her to see profound suffering as a teacher, which she says can reveal "the potential of each moment to transform life itself."

"Loss has compelled me forward and forced me to stand up and speak out even louder about the issues that are important to me," she said. "I want to make the world a more peaceful place, one child at a time."



Photo by Rose Lincoln | Harvard Staff Photographer

Planning a life for others

Before he was a graduate of Harvard, Jeffrey Lynn Hall Jr. was a graduate of the streets of St. Louis, which taught him to look back and to give back.

By Corydon Ireland | Harvard Staff Writer

Jeffrey Lynn Hall Jr., who graduates from Harvard College today (May 26), grew up in the historically black western border of St. Louis — “a completely different world” from the buffed up areas of the city closer to Washington University, he said. “You notice a stark difference.”

But his childhood was comfortable. “We had plenty on top of plenty,” said Hall, and academics were important from primary school on. “My mom always said that if my sister and I brought her A’s and B’s, we would get A and B privileges.”

The constraints of a divided city were hard to miss. “In my childhood I noticed a lot of discrepancies,” said Hall. The family had to leave the neighborhood to shop, for instance, and grass grew in sidewalk cracks more than on lawns. But young Hall found his refuges: a safe home, a loving mother, and an attentive grandfather “who schooled me a lot on the intangibles of life.”

At the Hempstead Accelerated School, Hall was at the head of every class through fifth grade. He remembers with gratitude that black history — proof that achievement is not a matter of race — was not just on the curriculum, but “a part of everyday discourse.”

Hall learned adaptability at McKinley Classical Junior Academy, a middle school for the gifted, because once in a while he was no longer at the top of the class. “There were so many stellar students,” he said, “I was no longer the lone star.”

At Soldan International Studies High School, Hall

earned a nearly perfect grade point average, was commander of the Air Force Junior ROTC unit, captained both the football and wrestling teams, and by his senior year was one of the school’s four Gates Millennium Scholars.

Hall got an expanded view of cultural diversity at Soldan, where about a third of the students were from other countries. He also debunked the myth that “learning is not cool” in inner-city schools. Support for his achievements came from everywhere, said Hall, even from fellow students “struggling with the fads of the streets.”

It was a surprise for Hall to see a recruiter from Harvard — Senior Admissions Officer David L. Evans — show up at Soldan in the fall of 2006. “You always hear about Harvard in the movies and on television,” Hall said, and getting accepted seemed like a dream. “But there were many people who told me not to close any doors before they were open.”

By that spring, Hall was the first student in 30 years admitted to Harvard from a mainstream public school in St. Louis.

His freshman year brought another surprise, an atmosphere of academic rigor he compared to “going from zero to 100 miles an hour, immediately.” After flirtations with the sciences and with government, Hall settled on a concentration in social anthropology. “I appreciate the depth of its perspective,” he said, and the attention it brings to the voices of the powerless.

Social anthropology also led Hall to Ecuador last fall.

He took a full course load in Spanish in Quito, studied microfinance, and lived for six weeks in the Chota Valley, whose Afro-Ecuadorean inhabitants are descended from enslaved Africans of the colonial period.

Hall called the four months in Ecuador “the most powerful experience I ever had,” in part because of the new friendships he made “across ethnic, racial, and linguistic boundaries.”

In the end, Hall considered his getting into and through Harvard the work of others as much as his own, so he wants to give back. “I want it to be all for someone else,” he said of his education.

Hall knows it won’t be easy. “There’s a constant battle between my desire to serve and the comforts my education may afford me,” he said. “This is the grand conflict.”

In June, Hall starts a two-year fellowship with the Equal Justice Initiative in Alabama. He will help mitigate the sentences of juvenile offenders in prison for life and study racial bias in jury selection and sentencing. “There’s a vast amount of wasted human potential in the justice system,” said Hall, and ex-convicts face bleak futures — like the future he feels could easily have been his own.

“Before I was a graduate of Harvard University, I was a graduate of the west side of St. Louis, Missouri,” he said. “That’s the tassel. Those are the stripes I wear that are most honorable. Those are the roots from which everything has grown.”



Pianist on the rise

Charlie Albright — “among the most gifted musicians of his generation,” according to *The Washington Post* — has excelled in Harvard’s joint program with the New England Conservatory and is on track to receive a master’s of music in piano performance next year.

By Sarah Sweeney | Harvard Staff Writer

Photo by Kris Snibbe | Harvard Staff Photographer

The story goes like this: When Charlie Albright was a mere 3 years old, he climbed atop the family piano and began tapping out “Twinkle, Twinkle, Little Star.”

Whether the story’s true, or just a mother’s loving exaggeration, the Centralia, Wash., native had an early ear for music to be sure. His mother enrolled him in music classes immediately, where he played by ear before training classically at age 7.

But this piano virtuoso is no one-trick pony. By the time Albright graduated high school, he’d earned an associate’s degree in science. “In looking at colleges,” he said, “I wanted to continue music and also continue academics.”

Harvard’s joint program with nearby New England Conservatory appealed to Albright, a pre-med and economics concentrator who will receive a master’s of music in piano performance from the conservatory in 2012.

“If I could do anything, I’d do music,” said Albright, who released his first album, “Vivace,” in February. “I love performing, but reality

kicks in. It’s hard to make a career in music, and a huge majority of it is good fortune and luck.”

Modest? Quite. Albright, whom *The Washington Post* described as “among the most gifted musicians of his generation,” is almost bashful when discussing his successes, which include playing alongside Yo-Yo Ma ’76 at a 2008 Harvard ceremony presenting an honorary degree to Sen. Edward Kennedy.

“One morning I woke up and I got an email, and it read, ‘Charlie, do you want to play with Yo-Yo Ma? For Sen. Kennedy?’ And I about fell over.”

In 2009, Albright won first prize in the Young Concert Artists International Auditions and received professional management as a result. He’d always toured, but in the past few years his career has taken off.

Does touring ever get in the way of his schoolwork? “Oh yeah, all the time,” he said.

“This year it was one or two concerts a week, and lots of traveling. I was gone all the time, which meant lots of homework in airports, in

airplanes, and hotels. Lots of emailing in problem sets and papers.”

Last spring Albright had a mini-tour in Michigan — six concerts in two weeks. “A typical day would be to wake up, practice, have a rehearsal with an orchestra, take a nap, give a concert, do my physics problem set, wake up, and do it again the next day,” he said. “I flew back that first Sunday, had a lesson, spent the night, gave a presentation for a class, and flew back to Michigan. It was nuts.”

His favorite Harvard memory? A road trip through Canada with his roommates — not the time Vice President Joe Biden told him, “If I did my job as well as you do yours, I’d be president.”

“There’s so many absolutely phenomenal people, both in music and not, and I think I’m really fortunate because at Harvard you have a little bit of everyone,” said Albright, “and that’s crazily humbling.”

Albright will remain at Harvard next year, as the artist in residence at Leverett House, an honor last held by Yo-Yo Ma himself.



Racing to find her passion

Setbacks in her ski racing career set Marguerite Thorp on the path to serving her passion for global health and social justice.

By Colleen Walsh | Harvard Staff Writer

Photo by Brooks Canaday | Harvard Staff Photographer

Skiing is in Marguerite Thorp's DNA. So is perseverance.

The Michigan native was on skis at age 2. When she was a child, her parents moved the family west, and she spent her youth in the snow-packed mountains of Colorado and Utah, careening down trails, hungry for speed and any jumps she could find.

"I was in love with being in the air," Thorp recalled.

Her passion became the unpredictable sport of ski cross. (Think roller derby on skis, with tight turns, airborne racers, and high-speed collisions.)

But a horrific crash on the slopes during a routine race with the Harvard Ski Team during her junior year left her with a metal plate and six screws in her left leg, and a torn anterior cruciate ligament in her right leg. The sanguine senior, who spent almost two months on campus in a wheelchair, knows it could have been worse.

"I was lucky," Thorp said. "At least I was still able to do a number of things myself."

But Thorp's determination and her skiing experiences would shape her life at Harvard and beyond in ways she never imagined.

On her left hand is an engagement ring from another skier with a passion for the sport, global health, and social justice. Her fiancé is Matthew Basilico, a Harvard graduate and Harvard Medical School student.

Thorp jokingly called their romance "scandalous," describing how they met when she was a freshman and

he was senior captain of the men's ski team. When the pair realized they shared a mutual interest in Africa, and in issues of public health and social justice, their connection blossomed.

"Matt," she said with a smile, "was very special."

Several factors deepened Thorp's interest in public health and social justice her first year at Harvard. There was the "life-altering" class about Africa and the legacy of colonialism taught by Harvard Professor Caroline Elkins. She became involved with the Harvard College Global Health and AIDS Coalition. And she read "Mountains Beyond Mountains," the book about Paul Farmer, the Harvard doctor and founder of Partners In Health, a mainstay health care provider in Haiti.

But for the competitive athlete, skiing was still paramount. Thorp arrived as the school's fastest female racer and established herself as a vital part of the Crimson's alpine team. She took a break from school during her sophomore spring semester, preparing to try out for the 2010 Winter Olympics U.S. ski cross team. But stress fractures in both legs forced her to drop out.

So she headed to Africa. Thorp used her time off in the landlocked African nation of Malawi to work with Partners In Health and the William J. Clinton Foundation on public health initiatives. The four-month trip was a turning point.

"It was the best Plan B ever," she said of her decision not to return immediately to Harvard. "I have no idea how I would have stayed with pre-med if I hadn't seen the outlet of working internationally and working in

settings of poverty."

The following year, Thorp's skiing crash forced her to trade her third-floor room in Eliot House for a ground-floor unit in Leverett House. She relied on friends and Harvard staff to navigate campus life with her two injured legs, but her spirit never dimmed.

"There is an incredible support system built in for things like this. All in all, it was as positive an experience as it could be," she said.

Determined to return to Malawi, Thorp held off on surgery to her right leg so she could continue her public health work there last summer.

She had her torn ligament repaired just weeks before classes began last fall. Knowing that the decision meant she would be unable to compete, Thorp helped out as the team's assistant coach, mentor, driver, and sometime cook. The previous season her teammates, inspired by her ongoing support despite her injuries, had elected her captain.

"Being asked to lead the team while transitioning from a wheelchair to crutches was a huge honor," she said.

With plans to attend medical school in 2012, Thorp credits her Harvard experience with helping her to develop and maintain her passions.

"I don't think there are many other places I could have held together those two interests in any way. I am so very, very grateful to Harvard."

As for her other passion, Thorp and Basilico will marry next June.



Baby, it's been a wild ride

Master's recipient Lena Eisen proves that having a child and going to graduate school at the same time can make for a workable adventure.

By Colleen Walsh | Harvard Staff Writer

Photo by Stephanie Mitchell | Harvard Staff Photographer

Lena Eisen likes to describe life's challenges as adventures. Moving from Colorado to Cambridge for an intense year of graduate study was one type of adventure. Doing it while expecting a child was another entirely.

When she graduates today from the Harvard Graduate School of Education (HGSE), her husband and 4-month-old son will be in the audience.

"I don't think anyone would say, 'Here's the plan, let's do grad school and have a baby at the same time,'" laughed Eisen, a former roller derby competitor with a "sassy" edge. "Nobody would say that's a good idea, but it's turned out to be good in a variety of ways."

Eisen accepted Harvard's offer last April. She found out she was pregnant a month later. Her initial thought was that the graduate year would be "impossible," but exploring the idea further, she concluded it could work.

With backing from Harvard administrators and the support of her then-fiancé, who agreed to stop working as a general contractor and move with her to be a full-time dad when the baby arrived, she packed her belongings and headed east.

After participating in the HGSE's Higher Education Program, Eisen hopes to use her new master's degree to help students prepare for life after high school.

Working for years at a camp for students with AIDS and HIV and later as an administrator of an alternative high school, Eisen said that too often she saw students give up on their educations, certain they weren't smart

enough to make it at four-year colleges, or convinced because of health issues that they wouldn't even reach adulthood.

That work, she said, "triggered a lot of my thoughts about how you become ready to be an independent adult."

In some ways, the path is also personal for Eisen, a first-generation college graduate who lacked direction and guidance during her early college years.

She is focused on issues concerning access to higher education and ways that students can succeed at the academic as well as the social and emotional levels.

"I don't think we can adequately approach education reform in this country without looking at higher education issues. By ignoring what happens to students after high school, we're not finishing the job."

At Harvard, problems with edema resulted in carpal tunnel syndrome in her wrists, making it hard to type. Simple matters like crossing the street quickly or finding a comfortable place to study became difficult for her. But the camaraderie and the support of her classmates sustained her.

She praised her fellow students who made meals, took notes for her in class, organized a surprise baby shower, and even offered to accompany her during the delivery if needed.

"My cohort was such a huge part of this experience," she said, close to tears. "They are a tremendous group of people."

Her son, Emerson, arrived on Jan. 26. Thanks to her husband, Eric, she was back in class just over a week later.

"He's my partner, and he is my best friend. There are so many players that I couldn't have done this without," she said, "but he definitely is the key."

Eisen considers herself lucky and calls attending Harvard a "luxury." She balks at the label superwoman, recalling her sister's struggle to "make it all work" when pregnant at age 19.

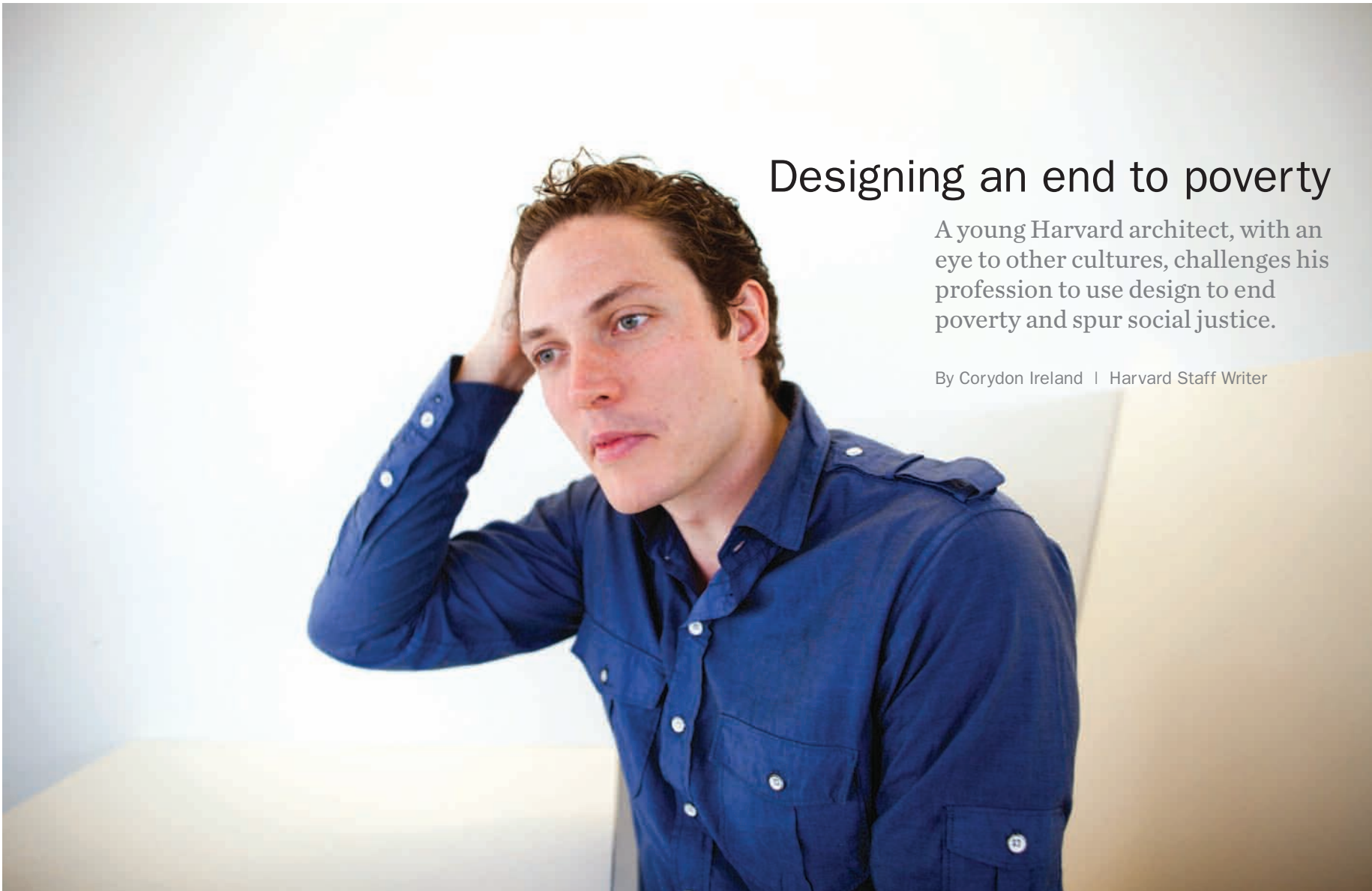
"People are being very generous and kind when they compliment me in that way," said Eisen. "But I am not a single mother trying to buy diapers, I am not out on the street somewhere, I am not working three jobs to make ends meet — and pregnant."

Still, she realizes her story can help inspire those worried about balancing motherhood with the rest of life.

"There is a nice message to send people on not foreclosing on your ability to go to graduate school — or to do anything else for that matter — because you are pregnant. I don't want anyone else thinking they can't do it."

During a conversation on a windy afternoon at the Graduate School of Education, a fellow student passed Eisen. With twins on the way and a second year of graduate school to go, he asked about her son and told her, "I draw my inspiration from you."

"You can do it," Eisen replied, smiling.



Designing an end to poverty

A young Harvard architect, with an eye to other cultures, challenges his profession to use design to end poverty and spur social justice.

By Corydon Ireland | Harvard Staff Writer

Photo by Stephanie Mitchell | Harvard Staff Photographer

In the summer of 2007, Harvard architecture student Michael Murphy moved to an abandoned military camp on a remote hilltop in Rwanda. For the next six months he lived in a converted tribunal building, conferring daily with doctors, nurses, patients, and neighbors. The mission: build a new hospital with local labor and materials, using design concepts that prevent the transmission of airborne disease.

In place of drawn curtains, closed windows, and unventilated corridors would be cross-ventilation systems, secluded wards with interior courtyards, and rooms sweetened by natural breezes. And in place of using outside contractors would be training for a local labor force eager to pull itself out of poverty.

Murphy — who graduates today (May 26) with a master's in architecture from the Harvard University Graduate School of Design — eventually spent 15 months in Rwanda trying out a constellation of new ideas: that architecture can play a role in reducing poverty; that good design can influence health outcomes; and that the work of construction can build dignity, a skilled workforce, and even hope in places marked by poverty and tragedy.

“Architecture is an expansive field,” he said, but too often it has been narrowly considered, ignoring the social justice inherent in appropriate design.

To explore and execute these emerging ideas, Murphy and Marika Shioiri-Clark, M.Arch. 1 '11, founded the nonprofit MASS Design Group four years ago. Today it's a buzzing firm of 16 architects and designers — many of them Harvard graduates — working on clinics,

schools, and hospitals in the developing world. The main office is in Boston's South End, where founding partner Alan Ricks, M.Arch. 1 '10, is creative director and David Saladik, M.Arch. 1 '10, is chief operating officer. Elizabeth Timme, M.Arch. 2 '10, runs the new Los Angeles office. Seven other staffers are based in Kigali, Rwanda's capital.

Butaro Hospital, finished earlier this year, is a place where dignity was constructed along with walls and walkways, said Murphy. Of the 1,400 local laborers taking part, some were trained in masonry, carpentry, and other skills that he said are already improving the local economy and infrastructure.

The day Butaro was dedicated, Feb. 24, was the most powerful of his life, said Murphy. It was “proof of concept,” he said, “a new way of thinking about architecture's social responsibility.”

MASS Design Group this year will add two other components to that new way of thinking. One is research to engage public health scholars in proving that good design is part of good health outcomes. Another is education. Most of the seven MASS Design Group architects in Rwanda teach at the Kigali Institute of Science and Technology, where former GSD visiting faculty member Sierra Bainbridge directs the architecture program — the country's first. Said Murphy, “We want Rwandans to rebuild Rwanda.”

Murphy called his path to Harvard “circuitous.” He studied literature at the University of Chicago as a way to investigate politics, anthropology, and human rights. After graduation in 2002, he spent two years in the

New York City book industry. By 2005, Murphy was trying out freelance journalism in Cape Town, South Africa, where he had lived as a student five years before. In the interval, broad open lawns had given way to high walls and barbed wire — changing realities that made him realize architects could help in emerging economies, or do harm by ignoring the power of context.

Murphy developed a sensitivity to culture, identity, and social justice growing up in Poughkeepsie, a city in New York's Hudson Valley where poverty and crime ate away at a diverse social fabric. Literature and travel completed the job, and by the time he entered Harvard in the fall of 2006, said Murphy, “I was ready to explore.”

Late last month, he was busy finishing his thesis, an exploration of *Space & Society* magazine (1976-2000), a publication that developed a rich debate over social responsibilities — in a quest for what its editor Giancarlo de Carlo called “the whole architect.” The same identity crisis has gripped the profession in the 21st century, said Murphy. In answer, MASS Design Group hopes to pave a way to designs that are contemporary, contextual, humble, and descriptive of expanded roles for architecture.

In July, he will be in Rwanda to help dedicate the Girubuntu School, a 10-building campus on a Kigali hilltop. Spatially segregated by grades, it will serve 300 primary school children. “I love this work so much,” said Murphy, “that I don't have much of a life outside of it.”



All creatures great and small

Viewing all life as interconnected, Australian equine specialist Mark Schembri will use his degree from the Harvard School of Public Health to help humans and animals live healthier.

By Colleen Walsh | Harvard Staff Writer

Photo by Rose Lincoln | Harvard Staff Photographer

When he first arrived at Harvard, curious students often asked Mark Schembri, “So why are you actually here?”

It was a fair question. For those who enroll at the Harvard School of Public Health, the human population is typically their prime focus. Not so for Schembri. But the thought of being a veterinarian in a program largely filled with medical doctors didn’t stop the Australian horse specialist from coming to Harvard to pursue his master’s in public health.

His response to the skeptics: “Real doctors treat more than one species.”

Schembri has spent the past year at Harvard studying zoonotic diseases, infections and viruses that can be transferred from animals to humans, such as bird and swine flu, rabies, and mad cow disease. Understanding how humans approach such pandemics, said Schembri, can inform responses to outbreaks in animal populations, and even lead to better prevention techniques.

Schembri knows how devastating infectious diseases can be. In 2007 he watched equine influenza wreak havoc with his nation’s thoroughbred population. The experience inspired him to target such issues, and he set his sights on Harvard with the help of a General Sir John Monash Scholarship, the Australian equivalent of a Rhodes or Fulbright Scholarship.

“Harvard leads the word in dealing with infectious-dis-

ease outbreaks; whether it’s cholera in Haiti or bioterrorism in New York, Harvard plays a role. I wanted to learn from one of the greatest of universities how to approach these.”

In one class, while his fellow students focused on areas such as HIV, Schembri turned his attention to caprine arthritis encephalitis, a viral infection in goats that can lead to encephalitis in children and chronic joint disease in adults.

As it turns out, both viruses share an almost identical viral genome.

Throughout his research, he also found that veterinarians and doctors share views on areas like vaccinations, surveillance techniques, and the general concern for infectious-disease outbreaks.

“The same principles can be used in both humans and animals, and vice versa. The study here is truly interdisciplinary.”

He also learned much from his doctor counterparts.

“It is incredibly humbling to study with such gifted faculty and fellow students. That would be my number one experience here at Harvard, just meeting someone who is magnificent and saying, ‘talk to me,’ ‘teach me,’ and ‘let me be part of it.’”

Schembri developed his interest in horses early on, regularly visiting his father’s racehorses as a boy. He

briefly lived in Rome as a child and while there developed a second lifelong passion for music. While studying to become an equine specialist at the University of Sydney, he took a music conductors course on the side. He frequently conducts orchestras in Sydney.

At Harvard, when he wasn’t hitting the books, he happily combined his two loves. During the year he worked as a nonresident music tutor in Kirkland House, helping to organize concerts and music events. He also volunteered as the Harvard Polo Club’s vet, taking care of its polo ponies and exercising the animals when students were busy with exams.

Although he could have gotten his degree over the course of three summers, Schembri chose to take a year to complete his master’s to fully immerse himself in Harvard. Though he had never rowed before, he became an oarsman for Dudley House. Instead of living closer to the School’s Longwood Medical Area in Boston, he chose to commute into Boston each day for classes so he could reside in Perkins Hall on Harvard’s Cambridge campus.

“People perceive it as the best learning institution in the world, and I won’t deny that from the experience that I have had,” said Schembri, who is considering returning to Harvard at some point to pursue a doctoral degree in environmental or global health.

“I love it here.”



Photo by Jon Chase | Harvard Staff Photographer

Guided by faith

Divinity School student Shauntae Smith will draw from her Harvard studies to lead the youth ministry at her home church in Brooklyn, N.Y.

By Sarah Sweeney | Harvard Staff Writer

At 16, Shauntae Smith gave her first sermon, “It’s Time to Be Pure” — a challenge to her generation “to take a claim and be honest that our lives have meaning and purpose.”

But to get to that podium, with that message, Smith endured adversity that might’ve otherwise hardened her. Born in Brooklyn, N.Y., to a single mother who died when she was 7, Smith was raised by her grandparents. Her grandmother was a pastor, and as Smith grew up, she saw firsthand the behind-the-scenes activities of running a church.

“I became involved in all roles of the church,” recalled Smith, “without knowing it was preparation for my vocational aspirations.”

But one thing always nagged at Smith, and, at the age of 15, “God answered one of my silent prayers, which was to have a mom and dad,” she said.

While switching churches, Smith reacquainted herself with its married co-pastors, one of whom had been friends with Smith’s mother growing up.

“They always wanted a daughter, and I always wanted a mom and dad, so we made a covenant to be the answer to each other’s prayers,” she said. “I always say God loves me much because

he blessed me three times: I was born to my biological mother, raised by my grandparents, and when I was 15 I received what I consider my second set of parents who ushered me into ministry. My grandparents gave me that cultivation, but my parents gave me my first pulpit to ever preach from.”

Smith became a licensed minister at 17. She preached for 10 months before embarking to a faraway land — North Carolina — to study business administration at Bennett College, a historically black all-female college.

Just shy of graduation, Smith returned to Brooklyn for a church conference. The guest minister took her aside and said that attending graduate school was part of God’s plan for her. “He told me, ‘Whatever school you’re choosing, God is going to make it happen for you,’” Smith remembered.

A month later, a Bennett College professor emailed Smith information about Harvard Divinity School (HDS). “I ran into my parents’ room freaking out,” she said. “HDS was the only school I applied to, so, in a sense, HDS chose me.”

HDS expanded Smith’s definition of ministry. Soon after arriving in Cambridge in 2008, she

took a position as a student-admissions representative. “It allowed me to help prospective students discern if HDS is a place they can call home — and, to me, that’s ministry,” she said. “What I’ve gained from the Divinity School is a portable pulpit.”

Smith will return to Brooklyn after graduation to lead her church’s youth ministry, called R.E.A.L. (Raising Empowered Anointed Leaders). “My passion is college ministry,” said Smith. “Helping students of color get into college and graduate on time, helping with the admissions process, financial aid, everything.”

But this won’t be her only job — Smith hopes to work as a college placement coordinator at a Brooklyn charter school, and she hopes to establish a transitional home for women who have suffered abuse, an idea that grew out of a class project at Bennett.

“At Harvard, I’ve been shaped by the narratives and traditions of students whose faith and background are different from my own, without compromising who I am and what I believe in,” she said.

“Exposure has a way of maturing you. I know I’m not the 21-year-old I was in 2008,” she said, “and my faith is more alive than ever.”

A very good year

Return of ROTC, ongoing innovation in science and humanities, and Wynton Marsalis at Harvard top off some of the year's historical benchmarks.

JUNE 2010

An international clinical trial led by researchers at the **Harvard School of Public Health (HSPH)** finds that **AIDS-fighting antiretroviral drug combinations** given to **pregnant and breastfeeding women in Botswana**, Africa, prevented 99% of the mothers from transmitting HIV to their infants.

JULY 2010

President Barack Obama appoints **Donald M. Berwick**, a professor at Harvard Medical School (HMS) and HSPH, as administrator of the **Centers for Medicare and Medicaid Services**.

The elusive **titan arum** blooms after eight years at Harvard's herbaria, releasing a putrid fragrance — like that of rotting meat — meant to attract flies, which then pollinate the plant.

SEPTEMBER 2010

A lecture by world-famous chef **Ferran Adrià** kicks off the wildly popular new General Education course **"Science and Cooking: From Haute Cuisine to the Science of Soft Matter."**

The **Harvard Graduate School of Education** welcomes the first class in its **groundbreaking doctoral program in education leadership** (Ed.L.D.). The new three-year degree program prepares students for system-level leadership roles in institutions such as school systems, national policy organizations, national nonprofits or mission-based for-profits, and foundations/funders.

In an **interview** with former ABC News anchor **Charlie Gibson**, a fellow at the Harvard Kennedy School's (HKS) Shorenstein Center for the Press, Politics and Public Policy, President **Drew Faust** says she would like to build as her **legacy** a more accessible and welcoming Harvard, with fewer boundaries — internal or external — that block the full development of an individual's talent. <http://hvd.gs/54671>

Harvard and Cisco unveil a gift to **Boston and Cambridge schools** that will allow students and teachers to **video conference** with individuals **around the world**. As part of this partnership, Harvard agrees to provide access to the high-speed **Internet2 connection** with all **148 public schools** in Boston and Cambridge.

President Faust throws out the first pitch at **Fenway Park** for the Red Sox vs. Baltimore Orioles game.

A large, multidisciplinary panel selected 12 pioneering ideas for attacking type 1 diabetes through a **crowdsourcing experiment** conducted by the Harvard Catalyst called the "Challenge," in which all members of the Harvard community, as well as the general public, were invited to answer the question: What do we not know to **cure type 1 diabetes?**

OCTOBER 2010

The U.S. Supreme Court begins its fall session with a new member, former Harvard Law School Dean (HLS) **Elena**



Kagan. Current Dean **Martha Minow**, who was both a teacher to and a colleague of Kagan, and **Noah Feldman**, the Bemis Professor of International Law, who clerked at the Court and follows its proceedings closely, met with the Gazette to discuss the upcoming judicial year. Scan QR code.

File photos (top) by Justin Ide, (right) by Kris Snibbe Harvard Staff Photographers



Anand Mahindra (from left), Homi Bhabha, and President Faust at the dedication.

Anand Mahindra '77, M.B.A. '81, vice chairman and managing director of the flagship company in his family's Mahindra Group, gives **\$10 million** to the **Mahindra Humanities Center at Harvard**. The gift will allow enhanced collaborations between the humanities and other fields of knowledge at Harvard, and will widen the reach of the humanities nationally and abroad.

Harvard receives high marks for its commitment to sustainability, **earning an A-** on the **Sustainability College Report Card**, a top 10 ranking in Sierra Club's 100 Greenest Schools list, and an appearance on Princeton Review's Green Rating Honor Roll.

HMS announces it is launching a groundbreaking **Center for Primary Care**, made possible by a **\$30 million anonymous gift**. The center will be geared toward transforming primary care education, research, and delivery systems.

Harvard researchers at **Massachusetts General Hospital (MGH)** announce that a new treatment for a form of **lung cancer** is so extraordinarily promising it has been jumped directly to a **Phase III trial** from its Phase I safety trial.

Annette Gordon-Reed, award-winning author and Harvard professor, is named a 2010 **MacArthur Foundation Fellow**.

Harvard **neurobiologists** announce they have created mice that can **"smell" light**, providing a new tool that could help researchers better understand **complex perception systems** that do not lend themselves to easy study with traditional methods.

Harvard announces its first **lab for innovation and entrepreneurship** to spur new ventures across the University and the **Allston-Brighton neighborhood**. The **Harvard Innovation Lab** will open in fall 2011 at 125 Western Ave.

Harvard installs a **solar and steam heat recovery renewable energy system** on Canaday Hall. The system is projected to supply at least **60% of hot water** needs for **all buildings** in Harvard Yard.

Lily Safra gives **\$12.3 million** to support the **Edmond J. Safra Center for Ethics**. The gift, in memory of her late husband, Edmond J. Safra, will **permanently endow** the graduate fellowship program and fund the recently launched research lab.

A new **Harvard Business School (HBS)** facility to support the School's broad range of executive programs has been funded by a **\$50 million** gift from Tata Companies, the Sir Dorabji Tata Trust, and the Tata Education and Development Trust, which are philanthropic arms of the **Tata Group**, India's largest company.

NOVEMBER 2010

President Faust **travels to Europe**, meeting with alumni in England, France, and Germany and visiting postdoctoral scholars at Harvard's Center for Italian Renaissance Studies, **Villa I Tatti**, in Italy.

Zar Zavala '11, an engineering sciences and neurobiology concentrator, learns he has been chosen as a **Rhodes Scholar**, receiving the call on the field after playing in the Harvard-Yale **football game**. Medical School student **Aakash Shah**, **Zachary Frankel '11**, and **Daniel Lage '11** are also

named Rhodes Scholars.

In the 127th year of this legendary football matchup, Harvard beats Yale 28-21 in **The Game**. <http://hvd.gs/66917>

At the **"Why Books?"** conference, sponsored by the Radcliffe Institute for Advanced Study, scholars reach consensus that **traditional books will survive and merge with digital technologies** to meet a common goal.

Harvard seniors Kenzie Bok and Jonathan Warsh receive prestigious **Marshall Scholarships**, which will allow the students to pursue two years of graduate study in the **United Kingdom** at the universities of their choice.

HMS scientists at Dana-Farber Cancer Institute for the first time partially **reverse age-related degeneration** in mice, resulting in new growth of the brain and testes, improved fertility, and the return of lost cognitive function.

DECEMBER 2010

After an intensive governance review, President Faust announces the **Harvard Corporation** will make several **changes** to its composition, structure, and practices — most notably, **expanding** from seven to 13 members within two to three years.

Steven E. Hyman announces that he will conclude his service as **provost** at the end of the academic year. President Faust announces on April 15 that **Alan M. Garber '76** will succeed Hyman as Harvard's next **provost**. His **appointment** is effective Sept. 1.

On the 40th anniversary of the **Environmental Protection Agency**, thought leaders gather to consider the challenges ahead during **"The EPA @ 40: Protecting the Environment & Our Communities"** conference. The day featured keynote lectures by EPA Administrator Lisa P. Jackson and former U.S. Vice President **Al Gore**.



'Culturomics' is created at Harvard.

A collaboration between Harvard, **Google**, **Encyclopaedia Britannica**, and the **American Heritage Dictionary** creates the innovative field of **"culturomics."** This powerful new approach to scholarship uses approximately 4% of all books ever published as a digital **"fossil record"** of human culture.

HBS establishes the **Minimum Viable Product (MVP) Fund**, offering \$50,000 in total awards to student entrepreneurs. Based on the Lean Startup methodology, the MVP Fund focuses on **rapid prototyping**.

A team of researchers led by an HSPH postdoctoral research fellow and an MGH physician report for the first time that using **antidepressant medication** to treat depression among **HIV-positive** individuals not only **alleviates suffering** from depression but **improves adherence** to HIV drug regimens and virological outcomes.

JANUARY 2011

Scores of Harvard undergraduates participate in nearly 100 activities — from public service to stand-up — during Harvard's inaugural **Optional Winter Activities Week (OWAW)**, Jan. 16-23. In April, the College announces that it will **extend OWAW** in 2012 and also allow students with Cambridge- and Boston-based internships to return to residence when the College is closed during winter break.



Rev. Gomes (right) passes away on Feb. 28.

Faculty of Arts and Sciences Dean Michael D. Smith and Harvard College Dean Evelyn M. Hammonds announce plans to use **Old Quincy House** as a test project to explore design and construction options for future systemwide **renewal of the Houses**.

Harvard announces the launch of **Harvard on the Move**, a running and walking program designed to build **community and fitness** among students, faculty, staff, alumni, and neighbors in Cambridge, Boston, and the surrounding area.

Ahmed Ragab, a lecturer in the Department of the History of Science, is awarded the **2010-11 Joseph R. Levenson Memorial Teaching Prize**, the University's **highest award** for excellence in undergraduate teaching.

FEBRUARY 2011

The **Rev. Professor Peter J. Gomes**, Plummer Professor of Christian Morals and Pusey Minister in the Memorial Church at Harvard University, dies on Feb. 28.

Harvard hosts "**Mapping the Human Genome: Ten Years After**," a panel discussion with **Eric Lander**, a leader of the Human Genome Project.

Ten of Harvard's leading faculty gather at Sanders Theatre for the second annual **Harvard Thinks Big**, an undergraduate-organized discussion in which 10 speakers each take **10 minutes** to explore a topic near and dear to their hearts. <http://hutvnetwork.com/harvardthinksbig>

Shakira, renowned Colombian singer, songwriter, and philanthropist, is honored as the 2011 Artist of the Year by the **Harvard Foundation**.

HMS neurobiologists develop a technique for **unraveling neural networks**. Through a combination of microscopy platforms, researchers can **crawl through the individual connections** composing a neural network, much as Google crawls web links.

Researchers from the **Broad Institute of Harvard and MIT**, **Dana-Farber Cancer Institute**, and Weill Cornell Medical College lay out the full genetic blueprint of multiple **prostate tumors**, uncovering alterations that have never before been detected and offering a detailed view of the genetic missteps that underlie the disease.

Harvard College announces that it will restore nonbinding **early action** as part of its **admissions process** this fall and significantly enhance its recruiting program for students from **modest economic backgrounds**. Nearly **35,000 students** applied to **Harvard College** for admission to the Class of 2015. **Letters of admission** were sent on March 30 to 2,158 students, 6.2% of the record pool of **34,950**. More than 60% 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.

House Majority Leader **Eric Cantor** portrays the United States as a "**fiscal train wreck**" and sketches the stark choices that Republicans consider necessary to fuel the nation's sputtering economic engine during an address at **HKS**.

Harvard **Office for Sustainability's** Green Office Program reaches its **100th Green Office**. There are currently 118 Green Offices recognized, with more than 2,000 employees involved in green office activities.

Researchers at Harvard and MITRE produce the world's **first programmable nanoprocessor**. The groundbreaking prototype

File photos (top) by Stephanie Mitchell, (center) by Justin Ide
Harvard Staff Photographers

represents a significant step forward in the complexity of computer circuits that can be assembled from synthesized nanometer-scale components.

Michael Brenner, Glover Professor of Applied Mathematics and Applied Physics at the **Harvard School of Engineering and Applied Sciences**, receives the **George Ledlie Prize** from the President and Fellows of Harvard College. The prize is awarded no more than once every two years to someone who "since the last awarding of said prize has by research, discovery, or otherwise made the most **valuable contribution to science**, or in any way for the **benefit of mankind**."

MARCH 2011



ROTC to return to Harvard.

After a 40-year hiatus, Harvard announces it will welcome back the **Reserve Officers' Training Corps (ROTC)** program to campus. President Faust and Navy Secretary **Ray Mabus**, J.D. '76, sign an agreement bringing the **Navy ROTC** program back to campus.

Within hours of the massive **earthquake** that struck Japan, Harvard's **Center for Geographic Analysis** launches a web-based data clearinghouse for disaster responders seeking data on the Sendai quake and tsunami. Members of the Harvard for Japan movement, together with the Reischauer Institute of Japanese Studies and the Program on U.S.-Japan Relations, host "**Harvard for Japan Week**," a slate of activities designed to raise awareness of the effects of the Great East Japan Earthquake and ongoing nuclear crisis in Japan.

President Faust travels to **Chile** to highlight Harvard's engagement with **Latin America**. In Chile, she meets with government and academic leaders and gets a firsthand look at the tangible benefits of Harvard **research**. Faculty members and others involved in the trip share their impressions about key stops along the way in a **Gazette blog exclusive**: <http://hvd.gs/76383>.



After Chile, Faust visits **Brazil** where she reconnects with **alumni**, exchanges ideas with university leaders, and meets with

Brazilian students who have studied alongside Harvard students or with Harvard faculty in Brazil. For more **faculty blogs** from the trip, visit <http://hvd.gs/76387>.

Leslie Valiant, T. Jefferson Coolidge Professor of Computer Science and Applied Mathematics, wins the 2010 Association for Computing Machinery's A.M. Turing Award, the so-called "**Nobel Prize in Computing**."

Dallas Wiens becomes the first person in the United States to receive a **full face transplant** at Harvard-affiliated **Brigham and Women's Hospital**.

The Divine Comedy, a collaborative effort between the **Harvard Graduate School of Design** and the **Harvard Art Museums**, opens. The ambitious three-part exhibition features works by Olafur Eliasson, Tomás Saraceno, and Ai Weiwei on display across campus.

Debating what HLS Dean Martha Minow called "one of the most important **public policy issues** and one of the most important constitutional issues," HLS Professors **Laurence Tribe** and **Charles Fried**, with Randy Barnett '77, discuss

whether the individual mandate portion of the **Affordable Care Act** violates the commerce clause of the Constitution and **infringes on personal liberties**.

The **Harvard Art Museums** announce that they have received a **National Endowment for the Arts** grant to support **Engaging New Americans**, a gallery-based program that provides classes to recent **Boston-area immigrants**.

The concept of the "**demographic dividend**" — the economic boost that countries can receive when they shift from high rates of fertility and mortality to low birthrates and longer life expectancies — pioneered by HSPH faculty member **David Bloom**, is featured in Time magazine's "**Ten Ideas That Will Change the World**."

Coach Tommy Amaker leads the Harvard Crimson men's basketball team during a record-setting 23-7 season capped with a win over Princeton at home, and clinching a share of the **Ivy League championship** for the first time in the program's history. Junior forward Keith Wright is named **Ivy League Player of the Year** and receives honorable mention from voters for the Associated Press All-America team.

Niha Jain and Anthony Hernandez, both Class of 2012, are named **Truman Scholars** as college juniors who have demonstrated "exceptional leadership potential" and are "committed to careers in government, the nonprofit or advocacy sectors, education or elsewhere in the public service."

APRIL 2011

Jazz great **Wynton Marsalis** launches a **two-year performance and lecture series** on April 28 with an appearance at Sanders Theatre. Currently the artistic director of jazz at Lincoln Center, Marsalis is an accomplished musician, composer, bandleader, and educator who has made the promotion of **jazz** and **cultural literacy** his hallmark causes.

In a relaxed and often-humorous conversation before a packed room of more than 750 of their fellow **HLS alumni**, U.S. Supreme Court Associate Justices **Anthony M. Kennedy '61** and **Elena Kagan '86** share personal stories and offer a rare glimpse into the **court's very private world**, in a special reunion event moderated by HLS Dean Minow.

Dean **Barbara J. Grosz** of the Radcliffe Institute for Advanced Study announces that she will **step down** at the end of the academic year. **Lizabeth Cohen**, Howard Mumford Jones Professor of American Studies, is appointed interim dean of Radcliffe, beginning July 1.

Three undergraduates are among the first 10 recipients of the University's new **Presidential Public Service Fellowships**. The program provides grants of up to \$5,000 for undergraduates and \$10,000 for graduate students for government and community service.

More than **1,000 volunteers** tackle 106 public and community service activities in 40 cities and 11 countries during the Harvard Alumni Association's Third Annual **Global Month of Service**.

College Dean **Evelynn M. Hammonds** announces that she will appoint a new director to coordinate resources and develop programming in support of **bisexual, gay, lesbian, transgender, and queer** undergraduates on campus.

MAY 2011

President Faust delivers the **2011 Jefferson Lecture in the Humanities**, accepting the highest honor the federal government bestows for achievement in the humanities. "We have grappled to use the **humanity of words** to understand the **inhumanity of war**," she tells a sold-out crowd at the Kennedy Center in Washington, D.C.

President Faust announces plans for Harvard's **375th anniversary** celebration at the Afternoon **Commencement Exercises** on May 26. The announcement coincides with the launch of a 375th anniversary website that will contain information about special events and initiatives connected to the **yearlong celebration**.

— Compiled by Sarah Sweeney

Three to join Harvard Corporation

The additional members are part of the first expansion of the governing structure in more than three centuries.



Bacow



Graham



O'Donnell

Photos by Jon Chase, Rose Lincoln, Justin Ide | Harvard Staff Photographers

In its first expansion in more than three centuries, the Harvard Corporation will add three new members this July: a distinguished university president soon stepping down from his post, a leading computer scientist and former president of the University's Board of Overseers, and an admired business and civic leader widely active in Harvard alumni affairs.

Tufts University President Lawrence S. Bacow, Susan L. Graham of the University of California, Berkeley, and Joseph J. O'Donnell, an influential Boston executive who is the chairman of Centerplate, will join the governing board formally known as the President and Fellows of Harvard College, after a five-month search that yielded more than 500 nominations.

The appointments were announced May 25 in a message to the Harvard community from President Drew Faust and the Corporation's senior fellow, Robert D. Reischauer.

"We're very fortunate to welcome such a capable and committed trio of alumni to the Corporation," said Faust. "Each of them brings expertise and experience that the Corporation will greatly value, and each has an intensity of commitment to higher education, and to helping Harvard adapt and thrive in changing times, that promises to serve us well."

The appointments follow the Corporation's announcement this past December of a set of changes intended to enhance its collective capacity, including an expansion from seven to 13 members over the course of two to three years. Reischauer and Faust have said the changes aim to enhance the governing board's ability to focus on long-term strategy and University priorities and to meet the needs of an institution far larger and more complex than at the time of its founding.

"These are three individuals with extensive governance experience who exemplify the remarkable accomplishment of our alumni across a range of professional domains," said Reischauer, who chaired the search committee. "They are also three people strongly engaged with higher education and with Harvard, knowledgeable about its history and values and dedicated to its future excellence. We set out last December to amplify the Corporation's capacity, and the addition of these three extraordinarily able new colleagues will do just that."

Bacow is regarded as one of the most thoughtful and effective university presidents in the nation, known

for a strong commitment to civic engagement, to student access, and to promoting collaboration among Tufts' different schools. He holds three degrees from Harvard, a J.D., an M.P.P., and a Ph.D. in public policy. He will step down as Tufts president this summer, after a decade of service.

"This is a pivotal moment for universities, at a time of profound change in the world, and I hope I can help Harvard continue to lead in defining what a university can and should be in the years ahead," Bacow said. "Harvard sets a high standard for all of higher education, and I'm pleased and excited at the opportunity to return to Harvard in this new role."

Before leading Tufts, Bacow was the chancellor of the Massachusetts Institute of Technology, his undergraduate alma mater, where he joined the faculty in 1977 and was chair of the MIT faculty and director of MIT's Center for Real Estate. His scholarly interests lie at the intersection of environmental studies, law, economics, and policy. He has had many trusteeship roles, including chairing the Talloires Network, which aims to strengthen the civic roles of higher education institutions worldwide. He currently serves on the Harvard Kennedy School visiting committee and will be "president-in-residence" at the Harvard Graduate School of Education in 2011-12.

Graham is the Pehong Chen Distinguished Professor *Emerita* of Electrical Engineering and Computer Science at Berkeley. She is a leading expert in programming language implementation, software development, and high-performance computing. A graduate of Radcliffe College who received her Ph.D. from Stanford University, she was a Harvard Overseer from 2001 to 2007 and chaired the Board of Overseers in 2006-07, when she also served on the presidential search committee.

"I have relished my association with Harvard from my college days through my recent years as an Overseer, and I approach my time on the Corporation with a deep sense of the University's power to transform the lives of students and to shape the world of ideas," she said. "There's a great sense of possibility, and there are great opportunities for creative integration, from the sciences to the arts and across the professions. I look forward to doing all I can to help Harvard thrive."

Past chair of the visiting committees to both the School of Engineering and Applied Sciences and the Radcliffe Institute for Advanced Study, she has also been an elected director of the Harvard Alumni Asso-

ciation and received the HAA's Harvard Medal in 2008. Her board involvements include service as a vice chair of Cal Performances, Berkeley's vibrant performing arts organization.

O'Donnell, a native of Everett, Mass., is a graduate of both Harvard College and Harvard Business School (HBS). Early in his career, he served at HBS as associate dean of the M.B.A. program and then as director of the school's Program for Management Development. Longtime CEO and chairman of the Boston Culinary Group, he is now the chairman of Centerplate, a nationwide leader in the food-service industry, and also owns Allied Advertising Agency.

"Harvard has been a central part of my life," said O'Donnell, a prominent figure in Boston business and civic affairs. "There's no institution I know whose people are more capable of doing great things for the world, and no alumni community I know whose members are more devoted to their university's progress. I'm proud to be able to extend my service to Harvard by joining the Corporation."

Widely active in philanthropic pursuits, O'Donnell, along with his wife, founded The Joey Fund in memory of their late son, and he has long been a leader in the National Cystic Fibrosis Foundation, among other board roles. He has for decades been one of Harvard's most active alumni volunteers, serving as an Overseer, a visiting committee member, an elected director of the Harvard Alumni Association, a member of the Allston Work Team, an adviser to senior University officials, and a major force in Harvard campaign and development efforts. He received the HBS alumni achievement award in 2005.

In accordance with Harvard's charter, the appointment of the Corporation's three newest members was voted May 25 by the President and Fellows with the consent of the Board of Overseers. It marks the first step in achieving the Corporation's planned enlargement, as it grows from seven to 10 and eventually to 13 members. In 2011-12, the Corporation is also expected to launch several new committees, in areas including finance, facilities and capital planning, and governance, as well as a joint governing boards' committee on alumni affairs and development.

These and other changes grow out of an in-depth review in 2009-10 of the role, structure, and practices of the oldest corporation in the Western Hemisphere as it guides a university of Harvard's scale, ambition, and complexity forward in the 21st century.



Photo by Rose Lincoln | Harvard Staff Photographer

The master distiller

Jason Harrow argued his team to victory in Harvard Law School's prestigious moot court competition. But his biggest test came in a real federal courtroom, where Harrow took up a high-profile case against the music industry.

By Katie Koch | Harvard Staff Writer

This past April, right before exams, most Harvard Law School (HLS) students were camped in the library studying legal precedents. Meanwhile, Jason Harrow was appearing before packed crowds in Boston's 1st U.S. Circuit Court of Appeals, making a compelling case to overturn one.

Five months after he argued his team to victory at HLS's Ames Moot Court Competition, Harrow found himself giving another oral argument in federal court — and this time, the stakes were real. Harrow's work will help decide the fate of Joel Tenenbaum, a Boston University graduate student fined \$675,000 for illegally downloading and distributing 30 songs, and possibly the future of copyright law.

"We just don't think that this incredible penalty was ever intended for a college kid sharing music like everyone else," said Harrow, who graduates this week. "Did Congress really think that when they passed [a digital copyright law in 1998] they were subjecting someone like him to these penalties?"

It was a cogent case that Charles Nesson, Weld Professor of Law, called "the best student oral argument ever."

"He has an excellent ability to articulate the issue and to speak to it in a way that just makes sense," said Nesson, who has led Tenenbaum's defense against the record-industry lawsuit since 2007 and who agreed to let Harrow argue at the appellate hearing.

But Harrow offered more than a talent for shaping

an argument. In a school where students can easily get caught up in the rat race, competing for law review spots or prestigious summer associate positions, Harrow devoted himself to Tenenbaum's underdog cause with rare passion.

"He's not the gunner," Nesson said, referring to the HLS term for overachievers. "But he delivers."

A Philadelphia native, Harrow attended Princeton planning to become a doctor. But even after he took the MCAT, he couldn't shake the feeling he might make a good lawyer. Upon graduating he moved to Washington, D.C., and became an assistant for Tom Goldstein, an appellate lawyer and co-founder of the popular Supreme Court news website SCOTUSblog. After two years on the job, he decided to matriculate at HLS.

"I had put a lot of time into organic chemistry," Harrow said, "but it became pretty clear that I liked doing this more."

Harrow knew he wanted to participate in moot court from the start. The 100-year-old competition isn't for the faint of heart. Over three semesters and three rounds, Harrow and his team wrote hundreds of pages of legal briefs on fictional cases and spent weeks preparing for oral arguments, which take place before real judges — including, in the final round, Chief Justice of the United States John G. Roberts Jr. '76, J.D. '79.

"I considered my strength to be the distiller" of the group, Harrow said, "the person who could take a deeply complex argument that my smarter col-

leagues thought of and say it in 30 seconds before you get cut off by a judge."


All the while, Harrow was helping Nesson with Tenenbaum's case. Drawn to the complex mix of constitutional, technological, and cultural issues the case represented, Harrow joined the defense team right after Tenenbaum lost at trial in July 2009 and decided to appeal. Harrow and Nesson spent long hours drafting briefs and hashing out complex legal arguments, wading into uncharted territory. (The case is the first of its kind to make it to the federal level.)

At 27, Harrow is the same age as his client. A music junkie himself, he remembers the days of free-for-all file sharing, before services like iTunes made it easy to obtain digital copies of songs legally.

"I love music, and I want to pay for it," Harrow said. "But I don't think the record industry should be able to use the law to bully people into protecting an old business model that nobody wants."

This summer, Harrow will begin a yearlong clerkship with the 9th U.S. Circuit Court of Appeals in San Francisco, followed by a year working for a trial judge in New York. After that, he'd like to find a position that allows him to dig even deeper into intellectual property issues.

Meanwhile, Tenenbaum's case remains in limbo. As a federal court employee, Harrow will no longer be permitted to help, which is "a bummer," he said. "But I'm sure there will be a fresh supply of talented, more energetic law students to keep it going."



The game ends, and life begins

Once a Harvard and pro football star, Business School grad Isaiah Kacyvenski is ready to tackle fresh challenges.

By Katie Koch | Harvard Staff Writer

Photo by Jon Chase | Harvard Staff Photographer

In certain pockets of Harvard, the name Isaiah Kacyvenski recalls memories of gridiron glory. When you're the 16th Crimson footballer ever to make the National Football League draft, your name tends to have that effect.

But for the past two years at Harvard Business School (HBS), Kacyvenski '00 has been carving out a new identity at the University: as a businessman, a dedicated father, and a guy in search of life after football. At 33, he's older than the average M.B.A. student, but pretty young for a retiree.

"Football was a massive part of my life, my pure bliss," said the former linebacker, who graduates from HBS this week. "But I had to keep moving. ... I'm trying to find my next love, my next passion."

Still, some things remain the same. He's steadfastly committed to family, particularly his son, Isaiah, who is 7, and daughter Lily, 5. And he has continued to inspire other young people to believe in their dreams, as he did.

"When you're that young, you don't realize that [your decisions] set up the rest of your life," said Kacyvenski, who frequently speaks at schools and to young athletes. "You have to be your own rock — it's something I try to impart in people, kids especially."

Kacyvenski would know. Before football took him to Harvard College and the NFL, he endured a hard-scrabble childhood that rarely allowed him the option of relying on anyone but himself.

He grew up in Endicott, N.Y., the youngest of five children. His parents divorced when Kacyvenski was

9. That same year, he heard a football game on the radio and was hooked.

"It just captured my imagination," he said.

Over the next several years, Kacyvenski would use football as the central peg in his plan to lift himself out of the poverty he had known all his life. His free-spirited mother, the "guiding force" in his life, spent long stretches traveling as a missionary, leaving Kacyvenski and his siblings to negotiate home life with their sometimes-violent father. Then, the morning of a state semifinal during his senior year of high school, Kacyvenski learned that his mother had been struck by a car and killed. Devastated, he played anyway.

"After that day [football] became a place to lose myself," he said.

He was recruited by Harvard coach Tim Murphy and excelled at the College, starting in every game while taking pre-med courses and working part-time jobs. The honors and records piled up: Ivy League Rookie of the Year, three-time First Team All-Ivy, most single-season and career tackles in Harvard history.

Kacyvenski was signed in the fourth round of the NFL draft by the Seattle Seahawks, a rarity for an Ivy League player. His career took off quickly — he helped lead the Seahawks to their first Super Bowl in 2006. But a knee injury the next year effectively ended Kacyvenski's professional run.

"I was smart enough to realize the end was probably near," he said. "I realized I needed a business background if I was going to succeed."

In 2007, while a free agent, he attended two week-long executive education sessions at HBS through its NFL Business Management and Entrepreneurial Program, and decided to apply to the M.B.A. program. He was drawn to the case method of learning at HBS.

"Every day felt like game day for me last year," he said of the intense discussions that would often erupt in the 90-person lecture halls. "I needed to have a strategy going in. It was the closest duplication I could get to the adrenaline rush of football."

Heading back to school was hardly a reprieve, Kacyvenski said. He struggled through a divorce, as well as a knee surgery this past January that led to a staph infection and 12 weeks of recovery. Unlike his classmates, his job search didn't extend to Silicon Valley and New York. He is now weighing job offers in Boston, in order to be close to his ex-wife and their two children in Weston, Mass.

"At first I had a hard time juggling, trying to be there as a father, as a student, as a businessman," he said of his time at HBS. "There's one ball I'll never drop, and that's my kids."

Kacyvenski wasn't able to attend his first Commencement in 2000; he had already been called to NFL training camp. In a display of his ample charm, he was able to persuade the University to let his father, with whom he had reconciled, walk in his place.

This time, Kacyvenski will be able to collect his diploma himself, but another exception will be made. His children, he said, will walk with him.

A lifelong learner

When Ethel Stafford halted her education to raise her children, she didn't shed tears. She knew she would return to her studies. At age 60, she graduates from the Extension School with a bachelor's and plans for a new career.

By Colleen Walsh | Harvard Staff Writer

Photo by Kris Snibbe | Harvard Staff Photographer

In 2006 Ethel Stafford walked into an American history class taught by Tim McCarthy '93 in Dorchester, Mass. The Harvard lecturer immediately noticed a spark.

"She was one of our best and brightest," said McCarthy of the married mother of two, grandmother of five, and current full-time employee in the Board Review Department with the Massachusetts Executive Office of Labor and Workforce Development.

McCarthy, who is a lecturer in history and literature and public policy at Harvard, was impressed by his student's drive and desire to learn.

"Ethel was one of the most dedicated and inspiring students I've taught in any setting in my career," he said.

Stafford was taking part in the Bard College Clemente Course in the Humanities for low-income adults. McCarthy, who has long been affiliated with the program both as a teacher and its academic director, said the yearlong college course offers another chance to those who have had to put their educations on hold. "We are opening the door and seeing what happens when someone walks through."

A Georgia native, Stafford received her associate degree in 1994 from the New England College of Business and Fi-

nance but abandoned her studies to take of her children. Thirteen years later, she walked through that open door straight to the steps of Harvard, where she will graduate today from the Harvard Extension School with a bachelor's degree in liberal arts and a citation in management.

"This experience is a missed opportunity in my life, recaptured," she said.

When Stafford graduated from the Clemente program in 2007, McCarthy introduced her to Suzanne Spreadbury, the Extension School's associate dean, who offered her an opportunity to apply for a pre-degree scholarship to cover the first three courses required for admission.

"I was so impressed with her determination," said Spreadbury. "I knew we had to support her higher educational journey."

Stafford enrolled as a junior and took on two, sometimes three classes a semester over the past four years, working full time during the day and making the trip to Cambridge for classes in the evening.

Her course load included everything from history, literature, philosophy, and Spanish, to organizational behavior and the fundamentals of public speaking. A tireless student, she com-

pleted an intensive seminar in January titled "Psychological Resilience," working on weekends to save up comp time in her job so she could be on campus the required three to four days per week through the winter semester.

Her love of learning kept her energy level high, she said. "I do enjoy it, and surprisingly I am not tired."

Stafford, now 60, plans to become an organizational-development consultant with her new degree. She praised her Harvard professors as "simply awesome" and called her experience with Harvard staff "really, really wonderful."

"I am proud, and I am very, very, very honored that I have had an opportunity to be a part of the Harvard Extension School," said Stafford. "It is just phenomenal. It's really all about the students."

"I could not be more proud of her," said McCarthy. "I know how hungry she was for this opportunity, how serious she was about taking advantage of this opportunity, and how beautiful it is to have seen her take this opportunity and flourish."

Seeing her graduate today will be "particularly sweet," he added.

"It's a culmination, but it's also a beginning. I am thrilled to see what the future holds for her."

Extension School recognizes outstanding grads

Each Commencement, the Harvard Extension School recognizes the notable accomplishments of its top graduates and outstanding faculty with numerous awards and prizes. Recipients may demonstrate outstanding initiative, character, and academic achievement; show dedication to the arts or public service; or, in regard to faculty, be lauded by their students for excellence in teaching.

One honor, the Dean's Prize for Outstanding Master of Liberal Arts Thesis, is awarded to a student whose graduate thesis embodies the highest level of imaginative scholarship. Through the years, A.L.M. thesis advisers from across the University (all of whom must have Harvard teaching appointments) have been singularly

impressed with the work produced by their Extension School advisees: "a remarkably sophisticated, intelligent, informed, and promising piece of scholarship"; and "a wholly original, impeccably researched and argued thesis"; and, on one biotechnology student, "I expect the body of work he has produced will be a significant contribution to the field and will be published."

In addition to the Dean's Prize for Outstanding Thesis, there are four major academic prizes — the Phelps, Crite, Langlois, and Small prizes — as well as the Bok, Aurelio, Yang, and Wood prizes. Faculty are awarded the Bonanno, Conway, Fussa, and Shattuck awards.

To see a list of 2011 Harvard Extension School prize and award recipients, go to www.extension.harvard.edu/news/honors-prizes.jsp or scan the QR code.

— Linda Cross



Keeping connected

HAA presidents emphasize the importance of the “remarkable power of the network of Harvard alumni around the world.”

As stated in its constitution, one goal of the Harvard Alumni Association (HAA) is to establish a mutually beneficial relationship between Harvard University and its alumni. Doing just that has been the mantra of Robert R. Bowie Jr. '73 during his year as president of the HAA.



Robert R. Bowie Jr. (left) and incoming HAA President Ellen Gordon Reeves.

“What I prize most about being a Harvard graduate,” said Bowie, “is the remarkable power of the network of Harvard alumni around the world.” He tells stories of meeting Harvard alumni in China, Thailand, and Lebanon and having an instant connection “because we had attended the same school and been surrounded by the same brick buildings near the same river. That’s a powerful bond.”

Bowie’s goal has been to create a network for alumni that’s equal to (or better than) the network they had while students at Harvard. “The alumni network should be as alive as when people were at the College or the grad Schools, when they had this incredible freedom and ability to interact with one another on all levels — socially, professionally, academically,” he said.

One way Bowie and the HAA have been helping alumni connect during the past year is through the HAA’s popular Shared Interest Groups (SIGs), which allow alumni across the University to connect vertically (by interest) as opposed to horizontally (by class, School, or geography). Another way of enabling and expanding these University-wide alumni connections is through the web.

“I feel very passionate about the electronic networking opportunities available to us and really focusing on them,” said Bowie. “Trying to build a connectivity that allows alumni to communicate more directly than in the past is key. Even now, we’re looking beyond things

like Facebook for ways in which alumni can find one another more efficiently and begin a much richer dialogue.”

Incoming HAA President Ellen Gordon Reeves '83, Ed.M. '86, hopes to expand on Bowie’s networking theme over the course of her tenure. Author of “Can I Wear My Nose Ring to the Interview?”, Reeves is also a teacher and editor. She says she’s excited to use Harvard’s 375th birthday as a reason for alumni to reconnect with the University, with students, and with one another.

“My message to alumni is ‘Harvard is where YOU are,’” said Reeves. “Help us make Harvard happen. Don’t wait five years to come back: Reach out! If there are two alums in a room, even a virtual room, it’s a reunion!”

Reeves has been active in Harvard and Radcliffe alumni events since graduation, including the Harvard Club of New York, where she currently chairs the social service committee. She hopes that increased connection among alumni will lead to more social activism. “While the Harvard network is great for personal and professional purposes, its real power is as a force for change in the world. The HAA’s Global Month of Service is a good example.”

With Commencement approaching, Reeves marvels at her new role. “When I remember my own Class Day in 1983, and think about being back up on that same stage as HAA president, it’s amazing.” On working closely with Bowie over the past year, she noted: “Bob leads by example. He taught me that you find the best people, figure out what they want to do, then get out of their way. His passion for this place has inspired us all.”

For his part, Bowie — a playwright, poet, and founding member of the law firm Bowie & Jensen LLC — leaves his post as HAA president with nothing but praise for Reeves and the HAA staff. “The real gift for the Harvard Alumni Association is that Ellen is a great administrator and a great leader — and supremely funny,” he said. “And one thing that can never be stressed enough is the incredible growth of alumni engagement opportunities, University-wide, which the HAA has been accomplishing year after year. The leadership, commitment, and institutional memory that Jack Reardon, Philip Lovejoy, and the entire HAA team provide cannot be appreciated enough.”

Inspired by impact

Alumni strive for new levels of support for Harvard.

Though it may have been years since they walked the Yard or mere days before they leave it, more and more graduates are choosing to support the College through an immediate use gift. Also known as current use funds, these resources are critical in advancing the Harvard experience today and in the future.

Harvard’s newest alumni were the first to reach their participation milestone with a record-breaking Senior Gift Campaign. The Class of 2011 achieved an 82 percent participation rate, with 1,236 seniors helping to set a new record for the third year in a row. In addition, the class reached a new record for associates-level giving, a gift of \$250 or more for young alumni, and had 450 seniors sign the “Senior Gift Promise,” a nonbinding commitment to give back to Harvard every year until their Fifth Reunion.

How did they do it? Class of 2011 co-chairs Seth A. Bour, Courtney A. Cronin, Zachary M. Frankel, Casey L. O’Donnell, and Alexandre J.C. Terrien were not afraid to make some substantial changes from Senior Gift campaigns of the past. They eliminated the traditional House competition in favor of a unified class campaign; hosted additional Senior Gift events; and produced eight different Senior Gift videos, a number unprecedented in previous campaigns.

“Giving back through Senior Gift is a way to show support for future students, in the same way that past seniors and alumni have supported us. We are proud of the Class of 2011 for setting both participation and associates records this year, and we plan to continue the tradition of giving back as we enter the alumni community,” say the co-chairs.

The tradition of supporting the next generation of students at Harvard has always been an integral part of reunion giving. “Harvard has been a very powerful force in our lives,” says Joel Getz of the Class of 1986. “In particular, I think the need for financial aid really resonates for many people.”

As a participation chair for his 25th Reunion Class, as well as a reunion planning chair, Getz worked with classmates Suzy Le Boutillier and Steve Kovacs to champion a herculean effort to update contact information and get in touch with as many classmates as possible with extensive peer-to-peer outreach. Getz hopes this will inspire higher giving levels and increased attendance at reunion. Already, the class has seen a record number of submissions for the Harvard College Class Report.

For Getz, the collective response was the most exciting. “Our gifts advance excellence and leadership in higher education,” he says. “Together, we can provide Harvard with ample resources to support the minds and skills that can help solve the world’s most pressing problems.”

Maximizing the impact of a gift has also been critical for Tadhg Sweeney '61, B.Arch. '68. A loyal donor for many years, he wanted to do something significant in honor of his 50th Reunion. Together with his wife, E.V. Sweeney, he gave a \$100,000 immediate use, unrestricted gift to the Harvard College Fund and then took it one step further.

He challenged his classmates to achieve 61 percent participation in honor of their reunion. If they reach this goal, the Sweeneys will give another \$150,000 to the Harvard College Fund Scholars Program, thus creating scholarships for six students in the next year. The recipients will be known as the Class of '61 scholars.

“We wanted to give a gift that would draw in as many of my classmates as possible,” says Sweeney, whose class is closing in on the goal.

For his classmates, he says, it has been especially motivating to know that their cumulative gift has the clout to make a big difference for future students. More than 60 percent of enrolling students in the Class of 2015 will receive need-based scholarships, averaging more than \$40,000, and they will benefit from a record \$160 million in financial aid.

“It’s not necessarily the size of the gift, it’s the impact of the gift,” Sweeney says. “People like the fact that their donation counts.”



Miller wins Fay Prize

‘Ingenious research’ on his thesis earns him the prestigious Radcliffe award.

By Karla Strobel | Radcliffe Communications

The Radcliffe Institute for Advanced Study has named Matthew Smith Miller winner of the 2011 Captain Jonathan Fay Prize for his interdisciplinary work and extensive research for his thesis, “Surely His Mother Mourns for Him: Africans on Exhibition in Boston and New York, 1860-1861.” In the thesis, Miller traced the history of an exhibition of five South African men in Boston and New York — and explored the layers of complexity and context involved.

The Fay Prize is awarded annually to the senior who has produced the most outstanding imaginative work or original research in any field. Candidates are chosen from the Thomas T. Hoopes Prize winners for outstanding scholarly work or research.

“My thesis began with a discovery in the Massachusetts Historical Society of a pamphlet describing an 1860 exhibit of the ‘Aborigines of South Africa.’ It caught my imagination and I wanted to contextualize it and the references it made to 19th century anthropology and life in Boston,” said Miller, whose concentration is history and literature.

That moment of discovery led to an exhaustive investigation of primary sources, including newspapers, paintings of South Africa, maps, soldiers’ travel narratives, and posters and representations from the Harvard Peabody Museum and Houghton Library.

“Miller’s ingenious research plumbs the depths of primary sources, and his beautifully written thesis contributes to our understanding of African and American history, demonstrating the unique rewards of multidisciplinary work,” said Barbara J. Grosz, dean of the Radcliffe Institute for Advanced Study and Higgins Professor of Natural Sciences in the Harvard School of Engineering and Applied Sciences.

Throughout his thesis, Miller provides scholarship on American images of savagery in civilization, ethnological show business, and insights about how individuals act as they establish themselves in the world — whether young African men or Americans staking their dreams on a museum exhibition.

“Miller demonstrates exemplary independence and skill in researching and investigating sources to compose a remarkably compelling narrative and wholly original work of scholarship,” said Miller’s adviser, Lisa Brooks, assistant professor of history and literature and of folklore and mythology. “He skillfully draws on a multitude of scholarly approaches, ranging from post-colonial studies and performance theory to American and African studies.”

Miller, who will travel to South Africa in September to serve as a photographer for *Grocott’s Mail*, South Africa’s oldest independent newspaper, said, “This award is an incredible honor, and a humbling one, especially given Radcliffe’s commitment to excellence and innovation.”

Strong voices

Ela Bhatt, founder of the Self Employed Women’s Association of India, will be honored with the Radcliffe Institute Medal. Bhatt’s organization has improved the self-sufficiency of more than a million women.

By Karla Strobel | Radcliffe Communications

On May 27, the Radcliffe Institute for Advanced Study will celebrate its past, present, and future when hundreds of fellows, friends, and former students convene for Radcliffe Day. The commitment at the Radcliffe Institute to the pursuit of knowledge — and the application of that knowledge to issues that affect our world — will define a morning discussion about approaches to changing the world and a luncheon honoring one of the world’s foremost leaders of social change.

Each year during Harvard Commencement week, the Radcliffe Institute honors an individual whose life and work have substantially and positively influenced society. This year — in which the developing world was a focus of many of the institute’s events — the Radcliffe Institute Medal recipient is Ela Bhatt, who, as the founder of the Self Employed Women’s Association (SEWA) of India, has improved the self-sufficiency of more than a million women. SEWA began as a women’s trade union and has expanded to provide microloans, health and life insurance, and child care, all overseen by more than 100 women-run cooperatives. Last year, membership reached 1.2 million.

“With gratitude, we bestow our highest honor on a woman who has worked tirelessly for social change for more than four decades. Her ideas have spread across the developing world, transforming theory and practice, and improving the lives of millions of women and their families,” said Radcliffe Dean Barbara J. Grosz. “Ela Bhatt epitomizes the institute’s commitment to advancing knowledge and applying it to improve the world.”

After Grosz presents the Radcliffe Institute Medal, Ela Bhatt will address the Radcliffe community to share her ideas about moving toward a more equitable and just world.

Also planned for Radcliffe Day is “Making a World of Difference,” a panel discussion with leading women scholars and authors who share a connection to the multidisciplinary community at the Radcliffe Institute:

Panel moderator Swanee Hunt is the Eleanor Roosevelt Lecturer in Public Policy at the Harvard Kennedy School; president of the Hunt Alternatives Fund; and chair of the Institute for Inclusive Security. She advances innovative

Photos courtesy of Radcliffe Institute for Advanced Study



“Ela Bhatt epitomizes the institute’s commitment to advancing knowledge and applying it to improve the world.” Bhatt will receive the Radcliffe Medal.

approaches to social change — including inclusive peace and security processes, and inspiring women to political leadership — and will release her third book this fall, “Worlds Apart: Bosnian Lessons for Global Security.” Hunt participated in the institute’s “Driving Change, Shaping Lives” conference this year.

As the director for the Center for Adolescent Health and the Law, Abigail English ’71, RI ’11, focuses on the needs of vulnerable young people, including health care access. This year, she is the Frieda L. Miller Fellow at Radcliffe Institute, where she researched the worldwide problem of sexual exploitation and trafficking of adolescents.

Lani Guinier ’71 became the first woman of color appointed to a tenured professorship at Harvard Law School and is now Bennett Boskey Professor of Law. Through her work and books, Guinier addresses issues of race, gender, and democratic decision-making and seeks new ways of approaching affirmative action.

Nancy E. Hill, RI ’11, is the Suzanne Young Murray Professor at the Radcliffe Institute and a professor at the Harvard Graduate School of Education. She researches cultural, economic, and community influences on family socialization patterns that shape child and adolescent development, helping to identify policy and program interventions that enhance children’s chances of reaching their potential.

Radcliffe Day — which celebrates achievement, excellence, and innovation — upholds the defining values of the College and highlights the Institute’s commitment to multidisciplinary work and advanced study.

GSAS honors outstanding alumni for scholarship, service

This year's Centennial Medal from the Graduate School of Arts and Sciences is being awarded to a leading international scholar in mathematics, a well-traveled space scientist, a former university president who epitomizes grace under fire, and a historian who paints America's past in vivid strokes.

By Bari Walsh | GSAS Communications

Each year, the Graduate School of Arts and Sciences (GSAS) celebrates the achievements of a select group of Harvard University's most accomplished alumni by awarding the Centennial Medal, the highest honor that the GSAS bestows. It was first awarded in June 1989, on the occasion of the 100th anniversary of the founding of GSAS.

Centennial medalists are alumni whose contributions to knowledge, to their disciplines, to their colleagues, and to society at large have made a fundamental and lasting impact. Medalists are invited to attend the Honorands' Dinner, given for the University's honorary degree recipients, and to join other dignitaries on stage during Commencement's Morning and Afternoon Exercises in Tercentenary Theatre and during the GSAS Diploma Awarding Ceremony in Sanders Theatre.

This year's medal was awarded on May 25 to a leading international scholar in mathematics, a well-traveled space scientist, a former university president who epitomizes grace under fire, and a historian who paints America's past in vivid strokes.

SOLVING THE BIG PROBLEMS

Heisuke Hironaka (Ph.D. '60, mathematics) is one of the premier mathematicians of his time. He achieved worldwide fame in 1964 for "Resolution of Singularities," his solution to a central problem in algebraic geometry. In 1968 he became one of the first Japanese professors appointed at Harvard. He was awarded the Fields Medal in 1970. Hironaka is one of the most widely known and acclaimed scholars in Japan, where

he has had a broad influence on society and education. He became a celebrity after he was presented with the Order of Culture Award by the emperor in 1975, an honor he shares with conductor Seiji Ozawa. Between 1977 and 1991 Hironaka wrote or co-wrote 26 popular books on topics including discovery in science, education of children and young adults, creative thinking, and mathematics; he has been consistently interested in encouraging interest in mathematics among young people. After positions at Brandeis and Columbia universities, Hironaka joined the Harvard faculty in 1968. He later held a joint professorship at Kyoto University, and went on to become director of the Research Institute for Mathematical Sciences in Kyoto from 1983 to 1985 and president of Yamaguchi University from 1996 to 2002. He also played an important role in founding the international Kyoto Prize, which since 1984 has been awarded annually in advanced technol-



ogy, basic sciences, arts, and philosophy. Hironaka continues to be active in mathematical research and is currently working with groups in Spain, China, and Korea.

TRAILBLAZING IN THE NEXT FRONTIER

Jeffrey Alan Hoffman (Ph.D. '71, astrophysics) is professor of the practice in the Department of Aeronautics and Astronautics at the Massachusetts Institute of Technology (MIT). Hoffman started his career as a postdoctoral fellow at the Smithsonian Astrophysical Observatory, after which he worked on the research staff of the Physics Department at Leicester University in the United Kingdom and at MIT's Center for Space Research. He was a NASA as-



tronaut from 1978 to 1997, making five space flights and becoming the first astronaut to log 1,000 hours of flight time aboard the space shuttle. In all, he logged 21.5 million miles in space. Hoffman performed four spacewalks, including the first unplanned, contingency spacewalk in NASA's history (STS 51D; April 1985) and the first repair/rescue mission for the Hubble Space Telescope (STS 61; December 1993), for which he gained wide appreciation. Following his astronaut career, Hoffman spent four years as NASA's European representative. In August 2001, he joined the faculty at MIT, where he teaches space operations and design and space policy. Hoffman is also director of the Massachusetts Space Grant Alliance, responsible for statewide space-related educational activities designed to increase public understanding of space and to attract students into aerospace careers. His principal areas of research are advanced EVA systems, management of space science projects, and space systems architecture.

LEADERSHIP IN CRISIS AND IN CALM

Richard Lyman (Ph.D. '54, history) is president *emeritus* and the J.E. Wallace Sterling Professor of Humanities *emeritus* at Stanford University. He joined the Stanford faculty in 1958 and held positions as professor of history, associate dean of the School of Humanities and Sciences, and vice president and provost before serving as president of Stanford from 1970 to 1980. During the Vietnam War years, as students at Stanford and around the country rallied against the war, Lyman was at the forefront of efforts to limit campus unrest and prevent violence; he is credited on campus with having "saved Stanford." From 1980 to 1988 Lyman was president of the Rockefeller Founda-



tion, and from 1988 to his retirement in 1991 he was the founding director of Stanford's Freeman Spogli Institute for International Studies. Lyman has served as a director of the Council on Foundations and chaired the board of

Independent Sector; he is also a past chairman of the Association of American Universities. He served as a director of IBM Corp. and Chase Manhattan Corp., and as a member of the board of the World Affairs Council of Northern California and the Association of Governing Boards of Colleges and Universities. He is a member of the American Historical Association and the Council on Foreign Relations. He holds seven honorary degrees; is a fellow of the American Academy of Arts and Sciences and of the Royal Historical Society; is a member of the American Philosophical Society; is an honorary fellow of the London School of Economics; and is an officer of the French Legion of Honor.

PAINTING U.S. HISTORY IN VIVID HUES

Nell Irvin Painter (Ph.D. '74, history), a groundbreaking historian of the United States who emphasized the experiences of African Americans, women, and the working class as a vital part of America's past, is the Edwards Professor of American History *Emerita* at Princeton University. In addition to her earned doctorate from Harvard, she has received honorary doctorates from Wesleyan, Dartmouth, the State University of New York-New Paltz, and Yale. A fellow of the American Academy of Arts and Sciences, Painter has also held fellowships from the Guggenheim Foundation, the National Endowment for the Humanities, the American Council of Learned Societies, and the American Antiquarian Society. She has served as president of the Organization of American Historians and the Southern Historical Association. A prolific and award-winning scholar, her most recent books are "The History of White People," "Creating Black Americans," and "Southern History Across the Color Line." As a public intellectual, Painter is frequently called upon for lectures and interviews on television and film. She is currently a graduate student in painting at the Rhode Island School of Design and will receive her M.F.A. in June.



Photos courtesy of GSAS



A provost's view across a decade

Steven E. Hyman, who is stepping down after leading Harvard's sweeping expansion into interdisciplinary research, recalls the challenges and changes.

Gazette: The provost's job was a relatively new post when you moved into this office. It was only, what, 10 years old at an institution with more than three centuries of history behind it? How did you go about forming the role?

Hyman: Well, to be really honest, the job, by itself, was not fully attractive. What brought me back to Harvard was Larry Summers' invitation to come here and help build interdisciplinary science and engineering. We shared a sense that Harvard had, in aggregate, the most remarkable faculty and students in the world, but that we were missing the boat in some really innovative areas because of bureaucratic barriers to collaboration.

Harvard was so disaggregated that we were not only failing to benefit from our intrinsic faculty strength in the purest academic sense, but in addition, affiliated units like the Harvard Art Museums, the American Repertory Theater, and the Arnold Arboretum, which had been very entrepreneurial and successful, were in many ways increasingly unrelated to Harvard's core activities. There were too few undergraduates who were deeply engaged with the American Repertory Theater, for example, and except for history of art and architecture concentrators, there were very few students who had spent serious time engaging the remarkable collections of the Art Museums.

It seemed, once I got here, that we needed to strike the right balance between Schools and independent units and the center of the University. Some things are better done locally. But, at the same time, there's no reason why the problems of the 21st century should happily conform to the academic divisions that had largely been concretized by the 1920s, and, in many cases, by the end of the 19th century.

In short, I had an exciting set of related programmatic goals. Something had to be done to bridge institutional boundaries at Harvard, whether in the sciences, social sciences, or in arts and culture. In addition, we owed it to our students to have an experience of the richness of Harvard University, not only of an individual School. To accomplish such goals in a decentralized university, as well as to administer the University more effectively, required the building of a modern Provost Office.

Gazette: With the creation of the Stem Cell Institute, the Department of Stem Cell and Regenerative Biology, and the founding of the Wyss and the Broad institutes, the past decade clearly has been marked

by great strides in interdisciplinary research at Harvard. Why was it that this area commanded so much of your attention?

Hyman: The world has been changing around us very rapidly, including the ecosystem of innovation. One of the greatest risks to a successful and influential institution like this one is inertia. There is always the risk that we will fail to experiment with our forms of organization, precisely because we are doing well. Temperamentally, I am always a little anxious, a little paranoid, trying to look around corners. I came to believe, even when I was here in the early 1990s, that we are not fully benefiting from our own strengths because of bureaucratic balkanization. The reason that such collaborative efforts have required so much attention and energy is that they go against the grain of our institutional design.

Gazette: A lot of what we've talked about so far this morning revolves around the sciences, but as provost you also had the theater, the museums, and other cultural institutions within your purview. You're a neurobiologist. Do you have a personal interest in arts and humanities?

Hyman: I do. I majored in the humanities as an undergraduate, and before I decided to head for neuroscience, I was thinking of becoming an academic philosopher or an academic historian of science.

We're living in this interesting time when lots of our students, in theory, could retreat to their rooms and get their culture from electronic devices. I don't think that's entirely bad, but I do think that shared experiences in a theater that arouse emotion and thought and engender conversation are really critical for our students. I was very fortunate to find in [A.R.T. Director] Diane Paulus somebody who wants to have a great theater, who at the same time reaches out energetically to our students.

And think about the University Art Museums. What's the difference between the Harvard Art Museums and the Museum of Fine Arts? Well, a major difference is that we prioritize our mission of teaching and research over attendance figures. In fact, I have no attendance goals for the University Art Museums. I have powerful goals for the engagement of the University. Again, I was fortunate to find Tom Lentz, an individual who really wanted to direct a University art museum, and who's using the renovation of the Fogg to build study centers, facilities that will serve students not only of art history, but of many, many other subjects so they can engage di-

rectly with art and with material culture.

So, what's the value of these things? Why do them? Well, we're teachers. We're here to help the next generation not simply achieve a skill set for their coming career. They're smart enough; they'll figure that out. We want to create students who can be both deep and broad, who have mental agility across domains, who will apply deep lessons from culture and history even if they go into science or into finance. Our cultural institutions are exciting and important and make Harvard stronger.

Gazette: Now you have a chance to return to your academic roots. What exactly will you be doing during your sabbatical at the Broad?

Hyman: I decided that if I thought these interdisciplinary initiatives were important for Harvard to participate in, I should participate in them as well. It feels both exciting and risky. I haven't had a lab in 10 years, and I don't really know whether I can be a useful contributor in some way in science. But I am really very excited about returning to science, for several reasons.

The first is there are some problems that I always cared about that are becoming tractable because of modern technologies and new ways of organizing science. When I was director of the National Institute of Mental Health, I made substantial interventions in the way we organized and funded research on the genetics of serious mental disorders such as autism, schizophrenia, and bipolar disorder. But the technologies in the late 1990s were simply not up to the job. Now we're at the edge of getting genetic clues into ways in which things can go terribly wrong in the brain. I would love to have the opportunity to help transform genomic information into biological experiments and even into treatments.

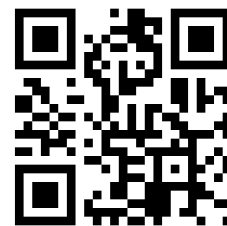
Given my undergraduate humanities background, given my policy engagement in Washington, and given, above all, the things I've learned over the last 10 years, I'm also very interested in the interface between neuroscience, ethics, and policy. I have tried to fit undergraduate teaching on these topics into my life. I look forward to more opportunities to engage undergraduates and graduate students on such topics.

There is an enormous nexus of really interesting ideas and issues that I would like to have the time to think about deeply, rather than in spare moments, at the edge of exhaustion and in hypnagogic states.

Gazette: You couldn't fit that into your 14-hour days on the provost's job?

Hyman: I wish they were only 14. (laughter) I have a lot of confidence in the future. I don't think you can step down in bad times. But I have enormous confidence in Drew Faust, in Katie Lapp and her colleagues, and in the current group of deans. It is clear that the 10-year mark is a very good time for me to make a transition. But I think it's also a good time for the University to bring in somebody with fresh eyes who can engage with the current talented leadership and take this endeavor to the next level.

To read the full interview, go to <http://hvd.gs/82595> or scan the QR code.



A school telescope, through the Internet

Astronomy Professor Alyssa Goodman is helping to bring astronomy to area schools, founding an ‘ambassador’ program that combines with new software to provide an interface on the universe for students and researchers alike.

By Alvin Powell | Harvard Staff Writer

Harvard scientists are creating a group of interstellar “ambassadors” who are helping to explain the universe in school classrooms through a computer program that lets students soar through space to view planets, stars, and the gassy clouds where the latter are born.

The Worldwide Telescope Ambassadors Program is the brainchild of astronomy Professor Alyssa Goodman, who has been working with Microsoft researchers for several years on their Internet-based Worldwide Telescope, a free program. Goodman has worked with its creators, Curtis Wong and Jonathan Fay, at Microsoft Research since the program’s creation, suggesting features that have added functionality useful to researchers.

Through the main interface, users can zoom “through” the universe to explore. A click of the mouse will call up links to research databases, putting the current knowledge about a particular stellar body or region at the user’s fingertips. There is also a series of “tours” — guided introductions to specific astronomy topics.

The ambassadors program, cosponsored by Microsoft Research, is run by Patricia Udomprasert out of Goodman’s Viz-e-Lab. The lab was founded earlier this year to develop ways that researchers can visualize and manipulate large data sets. The lab emphasizes low-cost, affordable technology and has recently installed a version of a 3-D interface with the Worldwide Telescope, using a standard high-definition, flat-screen television and Microsoft Kinect, an add-on to the software giant’s Xbox 360 system that lets users control games with their bodies. The result is that users can navigate the 3-D universe not only with a mouse and keyboard but, at least in the Viz-e-Lab, by standing in front of the screen and moving their arms to swim closer to or further from an object.

Goodman says that the technology, though still experimental, is just one example of new ways to interact with the large sets of data accumulated by projects affiliated with the lab, such as the Astronomy Dataverse, Seamless Astronomy, and High Dimensional Data Visualization and Interaction efforts. While data in the past has typically been displayed in charts and graphs, technology in recent years has enabled the collection of such large volumes of data that traditional display methods are inadequate. By displaying the data in three dimensions or by interacting with it graphically, researchers may be able to not only better explain what they’ve found but also understand it better

themselves, Goodman said.

The ambassadors program takes that same approach to teaching astronomy. The ambassadors themselves are astronomy-savvy individuals, such as retired astronomers, astronomy hobbyists, researchers seeking to add an educational component to their work, and even Harvard undergraduates interested in the subject.

In one year, the ambassadors program has grown from several ambassadors working with 80 students in one school to a dozen ambassadors and 400 students at two schools, Lexington’s Clarke Middle School and Prospect Hill Academy in Somerville, Udomprasert said. Goodman and Udomprasert said they hope the program will continue to expand as funding becomes available. An ambassadors chapter has been established in Poland, and related efforts are under way in China, India, and elsewhere.

“People learn with this in a different way than they do with books,” Goodman said.

Michelle Bartley, a sixth-grade science teacher at Clarke Middle School, where the program kicked off last year, said the traditional curriculum required students to do projects on subjects covered in class, like constellations and the life and death of a star. The Worldwide Telescope not only engages this generation

of video-savvy kids better, it allows them much greater freedom to explore the universe on their own and to pick astronomy projects that follow their interest.

As Bartley taught the year’s astronomy lessons, ambassadors were there to help, working one-on-one with students, helping them if they got stuck with the software, and allowing them to move ahead with their projects.

“They’re phenomenal,” Bartley said of the ambassadors. “They’re there from day one, walking around the class and talking with the kids. The program really gets kids excited about astronomy.”

Dick Post, a retired businessman and member of the Amateur Telescope Makers of Boston, worked with Bartley and other Clarke teachers two days a week this spring. He said that with 20 kids in a class working on the software, it’s critical that someone other than the instructor be there to help.

“Even if you know the program, the kids will do something you’ve never thought about,” Post said. “This age group is amazing. You can’t believe how fast these kids learn.”

Dick Post (below), a retired businessman and member of the Amateur Telescope Makers of Boston, participated in the Worldwide Telescope Ambassadors Program.



Why the immigrants come

Sociology professor analyzes data, learns that groups slip across U.S. border for varied reasons.

By Maya Shwayder '11 | Harvard Correspondent

The image of the impoverished immigrant, whether depicted being jammed with others in the trunk of a car or ducking through the underbrush to reach the border, has become a cultural meme. The endless influx of immigrants has spurred controversy and consternation, not to mention volatile rhetoric countered by off-the-cuff rationalizations on their motivations.

It is easy to make varied assumptions about these immigrants. But through it all, few observers stop to examine who these people are, and why they're coming.

Last year, Filiz Garip, assistant professor of sociology, undertook an investigation of this question. Who are these migrants, and what are their motivations for fleeing their homes? "We wanted to try to understand what actually prompted these individuals to migrate," she said, "to take the view of the 'average migrant' and determine under what conditions they came to the U.S."

While on a sabbatical last year, supported by the Weatherhead Center for International Affairs, Garip delved deeper into her research on migration patterns. "I wanted to know several things. Are there different types of migrants moving in different directions if the economy changes? What about if policy changes? Who is coming over now, as opposed to who was coming before them?"

"A lot of the time, we think of these individuals as being the poorest of the poor, who migrate out of individual choices and economic hardship, but I didn't think that was always the case," said Garip. "I had two ideas: one, that it's diverse groups of people coming, that we cannot all lump into one category. It's not just the poorest. And two, everyone who decides to migrate is experiencing the macro-level economic conditions and making choices based on those experiences."

She examined data from the Mexican Migration Project, a Princeton effort that has traced migration patterns between the United States and Mexico for the past 40 years, together with a technique known as "cluster analysis" that allows the researcher to group together and analyze similar cases and people. Garip identified four groups of immigrants, each with its own socioeconomic profile, and each of which came to the United States at distinct periods in Mexico's economic history.

Photo by Kris Snibbe | Harvard Staff Photographer



Filiz Garip, assistant professor of sociology, delved deeper into her research on migration patterns while on a sabbatical last year: "I wanted to know several things. Are there different types of migrants moving in different directions if the economy changes? What about if policy changes? Who is coming over now, as opposed to who was coming before them?"

The first group of people, who came in the 1970s, was made up mostly of poor farmers and heads of households. "About 90 percent of them were men," she said. "There was this idea at the time of trying to maximize your income, and the high pay ratios put huge stress on farmers. So at that time, it was the very poorest people who were coming over to look for work."

But that changed in the 1980s. The second group, according to the analysis, consisted of people from middle-income households. "They usually had business or lands, and were sending their sons to the U.S. to try to diversify their risks. Immigration for these people was purely a business decision."

In the late '80s, a series of economic crises and subsequent rising inflation pressured many farmers to flee across the border once again, but it was during the same period that the U.S. government legalized 2 million undocumented immigrants. "Because of this," Garip said, "people decided to bring their families over. So you saw a big influx of women and young children who were joining people already established in the U.S. Then in the '90s we saw more urban, educated types coming over. They were skilled and worked jobs in Mexico, but were still coming to the U.S. to look for jobs."

At any one time, all four types of people were probably coming into the country, but according to Garip, "the composition changes a lot. There are always multiple types of migrants from distinct backgrounds, and with diverse motivations for migrating. We see that income-maximizing migrants can co-exist alongside migrants who seek to diversify risks. With these last two groups, we can see how networks of families and friends begin to affect migration patterns."

Given this refreshed view on who these immigrants are and why they are coming, the next question becomes: What does this mean for U.S. immigration policy? "A lot of our immigration policy assumes the 'typical migration case' of the poor, unskilled laborer who doesn't speak English, and policymakers seem to be operating with the idea that if you increase the costs and consequences of immigrating, rates will decline. That's not the case. The only thing that will stop migration is improving economic conditions in the home country."

And Garip is quick to point out that a lot of current policies are backfiring. "Before the '70s, there was a lot of circular migration. People didn't have intentions to settle in the U.S. They came, made money, and left. But the tightening of policies and higher enforcement meant it was harder for people to go back and forth, so they simply began to stay in the U.S. And then when their rights began to be restricted, they became citizens."

"If we want to change the incentive to migrate, we need a more customized policy. Start a guest worker program, or a visa program to make temporary migration legal. Create legal revenues for people to do this, and then once they're here let them be citizens. Making these activities illegal and throwing these people in jail is not a disincentive."

Garip has since designed a course based on what she learned, and hopes to bring undergraduates into the research process. "I want people to understand that immigration is not about one kind of individual," she said. "They're not all the same. There are different groups, different reasons, and most importantly, different people who migrate."

The one, indispensable book

We asked some authors featured in Harvard Bound over the past year: What is an essential, must-read book for today's graduates, and why? Here's what they suggested, as the newest Harvard degree-holders head into the world.

By Sarah Sweeney | Harvard Staff Writer

Sarah Braunstein, *fiction instructor at Harvard Extension School and author of "The Sweet Relief of Missing Children"*

"The Prime of Miss Jean Brodie"

By Muriel Spark

"The summer is coming. It's time to leave the halls of learning for other places. But Muriel Spark, thankfully, invites us to linger. 'The Prime of Miss Jean Brodie,' published in 1961, is a slim, hilarious, devastating novel. It offers a pitch-perfect depiction of the close-knit, all-seeing 'Brodie girls' and their charismatic but flawed teacher. We are invited into their collective curiosity and longing. We share their losses. Spark gives access to the exhilarating (and fleeting) pleasures and pains of school — to the romance and danger of falling for your mentors. When one wishes to be a student again (or finds oneself in the role of leader, eager faces peering up), this is the novel to open."

Edward Glaeser, *Fred and Eleanor Glimp Professor of Economics and author of "Triumph of the City: How Our Greatest Invention Makes Us Richer, Smarter, Greener, Healthier, and Happier"*

"The Wealth of Nations"

By Adam Smith

"Smith's *magnum opus* created the field of economics, and it remains the best introduction to the economist's mindset. It is crammed with brilliant observations on questions that remain relevant today. Why do some jobs pay more than others? What's the best means of paying for new infrastructure investment? It is also beautifully written, filled with the author's sharp wit. As an added bonus, the book is a valuable historical document that provides a connection to the heart of the Scottish Enlightenment, which did so much to provide the intellectual background for the founding of the United States and its Constitution."

Noah Feldman, *Bemis Professor of International Law and author of "Scorpions: The Battles and Triumphs of FDR's Great Supreme Court Justices"*

"Leviathan"

By Thomas Hobbes

"This book has everything in it: religion, philosophy, a theory of human nature, government, even international affairs. It helped set the stage for the modern world. And yet some of its teachings have been forgotten, especially the lesson that without order, law and liberty are impossible. If we read 'Leviathan' more closely, we would think long and hard before using force to change regimes."



Sarah Braunstein

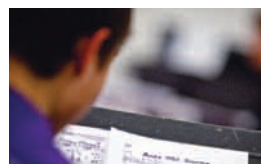


Edward Glaeser



Noah Feldman

More Arts & Culture Online
[news.harvard.edu/gazette/
section/arts-n-culture/](http://news.harvard.edu/gazette/section/arts-n-culture/)



Jazz great Wynton Marsalis played with young musicians from Harvard and Cambridge Rindge & Latin School in a master class. Video.
<http://hvd.gs/81042>



At a photo exhibit on Chernobyl, 25 years after the disaster, viewers get glimpses of both hope and horror.
<http://hvd.gs/80510>

HARVARD BOUND

Marjorie Garber, *William R. Kenan Jr. Professor of English and of Visual and Environmental Studies and author of “The Use and Abuse of Literature”*

“The Complete Works of William Shakespeare”

By William Shakespeare

“For many years I taught a two-semester lecture course on Shakespeare as part of both the English Department curriculum and the Core program. The course met in Sanders Theatre, and, as is often the case with such large courses, I did not get to meet every student individually, although I attended discussion sections, joined students for dinner in the Houses, and on one memorable occasion waltzed onstage with an inspired undergraduate to the strains of ‘Brush Up Your Shakespeare.’ (That brave sophomore from long ago is now a college professor.) At the end of the course, though, there were always a few students who lingered in the lecture hall, or came to my office hours, to tell me that they were planning to take their copy of the ‘Complete Works of William Shakespeare’ with them on their summer travels, whether backpacking across Europe, hiking in the American West, or on another, equally adventurous journey. I marveled then, as I do still, at the power of Shakespeare to enchant and engage, even to the point that a heavy, bulky book of his plays — not just a couple of convenient, packable paperbacks — was regarded as an essential travel companion. I hoped, and still

James Kloppenberg, *Charles Warren Professor of American History, chair of the History Department, and author of “Reading Obama: Dreams, Hope, and the American Political Tradition”*

“Invisible Man”

By Ralph Ellison

“Ralph Ellison’s ‘Invisible Man’ encapsulates so much of modern American history and literature that it counts for several books at once. From my perspective, the novel’s enduring significance derives as much from its complex politics as from its mastery of the techniques of literary modernism or its value for illuminating aspects of African-American history. The deathbed advice of the protagonist’s grandfather — ‘affirm the principle’ — functions as a *leitmotif* that seems to signal Ellison’s own refusal to reject the potential of American democracy, despite the nation’s failure to live up to its stated ideals of liberty and equality. Ellison’s critics denounced his apparent embrace of the American promise, but they misunderstood his protagonist’s iron-willed ambivalence. That resistance to despair has earned widespread admiration from generations of readers, including a disaffected teenager named Barack Obama who devoured the book while growing up in Honolulu. ‘Dreams From My Father,’ Obama’s own tale of growth and education, likewise wrestles with race, gender, and politics through

Howard Gardner, *John H. and Elisabeth A. Hobbs Professor of Cognition and Education and author of “Truth, Beauty, and Goodness Reframed”*

“The Story of My Experiments with Truth”

By Mahatma Gandhi

“I consider Mohandas [Mahatma] Gandhi to be the most important human being of the last millennium. He not only realized that individuals of different backgrounds, religions, and values had to be able to confront one another nonviolently; going beyond Christ’s example, he worked out the methods, ‘the algebra,’ whereby such confrontations would be staged and resolved, ultimately strengthening each of the struggling parties. In addition to his indispensable role in the Indian independence movement, he inspired activists in South Africa, China, Egypt, and the America of Martin Luther King. The autobiography is neither artfully worded nor elegantly composed, but it describes in remarkably informative detail the ways in which Gandhi developed his own persona, learned from his mistakes, and inspired others. If one wants to understand the difference that one person can make, and how he went about his mission, there is no better source.”



Marjorie Garber



James Kloppenberg



Howard Gardner

hope, that voyaging in the company of Shakespeare, and encountering the pleasures of some of his least known — as well as his most-celebrated — works gave these students the exhilaration it has always given me. I’d love to know what they read on their travels, and what they discovered.”

extended detours into the puzzles of interiority and reflects his sustained engagement with ‘Invisible Man,’ a novel testifying as powerfully as either of Obama’s books to our culture’s enduring fascination with the tragedies and the promise of democracy in America.”

The spirituality of the stage

Actress and playwright Amy Brenneman and longtime collaborator Sabrina Peck, both Harvard graduates, reunite at the American Repertory Theater to present their play about spirituality, fame, and a debilitating illness.

By Colleen Walsh | Harvard Staff Writer

Amy Brenneman '87 knows what life is like in the spotlight. Famous for starring roles in the television series "Judging Amy" and "Private Practice," the actress is well versed in the glamour, glitz, and red carpet "Kabuki ritual" that come with the Hollywood territory.

Brenneman also knows about life under the gaze of the camera while in constant pain. Having suffered for years, she recently underwent surgery for ulcerative colitis when the illness reached a crisis point in 2010.

But adversity spelled creativity for the Connecticut native who chose to bring her story to the stage.

In her new autobiographical theater piece "Mouth Wide Open," she reveals her personal struggle for balance and spirituality amid the pressures of celebrity and illness. The show is on a limited run at the American Repertory Theater's (A.R.T.) Loeb Drama Center.

"I love spiritual revelation and absurdity," said Brenneman.

A comparative religion major at Harvard, the actress said spirituality has been a constant theme of her life, one related directly to what she calls the "sacred art" of acting.

"Directors yell 'action,' and I am doing my holy rite," she said. "I just know that in my bones something really special happens."

Written by Brenneman and co-created and directed by her longtime collaborator Sabrina Peck '84, "Mouth Wide Open" draws on Brenneman's experiences, taking the audience to locales as diverse as an evangelical church, a Native American Indian reservation, a Buddhist monastery, a hospital room, and the red carpet. The work grew out of Brenneman's writings and blog entries that "all had a certain theme of everyday transcendence — these personal 'aha' moments when your own personal heavens open up, and you learn something new."

Returning to the A.R.T. represents a type of homecoming for the show's star and its director. "I had love affairs, I wrote papers, I lived on the Loeb stage," recalled

Brenneman, whose love for acting intensified while at Harvard. She performed in a number of productions as an undergraduate and co-founded the Cornerstone Theater Company, a touring production troupe that brings contemporary and classic plays to American towns and encourages the community to get involved.

Peck's interest in the arts also developed in tandem with a strong interest in community. While at Harvard, she created CityStep, a performing arts program that brings teams of undergraduates into public schools to teach and perform with kids.

(When she was nearing graduation, Peck chose a young, energetic student to help lead the program: namely, Diane Paulus, the current artistic director of the A.R.T.)

Brenneman and Peck forged a connection during Brenneman's first semester of her freshman year, working on the musical "Working" at the Loeb, followed by collaborations on several productions for the Cornerstone Theater.

They developed "Mouth Wide Open" during a residency at The Yard on Martha's Vineyard last summer. The piece was updated for the A.R.T. production. Over the last year Brenneman added to the work, expanding on her experience with illness.

But the physicality of the show hasn't changed. Drawing on her training in dance, Peck wove elements of movement throughout the work to "convey what words cannot in certain moments."

"At one point, we use movement to explore [Amy's] journey down the red carpet ... and how distorted the body really has to be in those poses for her to achieve the seemingly relaxed and effortless look," Peck said.

As Brenneman's illness progresses, the show revisits the red carpet and uses movement "as a metaphor," said Peck, "for the torture that [Amy] is experiencing."

"As an actress — and a human being — Amy is always interested in what's beneath the surface. She is one of those people who brings you instantly to the heart of an emotional issue. ... She is so powerful with such a great sense of relaxation and command of the stage. She is just an extraordinary performer."

Written by Amy Brenneman '87 (far left) and co-created and directed by her longtime collaborator Sabrina Peck '84, "Mouth Wide Open" draws on Brenneman's personal struggle for balance and spirituality amid the pressures of celebrity and illness.



Photo by Rose Lincoln | Harvard Staff Photographer

STUDENT VOICE



Jumping into the pool

A graduating student recalls how immersing herself in theater helped to change her College experiences.

By Madeleine Bennett '11

Curtain up on the Adams Pool Theatre, former home of the naked swim, now home to undergraduate directors creative enough to practice theater where Franklin Roosevelt practiced his breaststroke. Enter, stage left, a spring semester senior crazy enough to write, direct, and stage an adapted work in this performance space, where the audience sits on a ramp that used to lead into the water, and the actors are in the deep end (or off it).

Preproduction of “Take Her, She’s Mine” began last October. I found the script in the Widener Library stacks and was struck by its thematic relevance. The show, a 1961 Broadway hit, follows a California girl to a fictional women’s college, dramatizing her experience with her cautious father, sophisticated roommates, changing times, and Ivy League boys. Women have taken vast strides in the 50 years since the original production, but the play’s depiction of the female Ivy League experience felt surprisingly familiar.

I set to work on an adaptation, “Take Her, She’s Mine

— Revisited, the 50th Anniversary.” The play was vintage, but we made stylistic and interpretive decisions with a modern eye. We brought in veteran Harvard actors, cast some first-timers, and gave a couple of varsity lacrosse players their big breaks playing Harvard men. We set our version at Radcliffe, rewrote the dotting-father character, spiced up the jokes, and worked in a sexy soundtrack of ’60s songs.

The production got off to a swimming start, but soon encountered resistance. Rehearsal space was elusive, funds were scarce, and the pool theater’s limited technical capabilities and one-week residency policy demanded meticulous planning. The cast and crew rose to the challenge, working around the clock, improvising solutions, making academic sacrifices, and committing time and money to the show. In the end, it was a hit. We exceeded capacity for every performance and added a preview audience (mostly friends, family, and the lacrosse team).

The project was transformative. The new actors all

want to act again, the seniors wish they had started on stage sooner, and I hope to continue directing after graduation. But, as enlightening and satisfying as the show was, it also demonstrates the difficulties in students’ creating theater on campus.

Theater here is often kind of a guerrilla operation. The Harvard-Radcliffe Dramatic Club (HRDC) hosts more than 40 undergraduate productions annually, and that doesn’t include the dance, improv, and a cappella shows happening almost every weekend. The campus teems with creativity and talent, and the HRDC supports the dizzying parade of loads and strikes of productions that take place in the Loeb, Ex, Agassiz, New College, and Pool theaters. But the balance between creativity and resources still seems off. High demand for venues explains why you see a full-fledged production of “Cosi fan Tutti” in Lowell Dining Hall, and why my company and I spent two months rehearsing in a squash court. To develop as a serious, preprofessional director, producer, or

technician on campus is a challenge requiring personal initiative, unfaltering commitment, immense resourcefulness, and a network of supporters. It’s not unlike staging a play in a pool.

During my freshman year, I played Aphrodite in a Harvard production of “Metamorphoses” (coincidentally, also a play in a pool, this one built and filled with water in the Loeb). As the cast lounged around in Greek headdresses and bathing suits, the seniors told me how lucky I was to be a new freshman at Harvard. It was 2007 and drama was on the rise, and an arts task force was pushing forward initiatives to expand course offerings in theater. The Undergraduate Council was going to provide more funding for productions, and the Office of Career Services was encouraging students to pursue careers in the arts. Four years later, lounging poolside at our rehearsals, I was telling the freshmen in my cast something similar.

“All the world is a stage,” and one of the things I love about theater is that it can happen anywhere — in parks, in barns, on rocky cliffs, on ships at sea, and in swimming pools. However, given the size, scope, and influence of the institution, I hope Harvard continues to find permanent spaces for theater in the lives and studies of undergraduates.

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.

Not black and white

During a trip to the Museum of Science, Harvard College Dean Evelyn M. Hammonds and students from her freshman seminar revisited many of the issues they explored in her fall class.

By Paul Massari | Harvard Staff Writer

Four Harvard College freshmen huddled around an iPad, trying to identify the race of the man in the picture before them. It was harder than they thought it would be.

“That’s not a race,” said Rachel Gladstone as she looked at one of the choices on the bottom of the screen.

“He’s Jewish,” said Morgan Matthews.

“Look, you say what it is, and we’ll choose something else,” joked Luka Oreskovic.

“How about Red Sox Nation?” asked Jermaine Heath. (It was, to be fair, an actual choice.)

The four were playing a learning game designed for “Race: Are We So Different?,” an exhibit at Boston’s Museum of Science (MOS) that tells the story of race in the United States by exploring the science of human variation, the history of the idea of race, and contemporary experience. The students visited the MOS in May on a field trip organized by Harvard College Dean Evelyn M. Hammonds, their teacher last fall for the freshman seminar “The Concept of Race in Science and Medicine in the United States.”

“This exhibit is really an extension of the discussion we had in my course about how we organize our societies,” said Hammonds, the Barbara Gutmann Rosenkrantz Professor of the History of Science and professor of African and African-American studies. “The goal for students is to understand that race is a human construct, and to be aware of the way that notions about race shape the world around them, which is filled with people of all colors and people who are different in various kinds of ways.”

Gladstone said she was surprised to discover her own misconceptions about race when she took Hammonds’ seminar.

“We watched a video about kids who were doing an experiment,” Gladstone said. “They took their DNA and sequenced it. They were all different races and they tried to predict whose DNA would be most similar in sequence to each other. I realized that I had preconceptions also about these two people of the



Freshman Jermaine Heath (top photo) examined a display at the Museum of Science’s exhibit “Race: Are We So Different?” while fellow student Morgan Matthews (above) learned how the U.S. census had changed racial categories over time. Matthews said that Hammonds’ class and the exhibit made her reconsider some of the ideas that she grew up with.

same race. I thought that they would have a more similar DNA sequence, but it turned out that actually that wasn’t the case at all. There are physical differences between people, but the fact is that the majority of our DNA sequence is the same, even between people who look different.”

At the MOS exhibit, Gladstone’s classmate Heath read about sickle cell anemia and learned that, while it disproportionately affects African Americans in the United States, the disease itself is tied to place, rather than ethnicity. (The gene that causes sickle cell also provides protection against malaria, which mostly occurs in sub-Saharan Africa.) He said the exhibit made him think about the implications of race-based medicine.

“There are some underlying problems when you assume that, based only on race, some health prob-

lems — for example, heart disease and hypertension among African Americans — will always exist,” he said. “I think that genetic, evidence-based medicine would be a real advance, but right now, I think we tend to interpret results from our own perspective or a false perspective. We may have helpful data, but we’ll interpret it to be about things that are not naturally occurring.”

The students in Hammonds’ class were themselves a diverse bunch. Heath grew up in Brooklyn, N.Y., the son of Jamaican immigrant parents. Other students in the class were from Africa or of Asian descent. Matthews looked at a display that showed the world’s genetic diversity and its origins in Africa and reflected on her own experience.

“In science sometimes you classify by geographic origin,” she said. “But for me, I’m Canadian. I’m also





Harvard College Dean Evelyn M. Hammonds (right) brought students from her fall freshman seminar, including Rachel Gladstone (left) and Luka Oreskovic (center), to the exhibit, which served as an “extension of the discussion” they had in class.

heavily identified with the fact that my mom’s black and my dad’s white. My geographic origin would probably be Ireland or Africa. Here at the exhibit, you see how people classify themselves, which may not be how scientists would classify them. And how we classify people really affects the science that we’re doing.”

Hammonds — a member of the MOS board of directors who returned to the exhibit on May 10 to host a conversation on race with award-winning actress Anna Deavere Smith — said that many young people don’t experience racism or discrimination in the same ways that their parents or grandparents did. The fact that students have grown up in a more diverse society is a good thing, but it can also make it hard for young people to identify the ways that race continues to shape the world around them. As an example, she pointed to President Barack Obama, a symbol to some of a post-racial society. Hammonds noted that the president is usually considered black or half-black, rather than white or half-white, a distinction that has more to do with our notions of race than with science.

“Biologically, he’s as white as he is black,” she said. “He can’t call himself white, though, because he is phenotypically not white. That has to do with the way we understand people and the way we look at difference as a part of our world. We think that the legacy of racial difference is history, but it still plays out in our contemporary culture every day.”

Matthews stood in front of a display that showed how the U.S. census had changed racial categories over time. She said that the class and the exhibit made her reconsider some of the ideas that she grew up with.

“Race was always a concept that was just kind of accepted,” she said. “It’s something from birth that’s so ingrained in you. The class really challenged that notion. There’s a lot of nuance. It’s not just black and white.”

Sharing excitement for learning

Undergrads who are mentors at the Harvard Allston Ed Portal say that in the end they learned as much as the youngsters they helped.

By Alison Brissette | HPAC Communications

A year from now, Harvard senior Lam Pham plans to be teaching and researching higher education in Vietnam. Senior Qi Yu expects to be in a library engrossed in her first year of med-school studies, and senior Abby Schiff likely will be in a lab conducting HIV research for a vaccine against AIDS. As they pursue different paths, they take with them their shared experiences of serving as mentors to local school-children through the Harvard Allston Education Portal.

Established in 2008, the Ed Portal brings Harvard’s strengths of teaching and research to the Allston-Brighton community. Each year more than 20 undergraduates provide free mentoring in science, math, and writing to more than 100 neighborhood children. The Ed Portal has helped to foster a passion for education, leadership, and public service among the undergraduate mentors. Half of the mentors are graduating this May and are going on to pursue professions as doctors, researchers, and educators, including three who have accepted teaching positions through Teach for America.

Under the leadership of Ed Portal’s faculty director Robert Lue, professor of the practice of molecular and cellular biology, as well as director of life sciences education, the mentors gain experience practicing teaching methods and serving as role models to the students.

“The Ed Portal provides an opportunity for undergraduates to use their knowledge and experiences to enliven the minds of young people,” said Lue, “to ignite in their mentees a passion and curiosity for learning and to open their eyes to new possibilities.”

Pham’s appreciation for teaching grew through his experiences as a mentor over the past two years. During his time at Harvard, he realized that working in a lab wasn’t what he wanted to do. But he knew he wanted always to have science in his life. As a science mentor, he began to see how versatile and engaging teaching can be. He tailored his mentoring sessions to meet the students’ interests and skill levels and to strike a balance to make learning both informative and fun.

“There is a wealth of ideas that come out of the Ed Portal about different ways to excite kids. I feel like I’m learning a lot,” said Pham. In the future, he could see himself on the administrative side of education or helping to improve how science education is taught in schools. “Working with children and teaching is a puzzle I like to solve,” he said.

zle I like to solve,” he said.

Schiff served as an Ed Portal mentor for three-plus years and saw her teaching style improve and become more cohesive from her first semester mentoring to her last this spring. “I’ve learned so much from every student I’ve worked with, from one semester to years of working with the kids,” said Schiff. “They bring a passion and energy that always revitalizes me and reminds me of why I love science.”

Schiff recalled a moment when one of her mentees asked her if you could see science in everything and the awe the student had when she realized that even a light bulb radiates science. “It has helped to instill a sense of wonder in the way that I see things too,” said Schiff.

For mentor Yu, she appreciated the network the Ed Portal provided and the continuity of having a place to go every week to refine her teaching skills. Through the portal, she was able to let her imagination run wild and do a wide range of science experiments with the children. “I hope that whatever the reason they come in, they go out thinking they can do anything, because they can,” said Yu. “I want them to come out learning science and math and thinking, ‘Wow. This is fun. I can do this. I can excel at this.’”



Online ► More on mentors: <http://edportal.harvard.edu/youth-programs/harvard-allston-mentors>



Ed Portal mentor Abby Schiff '11 teaches Allston-Brighton resident Garson Leis, 8, how to emulate a volcanic eruption during a science mentoring class.

STAFF PROFILE

Some things never change about Commencement: the hordes of parents, a sea of black and crimson robes, throngs of excited seniors loitering nervously in towering heels or stiffly collared shirts.

And, for as long as most people involved in the ceremony can remember, Mike Lichten has been among them, taking on the daunting task of shepherding graduates on the big morning.

“It turns out they’re not all that interested in regimentation,” he said with a wry smile.

If Commencement is about tradition, and tradition depends on continuity, then Lichten is one of the living symbols of Harvard’s annual Morning Exercises.

Every year for the past quarter-century, Lichten has donned a cap and gown and reported for duty at 6:45 a.m. to serve among the marshal’s aides, a group of Commencement volunteers who direct guests and lead the procession of graduating students into Tercentenary Theatre.

“He’s one of those unsung heroes,” said Grace Scheibner, the University’s Commencement director.

Lichten oversees the rear Houses — this year, Winthrop, Adams, Cabot, Currier, Dudley, and Dunster — as the participants walk from the John Harvard Statue around University Hall and file into their seats. But he has also taken on an informal role as senior adviser among the marshal’s aides after so many years.

“As Grace says, I’m one of the few people who knows what everyone is supposed to be doing and where they’re supposed to be,” Lichten said.

Lichten came to Harvard in 1981 from Denver to handle the Faculty of Arts and Sciences’ (FAS) energy conservation efforts, but moved into the job of Commencement director three years after he arrived.

In 1986, the year of Harvard’s 350th anniversary celebration, he took on the task of having a new tent designed and built for Tercentenary Theatre.

“It was originally a very old-style canvas tent, like a circus tent, and when it rained it would puddle,” he said. “Sometimes it would get so heavy we’d send a tradesman out with a long pole with a knife on the end to cut a hole in it and release all the water.”

The new tent design allowed for a center span of 60 feet between poles, mimicking the outriggers of a sailboat mast. It is still in use, and will keep President Drew Faust, the honorary degree recipients, and major guests dry if it rains.

Bringing up the rear

Mike Lichten, FAS associate dean for physical resources and planning, has shepherded graduating seniors through Commencement exercises for a quarter century.

By Katie Koch | Harvard Staff Writer



In 1987, Lichten gave up his official Commencement planning role to become the director of operations for FAS’s Office of Physical Resources and Planning, where he is now associate dean. He oversees FAS’s space planning, construction management, and operations teams and has helped orchestrate the building of the New College Theatre, the Center for Government and International Studies, the Laboratory for Integrated Science and Engineering, and Queen’s Head Pub, among other projects.

But Commencement remains a special time for Lichten. “I just like being part of this celebration of the students’ four years of working so hard,” he said. “It’s a fun day, and it’s a little bit different from everyday work.”

Lichten has seen a lot of Commencement speeches over the years, but Harry Potter author J.K. Rowling’s 2008 address on the “benefits of failure” remains his favorite.

“Here you’d think having the president of a country [speak] would really strike you as impressive, but I thought hers was just the greatest speech,” he said.

He’s also lived through plenty of minor mishaps —

perhaps unsurprising given that there are no practice runs for the Commencement procession. At the University’s 350th anniversary celebration, Lichten had to deliver a message from the chief of police to the University’s general counsel, who was already sitting up on the platform. As Lichten crawled over a row of dignitaries in their seats, he tripped over a stray foot and nearly fell on then-Secretary of State George Shultz as Schultz was approaching the podium to speak.

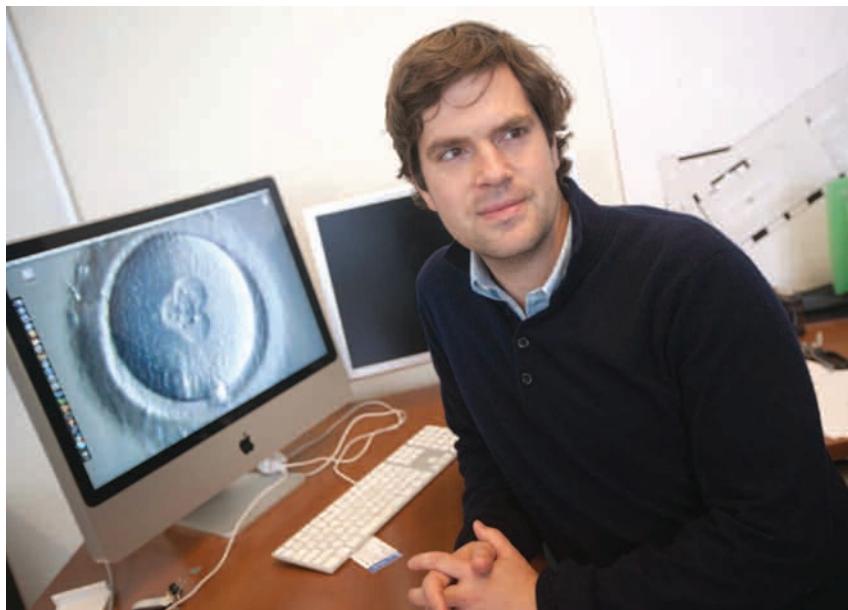
“I didn’t knock him over, but it stuck in my memory for a long time,” he said.

But Lichten doesn’t mind the occasional flub. At Commencement, celebration bordering on chaos is the point.

“I don’t think anyone notices except me,” he said.

“As Grace [Scheibner, the University’s Commencement director] says, I’m one of the few people who knows what everyone is supposed to be doing and where they’re supposed to be,” said Mike Lichten, the associate dean for FAS’s Office of Physical Resources and Planning.

Photo by Rose Lincoln | Harvard Staff Photographer



Kevin Eggan (far left) and David Elmer bring an award-winning touch to their teaching.

Two are Abramson winners

Kevin Eggan, associate professor of stem cell and regenerative biology, and David Elmer, assistant professor of the classics, are the winners of the 2011 Roslyn Abramson Award for excellence in undergraduate teaching.

By Paul Massari | Harvard Staff Writer

Kevin Eggan, associate professor of stem cell and regenerative biology, brings undergraduates to the frontiers of life science. David Elmer, assistant professor of the classics, takes students back through some of Western culture's most ancient and honored texts. This year, the two members of Harvard's Faculty of Arts and Sciences (FAS) have something in common: They're both winners of a 2011 Roslyn Abramson Award for excellence in undergraduate teaching.

"David Elmer and Kevin Eggan may have different areas of research, but they share a love of teaching," said FAS Dean Michael D. Smith, the John H. Finley Jr. Professor of Engineering and Applied Sciences. "Each is an outstanding scholar who also has the ability to communicate knowledge in a way that ignites in students the passion that these faculty feel for their respective fields. They embody a Harvard education at its best. I offer my congratulations to David and Kevin for an honor well-deserved."

The \$9,500 award, established with a gift from Edward Abramson '57 in honor of his mother, is given annually in recognition of "excellence and sensitivity in teaching undergraduates." Recipients, drawn exclusively from FAS, are chosen on the basis of their ability to communicate with and inspire undergraduates, their accessibility, and their dedication to teaching.

Kevin Eggan's popular undergraduate course, "Human Genetics: Mining Our Genomes for an Understanding of Human Variation and Disease," teaches students some of the fundamentals of cellular biology through the lens of the developing and aging human body. Eggan says he tries to put the principles of life science into a context that people care most about: their health.

"We can learn a lot about biology from the things that

FACULTY PROFILES

go wrong with us," Eggan says. "When there's a congenital malformation — say, someone's eyes are too close or too far apart — we have a chance to see what went wrong and to uncover the biology behind it. I try to show students how we use genetic thinking to solve biological problems and to identify what's causing disease."

Eggan says that the most rewarding aspect of teaching is the feeling of satisfaction that comes from helping students work through a difficult concept. Because undergraduates often approach a problem or idea for the first time in his class, their untrained eyes also provide new insights.

"Undergraduates always look at things with very fresh eyes," he says. "When they look at something for the first time, they see it in a completely different way, unencumbered by the failures of others. It makes me look at things differently too."

Some of those undergraduates may share the benefit of Eggan's award this summer, as he plans to use the prize money to support researchers in his lab.

"More and more Harvard undergrads are excited about working in a lab over the summer and during the school year too," he says. "It seems like there are always more students than money, so this will be a great way to supplement our funds."

David Elmer's challenge in teaching the classics of ancient Greece and Rome is that undergraduates are both too far from and too close to the subject matter.

"It is always challenging to get students to feel a sense of connection with a distant civilization," he explains. "At the same time, I think many students feel a deceptive familiarity with the Greeks and Romans, since our own culture is pervaded by images

and symbols of the ancient world. The real task is to get students to understand both what they have in common with ancient readers and writers, and the deep strangeness of the Greeks and Romans."

Students' encounters with the "strangeness" of Greek and Roman culture, Elmer says, also leads to teaching's greatest reward: a "shared sense of wonder and excitement."

"I think teaching provides the best opportunity to see the power of ideas in action," he says. "There is really nothing more rewarding for me than seeing how undergraduates take up the ideas we discuss in the classroom and make them meaningful for their own lives and experience."

Elmer realizes that few of his students will go on to be classics professors, but rankles at what he calls the "pernicious tendency" in education to define the value of knowledge exclusively by its workplace potential.

"I happen to be very committed to the ideals of the traditional liberal arts education, which values the cultivation of thinking for its own sake," he says. "I believe that the quality of our daily lives is directly related to the richness of our mental lives. Classics is particularly well suited to developing such richness, and can be a model for how to come to a deep understanding by applying a potentially unlimited set of methods and perspectives. This is a valuable skill that can readily be transferred to all areas of life."

As for the award money, Elmer says that he hopes to hire an undergraduate assistant to help with research and course development, not just to help shoulder some of the workload, but also to provide him with another opportunity to teach.

"Research assistantships are, I think, another form of teaching," he says. "Research not only guides teaching by providing the raw material for what happens in the classroom; it also helps to draw students into the pursuit of knowledge. Students really respond to the challenge and excitement of an open research question. In fact, in teaching as well as in research, I think it could be said that the presentation of a problem is often more important than the presentation of the solution. Assistantships are a great way to integrate the University's teaching and research missions."

Newsmakers



FOUR HBS STUDENTS WIN DEAN'S AWARD FOR SERVICE
Four members of the Harvard Business School (HBS) M.B.A. Class of 2011 have been named winners of the School's prestigious Dean's Award. The recipients, who will be recognized as members of two teams by HBS Dean **Nitin Nohria** at Commencement ceremonies this afternoon (May 26) on the HBS campus, are **Andrea M. Ellwood**, **Brett C. Gibson**, **Kathleen M. Hebert**, and **Justine K. Lelchuk**.



Established in 1997, this annual award celebrates the extraordinary achievements of graduating students who have made a positive impact on Harvard, Harvard Business School, and/or broader communities. True to the M.B.A. program's mission, they have also contributed to the well-being of society through exceptional acts of leadership.

Nominations come from the HBS community. A selection committee comprising faculty, administrators, and students then makes recommendations to the dean, who selects the recipients.

"Our students have long shown their passion for Harvard Business School and their commitment to making the experience here as enriching as possible," said Nohria. "This award is unique in that it recognizes the efforts people make outside the classroom. We are very proud of what these exceptional students have accomplished during their two years at Harvard Business School. They have demonstrated their leadership and in the process contributed in meaningful and lasting ways to our community."

APS ELECTS FOUR FROM HARVARD

The American Philosophical Society, the oldest learned society in the United States, recently elected four new members from Harvard into this year's class of scholars.

The society, founded in 1743 by Benjamin Franklin for the purpose of "promoting useful knowledge," honors and engages distinguished scientists, humanists, social scientists, and leaders in civic and cultural affairs through elected membership and opportunities for interdisciplinary intellectual fellowship, particularly in the semiannual meetings in Philadelphia. Since 1900, more than 240 members have received the Nobel Prize.

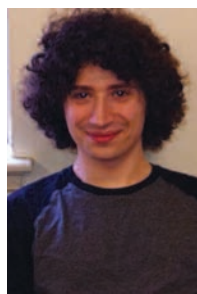
This year's elected members from Harvard:

Ben Heineman, senior fellow, Belfer Center for Science and International Affairs; distinguished senior fellow, Harvard Law School

Sarah Blaffer Hrdy, associate of the Peabody Museum of Archaeology and Ethnology; **Robert Sampson**, Henry Ford II Professor of the Social Sciences; and **Patrick Thaddeus**, Robert Wheeler Willson Professor of Applied Astronomy.

BSC PRESENTS JOSEPH L. BARRETT AWARD

David Gootenberg '11, a chemical and physical biology concentrator,



Gootenberg

was presented with the Joseph L. Barrett Award at a special ceremony May 2. The Barrett Award is given by the Bureau of Study Counsel (BSC) in memory of Joseph L. Barrett '73 to honor exceptional students who generously give their time and support to assist their peers in developing more meaningful academic and university experiences.

Gootenberg serves as a peer tutor at the BSC and was cited for his commitment to ongoing learning and for modeling a spirit of inquiry and self-reflection for the other peer tutors. In presenting the award, the BSC thanked Gootenberg for his extraordinary service and wished him well as he continues to pursue excellence in teaching and learning.

CENTER FOR JEWISH STUDIES AWARDS SENIORS

The Center for Jewish Studies at Harvard University has announced the recipients of the 2011 Norman Podhoretz Prize in Jewish Studies and the 2011 Selma and Lewis Weinstein Prize in Jewish Studies.

Emily Shire '11 won this year's Norman Podhoretz Prize in Jewish Studies for her essay "Interwar K kosher Cookbooks: Recipes for Jewish-American Identity." This award is given to the student who submits the best essay, feature article, or short story on a Jewish theme. A tribute to Norman Podhoretz, editor of Commentary magazine from 1960 to 1995, the prize is sponsored by the Ernest H. Weiner Fund at the American Jewish Committee.

Benjamin Lerner '11 and **Avishai Don** '12 both won this year's Selma and Lewis Weinstein Prize in Jewish Studies. Lerner's entry was "On the Origin of the Jewish Defense League: How the Holocaust, Counterculture, and Identity Politics Shaped an Aberrant Jewish Group" and Don's entry was "Slaying Goliath at Camp David: An Analysis of Camp David I and Camp David II." The Weinstein Prize is given to the student who submits the best undergraduate essay in Jewish studies, and was established by Lewis H. Weinstein '27, LL.B. '30.

JOURNALISM SOCIETY AWARDS HARVARD CRIMSON

The Society of Professional Journalists named **The Harvard Crimson** the national winner in the editorial writing category as part of its Mark of Excellence competition. This award coincides with the Crimson editorial board's 100th anniversary. For more information on the award, visit <https://www.spj.org/moe10.asp>.

EXTENSION SCHOOL TO HOST INFO SESSION

Harvard Extension School will host a general information session on June 15 from 5:00 to 9 p.m. in Memorial Hall and the Science Center. The session is designed for anyone interested in learning more about the School and its offerings, which include professional degree programs and more than 600 courses in liberal arts. To register, visit http://www.extension.harvard.edu/programs/info_reg.jsp.

WESTERN NAMED WIENER CENTER DIRECTOR

Sociologist **Bruce Western** has been named faculty director at Harvard Kennedy School's **Malcolm Wiener Center for Social Policy**. Western will succeed Julie Wilson, who has served as director since 1993, beginning on Aug. 1. Wilson will remain an integral part of the center and its work as she will continue to serve the School as Harry Kahn Senior Lecturer in Social Policy. Western is professor of sociology at Har-

vard College. To read the full release, visit <http://www.hks.harvard.edu/centers/wiener>.

DAVID AXELROD JOINS IOP BOARD

The Institute of Politics (IOP) at Harvard Kennedy School has added another prominent political practitioner to its Senior Advisory Committee: **David Axelrod**.

Axelrod, senior strategist, Barack Obama 2012, and former senior adviser to President Obama, began his three-year appointment by participating at the IOP's biannual committee meeting in Cambridge on May 5. The committee, chaired by Caroline Kennedy, is responsible for guiding and advising institute staff toward fulfillment of the IOP's mission of inspiring young people to careers in politics and public service.

"The IOP is dedicated to inspire young leaders to take up careers in politics and public life; I can't think of a more important mission and I'm honored to be part of it," said Axelrod.

FARMERS' MARKETS TO RETURN IN JUNE

The popular Harvard Farmers' Market will return to campus on June 14. Held every Tuesday on the Science Center lawn, from noon to 6 p.m., the market brings fresh, locally grown produce, baked goods, cheese, maple syrup, chocolate, and other treats to the Harvard and local communities. The market will run through Oct. 25.

The Harvard Allston Farmers' Market, held at the intersection of North Harvard Street and Western Avenue in Allston, returns from June 17 through Oct. 28. For more information, visit http://www.dining.harvard.edu/flp/ag_market.html.

GARDNER BESTOWED PRINCE OF ASTURIAS AWARD FOR SOCIAL SCIENCES

Howard Gardner has been bestowed with the 2011 Prince of Asturias Award for Social Sciences, an award that honors individuals whose research has significantly contributed to the progress of their field and to humankind. Gardner is the John H. and Elisabeth A. Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education. Gardner will receive the award at a ceremony in October.

RESEARCH PAPERS DRAW ACCLAIM

The **Harvard Environmental Economics Program** has awarded three prizes to Harvard students for the best research papers addressing a topic in environmental, energy, or resource economics — one prize each for a senior thesis, master's student paper, and doctoral student paper. Each prize was accompanied by a monetary award.

The program is a University-wide initiative based in the **Harvard Kennedy School's Mossavar-Rahmani Center for Business and Government** that seeks to develop innovative answers to today's complex environmental challenges.

The James M. and Cathleen D. Stone Prize for the Best Senior Thesis, Jackson Salovaara, "Coal to Natural Gas Fuel Switching and CO₂ Emissions Reduction"

The Christopher P. Kaneb Prize for the Best Paper by a Master's Student

The prize was shared among the authors of two papers: **Jonathan Glassman** and **Vilas Rao**, "Evaluating the Economic Benefits and Future Opportunities of the Maine Island Trail Association"

Torben Mideksa, "The Economic Impact of Oil Endowment: The Case of Norway"

The Enel Endowment Prize for the Best Paper by a Doctoral Student

The prize was shared between the authors of two papers: **Sounman Hong** (with **Thummim Cho**), "Induced Innovation in Auto Industry: Marginal Cost of Quality Approach"

Matthew Ranson, "Rational Climate Skepticism and Non-Convergent Beliefs"

KAVANAGH RECEIVES GRANT FOR HIV RESEARCH

The **Bill & Melinda Gates Foundation** announced the winners of Round 6 of its Grand Challenges Explorations initiative. Daniel G. Kavanagh, a member of the faculty at the Ragon Institute of Massachusetts General Hospital, Massachusetts Institute of Technology, and Harvard, is one of 88 recipients of these \$100,000 grants, which fund research to benefit global health and development.

Grand Challenges Explorations funds scientists and researchers worldwide to explore ideas that can break the mold in how we solve persistent global health and development challenges.

To receive funding, Kavanagh and other winners demonstrated in a two-page online application a bold idea in one of five critical global health and development topic areas: polio eradication, HIV, sanitation, family health technologies, and mobile health. The project supported by this award — “Identification of Candidate Markers of HIV Latency” — will develop new methods to detect and characterize rare cells that are latently infected with HIV in patients on antiretroviral drug treatment.

NINE FROM HARVARD NAMED RAPPAPORT FELLOWS

Seven Harvard graduate students are among the 14 local graduate students who will spend the summer working in key state and local agencies as **Rappaport Public Policy Fellows** or **Radcliffe/Rappaport Doctoral Policy Fellows**. In addition, two Harvard Law School students will spend the summer in a parallel program for a dozen law students.

Now in its 11th year, the Rappaport Public Policy Fellowship is a unique program that gives talented young graduate students from throughout Greater Boston the opportunity to help public officials address key problems and, in doing so, to learn more about how public policy is created and implemented. The fellowship is funded and administered by Harvard’s Rappaport Institute for Greater Boston, which strives to improve the governance of the region by strengthening connections between scholars, students, officials, and civic leaders.

The nine Harvard students who will be Rappaport Fellows are **Ali Alhassani, Danielle Cerny, Felicia Cote, Kia Davis, Dan Futrell, Jessica Goldberg, Zachary Hughes, Jessica Simes,** and **Nicole Simon**.

RUBIN AWARDED HONORARY DOCTORATE

Donald B. Rubin, John L. Loeb Professor of Statistics, has been awarded an honorary doctorate by the Faculty of Social Sciences and Economics, Otto-Friedrich-Universität Bamberg, Germany, in recognition of his work in the social sciences and economics, and, in particular, for his outstanding contributions to the field of applied statistics. The award ceremony will be held May 31.

THREE STUDENT ESSAYS HONORED

The Department of Slavic Languages and Literatures recently awarded three **V.M. Setchkarev Memorial Prizes** of \$500 each at its spring reception in May. Two of the prizes went to graduate students **Tatyana Gershkovich** for her paper titled “Infecting, Simulating, Judging: Tolstoy’s Theory of Art” and **Philipp Penka** for his paper “‘Zima erezicheskaja na dvore’: Theology and Literary Styles in the Life of the Archpriest Awakum.” **Didar Kul-Mukhammed**, an undergraduate, also received a prize for her paper “The Lacerations of Insects and Spiders.”

HUNT WINS WOMEN OF DISTINCTION AWARD

Ambassador **Swanee Hunt**, founder and former director of Harvard’s Women and Public Policy Program and the Eleanor Roosevelt Lecturer in Public Policy at Harvard Kennedy School, will receive a **Women of Distinction Award** at a ceremony at the University of Maryland, College Park, on June 2 during the National Conference for College Women Student Leaders.

The Women of Distinction Awards pay tribute to women lead-

ers who have made extraordinary contributions in their professions or their communities. The award winners are leaders in their fields, innovators of unique programs and services, and lifelong advocates for promoting equity for women and girls everywhere.

NATIONAL ACADEMY OF ENGINEERING ELECTS NARAYANAMURTI

Venkatesh (Venky) Narayanamurti, Benjamin Peirce Professor of Technology and Public Policy at the Harvard School of Engineering and Applied Sciences, has been elected as a foreign secretary of the National Academy of Engineering. Narayanamurti will serve a four-year term beginning July 1.

CES ANNOUNCES STUDENT GRANT WINNERS

The **Center for European Studies** has announced its 2011-12 student grant winners, continuing its long tradition of promoting and funding student research on political, historical, economic, social, cultural, and intellectual trends in modern or contemporary Europe. Thirty-nine undergraduates will pursue thesis research and internships in Europe this summer, while 16 graduate students have been awarded support for their dissertations over the coming year.

CES undergraduate senior thesis travel grants fund summer research in Europe for juniors in the Harvard Faculty of Arts and Sciences preparing senior theses. Graduate summer travel grants and graduate dissertation research fellowships fund students who plan to spend either a summer or up to a year in Europe conducting dissertation research, while graduate dissertation writing fellowships are intended to support doctoral candidates as they complete their dissertations. These grants and fellowships are funded by the Krupp Foundation and by the Minda de Gunzburg Center for European Studies. For more information about the grant winners, visit <http://ces.fas.harvard.edu>.

EDMOND J. SAFRA CENTER FOR ETHICS ANNOUNCES FELLOWS

The Edmond J. Safra Center for Ethics has announced its Edmond J. Safra Lab and Network Fellows and Edmond J. Safra Graduate Fellows in Ethics.

The **Edmond J. Safra Lab and Network Fellows** will work under the auspices of the Center’s Research Lab, which aims to address the issue of institutional corruption in a way that is of practical benefit to institutions of government and society. Fellows were selected from a pool of applicants from colleges, universities, and professional institutions throughout the United States and the world, and include a broad mix of scholars and professionals whose projects focus on topics such as campaign finance reform, conflicts of interest, public trust, and open government, among many others. Fellows will spend the year participating in the center seminar, pursuing research on institutional corruption, and contributing generally to the collegial life of the lab and University.

In addition, eight Harvard graduate students have been named **Edmond J. Safra Graduate Fellows in Ethics**. These fellowships are awarded to outstanding students who are writing dissertations on philosophical topics relevant to political and professional practice. These fellows devote their time to an approved course of study in practical ethics and participate in a weekly ethics seminar. **Frances Kamm**, Lucius Littauer Professor of Philosophy and Public Policy at Harvard Kennedy School and professor of philosophy in the Harvard Philosophy Department, will join the seminar as senior scholar in ethics.

The center, established in 1986, is one of the University’s interfaculty initiatives. By promoting a perspective informed by both theory and practice, the center helps to meet the growing need for teachers, scholars, and leaders who address questions of moral choice in the professions and public life more generally. For more information and a list of the fellows, visit <http://www.ethics.harvard.edu>.

MEMORIAL MINUTES**Barrington Moore Jr.**
Faculty of Arts and Sciences

At a Meeting of the Faculty of Arts and Sciences on May 3, the Minute honoring the life and service of the late Barrington Moore Jr., retired Senior Research Fellow in the Russian Research Center and Senior Lec-

turer on Sociology, was placed upon the records. Moore was a leader in comparative historical sociology and comparative politics.

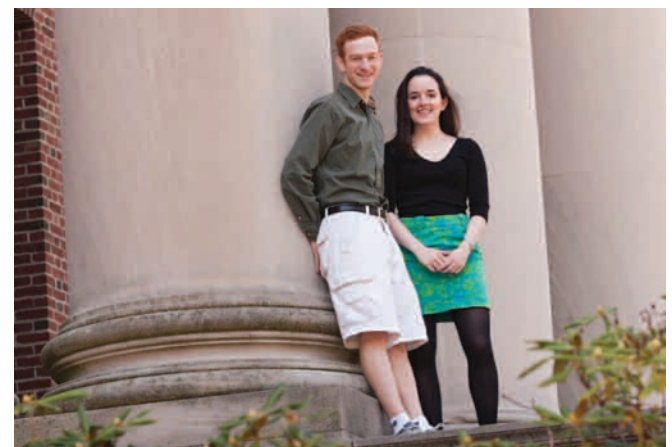
To read the full Memorial Minute, visit <http://hvd.gs/81227>.

John Lemuel Bethune
Harvard Medical School

John Lemuel “Lem” Bethune was born in Baddeck, Nova Scotia in 1926 and died on June 14, 2008 at the age of 82 in Barnstable, MA. Lem received his Ph.D. in 1961 and moved to Boston and Harvard Medical School to join

the Biophysics Research Laboratory under the direction of Bert Vallee and located in the Peter Bent Brigham Hospital.

To read the full Memorial Minute, visit <http://hvd.gs/82386>.



Marcel Moran '11 of Eliot House and Annie Douglas '11 of Adams House have been named this year’s David and Mimi Aloian Memorial Scholars. The two will be honored at the Harvard Alumni Association’s (HAA) fall dinner. The criteria for the awards reflect the traits valued and embodied by the late David and Mimi Aloian — thoughtful leadership that makes the College an exciting place in which to live and study, and special contributions to the quality of life in the Houses. David Aloian was the HAA’s executive director, and he and his wife Mary ‘Mimi’ Aloian served as masters of Quincy House from 1981 to 1986.

Supporting students' work in Asia

Grants from six sources assist in scholarship, research, and travel. Scan QR codes to read about the programs, recipients, and their work.

ASIA CENTER TO SUPPORT SUMMER TRAVEL FOR 68 STUDENTS

The Harvard University Asia Center was established in 1997 to reflect Harvard's deep commitment to Asia and the growing connections between Asian nations. An important aspect of the center's mission is the support of undergraduate and graduate summer projects abroad. This summer, the Asia Center will fund 68 students traveling to east, south, and southeast Asia to conduct research, participate in internships, and pursue intensive language study.



Harvard's study of Asia is spread across the University's departments and Schools, and a wide array of disciplines comes together under the auspices of the Asia Center. Through such a convergence, the center brings a layered, multifaceted approach to the scholarly description of events to probe questions of history and culture, economics, politics, diplomacy, and security, and the relationships among them.

For a complete list of grant recipients, please visit <http://www.fas.harvard.edu/asiactr/grants.htm>.

HARVARD CHINA FUND OFFERS INTERNSHIP OPPORTUNITIES IN CHINA FOR UNDERGRADUATES

Established in late 2006, the Harvard China Fund (HCF) is Harvard University's "academic venture fund" for China. In service of the entire University, it supports teaching and research on China and promotes Harvard's presence in China. The University has allocated \$15 million in support of the fund, and has made a commitment to raise \$50 million over the fund's first 10 years.

The HCF's Steering Committee, composed of faculty across the University's Schools, has identified three core objectives:

Partnerships — To promote teaching and research about and in China, in collaboration with institutions across Greater China.

Students — To prepare Harvard students for lifelong engagement with China, and to support Chinese students coming to Harvard for graduate and professional education.

Presence — To strengthen Harvard's capacity to address challenges facing China through the new Harvard Center Shanghai.

The Harvard China Student Internship Program is a collaborative effort involving Harvard's Office of Career Services and Office of International Programs, together with Chinese corporations and multinational companies in China. Students experience modern China through their internship placements and gain an introduction to Chinese history

and culture, all while learning firsthand about life in the workplace. The structure of the program includes a 10-week internship, a weeklong field trip, and numerous cultural events.

For more about HCF and for a list of this year's interns, visit <http://fas.harvard.edu/~hcf>.



FAIRBANK CENTER FOR CHINESE STUDIES AIDS STUDENT RESEARCH

The Fairbank Center for Chinese Studies supports and promotes advanced research and training in all fields of Chinese studies. The center collaborates with the Harvard University Asia Center to offer undergraduate and graduate student grants for Chinese language study and research travel.

In 2010-11 the Fairbank Center also assisted the Graduate School of Arts and Sciences in providing financial aid to four doctoral students pursuing research on China in various disciplines. To support the training of new scholars, the center provides grants for graduate student conference travel and dissertation research. The generosity and foresight of many donors have made the student grants possible by establishing funds such as the Desmond and Whitney Shum Graduate Fellowship, Liang Qichao Travel Fund, Elise Fay Hawtin Travel and Research Fund, Fairbank



Center Challenge Grant, Harvard Club of the Republic of China Fellowship Fund, John K. Fairbank Center Endowment, and John King and Wilma Cannon Fairbank Undergraduate Summer Travel Grants. Student grants in Chinese studies are also supported by contributions from Fairbank Center affiliates.

For a list of current student grant recipients, please visit <http://fairbank.fas.harvard.edu/pages/2011-2012-fellowship-and-grant-recipients>.

KOREA INSTITUTE OFFERS UNDERGRADUATES KOREAN STUDY OPPORTUNITIES

The Korea Institute at Harvard University promotes the study of Korea and brings together faculty, students, distinguished scholars, and visitors to create a leading Korean studies community at Harvard.



Harvard University is one of the world's leading centers for the study of Korea, and through the Korea Institute, Harvard offers exceptional resources for undergraduate students to study Korea. On campus in Cambridge, students take courses on Korea and choose from a wide array of Korea-related activities through student groups, seminars, and programs. Students may also participate in study and work abroad opportunities in Korea through programs such as the Harvard Summer School — Korea, study abroad at Korean universities, and the Korea Institute Internship Program.

This year Harvard College students will:

- Undertake study abroad programs in Korea
- Hold internships in Seoul
- Conduct senior thesis research in Korea
- Learn the Korean language
- Attend student conferences
- Develop independent study programs and pursue related activities in Korea

For more information on the Korea Institute and a full list of this year's Korea program awardees and participants, visit <http://korea.fas.harvard.edu/news>.

EDWIN O. REISCHAUER INSTITUTE OF JAPANESE STUDIES FUNDS STUDENT RESEARCH AND TRAVEL IN JAPAN

Founded in 1973, the Edwin O. Reischauer Institute of Japanese Studies (RI) promotes research on Japan and brings together Harvard faculty, students, leading scholars from other institutions, and visitors to create one of the world's leading communities for the study of Japan.

In the weeks since the March 11 earthquake and tsunami in Japan, officially named the Great East Japan Earthquake, in cooperation with the Harvard Club of Japan, the Rotary Club of Okayama, Doshisha University, the Harvard Japanese Language Program, the Office of Career Services, the Harvard Summer School office, the Office of International Education, and other



entities in Japan and across campus, the Reischauer Institute has thrown wholehearted support behind the maintenance of Harvard student participation in activities and programs in Japan. For graduate students with a Japan interest, RI has provided dissertation completion grants, language study grants, and other travel and research awards. In the case of undergrads, RI has provided support for research, Japanese language study, internships, Harvard Summer School in Kyoto, volunteer relief efforts in the aftermath of the earthquake, and other activities across Japan. Now, more than ever, RI seeks to enable students to go to Japan to study, to work, to learn, and to grow as scholars and as human beings.

To see the full list of students supported by RI during the 2010-11 and summer 2011 academic year, visit <http://www.fas.harvard.edu/~rijs/>.

SOUTH ASIA INITIATIVE OFFERS GRANTS FOR RESEARCH, TO PERFORM FIELDWORK

Since its inception in 2003, the South Asia Initiative (SAI) continues the long tradition of collaboration between Harvard and South Asia's nations. Learning from South Asia and contributing to its development have become vital given the salience of the region in contemporary times. Under the leadership of Tarun Khanna, faculty director of SAI and Jorge Paulo Lemann Professor at the Harvard Business School, SAI has forged links and synergies across Harvard's Schools and within South Asia, creating a nexus for interdisciplinary scholarship with shared aspirations to build the leading center of expertise on South Asia.



This year, SAI has hosted a robust seminar series focusing on themes of social enterprise, urbanization, water, Pakistan, and climate change. Additionally, the Future of South Asia symposium engaged Harvard faculty, area experts, and government officials in discussions of energy and environment, architecture, health, governance, and water issues. SAI's Mumbai, India, office plays a crucial role in supporting Harvard faculty and students in research, teaching, and field experience. This summer, aided by SAI, 24 undergraduates, 28 graduate students, and three faculty members have been funded to travel to all corners of South Asia to conduct research, perform fieldwork, participate in internships, and pursue South Asian language study.

For more information about SAI, visit <http://southasiainitiative.harvard.edu>.



Tunnel vision

At Adams House, a tradition thrives as students annually paint art in the passageways.

By Corydon Ireland | Harvard Staff Writer



Photos by Kris Snibbe | Harvard Staff Photographer

In 1987, Vincent van Gogh’s painting “Iris” sold for \$54 million. By contrast, two years later, William Chettle’s “Tunnel Gumby” failed to bring in any cash for the Class of 1989 English concentrator. In fact, it was soon painted over.

Instead of on canvas in the south of France, “Tunnel Gumby” was painted on a basement wall in Adams House. Chettle — now a marketing executive in Richmond, Va. — was among the early practitioners of a Harvard wall-art tradition that began in 1987. The goal was to bring color and cheer to the warren of dreary passages that students use to get to the laundry, to the weight room, or to the street-level doors.

“It was one of those offhand things,” said Jack Robbins ’90, who originated the wall-painting tradition with his friend Natasha Shapiro ’90-’91. “You know. These tunnels (were) so depressing.”

They approached then-House co-master Robert Kiely with the idea, and “were all geared up for getting resistance,” said Robbins. Instead they got about \$200 to buy paint, brushes, and drop cloths. The rest is history, though perhaps not art history.

The tradition of painting the Adams House tunnels began in 1987. Joe Poirier ’11 continues that tradition by installing Bob Dylan lyrics on the walls and ceiling. Other contributions can be seen below left.

Looking at a photo of his tunnel painting, Chettle observed, “I would have been proud of that in third or fourth grade.” The painting was inspired by a Gumby toy that he wore as a “pocket square,” he said. “It was one of those college Dada gestures that some undergraduates like myself were given to.”

Mirka Morales ’90, now an independent filmmaker and artist in San Francisco, painted herself petting a snake. “Adams House was super-arty when I was there,” she said, and the tunnel art built community and brightened a dreary space.

But the art making was sedate. “It seemed more like an art project and less like a party,” said Jocelyn Beer ’90, a onetime government concentrator and now a senior attorney with a federal agency in Washington, D.C. Chettle agreed, saying there were boom boxes playing the “big hair music” of the day, but no beer or bacchanalia.

(see Tunnels next page)

Tunnels

(continued from previous page)

In the beginning, old wall art was eventually painted over to make room for the new. “Considering the quality of my artwork, that’s probably a blessing,” said Chettle.

“I’m fine with that,” Robbins added. “That’s the nature of college life — that everyone has to reinvent things.”

But today, erasing older works violates one of the “cardinal rules,” said Adams art tutor Zachary Sifuentes ’97-’99. The other rules are “clean up after thyself,” he said, “and return the supplies.”

Until at least 2005, anyone living in Adams was eligible to paint. These days, only seniors can paint, and only during Senior Week.

On May 19 this year Lidiya Petrova ’11 spent eight hours on a blue unicorn mural, which she finished the next day. Her carefully mixed paints yielded a rich teal hue. “Blue, on the one hand, is the color of sadness,” she said. “But, on the other, it’s the color of poetry, of dreams.” A credible unicorn soon emerged from the blank wall, framed by words from a song in Spanish. (Petrova, a law school aspirant who is fluent in five languages, was a modern languages concentrator.)

While Petrova painted, George Zisiadis ’11, a social studies concentrator from Queens, N.Y., was just a shout away down another corridor, past a pile of mattresses and next to a stack of minirefrigerators.

“I just wanted to make some lasting mark on the tunnels I walked through every day,” said the future CouchSurfing.org worker. Moving a stack of stored rugs aside, he put down newsprint and began to sketch a work: a leisure graph comparing the fun of class vs. the fun of tunnel art. (The results are mixed.) Later, Zisiadis painted in the details, to a blast of reggae tunes, and signed it “The Monastery.” The elapsed time was 30 minutes.

Kiley McLaughlin ’11, an English concentrator and poet headed to the Iowa Writers’ Workshop in the fall, was working around the corner on a stairway. She carefully blocked out “How to Buy Flowers,” a poemlike synthesis of instructions from a favorite book, which also has lessons on how to build a fire, how to write a love letter, and how to be brave. “I almost put that up here,” she said. As it is, the first line of advice was brave (and poemlike) anyway: “Plan ahead.”

Close by, over a light switch, is the smallest Adams House tunnel art, a 3-inch line of poetry in faint pen by Andrew Marvell that is so tiny it could be covered by a cigarette.

Big or small, Adams House tunnel art more than

ever runs to text now, and away from the painted self-representation of two decades ago when students started their paintings from full-body silhouettes of themselves. “I thought the written word was dying out,” said Chettle, a *summa cum laude* graduate who won a Hoopes Prize for his thesis, a novel in progress. “That’s vaguely heartening.”

The Adams tunnels display a florid, joyous flair. There are whimsical bottles of beer, ducks, cacti, ancient stylized Egyptians, an Addams House spoof, a recipe for apple Bundt cake, cartoon panels, several

soaring eagles, a yellow submarine, and even the Cookie Monster, whose neighbor is a sober verse from the Bible. Petrova’s dreamy unicorn is not far from a perpetual undergraduate sentiment, rendered in a scrawl: “Carpe Hooters.”

Adams seniors are still seizing the moment, leaving lasting marks. But the real lesson may be that time is fleeting. Two things surprised Chettle when he looked at the old photo of himself with “Tunnel Gumby”: “how bad my painting was, and how much hair I had.”



“I just wanted to make some lasting mark on the tunnels I walked through every day,” said George Zisiadis ’11 (above). “Tunnel Gumby” was painted by William Chettle (right), now a marketing executive in Richmond, Va. Chettle was among the early practitioners of a Harvard wall-art tradition that began in 1987. The goal was to bring color and cheer to the warren of dreary passages. Twenty-four years later, students (below) continue to walk the tunnels and enjoy the artistic endeavors.



Online ►► Photo gallery: <http://hvd.gs/83016>

The shape of things to come

The renewal of Old Quincy, the neo-Georgian section of that student House, will re-create the space as more comfortable, modern, and better able to host academic and social activities. The project will begin next May and wrap up in the summer of 2013.

By Paul Massari | Harvard Staff Writer

When the Old Quincy Test Project wraps up in the summer of 2013, undergraduates will return to a re-envisioned House that is more comfortable, more modern, and more capable of hosting academic and social activities.

New common spaces will allow for revamped programming — both academic and extracurricular — for students hungry to do and learn more. Updated systems will give residents climate control. Energy-efficient upgrades also will help Harvard to achieve its goal of a 30 percent reduction in greenhouse gases by 2016.

“Our goal is not only to modernize the space,” said Michael D. Smith, dean of the Faculty of Arts and Sciences and John H. Finley Jr. Professor of Engineering and Applied Sciences, “but also to take advantage of a once-in-a-century opportunity to renew the living and learning experience, all while preserving the traditions and historic character of the House.”

The project is the result of years of planning and consultation between University administrators and planners, faculty, undergraduates, and building professionals. Harvard College Dean Evelyn M. Hammonds, chair of the House Program Planning

Committee (HPPC), said that her group engaged faculty, students, and staff in a yearlong conversation about the mission and purpose of the undergraduate Houses.

“The HPPC explored the ways that the House system could continue to serve the College in the future,” said Hammonds, the Barbara Gutmann Rosenkrantz Professor of the History of Science, and professor of African and African-American studies. “We found that the values and strengths of House life were still relevant to Harvard’s approach to undergraduate education. Even in an age where technology allows students to talk and work with people all over the world, the residential community is still a critical component of the learning experience.”

The project is scheduled to begin in late May 2012 and finish in the summer of 2013. (During this time, about 180 students will be housed in “swing space” at nearby Hampden, Fairfax, and Ridgely halls.) Once under way, the renewal will substantially upgrade Old Quincy’s look, feel, and function, eliminating walk-through bedrooms, creating new singles, and adding elevators for accessibility. In addition to new seminar and meeting rooms and new practice space

for musicians, the renewal will address a perennial concern for students: the need for additional social space. A large multipurpose room with flexible furniture configurations will lead out to an open-air terrace, making it one of the most attractive places on campus for events and activities.

Lee Gehrke, master of Quincy House and professor of microbiology and molecular genetics at Harvard Medical School, has high hopes for the test project.

“The renewal will create places for new interactions between students and faculty, and also accommodate a student population with diverse learning styles and needs — from quiet individual study to group work in large, technology-enabled spaces. Our hope is that the project’s outcome will be much more than a much-needed upgrade of the building; we want it to reinvigorate the student experience at Quincy House.”

For full story, go to <http://hvd.gs/82319> or scan the QR code.



Changes to come to Quincy House.



The renewal of Old Quincy’s lower level (top) will address a perennial concern for students — the need for additional social space — and include a large multipurpose room (left) that leads out to an open air terrace.

Photo by Kris Snibbe | Harvard Staff Photographer; architectural renderings by KieranTimberlake



Harvard celebrated its 300th anniversary in 1936. The festivities included this Foundation Day gathering in Tercentenary Theatre.